UNIVERSITY OF CINCINNATI

June 19 39

I hereby recommend that the thesis prepared under my supervision by ANDERSON DUGUID OWENS

entitled The Development of the Public Schools of Kentucky With Special Reference to Curriculums

be accepted as fulfilling this part of the requirements for the degree of DOCTOR OF EDUCATION

Approved by:

Spencer Shank, Ch.

H A Cleckley

Carter V Good

FORM 668—G.S. AND ED.—1M—7-33

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

THE DEVELOPMENT OF THE PUBLIC SCHOOLS OF KENTUCKY WITH SPECIAL REFERENCE TO CURRICULUMS

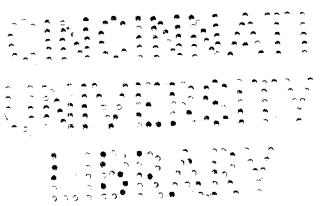
A dissertation submitted to

The Graduate Faculty of the Teachers College
of the University of Cincinnati

in partial fulfillment of the
requirements for the degree of

Doctor of Education

1939



by

Anderson Duguid Owens
A.B. Transylvania College 1918
A.M. Transylvania College 1925

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

UMI Number: DP15973

INFORMATION TO USERS

The quality of this reproduction is dependent upon the quality of the copy submitted. Broken or indistinct print, colored or poor quality illustrations and photographs, print bleed-through, substandard margins, and improper alignment can adversely affect reproduction.

In the unlikely event that the author did not send a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyright material had to be removed, a note will indicate the deletion.

UMI®

UMI Microform DP15973

Copyright 2009 by ProQuest LLC.

All rights reserved. This microform edition is protected against unauthorized copying under Title 17, United States Code.

ProQuest LLC
789 E. Eisenhower Parkway
PO Box 1346
Ann Arbor, MI 48106-1346

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

ACKNOWLEDGMENTS

It is not possible to bring to completion a study of this kind without the cooperation, helpful guidance and sympathetic understanding of many others. The writer wishes hereby to recognize his deep sense of obligation to his reading committee - Dr. Spencer Shank as chairman, Dean Louis A. Pechstein, and Dr. Carter V. Good - for their kindly and sympathetic advice and counsel, as well as the thorough and constructive criticisms offered during the progress of the study.

The writer is also indebted to a number of persons in Kentucky and elsewhere who have so graciously made available material used in the study.

15 N '39

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE OF CONTENTS

Page

LIST OF TABLES viii

Chapter

I. INTRODUCTION 1
The Problem 1
Delimitation of the Study 1
Limitations of the Study 2
Justification of the Study 2
Sources of Material 4
Definitions of Terms 5
Plan of the Study 9

II. RELATED LITERATURE 11
Studies on Kentucky City and County School Systems 11
General Historical Studies 12
Curriculum Studies 13
General Curriculum Literature 19

III. HISTORICAL AND LEGAL BACKGROUND OF THE KENTUCKY SCHOOL SYSTEM 26
The Public Academy and Seminary 27
The Private Academy in Kentucky 28
The Establishment of the State System of Common Schools 30
The Public High School Movement in Kentucky 33
The Junior High School in Kentucky 37
Summary 41

IV. THE DEVELOPMENT OF KENTUCKY ACADEMIES AND SEMINARIES AND THEIR CURRICULUMS 44
I. Early American Secondary Education 44
II. Public Academies and Seminaries in Kentucky 48
First Efforts in Establishing Secondary Schools 48
Administrative Features of Public Academies 53
Teachers and Instruction in Public Academies 57
Academies Regarded as Schools of Higher Learning 60
Failure of the Public Academy 61

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Page

III. The Private Academy in Kentucky 63
Introduction 63
Legislative Background of the Private Academy 64
Management and Support of the Private Academy 66
Private Academies for Girls 69
Methods and Materials of Instruction. 72
IV. The Curriculums of Academies and Seminaries in Kentucky 79
The Curriculum of the Early Academies 79
Academy Curriculums in the Early Part of the Nineteenth Century 80
Academy Curriculums in the Middle and Latter Part of the Nineteenth Century 84
V. Summary and Compilation of the Curriculums of Kentucky Academies and Seminaries 91
Influence of the Academy 94
VI. The Educational Contribution of the Kentucky Academy and Its Curriculum.... 96
Curriculum Determined the Purpose of the Academy 96
Summary 104

V. THE ORIGIN AND DEVELOPMENT OF THE ELEMENTARY SCHOOL CURRICULUM IN KENTUCKY..... 108
I. Historical-Legal Background of the Kentucky Public Elementary School System 108
Introduction 108
A State System of Common Schools Definitely Established 113
Financial and Other Difficulties 121
Improved Legal and Financial Basis of Public Common Schools 125
Other Factors Making for Improvement (Before the Civil War) 130
Problems of Housing, Certification and Training 135
System of Common Schools after Civil War (1860-1908) 137
Legal Enactments in the Twentieth Century (1908-1938) 139
Developments in the Training and Certification of Teachers 145
Growth Since 1908 147
Statistics Indicating Present Status as to Type of Schools and Enrollment 148

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Page

II. The Development of the Elementary Curriculum in Kentucky 156
Elementary Curriculum Before 1838 ... 156
Early City Schools 157
Textbooks in Early City Elementary Schools 163
Early County School Curriculum 164
Elementary Curriculum After 1838 165
The State Elementary Course of Study. 166
The First Complete State Course of Study 168
Other Additions to the Curriculum ... 169
State Elementary Curriculum 1925-1929 170
The Present Curriculum in the Elementary Schools 172
III. Forces Affecting the Evolution of the Elementary Curriculum 179
Summary 185

VI. CURRICULUM OF THE PUBLIC SECONDARY SCHOOLS.. 188
I. Origin and Development of Public Secondary Schools in Kentucky 188
Introduction 188
Decline of Private and Emergence of Public Secondary Schools 189
Public Secondary Schools in Louisville 190
Public Secondary Schools in Kentucky Second Class Cities 192
Origin and Growth of Graded District High Schools 197
Decrease in Number of Graded School Districts 207
Origin and Growth of County High Schools 209
The County High School Becomes a Reality 212
The Work of the County High Schools.. 220
II. Curriculums of Kentucky Public Secondary Schools 224
Early Curriculums of Public High Schools (-1875) 225
1. Louisville High Schools 225
2. High Schools in Smaller Kentucky Cities 231

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Page

Analysis of Courses of Study 1875-1885 236
The Evolving Secondary Curriculum ... 237
Further Expansion of High School Curriculums 240
Curriculums in Small High Schools, 1923-1924 246
Evolution of Subjects 251
Vocational Education 260
III. The State Course of Study 263
Changes in the State Course of Study, 1908-1933 272
IV. Factors and Purposes Influencing the High School Curriculum in Kentucky 273
Influence of the Academy and Seminary 273
Influence of Practice in Other States 275
Influence of College Entrance Requirements 277
Influence of State Courses of Study.. 278
Purpose of the High School Curriculum 279
Textbooks Determined Curriculum Content 280
Summary 283

VII. THE DEVELOPMENT OF THE JUNIOR HIGH SCHOOL CURRICULUM IN KENTUCKY 290
Early Junior High School Curriculum 290
State Programs for Junior High Schools ... 2955
Junior High School Curriculums 1935-1938.. 297
Characteristics of Kentucky Junior High School Curriculums 300

VIII. THE PRESENT KENTUCKY PUBLIC SCHOOL CURRICULUM CONSIDERED AS A WHOLE 303
The Elementary Curriculum 303
The Junior High School Curriculum 310
The High School Course of Study 313

IX. SUMMARY AND CONCLUSIONS 317
The Evolution of the Public School System in Kentucky 318
Development of the Public School Curriculum in Kentucky 321
Characteristics of the Curriculum as it Developed 324

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Page

The Characteristics and Philosophy of the Present Public School System in Kentucky 327
Conclusions and General Considerations. . 328

BIBLIOGRAPHY 331

APPENDIX A COURSES OF STUDY 345

APPENDIX B EVOLUTION OF KENTUCKY PUBLIC SCHOOL CURRICULUMS 432

APPENDIX C BRIEF HISTORY OF TEXTBOOK SELECTION IN KENTUCKY 457

APPENDIX D TITLE PAGE AND ILLUSTRATIVE PROBLEMS FROM THE ARITHMETICAL VADE MECUM 463

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

LIST OF TABLES

Table		Page
I	Number and Size of Schools in Kentucky Reported in 1937-1938	39
II	Number of Pupils Enrolled in Kentucky Schools, June 1937	40
III	Public School Census and Enrollment in Kentucky, 1920-1930-1937	40
IV	Public and Private Academies Incorporated before 1838	63
V	Public and Private Academies in Kentucky (1840-1938)	78
VI	Subjects Taught in Academies and Seminaries of Kentucky (1792-1910	92
VII	Elementary School Membership, January 1937.	151
VIII	Summary of Elementary School Statistics, June 1937	152
IX	Number of County Public Elementary Schools by Size in Kentucky in 1937-1938	153
X	Types of Independent District Public Elementary Schools in Kentucky in 1937-1938..	154
XI	Courses Offered in 407 Kentucky High Schools Having from One to Four Teachers, 1923-1924	248
XII	Growth of Vocational Education in Kentucky, 1917-1937	262
XIII	Courses of Study, Newport, Leavenworth, Jacksonville, Cincinnati, 1862-1869	276
A	Evolution of the Kentucky Elementary State Course of Study 1852 -1936	432
B	Changes in Curriculum of Owensboro High School 1873 to 1938	434

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Table		Page
C	Changes in Curriculum of Ashland High School 1894 to 1938	437
D	Changes of Curriculum of Bowling Green High School 1909 to 1938	439
E	Changes in Curriculum of Hopkinsville High School 1899 to 1938	441
F	Changes in Curriculum of Louisville Male High School 1877 to 1938	443
G	Changes in Curriculum of Frankfort High School 1875 to 1938	447
H	Changes in Curriculum of Maysville High School 1877 to 1938	449
I	Changes in Curriculum of Newport High School 1866 to 1938	451
J	Changes in State High School Curriculum From 1908 to 1938	453

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

CHAPTER I

INTRODUCTION

The Problem

The title of the present study is "The Development of the Public Schools of the State of Kentucky with Particular Reference to Curriculums." The primary purpose of the study is to trace historically the development of the curriculum in the public schools of the State of Kentucky. This will include all secondary and elementary schools that have been and are entirely or partly public institutions.

Delimitation of the Study

This investigation is limited to a study of the historical aspects of the problem. No attempt will be made to evaluate the curriculum, set up standards, or compare the curriculum of the public schools of Kentucky with curriculums of other states. Such an investigation would have real value, but it is not within the purpose or scope of the present study.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Limitations of the Study

Insofar as possible, original sources have been used in making this study. A few authorities are cited but tabulations and discussions are for the most part based upon data secured from primary sources.

In selecting curriculums for purposes of display, an effort was made to secure those which would fairly represent prevailing practice. Small schools have somewhat less proportional representation than medium size and large ones for the reason that copies of curriculums used in the small school have in many cases not been preserved.

No attempt has been made to give connected accounts of particular schools. Peculiarities of individual schools have been noted, but conclusions deal with general practices and tendencies.

Justification of the Study

This study can be justified or defended as a worthwhile study in the general field of the history of education with special reference to curriculums because:

1. It is the first study of its kind which gives a comprehensive account of the evolution of a state public school curriculum historically considered;

2. It adds to the knowledge of the history of the

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

state system of education in Kentucky, and the history of public education in general;

3. It attempts to show how the present public school curriculum in Kentucky is the outgrowth of earlier curricular practices and philosophy;

4. It seeks to discover the factors and forces which have influenced the development of the public school curriculum in Kentucky;

5. It discloses the changes that have occurred in the organization and content of the Kentucky public school curriculum since its inception;

6. It points out some of the fundamental characteristics of the curriculums of the various levels of the school system from the beginning of education in Kentucky to the present;

7. It seeks to discover the trends of the present public school curriculum;

8. It offers certain general considerations and conclusions with respect to the entire history of the public school curriculum development in Kentucky; and

9. It provides an abundance of source material for future investigators in the field of curriculum development and educational history in Kentucky and other states.

In the final chapter the evidence will be reviewed,

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

demonstrating how the study has met these points.

Sources of Material

Materials for this study have been secured from a wide variety of sources, such as: The Biennial Reports of the State Department of Education, Annual Reports of the superintendent of public instruction in Kentucky, Bulletins of the State Department of Education, mimeographed and printed Courses of Study from various Kentucky cities and counties, Catalogues of seminaries and academies, Annual Reports of city school systems, Histories of Kentucky, unpublished Graduate Theses on education in Kentucky, the Report of the Kentucky Educational Commission in 1921, and the Report of the Kentucky Educational Commission in 1934. Copies of advertisements taken from old newspapers have supplied valuable information on early private schools and academies. "Minutes" of the trustees of academies have also furnished interesting information concerning the curriculums of early academies and seminaries in Kentucky.

Legal Sources such as the Acts of the Kentucky Legislature, "Minute Books" of boards of education, and trustees of academies, "Minutes" of city councils, and Littell's Laws of Kentucky have yielded much valuable data.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Many authorities have been cited but discussions are for the most part based upon data secured from original sources which are scattered throughout the schools, cities, and counties of Kentucky. Chapter II will be devoted to a thorough review of these materials.

Definitions of Terms

Since certain terms will be used frequently throughout the manuscript, it seems wise at this time to set down these terms with their specific definitions as they have been used.

1. Curriculum: A curriculum is any systematic arrangement of courses which extends through a number of years and which is planned for any clearly differentiated group of pupils. From the standpoint of administration, a curriculum is an arrangement of courses within which a pupil is restricted in his choice of work leading to graduation.

2. Single Curriculum: A curriculum in which all pupils take identical work.

3. Differentiated or Multiple-Curriculum: A multiple curriculum type is a program of studies providing two or more curriculums to be pursued by as many groups of pupils and which, when once elected, is fully prescribed.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

4. Constants-with-Variables Type of Curriculum: A program of studies which is not divided into definite curriculums but specifies certain subjects as being required of all pupils and contains certain additional subjects from which a pupil may choose under guidance.

5. Major-Minor Type Curriculum: A program of studies in which the pupil selects his own curriculum guided by certain restrictions as to major and minors.

6. General Curriculum: A curriculum which is intended to equip a pupil for his future duties and opportunities without definite reference to a special vocation.

7. Academic or Classical Curriculum: A curriculum designed to give a pupil the cultural background necessary for his appreciation of, or the continuation of his education in, the field of fine arts.

8. College Preparatory Curriculum: A curriculum designed to prepare pupils for entrance to any standard college of their particular choice.

9. Scientific Curriculum: A curriculum designed for pupils intending to pursue a higher education and having a special interest in scientific subjects.

10. Commercial Curriculum: A curriculum designed specifically to give pupils that form of vocational education which will fit the pupil for some kind of clerical duty connected with the operation of commercial establishments.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

11. Industrial Arts Curriculum: A curriculum designed specifically to give pupils an understanding of the practical aspects of life. It also offers a pre-vocational introduction to a particular craft, trade, or wage-earning pursuit for that type of pupil who has a special interest in manual activities.

12. Home Economics Curriculum: A curriculum designed to prepare a pupil for household activities or for participation in vocations connected with the household.

13. Program of Studies: Program of studies refers to all the subjects offered in a given school and does not infer any principle of organization involved in arranging these courses into curriculums.

14. School Subject: A school subject is any one of the well recognized divisions of knowledge consisting of one or more courses which are offered in the program of studies.

15. Course: A course is a quantity of a kind of subject-matter of instruction in any school subject, offered within a definite period of time for which a credit unit or fraction of a credit unit toward graduation is granted.

16. Credit Unit: A credit unit represents a year's study in any high school subject. It is assumed that a

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

year's work represents from thirty-six to forty weeks, and that any course will be pursued from four to five, forty-five minute periods per week.

17. A Major: A high school major means three credit units done in sequence in any high school subject, e.g., mathematics and social science.

18. A Minor: A high school minor means two credit units of work done in any high school subject.

19. Graduation: In this study graduation means the completion of high school courses to the extent of sixteen or more credit units earned beyond the eighth grade.

20. Approved High School: A high school which has met the legal requirements of the State Board of Education.

21. Accredited High School: A high school which meets the requirements of the Association of Kentucky Colleges, or the Association of Colleges and Secondary Schools of the Southern States. A school must be accredited by the Association of Kentucky Colleges, however, before it is eligible for membership in the Southern Association.

22. Academy and Seminary: In this study the terms "Seminary" and "Academy" must both be used, since they were a part of early Kentucky secondary school terminology, although their meanings are identical. The terms, as used herein, refer to an institution which gives work of a secondary grade, that is, between a university or college,

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

and an elementary school.

Plan of the Study

As introductory or background material for the study of the development of public school curriculum in Kentucky, chapter III presents a brief history of the public school system of Kentucky.

Chapter IV traces the Academy and Seminary movement in Kentucky and presents curriculums of the academy and seminary covering a period of approximately one hundred and twenty years.

The history of the elementary school and its curriculum is dealt with in the fifth chapter.

The curriculums of the secondary schools of the State, together with a brief account of the growth of the various types of secondary schools, comprise the content of chapter six.

A brief chapter on the junior high school and its curriculum follows the presentation of the secondary school curriculum.

The final two chapters are devoted to a discussion of the present public school curriculum, and certain general considerations and conclusions related to the entire history

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

of the curricular development within the state, respectively.

For the purpose of this study, no uniform division of the periods in which curriculums are presented for the various school units is possible, since they were not all coexistent. The larger portion of the curriculums presented throughout the study is subsequent to 1838, with the exception of the curriculum of the academy and seminary.

Throughout the study types of curriculums are given for each school division. These curriculums were selected with a view to showing the prevailing practices at different periods of the State's educational history. Reference is made to textbooks and textbook lists in several instances as the study develops, but no attempt is made to analyze the content of the textbooks.

Availability of material has been a limiting factor in the presentation of the curriculums found in the pages which follow, but sufficient material is included to give a fairly complete picture of the evolution of the public school curriculum in Kentucky.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

CHAPTER II

RELATED LITERATURE

Studies on Kentucky City and County School Systems

In all, thirty-one graduate studies completed or on file at the University of Kentucky in the last two decades upon the history of education in Kentucky were found. They are related to this study in that they contain valuable sources of information and material for the problem under investigation. All of these studies are historical in type, dealing with the early schools in various cities and counties, and giving an account of their growth and development in terms of number of schools, type of schools, enrollment, administrators, textbooks, courses of study, educational costs, etc. The following are typical of this group:

Estes [1] in one of the earliest of these studies gives an historical account of Catholic education in Marion Cpunty.

---

[1] Lela Caye Estes, "Catholic Education in Kentucky." Unpublished Master's Thesis, University of Kentucky, 1916. Pp. 69.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

McCoy [2] presents an account of the growth of the educational system in Harlan County.

Mills [3] traces the evolution of the public school system of Covington.

Welch [4] gives a discussion of the growth of education in Bourbon County.

General Historical Studies

In addition to the specific county and city studies referred to above there exist several studies upon the general subject of the history of education in Kentucky. They may be listed as follows:

Hamlett [5] gives an account of the growth of the Kentucky system of public schools in terms of the administration of twenty State superintendents of public instruction, beginning with the administration of Bullock in 1838 and ending with his own in 1913. In this work there is summar-

---

[2] Lottie McCoy, "History of Education in Harlan County, Kentucky". Unpublished Master's Thesis, University of Kentucky, 1936. Pp. 147.

[3] Howard H. Mills, "History of Education of Covington, Kentucky". Unpublished Master's Thesis, University of Kentucky, 1929. Pp. 126.

[4] James Robert Welch, "History of Education in Bourbon County". Unpublished Master's Thesis, University of Kentucky, 1933. Pp. 267.

[5] Barksdale Hamlett, History of Education in Kentucky. Frankfort: Department of Education, 1914. Pp. iv + 330.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

ized the outstanding items of educational progress of each State administration, in chronological order.

Lewis[6] gives a brief historical account of each of the public and private institutions of higher learning in the State prior to 1898.

Ligon[7], in an unpublished volume, gives an exhaustive treatment of the legal aspects of the history of public education in Kentucky, including in his study the common schools, secondary schools, and public institutions of higher learning.

Oliver[8] treats the early development of elementary and secondary education in Kentucky, limiting his account to the period prior to 1860.

Curriculum Studies

Several studies have been made dealing with various aspects of the curriculum in Kentucky and elsewhere, which have relationship to this investigation. Some of the more pertinent are given as follows:

---

[6] Alvin Fayette Lewis, History of Higher Education in Kentucky. Washington: Government Printing Office, 1899. Pp. 340.

[7] M. E. Ligon, "A History of Education in Kentucky". Unpublished. Lexington: 1932. Pp. 557.

[8] Tybee Williams Oliver, "Elementary and Secondary Education in Kentucky Prior to 1860". Unpublished Master's Thesis, University of Chicago, 1915. Pp. 94.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Beall[9] analyzes the high school curricula of Kentucky over a period of two years and presents a good overview of the curricula at that time.

Good[10], in a study of the curriculum offered in twenty-nine of the larger cities in the United States, found a great amount of variation in both the types of curriculum and titles of courses. There was evidence that some of the curriculums and courses peculiar to certain localities were the result of a local whim and perhaps did not satisfy a general social need. The discovery of a lack of definite emphasis in these schools upon a certain uniformity of preparation for college entrance was interpreted as being unfair to both the pupil and the college to which he goes.

Good and Good[11], in a study based upon sixty-nine state and city curriculums, found 130 different curriculums offered. The median number of curriculums offered in thirty-three four year high schools included in the above number, was six. They found much evidence pointing to a

---

[9] Mary Beall, "Comparative Analysis of the Curriculum of Kentucky High Schools, 1922-1924". Unpublished Master's Thesis, University of Kentucky, 1924. Pp. 156.

[10] C. V. Good, "Variables of the Senior High School Curriculum and College Entrance Problem", School Review, XXXV (November, 1927), 686-691.

[11] C. V. Good and Raymond Good, "The Titles of Curricula Offered or Suggested in Secondary Schools", School Review, XXXV (September, 1927), 503-509.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

need for a standardization of titles of courses and curriculums and suggested that this probably could best be done by the accrediting associations.

Howard [12] evaluates the present junior high school curriculum in Kentucky and suggests a curriculum program for Kentucky junior high schools.

Hunt [13] discusses the factors influencing the present public school curriculum in Kentucky.

Judy [14] gives a treatment of the reorganization of secondary education in Kentucky. This work discusses the reorganized studies in Kentucky. He found that the reorganization that has taken place in Kentucky is the result of influences that have trickled in through educational conferences, educational literature, educators, textbooks, and courses offered in teacher training institutions.

The study of A.K. Loomis and Edwin S. Lide [15], reported in the National Survey of Secondary Education, presents an extensive treatment of curricular trends during the last

---

[12] Boyd D. Howard, "An Analysis of the Junior High Schools in the State of Kentucky, 1935-1936." Unpublished Master's Thesis, Teachers College, University of Cincinnati, 1936. Pp. 69.

[13] R. L. Hunt, "A Study of Factors Influencing the Public School Curriculum in Kentucky". Unpublished Doctor's Thesis, George Peabody College for Teachers, 1937. Pp. 204.

[14] E. Keevil Judy, "Reorganization of Secondary Education in Kentucky". Unpublished Master's Thesis, University of Kentucky, 1932. Pp. 132.

[15] A. K. Loomis and Edwin S. Lide, The Program of Studies. National Survey of Secondary Education, No. 17. Washington: United States Office of Education, 1932. Pp. xi + 340.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

twenty years. Their study is based upon a group of 152 high schools, located in cities of the United States having a population of from twenty-five hundred to twenty thousand. The availability of some previously collected information from each school selected made it less difficult to discover trends.

In certain geographical sections of the country, it was found that one type of curriculum was in common use, while in another section a different type would predominate. In general, the South tended toward the constant-with-variables type of program, the Western States offered the greatest number of curriculums, and the North and East show a decided preference for the combination type of curriculum. In all sections the general trend has been to place less emphasis upon college preparatory curriculum and more emphasis upon the new general type of program. This was taken to indicate that the American secondary school is becoming more concerned with the great group of pupils now in attendance, who do not expect to enter college.

Some adjustments to the above conditions were noted in the fact that there was an increase in the units offered in social studies, science, physical education, music, commerce, industrial arts, and home economics. Decreases were shown in the number of units of history and mathematics

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

offered. Practically all of the increases noted were in the non-academic and practical academic courses. While the total number of offerings was found to be rapidly increasing, the specific requirements were steadily decreasing.

A study by H. B. Smith[16] evaluates the present secondary curriculum in Kentucky with respect to the country as a whole. Smith found that the present secondary curriculum in Kentucky followed rather closely that of the country as a whole.

Stout[17] gives an historical and statistical account of the development of high school curricula in the North Central states from 1860 to 1918. This monograph contains a treatment of (1) subjects and their organization in the curricula, (2) the subject matter of the various fields and subjects, and (3) subjects and subject matter. This study deals exhaustively with curriculum development over a large area within a limited number of years. It has special significance as related literature in an historical curriculum study for reasons other than its content. It represents investigations and findings for a long period of time, shows

---

[16] Herbert B. Smith, "A Survey of the Curriculum in the Larger Senior High Schools in Kentucky, 1935-1936". Unpublished Master's Thesis, Teachers College, University of Cincinnati, 1936. Pp. 101.

[17] John E. Stout, The Development of High School Curriculum in the North Central States from 1860 to 1918. Supplementary Educational Monographs, Vol. III, No. 3. Chicago: University of Chicago, 1921. Pp. 231.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

trends which are interesting to those interested in the development of the curriculum, and contains an extensive and comprehensive bibliography.

Webb [18] summarizes the work of the North Central Association in regard to high school curriculum reorganization and sets forth a splendid check list of objectives for the various fields.

The study of Williams [19] in the field of junior high school curriculum covers the period from 1910 to 1933. One of its main purposes was to determine the reasons for the beginning of the junior high school and to summarize the underlying theories of the movement. Some of the important theories set forth were: (1) to provide training for those who would leave school at the end of the compulsory school period, (2) to let pupils explore the major fields of life's activity, and (3) to adapt the organization and administration of the school to the needs and interests of adolescent youth.

The results of Williams' study indicated that there were five distinct trends in the development of the junior

---

[18] R. W. Webb, et al, High School Curriculum Reorganization. Ann Arbor: North Central Association, 1933. Pp. vii +391.

[19] Bettie Neal Williams, "Past and Present Practices in the Junior High School Curriculum Since 1910". Unpublished Master's Thesis, Duke University, 1933. Pp. 167.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

high school curriculum, which are:

1. Unification of courses
2. Enrichment of program of studies
3. Socialization of subject matter
4. Broadening the curriculum and guiding the child's electives
5. Vocational and educational guidance

Zerkel's[20] investigation of the objectives of the curriculum of a rural high school brought to light definite needs as a basis upon which to build a general formula by which the specific problems of the rural administrators might be solved.

General Curriculum Literature

From the general field of curriculum the writer has selected certain literature which, although not directly related to the problem under consideration, has sufficient relationship to the present study to warrant its inclusion here.

Report of Kentucky Educational Commission. In 1932 the General Assembly of Kentucky enacted a law providing for a study of public education in Kentucky to be made under the direction of an educational commission. The report of this commission contains a chapter on the curriculum.[21] In this chapter there is set forth the philosophy

[20] Waldo Emerson Zerkel, "A Study in Determining Objectives of a Rural High School Curriculum." Unpublished Master's Thesis, Wittenberg College, 1933. Pp. 97.

[21] Report of Kentucky Educational Commission. Kentucky Educational Bulletin, Vol. I, No. 8. Frankfort: Department of Education, 1933. Pp. iv + 324.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

of the Kentucky Educational Commission regarding the curriculum for the various levels of instruction. It also enumerates the factors affecting the curriculum of the schools and makes recommendations relative to the changes that might be made to incorporate the philosophy set forth, and hence bring about an improvement within the system.

This Commission was appointed and in due season submitted a report of its findings and recommendations.[22] The Educational Commission recommended among other things that a careful study be made of the elementary and secondary curriculums in Kentucky. A State Curriculum Committee was appointed in the fall of 1933 to act upon this recommendation. The work of this committee was submitted in a report made in 1934.[23] The work of the State Curriculum Committee is the most extensive attempt that has been made along this line in Kentucky. The efforts of this committee have been centered around the three major tasks as follows:

1. To determine by concensus of opinion the general educational objectives for the State
2. To stimulate teachers and educational workers in the State to study intensively, the curriculum and its problems
3. To construct new courses of study for Kentucky in both the elementary and secondary fields

---

[22] Kentucky Educational Commission, op. cit., p. 324.

[23] A Program of Curriculum Study in Kentucky. Kentucky Educational Bulletin, Vol. II, No. 8. Frankfort: Department of Education, 1934. Pp. 40.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Work of the American Educational Research Association. - One of the most complete compilations of material relating to the curriculum field was made by the American Educational Research Association. This Association is a department of the National Educational Association. On two occasions this organization has attempted to summarize all of the important research studies that have been made in the curriculum field.

A. The first publication issued by this Association, in January, 1931, was on the curriculum.[24] Since this was the first issue, an attempt was made to summarize briefly all the significant research bearing upon the curriculum that had appeared up to December, 1930, with more attention and emphasis upon the three years just previous to that date.

The research reported in the publication was classified under seven headings, with each division reported in a separate chapter. The chapter titles are as follows:

I. General Curriculum Making
II. Investigations of the Objectives of the Curriculum
III. Nature of Learning Activities
IV. Time Allotment and Grade Placement
V. Measuring Ability and Achievement
VI. Evaluation of Curricula and Texts
VII. Public and Private School Curricula

B. Approximately three years later another issue of this publication was devoted entirely to the curriculum.[25]

[24] "The Curriculum", Review of Educational Research, IV (January, 1931), 1-64.

[25] "The Curriculum", Review of Educational Research, IV (April, 1934), 121-252.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

The second edition contains a summary of all important curriculum investigations made in the three years that had elapsed since the first curriculum number. The research done in this period was classified under four headings as follows:

I. Plans of Curriculum Building and Research
II. Curriculum Investigations at the Elementary and Secondary School Level
III. Evaluation of Courses of Study and Textbooks
IV. Curriculum Investigations at the Teacher Training, College and University Levels

It was found that most of the studies made in this three year period had been in special subject fields. Due to this fact the research listed in the second division was rather extensive and it was decided to classify the investigations according to the subjects involved. The elementary and secondary fields in which there had been sufficient research to merit a summary were reading, handwriting, arithmetic, spelling, English language and grammar, social studies, modern foreign languages, health, and physical education, science, mathematics, art, music, industrial arts, home economics, commercial education, and extra-curricular activities.

The two publications mentioned are of considerable significance as related literature in a study dealing with

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

any phase of the curriculum, as they present investigations and findings for a rather extended period of time, show valuable curricular trends, and each contains an extensive and comprehensive bibliography; the earlier publication mentioned listing 303 items and the latter 889 items bearing on the curriculum field.

The Sixth Yearbook of the Department of Superintendence of the National Educational Association is devoted to the curriculum.[26] This publication summarizes the work of the curriculum commission which was appointed in 1923 and therefore had been working five years previous to the appearance of the yearbook. Its efforts had been largely confined to assisting and stimulating local superintendents and school workers in providing a suitable curriculum. One of the basic philosophies of this commission was that the curriculum must continue to change as long as civilization advances and hence it advocated a plan of continuous curriculum study and revision.

The first part of this publication is devoted to a discussion of the twelve issues which the commission considered fundamental and must be met by any school system in attempting a program of curriculum revision. The second part of the publication is confined to research in the

---

[26] The Development of the High School Curriculum. Part II, Sixth Yearbook of the Department of Superintendence. Washington: Department of Superintendence, 1928. Pp. 584.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

secondary school subjects.

Briggs[27] lists twenty-seven questions which he maintains must be answered before the problems in the curriculum field can be satisfactorily solved.

Caswell and Campbell[28] place emphasis upon broad general principles of curriculum construction, and an attempt is made to discover and set out the duties and responsibilities of all of the members of the personnel in relation to a continuous program of curriculum revision.

Harap[29] sets forth a somewhat detailed description of a procedure that may be used to bring about curriculum study and revision within a school system.

Hopkins[30] sets forth in an excellent manner the broad general principles involved in curriculum construction and outlines a procedure adapted to very large school systems.

Phelps[31] stresses the fact that various methods of

---

27 Thomas H. Briggs, Curriculum Problems. New York: Macmillan Company, 1926. Pp. iv + 138.

28 H. L. Caswell and D. S. Campbell, Curriculum Development. New York: American Book Company, 1935. Pp. vii + 580.

29 Harry Harap, The Technique of Curriculum Making. New York: Macmillan Company, 1928. Pp. xii + 583.

30 L. T. Hopkins, Curriculum Principles and Practices. Chicago: Sanborn, 1929. Pp. vi + 611.

31 Skelton Phelps, "Curriculum Construction", Peabody Journal of Education, V (January, 1928), 223-229.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

investigations are adapted to the curriculum field and that research which will use those methods is needed.

The existence of and frequent appearance of a voluminous amount of material upon various phases of the curriculum is indicative of the importance attached to the curriculum field by educational philosophers and investigators, and establishes the importance of the type of problem presented in the present study.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

CHAPTER III

HISTORICAL AND LEGAL BACKGROUND OF THE KENTUCKY SCHOOL SYSTEM

As a general background to the study of the historical development of the public school curriculum in Kentucky it is essential that a brief presentation of the growth and development of the public school system in Kentucky be given. The material presented in the following chapters on the curriculum will be more meaningful when illuminated by a description of the evolution of the school system in which these curriculums were offered.

Detailed discussion of the development of the various school divisions, such as the elementary school system, the academy and seminary, the high school and reorganized high school, will be reserved as background material for each chapter in which the history of the curriculum of each of these separate movements is developed. It is the purpose in Chapter III to present the legal and historical aspects of the public school movement in Kentucky, and thus to give

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

a picture of the struggle to establish and develop the school system as it exists in Kentucky today.

The Public Academy and Seminary

Even before Kentucky became a state the Legislature of Virginia passed an Act in 1788[1] "to vest certain escheated lands in the county of Kentucky in trustees for the purpose of a public school." This was the beginning of the public academy in Kentucky. Kentucky was admitted to the Union in 1792.

No provision for education was made in either the first or second constitutions of Kentucky; however, the Legislature by an Act of 1794[2] incorporated "Kentucky Academy". This academy was to be promoted by the Transylvania Presbytery and was to operate as a public seminary.

Act of February, 1789. - The earliest attempt to provide for public education was by an Act of February 10, 1789, "for the endowment of certain seminaries of learning and for other purposes."[3] This Act enabled county courts to locate six thousand acres of vacant land for the purpose of establishing and supporting county academies. Because of misuse and

---

[1] Henning's Statutes at Large of Virginia, Vol.II,p. 282.

[2] Littell's The Statute Laws of Kentucky, Vol. I, p. 228.

[3] Ibid., p. 107.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

and reckless sale of lands and for other reasons, this first effort failed.[4]

These early public academies or seminaries were established and endowed by special acts of the legislature known as charters. In general these charters designated the number of trustees, outlined their powers and duties, provided for the election of and qualification of teachers, and set forth in general terms the obligation of the community toward the institution.[5]

Ligon reports that there were eighty-nine of these so-called public academies authorized by the Legislature between 1780 and 1891[6]. Most of these academies were eventually disposed of or absorbed by the public school system, some during the latter part of the nineteenth and others during the early part of the twentieth century.

The Private Academy in Kentucky

While the public academies were declining the private academy movement developed and flourished. This movement

---

[4] Annual Report of the Superintendent of Public Instruction, 1859, pp. 8-9. Frankfort: Department of Education.

[5] Kentucky Session Acts, 1812-1813. Chapter XXV, p. 24.

[6] M. E. Ligon, "A History of Public Education in Kentucky", Chapter III, p. 36. Unpublished Manuscript, Lexington, Kentucky, 1932.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

began about 1810.[7] By 1830 sixty-five of the eighty-nine public academies had been authorized and the supply of public land about exhausted.[8] The public academies had not been successful as instruments of general public education.

The failure of the public county academy to meet the needs of the people in giving their children an education encouraged the establishment of private schools.

Legal Encouragement Extended to Private Schools. - As early as 1825 the Legislature passed an act for the encouragement of private schools which made it legal for five individuals in a community to organize a school.[9] An amendment to this Act in 1828 further stimulated the movement for private schools.[10] The social, economic, political and religious conditions were favorable at this time to the establishment of private academies. These schools were chartered in much the same manner as the public academies had been, and under a variety of titles.

Approximately 230 private academies were established between the years 1810 and 1890; the greatest increase taking place between 1855 and 1865.[11] Following this period the

---

[7] Ibid., p. 67.
[8] Ibid., p. 81.
[9] Kentucky Session Acts, 1825. Chapter 122, p. 118.
[10] Kentucky Session Acts, 1827-1828. Chapter 58, p. 57.
[11] M. E. Ligon, op. cit., Chapter IV, p. 54.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

establishment of these schools began to decline, and this decline continued until the academy was all but completely replaced by the public high school.

End of Private Secondary Education. - The fourth Constitution of Kentucky in 1891 prohibited special legislation. After this date very few private schools were chartered. This date then can be considered as marking the end of the dominance of private secondary education in Kentucky.

The Establishment of the State System of Common Schools

Law of 1834. - The first public school system successfully established in Kentucky was authorized by an Act of the Legislature on February 16, 1834, entitled "An Act to Establish a System of Common Schools in the State of Kentucky."[12] This law provided for a superintendent of public instruction to be appointed by the Governor and to hold office for two years. The superintendent was to administer the State school system under the direction of the State Board of Education, which consisted of the Attorney General, the Secretary of State, and the Superintendent of Public Instruction.

---

[12] Kentucky Session Acts, 1838. Chapter 898, p. 274.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

There was a gratifying growth of the common school in the early years of its establishment. In 1847, twenty-seven counties reported an enrollment of 12,200 children.[13] Six years later all counties reported a total enrollment of 101,301.[14]

State Constitution of 1850. - The Constitution of 1850 was the first Constitution of the State to make any provision for education. Article Eleven of the new Constitution affected education in Kentucky in four instances:[15] (1) Provisions for education were made a part of the Constitution; (2) the General Assembly was required to make provision by law for the payment of the interest of the school fund; (3) each county was not to lose its share of the school fund by failing to use it, and (4) the Superintendent of Public Instruction was to be elected by the people.

School Law of 1851-1852. - The legislature of 1851-1852 set about to bring the school laws in line with the constitutional provisions, through the enactment of a new school code.[16] This Act set the limit of the course of study and defined a "common school". It is evident that it was

---

[13] Annual Report, Superintendent of Public Instruction, p. 10. Frankfort: State Board of Education, 1847.

[14] Annual Report, Superintendent of Public Instruction, p. 16. Frankfort: State Board of Education, 1853.

[15] Stanton's Revised Statutes of Kentucky, p. 149.

[16] Kentucky Session Acts, 1851-1852. Chapter 35,p. 161.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

the purpose of the Legislature to establish a free public school system of elementary schools. There was no mention of, nor any provision made for secondary education; however, there was nothing in the Constitution of 1850 nor the school law of 1851-1852 to prevent a community from establishing a free public high school.

Special Laws. - Prior to 1850 the constitutions had permitted special legislation, and the Constitution of 1850 permitted it. Under the provisions of this Constitution each city was organized under a charter granted by a special act of the Legislature. Sometimes the charter did not make provision for education, in which case the schools were under the general laws of the State. The city charters could be amended by an Act of the Legislature, or the Legislature could pass a special Act governing the schools of the city. Many such Acts were passed by which boards of education were set up with duties and powers to levy taxes within certain limits and to issue bonds for the erection of buildings. Under this condition several city systems developed and were known as "graded common schools".

From 1870 to 1888 each session of the Legislature passed one or more special Acts enabling certain towns to organize free schools. The graded schools organized under these Acts were not responsible to the county commission

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

or superintendent, but reported directly to the State Department of Public Instruction.

In 1888 legislation was enacted which made it possible for graded schools to be established without special Act of the Legislature.[17]

The Public High School Movement in Kentucky

Such freedom of control as was given to boards of education by the special Acts of the Legislature made it possible for cities that desired it to have free public high schools. In these acts, then, is found the beginning of the public high school in Kentucky.

The organization of the elementary schools at this time included eight grades. The boards of education in the graded and city districts went on the assumption that that which was not prohibited was permissible, and they added above grade eight as many years, up to four, as they thought were demanded or could be financially afforded. It was in this manner that the Paris High School originated. In 1875 the Paris Board of Education added one year of work consisting of Latin, algebra, general history, natural philosophy, and physiology. In defense of its action the

---

[17] Kentucky Session Acts, 1887-1888. Chapter 1537.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Board said: "The further extension of the high school grade has not been determined. The Board is very liberal in its views, but can carry the grade to the altitude of public sentiment and support." [18]

Early Growth. - The high schools grew very slowly during the early years of the State's educational history, most of them being located in cities. Several factors retarded their growth. The population was dinstinctly rural. There were few towns of any considerable size. There were a great many private schools which the people generally preferred to the public schools. This preference may have been due to the objection to paying tax for the support of free public schools. The poorly equipped buildings, short school term, and often poorly trained teachers also retarded the progress of the high school.

Constitution of 1890. - A new Constitution was adopted by the State in 1890. Section 183 read: "The General Assembly, shall, by appropriate legislation, provide for an efficient system of common schools throughout the state." [19] There is in this document no provision for high schools nor anything to prohibit them. Some provisions of this Constitution, however, have been helpful to the schools. It

---

[18] Biennial Report of the Superintendent of Public Instruction, 1875, p. 169. Frankfort: Department of Education.

[19] Ella Lewis, Kentucky Constitution, p. 40. Frankfort: The State Journal Company, 1928.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

prohibits special legislation for the cities and classifies them according to population. This provision and the provision of the "graded school" Act affected the growth of the high schools in a small and indirect way. The classification of cities led to comparison of achievement. The "graded school" Act encouraged the small towns to take advantage of its provision to establish high schools. These two influences led toward uniformity in the policies of government concerning the schools.

State Report of 1903. - In 1903 the State Department reported 130 graded schools organized under the graded common school laws and twenty independent classified cities.[20] In 1907 fifty-five of these schools were meeting the requirements of the University of Kentucky for accredited relations.[21]

Act of 1908. - The high school movement in Kentucky received its greatest impetus from an Act of the Kentucky Legislature in 1908.[22] This law, among other provisions profoundly affecting the school system as a whole, called for the establishment of a system of county high schools within two years. Under the provisions of this Act there

---

[20] Biennial Report of the Superintendent of Public Instruction, 1901-1903, p. 40. Frankfort: Department of Education, 1903.

[21] Biennial Report of the Superintendent of Public Instruction, 1899-1901, p. 10. Frankfort: Department of Education, 1901.

[22] Kentucky Session Acts, 1908. Chapter 56, p. 138.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

was to be at least one high school in each county or provision made for county pupils to attend high schools already existing in the county. The high schools were to be classified as first, second, and third class; maintaining four year, three year, and two year courses of study, which were to be prepared by the State Board of Education. (This course of study will be discussed in Chapter VI).

The county high schools in Kentucky have shown a steady growth since the enactment of the law of 1908. The independent graded high schools which had flourished as a result of the "graded school" Act of 1888 were retarded in their growth by this, since many of them found it cheaper to operate under the county than as independent schools.

Act of 1938. - The new school law of 1938[23] will greatly improve the high school service for all pupils. It provides that in case there are not sufficient pupils of either the white or colored races to maintain an approved high school, the board of education shall provide by transportation high school service to another county or district, or in lieu of transportation shall provide room and board within reasonable walking distance of such school if it seems to be more feasiable or economical to do so. In no

---

[23] Kentucky House Bill, No. A-21. Extraordinary Session, 1938.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

case may the cost be more than $100 per year for any pupil.

The Junior High School in Kentucky

There are in Kentucky no legally established junior high schools. Lexington, Kentucky, claims the distinction of having established the first of these schools in 1918.[24] This school was organized to take care of a housing problem in the high school.

A few cities have organized on the six-three-three basis since that date, but there is evidence of only about eighteen schools in the State which meet the generally accepted definition of a junior high school. Most of the schools which claim the status of junior high schools are simply departmentalized seventh and eighth grades in connection with elementary schools or organic units of six year high schools. The State Department of Education lists twenty-six junior high schools in the public schools in the public school directory for 1937-1938.[25] The State Department receives no special report from the junior high schools, consequently it is not possible to determine accurately the exact status of this movement in Kentucky.

---

[24] Annual Report of the Lexington Public Schools, p. 32. Lexington: Board of Education, 1913.

[25] Kentucky Public School Directory, 1937-1938. Frankfort: Department of Education, 1937.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

The present status of the public schools of Kentucky is set forth in the tables which follows.

Table I presents the number and size of schools in October, 1937, the date of the latest report available.

Table II gives the number of pupils enrolled by county and independent districts in June, 1937.

Table III indicates the trend in public school census and enrollment in Kentucky since 1920.

Table II indicates that the elementary enrollment in county schools is almost three times as large as that of independent schools, but that the enrollment in secondary schools in the independent districts exceeds that of the county districts by approximately 14 per cent.

Table III shows that there has been a large increase in the total census of pupils in Kentucky since 1920. The elementary enrollment increased from 1920 to 1930, but decreased in 1937 to a point below that reported in 1920. This may be explained by the increase of parochial schools in the state since 1930, or a declining birth rate during the last decade. Possibly both factors are contributory. The situation is reversed in the case of the high school. Since 1920, the high school enrollment has increased from 20,885 to 118,300 or approximately 500 per cent; the greatest increase being evident since 1930. It is interesting

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE I

NUMBER AND SIZE OF SCHOOLS IN KENTUCKY REPORTED IN 1937-1938 [A]

Size of School	Level	Number and Type of Schools		
		County Schools	Independent Schools	Total
One-Teacher Schools	Elem.	4522	2	4524
	H. S.	34	4	38
Two-Teacher Schools	Elem.	1174	13	1187
	H. S.	84	25	109
Three-Teacher Schools	Elem.	276	32	308
	H. S.	107	15	122
Four-Teacher Schools	Elem.	155	46	201
	H. S.	98	41	139
Five-Teacher Schools	Elem.	82	21	103
	H. S.	75	20	95
Six-Teacher Schools	Elem.	73	28	101
	H. S.	29	19	48
Seven-Teacher Schools	Elem.	36	34	70
	H. S.	27	13	50
Eight Teacher Schools	Elem.	35	37	72
	H. S.	16	14	30
Nine or More	Elem.	44	163	207
	H. S.	44	90	134
Total	Elem.	6397	376	6773
	H. S.	514	170	765
Total Junior High Schools		0	26	26*

[A] Kentucky Public School Directory, 1937-1938, pp.35-62. Frankfort: Department of Education, 1937.

* This number is included in the High School total above.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE II

NUMBER OF PUPILS ENROLLED IN KENTUCKY SCHOOLS, JUNE 1937*

Grades	Enrollment by Districts		State Total
	County	Independent	
Elementary	381,790	133,480	515,270
Secondary	52,481	67,358	119,839
Total	434,271	200,838	635,109

TABLE III

PUBLIC SCHOOL CENSUS AND ENROLLMENT IN KENTUCKY, 1920-1930-1937*

Items	Years		
	1920	1930	1937
Census	628,164	680,279	790,032
Enrollment			
A. Elementary	496,264	529,012	475,698
B. High School	20,885	64,369	118,300
Total	517,149	593,381	593,998
Per cent Enrollment is of Census			
A. Elementary	78.94	77.76	72.87
B. High School	3.32	9.46	14.97
Total	82.26	87.22	87.84

* Kentucky Public School Director, 1937-1938. Kentucky Educational Bulletin, Vol. V, No. 8, p. 63. Frankfort: Department of Education, October, 1937.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

to note in connection with the above Table, that whereas the total enrollment percentage of the total census had remained practically stationary during the past decade, the high school has shown a decided increase in the percentage enrollment based upon total census. This is due to the compulsory attendance laws, economic factors, the high school law of 1908, and the growing popularity of secondary education.

Summary

The first attempt to provide for education in Kentucky was the endowment of academies. The Legislature did not engage in this practice long after 1830. A second attempt was the establishment of the Literary Fund in 1821. This effort, like that to endow the public academy, was largely a failure. In 1830 a law was passed providing for a system of common schools. Not until 1838, however, did the system of public schools become a reality. The law of 1838 has been described as the beginning of the public school system in Kentucky. The first two constitutions of Kentucky made no mention of education. The constitution of 1850 was the first to make provision for a system of public schools. This provision was in accordance with the law of 1838, and

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

the principles of the system established by the Constitution and the Legislature of 1851-1852 remained in force until 1908.

The private school has been in existence in Kentucky since the founding of the State. It arose because of the need which the public school failed to satisfy. It served well in its day, by providing secondary education when no other institution offered it. By 1890 the academy had reached its zenith and begun to decline. The fact that the new constitution of 1890 prohibited special legislation may have contributed indirectly to this decline. But the chief cause can be found in the fact that the academy was failing to meet the needs of a changing society and another institution, the public high school, was taking its place.

Independent graded schools were established by special acts of the Legislature before 1888. At that date a general law providing for the establishment of such schools was passed. These independent schools, in many cases, provided good high schools. They, like the academy, served a good purpose in their day. Through them many children of rural communities received secondary education which they could not have secured had there been no graded school near them.

The passage of the County Administration Law in 1908

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

provided for the establishment of county high schools. The County Administration Law of 1920 strengthened this system. In 1934 the adoption of the Public School Code (the result of the work of the Kentucky Education Commission) unified, centralized, and further strengthened and improved the system of public schools in the State. Under its provisions the graded school and small rural school are giving way to the larger and more efficient county consolidated school.

As education now exists in Kentucky there is not a single system of schools. There are three systems, viz., city schools, independent graded schools, and county schools.

In the chapters which follow the writer will attempt to show how the curriculums of the school system of Kentucky originated and developed.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

CHAPTER IV

THE DEVELOPMENT OF KENTUCKY ACADEMIES AND SEMINARIES AND THEIR CURRICULUMS

I. Early American Secondary Education

The Latin Grammar School. - The first type of secondary school in America was commonly known as the Latin Grammar School, although the word "Latin" or "Grammar" was frequently omitted in the names of these schools. The Boston Latin School, the first of this type, and the first secondary school on the Western Continent, came into existence on April 23, 1635. The citizens of Boston voted "that our brother Phileomon Pormont shall be intreated to become scholemaster, for the teaching and nourtering of children with us." [1] Soon after the school opened many of the citizens made subscriptions to its support. In 1641 Boston provided for the Latin School at public expense. Its chief purpose was to prepare boys for admission to Harvard College. Other towns in Massachusetts followed the example set by Boston and soon established Latin Grammar

[1] E. E. Brown, The Making of Our Middle Schools, p. 34. New York: Longmans, Green & Co., 1907. Third Edition.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Schools. The idea spread to other colonies, where similar schools were established. The four Colonies - Massachusetts, Connecticut, New Hampshire, and Maryland - were most active in sponsoring their secondary schools before the Revolutionary War. Their schools were "free schools", in theory at least. They always offered several years of Latin and much Greek. Brown says that "Latin was apparently three-quarters of the curriculum in the most of the grammar schools, or more likely nine-tenths of it, or nineteen-twentieths."[2]

Decline of the Latin Grammar School. - As conditions changed and need arose for a different type of secondary school, these Latin Grammar Schools declined. Indications of their "decay" were evident at the beginning of the eighteenth century. The curriculum was too narrow to be of interest to any but those who intended to enter college, preparation for college being the chief purpose of the school.

The Academy. - A new type of school, known as the academy, slowly made its appearance during the decline of the Latin Grammar Schools. It was a movement which had the support of the middle-class people, and was an effort to obtain a kind of secondary education that would satisfy

---

[2] E. E. Brown, op. cit., p. 133.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

their needs. The "Public Academy in the City of Philadelphia" founded by Benjamin Franklin in 1749 is thought to have been the first school incorporated in American under the title of "Academy". No other school was incorporated under this title before the Revolutionary War. Franklin proposed to break radically with the traditional type of secondary education by offering in his academy those studies that would be of practical benefit to all. He said:

> As to their studies, it would be well if they could be taught everything that is useful, and everything that is ornamental. But art is long and their time is short. It is therefore proposed, that they learn those things that are most likely to be most useful and most ornamental; regard being had to the several professions for which they are intended. 3

The trustees of the school stated that the academy would give the young people an opportunity to receive a good education at home; that it would qualify pupils to fill public offices of trust,and that it would furnish teachers for the elementary schools. These advantages, besides the broad range of the curriculum, were made available in all of the early American academies. Brown summarizes the characteristics of the early academies in the following words:

---

[3] E. E. Brown, op. cit., p. 180.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

1. They represented a protest against the narrow classical training offered by the grammar schools.

2. They sought to give a substantial secondary education to young people regardless of whether they wished to go to college or not.

3. Their early development was almost entirely independent of the college, but they soon came to provide a college preparatory course.

4. They were organized and managed by private effort and supported, for the most part, by private funds - subscriptions, endowments, and tuition fees.

5. They were broadly religious in spirit without being denominational.

6. In most cases they admitted girls as well as boys.

7. They trained teachers for elementary schools.

8. They influenced the entrance requirements of the colleges.

9. They were animated by a broader, freer, more truly American spirit than the grammar schools, a spirit more in accord with the developing characteristic American democracy.

10. The fact that they were managed by private effort and that they were not free prevented any organic connection with the public elementary schools, and rendered them somewhat exclusive. [4]

The academy movement spread rapidly through all of the thirteen states after the American Revolution. Many

---

[4] John F. Brown, The American High School, pp.23-24. New York: The Macmillan Company, 1909.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

of the academies were endowed by State Legislatures, while others received liberal donations from private citizens. It was at this period in American secondary education that Kentucky began her first efforts to establish schools.

II. Public Academies and Seminaries in Kentucky

First Efforts in Establishing Secondary Schools

First Efforts. - The first attempt of Kentucky to establish schools for her people found expression in the type of school known as the academy or seminary. The academy had its origin in an Act of the General Assembly of Virginia in 1780 while Kentucky was yet a county of Virginia.[5] Three years later in 1783 the General Assembly of Virginia authorized the establishment of Transylvania seminary and vested eight thousand acres of land in the board of trustees of that institution.[6] This institution was the first seminary established in Kentucky. Salem Academy was established at Bardstown in 1788 making a total of two before the county of Kentucky became a state.[7] Kentucky was admitted to the Union on June 1, 1792. No

---

[5] Hening's Annotated Statutes at Large of Virginia, 1868, Vol. X, p. 287.

[6] Ibid., Vol. XI, p. 282.

[7] Ibid., Vol. XII, p. 676.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

provision was made for education in the first Constitution. In the absence of any general provision in the Constitution the Legislature followed the precedent of Virginia, the mother state, and authorized the establishment of academies on petition of the citizens in communities desiring them.

Following this general policy academies were authorized and established in various places in the State. Between the years 1792 and 1798 twenty-five of these schools were established, as shown in the following tabulation:[8]

Name of Academy	Location	Date of Founding
Kentucky	Woodford County	December 12, 1794
Franklin	Mason County	December 15, 1795
Lexington	Fayette County	February 10, 1798
Jefferson	Jefferson County	February 10, 1798
Bethel	Jessamine County	February 10, 1798
Newport	Campbell Caunty	December 22, 1798
Harrodsburg	Mercer County	December 22, 1798
Stanford	Lincoln County	December 22, 1798
Rittenhouse	Scott County	December 22, 1798
Newton	Russel County	December 22, 1798
Logan-Montgomery	Montgomery County	December 22, 1798
Harrison	Harrison County	December 22, 1798
Fleming	Fleming County	December 22, 1798
Shelby	Shelby County	December 22, 1798
Madison	Madison County	December 22, 1798
New Athens	Green County	December 22, 1798
Bracken	Bracken County	December 22, 1798
Washington	Washington County	December 22, 1798
Hartford	Ohio County	December 22, 1798
Bourbon	Bourbon County	December 22, 1798
Lancaster	Garrard County	December 22, 1798
Hardin	Hardin County	December 22, 1798
Bullitt	Bullitt County	December 22, 1798
Woodford	Woodford County	December 22, 1798

[8] Littell's Statutes of Kentucky, 1819, Vol. I, pp.226-240.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Act of 1798.- This Act endowed each of the academies with six thousand acres of unimproved land situated at the south side of Green and Cumberland rivers. The same Act provided further that the county courts of the several counties in which academies had not been established should have located, surveyed and patented six thousand acres of unappropriated land for the use of academies when the counties did establish them. This provision makes it clear that the Legislature intended to provide for the establishment of an academy in each county of the State. On December 21, 1805, it was made mandatory for those which had not established academies to have located, surveyed, and patented, six thousand acres of public lands for the benefit of academies in these counties.[9] A system of county academies was completed by an Act of the Legislature approved January 27, 1808. This Act provided "That a seminary of learning shall be and is hereby established within each county within this commonwealth, except those counties in which seminaries are now established by law."[10] This Act made it mandatory upon the several counties to appoint a board of seven trustees to administer the affairs of the academy in each county. An Act of the Legislature approved February 4, 1812, by Governor Scott,

[9] Kentucky Session Acts, 1805, p. 48.

[10] Ibid., 1807-1808, p. 61.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

provided that new counties which had been formed and those being formed from time to time could locate and survey six thousand acres of land for the benefit of the academies in these counties.

Provisions of the Acts. - The several Acts of the Legislature which have been referred to provided for one academy in each county and endowed it with six thousand acres of land. Land was plentiful and money was scarce. The Legislature could appropriate land to these schools but the condition of the State treasury and the opposition to taxes prevented the appropriation of money.

Charters. - Public academies or seminaries were established and endowed by special Acts of the Legislature known as charters. In general the charters designated the number of trustees, outlined their powers and duties, provided for the election and qualification of teachers, and set forth in general terms the obligation of the community toward the institution.[11] Public academies were controlled by a board of trustees varying in number from twenty-five members for Transylvania seminary, the first one established, to five members for some of the later ones. In 1808 the Legislature fixed the number at seven.[12] The boards were

---

[11] Kentucky Session Acts, 1812-1913, Chapter XXV, p.24.

[12] Kentucky Session Acts, 1807-1808, Chapter 36, p.61.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

given authority to fill all vacancies. This power made the board self perpetuating.[13] After about 1865 the tendency was strong to have the county court appoint the trustees of these academies or to elect them by popular vote.[14]

Purpose. - The purpose for which the public academies were established is very well stated in section five of an Act approved February 10, 1798:[15]

> And whereas it is certain that however particular forms of government are better calculated than others to protect individuals in the free exercise of their natural rights, and are at the same time themselves better guarded against degeneracy, yet experience hath shown that even under the best forms, those entrusted with power have, in time and by slow operation, perverted it into a tyranny, and it is believed that the most effectual means of preventing this would be to illuminate, as far as possible, the minds of the people at large, and more especially to give them knowledge of those facts which history exhibiteth, that, possessed thereby of the experience of other ages and countries, they may be enabled to know ambition under all its shapes and prompt to exert their natural powers to defeat its purposes; and whereas it is generally true that people will be happiest whose laws are best, and best administered in proportion as those who form and administer them are wise and honest, whence it becomes expedient, for promoting the public happiness, that these persons whom nature hath endowed with genius and virtue, should be rendered by liberal education, worthy to receive and able to guard the sacred deposit of the rights and liberties of their fellow citizens; and that to aid and accelerate this most desirable purpose, must be one of the first duties of every wise government.

---

[13] William Littell, op. cit., Vol. II, p. 245.

[14] Kentucky Session Acts, 1865, Chapter 944, p. 281.

[15] William Littell, op. cit., Vol. II, p. 107.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Administrative Features of Public Academies

Support. - Public academies were supported by land and money appropriated by the State [16], by fines and forfeitures of the counties [17], by subscriptions of the people [18], by tuition [19], by gifts [20], by lotteries [21], by escheated lands and by licenses. [22] The sources of income were unstable and intermittent. No dependence could be placed in any one of the sources of income mentioned which would be sufficient to carry forward a school from year to year holding the confidence of the people.

Management. - In 1860 the Honorable Robert Richardson, Superintendent of Public Instruction, in his first annual report covering the activities of his office for 1859 discussed the management of these academies. He said in part: [23]

---

[17] Kentucky Session Acts, 1819-1820, Chapter 56, p. 976.

[18] Subsdription list of James Blythe, manuscript in Transylvania College Library, Lexington, Kentucky.

[19] Kentucky Gazette, Lexington, Kentucky, November 22, 1788.

[20] Littell's Statutes of Kentucky, 1819. Vol. IV, p. 127.

[21] Littell's Statutes of Kentucky, Vol. II, p. 240.

[22] Kentucky Session Acts, 1873, Vol. I, Chapter 71, p. 143.

[23] Annual Report of the Superintendent of Public Instruction, 1860, pp. 8-9. Frankfort: Department of Education, Frankfort, Kentucky.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

The wretched management of these institutions made them fall far short of the wishes of the philanthropist or the liberal designs of the General Assembly. By a variety of legislative acts Seminary lands were permitted to be sold, and the proceeds expended in the erection of buildings for other purposes. Under those laws reckless sales were made. In the case of one institution, lands now worth a half a million dollars were disposed of many years since, for a comparative trifle. In a few instances, from the scarcity of good lands, no profitable locations were ever made; but in most others through the negligence of the Trustees, and the acts of speculators, nearly the whole original endowment was sunk, and with it, for many years the success of anything like a common school system in Kentucky.

Powers and Duties of Trustees. - The charters of these institutions placed the appointment of teachers, the qualifications of the same, the selection of textbooks, the establishment of the course of study, and the adoption of rules and regulations governing the students in the hands of the trustees.

Rules and Regulations. - The students were governed by set rules and regulations. In 1806 John Lyle agreed to govern the students of Bourbon Academy according to the following rules:

1st. No person shall be admitted as a scholar in Bourbon Academy for a shorter time than one session, that is, five months and five days, unless with the consent of said Lyle, on such terms as he the said Lyle may think proper to teach for.

2nd. Every student more than fourteen years old shall, in the presence of his fellow students bind himself,

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

by promise, to obey all the laws of the institution.

3rd. Every student shall appear in the academy at eight o'clock A.M. in summer and at nine o'clock in winter; and shall attend morning prayers, with becoming decency, and respect.

4th. Every student shall diligently attend those studies which may be prescribed to him by his tutor, until five o'clock P.M. in summer, and four o'clock P.M. in winter except two hours of recreation in summer, and an hour and a half in winter; and he shall always get the task assigned him so as to recite with his class.

5th. During the school hours each student shall avoid all unnecessary talking, whispering, laughing, and whatever else might disturb others at study: and shall, at all times, treat his fellow students with politeness and due respect, avoiding all names of reproach, and all kinds of quarreling and contention.

6th. Every student shall carefully avoid idle and vicious company, and shall abstain from drinking, gambling, and every kind of vice and dissipation.

7th. At the commencement of each winter session every student shall deposit one dollar, or one load of wood for obtaining firewood for the institution, in the hands of the teacher: and any surplus which may remain after sufficiency has been furnished shall be applied by the trustees, for the benefit of the institution.

8th. Every student who shall persist in breaking any of the above written laws, shall be reproved, chastised, or expelled at the discretion of the president and tutors. But the president may call the trustees to decide in case of expulsion. 24

These rules are not as repressive as one would expect to find at that time. They do not differ any any marked degree from the rules and regulations of the board of educa-

---

24 Minutes of the Trustees of Bourbon Academy, 1806, p. 55. Paris: Board of Trustees.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

tion of a modern city of the twentieth century. These rules were evidently adequate for the control and management of these small schools. According to Ligon there were eighty-nine public academies authorized by the Legislature and established in Kentucky between 1780 and 1891.[25] Most of these were eventually disposed of or absorbed by the public school system, some during the latter part of the nineteenth, and others during the early part of the twentieth century.

Enrollment and Charity Pupils. - The enrollment in these academies was small. John Gayle, the president of Bourbon County Academy, reported an enrollment if fifty-nine pupils in 1819.[26] Johnston reports an enrollment of "between forty and fifty boys" in Jefferson County Seminary in 1816.[27] No records of any authentic information on attendance in these academies have been preserved. The students were drawn almost wholly from the homes of the people who could afford to pay tuition. There were two general classes of patrons - those who subscribed a certain number of pupils and those who did not subscribe but paid for such time as they sent pupils to school.[28]

[25] M. E. Ligon, "A History of Education in Kentucky," Chapter III, p. 36. Unpublished. Lexington, Kentucky, 1932.

[26] Minutes of the Board of Trustees of Bourbon Academy, 1819, p. 136. Paris: Board of Trustees.

[27] J. Stoddard Johnson, History of Louisville, Vol. I, p. 233. Chicago: American Biographical Publishing Co., 1896.

[28] Minutes of the Board of Trustees of Bourbon Academy, April, 1801, p. 21. Paris: Board of Trustees.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Some provision was made for poor children in these schools. At a meeting of Transylvania Seminary, October 9, 1793, a committee was appointed and authorized "to admit into said school any number of poor orphan boys, whose parents are too poor to give them any education, and whose genius, in the opinion of said committee deserves to be fostered, provided the number does not exceed ten at any time."[29] This provision was revoked the following year.[30]

Teachers and Instruction in Public Academies

Qualification of Teachers. - The qualifications of the teachers were set forth in general terms in the charters. The charter of Kentucky Academy states that "the president of the academy shall be a minister of the gospel, of the most approved abilities in literature, and acquaintance in mankind, that may be obtained, and zealously engaged to promote the interest of real and practical religion."[31] The charter of Bourbon Academy says:

No preference shall be given in the choice of trustees, president, or teachers on account of religious sentiments.[32]

---

[29] Records of the Proceedings of Trustees of Transylvania Seminary, p. 61, October, 1793, Lexington, Kentucky.

[30] Ibid., p. 75.

[31] William Littell, Vol. I, op. cit., p. 228.

[32] William Littell, Vol. I, op. cit., p. 237.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Monroe County Seminary was authorized in 1820. In the charter of this school is found the following language:

> No law, regulation or ordinance shall be enforced by said trustees which is calculated to give a bias in religion to the minds of the rising youth; the purest principles of morality, unconnected with party or profession, ought to be the only impression united with science, that a teacher should attempt to implant in the youthful mind. 33

Such statements as the preceding indicate that religion was dominant in all matters pertaining to education. The charter of the Monroe Academy seems to be a legal protection of the school against the entrance of religion or denominationalism in the instruction given.

Selection of Teachers.- A very good account of the method of procedure in the selection of teachers is found in the records of the board of trustees of Bourbon County Academy. In the minutes of that institution there appears under date of October 5, 1801, the following order:

> Ordered that Jesse Bledso be appointed to look out for some fit person to be employed as a teacher of this academy, and do advertise in the public papers, if necessary to that effect, and that as soon as a fit person or persons may offer do communicate it to the president of the board who is requested thereupon to call a meeting of the members, to consider on further measures on that behalf and the present teacher be acquainted with the purpose of this order by the clerk transmitting him a copy. 34

---

33 Kentucky Session Acts, 1820, Chapter 6, p. 125.

34 Minutes of the Board of Trustees of Bourbon Academy, 1801, p. 25. Paris: Board of Trustees.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Salaries of Teachers. - It seems to have been the practice in some institutions to let the salaries be dependent upon tuition and rentals. On October 7, 1800, the following resolution was adopted by the board of trustees of Bourbon County Academy:

> Resolved that Isaac Tull be privileged to teach thirty scholars and no more, without employing an assistant and shall have all the tuition money; and the balance of the lot not otherwise appropriated. The trustees will collect for him the money if compulsory measures should be necessary, but not to be amenable for failure of the same. 35

Jefferson County Academy was authorized in 1789. Of the establishment of this school, J. Stoddard Johnson says:

> Ample time was taken in its construction for it was not until 1816, eighteen years after the legislative donation, that it was ready for occupation. It was then opened, with Mann Butler as principal, and Reuben Murray and William Tompkins as assistant teachers, and between forty and fifty pupils. The charge for tuition was $20 for a six month's term. The salary of the principal was $600 and that of the assistant $500 per annum. 36

This information concerning the salaries of the teachers in public academies is sufficient to indicate that the salaries were probably as good then as now if all social and economic factors were considered.

---

35 Minutes of the Board of Trustees of Bourbon Academy, 1800-1801, p. 18. Paris: Board of Trustees.

36 J. Stoddard Johnson, History of Louisville, Vol. I, p. 104. Chicago: American Biographical Publishing Co., 1896.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Textbooks. - There is no legislation concerning the adoption of textbooks. The subjects found in the curriculums of these institutions point to the conclusion that the textbook extant at that time was used. This conclusion is verified by the list of books adopted by the board of trustees of Bourbon County Academy, May 15, 1815. This list was composed of Webster's Spelling Book, Baldwin's Fables, The New Testament, The American Preceptor, Weem's Life of Washington, and the Columbian Orator.[37]

Methods of Instruction. - The methods of instruction then in vogue were used. Premiums were awarded for meritorious achievements. At a regular meeting of the board of trustees of Bourbon County Academy, April 12, 1802, authority was given to the visitors to award premiums. "It shall be in the power of the visitors to grant premiums to such students as shall excel in their respective classes provided the amount does not exceed ten dollars annually."[38]

Academies Regarded as Schools of Higher Learning

Public academies were regarded as schools of higher learning. In terms of our present organization of schools,

[37] Minutes of the Board of Trustees of Bourbon Academy, April, 1802, p. 30. Paris: Board of Trustees.

[38] Minutes of the Board of Trustees of Bourbon Academy, April, 1802, p. 30. Paris: Board of Trustees.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

they were secondary schools with departments of lower grades. The Legislature left the establishment of the course of study to the local boards of trustees. Following the practice of the eastern states and of the English schools, the classical subjects, Greek and Latin, dominated the course of study, as will be shown later in this chapter.

Failure of the Public Academy

The reasons for the failure of the public academy are not difficult to find. They may be summed up as follows:

1. The idea was in advance of the public opinion of the time.

2. The people were too busily engaged in Indian warfare, politics, the War of 1812, and the Bank of Kentucky to pay much attention to education.

3. The endowments were in lands, which were poor, hard to be surveyed, and therefore to get ready money were pushed into the market too hastily and disposed of at a great sacrifice.

4. One of the chief reasons for the failure of the public academies is to be found in the faults of the plan whereby their management was provided for and carried out. The trustees were self-perpetuating bodies, and as such, had little responsibility to the State. This caused speculation and squandering of the funds.

5. The academy was a town school, and therefore did not reach the masses.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Many of the schools remained local educational factors and one good result almost invariably came from the plan of the endowment. Most of the counties of the State were able to purchase a lot and build on it a fairly good building, where a teacher could be supported by tuition, and where many living nearby were able to secure the elements of an education of which they would otherwise have been deprived.

Professor Chenault summarizes the educational results of the experiment by saying that many of our early lawyers, doctors, ministers, and other professional men obtained all of their education in these institutions.[39]

Although the county academies were looked upon as a failure, the Legislature continued to promote academies and collegiate education.

Table IV presents the public and private academies incorporated in Kentucky prior to 1838.

---

39 Z. F. Smith, History of Kentucky, 697. Louisville: Courier Journal Printing Co., 1886.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE IV

PUBLIC AND PRIVATE ACADEMIES INCORPORATED BEFORE 1838 [A]

Year	Type of Academy and Number		Total
	Public	Private	
1783-1790	2	0	2
1791-1795	2	0	2
1796-1800	24	0	24
1801-1805	2	0	2
1806-1810	7	1	8
1811-1815	9	0	9
1816-1820	13	2	15
1821-1825	4	2	6
1826-1830	2	2	4
1831-1835	2	13	15
1836-1837	5	6	11
Total	72	26	98

III. The Private Academy in Kentucky

Introduction

While the public academies were declining the private academy movement developed and flourished. This movement began about 1810.[40] By 1830 sixty-five of the eighty-nine public academies had been authorized and the supply of

---

[A] M. E. Ligon, op. cit., pp. 58-61, 68-69.

[40] M. E. Ligon, op. cit., p. 67.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

public land had been about exhausted.[41] The public academies had not been successful as instruments of general public education. Governor Slaughter in his message to the Legislature in December, 1815, had urged the advisability of establishing a better system of public schools.[42] This same question had been called to the attention of the Legislature by each successive Governor in turn.

In 1821 and again in 1830 the Legislature had enacted laws looking to the establishment of a system of public schools. These attempts had failed. The population had increased to 688,844 in 1830. Almost one-third of this number was slaves. The white people of the central portion of the state had in a large measure become prosperous. Large estates presided over by the owner and cultivated by slave labor were being built up in the state. The failure of the public county academy to meet the needs of these people in giving their children an education encouraged the establishment of private schools.

Legislative Background of the Private Academy

Private Academies Established by Legislative Acts. - As early as 1825 the Legislature passed an Act for the encour-

---

[41] Ibid., p. 81.

[42] Kentucky House Journal, 1815-1816, p. 17.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

agement of private schools, which made it legal for five individuals in a community to get together and organize a school.[43] An amendment to this Act in 1828 gave still greater stimulation to the movement for the organization and establishment of private schools.[44] The social, economic, political, and religious conditions were favorable to the establishment of private academies. These schools were chartered in much the same manner the public academies had been, and under a variety of titles such as academy, seminary, institute, high school, and society. Many of them were authorized to award degrees. With this provision in the charter it is not always possible to distinguish between the secondary schools and the colleges.

Ligon shows that 230 private academies were established during the eighty years from 1810 to 1890. The ten year period covered by the Civil War shows the greatest development in the number of schools established.[45] Following this period their establishment began to decline. This decline continued until the academy was replaced by the public high school.

---

[43] Kentucky Session Acts, 1825, Chapter 122, p. 118.

[44] Kentucky Session Acts, 1827-1828, Chapter 58, p. 57.

[45] M. E. Ligon, op. cit., Chapter IV, p. 54.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Special Legislation Prohibited. - As was previously indicated, the fourth Constitution of Kentucky which sent into effect in 1891, prohibited special legislation. After this date very few private schools were chartered. This date then marks the end of the dominance of private secondary education in Kentucky. After that date some private schools were established, but very few were incorporated. Public high schools were common in all the cities and under the graded common school act of 1888 high schools were being established in the towns and villages.[46]

Management and Support of the Private Academy

Ownership of Private Academies. - Private academies were owned and controlled by religious denominations, by stock companies and by individuals. The Presbyterian, Baptist, Methodist, and Christian denominations led all others in the number of schools established. In some communities the popular teachers owned and operated schools.

Organization and Management. - The organization and management of these types of schools are outlined in their charters. The charter of the Hopkinsville Baptist Female

---

[46] Kentucky Session Acts, 1887-1888, Vol. I, Chapter 1537, p. 194.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Institute is typical of the charters granted to denominational academies.[47] This charter provided for the incorporation of the institution, named the individuals who were to compose the board of trustees, provided for the perpetual succession of the members of the board, and provided power for the trustees to adopt laws and regulations for the governing of the institution.

The Minerva Academy in Mason County was organized and established as a private corporation. An examination of the charter of this school reveals that it names the trustees as a body politic and corporate, establishes perpetual succession, provides for the trustees to have control of the organization and management of the institution, provides that each trustee must own one share of stock, sets out the rules and regulations for holding election of officers, professors and tutors; specifies that stockholders shall be entitled to one vote for each share held, and makes the stock negotiable. It further provides for "the conferring upon the pupils of said seminary, any or all of the diplomas or degrees conferred by the best colleges in this State."[48] It further provided that the school should receive its share of the common school fund of the

---

[47] Kentucky Session Acts, 1850-1851, Vol. II, Chapter 247, p. 180.

[48] Kentucky Session Acts, 1855-1856, Vol. II, p. 265.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

State in proportion to the children of the district in which it was situated, provided that no other common school was established in the district.

Throughout the State there were many excellent teachers who built up schools of their own. An example of this type of school is illustrated in the case of the Elliott Institute at Kirksville, Madison County, a private institution of learning operated by Milton Elliott, and incorporated by the Legislature on March 30, 1882.[49]

Tuition. - Private academies charged tuition. In the main, only those pupils whose parents could pay tuition attended these schools. This condition tended to produce a cleavage between the people of means and the poor. From 1850 to 1880 private schools were doing their best work. It was during this same period that the State Public School System was being accepted by the people. The children of the poor attended public schools for three or four months a year, while the children of the well-to-do attended the private schools for eight or ten months. The public school system was devoted exclusively to elementary instruction in the secondary grades. This condition retarded the development of the public school system for the

---

[49] Kentucky Session Acts, 1881-1882, Vol. I, p. 1123.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

elementary grades and delayed the establishment of public high schools.

Elementary Education in the Private Academy. - Private academies were established as secondary schools but practically all of them had elementary departments. In some institutions, as indicated in the charter of Minerva Academy, provision was made for the public elementary school in the academy. Thus the academy received public school funds allocated to the district in which it was located. In many communities under such an arrangement the development of the public school was thus arrested.

Private Academies for Girls

Coeducation. - The names of academies indicate that coeducation was a debatable question. Academies for girls, academies for boys, and academies for boys and girls, constituted the three classes of schools. This feature fostered by these institutions tended to delay the acceptance of coeducation as the natural and economical solution of the education of the sexes.

Rules and Regulations of Academies for Girls. - Many of the academies for girls were boarding schools. The management of the pupils in one of the schools for girls is very well set forth in the rules and regulations of Greenville

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Institute at Harrodsburg in 1855:

1. At the ringing of the house-bell, pupils are required to rise, make their toilet, and adjust their bed rooms with all possible dispatch.

2. At the ringing of the Chapel-bell, they are required to assemble promptly and quietly in the Chapel, at the times prescribed, morning and evening.

3. During the prescribed hours they must remain in their seats, quietly studying their lessons without any communication with each other.

4. In time of recitation, no pupil shall whisper, prompt, or use her text book.

5. Pupils must refrain from all hurried movements, loud talking, and laughing in every part of the Mansion.

6. No pupil shall enter other than her own apartments, without an invitation or permit from the Matron.

7. Pupils are required to keep their rooms, with the furniture, in the neatest condition possible.

8. They are required to keep their clothing, books and stationery in good order and in proper place.

9. Pupils must at all times be distinguished for neatness of person and tidiness of dress.

10. They shall neither borrow nor loan any article whatever, without permission.

11. Pupils must scrupulously refrain from using the books and stationery belonging to another.

12. They shall not visit any store, nor without the knowledge of the Principal make any purchase whatever.

13. They must refrain from plucking the fruit or flowers in the yard or garden, without permission.

14. For any injury done to a room or its furniture,

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

damages will be assessed and charged to the bill of the author, if known; otherwise, all that occupy the room will be held jointly responsible.

15. At meal times, the pupils will be required to observe the usual proprieties - modesty and kindly deferring to one another.

16. They are required to treat every teacher of the Institute with the most marked deference and courtesy.

17. In all their intercourse, pupils shall observe a kind and dignified deportment toward each other, never so far forgetting the respect due to themselves, as to engage in altercations, or use unbecoming language.

18. They must abstain from eating slate pencils, chalk, fire coals, unripe fruit, or salt, except in food.

19. No pupil, shall, without permission, have interview with any person who may visit the Institute.

20. Pupils will seldom be permitted to make visits, or to attend weddings, parties, night meetings, exhibitions, or places of amusement.

21. Whenever required, all pupils must promptly and cheerfully engage in calisthenic exercises.

22. Pupils must, under all circumstances, decline the attention of gallants, either directly or indirectly, through any agency whatever.

23. All letters and notes written or received by the pupils, must pass through the hands of the Principal, and will be subject to his inspection, except letters known to be from parents, guardians, or near relations.

24. No pupil shall ever suffer herself to be the bearer of messages, notes or letters, either to or from any boarder in the Institute.

25. Every pupil, when well, and the weather is favorable, is required to attend church on Lord's day, and, taking her assigned seat, is expected to behave with becoming reverence.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

26. On Lord's day, and whenever they appear in public, pupils must wear the prescribed uniform.

27. At the ringing of the Curfew Bell, the pupils shall immediately repair to rest.

28. Every boarder is required to write home at least once very fortnight. [50]

Methods and Materials of Instruction

Lancastrian Method of Education Introduced. - On May 5, 1817, the professors of Bourbon Academy were authorized by the trustees to introduce into the academy the Lancastrian method of education, i.e., the monitor or usher system.[51] On October 3, 1817, Benjamin Hayden, the teacher of spelling, reading, writing, and arithmetic, was "authorized to introduce into the department intrusted to his care, the Lancastrian Method of Education and that he be allowed to fit the room now occupied by him for that purpose."[52]

The trustees of this institution held that intensive reading would tend to cultivate correct reading to a greater degree than extensive reading.

The trustees of this academy believing that the number of books read by pupils in the English Language is not so important as correct reading, which is the real

---

[50] Annual Catalogue of Greenville Institute, 1855, p. 15. Harrodsburg: Board of Trustees.

[51] Minutes of the Board of Trustees of Bourbon Academy, op. cit., p. 122.

[52] Ibid., p. 101.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

object of tuition, and conceiving that few books of the same kind in the hands of the students fit to be classed together, will afford a facility to the teacher, and insure to the student a more correct knowledge reading. 53

Lecture Method. - Instruction was also given by means of lectures. On May 5, 1817, the trustees of the Bourbon Academy s aid:

It is ordered that with the assent of the president hereby appointed that he deliver a course of lectures in said institution, according as proper classes are formed, on Natural and Moral Philosophy, Rhetoric and Belles Lettres; and also at his discretion on inferior branches of science adapted to the capacities of the existing classes. 54

Textbooks. - On the 15th of May, 1815, the Board of Trustees of Bourbon Academy recommended that the following textbooks be used in the academy: "Webster's spelling-book, Baldwin's Fables, New Testament, American Preceptor, Weem's Life of Washington, to which the professor could add at his discretion, the Columbian Orator." [55]

It was found on May 29th that Baldwin's Fables and the American Preceptor could not be conveniently had, so the board suggested the use of Bible Stories in lieu of Baldwin's Fables, and the Columbian Orator instead of the

---

53 Minutes of the Board of Trustees of Bourbon Academy, op. cit., p. 110.

54 Ibid., p. 129.

55 Ibid., p. 110.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

American Preceptor.[56]

The academies used the textbooks which were current at the time. From the catalogues for Transylvania Academy of 1847-1848, Taylor Academy for 1859, and Madison Female Institute for 1860, the texts listed below have been gleaned.[57]

ENGLISH

Barton's English Composition
Bullion's English Grammar
Butler's English Grammar
Clack's English Grammar
Cleveland's English Literature
Fowler's English Grammar
Kame's Criticism
Parker's Composition and Declamation
Quackenba's English Composition
Smith's English Composition
Town's Analysis

GEOGRAPHY

Cornell's Modern Geography
Hughes Scriptural Geography
Mitchell's Geography
Monteith's Geography
Warren's Modern Geography with Map Drawing
Willard's Universal Geography

---

56 Minutes of the Board of Trustees of Bourbon Academy, op. cit., p. 114.

57 Annual Announcement of Transylvania University, 1847-1848, p. 11.

First Annual Announcement of Kentucky University, 1859, p. 28.

Announcement of Madison Female Institute, 1860, pp. 6-7.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

HISTORY

Goodrich's Ancient and Modern History
Liddell's Rome
Quackenba's History of the United States
Smith's Ancient Greece
Wilson's History of the United States

ARITHMETIC

Davies's Practical Arithmetic
Colburn's Mental Arithmetic
Eaton's Written Arithmetic
Ray's Arithmetic
Tracy's Arithmetic

ALGEBRA

Dave's Elementary Algebra
Ray's Algebra Part I
Robinson's Algebra

GEOMETRY

Robinson's Geometry

READING

Park and Watson
Butler's Readers
Goodrich's Readers
McGuffey's Readers

SCIENCE

Beecher's Physiology
Cutter's Physiology
Gray's Botany
Loomis's Geology
Porter's Chemistry
Well's Natural Philosophy
Wood's Zoology

WRITING

Schuster's Cards
Payson and Dunton's Penmanship
Spencerian System

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

MENTAL AND MORAL PHILOSOPHY

Cowdery's Moral and Religious Lessons
Haven's Mental Science
Watt's Improvement of the Mind
Wayland's Moral Science

LOGIC

Boyd's Logic

LATIN

Andrew's Latin Lexicon
Andrew's and Stoddard's Latin Grammar
Anthon's Caesar
Anthon's Sallust
Bullion's Latin Reader
Cooper's Virgil
Leverett's Latin Lexicon

GREEK

Bullion's Greek Reader
Greenfield's Greek Grammar
Kuhner's Greek Grammar
Liddell and Scott's Greek Lexicon
Pickering's Greek Lexicon

Religion, music, elocution and declamation were taught in these schools. The Bible was the basis of the religious instruction. There seem to have been no text-books adopted for music, elocution and declamation. Some evidence is found in the courses of study that elocution was taught in connection with music, and declamation with instruction in English.

The curriculums of the private academies were announced in catalogues. The catalogues of very few schools have

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

been preserved. Those that have been, give us some idea of the subjects taught in these secondary schools. The curriculums of the academies will be discussed later in this chapter.

According to Clark, there were 1505 private academies in Kentucky between 1840 and 1924[58]. The private academy has declined rapidly since the introduction of the public high school.

Table V shows the number of academies that were in existence in Kentucky at the various dates indicated between 1840 and 1938.

---

[58] Clarence Clark, "A History of the Development of the High Schools of Kentucky", p. 47. Unpublished Master's Thesis, University of Chicago, 1924.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE V

PUBLIC AND PRIVATE ACADEMIES IN KENTUCKY (1840-1938)[A]

Year	Type of Academy and Number		Total
	Public	Private	
1840	63	29	98
1850		76	76
1870		51	51
1880		204	204
1891		215	215
1895		256	256
1900		204	204
1905		153	153
1910		131	131
1915		41	41
1920		55	55
1924		61	61
1938*		65	65
Total	63	1570	1633

[A] Clarence Clark, op. cit., p. 9A

* Kentucky Public School Directory, 1938-1939, 35-57. Kentucky Educational Bulletin, Vol. XI, No. 9. Frankfort: Department of Education.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

IV. The Curriculums of Academies and Seminaries in Kentucky

The Curriculum of the Early Academies

Local Authorities Made the Curriculums. - The Acts incorporating the Kentucky academies gave local authorities the right to make the course of study. The most that is said about the curriculum is in one of the Acts passed December 22, 1798, which stated that, "It shall be left wholly in the discretion of the said several trustees what subjects shall be taught in the said several academies, whether the English language, writing, reading, arithmetic, mathematics, geometry only, or the dead and foreign languages and the other sciences generally taught in the state."[59]

Curriculum of Transylvania, 1793. - One of the earliest statements of a curriculum of a Kentucky seminary is that relating to Transylvania Seminary, which appeared in the Kentucky Gazette of December 6, 1793. It states, "that the institution is now well supplied with teachers of natural and moral philosophy, of the mathematics and learned languages."[60] An English teacher also taught

---

[59] William Littell, Statute Laws of Kentucky, Vol.II, p. 240. Frankfort: State Printing Office, 1819.

[60] The Kentucky Gazette, December 6, 1793, Lexington, Kentucky.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

reading, writing, arithmetic and English grammar. In 1795 the curriculum of this institution included under professional subjects, Greek, Latin, and French languages, and bookkeeping; under non-professional subjects, geometry, geography, politics, composition, elocution, moral philosophy, astronomy, history, logic and natural philosophy.[61]

Bethel Academy, 1799. - Bethel Academy advertised in 1799 reading, writing, common arithmetic, English grammar, Latin, Greek, German language, and sundry branches of sciences.[62]

Winchester Academy, 1813. - The curriculum of the Winchester Academy in 1813 is a representative one. "There were offered reading, writing, arithmetic, English grammar, geography, rhetoric, logic, dead languages, natural philosophy, astronomy, mathematics and ethics."[63]

Academy Curriculums in the Early Part of the Nineteenth Century

Departments of the Academy. - In the minutes of the

---

[61] Records of the Board of Trustees of Transylvania Seminary, p. 84. Lexington: Trustees Transylvania Seminary.

[62] T. W. Oliver, "Elementary and Secondary Education in Kentucky", p. 38. Unpublished Master's Thesis, University of Chicago, 1915.

[63] Ibid., p. 41.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

trustees of Bourbon Academy in 1813, is to be found the following resolution:

> That the plan hitherto adopted in the Academy, be changed, and that the education of the scholars be thus arranged; There shall be two departments formed, as soon as the number of scholars attending will admit, and shall be entitled the first and second, or higher and lower, branches of the Bourbon Academy. In the first or higher branch, shall be taught, the English Grammar, Latin, Greek, the mathematics, and Science; and in the second or lower branch shall be taught the first rudiments of English Language, to wit, Spelling, Reading, Writing, and Arithmetic. 64

Houston Seminary, 1831. - An advertisement of the Houston Seminary in Bourbon County in 1831 gives a detailed and complete statement of the curriculum at that time. The announcement reads as follows:

> The proprietors of the Houston Seminary, having so far completed their building as to enable them to open their institution on the 21st day of November next, respectfully inform the public, that this school will teach methodically, and according to the most improved plans:
>
> 1st. The common branches of an English Education.
>
> 2nd. The Latin and Greek Languages.
>
> 3rd. Mathematics, Physics, and Chemistry. In connection with the above subjects will be taught Metaphysics, Elocution, Logic Perspective Drawing, and Natural Science, including the classification of the animal, vegetable, and mineral kingdoms. The books used in the Mathematical Department will consist principally of Farren's Compilations and Translations from the French, usually known as the Cambridge Course. This school has for its

---

64 Minutes of the Board of Trustees of Bourbon Academy, 1799-1853, p. 89. Paris: Board of Trustees.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

object the production of practical scholars. It is situated one and one half miles S.W. of Paris in view of the Maysville and Lexington Road. Boarding can be procured either in town or near the Seminary. The price of tuition will vary from $12.00 to $30.00 per annum.

(Signed) Benjamin Moore
Luther Smith 65

On May 23rd, 1831, the trustees of Bourbon Academy announced in the Western Citizen, that

The trustees of this institution having appointed Mr. Ebenezer Marston, Professor of Languages and of Sciences, are authorized to say that he will take charge of the school on the first Monday in May next. He will teach the following branches of learning: Reading, Writing, Common Arithmetic, English Grammar, Geography, Natural and Moral Philosophy, Rhetoric, Astronomy, Algebra and the higher branches of Mathematics, and the Latin and Greek Languages. Mr. Marston is a young gentleman of good attainments and he has had considerable experience as a teacher. Parents and guardians may rely upon his skill and competance. 66

Augusta College, 1828. - Augusta College was the successor of Bracken County Academy. In 1828 the college published the following course of study for the students of the preparatory department:

The course of instruction in the Academic Department shall include Reading, Writing, Arithmetic, English Grammar, Geography; and so much of the Latin and Greek Languages as is required for admission into the Freshman Class. 67

---

65 Western Citizen, Vol. 24, No. 44, Paris, Kentucky, October 29, 1831.

66 Western Citizen, Vol. 24, No. 17, Paris, Kentucky, Saturday, April 23, 1831.

67 Catalogue and By-Laws of Augusta College, 1828, p. 6. Augusta: Board of Trustees, Augusta, Kentucky.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Female Academy Curriculum Different. - An advertisement in the Western Presbyterian Herald of November 16, 1837, indicates that the curriculums of female academies were somewhat different. The Bardstown Female Academy offered in the preparatory department the following:

> . . . . orthography, reading, writing, arithmetic, children's geography and United States history. In the junior department were offered modern geography with globes and maps, English grammar, practical and mental arithmetic, and United States history. In the senior department were offered ancient and modern history, ancient and modern geography, English Grammar, natural philosophy, chemistry, astronomy, algebra, mental and moral philosophy, botany, rhetoric, logic and composition. Painting, drawing and music were offered extra. 68

This is a fairly representative curriculum of the better female academies. The omission of language is quite noticeable.

Lafayette Female Academy, 1825. - Lafayette Female Academy was supervised by Josiah Danham. This school was honored by a visit from General Lafayette on May 16, 1825. A program and reception were given in his honor. In that year the school announced the following subjects: Grammar, rhetoric, logic, astronomy, natural and moral philosophy, languages, composition, criticism, arithmetic, geography, history, piano, drawing, painting, chirography, lectures in

---

68 Western Presbyterian Herald, November 16, 1837. Louisville, Kentucky.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

chemistry, botany, and dancing.[69]

Academy Curriculums in the Middle and Latter Part of the Nineteenth Century

Curriculum and Equipment for Teaching. - Another institution which presents a fairly good picture of the course of study together with the type of teaching equipment is the Millersburg Male and Female Academy. This institution opened in September, 1852.[70] The Academy had pupils from Bourbon, Harrison and Carter Counties, from remote parts of the State, and from West Virginia. For the academic year 1854-1855, there was an enrollment of one hundred and thirty students.[71] A year later the enrollment had increased to one hundred and seventy-six pupils. The school was chartered by the Kentucky Legislature in 1856.[72] The institute offered five years of work: three years in the academic department and two in the collegiate department. Such courses as astronomy, Latin, Greek, geometry, logic, philosophy, moral science, political economy, mechanics, Bible theology, and elements

---

[69] Annual Catalogue of Lafayette Academy, 1825, p.23. Christian County: Board of Trustees.

[70] W. H. Perrin, History of Bourbon County, p. 127. Chicago: O. L. Baskin and Company, 1882.

[71] Annual Catalogue Millersburg Collegiate Institute, 1858, p. 8. Paris: Paris Paper and Printing Company.

[72] A. O. Savage, Historical Sketches of Institutions of Learning, p. 243. Chicago: Chicago Press, 1878.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

were given by the collegiate department. According to the catalogue the institute was well equipped, having several thousand specimens to be used by the department of natural science, a library consisting of selected literary and scientific books, and extensive apparatus for the teaching of physics and chemistry. There was also an ample supply of maps, globes, charts and other teaching devices. A lyceum which consisted of declamations, essays, written and oral discussion, interspersed with music was given monthly for the public.[73]

It is not possible to determine just when each subject was introduced into the curriculum of the academies, as the Legislature did not define any compulsory or definite curriculum. No doubt most of the subjects offered by the various academies and seminaries appeared originally in the curriculum of Transylvania Academy, the first institution of learning founded in the State.

Greenville Institute, 1855. - In 1855 Greenville Institute at Harrodsburg offered a five year program, consisting of one year of preparatory work, and four years of secondary training. This institution organized its work around a group of "core subjects", which were supplemented

---

[73] Annual Catalogue Millersburg Male and Female Academy, 1858, p. 14. Millersburg: Board of Trustees.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

by a variety of optional courses.[74] (See Appendix, page 345).

Greenville Academy, 1856. - Professor Patterson says of the curriculum of Greenville Academy in 1856:

> I have one class in Butler's Grammar, another in parsing, a class in vulgar fractions, one in decimals, one in algebra, two classes in geography, two in Latin; one reading Virgil and another not yet reading - and one class in Greek. 75

The course of study offered by the Greenville Academy seems to emphasize those subjects which prepared pupils for participation in society of that time. However it is pointed out that Latin, Greek and mathematics leading to a regular college course may be pursued. The above announcement deplores the fact that girls were not given the opportunity by their parents to share with the boys the advantages of a classical and mathematical course.

The curriculums of some of the academies were announced in catalogues. A few of them have been preserved, and are in the library of Transylvania College.

Taylor Academy, 1859. - Taylor Academy at Harrodsburg was a school for boys. This school was the preparatory

---

[74] Annual Catalogue of Greenville Institute, 1855, p. 27. Harrodsburg: Board of Trustees.

[75] Annual Catalogue, Kentucky University, 1865-1866, p. 38. Lexington: Board of Curators, Kentucky University, 1865.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

department of Kentucky University, then located at Harrodsburg. "The special design of the Academy is to qualify young men for the University Classes and for the profession of teaching."[76] The dual purpose of the course of study is clearly stated as follows: "The course of Academic study given above has been arranged with a view not only to prepare students for the regular Collegiate Classes, but especially to qualify young men to teach successfully in the common schools of our country."[77] The course of study alluded to in the above quotation is given in full by years in the Appendix, pages 349-350.

This course of study reflects the changes that were taking place in curriculum-building. Old subjects were being dropped; new ones were added, and some remained constant. In brief, the academies adapted their respective programs to meet the changing social, economic, and professional needs of the people.

University Preparatory Department, 1865. - The preparatory department of Kentucky University in 1865 offered two courses: the classical course and the English course (see Appendix, pages 349-350). In the catalogue of this

---

[76] First Annual Announcement, Kentucky University, 1859, p. 28. Lexington: Board of Curators.

[77] Ibid., p. 30.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

institution on pages 40 and 41 is found the following explanation regarding this academy:

> In view of the want of good general preparatory schools, the curators have established, in connection with the University, an academy, which will be thoroughly organized and supplied with well qualified and efficient instructors. Two courses of study have been arranged; the Classical Course adapted to boys and young men who may wish to prepare for the College of Arts; and the English Course, adapted to those who propose to enter the Agricultural and Mechanical College. Every candidate for admission into the Academy must be at least ten years of age, and pass a satisfactory examination in Reading, Spelling, the Elements of Geography, and of English Grammar, and on Arithmetic as far as fractions. [78]

Bourbon Female College, 1881. - Bourbon Female College founded at the close of the War was offering in 1881 the following courses: Mathematics, history, language, psychology, natural science, composition, English literature, reading, music and art.[79]

The use of the term psychology as a subject appears in this course of study. The term had not appeared in any of the older courses. Such terminology as mental philosophy, moral philosophy, ethics, metaphysics, moral science, and mental science, have occurred frequently. These courses

---

[78] Annual Catalogue, Kentucky University, 1865-1866, pp. 40-41. Lexington: Board of Curators, Kentucky University, 1865.

[79] W. H. Perrin, History of Bourbon County, p. 114. Chicago: O. L. Baskin and Company, 1882.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

were evidently vaguely related to the present day secondary courses in psychology, and may be considered a forerunner of psychology in the curriculum.

The annual examination of Marion Academy in 1882, announced in the Crittenden Press, gives an idea of the program of studies offered by the Marion Academy, Crittenden County.

ANNUAL EXAMINATION OF MARION ACADEMY
June 14th to June 17th, 1882 [80]

Latin Roman History	Murch's Grammar 1
Latin Cicero	Murch's Grammar 2
Latin Virgil	Geography No. 2
Rhetoric	Practical & Critical Grammar
Higher Algebra	Caesar
Primary Algebra	Surveying
English	Trigonometry
Higher Arithmetic	Geometry
Elocution	Fourth Reader
U. S. History	Higher Arithmetic No. 2
Geography Third Part	Higher Arithmetic No. 1
Analytical Geometry	Physiology
Higher Algebra No. 1	Mental Arithmetic
Higher Algebra No. 2	Mental Philosophy
Chemistry	

Georgetown Academy, 1887. - Georgetown Academy at Georgetown, in 1887 included in its program the classical course, courses in reading, and the English course (see Appendix, pages 351-352). The English course was intended

[80] Crittenden Press, June 21, 1882. Crittenden County, Kentucky.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

to "accomodate young men who do not desire a thorough college education. The purpose of the classical course is thorough preparation for college work."[81]

Bardstown Male and Female Institute, 1888-1889.- Dr. Glenville Terrill, an instructor at the Bardstown Male and Female Institute in 1888-1889 says that the curriculum included the following subjects; Geology, chemistry, physics, illustrated by demonstrations given by the teacher; four years of Latin up to Cicero and Virgil; two years of Greek; mathematics, including higher algebra and plane trigonometry; philosophy, ethics, atwater's logic, French, German, music, both instrumental and vocal.[82]

University Academy, 1910.- The Courses of Study in 1910 in the Academy at the University of Kentucky, under the principalship of Professor Walter Kennedy Patterson were as follows:[83]

First Year

Algebra, Well's Higher
Latin Grammar, Bennett
Eight Lives of Nepos
Four Books of Caesar
Latin Prose Composition, Pearson
Beginning German, Bierwirth
Gluck, Muller and Wenckebach
Elementary Greek, Burgess and Bonner
General History, Myers

---

81 Annual Catalogue, Georgetown College, June 1887, p. 11. Georgetown: Board of Curators.

82 Vaneta Thomas Horlacher, "The Academy in Kentucky", p. 75. Unpublished Masters Thesis, University of Kentucky, College of Agriculture, 1925.

83 Annual Announcement, University of Kentucky, 1910, p. 29. Lexington: Board of Trustees, University of Kentucky.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Second Year

Plane Geometry, Beman & Smith
Rhetoric, Genung's Outlines
Synonyms, Crabb
Cicero, six orations
Latin Prose Composition, Pearson
Elements of German, Bierwirth
Hoeher als die Kirche
Immensee
German Prose Composition, Howe
Greek Grammar, Goodwin
Xenophon's Anabasis, Smith - four books
Greek Prose Composition, Jones

It is readily apparent that this program of studies, while embodying some of the features of the work offered in other academies, was designed for the sole purpose of preparing students for college. It cannot be considered as representative of the Kentucky academy in general, because of its limited length and high concentration of classical and modern foreign languages.

V. Summary and Compilation of the Curriculums of Kentucky Academies and Seminaries

In Table VI is presented an alphabetical listing of the subject titles appearing in catalogues and advertisements of Kentucky academies and seminaries from 1792 to 1910, as was compiled from data appearing in this chapter. It probably includes a very large percentage of the subject titles that were offered during the period of the dominance of the academy and seminary, and may be considered as representative of the curricular offerings of these institutions.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE VI

SUBJECTS TAUGHT IN ACADEMIES AND SEMINARIES OF KENTUCKY, 1792-1910[a]

(Exact Titles of Subjects Given)

[b]		
Astronomy (10)	French (3)	Natural Science (2)
Arithmetic (11)	Greek (11)	Natural History (1)
Algebra (8)	German (5)	Natural Theology (1)
Ancient History (4)	Geography (8)	Orthography (2)
Ancient Geography (4)	Geometry (2)	Oral Arithmetic (1)
Art (1)	General History (2)	Penmanship (1)
Analytical Geometry(1)	Grammar (3)	Physics (3)
Bookkeeping (2)	Grammar Composition(1)	Perspective Drawing (1)
Belles Lettres (1)	Geology (2)	Painting (3)
Botany (11)	Greek Grammar (1)	Practical Arithmetic (1)
Bible Theology (1)	Greek Testament (1)	Philosophy (3)
Bible Elements (1)	History (3)	Political Economy (1)
Bible (1)	History of Common Subjects (1)	Parsing (1)
Bible Recitations (1)	Human Physiology (1)	Primary Algebra (1)
Chirography (1)	Higher Algebra (1)	Psychology (1)
Composition (7)	Higher Arithmetic (1)	Piano (1)
Chemistry (5)	Instrumental Music(2)	Physical Geography (1)
Common Arithmetic (1)	Latin (11)	Plane Geometry (1)
Children's Geography(1)	Logic (8)	Practical and Critical Grammar (1)
Constitution and Laws of U.S. (1)	Latin Grammar (2)	Science (1)
Criticism (2)	Languages (2)	Spelling (5)
Caesar (4)	Lectures in Chemistry (1)	Surveying (1)
Cicero (1)	Moral Philosophy (5)	Synonyms (1)
Dead Languages (1)	Mathematics (5)	Solid Geometry (1)
Drawing (3)	Metaphysics (1)	Solid Geometry (1)
Decimal Fractions (1)	Modern History (4)	Trigonometry (2)
Defining (4)	Modern Geography (4)	United States History(4)
Declamation (1)	Music (3)	Vulgar Fractions (1)
Didactics (1)	Moral Science (2)	Vocal Music (4)
Elocution (4)	Mechanics (1)	Virgil (1)
English Grammar (9)	Mental Arithmetic (3)	Writing (9)
Ethics (2)	Mental Science (1)	Written Arithmetic (1)
English Literature(3)	Natural Philosophy (7)	Writing Greek with accents (1)
Evidences of Christianity (1)		Zoology (1)

[a] Compiled from data presented in this chapter.

[b] The number in parenthesis indicates the number of courses in which each title was found.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

This is an imposing array of subjects. There are 103 different subject titles given by the institutions studied. The titles appearing five times or more are:

Greek (11)	Logic (8)
Arithmetic (11)	Composition (7)
Latin (11)	Natural Philosophy (7)
Astronomy (10)	Chemistry (5)
English Grammar (9)	German (5)
Writing (9)	Moral Philosophy (5)
Algebra (8)	Mathematics (5)
Geography (8)	Spelling (5)

The following is a grouping of the 103 titles into subject fields, as nearly exact as it is possible to group them, since it is difficult to assign some of the titles to a specific field. When this grouping is made, a very good picture of the offerings of these institutions is given and we can readily determine the subject matter which predominated in the curricula of these institutions.

	84
Mathematics and Science	79
English	47
Classical Language	36
Social Science	34
Writing and Spelling	21
Music and Art	17
Philosophy	13
Modern Language	8
Commerical	2

---

84 This grouping should be read as follows: Of the institutions studied mathematics and science in some form appear seventy-nine times, once or more in the curriculum of various schools; English forty-seven times; classical language thirty-six times, etc. No title was counted more than once in the curriculum of any school, i. e.; if a school offered the title Latin for four years, it was counted but once.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

The grouping on the preceding page indicates that 76.2 per cent of the offerings of the curricula studied, covering one hundred and twenty-eight years of educational history, consisted of mathematics and science, social science, English, and classical language.

It is not possible to determine when certain subjects were introduced or when others disappeared, because of the lack of historical remains and because the legislative Acts chartering the academies and seminaries did not specify courses of study. The curriculums which have been presented in this chapter are typical of the curricular practices of these institutions in Kentucky during the period in which they flourished.

Influence of the Academy

The rise of the academies was closely connected with the rise of the middle class. There was in the academies a growing sense of the value of education for its own sake, rather than for its effect in the heightening of sheer human worth. The idea of liberal culture took strong hold of the academies.

> Not being bound up with colleges, the Academies became primarily independent institutions, taking pupils who had completed the English education of the common school, and giving them an advanced education in modern languages, the sciences, mathematics, and the more useful subjects of the time, with a view to rounding out their studies and preparing them for business life and the rising professions. The Academies also served a very useful purpose in supplying to the lower schools the best

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

educated teachers of the time.[85]

> They thus built upon instead of running parallel to the common school course, - - - and hence clearly marks a transition from the aristocratic and somewhat exclusive college preparatory Latin Grammar school of Colonial times to the more democratic high school of today.[86]

> In religious matters, too, the Academies also represent a transition. They were nearly always pervaded by a genuine religious spirit, but were usually kept free from the doctrines of the church. They bridged over the transition from ecclesiasticism of the Latin Grammar schools of Colonial times to the secularized high school of the present.[87]

The academies served as the fore-runners of the normal schools, by supplying the best teachers for the elementary or common schools.

The academy formed a transition to the modern coeducational high school. The old grammar school had been maintained exclusively for boys, but the academy soon changed this practice.

Hence the aim of secondary education as represented by the academy early became two-fold, training for life and preparation for college. The curriculums offered attempted to meet this requirement. The breadth of its influence is seen in the fact that it served all classes of people.

---

[85] Elwood P. Cubberly, Education in the United States, p. 187. Boston: Houghton Mifflin Company, 1934.

[86] Ibid., p. 187.

[87] Ibid., p. 190.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

VI. The Educational Contribution of the Kentucky Academy and Its Curriculum

Up to this point there has been presented in this chapter (1) a study of the historical and legal phases of the academy, and (2) a discussion of the development of the academy curriculum. A third phase of the discussion, will attempt to relate the institution to its curriculum in the light of the purposes of the institution.

Curriculum Determined the Purpose of the Academy

The curriculums of the academies afford the best means of determining the purposes of such education, and of judging to what extent their purposes were carried out. As the academy was the fore-runner of the public high school, the study of the curriculum also serves to show to what extent the academies influenced the high schools in the development of the course of study, and to what extent these schools, both public and private, have attempted to meet the needs and demands of the public.

Importance of the Curriculum.- The organization of the curriculum has come to be one of the most important phases of the public school system. On this, to a large extent, depends the ultimate success or failure of the school, in fulfilling its mission.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Lack of scientifically organized curriculums is given as one of the reasons for the failure of the high school to attract and hold a large per cent of pupils of high school status. Educational thinkers are demanding the formation of curriculums in terms of the interests and needs of the child and the community, and not in terms of the intrinsic content of the subject itself. An analysis of the typical curriculums of Kentucky academies and early high schools shows that to a large extent this had not been the cominant factor in the formation of the courses of study in the past. It also shows that during recent years more attention has been given to these facts in the reconstruction of the various types of secondary schools in Kentucky.

Two-fold Purpose of the Academy.- In studying the curriculums of the academies and early high schools of Kentucky from the time of their earliest development it is seen that there were two aims of secondary education recognized; namely, to prepare for life and to prepare for college. It is evident that for a long period of time the purpose uppermost in the minds of those in charge of the secondary schools was that of preparation for college. However, one of the distinctive conclusions reached in studying the curriculums and administration of the private schools even until a rather recent date, is that they gave

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

training planned to prepare for life without any further pursuit of school work. They were institutions separate unto themselves and usually included so-called practical courses.

Curriculums Not Definitely Planned.- No definite plan of preparation for the duties of life seem to have been worked out by the secondary schools during the last century. In the practical courses are found subjects and content thought of today as ultra classical. Some of them included a few subjects of college nature, probably with an idea of furnishing such "mental discipline" as necessary to train for performing the duties of life more successfully. Chemistry and astronomy seem to have been thought of as useful to agriculture. "The crowding of the curriculum with a multiplicity of subjects had already begun back in the old academy days. Even the studies which had to do with useful information were much in demand, and it was with them that the crowding took place."[88]

College Preparatory Course Prominent.- Higher mathematics, Latin and Greek were the subjects most stressed by the University of Kentucky for entrance requirements. The preparatory department of the University, conducted for many years for the purpose of preparing students for admittance to the University, stressed these subjectx.[89]

---

[88] Brown, E. E. The Making of Our Middle Schools, p. 416. New York: Longmans, Green & Co., 1907. Third Edition.

[89] Catalogue of Bethel College, 1878. Board of Trustees, Russellville, Kentucky.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

They are found very generally in the courses of study of the various high schools and academies as late as 1915. Because of this it is concluded that the college preparatory course was distinctly prominent.

Curriculums Prepared for Life.- It is clearly noted from the curriculums which have been presented earlier in this chapter that the academies, being entirely free in their administration, planned in the main to offer courses that would fit the student for the duties of life. In terms of the educational idea of that day, these courses were quite complete within themselves and of a practical nature, as well as giving a classical education.

Curriculums Organized into Schools.- About 1870 education in Kentucky had taken a more definite and organized form, and it is interesting to note the effect produced upon the courses of study from that time until the end of the century.

Bethel College in 1876[90] had its course of study divided into six "schools": 1. The School of Latin; 2. The School of Mathematics; 3. The School of Greek; 4. Natural Science; 5. English; 6. School of Mental Science; 7. School of Bible; 8. School of Theology. In each "School" either three orfour years of instruction were offered. The School

---

[90] Catalogue, Bethel College, 1875, p. 27. Russellville, Kentucky: Board of Trustees.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

of Natural Science as an example, consisted of three courses: (1) Primary Grade, Zoology and botany, (2) Junior Grade, physical geography and physiology, (3) Middle Grade, physics, (4) Senior Grade, chemistry and geology. A certificate was given for the completion of the course in any one "School," and a diploma for the completion of certain combinations of schools. These diplomas bore the names Classical, Literary, and Scientific. The Scientific diplomas were given for the completion of a full course in the "Schools" of Mathematics, Natural Science, English and Mental Science. The Classical diploma was given upon the completion of the full courses in the "Schools" of Mathematics, Latin, Greek, Natural Science. The Grades of the School of Theology might be substitutes for corresponding grades in any other school.

A wide range of electives was offered and the students were allowed to make their selection. The selection being once made, the student was required to follow this course for three or four years if he desired to receive credit for it toward a diploma.

In 1871 Berea Academy[91] offered four courses: (1) College Preparatory, (2) Normal, (3) Ladies Course, and (4) Commercial. These courses covered two years each. Courses in music were also provided as electives.

---

[91] Catalogue of Berea Academy, 1871, p. 20. Berea, Kentucky: Board of Trustees.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

By 1900, Berea Academy had become a more completely organized college preparatory school and had only one course of study. This consisted of four years each of mathematics and Latin; two years of Greek; two years of science; two years of history and civics; one year of German; and one year of drawing and bookkeeping.[92]

Early High School Curriculums Similar to Academy Curriculums.- There was a great similarity in the courses of study of the first Kentucky high schools and the academies. In some high schools the organization of the curriculum in terms of "Schools" was followed. This was general practice of the academies and the secondary colleges at that time as was shown above. In 1874 the course of study of Male High School, in Louisville, was arranged in six schools. These six schools were (1) Belles Lettres, (English); (2) Ancient Languages, (Latin and Greek); (3) Pure Mathematics; (4) Applied Mathematics; Engineering; (5) Natural Science; and (6) Modern Languages, (Grench and German). Each of these "Schools" consisted of five years, with the exception of Greek and French. Three years only were offered in French, and four years in Greek. To receive a diploma the student was required to complete the entire course, except modern languages, or he was permitted to substitute one or both for Greek.[93]

---

[92] Announcement, Berea Academy, 1900, pp. 6-7. Berea, Kentucky: Board of Trustees.

[93] Report of the Louisville Public Schools, 1874, p. 50. Louisville, Kentucky: Board of Trustees.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Degrees Given.- These curriculums contained some subjects of a college nature, and the diplomas awarded to those completing the prescribed courses were in some instances spoken of as degrees. The degrees were usually A. B. for the Classical Course, B. S. for the Scientific, and B. L. for the Literary Course. Some of the better high schools of that date adopted the custom of awarding degrees. The Louisville Male High School awarded the A. B. degree upon completion of the prescribed course of study.[94]

Influence of Academy Upon Early High Schools.- So, in the development of the early high schools the private academies and secondary colleges had a marked influence upon the course of study. This was to be expected, as the academies were well established in the minds of the people concerning the purpose and content of secondary education at that time. The courses of study of that period were arranged to be complete within themselves. They offered courses that would, as they thought, prepare students for all social and economic duties of life in so far as these duties in general related to the richer and more cultured families.

Educational Contribution of the Kentucky Academies.- Looking back over the academy from the vantage point of the present, an observer may on first thought be tempted to make

---

[94] Catalogue, Louisville Public Schools, 1874, p. 51. Louisville, Kentucky: Board of Trustees.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

a disparging appraisal of its contribution. Mature consideration of the environment of that day, however, leads to the conviction that the academy was the most effective solution of the secondary problem that could have been worked out at the time. In the first place, the taxable resources of the State would then have proved utterly inadequate for the support of secondary schools that were free to all. In the second place, considering the fact that by far the larger portion of the population was living on scattered farms, the boarding school feature furnished the best practical means of providing secondary schooling for children of the farming people. Finally, the lack of a standardized curriculum was itself a virtue, for without rigid restrictions as to content and method, the masters were free to introduce new subjects or to experiment with new teaching devices. Hence the Kentucky academy should not be regarded as the emblem of private interest in a period before public support of schools had reached a high point; rather it should be thought of as a practical solution to a knotty problem of securing secondary education by any means at all. It represents the survival of the idea that the individual should bear the responsibility for the education of his children, an idea that was but slowly giving way.

The public high school in Kentucky, which grew out of the academy and seminary, and its curriculum which was profoundly effected by the academy will be considered in Chapter VI.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Summary

The first type of secondary school in America was the Latin Grammar School. The chief purpose of the Latin Grammar School was to prepare boys for admission to college. The Latin Grammar School idea spread through several of the colonies, and was the chief type of secondary school before the Revolutionary War. Classical language, chiefly Latin, composed a large part of the curriculum of these schools.

The academy made its appearance in 1749 during the decline of the Latin Grammar School. It was supported by the middle-class and was an effort to obtain a kind of secondary education that would meet their needs. It proposed to break radically with the traditional type of secondary education by offering studies that would be of practical benefit to all. After the American Revolution the academy spread rapidly through all of the thirteen colonies. Some of these institutions were endowed by State Legislatures, while others received liberal donations from private citizens.

The academy movement in Kentucky began while the present state was yet a county of Virginia. Transylvania Seminary and Salem Academy were both established before the county became a state. In the absence of any provision for education in the constitution of Kentucky the Legislature

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

authorized the establishment of academies on petition of the citizens in communities desiring them. Many academies were established under this system and in 1805 the legislature made it mandatory for every county in the state to provide for an academy.

The public academies were governed by self-perpetuating boards of trustees, and were endowed by a special Act of the Legislature, known as a charter. They were supported by land and money appropriated by the State, by fines and forfeitures, by subscription, tuition, gifts, lotteries, escheated land and licenses.

Because of unstable and intermittent support, small value of endowments as well as faulty management and inaccessibility to the masses, the public academy in Kentucky declined and fell.

While the public academies were passing, the private academy movement developed and flourished. This movement began about 1810. It was stimulated by the failure of the public academy and the refusal of the Legislature to provide for public education. The private academies were chartered in much the same manner as the public academies had been. They developed rapidly and between 1810 and 1890 became the chief source of secondary education in the State. Their rise was most marked until about 1860, after which period they began to decline.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Special legislation for academies was prohibited after 1891 and very few private schools were chartered after this date, which marks the end of private secondary education in Kentucky. The public high school was making its presence felt as the agency for secondary education for the masses at this time.

The curriculums of academies and seminaries were largely made up of mathematics, science, social science, English and classical languages. The lack of legislative control or authorization of subject matter in these institutions resulted in a wide variety of subject offerings.

The academies enrolled pupils who had completed the English education of the common schools, and gave them advanced education in languages, sciences, mathematics, and the more useful subjects of the time, with a view to rounding out their studies and preparing them for life and the rising professions. They also provided the common schools with teachers. They built upom the common school, and mark a transition from the aristocratic and exclusive preparatory school of early colonial times to the more democratic high school of today.

The curriculums of the academies in Kentucky determined the purpose of the academy, which was two-fold; namely, training for life and preparation for college. The curriculums offered indicate that the college preparatory function

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

was prominent; however, they were regarded as giving training suitable for preparing the student for the activities of life as well.

The academies exerted a profound influence upon the early high schools, the first high school courses of study in Kentucky being very similar to those of the academies and seminaries.

The academy was probably the most effective solution of the secondary school problem that could have been worked out at the time during which it was dominant. It made a valuable contribution to the growth and development of the State system of public education.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

CHAPTER V

THE ORIGIN AND DEVELOPMENT OF THE ELEMENTARY SCHOOL CURRICULUM IN KENTUCKY

I. Historical-Legal Background of the Kentucky Public Elementary School System

Introduction

The next major movement to be considered in the development of education in Kentucky will be that of the origin and development of the system of common schools. It has been previously stated in Chapter III that no provision for public education was made in the first Kentucky Constitution of 1792. This was also true of the second constitution of 1800. The proceedings of this convention have been lost and for this reason we do not know whether a provision for education was even considered. There is some external evidence in the Kentucky Gazette published in Lexington on April 4, 1799, that the subject was considered by a group of citizens of Scott County who prepared a resolution, a part of which read:

> ....2nd. That education is indispensably necessary in a free state in order that every rational being therein may understand and suitably improve the inestimable and unalienable blessings of civil and religious liberty.....[1]

---

[1] Kentucky Gazette, April 4, 1799, Lexington, Kentucky.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Public opinion in matters of education was strong enough in Scott County to make itself heard in the public press. These people felt that education was of sufficient importance to be safeguarded in the Constitution. The messages of the several governors to the respective Legislatures are a very good index of public opinion on the question of education. The Legislatures met annually from 1792 to 1850. In the annual message of the several governors no mention of education is made until 1811. On December 3, 1811 in his last message to the legislature, Governor Charles Scott said:

> It ought not to be forgotten also, Gentlemen, that to preserve our rights, we must understand them. Few people have been free, that were ignorant, and if chance has thrown liberty in their way, it has sickened and disappeared when not cherished by the light of knowledge. Education is the soil in which this celestial plant is destined to flourish. By education is not meant merely a course of classical acquirements, but likewise the formation of those habits, and the instilling of those principles and maxims, which are best adapted to our situation, and the genius of our government. Men, however, highly endowed with talents by nature are not born politicians, or generals--for war itself, is a science as well as art--and though human destruction appears to be its first object, it has in reality for its end, human happiness and preservation.
> [2]

---

[2] Senate Journal 1811-1812, pp. 7-16.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Early Efforts.- Governor Slaughter in each of his four annual messages to the Legislature presented clearly, eloquently and vigorously the subject of education. He made it clear in his first message that he advocated a state system of schools supported by taxation. He pointed out sources of revenue for the support of the schools.[3] In his second message he advocated a liberal support of Transylvania University, and reiterated many of the facts of his first message pertaining to education and then suggested a plan of districting the settled portion of the state.[4] In December 1818, he again called attention to the need for schools,[5] and made a final plea for a system of public education in his last message the following year.[6]

Work of Governor Adair.- The Honorable John Adair became Governor of the State June 1, 1820. He followed the example of his predecessor and gave education a prominent place in his program. He appealed to the Legislature to give adequate support to Transylvania University.[7] This Legislature did nothing toward establishing a system of public

---

[3] House Journal, 1815-1816, p. 17.

[4] Senate Journal, 1817, pp. 7-15.

[5] House Journal, 1818-1819, p. 13.

[6] Ibid., 1819,1820, p. 18.

[7] House Journal, 1820, p. 11.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

schools. In his second message Governor Adair gave education a prominent place.[8] In response to the Governor's plea for education, the Legislature passed an act establishing a Literary Fund.[9] This act provided that:

1. One half of the profits that had arisen, and that might arise in the future should be set apart and appropriated as a fund for the support and establishment of a system of general education, under control of the legislature;

2. A committee composed of seven members should collect information to digest a plan of common education and submit a report to the next legislature;

3. The county courts should lay off the counties into as many as four districts and not more than sixteen;

4. The tax commissioners should take the census of all children between the ages of four and fourteen and transmit same to the state auditor's office;

5. Transylvania University was made the common head of all the literary institutions;

6. Provisions be made for the payment of the debts of Transylvania University, not to exceed $20,000 out of the clear profits of the Branch Bank of the Commonwealth at Lexington;

7. Four new members be added to the board of trustees of Transylvania University;

8. One-third of the clear profits of the Branch Bank of the Commonwealth at Bowling Green be appropriated to Southern College.

---

[8] Senate Journal, 1821, pp. 7-23.

[9] Kentucky Session Acts, 1821, Chapter 334, p. 351.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Lack of Legislation for Establishment of Schools Due to Many Causes.- An able and thoughtful report was made by the committee, which had been appointed to study the subject of a plan of common education,[10] but neither the Governor's plea nor this report moved the Legislature to establish a system of schools. This lack of legislation for schools was due to the interest of the people in other public questions. The federal banks in the State had precipitated the question of the interpretation of the land laws. It was claimed in one instance a tract of land was found that had thirteen separate locations on it.[11] The difficulties of the Bank of the Commonwealth were long and involved, and occupied for the time a greater place in the legislation of the State than did the schools. The struggle against the power of the judiciary was another question which occupied the attention of the people and turned the thinking of the people away from the need for the establishment of a system of public schools.[12] This struggle lasted for ten years during which time the state made no progress toward the establishment of a system of public schools.

---

[10] House Journal, 1822, p. 225.

[11] Kentucky Gazette, February 28, 1822, Lexington, Kentucky.

[12] Kentucky Session Acts, 1823, pp. 488-516.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Literary Fund Used for Other Purposes.- The law creating the Literary Fund remained in force for three years and resulted in a fund of $143,917.44.[13] The Act setting aside one-half of the clear profits of the bank was repealed in January 1825.[14] During the period that the act was in force Transylvania University received $21,153.47 from the profits of the Branch Bank at Lexington, Centre College $2,190.50 from the bank at Harrodsburg, and Southern College $2,823.37 from the bank at Bowling Green. No portion of this fund was spent on public schools for the masses.

A State System of Common Schools Definitely Established

System of Common Schools Established in 1838.- The period of discussions, reports and agitation continued, without any definite action by the Legislature for the establishment of a system of common schools. Governor Desha, who was elected in 1823, and his successors during the next fourteen years continued to advocate a system of general education. But it was not until 1838 that the Legislature passed an act to establish a system of common schools.[15] An act of Congress approved June 23, 1836 had turned attention to the

---

[13] House Journal, 1829-1830, p. 114.

[14] Kentucky Session Acts, 1824-1825, Chapter 211, p. 197.

[15] Kentucky Session Acts, 1837-1838, Chapter 898, p. 274.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

subject of creating a common school fund. By this Act Congress placed on deposit with the several states the accumulated surplus in the United States Treasury. The Assembly authorized the Treasurer of the Commonwealth to receive the State's share of this money.[16] The State received $1,433,577 from this fund and disposed of the major portion of this loan by founding and dedicating forever a fund, the profits from which were to be used for establishing and sustaining a general system of public instruction in the State. This Act set aside one million dollars for the support of a system of education in the State but no legislation was enacted for the establishment of a system of schools until February 16, 1838.[17] The main provisions of the act of 1838 were:

1. A school fund of $850,000 from the United States' loan then in hand, plus $150,000 anticipated from the same fund, shall constitute the school fund.

2. The secretary of state, the attorney general, and the superintendent of public instruction shall constitute the State Board of Education.

3. There shall be a superintendent of public instruction appointed by the governor for a term of two years.

---

[16] Kentucky Session Acts, 1836-1837, Chapter 9, p. 4.

[17] Kentucky Session Acts, 1837-1838, Chapter 898, p. 273.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

4. The superintendent shall prepare and submit an annual report to the legislature, prepare suitable forms and regulations for making all r eports and apportion the school money to the several counties.

5. It shall be the duty of the courts to divide the counties into a convenient number of school districts.

Appointment of First Superintendent.- Reverend Joseph James Bullock, pastor of the Presbyterian Church in Frankfort was appointed by Governor Clark to become the first superintendent of public instruction under the provisions of the Act of February 16, 1838. He accepted the office of superintendent and submitted his first annual report January 3, 1839.[18] This report gives a very good account of the beginning of the public school system in Kentucky.

Organization of First State Board of Education.- The State Board of Education was organized about March 1, 1838. One thousand copies of the law were ordered printed for distribution by the superintendent. The first task of the superintendent was the appointment of five commissioners in e ach county. During the first year these appointments were made in seventy-eight out of a total of eighty-eight counties.[19] The superintendent reported a lack of interest in education. On this point he said:

---

[18] Senate Journal, 1838-1839, Appendix, p. 225.

[19] Ibid., p. 225.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

> It soon became evident to my mind, that there was need for a public sentiment to be created, in order for the success of the system. The subject is new to the people of Kentucky. They need to be informed as to their nature and advantages; and I became perfectly convinced that the great work before me was to direct all my efforts to the formation of a correct public sentiment upon this subject.[20]

Revelations of First Census.- The suerpintendent requested the commissioners to ascertain the number of children between the ages of seven and seventeen who were unable to read. Rockcastle County only, reported. On the condition revealed in this county, and on illiteracy in general, the superintendent said:

> .....I am confident that at least one third of the children of schooling age in the State are unable to read, and have no means of common school education, and unless something is done to remedy this evil, the proportion will soon be greater. .....I have conversed with clerks of counties, lawyers, physicians, preachers, and public men of every description, and they all concur in the opinion, that one third of our white population is entirely uneducated.[21]

This report shows that the superintendent had in mind a very definite principle of local taxation assisted by funds provided by the State.[22] The law of 1838 was amended by the Legislature of 1838-1839 upon recommendation

---

[20] Senate Journal, 1838-1839, Appendix, p. 226.

[21] Senate Journal, 1838,1839, p. 227.

[22] Ibid., p. 227.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

of the superintendent. This amendment provided that the whole interest of the school fund, (at the expiration of two or three years) should be paid out from year to year, to those districts which had reported themselves organized. Until that time the apportionment of those counties, which had neglected to report, should be used to increase the permanent fund.[23] It was felt that this would be a powerful incentive to counties and districts to carry into effect the system.

The superintendent suggested also that the tax commissioners be authorized to take the school census; that a normal school should be established for the training of teachers; that the salary of the superintendent should be increased and that he should give all of his time to this work. The report then enters into a long discussion of the costs and advantages of public education at the expense of the state. "Ignorance keeps inactive the mind, which is the productive agent of a community, and leads inevitably to poverty; intelligence keeps it employed and as certainly leads to wealth."[24] ----- "The establishment of common schools will multiply the number of our valuable citizens,

---

[23] Kentucky Session Acts, 1838-1839, Chapter 1392, p.355.

[24] Senate Journal, 1838-1839, p. 231.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

and of our wise legislators and rulers; will develop the whole mind of the state and enable us to keep our present exalted stand in the councils of the nation."[25]

Objections to the Establishment of Common School System.- Some of the objections to a system of common schools are pointed out; the sparseness of the population, and the existence of slavery being given as the two main objections. These arguments are refuted with quotations from philosophers, statesmen, and literary men of all nations from Socrates to DeWitt Clinton.[26]

This first annual report on the public school system ends with the following hopeful, optimistic and inspiring appeal to the people to rise up and overcome the difficulties:

> What great work was ever achieved without difficulties? Are there not rivers to be spanned and mountains to be cut down or cut through, before our railroads and turnpiles can be constructed? And are not locks and dams to be made before our noble rivers can be made perpetual highway ? And yet should these noble works cease because of the difficulties in the way of their completion? It is humiliating to hear the descendants of the hunters and pioneers of Kentucky, (after admitting the desirableness of education, yea its necessity, for the preservation of our institutions), say there are difficulties in the way, and it can't be done.

---

[25] Senate Journal, 1838-1839, p. 232.

[26] Ibid., p. 234.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

> It can be done, because it ought to be done. All that is wanting is a proper appreciation of universal education, and an accommodating, conciliatory spirit, and the work is done; and without these our institutions can't last, and we are a ruined people. Let the idea become rooted and grounded in the minds of our citizens that there is no other way of rendering a republican government durable, but by educating the people, and the language of Jefferson will be the language of every patriot. Give it to us in any shape, and receive for the inestimable boon, the thanks of the young, and the blessings of the old. Guardians of the public weal, I appeal to you with confidence in behalf of what I conceive to be the vital interests of our common country. Her prosperity, I know you cherish with all the pride and ardor of patriotic feeling, and let it never be forgotten that all her prosperity is sustended on the firtue and intelligence of her children; that these are her strongest bulwarks, compared with which her ocean ramparts, and the thunders of her navy, and her chivalrous soldiery, are nothing.[27]

This report gives a gloomy picture of the future development of a system of common schools. It sets forth in considerable detail some of the problems confronting the growth and development of the system. Dr. Bullock discerned the problems ahead. The objection to the establishment of a system of common schools, arose again and again; this will become evident as this study proceeds.

Changes in Law in 1838.- The law of 1838 was amended in several places as follows:

---

[27] Senate Journal, 1838-1839, p. 234.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

1. The number of county school commissioners was reduced from five to three, and they were given a compensation of one dollar per day "for every day that they shall have been diligently employed in the duties of their offices."

2. The property assessed for school purposes shall be same that is assessed and taxed for revenue.

3. For the convenience of a neighborhood through which a county line may run, the commissioners may lay off a district including parts of the counties involved.[28]

Kavanaugh's Report.- Dr. Hubbard Kavanaugh succeeded Dr. Bullock as superintendent of public instruction. His first annual report, submitted January 3, 1840, is devoted very largely to discoursing on the advantages of public education and the lack of interest on the part of the people. He reported that "the schools have nowhere, as yet, been put into operation under the sanction of the law."[29] He recommended to the Legislature the establishment of training schools for teachers. The Legislature authorized the commissioners of tax to make a census of white children between the ages of seven and seventeen.[30] Governor Robert P. Letcher appointed the Right Reverend Benjamin Bosworth Smith

---

[28] Kentucky Session Acts, 1838-1839, Chapter 1425, p. 23.

[29] Senate Journal, 1839-1840, Appendix, p. 131.

[30] Kentucky Session Acts, 1839-1840, Chapter 19, p. 24.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

superintendent of public instruction in 1840. In his annual report of January 9, 1841 appears the first statistical information concerning the progress of common schools.[31] The number of children between the ages of seven and seventeen was given as 129,650 with Carter County not reporting. Making allowance for this county the number was estimated in round numbers at 130,000. These figures are therefore only approximately correct. An examination of this report shows that there had been 478 districts outlined by the courts previous to 1840; that 203 districts were outlined in 1840; that forty-six districts had voted on the adoption of common schools; that twenty-two districts had adopted the system; and that the assessments in the twenty-two districts ranged from ten to thirty cents per $100 in the various districts.

Financial and Other Difficulties

Counties Accepted Law Slowly.- This report indicates that the counties were slow in accepting the provisions of the law. Three years had elapsed since the passage of this Act. There were ninety counties in the state and twenty-four only had been divided into 681 districts. Of this number forty-six had called elections to determine the acceptance

---

[31] Kentucky Reports, 1840, pp. 238-242.

[32] Ibid., pp. 238-242.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

or rejection of the provisions of the law and twenty-two had accepted. Fourteen of these districts had provided for a local tax for the support of schools. The report of the superintendent states that the condition of the schools in six counties only has been reported by the commissioners. These facts do not give evidence of much interest in public education under the plan outlined in the law. The local tax imposed seems to have been the basis for rejection.

Failure of Local Tax Plan.- The failure of the people to accept the principles of local taxation for the support of schools presented a discouraging situation for the establishment of a system of common schools under the provisions of the law. Further gloom and discouragement was added to the situation when Governor Letcher announced a deficit in the sinking fund and that the commissioners of this fund would be unable to pay the interest accruing on the State bonds held by the board of education.[33] This left the department of education without funds for meeting the expenses of the schools.

Superintendent Smith in his annual report of January 11, 1842 stated:

---

[33] Barksdale Hamlett, History of Education in Kentucky, 1914, p. 26. Frankfort: The State Journal Company, 1914.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

> That the system is slowly but steadily gaining the confidence of the people, is evident from this, that of 33 counties now districted, in whole or in part, 11 counties have been re-districted during the past year; that during this period 206 Districts have been called, of which 81 have adopted the entire law, and fifteen others (those of Mercer) in part, and 10 counties, have, for the first time, since the 26th July last, drawn for a portion of the public bounty which in addition to what has been paid by special act to three cities, makes an amount of $1,968.40. Small as the bounty at present is, the stimulating effects of these first payments are very apparent, and nothing is wanting but a sufficient increase of this bounty, to insure the speedy and entire increase of the system.[34]

Amendments of 1841.- In 1841, several amendments to the laws establishing common schools were enacted. They referred to matters concerning districting, poll tax, and requirements for counties to meet in order to participate in state funds. The State Superintendent was directed to spend eight months travelling over the State lecturing upon the subject of common schools. The most significant of these amendments was one which authorized commissioners to appoint three examiners, who were to be professional teachers, to examine and issue certificates to such persons as were qualified to teach.[35] This marks the beginning of a legally recognized profession of teaching in the state.

---

[34] Kentucky Reports, 1841-1842, Chapter 376, p. 81.

[35] Kentucky Session Acts, 1841-1842, p. 315.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Financial Difficulties Persist.- In the years immediately following, the school system continued to meet with financial difficulties. The Legislature of 1841-1842 had appropriated for the benefit of the Institution for the Education of the Blind the dividends on seven hundred and thirty-five shares of stock of the Bank of Kentucky to the extent of $10,000.[36] The failure of the commissioners of the sinking fund to pay interest on the school bonds and the appropriation of the dividends of the bank stock to the Institute for the Blind left the State Board of Education without funds with which to meet obligations to the districts which had adopted the system of common schools. This lack of funds retarded the development of the system probably to a greater extent than any other factor.

Amendments of 1843.- The Legislature of 1843 amended the law concerning the duties of the trustees and boundaries of districts.[37] The number of trustees for each district was reduced from five to three. The trustees were authorized to select teachers and have full supervision over them. Pupils were to be admitted to the school who were over sixteen and under twenty and the trustees were required to file

---

[36] Kentucky Session Acts, 1842-1843, p. 241.

[37] Kentucky Session Acts, 1843, Chapter 324, p. 72.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

the boundaries of each district in the office of the county clerk. This Act gave the people full and complete local autonomy so far as the control of schools was concerned.

Improved Legal and Financial Basis of Public Common Schools

School System, 1844.- The status of the common school system in 1844 is given in the opening paragraph of the report of State Superintendent Thomas Dillard for that year. He reports:

> With us, the system of Common Schools, is, as yet in its infancy. Although violently opposed by many who should be its warmest friends and foster fathers; traduced and slandered by others; the demagogue publicly, on the one hand, and the miser privately, on the other, seeking its downfall; nevertheless, sustained by its own innate worth, and the untiring efforts of devoted friends, it still continues to advance in public esteem and confidence.[38]

Amendments of 1844.- The Legislature of 1844 reduced the several Acts concerning the common schools to one Act. Two fundamental additions were embodied in this statute not included in previous Acts. The first guarantees to parents the "right to select, furnish and direct what school books shall be used by their own children and wards, provided the same are not immoral."[39] The second limits the amount to

---

[38] Kentucky Reports, 1843-1844, p. 419.

[39] Kentucky Session Acts, 1844-1845, Chapter 213, p. 45.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

be expended annually for schools to a sum not to exceed $15,000. On the expenditure for schools, Superintendent Dillard said in his last report, January 12, 1847:

> The small pittances annually made by the legislature, for Common School purposes, have more the appearance of charity than provision for the intellectual wants of nearly 170,000 children of the freemen of Kentucky. And instead of infusing life and energy into the public mind, have a direct tendency to weaken the claims of popular instruction. Good teachers are frightened from the doors of the Common School house by these small appropriations: and, as to a vigilant supervision, there is no adequate provision made for it in the law; without which, any system, how excellent soever it may be, will ultimately prove abortive.[40]

Act of 1845.- By an Act approved by Governor Letcher, February 10, 1845 the Legislature made it mandatory upon the State Board of Education to deliver the bonds held by it to the Governor to be burned.[41] The bonds referred to in this Act were burned and duplicates made and issued. These duplicates are held at the present time by the superintendent of public instruction. It has been claimed that this Act was an effort of the legislature to repudiate the State's debt to the school fund, but the facts of this Act seem to indicate that the Legislature intended to make these bonds non-transferable. Whatever meaning the Legislature may have

---

[40] Annual Report of the Superintendent of Public Instruction, 1846-1847, p. 69. Frankfort: State Board of Education.

[41] Kentucky Session Acts, 1844-1845, Chapter 217, p. 56.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

intended in this Act, this constant failure of the State Sinking Fund Commissioners to pay the board of education interest due it retarded the development of the public school system.

School Bonds Redeemed.- In 1847 Superintendent Breckinridge recommended to the Legislature that the interest in arrears on school bonds, amounting to $294,000, should be paid by the issuance of a bond covering the amount. The Legislature provided for the issuance of this bond in an Act approved February 29, 1848.[42] This bond was issued for $308,268.42. In authorizing the issuance of this bond the State redeemed its honor and the school fund received every cent that was due it. This amount increased the school fund to $1,299,268.42.

Property Tax Approved.- The Act of February 29, also provided for taking the sense of the voters of the state as to levying a property tax of two cents on each hundred dollars for school purposes. This tax carried by a large majority.[43]

This vote was interpreted by the State Superintendent as an approval of the system by the people. On this vote he said:

---

[42] Kentucky Session Acts, 1847-1848, Chapter 189.

[43] Barksdale Hamlett, op. cit., p. 45.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

> The noble and enlightened response of the people, asking for an increase of taxes for this great object, ought not only to be considered as setting at rest all questions as to their wishes and intentions, but must be viewed, under all circumstances of the case, as one of the most remarkable exhibitions of popular sagacity and wisdom ever made in a free government.[44]

This tax voted by the people was enacted into law by the Legislature and was approved by Governor Crittenden February 26, 1849.[45] The act provided for the levy, collection and distribution of the funds secured by the tax. This fund was to be distributed to the several counties in proportion to the number of children between the ages of five and sixteen years.

Financial Problems of the Period.- In his report of 1849, Superintendent Breckinridge called the attention of the Legislature to the fact that no provision had been made by law for the regular payment of the interest due by the State on the bonds held by the board of Education. This lack of legal provision for the payment of interest on the bonds made the distribution of school funds to the counties by the superintendent of public instruction uncertain, ineffective, and unsatisfactory.[46]

---

[44] Annual Report of the Superintendent of Public Instruction, 1848-1849, p. 2. Frankfort: State Board of Education.

[45] Kentucky Session Acts, 1848-1849, Chapter 523, p. 26.

[46] Annual Report of the Superintendent of Public Instruction, 1849, p. 5. Frankfort: State Board of Education.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

The Legislature to which the above report was submitted passed an Act directing the commissioners of the sinking fund to pay the interest semiannually on the bond of the State held by the board of education.[47] The Act, however, made the bonds held by the board of education subordinate to all other outstanding bonds. The payment of the interest on the school bonds was made dependent upon the condition that the interest of all other bonds had been paid first. This arrangement for the payment of the interest due the board of education does not appear to have given the schools much relief.

Sinking Fund Interest Paid.- The question again arose at this time regarding the liability of the state for money which had been set apart for the schools. Governor Helm contended that the money set apart for the schools was not a state debt.[48] He was opposed in this position by Superintendent Breckinridge, who took the position that the school bonds were a debt against the State.[49] In an attempt to settle the controversy the Legislature passed an Act a portion of which stated "That the sinking fund is liable to

---

[47] Kentucky Session Acts, 1849-1850, Chapter 207, p.29.

[48] House Journal, 1850-1851, p. 309.

[49] Annual Report of the Superintendent of Public Instruction, 1850, pp. 16-17. Frankfort: State Board of Education.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

the payment of the principal and the interest of the common school fund, and the commissioners are hereby directed to pay, as heretofore, the interest on the school fund."[50] The bill was passed over the veto of the governor.

Permanent School Fund Established.- With the passage of the Sinking Fund Act over Governor Helm's veto, the struggle for the establishment of a permanent school fund was ended. Too much praise cannot be given Superintendent Breckinridge for his masterful efforts in winning this contest for the establishment of a common school system for the people of the state. This great battle meant not only the establishment of a permanent school fund, but the acceptance of the principle of the education of all the children at public expense. It meant, furthermore, the overthrow of the English idea of education through private and parochial efforts. The people were now in a position to settle down to working out the system which had been provided in the statutes of 1838.

Other Factors Making for Improvement (Before the Civil War)

First Constitutional Provision for Education.- In the midst of the struggle between the State Board of

---

[50] House Journal, 1850-1851, p. 817.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Education and the State Sinking Fund Commission, for the payment of the interest on the school bonds, the Constitution was revised by the convention of 1849. Education had not been recognized in the Constitution of 1792 and 1800. An energetic effort was made to have provision placed in the new Constitution for education. Superintendent Breckinridge was determined to have the school funds included in the Constitution and busied himself to inform the delegates of the condition of the school funds. A legislative struggle arose between the proponents of the measure and the opposition led by Mr. Ben Hardin of Bardstown. After much debate and discussion the school fund was included in the new Constitution.[51] This was considered to be a decisive victory for the advocates of a system of state schools. The friends of education felt that the school funds were safe from the vacillating policies of the Legislature and that the funds would be devoted to the cause of Education.

Appointment of County School Commissioners.- The Legislature passed an Act in 1849 also, which placed the appointment of the county school commissioners in the hands of the county court; the number of commissioners not to exceed three, the number being optional with the court.

---

[51] Constitution of Kentucky, 1849, Article 11.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

They were to hold office for two years and could be re-appointed. They were to receive $1.00 per day for every day they were engaged in the discharge of the duties of the office.[52]

Legislation of 1851-1852.- The first session of the Legislature under the new Constitution was held in the winter of 1851-1852 following the general election under that instrument. From the standpoint of school history this was a most important session since it fixed educational policy in Kentucky for more than fifty years. At the time the Legislature met the school system was being administered under the laws of 1845. During this session a revision of the school laws was enacted by the Legislature.[53] The chapter 35 on schools and seminaries is of great interest for two reasons: First, it changed the school system fundamentally; second, it sets forth the principles upon which many of the school laws are based today.

The fundamental change in the system, in fact, the change that made the others almost necessary, was the one which made every common school a free school.[54] This law

---

[52] Kentucky Session Acts, 1849-1850, Chapter 306, p. 47.

[53] Kentucky Session Acts, 1851-1852, Chapter 35.

[54] Kentucky Session Acts, 1851-1852, Section 10, Chapter 35.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

did away with all required tuition fees. At the same time it made no provision for local taxation. The result inevitably was that free schools must be supported by the state. This principle led to two things--the enormous increase of the State fund, and to districts with as large a number of pupils as possible.

Another change was in the method of distributing the school fund. Hitherto the school fund had been divided by the number of children per pupil age living in the State. This gave the per capita. This per capita was then multiplied by the number of children reported as living in the county; this gave the amount due the county. Under this plan there was always a surplus which was added from year to year to the general fund. Thus the school fund had grown from $850,000 to $1,326,770.01.[55] Under the new law, the auditor was required to apportion the entire fund among the several counties according to the number of free white children in each as shown by the returns of the assessors in office. According to this principle, the general fund could not grow. It would seem that this change was a corallary to the one making the schools free schools, since it would take all of the fund, and more, to support the schools. The law provided also that no part of the school fund should be expended for any purpose other than common schools. This,

---

[55] Barksdale Hamlett, op. cit., p. 78.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

of course, eliminated high schools and colleges from participation in the state school fund. This Act affected the school system in another important way, as it took the selection of textbooks from parents and guardians and lodged it with the State Board of Education.

Office of State Superintendent Made Elective.- In 1850 the office of the superintendant of public instruction was made elective. The duties of the office were outlined in the law of 1852.[56] This law required the superintendent to make reports to the Legislature on the condition of the schools, to visit and lecture on the advantages of education in at least twenty-five counties annually, to make a report to the auditor, of all districts organized and to keep his office in Frankfort or some other town within sixty miles of the capitol.

County Commissioners.- The county commissioners were the key men to the success of the whole system. In each county one, two or three persons were appointed by the county court to occupy this ovvice. The number in each county was reduced to one in 1856.[57] Superintendent Dillard said of these officers: "One strong reason why the interest of the school system has not manifested itself in all counties

---

[56] Kentucky Session Acts, 1851-1852, Chapter 35, p. 161.

[57] Kentucky Session Acts, 1855-1856, Chapter 672, p. 104.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

of the State, is the indifference of the School Commissioners."[58] These men established districts, examined teachers, and supervised their work, received the money due the county from the State, received reports from the trustees of the districts, and made annual reports to the superintendent. If these men were not active in the performance of their duties, the schools of the county suffered.

Problems of Housing, Certification and Training

The Problem of Housing.- The erection of school houses and the selection of teachers were problems of fundamental importance to the establishment of the new system of schools. The State Superintendent reported in 1849 that "the number of good school houses, in this State, has probably doubled within a few years; and in many counties, not long since, most destitute of them, the number has been augmented tenfold."[59] The report indicates that the supply of teachers among the home-folk had not been adequate and that many people from outside the state had been employed to teach. It indicates also that there had been some resentment to this influx of teachers from outside the state.[60]

---

[58] Kentucky Documents, 1843-1844, p. 426.

[59] Annual Report of the Superintendent of Public Instruction, 1849, p. 12. Frankfort: State Board of Education.

[60] Ibid., p. 13.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

School Buildings.- The school building of this day was small, located on inadequate sites, and without arrangements as to the health and comfort of their occupants. The public school funds at this time were not adequate to permit the construction of good buildings.[61]

Certification of Teachers.- Provision was made for the certification of teachers in the law of 1852.[62] It provided for the certification of teachers by a county board of examiners.

Teachers Poorly Trained.- Ligon states that the teachers of this period were not prepared for their work and that the failure of the state to train them, coupled with the method of certification by examination developed the vicious practice of cramming the mind full of facts for examination day.[63] This of course, resulted in the absence of professional growth and intellectual outlook.

By 1859, just before the outbreak of the Civil War, the school system of Kentucky was making good progress. The report of Superintendent Richardson of that year shows that since 1841 the number of children reported had increased

---

[61] The Project Staff, Federal Project O.P. 5-119. A Study of Local School Units in Kentucky, p. 8. Frankfort: State Department of Education. June, 1937.

[62] Kentucky Session Acts, 1851-1852, Chapter 35, p. 168.

[63] M. E. Ligon, "History of Public Education in Kentucky," pp. 157-158. Unpublished. Lexington, Kentucky, 1932.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

from 4,950 to 280,466; the average number attending the district school had grown from 2,160 to 98,905 and the number of districts had multiplied from eighty-eight to 4,516.[64]

The origin of the common school system of Kentucky has been dealt with at some length and in detail, because of its historical significance and importance. But, since it is neither the task nor purpose of the writer to give a detailed description of the development of the common school system, but rather to present enough significant historical material to set a background for the study of the evolution of the public elementary school curriculum, the remainder of this portion of the discussion concerned with the development of the common school system will be given in less detail than that which has been presented in the foregoing pages.

System of Common Schools after Civil War (1860-1908)

Effects of Civil War.- The Civil War in 1860 checked the growth of the common school system; this is evidenced by the report of the superintendent in 1861.[65] This report

---

[64] Kentucky Documents, 1859-1860, Document 4, p. 6.

[65] Kentucky Documents, 1861-1862, Document 6, p. 8.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

discloses that the number of children in attendance at the public schools had decreased to about 90,000, and the school fund decreased to about $200,000. The report charged that "Funds dedicated and set apart for the mental improvement of our youth have been seized upon, and wickedly misappropriated by those who invaded or connived at the invasion of Kentucky."[66]

The War left in its wake a multitude of problems for solution. The major problem grew out of the abolition of slavery. The education of the colored people was one of the chief problems in education at this period. The rehabilitation and growth of the public school system was intimately interwoven with the social, economic, and political problems, which arose as a result of the War, and was delayed by them.

Growth of School System from 1860 to 1908.- The period between 1860 to 1908 is chafacterized by the development of several systems of schools within the State. These systems grew out of the public school system, and were in fact a part of it, but were managed by boards independent of the county system. They have been discussed in Chapter III, and need not be elaborated upon here, except to call attention to them. A system of independent schools for towns and cities was further developed, and permanently established.

---

[66] Kentucky Documents, 1861-1862, Document 6, p. 8.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Provision was made for graded schools in the small towns and villages and a system of seminary education through private academies and seminaries was encouraged. The citizens demanded these types of education which were not provided for in the general system. The State, through its Legislature, made the organization of these systems possible.

Throughout this period no fundamental changes were made in the public school system. The changes made consisted of remedying minor defects existing in the system, and of adding improvements to it. Whatever fundamental defects in principle which the system possessed when established remained firmly fixed until 1908, at which time the county administration law was enacted.[67]

Legal Enactments in the Twentieth Century (1908-1938)

County Administration Law of 1908.- This Act brought about three fundamental changes in the administration of the rural schools. The district as a unit of administration was abandoned and the county was made the unit. Local taxation for the support of schools was made compulsory. Since the passage of the Act of 1908, local taxes for the support of schools have been increased from time to time until at the present time the major portion of the revenue comes from local sources. The Act also made it compulsory

---

[67] Kentucky Session Acts, 1908, Chapter 56, p. 138.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

upon the county board of education to establish one or more county high schools for the benefit of the children of the rural districts. Therefore, after a struggle of seventy years since the establishment of the public school system, the State acknowledged its obligation to the children in the field of secondary education.

Opposition developed against the provisions of the new county administration law. It centered primarily around that portion of the law which provided for a tax of twenty cents on each one hundred dollars of taxable property for the support of schools.

Crabbe's Campaign.- To meet this opposition Superintendent Crabbe planned a series of educational campaigns known as the "whirlwind campaigns". Of this campaign Superintendent Crabbe said: "The campaign was a continuous cyclone bombardment against illiteracy and ignorance, for a period of nine days. Twenty-nine speakers, forceful, sensible, well-informed, intelligent, enthusiastic were in the field. Nearly three hundred set addresses were delivered. The entire State was covered--every county was visited by a speaker or speakers. Nearly 60,000 people heard these addresses."[68] This Law was not perfect, but the campaigns

---

[68] Whirlwind Campaign, p. 2. Bulletin No. 10. Frankfort : Department of Education, 1908.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

had the desired effect of popularizing the new law. No modifications of importance were made by succeeding assemblies for a period of twelve years.

Amendment of 1920.- In 1920 the law was revised and amended.[69] This Act provided for a county board of education of five members elected from the county at large with authority to appoint a county superintendent for a term of four years. Some opposition developed to the election of the five board members from the county at large. To meet this opposition the Legislature of 1922 made provision for dividing the county into five sections, with one member elected from each section.[70] In 1924 the Legislature fixed the time of election of these officials at the regular November election for a period of four years.[71] This practice prevails at the present time.

County Superintendent.- The law of 1920 gave county boards of education the authority to appoint the county superintendent, but did not specify any new qualifications of eligibility for appointment. The law of 1926 raised the

---

[69] Kentucky Session Acts, 1920, Chapter 36, p. 148.

[70] Kentucky Session Acts, 1922, Chapter 38, p. 138.

[71] Kentucky Session Acts, 1924, Chapter 52, p. 78.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

qualifications for this office. In 1932 the General Assembly again raised the qualifications.[72] In 1934 the new school code, enacted by the General Assembly required that all superintendents, both county and city, shall meet the same requirements; namely that of holding a certificate which meets the requirements of the office. This Act provides that a superintendent shall hold at least a provisional certificate in administration and supervision.[73] This certificate, valid for four years, requires that the holder shall have at least two years successful teaching experience, shall be a graduate of a four year college or university and have completed a curriculum of at least 120 semester hours for the training of administrators and supervisors, which curriculum meets the minimum standards prescribed by the State Board of Education.[74]

County Administration Law of 1920.- A new county administration law was enacted in 1920.[75] This law empowered the county board of education to appoint the subdistrict

---

[72] Kentucky Session Acts, 1932, Chapter 44, p. 328.

[73] Kentucky Session Acts, 1934, Chapter 65, p. 297.

[74] Ibid., p. 297.

[75] Kentucky Session Acts, 1920, Chapter 36, p. 142.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

trustee and lodged with the county board of education the authority for appointing local teachers. Due to a storm of protest the Legislature again made the office of subdistrict trustee elective, but did not restore to the subdistrict trustee the authority to recommend teachers. In 1924 this power was given back to the trustee.[76] The law of 1932 increased the number of subdistrict trustees from one to three.[77] This was evidently done to overcome some of the evils growing out of the sinister practices of some subdistrict trustees.

Revision of Revenue Laws.- In 1924 the revenue laws were revised. Under the provisions of this Act the school fund was to receive "twenty and seven-tenths thirtieths of the tax on realty, assessments of money in hand, notes, bonds, accounts and other credits, and franchise and shares of stock",[78] and was excluded from sharing in the taxes on certain types of property.

Increase in School Fund.- From 1908 to 1929 there was a gradual increase from year to year in the school funds. In 1908 cities and counties received $2,613,964.93 from the

---

[76] Kentucky Session Acts, 1924, Chapter 52, p. 78.

[77] Kentucky Session Acts, 1932, Chapter 49, p. 37.

[78] Kentucky Session Acts, 1924, Chapter 116, p. 402.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

school fund, whereas in 1930, they received $5,598,160.00.[79] During the same period the per capita had increased from $3.40 to $8.15.[80] These figures indicate that the State was assuming a larger share in the support of the schools. This policy has been continued and in 1936-1937 the State disbursed $9,153,695.08, on the basis of a $12.00 per capita.[81]

Legal Provision for Free Text Books.- Along with other services by the State came free text books. Legislation which would provide free text books was advocated for a number of years, and in 1928 an act was passed which authorized free books for the elementary schools.[82] However, this law was inoperative until 1934, because the General Assembly failed to provide an appropriation with which to purchase the books. In 1934, an appropriation act of $500,000 per annum was made and free books for the first three grades and

---

79 Biennial Report of the Superintendent of Public Instruction, 1927-1929, Part I, p. 65. Frankfort: Department of Education.

80 Ibid., p. 65.

81 Ibid., p. 65.

82 Kentucky Session Acts, 1928, Chapter 48, p. 184.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

a part of the fourth were purchased.[83] In 1934-1935 books were supplied to approximately 300,000 children.[84] In 1935-1936, a total of 1,093,316 books were purchased for replacements, and to supply part of the fourth and one section of the fifth grade.[85] In 1936-1937, pupils in the fifth grade and part of the sixth grade were provided with state books.[86] In commenting on the use of free text books, the State superintendent reported in 1937:

> Free textbooks, it is believed have been a vital factor in increasing attendance and are necessary for efficient classroom teaching. The superintendents, principals, and teachers are pleased with free textbooks; the pupils like them and the parents are delighted to be saving 66 2/3 on the cost of books for the children of the State.[87]

Developments in the Training and Certification of Teachers

A New Era in Education.- The authorization of two normal schools in 1906,[88] the County Administration Law of

---

[83] Biennial Report of the Superintendent of Public Instruction, 1937, Part I, p. 17. Frankfort: Department of Education.

[84] Ibid., p. 17.

[85] Ibid., p. 17.

[86] Ibid., p. 17.

[87] Ibid., p. 18.

[88] Kentucky Session Acts, 1906. Chapter 102, p. 393.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

1908, and the campaigns of 1908 and 1909, opened a new era in education in Kentucky. All important items of progress in education in the State have transpired since 1906. The establishment of normal schools meant better trained teachers. The authorization of county high schools opened a way to a higher level of intelligent citizens and the provision for compulsory local taxation stimulated local interest in matters pertaining to education.

Under the provisions of the Act of 1908 county high schools were to be established. Following the lead of cities the county boards required college graduates as principals and two years or more of college training of the teachers in these schools. In many instances these requirements produced an embarrassing situation. The county superintendent was responsible for the supervision of these schools in which there were employed teachers whose educational qualifications were higher than those required of him. This condition centered attention upon the importance of requiring higher educational qualifications of the candidates for this office.

Change in Certification Laws.- In 1918 the Legislature passed an act which required the superintendent to hold a State diploma or an advanced certificate from the University of Kentucky or from one of the normal schools.[89]

---

[89] Kentucky Session Acts, 1918, Chapter 138, p. 154.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

This act eliminated the special certificate and centered attention upon the state certificate by examination, and the advanced certificates from institutions for training received as a minimum requirement. This Act added the bachelor's degree in education as the maximum qualification.

Growth Since 1908

Since 1908 the common school system of Kentucky has grown rapidly. The laws of 1908 and 1920 greatly strengthened the education system of the state, and in 1934 the educational code now in effect was adopted. The outstanding provisions of this code have been discussed in Chapter III and need not be repeated here.

Public education in Kentucky has maintained since its inception a slow but steady progress in the development from a primitive system conducted largely by private individuals or religious institutions to the present state system of common schools. "At the present time (1937) there is a public school, although it may be a poor one, placed within a reasonable distance to every child in the Commonwealth. Adequate buildings, grounds and other necessary equipment are being supplied at public expense."[90]

---

[90] Biennial Report of the Superintendent of Public Instruction, 1937, Part I, p. 17. Frankfort: Department of Education.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Certification Vested in State Board.- The Legislature of 1934 removed from all other agencies power to issue certificates to school employees and vested this authority in the State Board of Education.[91] This law sets up the different classes of certificates to be issued and prescribes the qualifications required for the issuance of each. There are three major types of certificates issued under the provision of this law; namely, elementary certificates, high school certificates, and certificates in administration and supervision.[92] The law further provides for the issuance of an attendance officer's certificate and an emergency certificate.[93] The passage of this Act marked the end of the practice of issuance of certificates by the University of Kentucky and the State normal schools.

Statistics Indicating Present Status as to Type of Schools and Enrollment

In the following tables (VII to X inclusive) are given statistics setting forth valuable data incident to:

---

[91] Kentucky Common School Laws. Kentucky Educational Bulletin, Vol. II, No. 4. Frankfort: Department of Education, 1934.

[92] Ibid., p. 123.

[93] Ibid., p. 124.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

1. Elementary School Enrollment (Table VII)
2. Summary of Elementary School Enrollment and Staff (Table VIII)
3. Types of County Public Elementary Schools (Table IX)
4. Types of Independent District Public Elementary Schools (Table X)

From the data given in these tables, the following observations are justified:

1. There are more than three times as many colored pupils in independent districts than in county districts, when total membership is considered.

2. The colored membership in the State as a whole is approximately eight per cent of the state elementary membership.

3. The school population of the State is fairly evenly distributed throughout the eight grades, with the exception of grade eight, where a sharp decline is noted.

4. There are almost three times as many county districts as independent districts in the State.

5. The average daily attendance in independent districts is slightly higher than that of county districts, based upon enrollment.

6. Based upon enrollment, there are more than twice as many elementary principals and eight times as many elementary supervisors in independent districts, as in county districts.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

7. Practically thirty per cent of the teachers in county districts are men, whereas less than five per cent are men in the independent districts.

8. The salaries of principals, supervisors, and teachers are much higher in independent districts than in the counties.

9. One teacher elementary schools comprise more than seventy per cent of the public elementary schools in county districts, and one and two teacher schools make up approximately ninety per cent of all county elementary public schools in Kentucky.

10. Practically fifty per cent of the white elementary schools in independent districts have nine or more teachers, and three teacher schools, and schools having nine or more teachers predominate among the colored elementary schools.

11. When all schools are considered, it is found that the large schools, having nine or more teachers, constitute approximately forty-four per cent of the total of all types of elementary schools in independent districts.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE VII

ELEMENTARY SCHOOL MEMBERSHIP, JANUARY, 1937[a]

Grades	Enrollment by Type of School & Race, & for State						Grand Total
	County		Independent		State		
	White	Colored	White	Colored	White	Colored	
I	85,035	4,250	17,746	3,682	102,781	7,963	110,713
II	47,951	2,092	15,223	2,781	63,174	4,873	68,047
III	46,458	2,358	14,767	2,803	61,225	5,161	66,386
IV	43,501	2,113	14,569	2,730	58,070	4,843	62,913
V	43,051	2,046	14,610	2,764	57,661	4,810	62,471
VI	27,612	1,475	14,070	2,607	41,682	4,082	45,764
VII	33,978	1,278	14,417	2,460	48,395	3,738	52,133
VIII	20,222	968	11,823	1,853	32,045	2,821	34,866
Total	347,808	16,580	117,225	21,680	465,003	38,260	503,293

[a] Report of the Superintendent of Public Instruction, p. 53. Kentucky Educational Bulletin, Vol. V, No. 10. Frankfort: Department of Education. 1937.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE VIII

SUMMARY OF ELEMENTARY SCHOOL STATISTICS
JUNE, 1937[a]

Items	Data by Type of School		Total for State
	County	Independent	
Pupils			
Enrollment:	381,790	133,480	515,270
Average Daily Attendance	289,634	108,655	398,289
Staff and Teachers			
Elementary Principals	281	206	487
Elementary Supervisors	23	55	78
Elementary Teachers			
Men	2,958	181	3,139
Women	7,218	3,255	10,443
Total	10,480	3,667	14,147
Salaries			
Aggregate Principals	$234,103.52	$325,498.61	$559,602.13
Aggregate Supervisors	19,243.15	94,536.12	113,779,27
Aggregate Teachers	5,785,404.20	3,528,813.81	9,314,218.01
Total	$6,038,750.87	$3,948,848.54	$9,987,599.41

[a] Report of the Superintendent of Public Instruction, p. 55. Kentucky Educational Bulletin, Vol. V, No. 10. Frankfort: Department of Education. 1937.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE IX

NUMBER OF COUNTY PUBLIC ELEMENTARY SCHOOLS BY SIZE KENTUCKY IN 1937-1938[a]

Size of School	Number by Racial Grouping.		Total
	White Elementary	Colored Elementary	
One Teacher Schools	4,170*	352*	4,522
Two Teacher Schools	1,127*	47*	1,174
Three Teacher Schools	263*	13*	276
Four Teacher Schools	153	2	155
Five Teacher Schools	81	1	82
Six Teacher Schools	72	1	73
Seven Teacher Schools	36	0	36
Eight Teacher Schools	35	0	35
Nine-or-More Teachers	44	0	44
Total	5,891	416	6,397

*--Including those maintained in connection with high schools.

[a] Kentucky Public School Directory, 1937-1938, p. 61. Kentucky Educational Bulletin, Vol. V, No. 8, October, 1937. Frankfort: Department of Education.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE X

TYPES OF INDEPENDENT DISTRICT PUBLIC ELEMENTARY SCHOOLS IN KENTUCKY IN 1937-1938[a]

Type	White	Colored	Total
One Teacher Schools	0	2	2
Two Teacher Schools	3	11	14
Three Teacher Schools	11	21	32
Four Teacher Schools	38	8	46
Five Teacher Schools	13	8	21
Six Teacher Schools	23	5	28
Seven Teacher Schools	32	2	34
Eight Teacher Schools	32	5	37
Nine-or-More Teachers	147	16	163
Total	299	78	377

[a] Public School Directory, 1937-1938, op. cit., p. 62.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

The discussion will now turn from the historical aspects of the development of the Kentucky common school system to a consideration of the origin and development of the elementary school curriculum in Kentucky.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

II. THE DEVELOPMENT OF THE ELEMENTARY CURRICULUM IN KENTUCKY

Elementary Curriculum Before 1838

Early Rural Schools.- The first schools established in Kentucky were those organized in the early settlements or stations. These schools were knows as "Old Field" or "Hedgerow " schools.[94] It is not known who attended these schools or what was taught in them, but they were probably mainly intended for the younger children of the stations, where they were located, and were simple in character. They were long the only means of education available to a large part of the rural population; they and the academies constitution the two principal means of education in the early history of the state.

Lewis[95] states that "The very earliest schools, such as those of Mrs. Coomes, at Harrodsburg, in 1776; of May, at McAfees, in 1777; of Domphan, at Boonesboro, in 1779; and of McKinney, at Lexington in 1780", were probably of this type. He adds:

---

[94] Alvin F. Lewis, History of Higher Education in Kentucky, p. 12. Washington: Government Printing Office, 1899.

[95] Ibid., p. 30.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

> The instruction given in the first of schools consisted of reading, writing, and ciphering to the rule of three. The teacher had to be an expert penmaker, but his instruction in writing rarely extended beyond "capitals" and a "large joining hand." Geography and arithmetic were taught orally--the former especially--often in doggerell verse, which was frequently sung in recitation and in studying, the pupils who were not reciting adding to the monotonous uproar of the class by studying aloud, as they were usually allowed to do. The only text used at first were Delworth's Speller and the Bible, later Webster's Spelling Book, and Murray's English Reader and Grammar were introduced. Afterwards more mathematics and some classical instruction were added to the course in many schools, thus materially enlarging the education offered.[96]

These schools for several generations furnished to a large part of the agricultural population of the State the rudiments of an education, which they otherwise would have been unable to secure. They were of great service to their day and time, being the only schools accessible to many; especially to girls whose education must otherwise have been almost entirely neglected.

Early City Schools

First Louisville School.- In 1783 the first school was taught in Louisville by George Leech, who had been educated for the Episcopal ministry. Early in the year he

---

[96] Alvin F. Lewis, op. cit., pp. 31-32.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

opened his school in a log house which seems to have been built by the citizens. Johnson says that "all the benches were filled with the sons and daughters of the best people of Louisville at the beginning. The curriculum included not only English studies, but the classics as well."[97]

Early Grammar School, 1789.- One of the first grammar schools in Kentucky was established in Lexington in 1789 under the direction of the trustees of Transylvania Seminary. The trustees appointed Isaac Wilson principal. He stressed grammar, mathematics, writing and spelling. The tuition was three pounds, and there were thirteen pupils at the opening.[98] However the number had dwindled to five by April 1791.[99]

Mrs. Walsh's School, 1790.- Mrs. Walsh's School in Lexington in 1790, gave instruction to girls in spelling, reading, writing, and needlework.[100]

---

[97] J. Stoddard Johnson, Memorial History of Louisville, p. 62. Chicago: American Biographical Publishing Co., 1896.

[98] Records of the Proceedings of the Board of Trustees for the Transylvania Seminary, May, 1789. Lexington, Ky.

[99] Ibid., April, 1791.

[100] Kentucky Gazette, Lexington, Kentucky, January 18, 1789.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

First School in Maysville, 1790.- In 1790 Israel Donaldson taught the first school in Maysville. The instruction given here consisted of reading, writing and ciphering.[101]

O'Hara's School in Shelbyville, 1798.- In 1798 a Mr. O'Hara opened a school in Shelbyville and the following year some account of its progress was noted. A committee of examiners reported that they had "reason to believe the youth of this place now under his care were extremely little, it at all, acquainted with the first rudiments of reading and spelling as there had not been any able and industrious teacher resident here for a considerable time before." They added that the pupils were just emerging from an "incoherent and unmethodical instruction" at their former visit."[102]

Elementary Schools in Louisville, 1800.- About 1800 elementary schools were being taught in Louisville by a Mr. Dickerson on the corner of Seventh and Market Streets, and by a Mr. New on the corner of Sixth and Market Streets. At the same time a Mr. Todd was conducting a select school in a brick building.[103]

---

[101] Lewis and R. H. Collins, History of Kentucky, Vol. II, p. 431. Covington: Collins and Company, 1878.

[102] The Palladium. Frankfort, Kentucky, April 4, 1799.

[103] J. Stoddard Johnson, op. cit., p. 233.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

School for Girls, 1805.- Mrs. Bick's school for girls was advertised in Lexington in 1805 as follows:

> Boarders are instructed in the following branches at the rate of $2.00 per annum (including board and tuition) viz.: reading, spelling, arithmetic, grammar, epistomology, correspondence, elocution, rhetoric, geography (with use ofmaps and globes), astronomy with use of the orrery; ancient and modern history; chronology; mythology; natural history; natural and moral philosophy; music; embroidery and all kinds of painting.[104]

Steel's School, 1807.- In 1807 Thomas Steele advertised a school on Cross Street in Lexington in these words: "he teacher Reading, Arithmetic, and Writing in the most approved methods, especially the latter." For arithmetic and writing the tuition was three dollars per quarter; and for reading two dollars and a half.[105]

Prentiss' School, 1812.- Thomas M. Prentiss advertised in 1812 that he would begin a school in Lexington on Monday next, "for the instruction of young masters and misses, in reading, writing, arithmetic, English grammar, and Geography." The tuition was three dollars per quarter.[106]

---

[104] Kentucky Gazette, Lexington, Kentucky, August 4, 1805.

[105] Kentucky Gazette, Lexington, Kentucky, September 22, 1807.

[106] Kentucky Reporter, Lexington, Kentucky, March 7, 1812.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Bracken County School, 1826.- In 1826, the Maysville Eagle, carried the following advertisement: "a teacher who can come well recommended, and who is well qualified to instruct youth in the common branches of education, such as orthography, reading, writing, English grammar and arithmetic, will receive employment at Bracken School House, Bracken County, Kentucky."[107]

Whipple's School in Lexington, 1832.- Whipple's school in Lexington in 1832 advertised as follows:

Terms

Reading, Writing, Arithmetic	per quarter	$4.00
Spelling, Bookkeeping, and Geography	per quarter	$4.50
History, Rhetorick, and Logic	per quarter	$5.00
Natural and Moral Philosophy	per quarter	$6.00

References

Rev. N. H. Hall, Rev. B. O. Peers, J. M. McCalla, Dr. J. Scott, Thos. T. Skillman, and A. T. Skillman

The first quarter will commence on Monday, the 26th Inst.[108]

Some of the schools mentioned above did not confine themselves to the subjects ordinarily associated with the curriculum of the elementary school, but offered subjects

---

107 Maysville Eagle, Maysville, Kentucky, June 14, 1826.

108 Kentucky Gazette, Lexington, Kentucky, August 7, 1832.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

on the secondary school level, however they are illustrative of the type of subject matter offered in the elementary department.

An Estimate.- An estimate of the early public school of Lexington appears in the Kentucky Gazette of 1835.

> -----But strong as is our link with Transylvania, yet there is a closer link between us and the City Schools of Lexington. This institution is our own--the private property of the city in which every citizen without distinction has a direct interest. Not only the favored child of fortune, but the lowly child of poverty is admitted. Here they learn to regard virtue joined to knowledge, as the best riches, and the mantle of innocence as the finest apparel. The department is high and in nothing does it fall behind the best common schools of our country. The children begin their education by: first, learning the letters of the alphabet, then to spell words by syllables, and then to read.
> 109

Louisville Public Schools, 1836.- In 1836 the following subjects are listed as being taught in the Louisville Public Schools:

Primary Department

Elementary English, mental arithmetic, geography

Female Department

Elementary grammar, mental and written arithmetic, geography, history, philosophy

Grammar Department

Definitions to Natural Philosophy, Mathematics and Algebra, including Bookkeeping and written Arithmetic
110

---

109 Kentucky Gazette, Lexington, Kentucky, April 4, 1835.

110 Third City Directory of Louisville, pp. 93-95. Louisville: R. W. Otis and Company, 1836.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Textbooks in Early City Elementary Schools

Textbooks.- The textbooks in these early schools were paddles with the a, b, c's printed on them. When the child had mastered this primitive textbook, a Dilworth speller was next prescribed as a reading book.[111] The early text in geography was that of William Guthrie, and the contemporary text in grammar was that of Murray.[112]

In 1830 the boys in the grammar department of the first Louisville Public School did their reading from the American First Class Book and National Reader. They learned to spell from Walker's Dictionary, Abridged. English grammar was taught from Kirkham's Last Edition, while rhetoric was gleaned from Blair's Lectures, Abridged. Composition and diction were taught from a "red book". Social science was confined to two subjects; geography, ancient and modern, the text for which was either Woodbridge or Worcester, and history, for which Whelpley's Compendium of History was used. Mathematics consisted of verbal and written arithmetic, a text by Colburn being used. Linear drawing as far as plane and spherical trigonometry and algebra was also included.[113]

---

[111] Z. F. Smith, History of Kentucky, p. 240. Louisville: Courier Journal Printing Co., 1889.

[112] Ibid., p. 692.

[113] A Pamphlet Account of the Schools, pp. 12-16. Louisville: Norwood and Palmer, 1830.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Early County School Curriculum

First Curriculums.- Referring to the subjects in Madison County prior to 1837, Little states: "The instruction given in the first of these schools consisted of reading, writing and ciphering to the 'rule of three'."[114]

If one knew the single "rule of three" to the extent that he was able to discern "whether the question is direct or inverse" he should master the rule.

> "Rule. If more do more, or less do less respect,
> It is a question in the rule DIRECT.
> But, if more wants less, or less wants more,
> The question is REVERSE to that before."[115]

The writer cites the above as an example of the type of material children were expected to learn in early Kentucky Elementary Schools. To understand the "rule of three", required considerable mental effort and ability. Such an abstract statement would be exceedingly difficult for high school students to understand or use today.

Little,[116] commenting on some of the early textbooks used in Madison County, states that:

---

[114] Robert E. Little, "History of Education in Madison County," p. 42. Unpublished Master's Thesis, University of Kentucky, 1933.

[115] Jessie Guthrie, The American School Master's Assistant, p. 87. Lexington: Joseph Charles, 1804.

[116] Robert E. Little, op. cit., p. 43.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

> Murray's English grammar was "adapted to the different classes of learners-----for assisting the more advanced students to write with PERSPICUITY AND ACCURACY." Murray taught that A has four sounds; the long or slender, the broad, the short or open, and the middle. Most of the text-books used were made by the owners with many a flourish of the pen. Most of Major Crooke's books that the author examined were home made. The backs of some were made of several layers of newspapers of those days.

An example of the type of problems contained in Major Crooke's book was called the "Calf Pasture".

> A gentleman makes a calf pasture in a perfect square, so that every rail he puts up shall fence an acre, the pannels to be ten rails high, two pannels to a pole. How many rails and acres must he have? Answer: 1,024,000 acres and rails.
> 117

Curriculum Prior to 1838.- The material presented in the foregoing pages indicates that the curriculum of the common or elementary schools of Kentucky, prior to 1838, consisted chiefly of reading, writing, mental and written arithmetic, geography, spelling, and English grammar. Occasionally the English classics were added.

Elementary Curriculum After 1838

For the purpose of tracing the development of the public elementary curriculum in Kentucky after k838, the acts of the Legislature and the courses of study published

---

117 Robert E. Little, op. cit., p. 44.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

by the State Department of Education, furnish the best available sources. City and independent school systems have generally offered more varied programs, but the degree of similarity between the State courses of study and the courses offered by city and independent districts is so great that a detailed study of both would be largely a duplication. Consequently the evolution of the elementary curriculum will be considered from the standpoint of the State courses of study.

The State Elementary Course of Study

Law of 1852.- The program of the early public elementary schools of Kentucky was not very elaborate. The Law of 1852, which is the first evidence available, prescribed that the instruction should not go beyond the "Elements of a plain English Education, including grammar, arithmetic and geography."[118]

Act of 1864.- By an act of the Legislature in 1864, history was added to the lists of subjects to be taught in the public elementary schools.[119]

---

[118] Kentucky Session Acts, 1851-1852, Chapter 35, p. 29.

[119] Ibid., 1863-1864, Vol. I, Chapter 1330, p. 116.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

State Course of Study, 1874.- According to Hamlett, the State course of study for elementary schools in Kentucky in 1874 was divided into two parts; namely, the primary and the elementary.[120] (See Appendix, page 353-354). This course of study, which was one of the first complete courses published in the State included a list of textbooks to be used in the different grades and "Aids to Teachers", a list of supplementary books recommended for teacher reading and study. Listed as separate subjects in this outline are Roman numerals, punctuation, and mental arithmetic, in addition to the other usual elementary offerings. This would indicate that great importance was attached to the teaching of these three subjects, two of which have been absorbed under other subject classifications today and the third, mental arithmetic, no longer present.

Law of 1884.- The Law of 1884 named specifically the following subjects for the elementary schools:[121]

Reading	Arithmetic	Geography
Spelling	English Grammar	U. S. History
Writing	English Composition	Laws of Health

---

120 Barksdale Hamlett, op. cit., pp. 135-136.

121 Kentucky Session Acts, 1883-1884, Vol. I, Chapter 1330, p. 116.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Additions of 1888.- In 1888 the Legislature substituted physiology and hygiene for the "Laws of Health" and added civil government to the elementary course of study.[122]

History of Kentucky Added.- In 1893 the history of Kentucky was authorized as a subject to be taught in the elementary schools.[123]

The First Complete State Course of Study

State Course of Study, 1914.- In 1914 the State Department of Education issued a complete course of study for the elementary schools of the State in book form. This course is too long and detailed to be included in full in this study. From it have been taken the subjects by years as they appear.[124] (See Appendix, pages 355-362). This publication listed in detail by grades the subjects to be taught, outlined in brief form the subject content and made suggestions for the correlating of certain subjects and the alternating of subjects by calendar years. In this course of study there appears "General Exercises" consisting of singing, drawing and handwork, nature study, agriculture, and the household arts. These subjects were evidently to

---

[122] Kentucky Session Acts, 1887-1888, Vol. I, Chapter 1534, p. 157.

[123] Kentucky Session Acts, 1892-1893, Chapter 1421, p. 260.

[124] Elementary Course of Study, pp. 48-177. Frankfort: State Journal Company, Printers to the Commonwealth. 1914.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

be considered as optional and to be included in the program of such elementary schools as had the equipment and personnel to offer them.

No fundamental changes in the State course of study for elementary schools were made between 1914 and 1925, however there were certain additions.

Other Additions to the Curriculum

Additions of 1918.- In 1918 under the influence of the Woman's Christian Temperance Union, the Legislature provided for the observation of Temperance Day once a year.[125] At this same session elementary agriculture was added.[126]

Physical Training and Thrift Education.- In 1920 physical training[127] and thrift education[128] were authorized as a part of the elementary course of study. Singing was placed in the curriculum in 1922.[129]

In 1924 daily Bible reading[130] and teaching of the Constitution of the United States[131] were authorized.

---

125 Kentucky Session Acts, 1918, Chapter 154, p. 671.

126 Ibid., Chapter 83, p. 410.

127 Kentucky Session Acts, 1920, Chapter 21, p. 106.

128 Ibid., Chapter 42, p. 190.

129 Kentucky Session Acts, 1922, Chapter 27, p. 102.

130 Kentucky Session Acts, 1924, Chapter 59, p. 108.

131 Ibid., Chapter 54, p. 87.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

State Elementary Curriculum 1925-1929

State Course of Study, 1925.- In 1925 the subjects listed for the elementary grades of the Kentucky schools, and which were required by law to be taught in the public schools were as follows:[132]

Grade I	GradeII
Reading	Reading
Writing	Spelling
Drawing	Writing
Arithmetic	Drawing
	Arithmetic

Grade III	Grade IV
Reading	Reading
Spelling	Spelling
Writing	Writing
Drawing	Drawing
Language	Language
Arithmetic	Arithmetic
Geography	History

Grade V	Grade VI
Reading	Reading
Spelling	Spelling
Writing	Writing
Drawing	Drawing
Language	Language
Arithmetic	Arithmetic
History	History
Geography	Geography
Physiology	Physiology

---

[132] Kentucky State Course of Study and Teachers' Manual for the Elementary Schools, 1925-1929, pp. IX-XII. Frankfort: State Board of Education, 1925.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Grade VII	Grade VIII
Reading	Reading
Spelling	Spelling
Writing	Writing
Drawing	Drawing
Language	Language
Arithmetic	Arithmetic
History and Civics	History and Civics
Agriculture	Geography
Physiology	

In addition to the subjects listed above the state course of study required that health education, music, nature study, thrift, character and conduct be made a part of the course of study in all grades and that home economics and manual training be included in the seventh and eighth grades as an optional subject where possible.[133]

An examination of the course of study for 1925-1929, shows that reading, writing, drawing, and arithmetic were taught in all grades. Spelling was included in grades two to eight, and language in grades three to eight. Geography for beginners was offered in grade three but was omitted in grade four. It appears again in grade four through grade eight. History appears first in grade four and continues through grade eight. Physiology is added in grade five and continued through grade eight. Civics is present in grade seven and eight, and agriculture in grade seven only.

---

[133] Kentucky State Course of Study, 1925-1929, op. cit., pp. 210-238.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Act of 1928.- By an Act of the Legislature in 1928, public speaking, discussion, debating, and parliamentary law were placed in the course of study of the elementary schools.[134]

The Present Curriculum in the Elementary Schools

State Course of Study, 1935.- In 1935 the State Department of Education published an approved course of study for elementary schools. This course is more elaborate than those which preceded it and embodies some of the recommendations made by the Kentucky Educational Commission of 1933. It provided for a core curriculum in each grade with optional subjects which could be added at the discretion of the local school unit.[135] (See Appendix, page 363).

This course of study omits number work or mathemtaics, from grades one and two. Geography and history are optional subjects in grade three but geography is required in grade four. All subjects listed are required in grades five and six. In order to provide flexibility for schools using the integrated courses, subjects are grouped under English and

---

[134] Kentucky Session Acts, 1928, Chapter 55, p. 207.

[135] State Course of Study and Rules and Regulations of the State Board of Education, pp. 3-4. Kentucky Educational Bulletin, Vol. III, No. 3. Frankfort: Department of Education, 1935.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

social studies in grades seven and eight. Optional or elective subjects are provided for also in these grades. It was evidently the intention of the writers of this course of study that it could be adapted either to the elementary, the departmentalized, or the junior high school type of organization.

State Course of Study, 1936.- The State curriculum for the elementary grades now in effect, was published in 1936.[136] Regarding the curriculum this publication states:

> Curriculum for the Elementary Grades. The elementary years of a child's school life are devoted for the most part to those activities which tend to integrate him into life and make him an understanding part of social groups and group life. In a less conspicuous way the individual characteristics of the child are developed through the learning activities of the elementary grades. Subjects of the elementary curriculum, therefore, are selected with two ends in view, namely, to emphasize the social development of the child and to give due consideration to his individual welfare.

In selecting the materials for each of the elementary grades of the public schools, the State Board of Education made one group of subjects required and the other elective. In other words the required subjects with the electives constitute a desirable curriculum. Every school in the State must offer the minimum curriculum.

---

[136] Organization of Instruction in the Elementary Grades, pp. 3-4. Kentucky Educational Bulletin, Vol. IV, No. 4. Frankfort: Department of Education, 1936.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Subject Fields.- The State Board of Education did much to enrich the curriculum of the elementary grades and to meet needs of individuals and communities. Minimum and elective subjects appear in all but the fifth and sixth grades. (See Appendix, pages 364-365).

In commenting on this curriculum the same publication states as follows:

> The Seventh and Eighth Grade Curriculum. In making the curriculum for the public schools the State Board of Education made it possible for a county or na independent district to organize the schools on a six-six plan. The Textbook Commission, in its selection of textbooks, selected books in such a way that suitable books could be provided for either eight-four or six-six type of organization.
>
> It becomes possible for county boards with schools ranging in size from one room to many rooms to take advantage of the six-six type of organization. If such a plan is adopted the first six grades throughout the system may use the books for those grades, and the upper six grades may use books that fit the junior-senior high school type of organization. This means that in the seventh and eighth grades all schools regardless of size may offer either General Mathematics or Arithmetic, and either Literature or Reading.
>
> Six-Six Organization. A county system which has small and large schools can organize the entire county program for similar or all schools, on the selection and organization of the curriculum and courses of study the following principles should guide in the selection of courses to be offered in the seventh and eighth grades:

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

1. General Mathematics or Arithmetic may be offered in the seventh and eighth grades in schools of all sizes. The subject in mathematics selected must be uniform throughout the system.

2. Literature or Reading may be offered in the seventh and eighth grades in schools of all but the subject selected must be uniform throughout the school system.

3. History and Government may be offered in seventh and eighth grades but the selection must be uniform throughout the entire school system.

4. As many of the electives should be offered as possible in the seventh and eighth grades. For example: Guidance, Home and Social Problems, Elementary Agriculture, Rural Life problems, and Junior Business Training may be offered one or two days each week, alternating with Geography, History, Grammar, Mathematics, Science, etc.
137

Changes in the Present Curriculum.- An examination of the curriculum shown above shows that art is required in all of the elementary grades just as reading is required. Music is required in all the grades except the first. Geography is optional in the third grade but is required in the fourth, fifth, sixth, and seventh grades. History is optional in the third and fourth grades but is required in grades five to eight inclusive. Elementary science is required in the seventh and eighth grades.

---

137 Organization of Instruction in the Elementary Grades, op. cit., pp. 4-5.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

The courses just listed are in addition to those which were in the curriculum prior to 1936. This course of study provides for enrichment of the seventh and eighth grade levels. Industrial arts, home economics and guidance may be offered in grades seven and eight, while junior business training, general language, elementary agriculture, and rural life problems are options in the eighth grade.

Although not made a part of the printed outline of the courses of instruction shown above, the following subjects are suggested as being desirable for all schools to include in the curriculum:[138]

1. Safety Education
2. Thrift Education
3. Alcohol Education
4. Character Education
5. The Children's Morality Code
   a. The Law of Self-Control
   b. The Law of Good Health
   c. The Law of Kindness
   d. The Law of Sportsmanship
   e. The Law of Self-Reliance
   f. The Law of Duty
   g. The Law of Reliability
   h. The Law of Truth
   i. The Law of Good Workmanship
   j. The Law of Team-Work
   k. The Law of Loyalty

In Table A (Appendix, pages 432-433) is given a sketch of the evolution of the State public elementary school curriculum in Kentucky from 1852 to 1936; a period of eighty-four

---

[138] Organization of Instruction in the Elementary Grades, op. cit., pp. 10-16.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

years. The development of the curriculum is shown in periods of approximately ten years in this Table. The intervals are not constant since they were determined by official laws, rules of the State Bpard, or State Department at the specific dates used.

An examination of Table A indicates that:

1. The subjects offered in the elementary schools have increased from three required subjects in 1852 to sixteen required and nine optional or elective subjects in 1936.

2. The growth of the elementary curriculum has been characterized by the constant addition of new subjects, with the elimination of but few of the subjects long present in the curriculum.

3. General exercises consisting of singing, drawing, agriculture, nature study, domestic science, handwork and household arts, were introduced into the course of study about 1914.

4. Certain Subjects, such as music, drawing, nature study, etc., which were first introduced as general exercises later became a part of the required work of the schools.

5. Two optional courses were listed in the course of study of 1925. This number had increased to nine in 1936.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

6. The first provision made for a state course of study for the junior high school type of organization appeared in 1936.

7. There has been an evolution of terminology in the case of certain subjects:

a. Physiology listed as such until 1925, appears as Health Education in 1936.

b. Nature Study, entering the curriculum in 1914 is changed to Elementary Science in 1936.

c. Civil Government appears first in 1884, is listed as Civics in 1925, and appears under the title of History and Government in 1936.

d. Drawing appearing in 1914, becomes Art in 1936.

e. Manual Training appearing in 1925, changes to Industrial Arts in 1936.

f. Household Arts appearing in 1914, becomes Home Economics in 1936.

8. Mental Arithmetic does not appear after 1874.

9. Certain subjects have been expanded.

a. Grammar is listed from the first, but by 1936, this field has been broadened to grammar, language, and composition.

b. Physiology expands into Health Education and Physical Education.

c. Reading evolves into Reading and Literature.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

10. Thrift Education and Character Education appear first in 1925. Safety Education, Alcohol Education and the Morality Code are added in 1936.

11. The present elementary curriculum includes in the required and elective offerings, the entire field of elementary subject matter, and makes provision for the various types of organization at the Junior High School level.

III. Forces Affecting the Evolution of the Elementary Curriculum

There have been presented in this chapter (1) a discussion of the legal and historical phases of the development of the Public Elementary School in Kentucky and (2) a picture of the development of the elementary curriculum in Kentucky schools. A third phase of the discussion will consider the way in which the curriculum of the elementary school evolved and what forces affected its development.

Early Curriculums Simple and Undirected.- A survey of the curriculum of the elementary schools of Kentucky reveals that from their early history and until a comparatively recent date, very little conscious guidance or planning was given the elementary courses of study. In the very earliest schools which existed before the organization of the State Department of Education, each school followed its own bent in the matter of the curriculum. However, the

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

curriculums of these schools followed rather closely that of the elementary schools in the East. Cubberly points out that the elementary school curriculum in the United States in 1775 consisted of reading, spelling, writing, Bible, and arithmetic.[139] In 1776 these subjects constituted the elementary curriculum in the "old field" or "hedgerow" schools of Kentucky. These subjects were taught in the Kentucky schools because they were taught generally in all elementary schools, because they were then and are not the fundamental or foundational subjects and because they comprehended in large measure the educational program that the schoolmaster of that date was able to offer.

Influence of State Legislation.- After the establishment of the State system of common schools in 1838 and until the present, the State Legislature has from time to time prescribed certain subjects for inclusion in the curriculum. However, in practically all such legislation the subject to be included was simply designated by name, such as: The laws of health, the history of Kentucky, singing, temperance, thrift, physical training, Bible reading, etc. No provision was made for how the subject should be taught, what should be included in it or how much time should be devoted to it.

---

[139] Elwood P. Cubberly, Public Education in the United States, p. 327. Boston: Houghton Mifflin Company, 1919.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Early State Courses of Study.- The early State courses of study for elementary schools were merely outlines of the subjects to be taught in each grade and included the textbooks to be used. "Aids to Teachers", a list of selected books, recommended for the use of the teacher were frequently included in the outline.

Recent Trends.- Courses of study in recent years have attempted to give the teacher a little more definite guidance in respect to how various subjects should be presented and what content should be included in the work of each subject in the various grades. The most recently published State course of study is possibly the most complete and useful which has been offered for the guidance of elementary teachers.[140] It approaches the problem of the presentation of subject matter from the modern viewpoint of child-activity and the social and civic function of the school.

Textbooks Have Largely Made the Curriculum in Kentucky.- From the beginning the public elementary schools in Kentucky, their curriculums have been marked out by the scope and content of textbooks and these books have exerted a primary influence on the division of the school day into school "subjects". The State course of study has served as

---

140 Elementary Courses of Study (Outlines) Grade 1-8 Kentucky Educational Bulletin, Vol. VI, No. 5. July, 1938. Frankfort: Department of Education.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

a guide or outline but the textbooks have furnished the actual content.

The textbooks, written with the authority of persons of prestige, presented in clear and compact form for "teaching" the facts and skills which both teachers and citizens thought education should include. Hence they were adopted from time to time and followed religiously in the conduct of the schools. A striking example of this is the recent introduction of safety education into the state elementary curriculum in 1936. "Since its introduction the subject has been taught rather poorly and indefinitely throughout the State generally, but has now been made concrete and definite with the introduction of a new series of safety readers offered for use in the schools in 1938."[141] Undoubtedly as this and other safety textbooks are adopted for use in the schools, safety will become as definite and well taught a subject as some of the older and more traditional courses.

The adoption of textbooks for use in the public schools of Kentucky was made for a time by the State Board of Education, but in recent yearshas been made by a State Text Book Commission. This body receives and evaluates the books of its selection for use in all public schools.

---

[141] Mark Godman, High School Supervisor, State Department of Education, Frankfort, Kentucky. Personal Interview, January, 1938.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

So far as it is possible to determine no textbook commission has ever demanded that certain content be included in a textbook, they have merely selected what they considered to be the best book available in each grade and each field. The content of the textbook then became a part of the school curriculum.

Elementary Curriculum of the State Not Peculiar to Kentucky.- There is no evidence in the courses of study which have constituted the curriculum of the elementary schools of Kentucky since the beginning of the school system, that any effort was ever made to provide a curriculum which was adapted to the peculiar needs of the state. It is doubtful whether the educational needs of Kentucky, particularly in the elementary field, were different at any time from the needs of most other states. It is true that home economics, manual training, elementary science and agriculture, all entered the curriculum in imitation of the practice in other States rather than to meet specific needs in Kentucky. Cubberly points out that these subjects, with the exception of agriculture, were taught in the elementary schools throughout the United States generally as early as 1900.[142] Agriculture may be considered possibly as being more directly related to the vocational needs of the rural population of the State than the others mentioned.

---

[142] Elwood P. Cubberly, op. cit., p. 327.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

State Curriculum Largely for Rural Schools.- City schools have generally offered a greater variety of subjects in the elementary schools than have the rural schools, which constitute approximately eighty per cent of the school population. However, they followed in the main the courses of study prescribed by the State with respect to fundamental subjects, differing chiefly from the rural schools in that they included more optional courses in their curriculums

The curriculum of the Kentucky elementary school in retrospect then, may be said to (1) have been simple and unguided in the beginning, (2) greatly influenced by State legislation, (3) guided, particularly in the rural schools, by the State courses of study, (4) determined largely by the content of textbooks used, (5) not peculiar to Kentucky, but patterned on the prevailing practice throughout the country generally, (6) designed by the State Department of Education largely for rural, rather than city schools, and (7) showing a more definite social and civic trend during the last decade.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Summary

The first schools established in Kentucky were the "Old Field" or Hedgerow schools. These schools were of quite an elementary character. The curriculum of these early schools consisted largely of reading, writing, and ciphering to the rule of three.

Private elementary schools arose in various cities of the State as early as 1783 and continued to be established until 1838, at which date the common school system was established by legislative act. The subjects taught in these early city elementary schools were chiefly reading, writing, mental and written arithmetic, geography, spelling, and English grammar. Occasionally the English classics were added.

Although the State system of common schools was established in 1838, it was not until about 1850 that constitutional provisions were made for financial support of the schools.

The school system of Kentucky made good progress until the outbreak of the Civil War, during which period the school enrollment decreased and the financial support declined.

The period between 1860 and 1908 was characterized by the development of three systems of schools, namely,

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

the city schools, the independent graded schools, and the seminaries and academies.

The county administration law, enacted in 1908, completely reorganized the administration of the common schools throughout the state, and marks the beginning of a state wide system of education available to all children. Since 1908 the common school system of Kentucky has grown rapidly. The educational code, adopted in 1934, greatly strengthened the education system of the state.

Public education in Kentucky has maintained since its inception a slow but steady progress in the development from a primitive system conducted largely by private individuals or religious institutions to the present state system of public schools.

The first public school curriculum, established by legislative act in 1852, consisted of three required subjects: grammar, arithmetic, and geography. By 1874 the State course of study had expanded to include reading, spelling, arithmetic, mental arithmetic, penmanship, grammar, geography and history, and in 1938 it included twenty-one required and nine optional subjects.

During its development the curriculum has not only expanded, but it has undergone a change in the terminology and nature of the subjects taught.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

The present elementary curriculum includes, in the required and elective offerings, the entire field of elementary subject matter, and makes provision for the various types of organization at the junior high school level.

The early curriculums of the elementary school were simple in content and received little direction from any source, being patterned largely on practice in other States. Their development was influenced by State legislation and State courses of study published at various times.

The textbooks used have determined to a great degree the content of the elementary school subjects.

The elementary curriculum of Kentucky has not been peculiarly adapted to the needs of the State, as distinguished from elementary curriculums in other States, but has followed in its development the practice in the country as a whole.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

CHAPTER VI

CURRICULUM OF THE PUBLIC SECONDARY SCHOOLS

I. Origin and Development of Public Secondary Schools in Kentucky

Introduction

Before presenting a discussion of the origin and development of the secondary curriculums in Kentucky, it is essential to sketch the secondary school movement in the State. It has been shown in Chapter III that the public secondary school in Kentucky was an outgrowth of several types of academies and seminaries; namely the chartered academy, the county academy, and the private academy and seminary.

There are three distinct phases of the public high school movement in Kentucky. One relates to the city high school, another to the independent graded high school, and the third to the county high school. These movements form a background of any discussion of the origin and development of the secondary school curriculum.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

It is a matter of common knowledge that wherever public high schools have been established the city districts have taken the lead. This advance has been maintained in various ways, such as the training and experience of teachers, buildings and equipment, supervision, quality of work done, variety of courses offered and in number of pupils enrolled.

Decline of Private and Emergence of Public Secondary Schools

The public high school movement in the United States began with the English Classical School in Boston in 1821. When Latin Grammar Schools and academies began to decline, the public high schools added the college preparatory function. In 1821 Kentucky was making a strenuous effort to preserve its weak and faltering system of public academies. By 1825 it was evident that the public academy system would not become the accepted type of secondary school in the State,[1] hence the Legislature enacted a law that year to aid private groups to organize schools.[2] Private secondary education, therefore, began to take on new life in Kentucky about the same time that the public high schools were

---

[1] Alvin F. Lewis, History of Higher Education in Kentucky, p. 14. U. S. Bureau of Education, Circular of Information No. III. Washington: Government Printing Office, 1899.

[2] Kentucky Session Acts, 1825, Chapter 122, p. 118.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

organized in the New England States. Private schools in Kentucky increased in number until near the close of the nineteenth century, when the cities and towns established high school departments in connection with their elementary schools.

Public Secondary Schools in Louisville

First Public High School in Kentucky.- The first public high school in Kentucky was opened in Louisville in 1838, and was known as the "Louisville Collegiate Institute."[3] This high school grew out of the Jefferson Seminary which had been established in Louisville and was authorized by the mayor and council of Louisville in 1837.[4]

On January 17, 1840, the Louisville Collegiate Institute was chartered by the General Assembly under the name of the Louisville College.[5] The College, or high school, existed under this charter for six years, when it was made the "academical department" of the newly organized University of Louisville in 1846.[6] It operated, however, as a high school for boys under this arrangement. In 1851 the city charter provided that tuition should be free thereafter in

---

[3] Directory, City of Louisville, 1838-1839, pp. 138-139. Louisville, Kentucky.

[4] City Journal, Number 7, Old Series, pp. 370-371. City Clerk's Office, Louisville, 1837.

[5] Kentucky Session Acts, 1839-1840, Chapter 91, pp. 51-52.

[6] Kentucky Session Acts, 1845-1856, Chapter 137, pp. 135-139.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

the academical department of the University of Louisville.[7] In 1856 the high school became a separate school.[8] It was first called the "Louisville Male High School" in 1836, and has continued as a boys high school until the present time.

Girls' High School.- The first mention of a high school for girls in Louisville is in the Charter of 1851. The section concerning the establishment of the girls' high school reads as follows:

> In the Year 1852, the general council shall cause to be erected a suitable building or buildings centrally located, and establish and maintain there a high school for frmales, wherein the female children of the prescribed age and qualifications, as hereinbefore provided, shall be admitted and receive instruction in such branches of education as the said board of trustees may prescribe to be taught in them.[9]

Although the charter specified that the female high school should be organized in 1852, it was not opened until April 7, 1856.[10]

---

[7] Kentucky Session Acts, 1850-1851, Vol. II, Chapter 692, p. 633.

[8] A. F. Lewis, op. cit., p. 348.

[9] Kentucky Session Acts, 1850-1851, Vol. II, Chapter 692, p. 634.

[10] Minute Book, Board of Trustees, Louisville Public Schools, 1851-1856, p. 359. Louisville, Kentucky.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Other Louisville High Schools.- Other high schools organized in Louisville in the latter part of the nineteenth and early years of the twentieth centuries were:

Name	Date of Organization
Dupont Manual Training High School	1892[11]
Louisville Boys High School	1915[12]
Atherton High School (Girls)	1924[13]
Shawnee High School (Girls)	1929[14]

More attention has been given to the Louisville City School System, than to those that follow, due to the fact that Louisville is the largest city in the State; it was the location of the first public high school in the State, and because of its extensive educational leadership in the State.

Public Secondary Schools in Kentucky
Second Class Cities *

There are five second class cities in Kentucky: Ashland, Covington, Lexington, Newport and Paducah.

---

[11] Minutes of the Board of Trustees, Louisville Public Schools, 1891-1892, p. 349. Louisville, Kentucky.

[12] Annual Report of the Louisville Public Schools, 1915, p. 41. Louisville: Board of Education.

[13] Annual Report of the Louisville Public Schools, 1923-1924, p. 86. Louisville: Board of Education.

[14] High School Record Book, Principal's Office, Shawnee High School, Louisville, Kentucky.

* Second Class Cities are those having a population between 20,000 and 100,000.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

The Newport Public High School.- Eleven years after the beginning of the public secondary education in Louisville, Newport opened a public high school. These two schools were the only public high schools in Kentucky before 1850. The Newport High School was established in 1849 through a charter granted to it by the Legislature.[15] An act of the Legislature in 1851 declared that this high school should "at all time be equally free and accessible to all white children."[16] The city took over the Newport Academy property in 1849 and established the Newport City High School, although it was called an academy for many years. An Act of the Legislature in 1859 provided for a general tax and other forms of revenue for the purpose of sustaining "The public schools and academy of the City of Newport".[17]

Laws of 1852.- The Legislature in 1851-1852 enacted laws which gave the city districts more freedom in the organization and management of their schools. The law declared that the city schools were to be governed "in all respects by the regulations of the local authorities."[18]

---

15 Annual Report, Superintendent of Public Instruction, 1897, p. 109. Frankfort: State Department of Education.

16 Kentucky Session Acts, 1851-1852, Chapter 67, p. 419.

17 Kentucky Session Acts, 1859-1860, Chapter 290, pp. 466-469.

18 Kentucky Session Acts, 1851-1852, Chapter 35, p. 166.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

After this date the cities began in increasing numbers to teach some high school subjects in connection with the elementary grades or to establish high school departments with courses varying in length from one to four years.

Covington High School, 1853.- Covington High School opened in January, 1853.[19] The opening of the high school was in accordance with an act of the Legislature in 1850 which granted Covington the right, through its charter, to establish a high school.[20] By 1869 the high school had a full four-year course of study.

Paducah High School.- Paducah High School is a successor to the old male and female colleges established in 1836. They are known as the Male College and Female Seminary of Paducah. The city board of education took possession of these colleges in 1871, and established the Paducah Male and Female High Schools.[21] In 1874 the superintendent of the Paducah City Schools reported that separate schools for boys and girls had been abolished. The high school offered a three year course from 1871 to 1905, when the course was lengthened to four years.[22]

---

[19] H. H. Mills, "A History of Education in Covington", p. 44. Unpublished Master's Thesis, University of Kentucky, 1929.

[20] Kentucky Session Acts, 1849-1850, Chapter 237, p. 260.

[21] Frances Mabry Irwin, "History of Education in McCracken County, Kentucky, p. 35. Unpublished Master's Thesis, University of Kentucky, 1928.

[22] Ibid., p. 108.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Ashland High School, 1880.- The Ashland High School was organized in 1880.[23] Three years of work were offered the first year. In 1882 the trustees erected a brick building of four rooms on the south side of Carter Avenue at Fourteenth Street. This was the first high school building Ashland possessed.[24] The superintendent, J. G. Crabbe, reported to the State Department of Education in 1893 on the condition of the Ashland High School as follows:

> The High School offers choice of two courses of study. A high standard of scholarship is required for graduation, and consequently few diplomas have been granted. Our present classes, however, are meeting the requirements, and large classes will be the result. The best collegiate institutions of this section have placed our high school on their "accredited list", and we have secured several prize scholarships.[25]

The high school course was lengthened from three to four years in 1896.[26]

Lexington High School, 1890.- Lexington first offered one year of high school work in 1890.[27] William Rogers Clay, superintendent of Lexington City Schools, made the

---

[23] Records of the Board of Education, 1880-1881, p. 137. Ashland, Kentucky.

[24] Ward B. Jackson, "The History of Education of Boyd County, p. 53. Unpublished Master's Thesis, University of Kentucky, 1932.

[25] Annual Report, Superintendent of Public Instruction, 1893, p. 125. Frankfort: Department of Education.

[26] Annual Report, Superintendent of Public Instruction, 1897, p. 135. Frankfort: Department of Education.

[27] Annual Report, Lexington Public Schools, 1890, p. 29. Lexington, Kentucky: Board of Education.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

following report to the State superintendent in 1893:

> The Lexington public schools are organized on the ten-year plan. The first year is devoted to kindergarten training; the second, third, fourth, fifth, sixth, seventh, eighth, and ninth years include the regular grammar school course, while in the tenth year we have a course of study which is designated to fit our graduates for entrance into the Freshman class of the State College of Kentucky and Kentucky University, both of which institutions are located here------Each of these institutions receives free of tuition all graduates of the public schools who can enter the Freshman Class.[28]

In 1894 Johnson and Dudley Schools began to offer two years each of high school work.[29] Both of these schools were accredited to the State College in 1896. The city superintendent reported to the State Department of Education in 1897 that two years of high school work were in successful operation, adding that "Our high school course is, therefore, arranged so that our graduates can enter the freshman class of either of our colleges."[30] The academy department of the State college offered two years of preparatory work at this time which met the minimum requirements set by the College for admission to the freshman class. Hence the public high schools gave the minimum amount of work required to admit their graduates into the freshman class of either

---

[28] Annual Report, Superintendent of Public Instruction, 1893, pp. 99-100. Frankfort: State Department of Education.

[29] Annual Report, Lexington Public Schools, 1894, p. 37. Lexington, Kentucky: Board of Education.

[30] Annual Report, Superintendent of Public Instruction, 1897, p. 109. Frankfort: State Department of Education.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

one of the colleges. In 1904 the high school course was extended to four years and the two schools were consolidated into one school.[31] There are at present four high schools in Lexington: the Henry Clay High School, the Lexington Junior High School, the Morton High School, and the Dunbar Colored High School.

Report of 1893.- The public high school idea spread slowly among the cities of the State, and by 1893, the State superintendent reported three high schools in Louisville, two in the second class cities, four in the third class cities, and fourteen in the fourth class cities.[32] There were approximately one hundred teachers in these city high schools, forty of whom taught in the Male High School, Manual Training High School, and Girls High School, in Louisville.

Origin and Growth of Graded District High Schools

The original purpose of the graded school districts in Kentucky was to establish and maintain common schools adequate to teach all children in the districts free of charge. Louisville, Lexington, and Maysville were recognized

---

[31] Annual Report, Lexington Public Schools, 1908, p. 12. Lexington, Kentucky: Board of Education.

[32] Annual Report, Superintendent of Public Instruction, 1873, p. 117. Frankfort: State Department of Education.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

as having met this requirement and for that reason were excluded from the provisions of the general school law of 1838. In the period between 1838 and 1888 the Legislature granted to cities and towns the right to establish a system of common schools, giving to the local authorities the power to control and operate such schools as were established. They were known as "Special Charter Schools", for the reason that they were established under authority granted by the charters given to the towns or under authority delegated to them by special acts of the legislature. Under the present classification of cities and towns, some of these graded school districts would come under the laws of cities of the first four classes while others would be classified as graded school districts. No artificial distinction between these early graded districts need by made, as the chief concern here is with public high schools which were few in number.

High School Idea in Towns.- In 1852 the General Assembly passed a law relating to the organization and management of the town schools. If a town maintained a system of schools that was adequate to the teaching of all children, it was considered one district and could make its report separately to the county commissioners. The district was directed to get its per capita of the state

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

school fund from the commissioners and was in all respects to be independent of the county, the schools being controlled by the local authorities alone.[33] High schools were organized under the provision of this Act, but the movement was hindered by the feeling of the people concerning local taxation for schools. They resented paying anything for elementary schools, and of course would not consider the idea of adding a high school department to their school system unless they were convinced that it would not raise their taxes very much, or that it would give their children the kind of advantages they felt they should have.

Z. F. Smith, superintendant of public instruction, in commenting on the changes needed in the school laws, said in 1867 that there was need for:

> ------More effective legislation looking to the organization and support of grade and high schools in our towns and populous centers. Our present law simply permits this, but enjoins no decisive or definite measure upon the local authorities to accomplish it. There should be a free grade school in every village district of 150 children, and an additional free high school department in every town district of 200 children.[34]

A bill designed to make these suggestions a part of the school law was proposed in 1869, but the Legislature

---

[33] Kentucky Session Acts, 1851-1852, Chapter 35, pp. 165-166.

[34] Annual Report, Superintendent of Public Instruction, 1867, p. 10. Frankfort: State Department of Education.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

refused to act favorably upon it.[35]

State Board Regulation.- The State Board of Education made an improvement on the existing regulations and statutes pertaining to schools ruling on specifically mentioned high schools, although it did not compel any district to establish a high school. The rule said that "The Common School shall embrace two Departments, viz.: The Primary and Elementary Departments. Two other Departments, in which higher branches than those taught in the Common School may be studied, and in which tuition fees may be charged, may be added, viz.: the Intermediate and High School Departments."[36] State Superintendent Henderson reported in 1873 that:

> Several of the larger towns have either established, or are agitating the question of Graded Schools, and in some others there has been a reconstruction of existing systems, which will prove of material benefit. I confidently believe that such has been the public interest excited, that within the next two years every considerable town in the State will have in efficient operation a system of Graded Schools, while gratifying advances will be made in those already blessed with these colleges of the people.[37]

The "colleges of the people" were the high school departments that were being added to a few school systems

---

[35] Annual Report, Superintendent of Public Instruction, 1869, p. 31. Frankfort: State Department of Education.

[36] Ibid., 1869, p. 286.

[37] Ibid., 1873, pp. 6-7.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

in the larger towns and cities. Professor Reynolds paid high tribute to these high schools in a speech before the Kentucky State Teachers Association in 1874. His remarks indicated that these institutions were held in high esteem by the citizens of the communities in which they were located.[38]

General Legislation Urged.- In 1877 Superintendent Henderson urged legislation which would "enable any community to establish a complete system of Graded Schools, without the necessity of appealing to the General Assembly for special legislation."[39]

This conviction was thenadvocated by school men for several years until the law of 1888 was enacted making it possible for any community to organize a graded school without making an appeal to the Legislature for a special charter.[40] In 1901 thirteen years after the enactment of the graded school law State Superintendent McChesney reported as follows:

> A great many towns and villages have established graded common school districts, under section one and following, Common School law--These town and Village graded schools are doing a great work. The majority of them have a good high school course, and so serve as an intermediate school between the

---

[38] Annual Report, Superintendent of Public Instruction, 1874, p. 206. Frankfort: State Department of Education.

[39] Ibid., 1879, p. 146.

[40] Kentucky Session Acts, 1887-1888, Vol. I, Chapter 1537, pp. 194-203.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

> common school and college, occupying very much the same position held by the Central High School in States having the township system, except that tuition in the graded school is free only to pupils residing in the district.[41]

The State college at Lexington reported in 1901[42] that it had accredited forty-seven public high schools, most of which were located in small towns, making them graded district high schools. Undoubtedly there were more high schools in existence in 1901 but they were apparently unable to meet the accrediting requirements.[43]

Evaluation of Work in Common School Districts.- In 1903 superintendent McChesney again reported, when he mentioned the work of the high schools in the graded districts, that there were 130 graded common school districts in the State. This included only graded schools organized by a vote of the people under the graded common school law. He stated that there were other graded schools existing under charters granted under the old constitution. Commenting on the work

---

41 Annual Report, Superintendent of Public Instruction, 1901, pp. 10-11. Frankfort: Department of Education.

42 Annual Report, Superintendent of Public Instruction, 1901, pp. 103-104, Frankfort: Department of Education.

43 Statistics on public high schools were not reported separately by the state superintendents before the biennial reports of 1909-1911.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

of these schools, he said that "These schools are doing excellent work, serving in many counties as a kind of central high school. The organization of one of these schools puts new life into the cause of education in a county."[44]

A typical statement of the progress of the best graded schools in the State in 1903 is that made by Superintendent Ernest Lewellyn, of Carroll County. He reported:

> The graded school law has received a hearty welcome in this county, it having been voted in four districts, with a good prospect for that many more. These schools are all doing excellent work and especially are the graded schools of Carrollton, under the efficient management of Professor B. Franklin Gabby, with a strong high school course, doing a work that is being felt throughout the county and receiving a recognition throughout the State. The graduates from this school are admitted to every college in the State of Kentucky without examination, and to the University of Tennessee.[45]

Graded Schools, 1908-1909.- The first data available pertaining to the number of graded high schools are for the year 1908-1909, found in the Kentucky Educational Directory, 1909-1910. There were some graded districts that offered one or more years of high school work in 1888, and many districts operating under the law of 1888

---

[44] Annual Report, Superintendent of Public Instruction, 1903, p. 6. Frankfort: Department of Education.

[45] Ibid., p. 6.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

had established high schools before 1903, but there was no separate tabulation of these high schools previous to the year 1908-1909. The statistics for this year are divided into two parts; first, those high schools existing in the graded districts formed by special Acts of the Legislature previous to 1888 of which there were sixteen,[46] three of which offered two years of high school work, one offered three years of work, and others offering a four year high school course; and second, those high schools organized in the graded districts which were formed under the law of 1888. There were one hundred and sixteen high schools in the common graded districts in 1908-1909.[47] Ten of these schools gave one year of high school work; thirty-three offered two years; nine had a three year course and sixty-four were four year high schools.

Effect of County High School Law.- The law of 1908 required each county to establish a high school and provided that each county schoud tax itself not to exceed twenty cents on one hundred dollars worth of taxable property for the support of schools.[48] This was known as the county

---

[46] Kentucky Educational Directory, 1909-1910, p. 48. Frankfort: Department of Education.

[47] Kentucky Educational Directory, 1909-1910, pp. 43-47. Frankfort: Department of Education.

[48] Kentucky Session Acts, 1908, Chapter 56, pp. 138-139, 142.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

administration law. This Act made the county the unit of school administration. As graded schools were exempt from the provisions of this law the temptation immediately presented itself to the people of the smaller towns and villages to form independent districts and thus escape the county tax. A conspicuous example of the wrong type of graded school districts is that type of district formed with the purpose in mind of including as much railroad property as possible. This move greatly retarded educational progress in most counties, the ill effects of which are still apparent today. Superintendent Hamlett in 1913 commented at length on the trend the graded school movement had taken. He recommended that:

> the law should be amended and a plan adopted by which they may go out of existence and come under the county school district law, when it is desirable and practical------no community should attempt to organize and operate a graded school district unless there are 200 or more people in the district, and then only when it has sufficient wealth to maintain a high school which is equal to that maintained by the county. The high school should be made one of the requirements of all graded schools and the graded school law should by all means be amended accordingly.
> [49]

Laws of 1914 and 1916.- More specific provision was made for the establishment of high schools in graded school

---

[49] Annual Report, Superintendent of Public Instruction, 1913, Part I, pp. 20-22. Frankfort: Department of Education.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

districts when the General Assembly enacted a law in line with the conviction expressed by Superintendent Hamlett in 1914.[50] However, it merely permitted these districts to establish high schools or contract with adjoining districts to give tuition to their high school pupils. Under this law some districts established high schools, but most of them continued in their old way. In 1916 the Legislature definitely compelled the graded school districts to maintain high schools, by providing that every graded district should "operate and maintain a high school of equal rank to that required by law to be maintained by the county board of education, or pay tuition to all pupils residing in the graded school district who are eligible and enter the high school, the county high school or other public high school, which maintains a course of study required by law and which has been approved by the state."[51] While many graded districts established high schools after 1916, the tendency for this type of school has been to go back into the county school system. This is especially true of the smaller and less prosperous districts. When a graded school goes back

---

50 Kentucky Session Acts, 1914, Chapter 64, p. 165.

51 Kentucky Session Acts, 1916, Chapter 100, p. 653.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

into the county it has an opportunity to become a part of a consolidated school where transportation and excellent modern high school advantages are offered. This would be a step forward for the graded school districts. Their school facilities have not changed materially since 1921, when the Kentucky Educational Commission reported that "Only a few of the larger graded school districts have anything approaching modern structures-----Out of 316 graded school districts there are probably not more than twenty that possess satisfactory school facilities. The others have unsanitary, unhygienic structures which would be condemned if the State Board of Education imposed reasonable standards upon independent districts.[52]

Decrease in Number of Graded School Districts

The number of graded school districts is constantly decreasing. This is due in large part to the Act of the Legislature in 1934, which made it unlawful for any independent graded district to be organized or maintained unless it had a census enumeration of 250 pupils or was given special permission by the State Board of Education to organize or continue to exist because of its ability to

---

[52] Kentucky Educational Commission. Public Education in Kentucky, p. 80. New York: General Education Board, 1921.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

maintain a more efficient program of school service by operating as an independent district.[53]

The status of the graded school districts in 1920-1921 is shown by the following summary of statistics gathered for that year.

1. Number of graded schools in the state	315
2. Number of graded school districts having fewer than 100 pupil children	62
3. Number of graded schools levying no tax	5
4. Number of graded schools having no high school course	101
5. Number of graded schools that fail or refuse to make report of any sort	52
6. Number of graded schools that provide for less than an eight month's term	55 [54]

Other Factors.- The report of the superintendent of public instruction in 1931 indicated that there was 29.81 per cent retardation on the basis of age-grade for pupils of the 177 graded district high schools in June of that year.[55] The report shows further that a larger per cent was retarded in these schools than in the county or city high schools. A total of 155 graded district high schools were located in 92 counties of the 120 counties in Kentucky

---

53 Kentucky Common School Laws. Kentucky Education Bulletin, Vol. II, No. 4, pp. 44-45. Frankfort: Department of Education 1934.

54 Annual Report, Superintendent of Public Instruction, 1921, p. 15. Frankfort: Department of Education.

55 Annual Report, Superintendent of Public Instruction, 1931, Part II, p. 22. Frankfort: Department of Education.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

in 1937-1938. In the summary of data for independent districts in 1937-1938 the enrollment for graded high s chool districts is not separated from that of city high schools so it is impossible to state the exact enrollment in independent graded high schools for the year. The remaining counties contained county or city high schools or both.

Origin and Growth of County High Schools

The law of 1908 brought into existence a type of school that the State had been needing for many years. The county high school law was the result of much agitation and concerted effort on the part of educational leaders for more than adecade.

State Superintendent Robert Breckinridge, in 1848 proposed the idea of a system of high s chools in every county in the State. While his views were much like Jefferson's plan of education in Virginia, they nevertheless were adapted to the system of education he envisioned for the Commonwealth of Kentucky. Superintendent Breckenridge's plan is given here to show how far his idea was in advance of the actual growth of the public schools in the counties between 1848 and 1908.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Let me develop in some slight degree the conception I have, of what it ought to do, what it can do, even with the funds already consecrated to this object. If the interest on the permanent School Fund were annually paid, and the proceeds of the two-cent tax faithfully collected and applied, the aggregate yearly expenditure, from the Treasury of the State, for general education would amount, at present, to about $120,000, and would probably increase slightly from year to year. The bulk of this sum should, no doubt, be expended on common schools; but a considerable portion of it might be applied to higher objects. Let us suppose that besides the district schools, the State should aid in establishing high schools of an advanced character, one in each county throughout the State, and then, above them all, one central institution of a still higher character. From the district schools, a few of the most meritorious pupils who had attended them for a specified time, should be selected, every year, from every school, as a distinction and a high reward of excellence, and be allowed to attend the county high schools, gratuitously, for a few years, as a compensation, so far as the high schools were concerned, for the aid given them, by the State. Then, annually, let a few of the best pupils, in every county high school, be selected on the same principles, and transferred to a central institution, where they should enjoy gratuitous instruction for a few years. It will of course be understood that all others, who choose to do so, might attend all these schools, at their own expense, gratuitous instruction being given only as a reward of distinguished merit, in the manner already suggested.

In the district schools, an education as complete and thorough, as possible, in the elements of knowledge should be furnished; in the county high schools, a much more advanced training, and much higher advantages should be offered; and the central institution should equal the best and most renowned universities on this continent, and afford such advantages in the prosecution of knowledge, as to place it above competition in this State.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

> My fixed conviction is, that some such plan as this, is the one to be adopted by us: that the whole of it is perfectly practicable, and if there be any difference, the higher parts more so than the lower; that the means which ought to be put at the disposal of the Board of Education, derivable from its funds, and from the new tax, if they were faithfully secured to that Board by the legislature, are sufficient for the perfect development and execution of the whole plan; and that the system which could be thus established and sustained, would be, in itself, more complete than any that has existed in this country or elsewhere, and as regards the peculiar state of things amongst us, is perhaps, the only one that can be carried through with certainty, and the general approbation of the public.
> [56]

The idea of private secondary education, which engrossed the minds of the people, proved a great hindrance to the success of many of Superintendent Breckinridge's plans for a better system of public schools.

Need for County High Schools Stated.- When private high schools began to lose their hold on the people, Superintendent Edward Porter Thompson called the attention of the citizens of the State to the need for county high schools. In 1895 he said, "A matter that has long claimed the attention of thoughtful and observant educators is the establishment of a central high school for each county, in order that youth may have an institution within easy reach, and constituting part of the general system of public education,

---

[56] Annual Report, Superintendent of Public Instruction, 1848, pp. 557-558. Frankfort: Department of Education.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

where more advanced instruction can be given than in the ordinary district schools."[57] He said that he did not think it would be wise at that time to insist on county high school legislation, but he hoped conditions in a short time would be such that the proper laws could be passed under favorable conditions.

The County High School Becomes a Reality

In April, 1905, State Superintendent Fuqua called a conference of interested citizens and educators in Frankfort for the purpose of arousing the interest of the people of the State in educational problems. The Kentucky Improvement Commission grew out of this conference. This commission kept a committee in Frankfort during the entire session of the General Assembly in 1908 and 1909.

County High School Law.- Superintendent Fuqua made an urgent appeal in 1907 to the legislators to make provision for the establishment and support of high schools for rural children.[58] He gave his biennial report to the Governor on December 14, 1907. The General Assembly met in January, 1908,

---

[57] Annual Report, Superintendent of Public Instruction, 1895, p. XXII. Frankfort: Department of Education.

[58] Ibid., 1907, pp. 23-24.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

and gave serious consideration to the superintendent's recommendations. The Legislature, during this session, enacted the county school law, making it compulsory for each county to establish one or more high schools not later than two years after the passage of the Act or pay tuition of high school pupils in adjoining districts that maintained high schools. City and independent graded districts were excluded from the provisions of this law. It provided for first class high schools with a four-year course of study; second class high schools with a three-year course of study; and third class high schools with a two-year course of study, the course of study in each case to be approved by the State Board of Education.[59] Before the county high schools were established there had been no free high schools for rural children. If they attended high school at all, they went to the high schools in a few graded districts that maintained them, the city high schools, or the private academies in the towns and cities. County pupils paid tuition fees to these schools, since there were no legal provisions for the county districts to pay money to other districts or schools for the education of county high school pupils.

Problems in Making Law Effective.- Not all of the counties were enthusiastic about levying a school tax to

---

[59] Kentucky Session Acts, 1908, Chapter 56, pp. 133-143.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

provide extra educational advantages for their eighth grade graduates. Some claimed they were too poor and did not comply with the law in any way. At least one county reported that there were no children in the county who desired to attend high school. Several counties organized two or three year high schools and arranged with nearby districts to furnish the last years of the full four-year course. However, some of these did not make this provision. Thus they evaded the real purpose of the law by only partially satisfying the legal requirements. Other counties set about immediately to build new high school buildings in which they housed the twelve grades of the local school system. Some counties considered it cheapest and perhaps wisest to pay tuition of county pupils to existing high schools in graded school or city school districts within the county. Greenup County was among this group. No county high school was established in Greenup County until 1925,[60] but provision was made for county pupils to attend either the Greenup or Russel High School.

A few counties took over private high schools and operated them as county high schools. Kenton County is an

---

[60] Benjamin F. Kidwell, "The History of Education in Greenup County," p. 114. Unpublished Master's Thesis, University of Kentucky, 1929.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

example of this practice. Independence High School was established in 1910. It grew out of "Independence High School", a private school organized in 1894.[61] Where a private academy or college offered a satisfactory high school course, some of the county boards of education contracted with the private school officials to take county pupils. Logan County is an example of this group. A county high school was established in Russellville by a contract with Bethel College. The county board agreed to pay Bethel College $1,000 to give tuition in its preparatory department to all county high school pupils. This arrangement lasted for only one year, after which a county high school was established at Olmstead.[62] The following excerpt from the report of the State Superintendent in 1919 marks the end of this general practice:

> There were many denominational schools scattered throughout the State (in 1912), being conducted by various leading denominations, and receiving the regular per capita from the State, or having county high school pupils enrolled for which they were being paid a tuition out of the county school fund. After much effort and prolonged litigation, this year (1919) sees the passing of the last of these links that bound church and state.[63]

---

[61] D. B. Hubbard, "History of Education in Kenton County," pp. 158-159. Unpublished Master's Thesis, University of Kentucky, 1931.

[62] Charles T. Cannon, "History of Education in Logan County, Kentucky, pp. 59-60. Unpublished Master's Thesis, University of Kentucky, 1929.

[63] Annual Report, Superintendent of Public Instruction, 1919, p. 302. Frankfort: Department of Education.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Joint High Schools.- A final group was composed of a very small number of schools known as "joint high schools" in which the county board of education entered into an agreement with a graded district or city board of education to erect a high school building for the use of both districts. Each board furnished its share of the money and retained half interest in the management of the high school. There were less than ten of these high schools, each of which existed as a joint high school for only a few years at the longest. The joint board was a source of continued trouble and misunderstanding. In each case, one board finally agreed to sell out to the other, until the last high school of this type disappeared.[64]

Results of the First Year.- The State Department of Education summarized the data which it gathered on county high schools for the first year of their operation. These data up to December 1, 1909, are as follows:

1. Number of counties reporting to the State Department on the county high school	111
2. Number of counties not reporting	8
3. Number of counties that have established county high schools at this date	57
4. Number that have established one county high school.	42
5. Number that have established two county high schools	12

[64] McHenry Rhoads, Lexington, Kentucky. Superintendent Public Instruction, 1924-1928. Personal Interview, October, 1938.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

6. Number that have established three county high schools	2
7. Number that have established four county high schools	1
8. Number that have established five county high schools	1
9. Number of county high schools in the State (Total)	81*
10. Number of first class county high schools	61
11. Number of second class county high schools	5
12. Number of third class county high schools	7
13. Salary of Principal	$600 to $1800
14. Number of counties reporting that they will soon establish county high schools	54
15. Number of counties reporting no demand for county high schools, i.e., there are no pupils prepared to enter high school	1

The figures above show that approximately one half of the counties made arrangements for the high school education of their children during the first year after the passage of the act of 1908. There are no complete data on the number of county high schools established this first year, independent of city and graded school systems, but it is safe to assume that of the eighty-one schools reporting practically all were contract schools with city or graded school districts.

Later Developments.- The biennial report of the superintendent for 1910-1911 lists the number of high schools

---

*Many of these county high schools had contracts with city high schools. The exact number is not known.

65 Annual Report, Superintendent of Public Instruction, 1909, p. 21. Frankfort: Department of Education.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

by counties for each year, states how they were classified, and tells whether they were operated jointly with, or independent of, city and graded school districts. The most important facts in this report relating to county high schools for the year 1910-1911 are given here in condensed form.

1.	Number of counties that has established county high schools	106
2.	Number of counties that have established one high school	70
3.	Number of counties that have established two high schools	18
4.	Number of counties that have established three high schools	8
5.	Number of counties that have established four high schools	4
6.	Total number of county high schools	144
7.	Number of first class high schools	97
8.	Number of second class high schools	12
9.	Number of third class high schools	13
10.	Number of unclassified county high schools	22
11.	Number of county high schools operated jointly with city or town districts	109
12.	Number of county high schools operating independently	35
13.	Value of house, grounds, and equipment of county high schools	$239,523
14.	Total paid to city and graded school districts for tuition of county pupils	$49,472
15.	Number of men teachers	139
16.	Number of women teachers	91
17.	Total number of pupils enrolled	2,559
18.	Pupils enrolled in the Classical Course	475
19.	Pupils enrolled in the Scientific Course	738
20.	Pupils enrolled in the English Course	1,274
21.	Pupils enrolled in the Modern Language Course	56
22.	Pupils enrolled in the Commercial Course	16 [66]

[66] Annual Report, Superintendent of Public Instruction, 1911, Part II, pp. 132-137. Frankfort: Department of Education.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

The data above was for the first year of operation under the compulsory high school law, as the counties had until July 1, 1910, to make satisfactory arrangements for high school work. There were no county high schools in thirteen counties at this time.

Each year since the first county high schools were established has seen an additional number of separate high schools for county pupils. In the year 1920-1921, the records in the department of education show for the first time the actual number of independent county high schools. There were 219 independent county high schools reported that year.[67] After 1918-1919 no record has been made of the contract schools.

Ultimate Developments.- In 1925 Superintendent Rhoads reported that all but two counties in the State had public high schools. One had a private secondary school at the county seat, to which county pupils could go if they wished to pay their own tuition. Thus there was left but one county without high school advantages. He reported in 1927 that "All but one county now has at least one high school as the law requires."[68] The school year of 1929-1930 appears to be the first year that every county reported a public high

---

[67] Public School Directory, 1920-1921, p. 24. Frankfort, Kentucky: Department of Education.

[68] Annual Report, Superintendent of Public Instruction, 1927, p. 125. Frankfort: Department of Education.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

in operation.[69] It was therefore, twenty-one years after the 1908 law was enacted before every county fully complied with its requirements. Today the county high schools comprise approximately sixty-eight per cent of the total number of public high schools in the State.

The Work of the County High Schools

The county high schools have always had small enrollments and a narrow curriculum. In 1928, Barnes made a study of all the high schools in Kentucky in the open country or in towns and cities of 2,500 population or less, maintaining at least a two-year course of study of thirty-two weeks' duration and employing not more than four full time high school teachers. He included 407 high schools, practically all of the county and graded district schools in the State. Since the findings of this study are fairly typical of the county high schools of that period and in large measure true of these schools today, a summary of the most outstanding facts are quoted here in the words of the author.

---

[69] Annual Report, Superintendent of Public Instruction, 1931, Part II, pp. 24-44. Frankfort: Department of Education.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

1. The high schools considered in this study are distributed throughout 115 of the 120 counties in the State. In the five counties omitted, larger high schools exist.

2. Approximately thirty-two per cent of these schools are in the open country and in centers of less than 100 population, forty per cent are in centers having a population from 100 to 500; seventeen per cent are in centers of 500 to 1,000; eight per cent in centers of 1,000 to 1,500; one per cent in centers of 1,500 to 2,000; one per cent in centers of 2,000 to 2,500; and barely one per cent are in centers of over 2,500 population.

3. The small high schools of Kentucky are under the influence of the college preparatory concept of the function of a high school. Almost without exception the college preparatory courses occupy the most prominent place in the curriculum. It is refreshing to find a shift to the more practical courses as soon as the requirements of the first two years are met.

4. The usual plan of organization includes the eight-year elementary grades plus the four year high school grades. 92.6 per cent of the schools are so organized.

5. The median number of pupils in classes in one-teacher schools is 9.7; two-teacher schools, 11.2; three-teacher schools, 17.6; four-teacher schools, 18.7.

6. 92.3 per cent of those enrolling complete their school training some time before or upon graduation.

7. 44.7 per cent of the graduates enter college.

8. 47.2 per cent of the teachers have had four or more years college preparation; 47.1 per cent have had from two to four years college training; and only five per cent have had less than two years of college work.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

9. The largest per cent of the two to four-year college trained teachers occurs in the one and two teacher schools. The largest per cent of the four or more years college trained teachers occurs in the three and four year teacher schools.

10. The tenure of teachers is approximately three years.

11. The annual salaries tend to improve with the size of the school.

12. The median daily teaching load for principals of these schools is 5.3 periods. The daily teaching load of principals decreases as the size of the school decreases.

13. The tenure of service of principals increases with the size of the schools.

14. Extra-class activities, in these small high schools show six major activities. They are, in order of frequency as shown by the per cent, assembly or chapel exercises, 16.8 per cent, basketball 16.2 per cent, school plays, 14.1 per cent, literary societies 12 per cent, basket ball 9.2 per cent and debating clubs 8.5 per cent.
[70]

Recent Data on High Schools.- A summary of data reported by public school districts in Kentucky for 1937-1938 shows that there were 491 public white high schools in county school districts enrolling 52,023 pupils, ranging in enrollment from seven to 510; of which schools 105 had an enrollment of fifty or less, and 102 an enrollment

---

[70] George I. Barnes, A Study of Small High Schools in Kentucky with Recommendations for Their Improvement, pp. 52-53. Frankfort: Department of Education, 1927.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

of 150 or more. Of these schools twenty-six were one teacher schools, seventy-five were two teacher schools, 103 were three teacher schools, and 287 had four or more teachers. The same summary shows that there were twenty-three colored public high schools in county school districts, enrolling 981 pupils, ranging in enrollment from seven to 185. Of these schools eight were one teacher schools, nine were two teacher schools, four were three teacher schools, and two schools had seven teachers.[71] The total enrollment in all county high schools was 53,004 pupils in 1937-1938.

This summary of the growth and development of the three types of public high schools in Kentucky has been given for the purpose of presenting a setting or background to the study of the evolution of secondary curriculum in Kentucky, and because the development of the curriculum is organically related to the development of the school system. The remainder of this chapter will deal with the evolution of curriculum in the high schools of the State.

---

[71] State Public School Directory, 1937-1938, op. cit., pp. 35-62.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

II. Curriculums of Kentucky Public Secondary Schools

For the purpose of tracing the development of the public high school curriculum in Kentucky, there is presented in the following pages of this chapter an account of the curriculums of the public high schools, beginning with that of Louisville in 1857, and ending with that of Middlesboro in 1938. Representative curriculums from all classes of high schools in the State are shown. The development of the State high school course of study is traced from its first appearance to the present, since the State course of study is representative of the general trend of curriculum development in the State as a whole after 1908.

The early high schools in Kentucky followed rather closely the curriculums offered by private schools and secondary colleges in Kentucky. This was to be expected, due to the strong influence of these institutions when public high schools began to develop. The courses of study were meant to give a pupil a well-balanced and complete education, one that would prepare him for social and economic responsibilities of life.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Early Curriculums of Public High Schools (-1875)

1. Louisville High Schools

Curriculum of Louisville Male High School, 1857-1858.- The curriculum of Louisville Male High School for 1857-1858 is a good example of the early public high school curriculum in Kentucky at that date.[72] (See Appendix, page 366-367). Many of the subjects taught in this high school, as well as other high schools founded at that time, have been included in the college curriculum of the twentieth century. This course of study is much different from those commonly offered today. For instance, geometry and Caesar are seldom taught in the freshman year. Greek has disappeared from all Kentucky public high school courses. Declamation receives very little attention except in connection with the annual State contests conducted by the University of Kentucky. Trigonometry, surveying, Virgil, Greek Grammar, and Xenophon's Anabasis have disappeared from the second year courses; Philosophy, astronomy, Homer's Iliad, elements of criticism and elements of the human mind are no longer in the third year courses, and civil engineering, architecture, Greek grammar and composition, elements of the human mind,

---

[72] Annual Report, Louisville University and Public Schools, 1858, pp. 34-36. Louisville: Board of Trustees.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

logic, and a study of moral and active powers are not included in the twelfth grade high school courses today. Approximately two-thirds of the courses offered in the Male High School for 1857-1858 came under the heading of language, either English or foreign.

Male High School, 1860.- A list of the examination questions in intellectual philosophy, given to the senior class of Male High School in June, 1860, is included here to show the type and difficulty of questions that these high school pupils were expected to answer. This examination was required of all who wished to be graduated from Male High School in 1860.

Examination in Intellectual Philosophy[73]

Male High School, June, 1860

1. What proof have we of the separate existence of mind?
2. What is meant by education? What are its purposes and nature? What should be its character?
3. Write a philosophical essay, not more than two pages in length, on attention.
4. What errors does a careful investigation of the laws of the human mind guard against, and how?
5. Define perception, and state some of the theories in regard to it.

---

[73] Annual Report, Louisville University and Public Schools, 1860, p. 28. Louisville: Board of Trustees.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

6. How can the various physical senses be improved?

7. What are the characteristics of a good memory, and how can it be cultivated?

8. To what uses is the power of conception subservient? How may this faculty be cultivated?

9. Define abstraction, and generalization, and state their uses.

10. What mistakes did the Platonists and Paripatetics make respecting universals?

11. State the doctrined of the Nominalists, the Realists, and the Conceptualists.

12. Define fancy and imagination, and state the office of each.

13. What do you understand by "association of ideas"? To what three principles of association did Mr. Hume limit this faculty?

14. How does association affect taste? How does it influence fashions?

15. State its influence upon the memory, and how an artificial memory may be formed, and how it may be useful, and the objections of the expedients of this kind.

16. What advantages are derived from the practice of recording our ideas and experience?

17. What powers of mind are included in imagination?

18. How does imagination influence human character and happiness?

19. Explain the difference between reason and reasoning.

20. Prove that it is not consciousness but memory that proves our personal identity.

21. Mention some other elemental laws of thought.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Another example of the early curriculum of the Louisville High Schools is that listed under the Academical Department of the Louisville Male High School in 1859.[74] (See Appendix, page 367).

This course included four years of Latin, three years of Greek, three years of German, four years of mathematics, beginning with algebra and including trigonometry, geometry, surveying, analytical, descriptive, and perspective geometry, civil engineering, architecture, mathematical drawing, besides rhetoric, logic, analogy, history, philosophy, ethics, chemistry and bookkeeping. More than two-thirds of the offering of this course has disappeared from the high school courses of today and some of it is found only in the various special curriculums of colleges. One commercial subject, bookkeeping, was included in this course of study. This subject was the first of the commercial courses to enter the high school curriculum.[75] However the development of commercial education in the high school belongs to the twentieth century.

---

[74] Annual Report, Louisville University and Public Schools, June, 1859, pp. 51-52. Louisville, Board of Trustees.

[75] John E. Stout, The Development of High School Curricula in the North Central States from 1860 to 1918, Supplementary Educational Monographs, Vol. III, No. 3, June, 1921, University of Chicago, Chicago, Illinois, p. 251.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

High School Courses, 1861.- By 1861 the Male High School Course of Study was arranged in three major divisions: Classical Course, leading to the A. B. degree; Scientific Course, leading to the B. S. degree; and the Commercial Course, leading to a Commercial Diploma.

Officials of the high school reported as early as 1860 that:

> Graduates of the Classical Course who shall engage in the profession of teaching, or any other of the learned professions, for three years after they receive the Bachelor's degree, shall be entitled to the degree of Master of Arts, de jure. Other graduates, who shall not enter the learned professions, but who, in the opinion of the faculty, shall assiduously cultivate polite learning, for the space of three years, shall also receive, pro merito, the degree of Master of Arts.[76]

The two graduates in the first graduating class in 1859 received A. B. degrees. Both of them received M. A. degrees in 1862.[77] The high school discontinued this practice in 1912.[78]

---

[76] Annual Report, Louisville University and Public Schools, 1860, p. 16. Louisville: Board of Trustees.

[77] Annual Report, Louisville University and Public Schools, 1862, p. 16. Louisville: Board of Trustees.

[78] Old Matriculation Book. Principal's Office, Male High School, Louisville. An interesting record in this book is that of Charles B. Seymour. He entered Male High School in April, 1856, at the age of ten, and graduated from the four year course with the A. B. degree in June, 1860, at the age of fourteen. He received the B. S. degree in 1862, and the M. A. in 1863. Both of the latter degrees evidently were honorary degrees, as he was not enrolled in the high school after June, 1860.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Louisville Female High School.- In August, 1858, E. A. Holyoke, principal of Louisville Female High School reported:

> We are now prepared to give a thorough course of instruction in Mathematics, English Rhetoric, Composition, and Analysis, while the Latin and French are so taught as to aid the pupil in the knowledge of our own language, as well as make critical scholars in the grammatical contruction of those languages, as far as they are at present pursued, in the school.[79]

The course of study in the Female High School in 1859 is shown below:[80]

First Year	Second Year
Algebra	Algebra
English Analysis	Rhetoric
Physical Geography	U. S. History
Latin Grammar	Caesar
Latin Translation	French Grammar
French	Aesop's Fables to be translated into French

Third Year	Intermediate Department (One Year)[81]
Geogetry	Rhetoric
Analysis of English	English Analysis
History of U. S. concluded	Grammar
English History	High School Arithmetic
Virgil	Elementary Algebra
Stewart's Active and Moral Powers	History of the U.S.
	Physical Geography
	Philosophy
	Principles of Chemistry

[79] Annual Report, Louisville University and Public Schools, 1858, p. 30. Louisville: Board of Trustees.

[80] Ibid., June 30, 1859, pp. 51-52.

[81] The Intermediate Department was evidently the department between the elementary school and the high school.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

> All of the pupils have a weekly exercise in composition at the school rooms, while each grade is required to prepare written essays at home once in three weeks.

The report of the principal of Louisville Female High School in June, 1859, under the heading of Intermediate Department reads as follows:

> During the year, Grammar, Arithmetic, Physical Geography, History and the derivation of words were the branches peculiar to this department, while the pupils attended at their option, the lectures on the Natural Sciences, or joined the classes in French, Latin, Algebra and Rhetoric.[82]

2. High Schools in Smaller Kentucky Cities

Newport High School, 1866.- Newport High School was the second public high school in Kentucky. The course of study for this institution in 1866-1867 is characterized by the absence of English as a separate subject in all four years, although rhetoric is listed as a subject in the third year.[83] (See Appendix, 368). The note at the bottom of the course of study indicates that those wishing to prepare for college could take Greek in place of anatomy and physiology in the first year and natural philosophy in the second year.

---

[82] Annual Report, Louisville University and Public Schools, June 1859, p. 47. Louisville: Board of Trustees.

[83] Sixth Annual Report, Newport Public Schools, June 30, 1866, p. 24. Newport: Board of Trustees.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

It is interesting to note that in the Newport course for 1866-1867, there is an absence of English as a separate subject in all of the four years, although rhetoric is listed as a subject in the third year. The note at the bottom of the course of study indicates that those responsible for this curriculum intended it to serve as a preparation and training for life activities after graduation, rather than for admission to college.

Languages and science appear to have dominated many of the early high school courses of study. These courses were highly acceptable for meeting college entrance requirements, but they were also considered to be of great benefit to anyone, whether or not he went to college.

Superintendent W. H. Jones, of the Newport Public Schools, in describing the work of the high school in Newport in 1872, wrote:

> In the high school, four years are necessary to complete the course, which embraces most of what are ordinarily called the higher branches; and pupils who have gone through it have a tolerably thorough acquaintance with Algebra, Geometry, Trigonometry; can read and construe with passable accuracy the first two or three books of Caesar's Gallic Wars, of Aeneid, and five or six of Cicero's Orations; have a good insight into the etymology and syntax of the Latin language, are well grounded in the elements of the most popular of the Natural Sciences, and have a general acquaintance with English Literature and Ancient and Modern History. It will be seen that such a course affords what

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

> might well be considered a tolerably liberal education - liberal enough to serve as a basis for any professional training, with the exception of the Law, Medicine, and the Pulpit.[84]

Newport High School Course 1873-1874.- (See Appendix, pages 369-370). The course of study for Newport High School in 1873-1874[85] does not differ so much from the present day first year high school courses in Kentucky, as do those that have been discussed previously in this chapter. Latin and algebra are still included in a majority of the first year courses, history appears frequently, as will be shown later and physical geography is an occasional first year subject. In the second year there is even a greater similarity. General history, Caesar, geometry, and English literature are in the majority of present day Kentucky high school courses, although Latin and geometry are optional in many schools, particularly in special courses.

In the third year, the subjects which appeared in this curriculum and are still found in some Kentucky high school curriculums today are Latin, English literature,

---

[84] Annual Report, Newport Public Schools, 1872, p. 30. Newport: Board of Trustees.

[85] Annual Report, Newport Public Schools, June 30, 1874, pp. 129-130. Newport: Board of Trustees.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

and geometry. Philosophy has disappeared, but physics, the modern equivalent of natural philosophy, is still a common third year subject. The Constitution of the United States, which was the predecessor of our modern civics courses, no longer appears in present courses of study.

In the fourth year Latin, English or rhetoric, and chemistry, were the only subjects which appear frequently in modern courses. Elocution, drawing, penmanship, and astronomy have disappeared from practically all Kentucky high school courses.

The course of study for the Newport High School in 1874, is a good example of the courses of study in the larger and better class high schools at this period. The school operated on the two-term plan, although most subjects were continued throughout the year.

High School Courses of Study 1870-1885.- Typical examples of high school courses of study in Kentucky cities between 1870 and 1885 are those of Cynthiana, 1873[86]; Owensboro, 1873[87]; Frankfort, 1875[88]; Maysville, 1876[89];

---

[86] Annual Report, Superintendent of Public Instruction, 1873, pp. 121-122. Frankfort: Department of Education.

[87] Annual Report, Owensboro Public Schools, p. 23. Owensboro: Board of Education, 1872-1873.

[88] Annual Report, Superintendent of Public Instruction, 1875, p. 151. Frankfort: Department of Education.

[89] Annual Report, Maysville Public Schools, p. 7. Maysville: Board of Trustees, 1877.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Louisville, 1877[90]; Covington, 1876.[91] (See Appendix, pages 371 to 377). Of this group Cynthiana is a good example of the types of courses that were offered in the high schools in small towns and cities at this period. In the Cynthiana course of study natural philosophy is included in the freshman and sophomore course. This subject is known as physics today, and is the one science which has been taken over from the early courses of study and is included in almost all modern high school courses. Astronomy, Greek, surveying, mental philosophy, moral philosophy and logic, all of which were taught in Cynthiana High School in 1872-1873, are no longer offered in high school. Courses such as these were dropped for the reason that colleges laid less stress on them for entrance requirements and because the subjects seemed poorly fitted to prepare for life activities or college work. The high schools in the two larger cities, Covington and Louisville, offered much larger programs than did the schools in the smaller towns, but the general nature of the subject offerings was the same.

---

[90] Annual Report, Louisville University and Public Schools, 1877, p. 61. Louisville: Board of Trustees.

[91] Annual Report, Public Schools, Covington, Kentucky, June 30, 1876, p. 24. Covington: Board of Trustees.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Analysis of Courses of Study 1875-1885.

Judy made an analysis of high school courses of study in Kentucky between 1875 and 1885 and made a composite list of all the subjects that were being offered in that period. The list given below includes the subjects he found in the high school courses at that time.[92]

1875-1885

First Year	Second Year
Reading	Latin
Spelling	French
Composition	Rhetoric
Higher Arithmetic	Physiology
Natural Philosophy	Natural Philosophy
Grammar	Geometry
Algebra	English Literature
Physiology	General History
Geometry	Bookkeeping
Bookkeeping	Music
Latin	Botany
Music	Composition
Rhetoric of Expression	Declamation
Greek	Greek
Botany	Virgil
French	Physics
German	German
Natural History	

Third Year	Fourth Year
Latin	Moral Philosophy
French	Constitution of U.S.
Moral Science	Logic
Astronomy	Latin
Music	Greek
Political Economy	Physics
Mental Philosophy	German
Greek	French
Trigonometry	Surveying
Surveying	Political Economy

---

92 E. Keevil Judy, "Reorganization of Secondary Education in Kentucky", pp. 104-107. Unpublished Master's Thesis, University of Kentucky, 1932.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Chemistry
German
Analytical
Geometry
Declamation
Geology
Logic
Mental Philosophy
Plane Geometry
Composition
Sallust
Greek Testament

Astronomy
Declamation
Composition
Cicero
Zenophon's Anabasis
Virgil

An examination of this composite early curricula of Kentucky High Schools, indicates (1) a great lack of uniformity with respect to the grade placement of subject matter, (2) great emphasis upon classical and foreign language (3) a heavy loading of mathematics in all years, and (4) an abundance of natural sciences. This would lead to the assumption that the early high school curriculum were largely classical and college preparatory in nature. Since 1885 reading, spelling, natural philosophy, rhetoric of expression, Greek, moral science, astronomy, mental philosophy, surveying, geology, logic, Greek Testament, moral philosophy, and Zenophon's Anabasis have been omitted from practically all Kentucky high school courses of study.

The Evolving Secondary Curriculum

After the passage of the graded school law in 1888 and the classification of cities according to the constitutional provision of 1891 mentioned in the earlier portion

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

of this chapter, public interest in education beyond the elementary schools took on new life. Many communities began to offer one or more years of high school training besides voting taxes on themselves for better school buildings and equipment. This new impetus carried with it the idea of providing students with more electives than they had been offered previously, although in practice only the larger high schools were able to offer a good choice of courses to their students. Thus it was unfortunate that most of the new high schools were unable to offer more than a limited number of subjects, which were usually those that the colleges required for entrance. Examples of the high school courses of study of this period are those of Ashland High School,[93] Hopkinsville High School,[94] Somerset High School,[95] and Louisville Male High School,[96] the two last mentioned being large city high schools. (See Appendix, pages 378-381).

---

[93] Annual Report, Ashland Public Schools, p. 60. Ashland: Board of Education. 1894.

[94] Annual Report, Hopkinsville Public Schools, p. 16. Hopkinsville: Board of Education, 1899.

[95] Furnished by C. H. Purdom, Principal of Somerset High School.

[96] Annual Report, Louisville Public Schools, p. 61. Louisville: Board of Education, 1895.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

An example of the course of study of a small three year high school is that of Versailles High School in 1900-1901.

COURSE OF STUDY--VERSAILLES HIGH SCHOOL
1900-1901
97

First Year	Second Year
Grammar	General History
Arithmetic	Rhetoric
Physiology	Algebra
Physical Geography	Plane Geometry
Algebra	Caesar
Latin	Cicero

Third Year

Rhetoric
Literature
Psychology
Physics
Geology
Solid Geometry
Trigonometry
Virgil

The Mount Sterling High School course of study for 1900-1901[98] is an example of the limited curriculum offered by one of the older high schools at the beginning of the century. (See Appendix, page 382). It furnishes added proof to the statement that the small city and town high schools offered few subjects other than those meant to

---

97 Annual Report, Superintendent of Public Instruction, 1901, p. 511. Frankfort: Department of Education.

98 Copy of course of study supplied by H. A. Baab, former Superintendent of City Schools, Mt. Sterling.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

prepare a student for college, being made up almost entirely of traditional "college entrance" requirements.

Further Expansion of High School Curriculums

The high schools in the cities and towns continued to grow and expand their curriculums after 1900, this growth being especially noticeable in the larger schools. A representative course of study of the larger high schools of about 1908 is that of Bowling Green High School.[99] (See Appendix, pages 383-384).

The Bowling Green Course of study omitted astronomy, psychology and trigonometry, subjects which had been offered in the Versailles and Mt. Sterling high schools in 1900-1901. English History, vocal music, mythology and constitutional history were added. Of the latter group only vocal music and English history are offered today by most large high schools.

Maysville High School, 1900.- Another example of the type of course of study offered in city schools in 1900 is that of Maysville.

---

[99] First Course of Study of the Bowling Green High School, 1908-1909. Supplied by L. C. Curry, Superintendent Bowling Green City Schools.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

COURSE OF STUDY--MAYSVILLE HIGH SCHOOL
1900-1901
100

First Year

First Term	Second Term
Arithmetic	Algebra
Latin	Latin
English History	English History
English Composition	Rhetoric

Second Year

First Term	Second Term
Algebra	Algebra
Latin	Latin
Rhetoric	English Literature
Physiology	Civil Government

Third Year

First Term	Second Term
Geometry	Geometry
Latin	Latin
Shakespeare	American Literature
Ethics	Botany
Cicero*	Cicero*

*Spelling, Monday, Wednesday and Friday.
*Cicero, Monday, Wednesday, and Friday.

The course of study shown above was that used in the boys' department of the high school. The high school was organized with two departments. For the purpose of comparison the course of study of the girls' department is shown on the next page.

---

100 Course of Study and Daily Program, Public Schools, Maysville City Schools, p. 16. Maysville: Board of Education, 1900.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

PROGRAM OF DAILY WORK IN GIRLS' DEPARTMENT, MAYSVILLE HIGH SCHOOL
1901
101

First Year

First Term	Second Term
Spelling	Spelling
History	History
Arithmetic	Algebra
Composition	Rhetoric

Second Year

First Term	Second Term
Spelling	Spelling
Physiology	Civics
Algebra	Algebra
Rhetoric	English Literature

Third Year

First Term	Second Term
Spelling	Spelling
Ethics	American Literature
Geometry	Geometry
Shakespeare	Botany

A comparison of the courses of study of the two departments of the Maysville High School shown above, shows that in all years, the girls' curriculum contained only three subjects, Latin being omitted. The girls took spelling four times a week, instead of three. This practice would lead to the assumption that the school authorities felt that the girls were not considered able to handle the language, and required a somewhat lighter subject load than the boys.

---

101 Course of Study and Daily Program, Public Schools, Maysville City Schools, pp. 17-18. Maysville : Board of Education, 1900.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Lexington High School, 1900.- An example of a two year city high school course aimed primarily at preparing students for entrance into the academical department of the University of Kentucky, is that of the Lexington High School, in 1900-1901.

HIGH SCHOOL COURSE 102
LEXINGTON, KENTUCKY, 1900-1901

(This course is designed primarily to prepare graduates for entrance into the State College of Kentucky and Kentucky University.)

First Year	Second Year
Algebra	Algebra (1/2)
U. S. History	Geometry (5 books)
Literature and Composition	World History
Physical Geography (1/2)	Literature and Composition
Botany (1/2)	Civics (1/2)
Latin	Economics (1/2)
Music	Latin (Caesar)
Physical Culture	Music
	Physical Culture

This school offered in its two year course, two years of each of the following: Mathematics, history, English, Latin, and one year each of science and political economy. It is evident that only those students who expected to enter the academical department of the university would profit from attendance at this school.

---

102 Annual Report, Lexington, Kentucky Public Schools, pp. 60-61. Lexington: Board of Education, 1900-1901.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Henderson High School, 1908.- The Henderson High School Course of Study of 1908[103] is an example of a large city high school course at the period of the adoption of the law requiring all counties to provide high school training for all eighth grade graduates. It is indicative of the progress that the independent cities were making before a state system of high schools was authorized. It was organized on a different basis than that of most schools; 180 credits being required for graduation. The course is given in detail in the Appendix, pages 385-392 as it outlines briefly the content of the various courses. The school was organized on the semi-annual promotion basis. Ten credits were given for the pursuance of a full year's work in any course.

Education was offered in this course because of the fact that before 1906 there were no teacher training institutions in Kentucky.[104] High school graduates were trained with the idea in view that some of them were to become teachers. Education appears in the curriculum of several of the larger schools whose courses of study are cited in this chapter.

---

[103] Annual Report, City Schools, Henderson, Kentucky, June 1908, pp. 24-29. Henderson: Board of Education.

[104] M. E. Ligon, op. cit., page 444.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Differentiated Curriculums.- By 1910, the practice of offering differentiated curriculums had become the vogue in many of the city high schools. The titles given these curriculums were usually: Scientific Course, Classical Course, College Preparatory Course, and Commercial Course. An example of a differentiated curriculum of this period is that of Newport High School in 1913.[105] (See Appendix, pages 393-394).

This differentiation was more a suquential arrangement of subjects than one based upon pupil need and interest, with the exception of the commercial course, which offered commercial subjects in the first, third and fourth years, in addition to the English, history, mathematics, sanitation, and civics requirements in the various years.

Falmouth High School, 1918.- An example of the type of curriculum offered by a small city high school in 1918-1919 is that of the Falmouth High School.[106] (See Appendix, page 395).

This curriculum is interesting in that the classification of subjects offered is uniform throughout the four years: the major divisions being English, mathematics, Latin,

---

[105] Annual Report, Newport Public Schools, 1913-1914, p. 24. Newport, Kentucky: Board of Education.

[106] Annual Report, The Pendleton County Public Schools, 1918-1919, p. 8. Falmouth, Kentucky: Falmouth City and Pendleton County Boards of Education.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

history and science. It is characterized by the absence of any vocational subjects, home economics, music, art, physical education, or any elective subjects, and is typical of the type of curriculums offered by small city high schools at that period. It is purely college preparatory in its make-up.

Curriculums in Small High Schools, 1923-1924

Barnes[107] included in his study of the small high schools an analysis of the courses offered by 407 of the 543 high schools of the State. He chose high schools having from one to four teachers. Table XI indicates the subjects taught in these high schools for the year 1923-1924, the number of schools offering each course, enrollment in each course, and the percentage of the total enrollment in each course. Algebra I was the most commonly taught subject of all, being offered in 99.2 per cent of the schools. Algebra I was followed in frequency by rhetoric and composition, Latin I, American literature, geometry, ancient history, Latin II, algebra II, and English Literature in the order named. Courses in physiology, physical geography, sociology, economics, home economics, and four of the five courses in agriculture were offered by less

---

[107] George I. Barnes, A Study of the Small High Schools in Kentucky with Recommendations for Their Improvement, p. 38. Frankfort: Department of Education, 1927.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

than ten per cent of the 407 schools.

These facts show that the curriculum of most of the high schools of Kentucky in 1923-1924 was dominated by the so-called college entrance subjects. The small high schools of the State today are offering narrow programs of study much as they did in 1923-1924, due primarily to their small enrollments and lack of funds to add a variety of newer courses. When they find it possible to offer only a few subjects they resort to those which are commonly demanded or most frequently accepted by the colleges.

Recent Courses of Study.- Examples of more recent courses of study representative of the various types of school districts, are those of Jenkins-McRoberts High School, 1927[108]; Owensboro High School, 1932[109]; Picadome High School, 1933[110]; and Middlesboro High School, 1938[111]. (See Appendix, pages 396-400.) The Jenkins-McRoberts

---

[108] Course of Study of the Jenkins-McRoberts High School, 1927-1928, p. 8. Jenkins, Letcher County: Board of Education.

[109] Organization Sheet, Owensboro High School, 1931-1932. Files of the State High School Inspector, Frankfort, Ky.

[110] Course of Study, Picadome High School, 1931-1932. Furnished by D. Y. Dunn, County Superintendent, Fayette Co.

[111] Course of Study for Middlesboro High School, 1938-1939. Supplied by P. L. Hamlett, Principal, Middlesboro, Kentucky.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE XI

COURSES OFFERED IN 407 KENTUCKY HIGH SCHOOLS HAVING FROM ONE TO FOUR TEACHERS, 1923-1924

111a

Courses offered by groups	Number schools offering each course	Per Cent schools offering each course	Enrollment in each course	Per cent of total enrollment in each course
GROUP A--English				
Rhetoric & Composition	394	96.8	6627	37.7
American Literature	311	76.4	3664	19.1
English Literature	213	52.3	2324	16.1
Grammar & Classics	189	46.4	2057	11.7
GROUP B--Social Science				
Ancient History	275	67.5	4783	17.2
Modern & Medieval History	181	44.4	2541	14.4
English History	145	35.6	2051	11.6
United States History	178	43.7	2150	12.2
Economics	10	2.4	133	0.8
Civics	137	33.6	1526	8.6
Sociology	18	4.4	148	0.8
GROUP C--Mathematics				
Algebra I	404	99.2	6442	33.7
Algebra II	223	54.7	2504	14.2
Geometry	293	71.9	4000	22.7
Arithmetic	174	42.7	1888	10.7
GROUP--Language				
Latin I	352	86.4	5011	28.5
Latin II	171	66.5	2545	14.4
Latin III	41	10.0	272	1.5
Latin IV	15	3.7	100	0.6
French I	37	9.1	404	2.3
French II	20	4.9	156	0.9
Spanish I	10	2.4	134	0.8
Spanish II	7	1.7	68	0.4

111a George I. Barnes, A Study of the Small High Schools in Kentucky with Recommendations for Their Improvement, p. 38. Frankfort: Department of Education, 1927.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE XI (Continued)

Courses offered by groups	Number schools offering each course	Per Cent schools offering each course	Enrollment in each course	Per Cent of total enrollment in each course
GROUP E--Science				
General Science	199	48.8	3523	20.1
Biology	86	21.1	1348	7.7
Physics	105	25.7	1003	5.7
Chemistry	27	6.6	279	1.6
Physical Geography	37	9.1	362	2.1
Physiology	26	6.3	329	1.9
GROUP F--Agriculture				
Farm Crops	47	11.5	628	3.6
Animal Husbandry	29	6.8	378	2.2
Soils & Farm Shop	33	8.1	396	2.3
Farm Management	18	4.4	211	1.2
General Agriculture	20	4.9	320	1.8
GROUP G--Home Economics				
Home Economics I	39	9.5	611	3.5
Home Economics II	26	6.3	372	2.1
Home Economics III	6	1.4	66	0.4
Home Economics IV	11	2.7	63	0.4

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

was largely college preparatory in nature. As has been pointed out earlier in this chapter, this was a characteristic of all small high schools until about 1923, at which time the State courses of study began to emphasize a four year curriculum in agriculture and home economics. The Owensboro course offered a wide selection of subjects in all four years. Manual training, home economics, commercial subjects, physical education, music, modern and classical language, mathematics, science, art, and social science were present in all grades of the high school. Picadome High School at Lexington is one of the larger six year county high schools. Its program in 1932 included in the required fields, six years of English, five of social studies, four of mathematics, two of science, with optional courses in science, social studies, modern and classical languages, and agriculture and home economics. Aside from the courses in home economics and agriculture the program offered is largely a traditional high school program. The Middlesboro High School program in 1938, which is typical of the majority of city high schools, is composed practically entirely of "college entrance" subjects in the general course. The business course provides two years of commercial work in grades eleven and twelve respectively. Pupils are required

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

to select one or two activities each, nine of which are listed.

Up to this point there have been shown curriculums of Kentucky high schools from 1857 to 1938. The schools shown have been selected because of the availability of the material. The curriculums presented are representative of the various size high schools in the state and cover the period from the organization of the firstpublic high school to the present.

Tables B to I on pages 434-452 of the appendix show the change that has taken place in the curriculums of some of the older high schools during the last sixty years. They show very definitely how the high school curriculum has evolved and how the offerings of individual schools have increased and expanded to meet the demands of increased enrollments and the changing philosophy of curriculum construction.

Evolution of Subjects

For the purpose of discussing the evolution of subjects, introduction of new subjects and the dropping of old subjects, modern terminology will be used in designating certain groups of subjects such as social studies, English, etc. A reference to the tables presented on the foregoing pages will show that many new subjects have been introduced

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

in Kentucky high schools during the past century, and many others have disappeared while some have moved up or down in the educational scale.

A. Mathematics

The mathematics which was offered by the early high schools of Kentucky was of a type designed to give training in mental discipline. There was little of the practical in many of the courses, although some courses such as surveying, were more practical in that era than they would be today. The usual subjects in the mathematics group were algebra, arithmetic, plane geometry, solid geometry, and trigonometry. Surveying and analytical geometry were offered by a few schools. The change that has taken place in the mathematics offerings is manifested chiefly in two ways. First, there has been an elimination of some of the subjects, such as analytics and surveying, and a decline in trigonometry. This change is noticeable about 1900, but there are still some schools that have not responded to the progressive changes being made by the country at large. Secondly, there has been some additional time given to such subjects as algebra and geometry, and new material has been introduced into these subjects.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Arithmetic, algebra and geometry have held the field in mathematics. Arithmetic is found in all years of the courses. In the majority of the courses it is found in the first year. The fourth year holds second place. Algebra is offered in the first and second years and has been universally a required subject. The time devoted to algebra varies from one year. Geometry has gradually moved to the third or fourth year. In most cases it is offered in the third year and follows algebra. Solid geometry and trigonometry are usually half year subjects, the former being offered generally in the third year, and the latter in the fourth.

A pronounced change is evident in the content of arithmetic. This can be noticed by the textbooks that are used. One of the texts that was commonly used about 1875 was Ray's "Higher Arithmetic". [112] In addition to the usual arithmetical topics, this book contained such topics as circulating decimals, aliquot parts, exchanges, annuities, equations of payment, etc. This book had for one of its purposes mental discipline. By 1900 a different type of arithmetic was being offered, but only the more progressive schools were

---

[112] Joseph Ray, Ray's Higher Arithmetic. Cincinnati: W. B. Smith and Company, 1858. Pp. 208.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

using it. The extremely impractical topics were dropped and more practical topics were added. The change that has taken place in mathematics has come about as the result of changed textbooks and changed technique of teaching on the part of those who were influenced by the work of educational agencies.

Gemoetry is still a required subject for entrance into the Universtiy of Kentucky. There has been a change, however, in the nature of the content. Originally all of the proofs were given in essay form and no exercises were provided. Later exercises were added and by 1911 the unit page which set up one proposition in such a way as to aid the eye was in use. Wentworth was a pioneer in this field, and the Wentworth and Smith text was the adopted text in Kentucky from 1930 to 1935. At present Strader and Rhoads Geometry is the state adopted text in Kentucky.113 This text uses the unit page arrangement.

B. Science

The following sciences were offered in the early high schools in Kentucky: astronomy, physical geography, physiology and natural philosophy. Astronomy is found in some of the courses as late as 1910. Physical geography and physiology are still found in some present day courses.

---

113 J. L. Strader and A. C. Rhoads, Plane and Solid Geometry. New York: The John C. Winston Company, 1933

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Physiology was a first year subject with a few schools offering it in the second year. Physical geography was found in the first and second years. Most schools now place it in the first year. These two subjects were often offered as half year subjects, making a unit of science.

Except for the early period in the development of the high school in Kentucky, natural philosophy was seldom found. It was a popular course until about 1885. It was succeeded by physics and chemistry, which subjects appear in practically all four year high school courses today. Botany and zoology appeared frequently in the courses before 1900. In the early period geology and natural history are frequently listed. Biology came into the course about 1910, and appears to be displacing botany and zoology as a second year science. It also appears in some first and third year courses.

General science which draws from all of the sciences, and attempts to put the pupil in touch with his environment in such a way as to help him understand it, was introduced at about 1915. It is placed in the first year almost without exception. This has been hailed as one of the most far reaching changes in the secondary school course. Such a change is an outgrowth of the changed educational philosophy, which seeks to have the subject matter fit the capacities, experiences, and abilities of the child, rather than to fit the child into the subject matter.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Health and Hygiene are now found in many of the courses of the last twenty years. The matter of health has not received its share of attention in the past and even now is not given an importance and dignity equal to that accorded other subjects. Physical education appears in the courses of the last ten years more frequently than in the earlier courses. In 1937 the State Department of Education published a physical training manual for Kentucky schools.[114] This is the first publication of its kind ever issued by the state department.

The changes in the sciences are toward a greater emphasis upon biological sciences. The textbooks[115] and names of courses indicate that the sciences of the secondary schools are more directly related to the everyday life and experience of the pupils than they were in the earlier period.

---

114 A Physical Training Manual for Kentucky Schools. Kentucky Education Bulletin, Vol. V, No. 5. Frankfort: Department of Education, July 1937. pp. 1-195.

115 Wood and Carpenter, Our Environment Series. Chicago: Allyn and Bacon, 1929. Pp. 1792.
Hunter and Whitman, Science in Our Social Life. Cincinnati: American Book Company, 1932. Pp. 364.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

C. English

In English the usual courses have been grammar, composition, rhetoric, and literature. During the early years of the high school in Kentucky, there seems to have been no agreement as to what should be included in the offerings in English. Composition is found in all years of the course. Declamation, elocution and speech appeared frequently. Rhetoric is found in all years of the course but most frequently in the first and second years. Grammar is found in the first and fourth years but most frequently in the first. Selected readings are found in the courses in the beginning. At a later date these "Selected Readings" took on the more dignified title of English Classics. After 1890 it is quite common to find in the courses subjects entitled American Literature and English Literature. These subjects appear in the second, third, and fourth years. About 1900 the term "English" began to appear in the courses of study. Since that time it has been difficult to determine the content of the subjects offered in English. This subject has developed in significance as possibly no other subject has. The trend in the present English courses seems to be away from a study of the history of literature toward a study of literature itself for appreciation. All schools in Kentucky now require at least three years of English for graduation, and the majority require four years.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

D. Social Studies

Under the general head of "Social Studies" are included history, civics and political economy. The term civics is used today to denote politics, political philosophy, constitution science of government, and civil government. The early courses were usually ancient history, United States' constitution, political economy and civil government. Ancient history later came to be known as "Early European History." General History was introduced early in the first and second years. Medieval and modern history followed ancient history in logical sequence, but there is little evidence of the correlation of these subjects. English history has been given in all grades but appears most frequently in the third year. American history and civics have shifted from the first and second years in the early curriculums to the third and fourth at the present. Political economy was offered in the third and fourth years in the early period, which position it still holds. Community civics, problems of American democracy and sociology are new courses which have been introduced into the courses since 1910. The tendency has been to require American history and civics in the fourth year. The titles of courses offered in the social studies indicate that at present more time is being

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

devoted to that field than formerly and that the emphasis is being shifted from the machinery of government to the developing of civic attitudes. This is especially true of community civics and American democracy.

E. Foreign Language

The curriculums of the early high schools invariably contained Latin, and Greek appeared quite frequently also. Other languages listed are French, Spanish and German. The usual sequence found was: first year Latin, Caesar, Cicero and Virgil. Latin still appears in the majority of courses, but is limited in many to the first two years. Greek usually appears in the second year. Xenophon, Homer and Herodotus were the authors most frequently listed. Greek was not found in the schools after 1911. German was a very popular language until 1918, when the reaction toward German because of the World War, caused it to be eliminated from many high school courses. It has reappeared in courses in the last decade. French has been taught throughout the entire history of the high schools in Kentucky. Beginning French and German were offered in all years except the fourth. The second and third years seem to be the popular years for beginning the modern languages. Spanish appears after 1900.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

F. Miscellaneous Subjects

Mental philosophy, moral philosophy and logic are almost invariably offered in the fourth year of the early courses. Pedagogy and psychology appear as fourth year subjects. Declamation and speech have been taught in all years. Since 1910, manual training and home economics have been prominent in the courses. They have been taught in some form in all the years. In the early period bookkeeping was offered in the first and second years of the course. Now it is commonly found in the second, third and fourth years. Stenography, typewriting, commercial arithmetic, commercial law, commercial geography, business correspondence, and salesmanship are the offerings added in the more recent years. These subjects were found in all years but the tendency has been to place them in the second, third, and fourth years. Since about 1917, subjects in the various fields of agriculture have appeared. These new subjects are distributed through all four years.

Vocational Education

In 1917 the Federal Smith-Hughes Bill for vocational education became a law. Kentucky accepted the provisions of the act immediately and organized a State Board for Vocational Education. This act as it is administered in Kentucky required that:

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

> All communities desiring to receive funds from the Federal Government through the State Vocational Board, must meet every Federal dollar with a local dollar------The requirements of the State Vocational Education Board make it necessary for the local school applying for Federal aid to furnish equipment, suitable buildings, grounds, and a properly qualified teacher meeting the requirements set forth in the plan for said work.[116]

Sixteen high schools received aid for the teaching of agriculture, and twelve for the teaching of home economics in 1919.[117] These courses are optional with the students of the high schools where they are offered.

Table XII shows the growth of vocational education in Kentucky since this addition was made to the curriculums of high schools in 1917. The table shows a steady growth in all phases of this work. Today there is a state supervisor of agriculture, a state supervisor of vocational home economics, and a state supervisor of trades and industries. The courses in agriculture are given in the rural high schools and trades and industries are given in the city schools. The home economics courses are given in either the urban or rural schools.[118]

---

[116] Annual Report, Superintendent of Public Instruction, 1919, p. 177. Frankfort: State Department of Education.

[117] Ibid., p. 178.

[118] There are two separate trade schools in the State. Ahrens Trade High School in Louisville enrolled 977 pupils in 1937-1938, and the Owensboro Vocational High School in Owensboro enrolled 39 pupils the same year.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE XII

GROWTH OF VOCATIONAL EDUCATION IN KENTUCKY
1917-1937

Year	Number and Types of Classes and Departments				Enrollments			
	Agriculture	Home Economics	Trades	Total	Agriculture	Home Economics	Trades	Total
1917-1918	8	8	10	26	171	344	137[a]	652
1927-1928	101	30	71	201	3603	921	1423[a]	5947
1936-1937	176	105	76	357	5594	3884	3130[b]	12608

[a] Biennial Report of the State Board for Vocational Education, 1929-1931, p. 7. Frankfort: Department of Education, June 1928.

[b] Report of the Superintendent of Public Instruction, Kentucky Educational Bulletin, Vol. V, No. 10. Frankfort: Department of Education, December 1937. p. 19.

III. The State Course of Study

The State began in 1908 to specify the kinds of curriculums the high school should offer. This came about as a result of an act of the general assembly which gave the State Board the power to prescribe a course of study in connection with the compulsory county high school law.[119] This law brought into existence a large number of high schools that needed supervision and guidance. It was for the purpose of making these high schools effective instruments for the welfare of each community that the General Assembly delegated to the Department of Education the authority to determine the kinds of curriculums to be given in the county high schools. The law also gave the Department of Education power to approve high schools. If a high school met the requirements set up by the State Board of Education, it could be approved as a first, second or third class high school, according to the number of years of work offered. This regulation forbids any local board of education in any type of district to spend money for the employment of teachers in a high school unless the school has been approved by the State Department of Education.[120]

---

[119] Session Acts of Kentucky, 1908, Chapter 56, pp. 138-139, 142.

[120] Report of Superintendent of Public Instruction, 1929, Part I, p. 87.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

The first course of study issued in 1908 is given in full in the appendix, pages 401-403.

A letter of transmittal printed on the reverse side of the front cover of the bulletin containing this first State Course of Study,[121] reads as follows:

KENTUCKY
Department of Education

Frankfort, July 28, 1908

Today I am mailing you Bulletin No. 5, published in compliance with Sections 8 to 14 of the County District School Law. The Courses of Study of the County High School are prepared by direction of the State Board of Education. I suggest that you make a study of the County High School, and that every county make ready for the establishment of the best possible County High School. The County High School is a great advance. The new law is a great system. Kentucky moves. Every encouragement is on hand--almost. Motto: A chance for every child in Kentucky to have a good high school education.

This course of study is a High School Course--not a Primary nor a Grammar Curriculum. One of the five courses can be maintained by each county in the state. The "English Course" is a very modest course of study--but required in every detail. At least every school may be able to maintain the first two years of the "English Course", thereby coming under the law of the classification "Third Class High School." Shall we make a beginning?

J. G. Crabbe
Superintendent of Public Instruction

---

[121] The County High School Course of Study, p. 23. Bulletin No. 5, First Series. Frankfort, Kentucky: Department of Education, 1908.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

This program of studies was well adapted to the needs of the city high schools, but it was not practical for the small high schools found in both county and graded school districts. Hence the state program was revised in 1911, 1916, and 1919. In 1919 Greek, commercial correspondence, stenography, typewriting, commercial law, accounting, and banking and finance were eliminated from the 1908 program of studies, and drawing, elementary agriculture, industrial geography, manual training, home economics, zoology, trigonometry and psychology were added. This program of studies was divided into three types of curriculums: Classical, Scientific, and English. In 1916 general science and solid geometry were added, and a one-year course in biology was permitted in place of botany and zoology, both of which were one-half year subjects. In 1919 only one subject was added--rural life studies, and the arrangement of the program of studies was left unchanged. The program of studies adopted by the State Board of Education for 1911, 1916 and 1919 are quoted here as they appear in these years. The subjects which were required are shown in capital letters. (See Appendix, pages 404-409.)

Revision of 1923.- The standard course of study was revised again in 1923. (See Appendix, pages 410-411.)

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Revisions were submitted for schools having three teachers or fewer,[122] and four teachers or more.[123] In this revision several new courses were added. The revision for the schools having fewer than three teachers added the following courses: Literature and public speaking as a required subject in all years, eliminated French and German as an elective, and offered agricultural subjects as an elective in all four years. It is interesting to note that this course offered both English and literature and public speaking as required subjects in all four years, although no credit was given for the latter subjects. The revision for schools having more than four teachers contained a much more diversified program, but required literature and public speaking in all years.

The two standard courses for 1923 are characterized chiefly by the addition of four years of agriculture and the inclusion of literature and public speaking as a required non-credit four year course.

---

[122] George Colvin, Laws, Synopsis of Course of Study, Rules and Regulations Relative to Classification and Administration of Kentucky High Schools, p. 6. Educational Monograph, No. 1. Frankfort: Department of Education, January 1923.

[123] Ibid., p. 20.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

In 1927 the State Department of Education published a 312 page Manual of Programs and Courses of Studies for Kentucky High Schools.[124] It presented curriculums for four types of high schools; namely, type A--Grades 9-12; type B--Grades 7-12; type C--Grades 9-12; type D--Grades 7-12. Under each type a curriculum was offered for one, two, three and four teacher schools. Type A suggested a curriculum for small schools whose major interest was social studies. Type B suggested a curriculum for six year schools whose interest was social studies. Type C suggested a curriculum for small schools whose major interest was agriculture and home economics. Type D suggested a curriculum for small high schools, grades 7 - 12, whose major interest also was agriculture and home economics.

These courses were organized as follows:

1. Constants. Those courses containing integrating materials for all:

2. Variables. Consisting of:
   a. Core courses leading directly to one's objective.
   b. Electives. Allied to one's objective or satisfying one's special interest and inclination.

---

[124] J. B. Holloway and Mark Godman, Manual, Program and Courses of Study for Kentucky High Schools, 1927. Frankfort: The State Journal Company.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Space does not permit the presentation of these different courses, but an examination of them indicates that the following subjects appear for the first time in the State courses of study: Community civics, occupations, physical education, problems of democracy, and related art. Guidance and extra-class activities are included also as a part of each of these courses. The same publication presented under "Suggested Curriculums for the Large High School"[125] six different curriculums for large high schools: curriculum number one--major interest English; number two--major interest Science; number three-major interest social sutdies; number four--major interest Commercial Subjects; number five--major interest Agriculture; number six--major interest Home Economics.

These curriculums also were organized around constants and variables, but added no subjects which had not been included in the curriculums of the small high schools referred to on the preceding page.

Revision of 1930.- The program of studies published by the Department of Education in 1930 made some revision

---

[125] J. B. Holloway and Mark Godman, op. cit., p. 51.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

in the curriculums then in use.[126] A one year course in citizenship was recommended instead of a half year course in civics and occupations, or a year of European History. Some courses were shifted to other years, and in a few instances two or three courses were added as electives in the junior and senior years. New combinations with a greater variety of curriculums were arranged. Representative samples of the revised curriculums as approved by the State Board of Education in 1930 are included in the Appendix, pages 412-417. These curriculums apply alike to white and colored schools.

The curriculums cited were for the guidance of high schools employing five teachers or less. They were prepared with the purpose in mind of helping the five types of pupils who were attending high schools in Kentucky.

These types were:

1. A small but very important group comprising those who are preparing for college and institutions of higher learning.

2. A large group of farm boys who will ultimately become farmers.

---

126 The High School Curricula, Unpublished Bulletin, State Department of Education, Frankfort, August 1930.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

3. A larger group preparing to enter the commercial pursuits.

4. A much larger group preparing to enter the various trades and industrial pursuits.

5. A still larger group who will, because of traditions and social customs, become our home makers.[127]

In the year 1929-1930, the year before these curriculums were first used in their revised form, there were 723 approved high schools in the State. Of this number, 550, or seventy-five per cent, were taught by four teachers or less.[128] Thus it is evident that this state program of studies was well adapted to almost all the county and graded high school districts, as well as some of the smaller high schools in the fourth class cities.

The most recent revision of the State Course of Study is that made in 1933.[129] It presents separate curriculums for, (1) four year senior high schools; (2) three year junior high schools; (3) four year junior high schools, and (4) six year high schools. Thirteen different curriculums

---

127 Annual Report, Superintendent of Public Instruction, 1931, p. 170, Part I. Frankfort: State Department of Education.

128 Ibid., Part II, p. 6.

129 Organization and Administration for High Schools, 1933. Kentucky Educational Bulletin, Vol. 1, No. 6. Frankfort: Department of Education, August 1933.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

are suggested for schools employing three or more teachers, under the captions academic, agriculture and home economics and commercial education. An examination of these curriculums reveals that the only new courses appearing which were not present in any of the former state courses of study are: economics, sociology, citizenship, and shorthand and office practice.

This publication considers the need for definite junior and senior high school courses on the three-three plan. The standard course recommend for the three year senior high school is presented as an example. (See Appendix, page 418).

According to the state high school supervisor a revision of the state course of study for high schools is now under way, but will not be ready for publication before the Fall of 1938.[130]

Table J (Appendix, pages 453-456), shows the changes that have taken place in the State high school curriculum from its origin in 1908 to the present.

---

[130] Mark Godman, State high school supervisor; Frankfort, Kentucky. Personal interview, April, 1938.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Changes in the State Course of Study, 1908-1933

A reference to Table J indicates that since 1908, the date of the first appearance of a state curriculum, it has undergone periodic change. Each new course published set up new curriculums and included new subjects, with a view to meeting the requirements of the ever increasing number of schools and the various types of organization requiring special curriculums. They have, however, in the main, been formulated for the county high school systems rather than for the city school. The city schools have been fortunate in having better trained teachers, more facilities and greater financial support, and have made greater progress in the matter of curriculums than the county systems. The subjects appearing in the present state course of study which were not given in the first state course of study in 1908 are: home economics, industrial arts, physical education, vocational civics, agriculture, problems of democracy, sociology, and extra-class activities. The subjects which have disappeared from the earlier state courses are: Greek, physiology and hugiene, penmanship and spelling, English history, and pedagogical psychology. Practically all of the other subjects listed in the present state course appeared in some form in the original course of 1908.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

In the light of the evidence presented in this chapter, it is indicated that the change which has taken place in the state curriculum in the last thirty years centers about the organization, administration and presentation of subject matter, rather than in the courses offered.

IV. Factors and Purposes Influencing the High School Curriculum in Kentucky

In the preceding pages of this chapter there has been presented (1) a history of the development of the public secondary school in Kentucky, and (2) a presentation of the development of the secondary school curriculum in the State. The present section will discuss the factors and purposes which influenced the development of the secondary school curriculum in Kentucky since its beginning.

Influence of the Academy and Seminary

The earliest public secondary schools in Kentucky patterned their curriculums on those of the Kentucky academies and seminaries which had preceded them. This was a very natural outcome of the fact that the early high schools evolved directly out of the academies and seminaries, as was shown in Chapter IV. The subjects offered in the early high schools paralleled in practically all cases those of

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

the academy. The course of study of Louisville Male High School in 1859, and that given by Greenville Institute in 1857, are good examples of this fact. The subjects offered by the two institutions while not identical are very similar.

COURSES OF STUDY

Louisville Male High School (1859)[131]	Greenville Institute(1857)[132]
Astronomy	Astronomy
Criticism	Criticism
Greek	Greek
History	History
Ancient	Greek
Modern	Roman
United States	U.S. & Constitution
Human Mind	Mental Science
Latin	Latin
Literature	Literature
Mathematics	Mathematics
Algebra	Arithmetic
Geometry	Algebra
Trigonometry	Geometry
Calculus	Drawing and Painting
Surveying	Moral Science
Mathematical Drawing	Rhetoric
Moral and Active Powers	Science
Rhetoric	Chemistry
Science	Physiology
Chemistry	Zoology
Analogy	Geology
Bookkeeping	Botany
German	Evidences of Christianity
	Natural Theology

---

131 Annual Report, Louisville University and Public Schools, 1858, pp. 34-36. Louisville: Board of Education.

132 Annual Catalogue, Greenville Institute, 1857, pp. 7-8. Harrodsburg: Board of Trustees.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

The Louisville Male High School course of study offered more advanced mathematics, German, and bookkeeping, whereas the Greenville Institute provided more work in science, and gave courses in theology; otherwise the courses are very similar.

Influence of Practice in Other States

That the early high school courses of study in Kentucky were patterned on and influenced to a great extent also by the practice in other States is shown by a comparison of the courses of study offered by Leavenworth, Kansas, in 1867;[133] Jacksonville, Illinois, in 1869;[134] Newport, Kentucky in 1866;[135] and Cincinnati, Ohio, in 1862.[136] This comparison indicates that Kentucky followed the practice in vogue in the country generally and did not evolve secondary curriculums peculiarly adapted to the State or of an original type. The Newport High School course of study is representative of the few high schools which existed in the State at the date selected.

133, 134, 136 John Elbert Stout, The Development of High School Curricula in the North Central States, 1860 to 1918, pp. 21-23. Supplementary Educational Monographs, Vol. III, No. 3, June 1921. University of Chicago, Chicago, Illinois.

135 Sixth Annual Report, Newport Public Schools, June 30, 1866, p. 24. Newport: Board of Trustees.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE XIII

COURSES OF STUDY

NEWPORT, LEAVENWORTH, JACKSONVILLE, CINCINNATI
1862-1869

Newport 1866	Leavenworth 1867	Jacksonville 1869	Cincinnati 1862
Subjects	Subjects	Subjects	Subjects
Algebra (4)	Algebra	Algebra	Algebra
Anatomy (2)	Anatomy	Ancient History	Arithmetic
Analysis (2)	Analysis	Astronomy	Astronomy
Astronomy (4)	Arithmetic	Bookkeeping	Chemistry
Botany (3)	Astronomy	Botany	Constitution
Caesar	Bookkeeping	Caesar	English Classics
Chemistry (4)	Botany	Cicero	French
Constitution (4)	Chemistry	Chemistry	Geometry
Composition (4)	English Literature	Greek	German
English Literature (4)	French	Geometry	Greek
Greek (4)	Greek	Government	Latin
Geometry (4)	Geometry	Geology	Medieval History
Latin (4)	Geology	Latin	Modern History
Mental Philosophy (3)	German	Moral Philosophy	Natural Philosophy
Moral Philosophy (3)	Government	Mental Philosophy	Surveying
Natural Philosophy (4)	Intellectual Philosophy	Natural Philosophy	Trigonometry
Physiology (3)	Latin	Physiology	
Trigonometry (3)	Logic	Rhetoric	
	Moral Philosophy		
	Mental Philosophy		
	Mensuration		
	Meteorology		
	Natural Philosophy		
	Physical Geography		
	Rhetoric		
	Surveying		
	Trigonometry		

Note--The numeral placed at the right of subject titles in column one, indicates the number of times this subject appears in the four courses shown.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Influence of College Entrance Requirements

Requirements for entrance into college has been a powerful factor in determining the curriculums of Kentucky High Schools. The curriculums presented throughout this chapter are evidence of this fact. Courses, such as the classical and modern language, English, mathematics, science, history, government, and in the earlier schools, philosophy, have predominated. All of these courses are traditional "college entrance" subjects with the exception of philosophy. They are still the "core" of most Kentucky high school curriculums, as has been shown in Tables B to I of the Appendix. Some of the city schools have introduced courses of a more practical nature, such as commercial subjects, social science courses, and in a few cases vocational subjects, but for the most part the influence of college entrance requirements has confined the offerings to the traditional subjects. About 1920 county high schools began to offer optional courses in agriculture as a vocational subject, but the majority of these schools are still largely college preparatory with respect to curriculums.

The titles of the curriculums which have been dominant throughout the history of the Kentucky secondary schools

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

emphasize this fact further. Such titles as Classical, Scientific, Modern Language, Academic, and English appear most frequently; Business and General less frequently in the titles of courses which have been offered and are offered today.

Influence of State Courses of Study

The State Department of Education has through its published courses of study for high schools and by inspection and approval of high schools, particularly in the last quarter of the century, controlled to a greater degree the high school curriculums than the elementary curriculums, over which there has been practically no inspection or supervision. The influence of the State courses of study has been more pronounced in the counties than in the independent districts. The State courses of study have generally, until quite recently, been more adaptable to use in small rural high schools than in the cities and independent districts, consequently the cities and independent districts have been less influenced by them and have offered a greater variety of curriculums than the State courses of study included. It is of interest to note in this connection, that the first published State course of study for high schools issued in

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

1908, was an exact duplicate of the Ashland, Kentucky, high school course. It included five curriculums; namely, Classical Course, Scientific Course, Modern Language Course, Commercial Course and English Course. The author of this course of study was J. G. Crabbe, State superintendent of Public Instruction, who just prior to his induction into the office of State superintendent was superintendent of the Ashland Public Schools.[137]

He offered to the schools of the State a series of curriculums adapted to city school systems, but scarcely adaptable to a state which was largely agricultural and having but few high schools, most of which were very small.

Purpose of the High School Curriculums

Two-fold Purpose.- The purpose of the courses offered in Kentucky high schools has been, as was that of the academy, two-fold, namely; to prepare for life and to prepare for college. That preparation for life was considered to be one of the chief functions of the early high school courses is evidenced by the statements generally made in the report of the superintendents. Superintendent Jones of the Newport

---

[137] M. E. Ligon, Professor of Education, University of Kentucky, Lexington, Kentucky. Personal Interview, October, 1938.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Public Schools in 1872, referred to the work of the Newport High School as "affording a tolerably liberal education--liberal enough to serve as a basis for any professional training with the exception of law." The fact that some of the early high schools conferred degrees, as was shown earlier in this chapter, leads to the assumption that the high school was regarded as offering a complete education which prepared the student for immediate participation in the affairs of life.

The "preparation for life" function of the Kentucky high schools has been overshadowed, however, for the greater part of the existence of the Kentucky High Schools by the "college preparatory function", courses of which nature have predominated and still predominate in the curriculums of a vast majority of the Kentucky high schools. This, however, is not true alone of Kentucky, the same condition is found to exist throughout the country generally. Kentucky is just beginning to follow the lead of other States in attempting to offer more useful education to high school students.

Textbooks Determined Curriculum Content

As was pointed out in the case of the elementary curriculum of Kentucky, the content of the various subjects

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

taught in Kentucky high schools has been determined almost entirely by the text books used. There is evidence of no legislation specifying even what subjects shall be taught in the high schools of the State. The State Board of Education through the State Department of Education controls this by approving schools which meet certain requirements with respect to curriculum offerings. Textbooks adopted by the State Text Book Commission are required to be taught in all high schools of the State; however a choice from a multiple list of ten adopted books may be made by independent districts and county schools having a ten month term. The content of the curriculum in Kentucky is composed of subject matter in the textbooks, which are in use at any given time.

A summary of the influences which have affected the development of the secondary school curriculum in Kentucky, reveals (1) that the academy and seminary determined the direction which the early high school curriculum was to take, (2) that the practice in other States has influenced Kentucky high schools, (3) that requirements for college entrance has always played a large part in determining the secondary school curriculum in Kentucky, (4) that the guidance and direction afforded by the State courses of study and the practice of inspecting and approving high schools has served to determine to some extent the nature of the curriculum, and (5) that the

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

content of the courses of study has been determined almost entirely by the text books used.

The high school in Kentucky has had a two-fold purpose, since its inception; namely to prepare for college and to give training for the activities of life. The high school is a finishing school for the vast majority of its graduates in Kentucky. How well the Kentucky high schools are preparing their graduates for the duties of life is a debatable question; however, not a question in Kentucky alone but a question which can be raised concerning high school education generally, a question that needs not to receive consideration here. It is pertinent to observe, however, that if the high schools throughout the country have done and are doing a satisfactory job of preparing their graduates for the duties of life and participation in society, then Kentucky may be considered as having met this requirement, for in the main Kentucky has not deviated greatly at any time from the secondary curriculum practices of the country as a whole.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Summary

The period covered in this chapter begins with 1838 and ends just one hundred years later. In the year 1838 the Legislature granted to cities and towns the right to establish a common school system. Some of the larger cities established high schools between 1838 and 1908. In 1852 the Legislature passed a law relating to the organization and management of town schools. Some high schools were organized under the provisions of this act, but the movement was hindered by the feeling of the people concerning local taxation for schools. In 1888 the passage of the graded school law stimulated somewhat the development of high schools, but the greatest impetus was given to the high school movement by the law of 1908, which required each county to establish a high school. In 1916 the legislature definitely compelled graded school districts to establish high schools. This Act resulted in sending many of the graded school districts back into the county system. This Act marks the beginning of the movement toward consolidation of small districts. Although the graded school districts still form a large part of the school districts of the state they are gradually declining in number. At

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

the present there are three types of high schools in the state: city high schools, independent graded district high schools, and county high schools.

The line was not clearly drawn for a considerable time between the work of the high schools and that of higher institutions. This is shown by the wide range of subjects offered, particularly in mathematics, foreign language, and the miscellaneous subjects. It was probably the conscious purpose of some of these early high schools to enter the field of higher education.

The curriculums of the early schools had for their objective preparation for college and preparation for life. Courses were designed for this purpose. Courses and titles multiplied as the schools increased, and high schools began to offer curriculums designed not only for these two purposes, but for several types of education. In theory at least, the purpose was to furnish education that would meet the needs of the various classes of pupils enrolled in the schools. This practice grew in favor and by the close of the nineteenth century differentiation in curriculums began to receive attention.

Another change which took place was the disappearance or decline in importance of a number of subjects taught in

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

the earlier schools. Mental philosophy, moral philosophy, logic, Bible, Greek, calculus, surveying, elocution and declamation, astronomy, geology, constitution, and mythology had practically disappeared from Kentucky high school courses by 1890.

An increasing tendency toward greater uniformity in curriculums from the standpoint of time devoted to both subjects and field was another change that appears. This was neither sudden nor marked. No single date or period can be designated as marking the transition.

Lack of uniformity in terminology is very pronounced. This is especially true in English and the social studies, and continued, although in less degree, until about 1908 when the publishing of the first state course of study tended to establish greater uniformity in terminology. Rhetoric, composition, analysis, declamation, and literature were superseded by the term English. United States Constitution, science of government, and civil government tended to give way to the term "civics". General history became the term in more general use to take the place of several terms used in the earlier periods. "Natural philosophy" was superseded by "physics", and "natural history " gradually evolved into the term "biology".

Commercial education appears in some courses about 1910,

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

and vocational education began to appear about 1919. One commercial subject, bookkeeping, was offered from the first, but it was practically the only one in the field until 1910. One industrial arts school existed as early as 1893, but the vocational education movement in Kentucky makes its appearance just after the passage of the Smith-Hughes act in 1917.

The dual purposes of the high school, those of preparing for college and fitting for life, continue to be evident in the courses of study from the beginning. The courses intended to prepare for higher institutions undergo marked changes. Greek ceases to be a constant and other subjects are added, including English, science, and the social studies. These changes are no doubt due in part to changes in entrance requirements and in part to an attempt to broaden the type of education, and thus fulfill, in some degree, both aims of the high school.

Types of courses other than the college preparatory do not seem to have been controlled either by well-defined educational ideals or specific social aims. Judging from the titles of courses, it seems to have been assumed that the various fields furnished real bases for differentiation in educational and social values, but no criteria except of the most generalized sort are discoverable. When these

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

courses are examined in detail, it is found that the descriptive titles are not safe guides in determining emphasis in subjects or the character of organization. Except for a few commercial and manual training courses, differentiation in courses was not accompanied by equal differentiation in subject matter. Considerable confusion is evident in the order in which subjects are placed in the curriculum, some subjects being found in all four years in some cases. Among the foreign languages Latin leads all other subjects, both in number of schools offering it and time devoted to it.

The chief difference between the curriculums of large and small schools was that the former offered a wider range of subjects in the fields offered by practically all of the schools. The larger schools were not distinguished by offering commercial and industrial subjects until the early part of the twentieth century.

There is no evidence that locality has any appreciable influence upon curricula, with the exception that county schools after 1918 began to offer agriculture, and a few city schools included vocational courses in their programs.

The range of subject matter has increased greatly since about 1900 as is evident from an examination of Tables B to J. (See Appendix, pp. 434-454).

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

English, algebra, geometry, and United States history and civics have been the required subjects in the general courses, geometry being dropped as a requirement in some courses during the last twenty years.

In conclusion, it may be said that an examination of the data in this chapter reveals that the curriculum of Kentucky high schools has been characterized since its inception by:

1. Lack of uniformity in subject placement in the various years.

2. Confusion of terminology in titles of subjects offered.

3. Predominance of the college preparatory type of courses, especially among small schools.

4. A tendency toward greater uniformity in curriculums at the close of this study than at the beginning.

5. A steady growth in subject offerings.

6. Differentiated curriculums, toward the close of the period covered in this study; this differentiation, however, was based more upon the organization of subject matter, rather than upon social and economic needs.

7. The offering of vocational courses in a few city high schools, and agricultural courses in the county high schools, since about 1918.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

8. A gradual shifting of emphasis from preparation for college as the chief aim of high school education to preparation for living, particularly during the last twenty years.

9. A decrease in the subjects required for graduation, and an increase in the elective offerings.

10. Greater emphasis upon extra-class activities and physical education during the last decade covered by this study.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

CHAPTER VII

THE DEVELOPMENT OF THE JUNIOR HIGH SCHOOL CURRICULUM IN KENTUCKY

The Junior high school movement in Kentucky had its beginning in the city schools of the state, and is still largely confined to them. It began in some cases as a housing together of departmentalized seventh and eighth grades in an elementary building. In some instances the seventh and eighth grades were included in the six year high school organization, while in a few others separately housed grades seven, eight and nine were established.

Early Junior High School Curriculums

Lexington claims the distinction of being the first city to establish a junior high school in the state. As early as 1913, the superintendent in his annual report made recommendations for the reorganization of the Lexington school system.[1] This particular recommendation was made as a solution to the housing problem in the high school.

---

[1] Annual Report of the Lexington Public Schools, 1913, p. 32. Lexington: Board of Education, 1913.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

He recommended that the school system be divided into three groups as follows: primary, grades one to six; junior high school, grades seven to nine; senior high school, grades ten to twelve.[2]

Lexington Junior High School, 1917.- Not until 1917, however, was the junior high school established as recommended by the superintendent. In his report of 1918 he referred to the establishment of the junior high school and the six-three-three plan of organization as a most significant development.[3] Some of the results he expected were:

1. Same grade of departmental work for all pupils.

2. Making possible a closer adjustment of course of study to needs of pupils and community.

3. Making possible better conditions for supervised and directed study by the pupils.

4. The possibility of better educational and vocational guidance through better study of individual capacities and traits of the children.

5. A socialized school organization and freer conditions than were formerly possible.

---

[2] Annual Report of the Lexington Public Schools, 1913, p. 33. Lexington: Board of Education, 1913.

[3] Annual Report of the Lexington Public Schools, 1918, p. 8. Lexington: Board of Education, 1918.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

6. The junior high school should decrease the tendency to quit school at too early an age by giving the pupils the type of work that appeals to them.

7. It should help the pupils to choose as wisely as possible, not only his future occupation, but also his future education.

8. It should increase the self-confidence and initiative of the adolescent.

9. It should develop a social sympathy, like mindedness, and breadth of appreciation of people and the product of human effort.

Lexington Junior High School, 1921.- An examination of the program of studies of the Lexington Junior High School of 1921,[4] reveals that this school was offering a very complete program at that date, which included courses in English, mathematics, geography, history, home economics, industrial arts, physical training, vocal music, and drawing. In addition to the subjects just mentioned, electives were offered in modern and classical language, literature, shorthand, typing, and orchestra. (See Appendix, p. 420). The program included three full years of work for grades

---

[4] Annual Report of the Lexington Public Schools, 1921, p. 16. Lexington: Board of Education, 1921.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

seven, eight and nine, and in the required field followed a sequential order by subjects or related fields. It is noted that in the area of the social subjects, the courses are listed individually, not grouped. Evidently they were not treated as an integrated course.

Covington Junior High Schools, 1914.- Mills[5] states that:

> In September 1914, two intermediate or junior high schools were established in Covington. These schools included only the pupils of the seventh and eighth grades and were housed in two of the elementary school buildings. The chief feature of this organization was departmentalized teaching. Teachers were assigned to teach the subjects in which they were best prepared to teach, and in which they had the deepest interest. Teachers were also able to specialize in the subjects taught.

An examination of the Covington program for 1914, (Appendix, p. 419), indicates that these two schools were simply departmentalized seventh and eighth grade organizations, giving in addition to the regular or traditional subjects, work in manual training and home economics.

Holmes Junior High School, 1927.- Holmes High School in Covington was made a six year high school in 1927, when the junior high schools of that city were moved into the new Holmes Junior High School building. By 1931 the program

---

[5] H. H. Mills, "A History of Education of Covington, Kentucky," p. 107. Unpublished Master's Thesis, University of Kentucky, 1929.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

of studies in this school included in the junior high school department work in physical education, printing, and sheet metal, in addition to the regular seventh and eighth grade subjects.[6]

Bowling Green Junior High School, 1932.- The course of study of the Bowling Green Junior High School in 1932[7] is typical of the few junior high schools established in the State at that date, (Appendix, p. 421). This course was organized on the plan of required and elective subjects. Social science is listed in grades seven and nine, but the terminology used in grade eight indicates that American history was not treated as an integrated course. A wide range of electives were listed especially in the two upper grades, however, no work in manual arts was offered and home economics was confined to the work of the eighth grade. Physical education was required in grades seven and eight, but elective in grade nine.

---

[6] Students Hand Book, Holmes High School, Covington, Kentucky, 1930-1931, p. 16.

[7] Forty Nine Annual Report, Bowling Green Public School, p. 51. Bowling Green: Board of Education, 1932.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

State Programs for Junior High Schools

Junior High School Standards, 1933.- In 1933 the State Department of Education published as a part of the Kentucky High School Manual, a chapter on the reorganization of the twelve grade school system.[8] This chapter considers the functions of the junior high school, the philosophy of the reorganization program, and the program of studies for junior high schools. Certain standards are set up for junior high schools. In discussing these standards the following explanation is made:

> Local school systems have been given considerable freedom in organizing and administering junior high schools. Little attempt has been made to standardize the practices in different junior high schools. Standardization has been consciously avoided for fear that the movement for reorganization might be blocked prematurely.
>
> It is felt, however, that at the present time, the naming of certain standards will probably help to bring about a desirable degree of uniformity in junior high school practices and will in no way hinder the progress or stifle the initiative of the local schools.[9]

In setting up the standards the following is said concerning the junior high school program of studies:

---

[8] Mark Godman, Manual of Organization and Administration of Kentucky High Schools. Kentucky Educational Bulletin, Vol. I, No. 6. Frankfort: Department of Education, August 1933.

[9] Ibid., p. 43.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

> The program of studies shall be adapted to the individual needs of early adolescent pupils, provide exploration in the different fields of work in order to aid the pupils in choosing a career suited to their interests, aptitudes and capacities, and "reveal to the pupils the possibilities in the major fields of "learning".
>
> The selection and arrangement of the content in the courses of study shall be psychological and the socialized methods of procedure shall be followed.[10]
>
> A definite program of guidance--vocational, educational and social--shall be planned and carried out.[11]
>
> Laboratory equipment for the sciences taught shall be provided and adequate provision shall be made for its proper care and use.[12]
>
> Promotions in the junior high school shall be by subject only.[13]

The junior high school program of studies given in this publication is set up in conformity with the aims and objectives listed above, (Appendix, pages 422-423). Provision is made for guidance, activities, study periods, social studies, reorganized mathematics, English, practical and fine arts, as well as art, music, general language, and prevocational courses.

---

10 Mark Godman, op. cit., p. 43.

11 Ibid., p. 45.

12 Ibid., p. 46.

13 Ibid., p. 46.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

The annual public school directory of 1937-1938 lists twenty-six junior high schools in Kentucky.[14] An examination of the size of these schools and the number of teachers in each, indicates that not more than eighteen of this number can be considered as meeting the standards for junior high schools. Of these eighteen schools nine are located in Louisville.

Junior High School Curriculums 1935-1938

Typical junior high school programs for 1935-1938 are those of Maysville, 1935;[15] Bowling Green, 1936;[16] and Ashland, 1938.[17] (See Appendix, pages 424-426). The Maysville course shows industrial arts and home economics in the ninth grade only, but includes Latin as an eighth grade offering. No electives are offered in the two lower grades.

The Bowling Green program offered electives in all grades and seems to meet most of the standards set up by

---

[14] Kentucky Public School Directory, 1937-1938, pp. 35-59. Kentucky Educational Bulletin, Vol. V, No. 8. Frankfort: Department of Education. October, 1937.

[15] Annual High School Organization Report, September 1935. Files of the Department of Education, Frankfort.

[16] Annual High School Organization Report, October 1937. Files of the Department of Education, Frankfort.

[17] Annual High School Organization Report, 1937. Files of the Department of Education, Frankfort.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

the State Department of Education, although language is not offered until grade ten and no definite course in guidance is listed.

The Ashland Junior High School offered no industrial or fine arts courses, but simply added work in music to the traditional seventh and eighth grade program.

Recent Junior High School Curriculums in Kentucky.- In the Appendix pages 427 to 431 are presented junior high school programs of several Kentucky schools for the years 1937-1938.[18] They are examples of the present practice in several of the junior high schools located in various cities of the State. It is noted that the curriculums offered in Louisville, the largest city in the State, are much richer and more varied than the others shown. They also meet more fully the standards for a junior high school as defined by the State Department of Education.

County Junior High Schools.- The curriculums of two county junior high schools are presented at this point. They may be considered as fairly typical of this very small group of schools.

---

[18] Annual High School Organization Reports, 1937-38. Files of the Department of Education, Frankfort, Kentucky.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Grahm Junior High (Carter County), 1937-1938[19]
County Junior High

Grade Seven	Grade Eight	Grade Nine
English	Mathematics	Science
*Spelling	Social Science	Social Science
Social Science	Science	English & Reading
Mathematics	Health	Algebra
Reading	English	
Science	Reading	
Health	Drawing	
*Drawing	Spelling	
*Music	Music	

The course of study shown above cannot be considered a junior high school program, although it is so named. Grades seven and eight are typical of the traditional seventh and eighth grade programs, and grade nine is simply an ordinary ninth grade high school course.

Upper Tygart (Carter County) Junior High, 1937-1938[20]

Grade Seven	Grade Eight	Grade Nine
Mathematics	Mathematics	Mathematics
Science (Useful)	Science(Useful)	Science(Useful)
English	English	English
Social Science	Social Science	Social Science

The Upper Tygart course of study shown above is unique among the courses found since it follows an identical

---

[19] Annual High School Organization Report, 1937-1938. Files of the Department of Education, Frankfort.

[20] Annual High School Organization Report, 1937-1938. Files of the Department of Education, Frankfort.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

plan in each of the three years. It cannot be considered as a true junior high school program, however, as no provision is made for industrial arts, music, physical education, guidance, etc.

Data have not been available for a further examination of the development of the curriculum of the junior high school in Kentucky. However, sufficient material has been presented to show the trends in the movement in the State. The recommended State junior high school program of studies as published in 1933 and shown of page 422 of the appendix is the most recent State junior high school program of studies, and the one after which the schools are expected to pattern their curriculums.

An examination of the courses presented in this chapter indicates that the larger junior high schools of the State have followed this suggested or recommended course rather closely, so that it may be regarded as being fairly typical of the trends in the junior high schools of Kentucky.

Characteristics of Kentucky Junior High School Curriculums

Chief among the changes noted in this program over the traditional seventh, eighth, and ninth grades of work are:

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

1. Pupils are permitted to begin the study of language at an early age.

2. The mathematics course is reorganized so that it serves as a more or less exploratory course in mathematics.

3. The science is vitalized by being environmental.

4. The organization is made more democratic through clubs.

5. Provision is made for guidance at a period when it is greatly needed.

6. Subjects such as industrial arts, home economics, instrumental music, and business subjects, which were formerly confined to the upper four grades, have been included in the work of the earlier grades.

7. The program of grades seven, eight, and nine gives evidence of greater articulation; and

8. The inclusion of required and elective subjects in grades seven, eight, and nine.

Until 1933 no attempt was made to standardize the work of the junior high schools of Kentucky. Curriculums presented in this chapter indicate that the growth of the junior high school movement prior to that date was haphazard and lacking in definite direction and guidance by the State Department of Education. After 1933 there is evidence that

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

several of the schools set up their curriculums to conform to the State standards.

Growth.- The junior high school movement has grown very slowly in Kentucky and will probably continue to do so, due to the fact that the school population of the State is largely rural and located in county districts. The tendency toward consolidation, as evidenced in many parts of the State, may give some impetus to the movement, but it is more likely to result in the establishment of six year high schools. These reorganized schools can provide a program for grades seven to nine, which may be similar to the junior high school program, but they cannot be properly classed as junior high schools.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

CHAPTER VIII

THE PRESENT KENTUCKY PUBLIC SCHOOL CURRICULUM CONSIDERED AS A WHOLE

The Elementary Curriculum

The philosophy underlying the present public elementary school curriculum in Kentucky is dealt with at some length in the latest publication of the State Department of Education, having to do with elementary courses of study.[1]

Aims.- The aims of the elementary school are set forth in these words:

> There is a popular belief that education of children begins when they enter the school, and that what happens to a child's education is wholly the responsibility of the school. They think of education and schooling as one and the same thing. A little reflection will convince us that this is not true. If, then, schooling and education are not the same, what is the aim of the school and what part does it play in the education of a person?
>
> The school is one of the agencies of society which educates. It takes the child where he is and seeks to lead him in the direction of individual and social efficiency; (1) by discovering and strengthening the desirable traits with which he comes to school, and (2) by discovering and attempting to eliminate those undesirable traits

---

[1] Elementary Course of Study (Outlines) Grades 1-8, pp. 13-17. Kentucky Educational Bulletin, Vol. VI, No. 5. July, 1938.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

> with which he comes to school. The elementary school is organized and the interests and experiences are provided with a view to helping the child become a social being. He is taught to read and write so that he may understand how to communicate with other people; he learns the language of numbers, of space, art, and music; he learns cooperation through association with other young people. Emphasis, in the main, is placed upon those things which will help one child to get along with another.
>
> In the middle and upper grades of the elementary school the child begins to emerge as an individual. He has mastered, in some degree the ability to get along with others and to take care of himself. He becomes interested in something. By the time a child has completed the elementary grades his individual interests have been discovered, developed and respected by the teacher-----The elementary school places emphasis upon integration, but does not neglect the individual qualities of the child-----The elementary school, then, must help the child understand better the language of social relations. It is the citizenship school.[2]

The philosophy of the elementary school, as set forth above, is in keeping with the present socio-civic philosophy of elementary education, and emphasizes the importance of the child as the center of the educational process. This viewpoint is further developed in the following paragraph devoted to the elementary curriculum:

---

[2] Elementary Courses of Study, op. cit., p. 14.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

> The curriculum of the elementary school is not limited to the subjects to be learned, but includes every experience that the child has which results in a change in behavior in individually and socially desirable directions. All that has happened in the life of each child before he comes to the classroom, and all that happens to him outside of school during the term are in a broad sense a part of the curriculum. To be most effective in helping children learn, it is necessary for the teacher to know in detail what has taken place in the life of each child before he came to school, and what the child experiences outside the school during his school life.[3]

The importance of regarding education as an individual matter is stressed as follows:

> Regardless of the fact that there are thirty or forty children in the classroom, education is an individual matter. Each child must be considered as a personality, and his needs must be discovered. This does not mean that there are no common interests and needs, but it does mean that children cannot be dealt with in a mass.[4]

The Course of Study.- The concept of the course of study is explained in these words:

> A course of study is a teaching-learning program which brings together learning materials and experiences and organizes them in terms of child's needs. It includes printed materials, suggestive activities, and experiences through which a child may learn. Not only does the course of study include

---

[3] Elementary Courses of Study, op. cit., p. 15.

[4] Elementary Courses of Study, op. cit., p. 15.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

> suggestive materials, activities, and experiences, but includes an analysis of abilities, interests, aptitudes, and life purposes of the children who are to learn. The written course of study, in most cases, contains only suggestive materials, activities, and experiences, but the discovery of abilities, interests, aptitudes, and life purposes of the children is the task of the teacher.[5]

The use of teaching units in the elementary schools is discussed in part as follows:

> The newer psychology of learning views life and learning as a process of continuous interaction between the whole child and his total effective environment, and makes learning a dynamic, creative process in which the child himself plays the most important part. When thought of in the light of this statement education becomes a way of life and the child "lives what he learns", and learns only "what he lives". All of the child is employed in learning a situation and the situation in which he learns best is one where a unit of life is involved-----The use of the unit in teaching-and-learning seems to be based upon sound principles of psychology and is the best approach to learning we know at this time.[6]

The material presented in the foregoing pages constitutes in brief form the present educational philosophy concerning the aims and objectives of the Kentucky elementary school curriculum. It is not possible to determine to what extent this philosophy finds expression in the actual classroom procedure of the elementary schools of the state. This

---

[5] Elementary Courses of Study, op. cit., p. 15.

[6] Elementary Courses of Study, op. cit., p. 17.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

could only be determined by an observation of the work of hundreds of classrooms in the elementary schools. However, elementary courses of study in Kentucky, during the past decade, have been expanded to include more and more "life situation" materials.

The present elementary curriculum, which is found in the most recent Elementary Courses of Study,[7] divides the work of each subject into "knowledge and skills", and "materials needed". It includes the following suggestive materials for teaching units.

Early Elementary Grades

1. A Study of Pets
2. Post Office
3. The Story League. A reading activity in grade three.
4. Third Grade Unit on Indian Life
5. Library Unit. Grades three and four

Upper Elementary Grades

1. Unit on Medieval Fair

The following subjects are included in the present elementary curriculum:

---

[7] Elementary Courses of Study, op. cit., pp. 71-119.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Reading (Grades 1 to 8)
Language (Grades 1 to 8)
Spelling (Grades 1 to 8)
Writing (Grades 1 to 8)
Art (Grades 1 to 8)
Arithmetic (Grades 1 to 8)
Social Sciences (Grades 1 to 3)
History and Civics (Grades 4 to 8)
Geography (Grades 4 to 6)
Health and Physical Education (Grades 1 to 8)
Music (Grades 1 to 8)

The courses shown above are presented for each grade and subject under the plan of:

I. Knowledge and skills to be learned, and

II. Materials Needed

Whatever change has taken place or is taking place in the elementary course of study in Kentucky is largely a change in method of presentation and content of subject matter, rather than a change in the subjects themselves. This is clearly indicated by the fact that the present elementary curriculum embraces practically the same subjects that were taught in 1914. A comparison of the present course of study with that of 1914 shows a high degree of similarity of subjects.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Kentucky State Course of Study 1914[8]	Kentucky State Course of Study 1938[9]
Reading	Reading
Writing	Writing
Spelling	Spelling
Grammar	Language
Language	Arithmetic
Composition	Social Science
Arithmetic	History and Civics
Geography	Geography
Physiology	Health and Physical Education
History	Music
Civil Government	Art
General Exercises:	
Singing	
Drawing	
Agriculture	
Nature Study	
Domestic Science	
Handwork	
Household Arts	

It should be noted that the "General Exercises" included in the 1914 course of study were not in reality a part of the course of study, but were recommended for inclusion in the program of schools where facilities and teaching personel would permit. Eliminating them from consideration, then it is evident that very little change has taken place in the subjects presented as a part of the elementary curriculum in Kentucky during the last quarter of a century

---

[8] Kentucky Elementary Course of Study, pp. 48-112. Frankfort: State Journal Company, 1914.

[9] Elementary Courses of Study (Outlines) 1938, Grades 1-8, pp. 71-119. Kentucky Educational Bulletin, Vol. 6, No. 5. Frankfort: State Department of Education.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

The Junior High School Curriculum

The junior high school courses of study presented in this investigation indicate the importance attained by physical education, social studies, industrial arts, general mathematics, home economics, exploratory courses in language, and fine arts in the junior high schools of Kentucky. Such subjects are evidently provided for the definite purpose of caring for needs common to all: civic and social responsibility, health, and needs which have not been recognized in college entrance requirements. The increasing importance attained by industrial arts and home economics in the ninth grade program of studies is indicative of the abandonment of traditional academic aims. Finally, the shifting from such traditional preparatory college offerings as grammar, algebra, ancient history, and physical geography to correlated English, general mathematics, social studies, and general science may be attributed to a reformulated conception of secondary education as a whole.

Howard[10] found in his study of Kentucky junior high schools that the reduction shown for foreign language and commerce in grades seven and eight is evidence of the fact that the tendency is definitely in the direction of postponing

---

[10] Boyd D. Howard, "The Junior High School Curriculum of Kentucky", p. 52. Unpublished Master's Thesis, University of Cincinnati, 1936

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

specific training for college and business until the final year of the junior high school of Kentucky. He also found evidence of greater effort toward exploration and prevocational training, in schools where courses in junior business training and general language were offered. Substantial agreement with his findings is evidenced by the courses of study presented inthis investigation.

The schools offering general or integrated courses in English, social studies, and science clearly show a tendency toward greater economy of time through the enrichment of the program. Such an enrichment enables the pupils to secure more complete training in the junior high school than they were able to acquire in a school organized on the traditional 8-4 basis. The theory for such fusion is carried out in the practice of acquainting pupils with elements of more advanced courses in these fields. This should result in better articulation and help bridge the gap between the traditional elementary school and the high school.

Justification of the Program.- The defense or justification for the reorganized program of studies in Kentucky junior high schools is set forth by the State Department of Education in the following paragraphs:

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

> However the junior high school is more than a mere readjustment of grades. Basically it is a "chemical product, not a physical combination." It began over a decade ago as an administrative problem of a new combination of grades. It has become a fundamental problem of educational reconstruction.
> [11]

Referring to the reorganized mathematics program in the junior high school the following is said:

> The result is a chemical product, a new sourse of study for the junior high school, designated as general mathematics. This new course eliminates even the diagonal line of separation between elementary and secondary mathematics. It is basic educational reconstruction. It has one and only one justufication, which, however wholly justifies it. i.e., it articulates elementary and secondary mathematics, solely in the interests of early adolescent children who during the transitional period of the junior high school must make the shift from elementary to secondary mathematics, and who can do so more easily through the articulation of arithmetic, intuitive geometry, and elementary algebra, than through the former abrupt transition from exclusive arithmetic to exclusive algebra.
> [12]

The present program of studies in standard junior high schools in Kentucky provides for home room, guidance, and extra-curricular activities. The importance of these features of the program cannot be over-emphasized. The junior high school helps the pupil to make a wise choice of

---

[11] Mark Godman, Manual of Organization and Administration for High Schools, p. 38. Kentucky Educational Bulletin, Vol. I, No. 6, August, 1933.

[12] Ibid., p. 39.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

subjects, aids him to discover his real needs and, if possible, gives him an insight into the problems of the future. These activities should give him guidance.

The High School Course of Study

Two statements of viewpoint concerning the function of the high school, as conceived by the State Department of Education of Kentucky, set forth the underlying philosophy of secondary education in Kentucky. They are as follows:

1. The point of view of the senior high school is the group, to the end that the pupils of each group may receive specialized training in the curriculum them have chosen.[13]

2. There are multiple or differentiated curriculums in the senior high school. Their function is to furnish training for the aptitudes, interests, and capacities of pupils, as previously revealed in the junior high school. The channels of this training are the differentiated curriculums--academic, technical, general, commercial, and vocational.[14]

An examination of the present state course of study indicates that there are three types of curriculums offered

---

[13] Mark Godman, op. cit., p. 40.

[14] Ibid., p. 40

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

15

in the high schools of Kentucky:

1. Academic
2. Agriculture and Home Economics
3. Commercial Education

In the Academic curriculum the following subject fields are represented:

1. English
2. Mathematics
3. Social Studies
4. Science
5. Foreign Language

In the Agriculture and Home Economics Curriculum the following subject fields appear:

1. English
2. Social Studies
3. Mathematics
4. Agriculture
5. Home Economics
6. Foreign Language
7. Science

In the Commercial Curriculum the following subject fields are listed:

1. English
2. Social Studies
3. Science
4. Mathematics
5. Foreign Language
6. Commercial Education
   - Typing
   - Bookkeeping
   - Shorthand
   - Office Practice

---

15 Mark Godman, op. cit., pp. 59-84.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

In the three curriculums shown above certain courses are required and others are elective. Space does not permit a listing of all of the courses which would be necessary in order to indicate the required and elective subjects in the various curriculums.

However, a listing of the subject fields indicates the nature of the present curricular program in Kentucky high schools.

These curriculums indicate that the present program in Kentucky is attempting to meet the needs of three classes; namely, those who expect to pursue further academic or technical training in college, those living in rural communities, and those who expect to enter the commerical field.

It should be noted that this program is the state-wide program, and does not indicate that there are many of the larger city high schools which offer a much more differentiated curriculum, as was shown in Chapter VI.

It should be further noted that these state curriculums are for single schools, i.e., they do not contemplate the inclusion of all three curriculums in one high school, but are designed for small urban or purely rural high schools.

Considered as a whole, the present curriculum of the public schools of Kentucky is attempting to meet the requirements of the present accepted educational philosophy, namely,

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

(1) that the elementary school is socio-civic in nature, and provides the child with the fundamental or tool subjects, to the end that all may receive a usable knowledge of the common branches and a sympathetic understanding of the social and civic structure of our democratic state; (2) that the junior high school should recognize the nature of adolescence and provide for exploration and guidance, and bridge the gap between the elementary and senior high school; and (3) that the senior high school should provide for specialized training in the curriculum that the individual pupil has chosen.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

CHAPTER IX

SUMMARY AND CONCLUSIONS

Purposes of the Study Restated. The present study has attempted: (1) to trace the development of the public school curriculum in Kentucky since the beginning of education in the State, (2) to show how the curriculum has evolved, (3) to present the factors and forces which have influenced the curriculum as it developed, (4) to point out significant elements and characteristics of the curriculum, (5) to present an overview of the present Kentucky public school curriculum, and (6) to assemble and organize a body of material related to the Kentucky public school system and its curriculum, which will be of value and interest to future research workers and historians.

Method of Treatment. The objectives of the study set forth in the preceding paragraph have been met by presenting an historical study of: (1) the Kentucky academy and its curriculum, (2) the Kentucky elementary school and its curriculum, (3) the Kentucky high school and its curriculum,

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

(4) the Kentucky junior high school and its curriculum, and (5) a discussion of the current public school curriculum of the State, considered as a whole.

The Evolution of the Public School System in Kentucky

The Academy.- A study of the history of the public educational system of Kentucky reveals that the first efforts to establish public schools in Kentucky found expression in the type of school known as the academy or seminary. This movement began while the present State was still a county of Virginia. The public academy movement, which preceded the private academy, dates from 1805, at which time the State Legislature made it mandatory for every county in the State to provide an academy. The public academy declined and fell because of unstable and intermittent support and small value of endowments, as well as faulty management and inaccessibility to the masses. The private academy movement, which rose out of the remains of the public academy, began about 1810, reached its peak at about 1860, and ceased to be an important educational factor in the State after 1890.

The Elementary School System.- While the academy was expanding and becoming the chief source of secondary education in the State, the elementary school movement began. Although private elementary education had existed in cities

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

and rural sections prior to the establishment of the State system of common schools, the public elementary school movement had its beginning by legislative enactment in 1836. The Civil War retarded temporarily the growth of the elementary school system. Following the War and until 1908, there were three systems of schools in the State: the city school, the independent graded district school, and for a time the private academy and seminary. After the enactment of the county administration law of 1908, which provided for compulsory taxation for public schools, and made the county the unit of administration, marked development is noted in the growth of the elementary school movement in the State. Since 1908 the common school system of Kentucky has shown a steady growth. The laws of 1908 and 1920 greatly strengthened the education system of the commonwealth, and in 1934 the educational code now in effect was adopted. Public elementary education in Kentucky has maintained, since its inception, a slow but steady progress in its development from a primitive system, conducted largely by private enterprise and religious institutions, to the present State system of common schools, which places within reasonable distance of every child a public school, although in many instances a very poor one.

The Secondary School System.- The enactment of the

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

county administration law of 1908, which profoundly affected the entire educational program of the State, marks the real beginning of high school education as a State function and responsibility in Kentucky. Although high schools had been established in some of the larger cities of the State as early as 1840, the laws of 1908 and 1916 made the high school a matter of statewide interest and effort. There have been since 1908, and exist today three types of high schools in Kentucky; namely, the city high school, the county high school, and the independent graded district high school. The high school idea spread slowly at first, but has shown rapid development in the last two decades. Legal enactments, public interest, compulsory attendance laws, and the work of the State department of education have all contributed to the recent growth of the high school in Kentucky.

The junior high school movement in Kentucky, which began about 1913, is as yet largely confined to a few of the larger cities of the State, and will probably continue to remain so. The reorganization which is taking place in the rural secondary schools of the State, due to consolidation, is in the direction of the six-year high school. At present there are approximately eighteen schools in Kentucky which meet in a general way the definition of a junior high school.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Development of the Public School Curriculum in Kentucky

The types or levels of school organization, which have evolved as the school system of Kentucky emerged, have each been characterized by the development of a curriculum. It is not possible to study the growth of the school system without giving consideration to the curriculum, and conversely, the curriculum cannot be studied historically except in relation to the institution in which it is found. In attempting to study the development of the curriculum in the State it is, therefore, necessary to consider the curriculum of each type of school that has existed or is present today.

The Curriculum of the Academy in Kentucky.- The curriculum of the academies and seminaries in Kentucky was composed largely of mathematics, science, social science, English, and classical languages. The lack of legislative control or authorization of subject matter in these institutions resulted in a wide variety of subject offerings. There were found 103 different subject titles given by the institutions studied in this investigation, over a period of one hundred and eighteen years. As the academy developed in Kentucky the organization of the curriculum evolved, and by 1876 many of the larger institutions divided their subject offerings into "schools." Students were graduated, after completing the prescribed

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

course for a given "school", and received a diploma whose title corresponded to the particular curriculum followed. A wide range of electives was offered in these "schools", and students were permitted to make their own selection. Having made a selection, it was required of each student that he follow this course for three or four years in order to receive credit toward graduation. The curriculum of the academy in Kentucky gives evidence of a two-fold purpose; namely, preparation for college and preparation for life. However, when considered in the light of modern educational philosophy, even the so-called practical subjects of the academy would be considered as largely college preparatory rather than practical or useful.

The Elementary Curriculum.- The elementary curriculum in Kentucky when viewed in retrospect is seen as an unguided and unplanned development. It has followed largely the general curriculum practices throughout the Country as a whole. There is no evidence which would lead to the assumption that the curriculums of the elementary schools of Kentucky at any time have been adapted to meet the particular educational needs of local communities, or the State as a whole. Beginning with the three "R's" of the "old field" schools, the curriculum has, through legislative prescription and textbook adoption, increased from a simple list of a

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

few subjects to sixteen required and nine optional subjects at the present time in those schools which are following closely the official State course of study. Although since 1874 the State board of education has published at intervals state courses of study, the textbooks which have been adopted at various times and used in the elementary schools have constituted the content of the elementary curriculum in Kentucky.

The Secondary School Curriculum.- The curriculum of the early high schools in Kentucky was patterned largely upon the curriculum of the academy and seminary. It shows very definitely the influence of this older secondary school. As the high school developed the subject offerings increased, and many of the subjects which had entered the curriculum due to the influence of the academy were dropped. New courses were added, which conformed rather closely to the curricular trends in other states at the time. There is no evidence that local need or the social and economic aspects of the State as a whole influenced in any way the evolution of the high school curriculum.

Home economics and agriculture were introduced into the high school about 1918, which courses (particularly agriculture) may be considered as meeting to some extent a need of a majority of the high school students in the rural

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

sections of the State. Vocational education and trade training are recent additions to the secondary school curriculum in a few large city schools, but they cannot properly be considered as constituting a part of the secondary curriculum of the State as a whole. The secondary school curriculum in Kentucky throughout its entire history has been composed almost entirely of "college entrance" subjects. Differentiated curriculums have appeared in the program of studies of city schools since about 1900, but the curriculums offered were largely a combination of traditional subjects grouped together as four year programs, and were an administrative differentiation rather than one based upon sound educational philosophy and pupil need and interest.

The junior high school curriculum in Kentucky, which dates from about 1913, has followed, in the few schools where the reorganized program has been instituted, the pattern of the movement throughout the country generally, with respect to subject offerings and extra-curricular programs.

Characteristics of the Curriculum as it Developed

The Elementary Curriculum.- The elementary curriculum in Kentucky since its beginning has been characterized by the following developments:

1. A continuous growth of subjects offered.

2. The addition of many new subjects with elimination of but few of the subjects already present in the curriculum.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

3. The introduction of general exercises, consisting of singing, drawing, agriculture, nature study, domestic science, handwork, and household arts about 1914, which subjects later became a part of the required work of the schools.

4. An increase in optional courses offered from two in 1925 to nine in 1937.

5. An evolution of terminology in the case of certain subjects.

6. An evolution and expansion of certain subject fields.

7. The inclusion of such subjects as thrift education and character education since 1925; and safety education, alcohol education, and the morality code since 1936.

The High School Curriculum.- The curriculums of Kentucky high schools have been characterized since their inception by:

1. Lack of uniformity in subject placement in the various years.

2. Confusion of terminology in titles of subjects offered.

3. Predominance of college preparatory type courses, especially among small schools.

4. A tendency toward greater uniformity in curriculums as the high school movement developed.

5. A steady growth in subjects offered.

6. Differentiated curriculums towards the close of the nineteenth century.

7. The inclusion of vocational courses in a few city high schools, and agricultural courses in rural high schools, since about 1918.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

8. A gradual shifting of emphasis from preparation for college as the chief aim of high school education to preparation for living, particularly during the last twenty years.

9. A decrease in the number of subjects required for graduation, and an increase in elective offerings.

10. Greater emphasis upon extra-class activities and physical education during the last decade covered by this study.

The Junior High School Curriculum.- In the few junior high schools established in Kentucky, the chief changes noted over the traditional seventh, eighth, and ninth grades are:

1. The study of language has been permitted at an earlier age.

2. The Mathematics course has been reorganized.

3. The teaching of science has been "vitalized".

4. Clubs and activities have been emphasized.

5. Provision has been made for guidance.

6. Certain subjects, such as industrial arts, home economics, instrumental music, and business subjects, which were formerly confined to the upper four secondary grades, have been added to the work of the lower secondary grades.

7. There has been greater articulation in the work of grades seven, eight, and nine; and

8. Required and elective subjects have been included in the programs of grades seven, eight, and nine.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

The Characteristics and Philosophy of the Present Public School System in Kentucky

Trends. - The trends in the public school curriculum in Kentucky, as evidenced by the most recent state courses of study, indicate that the elementary curriculum is to be considered socio-civic in character and as emphasizing the importance of the child as the center of the educational process. The course of study is regarded as a teaching-learning program which brings together learning materials and organizes them in terms of the child's needs. The teaching unit is finding a place in the elementary schools of Kentucky and "life situation" material is being included, more and more, in the courses of study. The most recently published state elementary course of study divides the work of each subject in the elementary grades into "knowledge and skills" and "materials needed". This is a new approach to the methodology and technique of elementary teaching and learning in the state as a whole. The changes that are taking place in the elementary curriculum in Kentucky are largely changes in the method of presentation of the subject matter, rather than changes in the subjects themselves. The present conception of the junior high school in Kentucky is that of exploration, guidance, and integration. The high school in Kentucky at present has,

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

for its objectives, specialization through the medium of differentiated curriculums which furnish training for the aptitudes, interests, and capacities of the students.

Conclusions and General Considerations

A consideration of the data presented in the body of this study renders it desirable that the following suggestions be offered:

1. The curriculum of the elementary schools should be made more vital and practical by the instituting of a form of supervision by the State Department of Education similar to that now given to the high school.

2. A state-wide program of continuous curriculum study and revision might be profitably established as a means of determining the desirable objectives of the curriculum for Kentucky as the means of obtaining these objectives, and as an agency by which the continuous interchange of information, practices, and ideas relating to the curriculum of the State as a whole might be accomplished.

3. Some form of standardization or approval for elementary schools, based upon inspection by and an annual report to the State Department of Education, would tend to emphasize the importance of the work of the elementary schools, provide a means of accumulating detailed information concerning the elementary curriculum in actual practice, and afford a means of providing research workers and investigators with information covering every elementary school in the State.

4. The entire curriculum should be examined in the light of the present needs and interests of the pupils who are served by the schools. The curriculum at present is seen as something foreign to the real, active life of the individuals being "educated"; something apart from the ongoing stream of existence; a preparation, an

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

unrealistic dicipline for hypothetical situations which students might be called upon to meet in the future.

5. In the light of the rapidly changing social and economic conditions in the society in which the children of Kentucky are living, the curriculum of the future should give more emphasis to creative activities, leisure time activities, and the fine and practical arts as a means of relating the work of the schools more closely to the environment outside of the schools.

6. The high school in Kentucky is still dominated by the influence of the so called "college entrance" requirements and the accrediting standards. If the high schools of Kentucky are to offer programs which are to meet the needs of the students whom they serve, a greater degree of autonomy and control of the curriculum should be vested in the local school authorities and the patrons of the school. The curriculum should be considered as emergent, and not fixed and constant. Influences and factors outside of school might well contribute more to the shaping of the curriculum in Kentucky, which has undergone but little change in the last half century.

7. Since the high schools of Kentucky provide the last formal education for the vast majority of the boys and girls who attend them, it is highly desirable that the curriculum of the high school should afford opportunity for such training as would fit the individual for participation in the continuous reconstruction, enrighment, and improvement of the patterns of individual and social living. The present curriculum undoubtedly makes a contribution in this direction, but more emphasis might well be placed upon this aspect of the secondary program.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Suggestions for Further Research.- The present investigation has considered only the historical aspects of the school system of Kentucky and its curriculum. It has left untouched many worthwile problems in the curriculum field as related to the schools of Kentucky. It would be of interest and value to trace the development and evolution of the content of the various subject fields, both in the elementary and secondary schools. It might be of value to compare the effectiveness of the present curriculum of the high school as an instrument of social progress, with that of the academy and seminary. Another interesting study might be made of the relative difficulty of the Kentucky Public School textbooks of fifty years ago with those of today, in terms of vocabulary, organization, and subject content. The elementary school in Kentucky should prove a valuable field to the research workers in the history of education, for it has been the object of but little investigation thus far.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

B I B L I O G R A P H Y

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

A P P E N D I C E S

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

BIBLIOGRAPHY

I. Primary Sources

Reports

1. Annual Reports of the Superintendent of Public Instruction. Frankfort, Kentucky: State Board of Education.

   1846-1847, 1848, 1849, 1850, 1859, 1867, 1869, 1873, 1875, 1893, 1897, 1901, 1903, 1909, 1910, 1911, 1913, 1919, 1921, 1925, 1927, 1929, 1931, 1937.

2. Annual Report, Ashland Public Schools, 1894. Ashland, Kentucky: Board of Education. Pp. 94.

3. Annual Report, Bowling Green Board of Education. Bowling Green, Kentucky: Board of Education, 1909, 1932.

4. Annual Report of the Covington Public Schools, 1914-1915. Covington, Kentucky: Board of Education. Pp. 78.

5. Annual Report, Public Schools, Covington, Kentucky, June, 1876. Covington, Kentucky: Board of Turstees. Pp. 87.

6. Annual Report of the Frankfort Public Schools, 1916. Frankfort, Kentucky: Board of Education. Pp. 79.

7. Annual Report, City Schools, Henderson, Kentucky, June, 1908. Henderson, Kentucky: Board of Education. Pp. 56.

8. Annual Report, Hopkinsville Public Schools, 1899. Hopkinsville, Kentucky: Board of Education. Pp. 87.

9. Annual Reports, Lexington Public Schools. Lexington, Kentucky: Board of Education, 1890, 1894, 1900-1901.

10. Annual Reports, Louisville Public Schools. Louisville, Kentucky: Board of Education, 1895, 1911, 1915, 1923, 1924.

11. Annual Report, Louisville University and Public Schools. Louisville, Kentucky: Board of Trustees, 1858, 1859, 1860, 1862, 1877.

12. Annual Reports, Maysville Public Schools. Maysville, Kentucky: Board of Trustees, 1877. Board of Education, 1913-1914, 1923-1924.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

13. Annual Reports, Newport Public Schools, Newport, Kentucky: Board of Trustees, 1866, 1872, 1874, 1876-1878. Board of Education, 1913-1914.

14. Annual Reports, Owensboro Public Schools. Owensboro, Kentucky: Board of Education. 1872-1873, 1902-1903, 1911-1912.

15. Annual Report, The Pendleton County Public Schools 1918-1919. Falmouth, Kentucky: Falmouth City and Pendleton County Boards of Education. Pp. 16.

16. Organization Report of the Ashland High School Principal, October, 1937. Frankfort, Kentucky: Files of the State High School Inspector.

17. Organization Report, Ashland Junior High School, 1937. Frankfort, Kentucky: Files of the State High School Inspector.

18. Organization Report of the Bowling Green High School, October, 1937. Frankfort, Kentucky: Files of the State High School Inspector.

19. Organization Report, Barrett Junior High School, Louisville, Kentucky, 1937-1938. Frankfort, Kentucky: Files of the State High School Inspector.

20. Organization Report, Bowling Green Junior and Senior High School, October, 1937. Frankfort, Kentucky: Files of the State High School Inspector.

21. Organization Report, Eastern Junior High School, Louisville, Kentucky, 1937-1938. Frankfort, Kentucky: Files of the State High School Inspector.

22. Organization Report, Frankfort High School, 1938. Frankfort, Kentucky: Files of the State High School Inspector.

23. Organization Report, Hopkinsville High School, 1938. Frankfort, Kentucky: Files of the State High School Inspector.

24. Organization Report, Grahn Junior High School,Carter County, Kentucky, 1937-1938. Frankfort, Kentucky: Files of the State High School Inspector.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

25. Organization Report, Jackson Street Junior High School, Louisville, Kentucky, 1937. Frankfort, Kentucky: Files of the State High School Inspector.

26. Organization Report, Lexington Junior High School, 1936. Frankfort, Kentucky: Files of the State High School Inspector.

27. Organization Report, Madison Street Junior High School, Louisville, Kentucky, 1937. Frankfort, Kentucky: Files of the State High School Inspector.

28. Organization Report, Maysville High School, September, 1935. Frankfort, Kentucky: Files of the State High School Inspector.

29. Organization Report, Morton Junior High School, Lexington, Kentucky, 1935. Frankfort, Kentucky: Files of the State High School Inspector.

30. Organization Report, Owensboro High School, 1931-1932. Frankfort, Kentucky: Files of the State High School Inspector.

31. Organization Report, Paris High School, 1937. Frankfort, Kentucky: Files of the State High School Inspector.

32. Organization Report, Parkland Junior High Schools, Louisville, Kentucky, 1937. Frankfort, Kentucky: Files of the State High School Inspector.

33. Organization Report, Southern Junior High School, Louisville, Kentucky, 1937. Frankfort, Kentucky: Files of the State High School Inspector.

34. Organization Report, Upper Tygart Junior High School, Carter County, Kentucky, 1937-1938. Frankfort, Kentucky: Files of the State High School Inspector.

35. Organization Report, Western Junior High School, Louisville, Kentucky, 1937. Frankfort, Kentucky: Files of the State High School Inspector.

Announcements and Catalogues

36. Annual Announcement of Transylvania University, 1847-1848. Lexington, Kentucky: Board of Curators, Transylvania University, Pp. 54.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

37. Annual Announcement, University of Kentucky, 1910. Lexington, Kentucky: Board of Trustees, University of Kentucky. Pp. 86.

38. Announcement of the Hopkinsville High School, 1908-1909. Frankfort, Kentucky: Files of the Department of Education.

39. Annual Catalogue, Georgetown College, June, 1887. Georgetown, Kentucky: Board of Curators, Georgetown College. Pp. 77.

40. Annual Catalogue of Greenville Institute, 1855. Harrodsburg, Kentucky: Board of Trustees, Greenville Institute. Pp. 18.

41. Annual Catalogue, Kentucky University, 1865-1866. Lexington, Kentucky: Board of Trustees, Kentucky University. Pp. 66.

42. Annual Catalogue of Lafayette Academy 1825. Christian County, Kentucky: Board of Trustees, Lafayette Academy, Pp. 43.

43. Annual Catalogue, Millersburg Male and Female Academy, 1858. Millersburg, Kentucky: Trustees of Millersburg Academy. Pp. 28.

44. Annual Catalogue Millersburg Collegiate Institute, 1858. Paris, Kentucky: Paris Paper and Printing Company. Pp. 39.

45. Catalogue and By-Laws of Augusta College, 1828. Augusta, Kentucky: Board of Trustees, Augusts College. Pp. 48.

Bulletins and Monographs

46. A Physical Training Manual for Kentucky Schools. Kentucky Educational Bulletin, V. V, No. 5. Frankfort, Kentucky: Department of Education, July, 1937. Pp. 105.

47. A Program of Curriculum Study in Kentucky. Kentucky Educational Bulletin, V. II, No. 8. Frankfort, Kentucky: Department of Education, 1934. Pp. 40.

48. Courses of Study for High Schools. Bulletin, V. XII, No. 6. Frankfort, Kentucky: Department of Education, August, 1919. Pp. 64.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

49. Elementary Courses of Study (Outlines) Grades 1 - 8. Kentucky Educational Bulletin V. VI, No. 5. Frankfort, Kentucky: Department of Education, July, 1938.

50. Manual and Course of Study for County High Schools. Bulletin, V. 4, No. 7. Frankfort, Kentucky: Department of Education, December, 1911. Pp. 48.

51. Manual and Course of Study for Public High Schools. Revised. Bulletin, V. IX, No. 6. Frankfort, Kentucky: Department of Education, September, 1916. Pp. 74.

52. Manual of Organization and Administration for High Schools, 1933. Kentucky Educational Bulletin, V. I, No. 6. Frankfort, Kentucky: Department of Education, August, 1933. Pp. 164.

53. Organization of Instruction in the Elementary Grades. Kentucky Educational Bulletin, V. IX, No. 4. Frankfort, Kentucky: Department of Education, 1936. Pp. ii + 78.

54. Report of the Kentucky Educational Commission. Kentucky Educational Bulletin, V. I, No. 8. Frankfort, Kentucky: Department of Education, 1933. Pp. 324.

55. State Course of Study and Rules and Regulations of the State Board of Education. Kentucky Educational Bulletin, V. III, No. 3. Frankfort, Kentucky: Department of Education, 1935. Pp. 23.

56. The County High School Course of Study. Bulletin No. 5, First Series. Frankfort, Kentucky: Department of Education, 1908. Pp. 68.

57. The High School Curricula. Unpublished Bulletin. Frankfort, Kentucky: State Department of Education, August, 1930. Pp. 6.

58. Whirlwind Campaign, Bulletin No. 10. Frankfort, Kentucky: Department of Education, 1908. Pp. 30.

59. Kentucky Public School Directory, 1937-1938. Kentucky Educational Bulletin, V. V, No. 8. October, 1937. Frankfort, Kentucky: Department of Education. Pp. 70.

60. Colvin, George. Laws, Synopsis of the Course of Study, Rules and Regulations Relative to Classification and Administration of High Schools. Educational Monograph, No. I. Frankfort, Kentucky: Department of Education, January, 1923. Pp. 38.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

61. Sout, Johne E. Development of High School Curricula in the North Central States from 1860 to 1918. Supplementary Educational Monographs, V. III, No. 3, June 1921. University of Chicago: Chicago, Illinois. Pp. xi + 322.

Books and Pamphlets

62. A Pamphlet Account of the Schools. Louisville, Kentucky: Norwood and Palmer, 1930. Pp. 32.

63. Guthrie, Jesse. The American School Master's Assistant. Lexington, Kentucky: Joseph Charles, 1804. Pp. 148.

64. Hunter, George W. and Whitman, Walter G. Science in our Social Life. Cincinnati: American Book Company, 1932. Pp. 364.

65. Ray, Joseph. Ray's Higher Arithmetic. Cincinnati, Ohio: W. B. Smith and Company, 1858. Pp. 208.

66. Strader, J. L. and Rhoads, H.C. Plane and Solid Geometry. New York: John C. Winston Company, 1933. Pp. 423.

67. Wood, George C. and Carpenter, Harry A. Modern Science Series. Chicago: Allyn and Bacon, 1929. V. I, II, III. Pp. 1792.

Courses of Study

68. Bowling Green Public Schools, Course of Study, 1909. Bowling Green, Kentucky: Board of Education. Pp. 16.

69. Bowling Green Public Schools, Course of Study, 1915. Bowling Green, Kentucky: Board of Education. Pp. 18.

70. Bowling Green Public Schools, Course of Study, 1925. Bowling Green, Kentucky: Board of Education. Pp. 21.

71. Course of Study and Daily Program, Public Schools, Maysville City Schools. Maysville, Kentucky: Board of Education, 1900. Pp. 64.

72. Course of Study, Middlesboro High School, 1937-1938. Middlesboro, Kentucky: P. L. Hamlett, Principal, Middlesboro High School.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

73. Course of Study, Picadome High School, 1931-1932. Lexington, Kentucky: D. Y. Dunn, County Superintendent, Fayette County.

74. Kentucky State Course of Study and Teacher's Manual for Elementary Schools, 1925-1929. Frankfort, Kentucky: State Board of Education, 1925. Pp. XII + 297.

Legal Sources

75. Hening, W. Annotated Statutes at Large of Virginia. Vol. II, 1795; Vol. X, 1868; Vol. XI, 1870; Vol. XII, 1872.

76. Kentucky Common School Laws. Kentucky Educational Bulletin, V. 2, No. 4. Frankfort, Kentucky: Department of Education, 1934. Pp. vi + 132.

77. Kentucky Documents. 1833-1834, 1859-1860, 1861-62.

78. Kentucky House Journal. 1815-1816, 1818-1819, 1819-1820, 1821-1822, 1829-1830, 1851-1852.

79. Kentucky Senate Journal. 1811-1812, 1817, 1821, 1838-1839, 1839-1840.

80. Kentucky Reports. 1840, 1841-1842, 1843-1844.

81. Kentucky Session Acts. 1821, 1823, 1824-1825, 1836-1837, 1837-1838, 1838-1839, 1838-1840, 1841-1842, 1842-1843, 1844-1845, 1845-1846, 1847-1848, 1848-1849, 1849-1850, 1850-1851, 1851-1852, 1855-1856, 1863, 1864, 1865, 1873, 1881-1882, 1883-1884, 1887-1888, 1892, 1893, 1906, 1908, 1914, 1916, 1918, 1920, 1922, 1924, 1928, 1932, 1934.

82. Littell, William. The Statute Laws of Kentucky, (1792-1797, V. I.

83. Littell, William. The Statute Laws of Kentucky, (1798-1801). V. II.

84. Littell, William. The Statute Laws of Kentucky. Vol. III.

85. Constitution of Kentucky, 1849. Article II.

Manuals

86. Holloway, J. B. and Godman, Mark. Manual and Program of Studies for Kentucky High Schools. Frankfort, Kentucky: State Board of Education, 1927. Pp. viii + 312.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Newspapers

87. Crittenden Press. June 21, 1882. Marion, Kentucky.

88. The Kentucky Gazette. Lexington, Kentucky.

November 22,	1788
January 18,	1789
December 6,	1793
April 4,	1799
August 6,	1805
September 22,	1807
March 7,	1812
February 28,	1822
August 7,	1832
April 4,	1835

89. The Lexington Reporter. September 1, 1808. Lexington, Kentucky.

90. The Maysville Eagle. June 14, 1826. Maysville, Kentucky.

91. The Palladium. April 4, 1799. Frankfort, Kentucky.

92. Western Citizen. V. 24, No. 17, April 23, 1831. Paris, Kentucky.

93. Western Citizen. V. 24, No. 44, October 29, 1831, Paris, Kentucky.

94. Western Presbyterian Herald. November 16, 1837. Louisville, Kentucky.

Records and Proceedings

95. Minutes of the Board of Trustees of Bourbon Academy, April, 1801. Paris, Kentucky: Board of Trustees, Bourbon Academy.

96. Minutes of the Board of Trustees of Bourbon Academy, October, 1801. Paris, Kentucky: Board of Trustees, Bourbon Academy.

97. Minutes of the Board of Trustees of Bourbon Academy, April, 1802. Paris, Kentucky: Board of Trustees, Bourbon Academy.

98. Minutes of the Board of Trustees of Bourbon Academy, October, 1806. Paris, Kentucky: Board of Trustees, Bourbon Academy.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

99. Minutes of the Board of Trustees of Bourbon Academy, March, 1853. Paris, Kentucky: Board of Trustees, Bourbon Academy.

100. Minutes of the Board of Trustees of Louisville Public Schools, 1851-1856. Louisville, Kentucky: Board of Trustees, Louisville Public Schools.

101. Minutes of the Board of Trustees of Louisville Public Schools, 1891-1892. Louisville: Board of Trustees, Louisville Public Schools.

102. Records of Proceedings of Transylvania Seminary. Lexington, Kentucky: Trustees of Transylvania Seminary. 1793, 1795, 1789, 1791.

103. Records of the Board of Education, 1830-1831. Ashland, Kentucky: Board of Education.

104. City Journal, Number 7, Old Series, 1837. Louisville, Kentucky, City Clerk's Office.

Miscellaneous

105. Directory, City of Louisville, 1838-1839. Louisville: R. W. Otis and Company. Pp. 217.

106. High School Record Book. Principal's Office, Shawnee High School, Louisville, Kentucky.

107. Kentucky Educational Directory, 1909-1910. Frankfort, Kentucky: Department of Education. Pp. 59.

108. Newport High School, Program of Courses, 1937-1938. Newport, Kentucky: High School Principal's Office.

109. Public School Directory. Frankfort, Kentucky: Department of Education, 1920-1921. Pp. 48.

110. Student's Handbook, Holmes High School, 1930-1931. Covington, Kentucky: Board of Education. Pp. 56.

111. Student's Handbook, Hopkinsville High School, 1925. Hopkinsville, Kentucky: Board of Education. Pp. 42.

112. Third City Directory of Louisville. Louisville, Kentucky: R. W. Otis and Company, 1836. Pp. 127.

113. Male High School Hand Book, 1924. Louisville, Kentucky: Male High School. Pp. 46.

114. Old Matriculation Book. Louisville, Kentucky: Principal's Office, Louisville Male High School.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

II. Secondary Sources

Books

1. Briggs, Thomas H. Curriculum Problems. New York: Macmillan Company, 1926. Pp. iv + 138.

2. Brown, E. E. The Making of Our Middle Schools. New York: Longmans, Green and Co., 1907. Third Edition. Pp. 547.

3. Brown, John F. The American High School. New York: The Macmillan Company, 1909. Pp. 462.

4. Caswell, H. L. and Campbell, D. S. Curriculum Development. New York: American Book Company, 1935. Pp. vii + 580.

5. Collins, Lewis and R. H. History of Kentucky. Covington, Kentucky: Collins and Company, 1878, V. II. Pp. 580.

6. Cubberly, Elwood P. Education in the United States. Boston: Houghton Mifflin Company, 1934. Pp. 850.

7. Hamlett, Barksdale. History of Education in Kentucky. Frankfort, Kentucky: State Journal Printing Company, 1914. Pp. iv + 340.

8. Harap, Henry. The Technique of Curriculum Making. New York: Macmillan Company, 1928. Pp. XII + 583.

9. Hopkins, L. T. Curriculum Principles and Practices. Sanborn Co., 1929. Pp. vi + 611.

10. Johnson, J. Stoddard. History of Louisville. V. I. Chicago: American Biographical Publishing Company, 1896. Pp. vi + 346.

11. Perrin, W. H. History of Bourbon County. Chicago; O. L. Baskin and Company, 1882. Pp. 247.

12. Pollitt, Mabel Hardy. James Patterson Kennedy, President of the University of Kentucky, 1896-1910. Louisville, Kentucky: Westerfield--Bonte Company, 1925. Pp. xii + 408.

13. Savage, A. O. Historical Sketches of Institutions. Chicago: Chicago Press, 1878. Pp. 189.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

14. Smith, Z. F. History of Kentucky. Louisville, Kentucky: Courier-Journal Printing Company, 1886. Pp. 745.

15. Webb, R. W. et. al. High School Curriculum Reorganization. Ann Arbor: North Central Association, 1933. Pp. VII ✓ 391.

Theses

16. Beall, Mary. "Comparative Analysis of Curricular of Kentucky High Schools, 1922-1923 and 1923-1924." Unpublished Master's Thesis, University of Kentucky, 1924. Pp. 156.

17. Cannon, Charles T. "History of Education in Logan County, Kentucky." Unpublished Master's Thesis, University of Kentucky, 1929. Pp. 187.

18. Clark, Clarence. "A History of the Development of High Schools of Kentucky." Unpublished Master's Thesis, University of Chicago, 1924. Pp. 248.

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

20. Horlacher, Vaneta Thomas. "The Academy in Kentucky." Unpublished Master's Thesis, College of Agriculture, University of Kentucky, 1925. Pp. 137.

21. Howard, Boyd D. "An Analysis of the Junior High School Curriculum in the State of Kentucky, 1935-1936." Unpublished Master's Thesis, Teacher's College, University of Cincinnati, 1936. Pp. 69.

22. Hunt, R. L. "A Study of the Factors Influencing the Public School Curriculum of Kentucky." Unpublished Doctor's Thesis, George Peabody College for Teachers, 1937. Pp. 204.

23. Irwin, Frances Mabry. "History of Education in McCracken County, Kentucky." Unpublished Master's Thesis, University of Kentucky, 1929. Pp. 206.

24. Jackson, Ward B. "History of Education of Boyd County." Unpublished Master's Thesis, University of Kentucky, 1932. Pp, 208.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

25. Judy, E. Keevell. "Reorganization of Secondary Education in Kentucky." Unpublished Master's Thesis, University of Kentucky, 1932. Pp. 132.

26. Little, Robert E. "History of Education in Madison County." Unpublished Master's Thesis, University of Kentucky, 1933. Pp. 149.

27. McCoy, Lottie, "History of Education in Harlan County." Unpublished Master's Thesis, University of Kentucky, 1936. Pp. 147.

28. Mills, Howard H. "History of Education of Covington, Kentucky." Unpublished Master's Thesis, University of Kentucky, 1933. Pp. 126.

29. Oliver, Tybee Williams. "Elementary and Secondary Education in Kentucky." Unpublished Master's Thesis, University of Chicago, 1915. Pp. 94.

30. Simpson, Capitola. "History of Education in Owen County." Unpublished Master's Thesis, University of Kentucky, 1936. Pp. 84.

31. Smith, H.B. "A Survey of the Curriculum in the Larger Senior High Schools in Kentucky." Unpublished Master's Thesis, Teachers's College, University of Cincinnati, 1936. Pp. 101.

32. Welsh, James Robert. "History of Education in Bourbon County." Unpublished Master's Thesis, University of Kentucky, 1933. Pp. 267.

33. Williams, Bettie Neal. "Past and Present Practices in the Junior High School Curriculum Since 1910." Unpublished Master's Thesis, Duke University, 1933. Pp. 167.

34. Zerkel, Waldo Emerson. "A Study in Determining Objectives of a Rural High School Curriculum." Unpublished Master's Thesis, Wittenberg College, 1933. Pp. 97.

Periodicals

35. Good, C. V., and Raymond. "The Titles of Curricula Offered or Suggested in Secondary School," School Review, XXXV (September, 1927), 503-509.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

36. Good, C. V. "Variables of the Senior High School and College Entrance Problem," School Review, XXXV (November, 1927), 686-691.

37. "The Curriculum," Review of Educational Research, IV (January, 1931), 1-64.

38. "The Curriculum," Review of Educational Research, IV (April, 1934), 121-252.

39. Peabody Journal of Education, V (January, 1928), 223-229.

Miscellaneous

40. Barnes, George I. A Study of Small High Schools in Kentucky With Recommendations for Their Improvement. Frankfort, Kentucky: Department of Education, 1927. Pp. 184.

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

42. Ligon, M. E. A History of Public Education in Kentucky. Unpublished Manuscript, Lexington, Kentucky. Pp. 557.

43. Project Staff, Federal Project O. P. 5-119. A Study of Local School Units in Kentucky. Frankfort, Kentucky: State Department of Education, June, 1937. Pp. iv + 96.

44. The Development of the High School Curriculum. Part II. Sixth Yearbook of the Department of Superintendence. Washington: Department of Superintendence, 1928. Pp 853.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

APPENDICES A TO D

APPENDIX A COURSES OF STUDY

APPENDIX B EVOLUTION OF KENTUCKY PUBLIC SCHOOL CURRICULUMS

APPENDIX C BRIEF HISTORY OF SELECTION OF TEXTBOOKS

APPENDIX D TITLE PAGE AND EXCERPTS FROM THE ARITHMETICAL VADE MECUM

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

APPENDIX A - COURSES OF STUDY

1. Course of Study

Greenville Institute, Harrodsburg, (1855)

Preparatory Department

Orthography
Reading
Writing
Elementary Drawing
Mental Arithmetic
First Lessons in Grammar and Composition
Written Arithmetic, Part I
Geography
Primary Physiology
History of Common Subjects

Freshman Class

Fall Term	Spring Term
Oral and Written Arithmetic	Arithmetic, Oral and Written (con'd)
English Grammar	English Grammar
Lessons in Natural History	History United States with Geography
Lessons in English Composition	Lessons in Composition, (con'd)

Sophomore Class

Fall Term	Spring Term
Arithmetic Completed	Algebra Commenced
English Grammar	Botany
Human Physiology	Modern History and Geography
Zoology	Rhetoric

Junior Class

Fall Term	Spring Term
Algebra Completed	Natural Philosophy
Geometry	Chemistry
Exercises in Rhetoric and Grammar (con'd)	Paley's Natural Theology
Constitution and Laws of the United States	Ancient History and Geography

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Course of Study

Greenville Institute, Harrodsburg, (1855) (Continued)

Senior Class

Fall Term	Spring Term
Astronomy	Moral Science
Geology	Evidences of Christianity
Mental Science	Kame's Criticism
Logic	Shaw's English Literature

BRANCHES PURSUED THROUGHOUT THE COURSE

Spelling and Defining, Reading, Composition, Vocal Music, Writing, English Grammar, and the Bible, which, as the most import of all text-books, is to be daily studied and recited.

OPTIONAL BRANCHES

Instrumental Music, Latin, Greek, Drawing and Painting, French and German.

Beside the ordinary English Course, a regular College Course, embracing Latin and Greek, with the usual branches in Mathematics, can be pursued.

It is much to be regretted that parents generally do not appreciate the claims of their daughters, to share with their sons the great advantages of a regular classical and mathematical course; a course which, for its superior disciplinary effects upon the mind, the experience of ages has demonstrated to be the very best that can be derived.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

2. COURSE OF STUDY

Taylor Academy at Harrodsburg (1859)

FIRST YEAR

Spelling and Defining Words
Modern Geography, with the use of globes and Geographical charts
History of the United States
Mental and Practical Arithmetic
Arithmetical Tables
Bible Recitations
Vocal Music

SECOND YEAR

Reading, Writing and Geography, continued
Outlines of Modern History
Ancient Geography, commenced
Arithmetic
English Grammar with constant practical exercises
Bible Recitations
Vocal Music
Practical Exercises in Composition and Declamation

THIRD YEAR

English Grammar and Ancient Geography, continued
Outlines of Ancient History
Bookkeeping
Arithmetic, continued
Elements of Algebra, Commenced
Latin Grammar
Latin Reader
Instruction in Didactics
Bible Recitations
Vocal Music
English Composition and Declamation

FOURTH YEAR

English Grammar, completed
Outlines Physiology
Higher Arithmetic
Elements of Algebra, completed
Instruction in Didactics, continued

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

COURSE OF STUDY

Taylor Academy at Harrodsburg

FOURTH YEAR
(continued)

Latin Grammar, continued
Caesar, Sallust, Bucolics and Georgics
Greek Grammar, Greek Reader
Selections from the Greek Testament
Bible Recitations
Vocal Music
English Composition and Declamation

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

3. COURSE OF STUDY

Preparatory Department of Kentucky University (1865)

CLASSICAL COURSE

First Year

First Term	Second Term
Quackenba's English Grammar	Quackenba's English Grammar
Composition	Composition
Arithmetic--Ray's Part III	Algebra--Ray's Part I
Andrew's & Stoddard's Latin Grammar	Andrew's & Stoddard's Latin Grammar
Kuhner's Elementary Greek Grammar or	Andrew's Latin Reader
Arnold's First Book in Greek with the Accents	Kuhner's Elementary Greek Grammar or
Ancient & Modern Geography	Arnold's First Book in Greek with a daily exercise in writing Greek with the accents
Penmanship & Drawing	Ancient & Modern Geography
	Penmanship & Drawing

Second Year

First Term	Second Term
English Composition	Outlines of Modern Hisoty
Elocution	English Composition
Outlines of Ancient History	Elocution
The First Four Books of Caesar	Sallust's Conspiracy of Catiline
Arnold's Latin Prose Composition	Five Orations of Cicero--the Orations against Catiline and the Oration for the Manilian Law
Felton's Greek Reader	Arnold's Latin Prose Composition
The Fables	Felton's Greek Reader
The Selections from Lucian Dialogues and Xenophon's Cyropaedia	The Funeral Oration of Lysias
Crosby's Greek Grammar	The Selections from Herodotus the Odyssey, Anocreon, Sappho, Moschus
	Two books of Xenophon's Anabasis
	A daily exercise in writing Greek with the accents

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

COURSE OF STUDY

Preparatory Department of Kentucky University (1865)

ENGLISH COURSE

First Term	Second Term
Quackenba's English Grammar	Quackenba's English Grammar
Composition	Composition
Arithmetic--Ray's Part III	Algebra--Ray's Part I
Elocution	Elocution
Outlines of Ancient History	Outlinesof Modern History
Penmanship & Drawing	Penmanship & Drawing

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

4. COURSE OF STUDY

Georgetown Academy at Georgetown (1887)

CLASSICAL COURSE

First Year

English Grammar
Arithmetic
Greek begun
Anabasis
Latin--begin Caesar

Third Year

Solid Geometry, Beman and Smith
Studies in English Literature, Swinton
Virgil's Aeneid, with scanning--six books
New Physical Geography, Tarr
Elements of Physics

COURSES IN READING

Sub-Academic

Macaulay's Life of Johnson
Irving's Sketch Book

In Class

Scitt's Ivanhoe
Shakespeare's Merchant of Venice--Parallel

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

COURSE OF STUDY

Georgetown Academy at Georgetown (1887)

Second Year

Shakespeare's Macbeth
Webster's First Bunker Hill Oration--in class
Shakespeare's Julius Caesar
Washington's Farewell Address
The Roger de Coverly Papers in the Spectator
Coleridge's Ancient Mariner--Parallel

Third Year

Milton's Comus
Lycidas
L'Allegro and Il Penseroso--in class
Goldsmith's The Deserted Village
George Eliot's Silas Marner
DeQuincey's The English Mail Coach and Joan of Arc
Tennyson's Launcelot and Elaine
The Passing of Arthur--Parallel

Second Year

English Grammar
Algebra
Anabasis (three books)
Greek, Grammar and Syntax
Caesar (two books)
Virgil (two books)
Prose Composition

ENGLISH COURSE

First Year

English Grammar
United States History
Arithmetic
Spelling

Second Year

Algebra
Spelling
English Grammar
Outlines of General History

The English Course is intended to accomodate young men who do not desire a thorough college education.

The purpose of the Classical Course is thorough preparation for regular college work.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

5. STATE COURSE OF STUDY

Elementary Schools, 1874

Primary Department

Reading--First, Second and Third Readers

Spelling--To spell from the Readers and from the Spelling book or from Primer

Written Arithmetic--Notation, Numberation, Addition, Subtraction, Multiplication, and Division

Mental Arithmetic--Practical Examples, embracing Addition, Subtraction, Multiplication and Division

Roman Numerals--To one thousand

Penmanship--To write on slates or in Copy-books as Teacher and Trustee may determine

Punctuation--Pupils to learn the name and use of all pauses and marks found in reader

Elementary Department

Reading--Fourth and Sixth Readers

Spelling--To spell from their Readers and from their Spelling Books

Written Arithmetic--Practical examples, embracing the addition, subtraction, multiplication, and division of whole numbers, mixed numbers, fractional numbers and denominate numbers.

Roman Numerals --Continued

Penmanship--Pupils to write in Copy-books, as Trustees or Teacher may direct

Punctuation--Pupils to name and tell the use of the pauses and marks found in their readers

English Grammar

Composition

Geography--Intermediate Geography completed

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

History of the United States

Text Books

Written Arithmetic--Towne's, Robinson's, Stoddard's or Ray's

Mental Arithmetic--Stoddard's or Towne's

Geography--Montieth's and McNally's, Mitchell's, Cornell's, or Eclectic Series

Readers--McGuffey's or Goodrich's

Spellers--Butler's or Dr. Wolf's

Grammars--Butler's or Harvey's

History of United States--Goodrich's, Venable's or Barnes'

Penmanship--Payson, Dunton and Scribner's, or the Eclectic System of Penmanship

Maps--Mitchell's New Outline Maps

School Records--Published by John P. Morton & Company

Aids to Teachers

Brownell's Composition
Brown's Physiology
William's Parser's Manual
Smart's Manual of Free Gymnastics
Object Lessons and Charts, Wilson's and Calkin's
Nelson's Bookkeeping
Bronson's Elocution
Henderson's Text Speller
Duncan's Examiner or Teachers' Aid

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

6. STATE COURSE OF STUDY

Elementary Schools, 1914

First Year

Reading--Primer and First Reader

Writing--Correlated with Reading, Spelling, and Language

Spelling--Words from readers and familiar phonetic words

Language--Statements, stories, fables, Picture Lessons, Poems, Health Lessons, Morals and Manners

Numbers--Combinations, operations, and applications within 10

Handwork--Paper-cutting, representative constructions with Number work

General Exercises--Singing and Drawing, Agriculture, Nature Study and Domestic Science

Second Grade

Reading--Second Reader Completed, Supplementary Readers

Writing--Correlated with Reading, Spelling, and Language

Spelling--Words from readers and phonetic words continued

Language--Statements, Stories, Fables, Picture Lessons, Poems, Health Lessons, Morals and Manners

Numbers--Combinations, operations and applications within 20. Text book through lesson 43

Hand-work--Paper cutting, representative construction with numbers

General Exercises--Singing, Drawing, Agriculture and Household Arts

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Third Grade

Reading--The Third Reader and Supplementary Lessons

Writing--Copy Book No. 1

Spelling--As outlined. Supplementary Lists

Language--Steps in English, Part One as outlined in this course

Numbers--Combinations, Operations and Applications through 81

Home Geography and Nature Study

General Exercises--Singing, Drawing, Handwork, Agriculture and Household Arts

Fourth Grade

Reading--The Third Reader and Supplementary Lessons

Writing--Copy Book No. 2 . Drill Exercises

Speller--The Speller as outlined. Supplementary Lists

Language--Steps in English, Part Two as outlined in the course

Arithmetic--Test as outlined; numbers with combinations to 144, reading and writing numbers to 1000; fractions to twelfths; Intellectual completed to Lesson 28

Home Geography and Nature Study

General Exercises--Singing, Drawing, Handwork, Agriculture, and Household Arts

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Fifth Grade

Correlations and Alternations

Teach the Fifth Grade Course during the school years 1911-1912 and 1913-1914, omitting entirely the Sixth Grade Course.

Alternate the Fourth Reader and the Primary History, using the history largely as a reader.

Correlate Writing with Language.

Spelling will be correlated as in Sixth Grade.

Alternate Primary Geography and Essentials of Health, giving the first two weeks of each month to Geography and the last two weeks to Physiology.

Correlate the General Exercises as in the Sixth Grade.

The Fifth Grade students and the Sixth Grade students constitute one class, the fourth Class of the school, and they recite the same lessons.

Synopsis of Fifth Year Course

Reading--First Thirty Lessons of the Fourth Reader

Writing--Copy Book No. 3. Drills

Spelling--The Speller as outlined. Supplementary Lists

Language--Steps in English, Part Three as outlined by the month

Arithmetic--Text completed through the Compound Numbers as outlined by the month

Geography--The Text Books completed through the Monor Countries of North America as outlined by the month.

Physiology--Text completed through the Lymphatics

History--The Text Book through the Inter-Colonial Wars

General Exercises--Singing, Drawing, Hand-work, Agriculture, and Household Arts

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Sixth Grade

Correlations and Alternations

Teach the Sixth Grade Course during the School Year 1912-1913, and 1914-1915, omitting entirely the Fifth Year Course these years.

Alternate Fourth Reader and United States Primary History

Correlate Writing with Language

Alternate Primary Geography and Essentials of Health, giving same time to each subject. Devote first two weeks of each month to Geography and the last two weeks to Health.

Correlate Drawing with the other studies, using it as a method of expression; Hand-work with Language; Agriculture and Nature Study with Reading and Language; and the Household Arts with Physiology.

Spelling will be correlated as follows: The "difficult words of the month" will be correlated with the subjects from which they have been selected; the spelling of names, word building, and unclassified lists with Language; homophones, synonyms, antonyms, and pronouncing lessinns with Reading and History.

Synopsis of Sixth Year Course

Reading--Last Thirty Lessons in the Fourth Reader

Writing--Copy Book No. 4.

Spelling--Speller as outlined. Supplementary Lists

Language--Elementary Lessons in Language as outlined by the month

Arithmetic--Text books completed

Geography--Primary completed as outlined by the month

Physiology--Essentials of Health completed as outlined

History--Primary text completed

General Exercises--Singing, Drawing, Hand-work, Agriculture and Household Arts

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Seventh Year

Teach the Seventh Grade Course during the School Year 1911-1912 and 1913-1914, omitting the Eighth Grade Course entirely these years.

Alternate Fifth Reader with Kentucky History, giving about as much time to Reading as to History.

Correlate Writing especially with Composition, and in a general way with all other studies. Use it as a mode of expression.

In Spelling, correlate the "difficult words of the month" with the studies from which they have been selected. Correlate the spelling of names and the work in defining with Reading and History; the synonyms and pronouncing lessons with Reading; and all the other lessons with Grammar and Composition. A few minutes at the beginning of each recitation should be given to spelling and word study.

Alternate Grammar and Composition, correlate the Poem and the Picture Study with Composition. Give about the same amount of time to each subject.

Alternate Geography and Physiology, giving the first two weeks of each month to Geography and the last two to Physiology, or the first and third weeks to Geography and the second and fourth to Physiology, or alternate by "method Wholes". Do not alternate by the day.

Alternate United States History and Civil Government, giving about twice as much time to the History text as to the Civics text; but correlate Civics with the History where it can be done.

Correlate the Fifth Reader Lesson with History, Geography, Civics and Physiology, where the lessons bear upon or throw light upon those subjects. Occasionally a reading lesson may be used as the basis of a Grammar or a Composition Lesson.

For correlations of General Exercises, see suggestions under Eighth Grade for same topics.

The Seventh Grade students and the Eighth Grade students constitute one class, the Fifth Class of the School, and they recite the same lessons.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Synopsis of Seventh Year Course

Reading--The first forty-five selections as planned by the month.

Writing--Copy Book No. 5. Outlined course

Spelling--Course as outlined by the month

Grammar--The Introduction, Part One, and Part Three

Composition--Writing in English as outlined

Arithmetic--Fractions, Decimals, and Percentage

Geography-- The United States; the Minor Countries of North America and South America

Physiology--Text completed through Lymphatic System

History--From the Settlement of Virginia to the Adoption of the Constitution inclusive, Kentucky History correlated

Civics--Study Family, School, City, County and Part Two of the Text

General Exercises--Singing, Drawing, Hand-work, Agriculture and Household Arts

Eighth Year

Correlations and Alternations

Teach the Eighth Grade Course during the school years 1912-1913 and 1914-1915, omitting the Seventh Grade Course entirely these years.

Alternate Fifth Reader and Kentucky History

Correlate Writing with Language, i. e. Grammar and Composition especially and with other studies in general.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

In Spelling correlate the "difficult words of the month" with the studies from which they are selected. Correlate the words in defining with Reading and Kentucky History; the synonyms and pronouncing lessons with Reading, and the world-building and unclassified lists with Grammar and compositions. A few minutes at the beginning of each recitation should be given to this spelling and word study.

Alternate Grammar and Composition, giving about equal time to each subject. The study of the Poem and Picture should be correlated with Composition furnishing the basis of work in that study..

Alternate Geography and Physiology, giving equal time to each study.

Alternate United States History and Civil Government, giving about twice as much time to History as to Civics. Also Civics should be correlated with History where it can be done.

Correlate such lessons of the Fifth Reader as can be done naturally with History, Civics, Geography and Physiology. Occasionally a lesson in the Reader should be used as the basis of Grammar and Composition work.

In the General Exercises, instruction in Hand-work, Agriculture, Nature Study and the Household Arts should be be correlated with the other branches. The Household Arts with Physiology, Language, Geography and Physiology, the nature of the lesson determining the correlation to be made. Drawing should be correlated with the other studies, used as a method of expression.

Synopsis of Eighth Year Course

Reading--The last forty-one lessons in the text book, not otherwise correlated

Writing--Copy Book, No. 6

Grammar--Introduction and Part One reviewed; Part Four completed

Spelling--Course as outlined by the month

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Composition--Writing in English as outlined

Arithmetic--Compound Numbers, Metric System, Practical Measurements, Involution and Evolution, Mensuration and Ratio and Proportion

Geography--The Earth as a Whole, Eurasia, Europe, Asia, Africa and Australia

Physiology--Text completed and reviewed

History--From the Adoption of the Constitution to the Present Time. Kentucky History Correlated.

Civics--The State and National Governments

General Exercises--Singing, Drawing and Handwork, Nature Study, Agriculture, and the Household Arts

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

7. STATE COURSE OF STUDY

Elementary Schools, 1935

Grade I

*Art
*Writing
*Primer
Music

Grade II

*Art
*Music
*Reading
*Writing
*Spelling

Grade III

Art
Music
Reading
Language
Writing
Spelling
Arithmetic
Health
Geography
History

Grade IV

*Art
*Music
*Reading
*Language
*Writing
*Spelling
*Arithmetic
*Health
*Geography
*History

Grade V

*Art
*Music
*Reading
*Language
*Writing
*Spelling
*Arithmetic
*Health
*Geography
*History

Grade VI

*Art
*Music
*Reading
*Language
*Writing
*Spelling
*Arithmetic
*Health
*Geography
*Kentucky History

Grade VII

English:
*Reading or Literature
*Gramma r and Composition
*Spelling
Social Studies:
*Geography
*History and Government
*Health and Physical Education
*Elementary Science
*Music
*Art
*General Mathematics or Arithmetic
Writing
Industrial Arts
Guidance
Home Economics

Grade VIII

English:
*Reading or Literature
*Grammar and Composition
* Spelling
Social Studies
*History and Government
*Health and Physical Education
*Elementary Science
*General Mathematics or Arithmetic
*Music
*Art
Writing
Guidance
Industrial Arts
Home Economics
Junior Business Training
General Language
Elementary Agriculture
Rural Life Problems

*--Core or required subjects

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

8. STATE COURSE OF STUDY

Elementary Schools, 1936

Grade I

Minimum	Elective
Art	Music
Writing	
Primer	
Reading	

Grade II

Minimum	Elective
Art	None
Music	
Reading	
Writing	
Spelling	

Grade III

Minimum	Elective
Art	Geography
Music	History
Reading	
Language	
Writing	
Spelling	
Arithmetic	
Health	

Grade IV

Minimum	Elective
Art	History
Music	
Reading	
Language	
Spelling	
Arithmetic	
Health	
Geography	

Grade V

Minimum	Elective
Art	None
Music	
Reading	
Language	
Writing	
Spelling	
Arithmetic	
Health	
Geography	
History	

Grade VI

Minimum	Elective
Art	None
Music	
Reading	
Language	
Writing	
Spelling	
Arithmetic	
Health	
Geography	
Kentucky History	

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

STATE COURSE OF STUDY

Elementary Schools, 1936
(Continued)

Grade VII		Grade VIII	
Minimum	Elective	Minimum	Elective
Reading or Literature	Writing	Reading or Literature	Writing
Grammar and Composition	Industrial Arts	Grammar and Composition	Guidance
Spelling	Home Economics	Spelling	Industrial Arts
Geography	Guidance	History and Government	Home Economics
History and Government		Health and Physical Education	Junior Business Training
Health and Physical Education		Elementary Science	General Languages
Elementary Science		General Mathematics or Arithmetic	Elementary Agriculture
Music		Music	Rural Life Problems
Art		Art	
General Mathematics or Arithmetic			

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

9. COURSE OF STUDY

Louisville Male High School
1857-1858

Freshman Class

Loomis' Algebra and Geometry
McClintock and Crook's First Latin Book
Jacobs' Latin Reader
Caesar
Quackenba's Rhetoric
Smith's History of Greece
Soden's German Method
Sargent's Speaker
Declamation

Sophomore Class

Loomis' Trigonometry
Surveying and Navigation
Loomis' Analytical Geometry and Calculus
Zumpt's Latin Grammar
Virgil
Cicero's Orations
Kuhner's Greek Grammar
Jacobs's Greek Reader
Xenophon's Anabasis
Liddell's Rome
Smith's Gibbon and Quackenba's Rhetoric
Heyse's German Grammar
Korner
Dialogues
Declamations

Junior Class

Olmstead's Philosophy and Astronomy
Cicero de Officiis et pro Lege Manilia
Livy
Latin Syntax and Compositions
Homer's Iliad
Xenophon's Memorabilia
Herodotus
Student's Hume
Campbell's Rhetoric
Kame's Elements of Criticism
Stewart's of the Human Mind
Prosaisher Hausschatz by Schiller
German Compositions

Descriptive and Perspective Geometry
Mathematical Drawing
Civil Engineering and Architecture
Cicero de Oratore and Letters
Horace
Syntax Ornata
Sophocles
Demosthenes Philippica
Greek Compositions
Stewart's Elements of the Human Mind
Whateley's Rhetoric
Whateley's Logic
Stewart's Moral and Active Powers
Butler's Analogy
Shepard's Constitution of the United States
Goethe's Faust
German Compositions

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

COURSE OF STUDY

Louisville Male High School
1857-1858

Academical Department

Freshman Class

Algebra
Geometry
Latin
Rhetoric
History of Greece
German
Elocution and Declamation

Sophomore Class

Trigonometry
Surveying and Navigation
Analytical Geometry and Calculus
Latin Grammar
Virgil
Cicero's Oration
Greek Grammar
Greek Reader
Xenophon's Anabasis
Roman History
Rhetoric
German
Elocution and Declamation
Philosophy
Chemistry

Junior Class

Philosophy and Astronomy
Cicero
Livy
Latin Syntax and Composition
Homer's Iliad
Xenophon's Memorabilia
Herodotus
Philosophy
Rhetoric
Elements of Criticism
Elements of Human Mind
German
Bookkeeping by Double Entry

Senior Class

Descriptive and Perspective Geometry
Mathematical Drawing
Civil Engineering and Architecture
Cicero, Orate and Letters
Horace
Syntax Ornata
Sophocles
Domosthenes' Phillipica
Rhetoric
Logic
Moral and Active Powers
Analogy
History of the United States
Faust and German Composition

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

10. COURSE OF STUDY

Newport High School
1866-1867

First Year

Latin, Dr. Smith's Latin Principia	Five Lessons per week
Algebra, Ray's to Article 172	Five Lessons per week
Anatomy and Physiology, Cutter	Five Lessons per week
Green's Analysis	Five Lessons per week

Second Year

Latin, Caesar	Five Lessons per week
Algebra to Article 305	Five Lessons per week
Natural Philosophy, Well's	Five Lessons per week
Geometry, Davies' Legendre	Five Lessons per week

Third Year

Latin, Cicero	Five Lessons per week
Algebra, Completed	Five Lessons per week
Trigonometry	Five Lessons per week
Botany	Five Lessons per week

Fourth Year

Astronomy	Five Lessons per week
Chemistry	Five Lessons per week
Mental Philosophy	Five Lessons per week
Cons titution of the United States	Two Lessons per week
Moral Philosophy	Three Lessons per week

Vocal Music, Composition and Declamation, Spelling and Defining, Map Drawing, and Moral Culture throughout the course.

Those wishing to prepare for college, can take Greek in place of Anatomy and Physiology, in the first year, and of Natural Philosophy in the second year.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

11. COURSE OF STUDY

Newport High School
1873-1874

First Year

Text Books -- Spencer's, Arnold's First and Second Latin Books, Ray's Higher Algebra, Cutter's Anatomy and Physiology, Wellson's General History.

Studies (First Term) -- The figure annexed to each study shows the number of recitations per week. Latin, 5; from page 14 to 52 and paradigms from page 124 to 144. Algebra, 4; to Article 154. Anatomy and Physiology, 4; to page 282; History, 5; to page 165. Physical Geography, 2; by lectures; Composition, 1; Elocution, 1; Spelling, 1; Drawing, 1; Penmanship.

Studies (Secont Term) -- Latin, 5; from page 51 to 79, and paradigms from 144 to 180. Algebra, 4; to Article 217. Anatomy and Physiology, 4; complete text book. History, 5; to page 322. Physical Geography, 2; Composition, 1; Elocution, 1; Spelling, 1; Drawing, 1; Penmanship, 1.

Second Year

Text Books -- Spencer's, Arnold's First and Second Latin Books, Andrews' and Stoddard's Latin Grammar, Andrews' Caesar, Ray's Higher Algebra; Davies' Legendre's Geometry, Collier's English Literature, Wellson's General History.

Studies (First Term) -- Latin, 5; from page 78 to 110, and from page 155 to 254; also coarse print rules of Grammar to subjunctive mode. Algebra, 4; to Article 254; completed. History, 4; completed. Higher Arithmetic, 4; Zoology, 2; Composition, 1; Elocution, 1; Spelling, 1; Drawing, 1; Penmanship, 1.

Studies (Second Term) -- Latin, 5; First Book of Caesar; complete syntax in Grammar. Geometry, 4; first three books. English Grammar, 4; English Literature, 4; Zoology, 2; Composition, 1; Elocution, 1; Spelling, 1; Drawing, 1; Penmanship, 1.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

COURSE OF STUDY

Newport High School
1873-1874
(continued)

Third Year

Text Books -- Spencer's, Arnold's Prose Composition, Anthon's Cicero, Davies' Legendre, Wells' Natural Philosophy, Collier's English Literature.

Studies (First Term) -- Latin, 5; to page 96 in Composition, and First Oration against Cataline. Geometry, 4; to Ninth Book. Philosophy, 5; to page 187. English Literature, 4; complete. Composition, 1; Elocution, 1; Drawing, 1; Penmanship, 1.

Studies (Second Term) -- Latin, 5; to page 195 in Composition, and Second Oration against Cataline. Geometry, 4; completed and revised. Philosophy, 5; completed. Constitution of United States, 4; Composition, 1; Elocution, 1; Drawing, 1; Penmanship, 1.

Fourth Year

Studies (First Term) -- Latin, 5; Virgil's Aeneid, first two books and prose composition. Trigonometry, 4; Davies' Legendre -- plane and spherical. Astronomy, 4; Rhetoric, 3; Composition, 1; Elocution, 1; Drawing, 1.

Studies (Second Term) -- Latin, 5; Virgil's Aeneid, second two books and prose composition. Chemistry, 4; Geology, 4; Botany, 4; Composition, 1; Elocution, 1; Drawing, 1.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

12. COURSE OF STUDY

Cynthiana High School
1872-1873

First Year

Grade B

Orthography
Reading
Definitions
English Grammar
Arithmetic
Penmanship
Composition
History - United States
Natural Philosophy
Algebra
Miscellaneous - Rhetoric, Botany, Physical Geography, Physiology, and others as opportunity may present

Grade A

Reading and Analysis
Algebra, to Logarithms
Geometry
Natural Philosophy
Chemistry
Latin Orthography
German
French

Second Year

Algebra
Geometry
Natural Philosophy
Chemistry
Astronomy
Latin
Greek
German
French

Third Year

Surveying
Latin
Greek
German
French
Mental Philosophy
History
Botany
Geology

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

13. COURSE OF STUDY

Owensboro High School
1873

First Year

Algebra
Natural History
Bookkeeping
Rhetoric
Composition
Virgil
Greek Reader

Second Year

Algebra
Botany
Rhetoric
Physiology
Composition
Declamation
Complete Virgil
Begin Sallust
Greek Reader

Third Year

Geology
Logic
Mental Philosophy
Geometry
Declamation
Composition
Sallust
Greek Testament

Fourth Year

Surveying
Moral Philosophy
Political Economy
Astronomy
Declamation
Composition
Cicero
Zenophon
Analysis

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

14. COURSE OF STUDY

Frankfort High School
1875

First Year

Reading
Spelling
Composition
Higher Arithmetic
Natural Philosophy
Grammar
Algebra
Physiology
Geometry
Bookkeeping
Latin
Music

Second Year

Latin
French
Rhetoric
Physiology
Natural Philosophy
Geometry
English Literature
General History
Bookkeeping
Music

Third Year

Latin
French
Moral Science
Astronomy
Music

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

15. COURSE OF STUDY

Maysville High School
1876

Grade I

Higher Arithmetic
History
Grammar
Morals and Manners
Spelling and Defining
Writing
Latin
Optional Compositions and Declamations

Grade K

Higher Arithmetic
Algebra
Grammar
History
Composition and Rhetoric
Spelling and Defining
Writing
Natural Philosophy
Latin
Compositions and Declamations

Grade L

Composition and Rhetoric
Natural Philosophy
Physiology
History
Astronomy
Chemistry
Latin
Compositions and Declamations

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

16. COURSE OF STUDY

Louisville Male High School
1877

First Year

Rhetoric of Expression
Latin
Greek
Algebra
Physiology
Botany
French
German

Second Year

English: (Modern History
Rhetoric
Literature)
Latin
Greek
Geometry
Physics
French
German

Third Year

English: (Policital
Economy, Mental
Philosophy)
Latin
Greek
Trigonometry and Surveying
Chemistry
French
Analytical Geometry

Fourth Year

English: (Moral Philosophy
Constitution of
United States)
Logic
Latin
Greek
German
Physics
French

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

17. COURSE OF STUDY

Covington High School
1876

First Year

First Term, of twenty weeks -- 1. Commercial Arithmetic to simple interest. 2. Grammar and Analysis to complex sentences. 3. Smith's Principia to Chapter XVII. 4. English History, finished.

Second Term, -- 1. Commercial Arithmetic finished. Algebra to simple equations. 2. English Grammar finished, and Transposition of Poetry. 3. Smith's Principia to Chapter XXX. 4. Physiology finished.

Second Year

First Term -- 1. Algebra to Quadratics. 2. Plane Geometry. 3. Books with Problems for Solution, two per week. Principia finished with the Selections from Caesar. 4. Physical Geography finished.

Second Term -- 1. Algebra finished. 2. Plane Geometry. Books with Problems. 3. Caesar, First Book and Prose Composition. 4. Zoology.

Third Year

First Term -- 1. Solid Geometry. Books with problems. 2. Natural Philosophy to Pneumatics. 3. Caesar, two books. Prose Composition of Words. 4. Chemistry.

Second Term -- 1. Solid Geometry finished, and Mensuration. 2. Natural Philosophy finished. 3. Virgil, three books, and Prosody, Prose. 4. Botany.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

COURSE OF STUDY

Covington High School
1876
(Continued)

Fourth Year

First Term -- 1. Plane Trigonometry. 2. Mental Philosophy to the Intuitive Faculty. 3. Cicero's Oration against Cataline and Prose. 4. Geology.

Second Term -- 1. Spherical Trigonometry. 2. Mental Philosophy finished. 3. Cicero's Manilian Law and Archais. 4. Constitution of the United States and Political Economy.

Penmanship Monday and Wednesday mornings half hour through the course.

Drawing on Tuesday-Thursday mornings half hour through the course.

Bookkeeping (boys) on Wednesday and Friday mornings half hour through the course during the first year.

Elocution or Reading, Monday and Wednesday mornings during the course.

Spelling, Tuesday and Thursday afternoons half hour, first and second years.

English Literature and General History Tuesday and Thursday afternoons, third and four years.

Composition every alternate week during the course.

General Exercises in Elocution, Reading and Composition the last half hour every Friday during the course.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

18. COURSE OF STUDY

Ashland High School
1893

First Year

Classical Course	Scientific Course
Latin	English
Composition	Composition
Civil Government	Physiology
Mythology	Higher Arithmetic
	Physical Geography

Second Year

Caesar	English
Algebra	Algebra
General History	General History
Botany	Civil Government

Third Year

Virgil	English and American Literature
Geometry	Geometry
Rhetoric	Rhetoric
Physics	Physics
History of Greece and Rome	Botany

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

COURSE OF STUDY

Hopkinsville High School
1899

First Year

Grammar and Mythology B
Algebra BA
Latin BA
Physical Geography B
English History BA
Rhetoric and Literature A
Botany or Zoology A

Second Year

Rhetoric and Literature BA
Plane Geometry BA
Latin BA
German BA
Geology B
General History BA
Civil Government A

Third Year

English, Grammar and Composition B
Handbook of Literature BA
Solid Geometry B
Higher Arithmetic A
Virgil BA
Physics BA
German BA

Fourth Year

Teacher's Review Course:
English Grammar and Composition B
Algebra BA
Higher Arithmetic A
Handbook of Literature BA
Geography B
History (U.S. and Kentucky) A
Physiology B
Civil Government A

Note: Current History once a week in all grades

Key: A-A-Class
B-B-Class

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

19. COURSE OF STUDY

Somerset High School
Adopted December 24, 1891

First Year

Algebra
Higher Arithmetic
English Analysis
Analysis of Words
Drawing
Composition

Algebra
Higher Arithmetic
English Analysis
Physical Geography
Analysis of Words
Drawing
Composition

Algebra
Higher Arithmetic
Physical Geography
Analysis of Words
Composition

Second Year

Algebra
General History
Botany
Geology
Drawing
Algebra

Algebra
General History
Geology - Physics
Rhetoric
Civil Government
Drawing

Algebra
General History
Physics
Botany
Drawing

Third Year

Astronomy
Geometry
Chemistry
Latin
Drawing
Physiology
Chemistry - Zoology
Geometry
Physics
Rhetoric
Latin
Drawing
Physiology

Zoology
Geometry
Physics
Rhetoric
Bookkeeping
Latin
Drawing

Fourth Year

English Literature
Trigonometry
Grammar
History
Caesar
English and American History
Trigonometry
Geography
Reading
Spelling
Essays
Caesar - Virgil

American Literature
History of Kentucky
Arithmetic Review
Reading
Spelling
Essays
Virgil

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

20. COURSE OF STUDY

Louisville Male High School

1895

First Year

Composition
Physiology
Algebra
Greek
German

Second Year

History of English Literature
Latin
Greek
German
Physics
Algebra
History of England
Geometry

Third Year

English
Selected Readings
Latin
Greek
German
Chemistry
Geometry
Trigonometry

Fourth Year

English
Latin
Greek
German
Political Economy
Physics
Mechanics
Surveying
Psychology
Logic
Astronomy
Higher Arithmetic

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

21. COURSE OF STUDY

Mount Sterling High School
1900-1901

First Year

Latin
English
Algebra
History
Botany, one-half year

Second Year

Latin
English
Geometry
Physics
History

Third Year

Latin
English
Algebra
Geometry
Chemistry
Astronomy
History

Fourth Year

Latin
English
Trigonometry
Higher Arithmetic
Physical Geography
American History
Civil Government
Physiology
Hygiene

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

22. COURSE OF STUDY

Bowling Green High School
1908-1909

First Term	Second Term
Algebra (5)*	Algebra (5)
Latin (5)	Latin (5)
Physical Geography (5)	Geology (5)
English History (3)	English History (3)
Grammar and Rhetoric (3)	Grammar and Rhetoric (3)
American Literature (2)	American Literature (2)
Vocal Music (1)	Vocal Music (1)
Drawing (1)	Drawing (1)
Debating (1)	Essays and Literary Exercises (1)

Sophomore Year

First Term	Second Term
Algebra (5)	Algebra (5)
Caesar (3)	Caesar (3)
Latin Prose Composition (2)	Latin Prose Composition (2)
Physiology (5)	Botany (5)
Ancient History (3)	Medieval History (3)
English Literature (2)	Rhetoric (3)
Vocal Music (1)	English Literature (2)
Drawing (1)	Vocal Music (1)
Debating (1)	Drawing (1)
Rhetoric (3)	Essays and Finals(1)

* Numbers indicate the periods per week the subjects were offered.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

COURSE OF STUDY
Bowling Green High School
1908-1909

(Continued)

Junior Year

First Term	Second Term
Plane Geometry (5)	Plane Geometry (5)
Cicero (3)	Cicero (3)
Latin Prose Composition (2)	Latin Prose Composition (2)
Physics (5)	Physics (5)
Modern History (3)	History of Ancient Literature(3)
English Classics (5)	English Classics (5)
Vocal Music (1)	Vocal Music (1)
Debating (1)	Essays and Finals (1)

Senior Year

Solid Geometry (5)	Higher Arithmetic (5)
Virgil (5)	Virgil (5)
Chemistry (5)	Chemistry (5)
English Classics (5)	English Classics (5)
Mythology (3)	Constitutional History (3)
Vocal Music (1)	Vocal Music (1)
Drawing (1)	Drawing (1)
Essay Work (1)	Essay Work (1)

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

23. COURSE OF STUDY

Henderson High School
1908

I. English - 40 credits
(All courses required)

Freshman B

1. Grammar, Composition, punctuation and capitals, reading and study of classics, and memorizing selections

Freshman A

2. Continuation of Course 1

Sophomore B

3. Rhetoric and composition; careful reading and study of classics.

Sophomore A

4. Continuation of Course 3.

Junior B

5. History of American Literature; American Classics and memorizing selections; Composition.

Junior A

6. History of English Literature; English Classics, and memorizing selections; Composition.

Senior B

7. Continuation and extension of Course 6.

Senior A

8. A careful and critical study of English Grammar; special attention to syntax and prosody; composition work; description, narration, exposition and argumentation.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

COURSE OF STUDY

Henderson High School
1908

(Continued)

II. Mathematics - 40 credits
(Courses marked with asterisk are required)

First Semester

Freshman B

*1. Elementary Algebra through fractions

Freshman A

*2. Course 1 continued to quadratics

Sophomore B

3. Course 2 continued. Quadratics and beyond

Sophomore A

*4. Plane geometry, books III-V

Junior B

5. Solid geometry - continuation of Course 4

Senior B

7. Plane Trigonometry

Second Semester

Freshman B

*1. Elementary Algebra through fractions

Freshman A

*2. Course 1 continued through Chapter XX

Sophomore B

*3. Course 2 continued, Quadratics and beyond

Sophomore A

*4. Plane Geometry, Books I-II

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

COURSE OF STUDY

Henderson High School
1908

(Continued)

Junior A

6. Elementary Algebra. This course will be given this semester only, and for those pupils who have successfully completed plane geometry, or Higher Arithmetic. A thorough study of the essentials of arithmetic, especially the application of percentage, mensuration, compound numbers, involution and evolution, progressions and logarithms.

Senior A

8. Advanced Algebra, beginning with Quadratics

III. History - 40 credits

First Semester

Freshman B

1. History of England from its earliest times to the establishment of the Tudors

Freshman A

2. Continuation of Course B to the present time

Sophomore B

3. Eastern nations and Greece

Junior B

5. Medieval to 1492

Senior B

7. A somewhat extended survey of the history of the United States

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

COURSE OF STUDY

Henderson High School

1908

(Continued)

Second Semester

Courses 1 and 2 outlined above

Sophomore A

4. Continuation of Course 2. History of Rome

Junior A

6. Continuation of Course 5. Modern History to the present

Senior A

8. Civil Government

IV. Latin - 40 credits

First Semester

Freshman B

1. First year Latin; careful study of the declensions and conjugations; constructions; translation; sight reading.

Freshman A

2. Course 1 continued and text completed; inflections; constructions; composition; much supplementary and sight reading from Nepos and other writers.

Sophomore A

4. Caesar, books II-IV; grammar; constructions; composition; sight reading. Course 3 continued.

Junior B

5. Cicero; Orations against Cataline, I-III; grammar; construction; composition; sight reading.

Senior B

7. Virgil, Aeneid, books I-III; grammar; constructions; composition; sight reading.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

COURSE OF STUDY

Henderson High School
1908

(Continued)

Second Semester

Courses 1, 2, 3 and 4 as outlined above
4a. Supplementary Course in Caesar or Sallust

Junior A

6. Cicero, Oration against Cataline, IV; Pro Archia, and Marcellus or Manilian Law; constructions; composition; sight reading. Continuation of Course 5

Senior A

8. Virgil, Aeneid, books IV-VI; grammar; constructions; composition; sight reading. Continuation of Course 7

V. Science - 40 credits

First Semester

Freshman B

1. Physiology. Careful study of text with laboratory experiments

Sophomore B

3. Botany. A thorough study of plant life; much microscopic work; field and laboratory studies. Notebook.

Junior B

5. Physics. Mechanics and sound; laboratory work. Notebook.

Senior B

7. Chemistry. General laws; inorganic elements, to the halogens; laboratory work. Notebook.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

COURSE OF STUDY

Henderson High School
1908

(Continued)

Second Semester

Freshman A

2. Physical Geography. Study of the text supplemented by observation in field and laboratory

Sophomore A

4. Botany. Continuation and extension of Course 3.

Junior A

6. Physics. Continuation of Course 5. Heat and light; electricity and magnetism; laboratory work. Notebook.

Senior A

8. Chemistry. Continuation of Course 7. Metals and non metals completed; qualitative and quantitative experiments. Notebook.

VI. French - 20 credits

First Semester

Junior B

1. Elementary French. Composition; sight reading; Jeanne d'Arc

Senior B

3. Elementary French concluded. Composition; sight reading; conversation

Junior A

2. Elementary French continued. Composition; sight reading; conversation, daily.

Senior A

4. Continuation and extension of Course 3.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

COURSE OF STUDY

Henderson High School
1908

(Continued)

Second Semester

Junior A

2. Elementary French continued. Composition; sight reading; conversation, daily.

Senior A

4. Continuation and extension of Course 3.

VII. German - 30 credits

First Semester

Sophomore B

1. First Year German; grammar; composition; sight reading

Junior B

3. German Grammar; composition; conversation; sight reading

Senior B

5. Continuation and extension of Course 4

Second Semester

Sophomore A

2. Elementary German continued; composition; text completed.

Junior A

4. Continuation of Course 3

Senior A

6. Continuation of Course 5. Text completed.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

COURSE OF STUDY

Henderson High School
1908

(Continued)

VIII. Education - 10 credits

First Semester

Senior B

1. A study and discussion of the principles of teaching from the historical and psychological point of view.

Second Semester

Senior A

2. A study of the principles of teaching as applied to the management and instruction of classes.

IX. Music, Drawing, Declamation

Classes are regularly organized in (1) vocal music; (2) freehand drawing; (3) declamation and debating and (4) mechanical drawing and orthographic projection.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

24. COURSE OF STUDY

Newport High School
1913-1914

Scientific Course

First Year

English
Algebra
Sanitation
Optional:
Latin
German
Manual Training
Domestic Science

Second Year

English
Geometry
Ancient History
Optional:
Latin
German
Physiography

Third Year

English
Physics
Algebra (1/2)
Solid Geometry(1/2)
Optional:
Latin
German

Classical Course

First Year

English
Algebra
Sanitation
Optional:
Latin
German
Manual Training
Domestic Science

Second Year

English
Geometry
Ancient History
Optional:
Latin
German

Third Year

English
Madieval & Modern History
Algebra (1/2)
English History(1/2)
Optional:
Latin
German

Commercial Course

First Year

English
Algebra
Sanitation
Commercial Spelling (1/2)
Commercial Arithmetic (1/2)
Optional:
Latin
German
Manual Training
Domestic Science

Second Year

English
Geometry
Ancient History
Commercial Geography
Optional:
Latin
German

Third Year

English
Shorthand
Bookkeeping
Typewriting
Commercial Law

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

COURSE OF STUDY

Newport High School
1913
1914

(Continued)

Fourth Year	Fourth Year	Fourth Year
English	English	English
Civics and American History	Civics and American History	Civics and American History
Optional:	Optional:	Bookkeeping
Latin	Latin	Shorthand
German	German	Typewriting
Chemistry	Science	
Advanced Algebra (1/2)		
Trigonometry (1/2)		

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

25. COURSE OF STUDY

Falmouth High School
1918-1919

First Year

Recitation: Forty to Forty-five Minutes

English (Composition, Rhetoric, Classics)	5*
Mathematics (Algebra)	5
Latin (Beginners)	5
History (Ancient)	5
Science (Physical Geography, Agriculture)	5

Second Year

English (Composition, Rhetoric, Classics)	5
Mathematics (Algebra)	5
Latin (Caesar, I-IV, Composition)	5
History (Medieval and Modern)	5
Science (Botany, Zoology)	5

Third Year

English (American Literature, Classics)	5
Mathematics (Plane Geometry)	5
Latin (Cicero, Six Orations, Composition)	5
History (English)	5
Science (Physics, Written Experiments)	5

Fourth Year

English (English Literature, Classics)	5
Mathematics (Solid Geometry)	5
Latin (Virgil I-VI, Latin Grammar)	5
History (American Civics, American History)	5
Commercial (Business Methods)	4

* Periods per week

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

26. COURSE OF STUDY

McRoberts High School
1927-1928

First Year

English
Algebra
*Latin
History
*French
*Music
*Home Economics
*Manual Training

Second Year

English
Algebra
*Latin
*General Science
History
*French
*Music
*Home Economics
*Manual Training

Third Year

English
*History
Geometry
*Economics
*Music
*English History (1/2)
*Physical Geography (1/2)
*Sociology (1/2)
*Democracy (1/2)

Fourth Year

English
American History (1/2)
Physics
*Psychology
*Arithmetic
Civics (1/2)
*Music

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

27. COURSE OF STUDY

Owensboro High School
1932

First Year

Algebra
English
General Science
Physical Education
European History
Commercial Civics
Manual Training
Sewing
French
Music
Art
Cooking

Second Year

Plane Geometry
English
Biology
Latin
Physical Education
Modern History
Manual Training
Cooking
Art
French
Music
Commercial Arithmetic
Commercial Geography
Food Study

Third Year

Algebra
Solid Geometry
English
Latin
French
Physics
Biology
Physical Education
Governmental Economics
Bookkeeping
Stenography
Manual Training
American History
Cooking
Typing
Sales
Penmanship
Shorthand
Interior Decorating
Cabinet Making

Fourth Year

Trigonometry
Algebra
English
Latin
French
American History
Chemistry
Psychology
Sales
Bookkeeping
Manual Training
Cooking
Sociology
Governmental Economics
Physical Education
Commercial Law
Shorthand
Typing
Business English
Banking
Economics

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

28. COURSE OF STUDY

Picadome High School
1932-1933

Grade 7

*English
*Arithmetic
*Social Studies (Political Geography and United States History)
*Science (First Semester: Physical Geography and Nature Study. Second Semester: Physiology and Hygiene)

Grade 8

*English
*Arithmetic
*Social Studies (U.S. History, Kentucky History, Local and Kentucky Civics)
*Science (First Semester: Our Environment - How We Use and Control It. Second Semester: Home Economics for girls and Agriculture for boys)

Grade 9

*English, Literature and Composition
*Algebra
*Social Studies (First Semester: Occupations. Second Semester: Civics)
Science (Even years, General Science. Odd years, Biology)
Agriculture or Home Economics

Grade 10

*English, Grammar and Literature
Mathematics (First Semester: Algebra II. Second Semester: Business Arithmetic
*Social Studies - General Science (Biology or General Science)
Agriculture or Home Economics

Grade 11

*English (American Literature)
*Plane Geometry
*American History (Even years. Alternates with Problems of American Democracy)
Physics
Language (Latin or French)
Agriculture

*Indicates required subjects

Grade 12

*English (English Literature)
Mathematics (First Semester: Solid Geometry or Physical Geography. Second Semester: Commercial Law)
Social Studies (Problems of American Democracy, odd years)
Science (First Semester: Physiology and Hygiene. Second Semester: Industrial Geography)
Language (Latin or French)

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

29. COURSE OF STUDY

Middlesboro High School
1938-1939

General Course		Business Course	
	First Year		
Required:	Units	Required:	Units
English	1	English	1
Algebra	1	Algebra	1
		Jr. Business Training	1
Select Two:			
Latin	1		
General Science	1	Select One:	
Citizenship	1	Citizenship	1
Home Economics	1	Home Economics	1
Manual Training	1	Manual Training	1
		General Science	1
	Second Year		
Required:		Required:	
English	1	English	1
Geometry (Plane)	1	Business Arithmetic	1
Select Two:		Geometry (Plane)	1
Latin	1	Penmanship & Spelling	1
French	1		
Ancient History	1	Select One:	
Physical Geography & Industrial Geography	1	Physical Geography & Industrial Geography	1
Physiology	1	Home Economics	1
Home Economics	1	Manual Training	1
Manual Training	1	Ancient History	1

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

COURSE OF STUDY

Middlesboro High School
1938-1939

(Continued)

Third Year

General Course		Business Course	
Required:	Units	Required:	Units
English	1	English	1
		Bookkeeping	1
Select Three:		Shorthand	1
Latin	1	Economics & Business English	1
French	1	Typing	1/2
Modern History	1		
Physics	1		
Solid Geometry & Advanced Algebra	1		
Manual Training III	1		

Fourth Year

Required:		Required:	
English	1	English 4B and American History	1
Civics & American History	1	Bookkeeping	1
		Shorthand	1
Select Two or Three:		Commercial Law & Salesmanship	1
Latin	1	Typing	1/2
French	1		
Chemistry	1		
Economics & Psychology	1		
Advanced Arithmetic	1/2		

Activities

(Choose 1 or 2 each year)

Band	1/2	unit	a year	Chorus or Glee Club	1/4	unit	
Public Speaking:				Journalism	1/4	"	
Debate	1/4	"	"	Orchestra	1/4	"	
Dramatics	"	"	"	Physical Education	1/4	"	
Discussion	"	"	"	Four-H	1/4	"	

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

30. STATE HIGH SCHOOL CURRICULA FOR 1908-1909

On entering the high school a regular course of study must be elected. A change of course will be permitted only in exceptional cases, upon the presentation of satisfactory reasons in writing from parents or guardians.

The figures throughout these courses of study denote the number of recitations per week. Class period is 45 minutes.

Classical Course

First Year		Second Year	
Latin	5	Latin	5
English	3	English	3
Algebra	5	Algebra (first half)	5
History	5	Geometry (second half)	5
		Physical Geography	3
		History	3
Third Year		**Fourth Year**	
Latin	4	Latin	5
Greek	4	Greek	4
English	3	English	3
Geometry	5	German or French	4
Physics	5	Chemistry=	3

Note: This course contains three foreign languages, two ancient - Latin and Greek - and one modern - French or German. It is a College Preparatory course, preparing students for the Freshman Class of any American University, but it is also strongly recommended for students who do not intent to enter college.

Scientific Course

First Year		Second Year	
Latin	5	Latin	5
English	3	English	3
Algebra	5	Algebra (first half)	5
History	5	Geometry (second half)	5
		Physical Geography	3
		Botany	3

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

STATE HIGH SCHOOL CURRICULA FOR 1908-1909
(Continued)

Third Year		Fourth Year	
Latin	4	Latin	5
English	3	English	4
German or French	4	German or French	3
Geometry	5	Chemistry	3
Physics	3	Anatomy, Physiology and Hygiene	3

Note: This course contains two foreign languages; one ancient, Latin, and one modern, German or French.

Modern Language Course

First Year		Second Year	
German	5	German	4
English	3	English	3
Algebra	5	French	4
History	5	Algebra (first half)	5
		Geometry (second half)	5
		Botany or Physics	3

Third Year		Fourth Year	
German	4	German	4
English	3	English	4
Geometry	5	French	3
French	3	Chemistry or Arithmetic	3
History	3	Anatomy, Physiology and Hygiene	3

Note: This course contains two foreign languages, both modern - French and German. It is inferior perhaps to the Scientific and Classical Courses.

English Course

First Year		Second Year	
Latin or German or French	5 or 4	Latin or German or French	5 or 4
English	3	English	3
Algebra	5	Algebra (first half)	5
History	5	Geometry (second half)	5
		Physical Geography	3
		Botany or History	3

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

STATE HIGH SCHOOL CURRICULA FOR 1908-1909
(Continued)

Third Year		Fourth Year	
Latin or German or French	4	Latin or German or French	4
English	4	English	4
Geometry	5	Chemistry or Arithmetic	3
Physics	3	Anatomy, Physiology and Hygiene	3
		History and Civics	3

Note: This course contains one foreign language, Latin, German or French. It is perhaps inferior to the Classical and Scientific Courses.

Commercial Course

First Year		Second Year	
English	3	English	3
Algebra	5	Algebra (first half)	5
Commercial Arithmetic	3	Geometry (second half)	5
History	5	German or French	4
Penmanship & Spelling	3	Penmanship & Spelling	3
Bookkeeping	3	Bookkeeping	3
		Commercial Geography	2
		History	3

Third Year		Fourth Year	
English	3	English	3
German or French	4	Physics or Chemistry	3
Geometry	5	Advanced Commercial Arithmetic	3
Commercial Correspondence	2	Commercial Law	2
History and Civics	3	Political Economics	2
Stenography & Typewriting	3	Stenography and Typewriting	5
Bookkeeping & Office Practice	3	Accounting, Banking, Organization, Auditing, Finance	5

Note: This course aims to furnish a complete general business education, including a practical foundation of the essentials of good English training.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

31. STANDARD COURSE OF STUDY, 1911

First Year

First Term	Second Term
RHETORIC AND COMPOSITION	RHETORIC AND COMPOSITION
ALGEBRA	ALGEBRA
Physical Geography	Zoology
Latin	Latin
German	German
French	French
Ancient History	Ancient History
Drawing	Drawing
Elementary Agriculture	Elementary Agriculture

Second Year

First Term	Second Term
AMERICAN LITERATURE	AMERICAN LITERATURE
ALGEBRA	Commercial Arithmetic
Physiology	Botany
Latin	Latin
German	German
French	French
Medieval & Modern History	Medieval & Modern History
Industrial Geography	Domestic Science
Mechanical Drawing	Mechanical Drawing
Manual Training	Manual Training
Spelling	Penmanship

Third Year

First Term	Second Term
ENGLISH LITERATURE	ENGLISH LITERATURE
PLANE GEOMETRY	PLANE GEOMETRY
Physics	Physics
English History	English History
Latin	Latin
German	German
French	French
Bookkeeping	Bookkeeping
Elementary Agriculture	Commercial Geography
Manual Training	Manual Training

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

STANDARD COURSE OF STUDY, 1911
(Continued)

Fourth Year

First Term	Second Term
ENGLISH CLASSICS	ENGLISH CLASSICS
SOLID GEOMETRY	Plane Trigonometry
Chemistry	Chemistry
American History	Civics
Latin	Latin
German	German
French	French
Political Economy	Pedagogical Psychology
Manual Training	Manual Training
Domestic Science	Domestic Science

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

32. STANDARD COURSE OF STUDY, 1916

First Year

First Term	Second Term
RHETORIC AND COMPOSITION	RHETORIC AND COMPOSITION
ALGEBRA	ALGEBRA
Physical Geography	Physiology
Latin	Latin
German	German
French	French
Ancient History	Ancient History
Drawing	Drawing
General Science	Elementary Agriculture

Second Year

First Term	Second Term
AMERICAN LITERATURE	AMERICAN LITERATURE
ALGEBRA	Commercial Arithmetic or Algebra
Zoology (Biology)	Botany (Biology)
Latin	Latin
German	German
French	French
Medieval & Modern History	Medieval & Modern History
Industrial Geography	Domestic Science
Mechanical Drawing	Mechanical Drawing
Manual Training	Manual Training
Spelling	Penmanship

Third Year

First Term	Second Term
ENGLISH LITERATURE	ENGLISH LITERATURE
PLANE GEOMETRY	PLANE GEOMETRY
Physics	Physics
English History	English History
Latin	Latin
German	German
French	French
Bookkeeping	Bookkeeping
Agriculture	Commercial Geography
Manual Training	Manual Training

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

STANDARD COURSE OF STUDY, 1916
(Continued)

Fourth Year

First Term	Second Term
ENGLISH CLASSICS	ENGLISH CLASSICS
Solid Geometry	Plane Trigonometry
Chemistry	Chemistry
American History	Civics
Latin	Latin
German	German
French	French
Political Economy	Pedagogy or Psychology
Manual Training	Manual Training
Domestic Science	Domestic Science

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

33. STANDARD COURSE OF STUDY, 1919

First Year

First Term	Second Term
RHETORIC AND COMPOSITION	COMPOSITION AND RHETORIC
ALGEBRA	ALGEBRA
Physical Geography	Physiology
Latin	Latin
German	German
French	French
Ancient History	Ancient History
Drawing	Drawing
General Science	Agriculture

Second Year

First Term	Second Term
AMERICAN LITERATURE	AMERICAN LITERATURE
ALGEBRA	Commercial Arithmetic or Algebra
Zoology	Botany
Latin	Latin
German	German
French	French
Modern History	Modern History
Biology	Biology
Industrial Geography	Domestic Science
Mechanical Drawing	Mechanical Drawing
Manual Training	Manual Training
Spelling	Penmanship

Third Year

First Term	Second Term
ENGLISH LITERATURE	ENGLISH LITERATURE
PLANE GEOMETRY	PLANE GEOMETRY
Physics	Physics
English History	English History
Latin	Latin
Spanish	Spanish
French	French
Bookkeeping	Bookkeeping
Agriculture	Commercial Geography
Manual Training	Manual Training

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

STANDARD COURSE OF STUDY, 1919
(Continued)

Fourth Year

First Term	Second Term
ENGLISH CLASSICS	ENGLISH CLASSICS
Solid Geometry	Plane Trigonometry
Chemistry	Chemistry
American History	Civics
Latin	Latin
Spanish	Spanish
French	French
Political Economy	Pedagogy or Psychology
Manual Training	Manual Training
Domestic Science	Domestic Science
Rural Life Studies	Rural Life Studies

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

34. STANDARD COURSE OF STUDY, 1923

(Three teachers or fewer)

First Year

English I
Mathematics I
Literature & Public Speaking

and two of the following:

Latin I
History I
Science I

or two of the following:

Farm Crops
Home Economics
Science I
History I

Second Year

English II
Mathematics II
Literature & Public Speaking

and two of the following:

Latin II
History II
Science II

or two of the following:

Animal Husbandry
Home Economics
Science II
History II

Third Year

English III
History III
Literature & Public Speaking

and two of the following:

Mathematics III
Latin III
Physics

or two of the following:

Soils
Home Economics
Mathematics III
Physics

Fourth Year

English IV
History IV
Mathematics IV
Civil Government & Social Science
Literature & Public Speaking

and may elect one of the following:

Latin IV
Farm Management
Home Economics

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

STANDARD COURSE OF STUDY, 1923

(Four teachers or more)

First Year

English I
Mathematics I
Latin I
History I
Science I
German I
French I
Farm Crops
Home Economics
Drawing
Literature & Public Speaking

Second Year

English II
Mathematics II
Latin II
History II
Science II
Animal Husbandry
Home Economics
German II
French II
Botany
Commercial Geography
Mechanical Drawing
Manual Training
Literature & Public Speaking

Third Year

English III
Mathematics III
Latin III
History III
Physics
Soils
Home Economics
Spanish I
French III
Manual Training
Bookkeeping
Literature & Public Speaking

Fourth Year

English IV
History IV
Civil Government &
Social Science
Latin IV
Mathematics IV
Chemistry
Farm Management
Home Economics
Spanish II
French IV
Manual Training
Pedagogy & Psychology
Literature & Public Speaking

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

36. STANDARD COURSES OF STUDY, 1930

Two Year High School - Grades 9-10
(One Teacher)

Curriculum

Ninth Year	Tenth Year
English I (5)*	English II (5)
Composition	Composition
Literature	Literature
Social Studies I (5)	Social Studies II (5)
Citizenship	World History or
Science I (5)	Modern European History
General Science	Science II (7)
Mathematics I (5)	Biology
Algebra I	Mathematics II (5)
	Algebra II or
	Algebra 1/2 and
	Arithmetic 1/2

Four Year High School
(Two Teachers)

Curriculum
(Academic)

Ninth Year	Tenth Year
English I (5)	English II (5)
Composition	Composition
Literature	Literature
Social Studies I (5)	Social Studies II (5)
Citizenship	World History or
Science I (5)	Modern European History
General Science	Science II (7)
Mathematics I (5)	Biology
Algebra I	Mathematics II (5)
	Algebra II or
	Algebra 1/2 and
	Arithmetic 1/2

* Numbers indicate the periods of instruction per week

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

STANDARD COURSES OF STUDY, 1930

Four Year High School
(Two Teachers)

(Continued)

Eleventh Year

English III (5)
  Composition
  Literature
Social Studies III (5)
  American History
Mathematics III (5)
  Plane Geometry
Foreign Language I (5)
  Latin I

Twelfth Year

English IV (5)
  Composition
  Literature
Social Studies IV (5)
  Problems of Democracy
Social Studies V (5)
  Commercial Geography or
  Commercial Geography 1/2
  and Physical Geography 1/2
Foreign Language II (5)
  Latin II

Four Year High School
(Three Teachers)

Ninth Year

English I (5)
  Composition
  Literature
Mathematics I (5)
  Algebra I
Social Studies I (5)
  Citizenship or
  Early European History
Science I (5)
  General Science

Tenth Year

English II (5)
  Composition
  Literature
Mathematics II (5)
  Algebra II or Algebra 1/2
  and Arithmetic 1/2
Social Studies II (5)
  World History or
  Modern European History
Science II (7)
  Biology

Eleventh Year

English III (5)
  Composition
  Literature
Mathematics III (5)
  Plane Geometry
Social Studies III (5(
  American History

Twelfth Year

English IV (5)
  Composition
  Literature
Social Studies IV (5)
  Problems of Democracy or
  Advanced Civics 1/2 and
  Economics or Sociology 1/2

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

STANDARD COURSES OF STUDY, 1930

Four Year High School
(Three Teachers)

(Continued)

Elect One

Science III (7)
General Agriculture or
Agriculture 1/2 and
Physiology 1/2
Foreign Language (5)
Latin or Modern Language

Elect One

Science IV (7)
Physics
Social Studies V (5)
Commercial Geography or
Commercial Geography 1/2
a nd Physical Geography 1/2
Foreign Language II (5)
Latin or Modern Language

Curriculum
(Agriculture and Home Economics)

Ninth Year

English I (5)
Composition, Literature
Social Studies I (5)
Citizenship or Early
European History
Mathematics I (5)
Algebra
Agriculture I or II (10) or
Home Economics I or II (10)

Tenth Year

English II (5)
Composition, Literature
Social Studies II (5)
World History or
Modern European History
Mathematics II (5)
Algebra II or Algebra 1/2
and Arithmetic 1/2
Agriculture I or II (10) or
Home Economics I or II (10)

Eleventh Year

English III (5)
Composition, Literature
Social Studies III (5)
American History
Mathematics III (5)
Plane Geometry

Elect One

Foreign Language I (5)
Latin or Modern Language
Agriculture III or IV (10)

Twelfth Year

English IV (5)
Composition, Literature
Social Studies IV (5)
Problems of Democracy or
Advanced Civics 1/2 and
Economics or Sociology 1/2

Elect One

Social Studies V (5)
Commercial Geography or
Commercial Geography 1/2
and Physical Geography 1/2
Foreign Language II (5)
Latin or Modern Language
Agriculture III or IV (10)

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

STANDARD COURSES OF STUDY, 1930

Four Year High School
(Five Teachers)

Curriculum
(Commercial Education)

Ninth Year

English I (5)
Composition, Literature
Social Studies I (5)
Citizenship or Early European History
Science I (5)
General Science
Mathematics I (5)
Algebra I

Tenth Year

English II (5)
Composition, Literature
Social Studies II (5)
World History or Modern European History
Science II (7)
Biology
Mathematics II (5)*
Algebra II or Algebra 1/2 and Arithmetic 1/2

Eleventh Year

English III (5)
Composition, Literature
Social Studies III (5)
American History

Twelfth Year

English IV (5)
Composition, Literature
Social Studies IV (5)
Problems of Democracy or Advanced Civics 1/2 and Economics or Sociology 1/2

Elect Two

Mathematics III (5)**
Plane Geometry
Science III (7)***
Chemistry
Foreign Language I (5)
Latin or Modern Language
Commercial Education I (10)
Typewriting
Commercial Education II (5)
Shorthand

Elect Two

Foreign Language II (5)
Latin or Modern Language
Science IV (7)
Physics
Social Studies V (5)
Commercial Geography or Commercial Geography 1/2 and Physical Geography 1/2
Commercial Education III (10)
Bookkeeping and Accounting
Commercial Education IV (5)
Shorthand and Office Practice

* Schools may elect to teach Business Training for one-half year and Commercial Arithmetic for one-half year.
** Pupils anticipating college entrance should elect Plane Geometry.
*** Schools may substitute General Agriculture or General Agriculture and Physiology for Chemistry.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

STANDARD COURSES OF STUDY, 1930

Six Year High School
(Four Teachers)

Curriculum
(Academic)

Seventh Year

English 7 (5)
Mathematics 7 (5)
Science 7 (5)
  Geography (3)
  Physiology (2)
Social Studies 7 (5)
  U. S. History (3)
  Kentucky History (2)

Eighth Year

English 8 (5)
Mathematics 8 (5)
Science 8 (5)
  Geography (2)
  Elementary Agriculture (3)
Social Studies 8 (5)
  U. S. History (2)
  Civics (3)

Ninth Year

English I (5)
  Composition
  Literature
Mathematics I (5)
  Algebra
Science I (5)
  General Science
Social Studies I (5)
  Citizenship

Tenth Year

English II (5)
  Composition
  Literature
Mathematics II (5)
  Algebra II or
  Algebra 1/2 and Arithmetic 1/2
Social Studies II (5)
  World History or
  Modern European History
Science II (7)
  Biology

Eleventh Year

English III (5)
  Composition
  Literature
Social Studies III (5)
  American History
Mathematics III (5)
  Plane Geometry
Foreign Language I (5)
  Latin or Modern Language

Twelfth Year

English IV (5)
  Composition
  Literature
Social Studies IV (5)
  Problems of Democracy
Social Studies V (5)
  Commercial Geography or
  Commercial Geography 1/2 and
  Physical Geography 1/2
Foreign Language II (5)
  Latin or Modern Language

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

STANDARD COURSES OF STUDY, 1930

Six Year High School
(Five Teachers)

Curriculum
(Agriculture and Home Economics)

Seventh Year

English 7 (5)
Mathematics & (5)
Science 7 (5)
  Geography (3)
  Physiology (2)
Social Studies 7 (5)
  U.S. History (3)
  Kentucky History (2)

Eighth Year

English 8 (5)
Mathematics 8 (5)
Science 8 (5)
  Geography (2)
  Elementary Agriculture (3)
Social Studies 8 (5)
  U.S. History (2)
  Civics (3)

Ninth Year

English I (5)
  Composition, Literature
Mathematics I (5)
  Albegra I
Social Studies I (5)
  Citizenship or Early
  European History

Tenth Year

English II (5)
  Composition, Literature
Mathematics II (5)
  Algebra II or Algebra 1/2
  and Arithmetic 1/2
Social Studies II (5)
  World History or
  Modern History (European)

Elect One

Science I (5)
  General Science
Agriculture I (10)
Home Economics I (10)

Elect One

Science II (7)
  Biology
Agriculture II (10)
Home Economics II (10)

Eleventh Year

English III (5)
  Composition, Literature
Social Studies III (5)
  American History
Mathematics III (5)
  Plane Geometry

Twelfth Year

English IV (5)
  Composition, Literature
Social Studies IV (5)
  Problems of Democracy or
  Advanced Civics 1/2 and
  Economics or Sociology 1/2

Elect One

Foreign Language I (5)
  Latin or Modern Language
Agriculture III (10)

Elect Two

Social Studies V (5)
  Commercial Geography or
  Commercial Geography 1/2 and
  Physical Geography 1/2
Foreign Language II (5)
  Latin or Modern Language
Agriculture IV (10)

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

36. STANDARD HIGH SCHOOL PROGRAM OF STUDIES, 1933

Tenth Year	Eleventh Year	Twelfth Year
English (5)*	English (5)	English (5)
Literature	Literature	Literature
Composition	Composition	Composition
Social Studies (5)	Social Studies (5)	Social Studies (5)
World History or	American History	Problems of Democracy or
Modern History	Physical Ed. (2)	Advanced Civics 1/2
Physical Ed. (2)	Activities (3)	Economics 1/2 or
Activities (3)		Advanced Civics 1/2
Clubs		Sociology 1/2
Assembly		Physical Ed. (2)
Home Rooms		Activities (3)
Electives (10-20) (Pupils select 2)	**Electives (10-20)** (Pupils select 2)	**Electives (10-20)** (Pupils select 2)
Algebra (5) or	**Plane Geometry (5)	Foreign Language (5)
Arithmetic (5)	Foreign Language(5)	Physics or
Foreign Language (5)	Physics or	Chemistry (7)
Biology (7)	Chemistry (7)	Solid Geometry 1/2 and
Home Economics (10)	Home Economics (10)	Trigonometry 1/2 (5)
Industrial Arts (10)	Industrial Arts (10)	Home Economics (10)
Vocational Agri-	Vocational Agri-	Industrial Arts (10)
culture (10)	culture (10)	Vocational Agriculture (10)
Fine Arts	Fine Arts	Fine Arts
Music (5)	Music (5)	Music (5)
Art (10)	Art (10)	Art (10)
High School	Commercial Studies	Commercial Subjects (5)
Geography (5)	(5) or (10)	or (10)
Commercial Studies		
(5) or (10)		

* Number in parenthesis is periods per week
** For college entrance

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

37. COURSES OF STUDY

Junior High School Curriculum, Covington, 1914

Grade Seven	Grade Eight
Grammar	Grammar
Spelling	Spelling
Reading	Arithmetic
Arithmetic	History
Hygiene	Reading
Geography	Civics
History (U.S.)	Art
Art	Music
Writing	Writing
Music	Hygiene
Home Economics	Manual Training
Manual Training	Home Economics

38. Junior High School Curriculum, Covington, 1931

Grade Seven	Grade Eight
Mathematics	Mathematics
Grammar	Grammar
Composition and Spelling	Composition and Spelling
Geography	History
History	Civics
Reading	Reading
Art	Art
Music	Music
Writing	Writing
Woodwork	Hygiene
Sewing	Sheet Metal
Physical Education	Printing
	Sewing
	Physical Education

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

39. COURSES OF STUDY

Junior High School Curriculum, Lexington, 1921

Seventh Grade

English:
- Literature
- Grammar and Spelling

Arithmetic, Oral and Written 1/2
Geography
History:
- Dawn of American History and Current Events

Sewing or Cooking (Girls)
Manual Training (Boys)
Drawing
Vocal Music
Physical Training
Elementary Geometry 1/2
American History 1/2
Electives:
- French
- Latin
- Elective Literature or Mathematics
- Orchestra

Eighth Grade

English:
- Literature
- Grammar and Spelling

Arithmetic 1/2, Arithmetic and Algebra 1/2
American History and Current Events
Sewing and Cooking (Girls)
Manual Training (Boys)
Drawing
Vocal Music
Physical Training
Electives:
- French
- Latin
- Elective Literature or Mathematics
- Shorthand and Typing
- Orchestra

Ninth Grade

English:
- Literature
- Rhetoric and Spelling

Algebra
Civics
General Science
Sewing or Cooking (Girls)
Manual Training (Boys)
Physical Training
Electives:
- French
- Latin
- History (American)
- Vocal Music
- Orchestra
- Drawing

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

40. COURSE OF STUDY

Junior High School Curriculum, Bowling Green, 1932.

Grade Seven

Science - Health
English
Geography
Mathematics
Home Economics
Social Science
Penmanship
Music
*Physical Education
*Band
*Orchestra
*Art

Grade Eight

English
Mathematics
American History
Science - Health
Speech
*Physical Education
*Band
*Orchestra
*Art
*Glee Club
*Penmanship

Grade Nine

English
Social Science
Speech
General Science
Physical Education
*Latin
*Algebra
*Home Economics
*Band
*Orchestra
*Art
*Glee Club
*Penmanship
*Harmony

* Electives

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

41. JUNIOR HIGH SCHOOL PROGRAM OF STUDIES, 1933

Seventh Year		Eighth Year	
English:	5*	English:	5
Literature		Literature	
Composition		Composition	
Grammar and Spelling		Grammar and Spelling	
Social Studies:	5	Social Studies:	5
History (2)		History (3)	
Geography (3)		Geography (2)	
Mathematics:	5	Mathematics:	5
New Mathematics		New Mathematics	
(Arith.-Alg.-Geom.)		(Arith.-Alg.-Geom.)	
Health and Physical Ed.	2	Health and Physical Ed.	2
Science	3	Science:	
Environmental		Environmental	
Relationships		Relationships	
Study	10	Study	10
Activities	3	Activities:	3
Clubs (1)		Clubs (1)	
Assembly (1)		Assembly (1)	
Home Room (1)		Home Room (1)	
Guidance	1	Guidance	2
Orientation in		Vocations -	
Junior High School		General	
Practical Arts	3	Survey	
Ind. Arts (Boys)		Electives:	5
Home Ec. (Girls)		(Pupils select 1)	
Fine Arts	2	Ind. Arts (5)	
Music (1)		Home Economics (5)	
Art (1)		Fine Arts (5)	
Library Instruction	1	Music	
		Art	
No Electives		Elementary Agr. (5)	
		Jr. Bus. Training (5)	
		General Language (5)	

* Periods per week

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

JUNIOR HIGH SCHOOL PROGRAM OF STUDIES, 1933
(Continued)

Ninth Year

English:	5
Composition	
Literature	
Social Studies:	5
Social, Economic and Vocational Civics	
Science:	5
Environmental Use and Control	
Health and Physical Ed.	2
Activities:	3
Clubs (1)	
Assembly (1)	
Home Room (1)	
Study	10-15
Electives:	5-10
(Pupils select 1 or 2)	
Junior High School Math. or	
*Algebra (5)	
Early European History (5)	
Foreign Language (5)	
Fine Arts (5)	
Music	
Art	
Home Economics (10)	
Agriculture - Vocational (10)	
Commercial Studies (5) or (10) periods depending on course	

* Pupils anticipating college entrance should select this course

Total number 45 minute periods a week for each year - 40

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

42. COURSE OF STUDY

Junior High School Curriculum, Maysville, 1935

Grade Seven

U. S. History
Arithmetic
Geography
English
Science
Physical Education
Music

Grade Eight

Kentucky History
Civics
Arithmetic
English
Science
Physical Education
Latin
Music

Grade Nine

Algebra
Arithmetic
Latin
Spanish
French
English
Science
Home Economics
Music
Band
History
Auto Mechanics
Electricity

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

43. COURSES OF STUDY

Junior High School Curriculum, Ashland, 1937

Grade Seven	Grade Eight	Grade Nine
English	English	English
Arithmetic	Arithmetic	Algebra
General Science	General Science	General Science
Social Science	Social Science	Social Science
Spelling	Spelling	Latin
Penmanship	Penmanship	Orchestra
Orchestra	Orchestra	Glee Club
Band	Band	Band

44. Junior High School Curriculum, Alex J. Barrett, Louisville, 1937-1938

Grade Seven	Grade Eight	Grade Nine
English	English	English
General Science	General Science	General Science
Mathematics	Mathematics	Mathematics
Social Studies	Social Studies	Social Studies
Physical Ed.	Physical Ed.	Physical Ed.
Assembly	Assembly	Assembly
Clubs	Clubs	Clubs
Home Room	Home Room	Home Room
Guidance	Guidance	
Art	Art	Electives
Music	Music	Language
Health	Business Information	Typing
Food	Mechanical Drawing	Clothing
Clothing	General Language	Foods
Simple Mechanics	Clothing	Metals
Woodwork	Foods	Printing
General Metal	Art	Woodwork
Printing	Music	Mechanical Drawing
	Woodwork	Art
	Printing	Music
	Electricity	Homemaking

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

45. COURSE OF STUDY

45. Junior and Senior High School Curriculum, Bowling Green, 1936

Grade Seven	Grade Eight
English	English
Mathematics	Mathematics
Geography	American History
Science - Health	Science - Health
Home Economics	*Physical Education
Social Science	*Band
Penmanship	*Orchestra
Music	*Art
*Physical Education	*Boys Glee Club
*Orchestra	*Girls Glee Club
*Band	*Penmanship
*Art	

Grade Nine	Credit
English I	1
Social Science	1
General Science	1
*Latin	1
*Algebra	1
*Home Economics	1
*Physical Education	1/4
*Band	1/2
*Orchestra	1/2
*Art	1/2
*Boys Glee Club	1/2
*Girls Glee Club	1/2
Penmanship	1/2
*Harmony	1/2

*Electives

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

46. COURSES OF STUDY

Morton Junior High School, Lexington, 1935-1936

Seventh Grade	Eighth Grade	Ninth Grade	Credit
English	English	English	1
Mathematics	Mathematics	Mathematics	1
Social Science	Social Science	Civics	1
Ind. Arts (Boys)	Art	Physical Training	1
Home Econ. (Girls)	Music	*Latin	1
General Science	Physical Training 8B	*French	1
Physical Training	General Science 8A	*General Science	1
Vocal Music	*Latin	*Business Science	1
Art	*French	*Home Economics	1
Assembly, guidance club, and "hospital" classes in spelling and writing. This work is given throughout Junior High School	*Home Mechanics	*Industrial Arts	1
	*Typing	*Special Math.	1
		*Typing	1/4
		*Art	1
		*Vocal Music	1

*Electives

47. Lexington Junior High School, 1936

Seventh Grade	Eighth Grade	Ninth Grade
English	English	English
Mathematics	Mathematics	Algebra
Social Science	Elementary Science	General Mathematics
Home Economics	*Typing	Civics
Manual Training	*Latin in 8A	*General Science
Elementary Science	*French in 8A	*Latin
Music	*Music	*French
Physical Training	*Art	*Business Training
Art	Physical Training	*Music
		*Art
		Physical Training

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

48. COURSES OF STUDY

Paris High School, 1937 (Six Year)

Seventh Grade	Eighth Grade	Ninth Grade	Credit
English	English	English	1
History	Kentucky History	*History	1
Geography	Civics	Latin	1
Reading	Arithmetic	Algebra	1
Arithmetic	Latin	*General Science	1
	*Home Economics	*Home Economics	1

49. Western Junior High School, Louisville, 1937

Seventh Grade	Eighth Grade	Ninth Grade
English	English	English
Mathematics	Mathematics	Algebra
Social Studies	Social Studies	General Mathematics
General Science	General Language	General Science
Mechanics	Mechanics	Physical Ed.
Printing	Metal	Music or Art
Woodwork	Printing	*Band or Orchestra
Foods	Clothing	*Special Art
Clothing	Physical Ed.	*Latin
Physical Ed.	Art	*Typing and Spelling
Music	Clubs	*Junior Business Training
Art	Assembly	*Metal
Metal	Library	*Mechanical Drawing
Library	Business Information	
Health	Coach	*Printing
Assembly	Music	*Woodwork
Clubs	Foods	*Foods
		*Clothing

*Electives

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

50. COURSES OF STUDY

Southern Junior High School, Louisville, 1937

Seventh Grade	Eighth Grade	Ninth Grade
English	English	English
Mathematics	Social Studies	Social Studies
Social Studies	Mathematics	Mathematics
Science	Science	Science
Health	Physical Ed.	Physical Ed.
Physical Ed.	Activities:	Activities:
Activities:	Clubs	Clubs
Clubs	Home Room	Home Room
Home Room	Assembly	Assembly
Assembly	Industrial Arts	*Industrial Arts
Guidance	Home Economics	*Home Economics
Industrial Arts	Fine Arts:	*Latin
Home Economics	Music	
Fine Arts:	Art	
Music		* Elect one
Art		

51. Parkland Junior High School, Louisville, 1937

Seventh Grade	Eighth Grade	Ninth Grade	Credit
English	English	English	1
Social Studies	Social Studies	Social Studies	1
Mathematics	Mathematics	Science	1
Science	Science	Physical Ed.	0
Clothing	Foods	*General Mathematics	1
Metal	Clothing	*Algebra	1
Simple Mechanics	Printing	*Typing	1/2
Foods	Electricity	*Wood	1
Electricity	Wood	*Metal	1
Physical Ed.	Business Exploratory	*Homemaking	1
Music	Mechanical Drawing	*Art	
Health	Business Inform.	*Music	
Art	Physical Ed.	*Library	
Library	Music	*Latin	1
	Library	*Speech	
	Art	*Jr. Business Train.	1/2
		*Band	1

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

52. COURSES OF STUDY

Madison Street Colored Junior High, Louisville, 1937

Seventh Grade

English and Library
General Science
Mathematics
Social Studies
Physical Education
Assembly
Clubs
Home room and guidance
Art
Mucis
Health
Exploratory
- a. Foods
- b. Clothing
- c. Simple Mechanics
- d. Woodwork
- e. General Metal
- f. Printing

Eighth Grade

English
General Science
Mathematics
Social Studies
Physical Education
Assembly
Clubs
Home room
Art
Music
Exploratory
- a. Business Information
- b. One of the following:
  1. Clothing
  2. Foods
  3. Art
  4. Music
- c. Any two of following:*
  1. General Language
  2. General Metal
  3. Woodwork
  4. Mechanics
  5. Printing
  6. Clothing
  7. Foods
  8. Art
  9. Music

*--8B

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

53. COURSES OF STUDY

Jackson Street Junior High, Louisville, 1937

Seventh Grade	Eighth Grade	Ninth Grade	Credit
English	English	English	1
General Science	General Science	General Science	1
Social Studies	Mathematics	Mathematics	1
Mathematics	Social Studies	Social Studies	1
Physical Education	Physical Education	Physical Education	½
Art	Art	Music	¼
Music	Music	*Language	1
Health	Practical Arts	Practical Arts	1
Practical Arts	General Language	Art	¼

54. Eastern Junior High, Louisville, 1937-1938

Seventh Grade	Eighth Grade	Ninth Grade	Credit
English	English	English	1
Social Studies	Social Studies	Social Studies	1
Mathematics	Mathematics	General Science	1
General Science	General Science	Physical Education	1
Physical Education	Physical Education	*Manual Training	1
Manual Training	Manual Training	*Latin	1
Home Economics	Home Economics	*Commercial	1
Art	Art	Art	
Music	Music	Home Economics	1
	Business Information		
	General Language	Music	

*--Electives

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

APPENDIX B

EVOLUTION OF KENTUCKY PUBLIC SCHOOL CURRICULUMS

TABLE A

EVOLUTION OF THE KENTUCKY ELEMENTARY STATE COURSE OF STUDY 1852-1936

1852[a]	1864[b]	1874[c]	1884[d]
Arithmetic Geography Grammar	Arithmetic Geography Grammar History	Arithmetic Geography Grammar History Mental Arithmetic Penmanship Reading Spelling	Arithmetic Composition Geography Grammar Health Reading Spelling U.S. History Writing

[a] Kentucky Session Acts, 1851-1852, Chapt. 35, p. 29.

[b] Kentucky Session Acts, 1863-1864, Chapt. 196, p. 27.

[c] Barksdale Hamlett, History of Education in Kentucky, pp. 135-136. Frankfort: Department of Education, 1914.

[d] Kentucky Session Acts, 1883-1884, Vol. I, Chapt. 1330, p. 116.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE A

EVOLUTION OF THE KENTUCKY ELEMENTARY STATE COURSE OF STUDY 1852-1836 (Continued)

Subjects Included in the State Course of Study at years shown			
1893[e]	1914[f]	1925[g]	1936[h]
Arithmetic	Arithmetic	Arithmetic	Arithmetic
Composition	Composition	Character Education	Art
Civil Government	Civil Government	Civics	Alcohol Education
Geography	Geography	Drawing	Character Education
Grammar	Grammar	Geography	Composition
Kentucky History	History	Health Education	Elementary Science
Physiology	Language	History	Geography
Reading	Physiology	Kentucky History	Grammar
Spelling	Reading	Language	Health
U. S. History	Spelling	Music	History
Writing	Writing	Nature Study	History and Government
	General Exercises	Physiology	Kentucky History
	Agriculture	Reading	Language
	Domestic Science	Spelling	Morality Code
	Drawing	Thrift	Music
	Handwork	Writing	Physical Education
	Household Arts	Optional:	Reading
	Nature Study	Home Economics	Safety
	Singing	Manual Training	Spelling
			Thrift
			Writing
			Optional:
			Agriculture
			Gen. Language
			Gen. Mathematics
			Guidance
			Home Economics
			Industrial Arts
			Junior Business Training
			Rural Life Problems

[e] Kentucky Session Acts, 1892-1893. Chapter 1421, p. 260.

[f] Kentucky Elementary Course of Study, pp. 48-112. Frankfort:

[g] Kentucky State Course of Study and Teachers Manual, 1925-1929. pp. IX-XII. Frankfort: State Board of Education, 1925.

[h] Organization of Instruction in the Elementary Grades, pp. 3-4. Kentucky Educational Bulletin, Vol. IV, No. 4. Frankfort: Department of Education, 1936.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE B

CHANGES IN CURRICULUM OF OWENSBORO HIGH SCHOOL
1873 to 1938

Class	1873[a]	1903[b]	1911[c]	1938[d]
First Year	Algebra Natural History Bookkeeping Rhetoric Composition Virgil Greek Reader	English Algebra Physical Geography Latin German Review Studies Stenography Drawing Music Physiology Natural History	English Algebra Physical Geography Latin German Physiology Stenography Drawing Music Manual Training Home Economics	Algebra English *General Science Physical Education or Manual Training Economic History *Commercial Civics *Manual Training *Sewing *French *Latin *Music *Art *Cookery
Second Year	Algebra Botany Rhetoric Physiology Composition Declamation Complete Virgil Begin Sallust Greek Reader	English Literature Algebra English History Geology Latin Greek German Stenography Typewriting Bookkeeping Drawing Music Civil Government Arithmetic Botany	American Literature Algebra Ancient History Agriculture Zoology Botany Latin Arithmetic German Stenography and Typewriting Bookkeeping Drawing Music Manual Training Home Economics	Plane Geometry English *Biology Physiology *Latin *Physical Education *Modern History *Manual Training *Cookery *Art *French *Music *Physical Education or Manual Training

a
Annual Report, Owensboro Public Schools, 1872-1873, p. 23. Owensboro: Board of Education.

b
Ibid., 1902-1903. p. 69.

c
Ibid., 1911-1912. p. 111.

d.
Principle's Organization Report, Owensboro High School, October 1937. Files of the State High School Inspector. Frankfort, Kentucky.

*Electives

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

CHANGES IN CURRICULUM OF OWENSBORO HIGH SCHOOL
(Continued)

Class	1873	1903	1911	1938
Third Year	Geology Logic Mental Philosophy Geometry Declamation Composition Sallust Greek Testament	American Literature Geometry Physics General History Latin Greek German Stenography Typewriting Drawing Music	English Literature Plane Geometry Physics English History Modern and Medieval History Latin German Stenography Typewriting Drawing Music Manual Training Home Economics	*Algebra *Solid Geometry English *Latin *French *Physics *Biology Physical Education or Manual Training *Governmental Econ. *Bookkeeping *Stenography *Manual Training *American History Cookery Typing Sales Penmanship Interior Decorating Cabinet Making
Fourth Year	Surveying Moral Philosophy Political Economy Astronomy Declamation Composition Cicero Zenophon Analysis	Psychology Astronomy Literary Selection Trigonometry Latin Greek German Stenography Typewriting Drawing Music Political Economy Chemistry English Grammar Surveying	English Literature Civics U. S. History Psychology Political Economy Chemistry Solid Geometry Trigonometry Latin German Stenography Typewriting English Grammar Drawing Music Manual Training Home Economics	*Trigonometry *Algebra English *Latin *French *American History *Chemistry *Psychology *Sales *Bookkeeping *Manual Training *Cookery *Sociology *Governmental Econ. *Physical Education *Commercial Law *Shorthand *Typing *Business English *Banking *Economics

Note: The 1938 program is organized into the following curricula; mathematics, scientific, classical, modern language, history, secretarial, bookkeeping, household art, art and mechanical.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE B

CHANGES IN CURRICULUM OF OWENSBORO HIGH SCHOOL
(Continued)

Class	1873	1903	1911	1938
Third Year	Geology Logic Mental Philosophy Geometry Declamation Composition Sallust Greek Testament	American Literature Geometry Physics General History Latin Greek German Stenography Typewriting Drawing Music	English Literature Plane Geometry Physics English History Modern and Medieval History Latin German Stenography Typewriting Drawing Music Manual Training Home Economics	*Algebra *Solid Geometry English *Latin *French *Physics *Biology Physical Education or Manual Training *Governmental Econ. *Bookkeeping *Stenography *Manual Training *American History Cookery Typing Sales Penmanship Interior Decorating Cabinet Making
Fourth Year	Surveying Moral Philosophy Political Economy Astronomy Declamation Composition Cicero Xenophon Analysis	Psychology Astronomy Literary Selection Trigonometry Latin Greek German Stenography Typewriting Drawing Music Political Economy Chemistry English Grammar Surveying	English Literature Civics U. S. History Psychology Political Economy Chemistry Solid Geometry Trigonometry Latin German Stenography Typewriting English Grammar Drawing Music Manual Training Home Economics	*Trigonometry *Algebra English *Latin *French *American History *Chemistry *Psychology *Sales *Bookkeeping *Manual Training *Cookery *Sociology *Governmental Econ. Physical Education *Commercial Law *Shorthand *Typing *Business English *Banking *Economics

Note: The 1938 program is organized into the following curricula: Mathematics, scientific, classical, modern language, history, secretarial, bookkeeping, household art, art and mechanical.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE C

CHANGES IN CURRICULUM OF ASHLAND HIGH SCHOOL
1894 to 1938

	1894[a]	1907[b]	1917c	1938[d]
First Year	(Classical) Latin Composition Civil Government Mythology (Scientific) English Composition Physiology Higher Arithmetic Physical Geography	Latin English Algebra History	English Algebra Ancient History Arithmetic Latin Biology Penmanship Bookkeeping Spelling	Junior High
Second Year	(Classical) Caesar Algebra General History Botany (Scientific) English Algebra General History Civil Government	Latin English Algebra Geometry Physical Geography	English Algebra Geometry Latin German French Medieval and Modern History Physical Geography Agriculture Commercial Geography Spelling Bookkeeping	English Geometry History French Spanish Biology Physical Education Electives: Home Economics Shorthand Music Typing Economics

a
Annual Report, Ashland Public School, 1894, p. 60. Ashland: Board of Education.

b
Ibid., 1907, p. 89.

c
Ibid., 1917, p. 97.

d
Annual Report of the Ashland High School Principal, October 1937. Files of the State High School Inspector, Frankfort, Kentucky.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE C

CHANGES IN CURRICULUM OF ASHLAND HIGH SCHOOL
(Continued)

Third Year	1894	1907	1917	1938
Third Year	(Classical) Virgil Geometry Rhetoric Physics History of Greece and Rome (Scientific) English and American Literature Geometry Rhetoric Physics Botany	Latin English German or French Geometry Physics	English Geometry English History Economics Bookkeeping Stenography Typewriting Latin German French Physics	English History Algebra Physical Education Electives: Shorthand Business Arithmetic Bookkeeping Chemistry Physics French Spanish Geometry Biology Typing Music Industrial Arts Home Economics
Fourth Year		Latin English German or French Chemistry Anatomy Physiology Hygiene	English Commercial Law Bookkeeping American History Civics Stenography Typewriting Chemistry Commercial Arithmetic Solid Geometry Algebra Arithmetic Latin	English American History Physical Education Electives: Shorthand Bookkeeping Sec. Training Salesmanship Com. Geography Economics Commercial Law French Spanish Physics Chemistry Biology Home Economics Typing Music

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE C

CHANGES IN CURRICULUM OF BOWLING GREEN HIGH SCHOOL
1909 to 1938

Class	1909[a]	1915[b]	1925[c]	1938[d]
First Year	Algebra Latin Physical Geography Geology English History Grammar and Rhetoric American Literature Vocal Music Drawing Debating	Algebra Latin Ancient History Composition and Classics English Grammar Physical Geography	English Algebra Latin Early European History *Modern Geography *Sewing	Junior High School
Second Year	Algebra Caesar Latin Prose Latin Composition Ancient History Rhetoric Botany Medieval History English Literature Vocal Music Drawing Debating Essays and Finals	Algebra Caesar Modern History Rhetoric and Classics Biology	English Algebra Biology Caesar and Latin Prose *Sewing	English Algebra ½ Arithmetic ½ European History *Speech½ Physical Education *Latin *Home Economics *Biology *Band *Orchestra *Art *Music *Penmanship *Harmony

a Annual Report, Bowling Green Board of Education, 1909, pp. 91-92. Bowling Green: Board of Education.

b Bowling Green High School Course of Study, 1915, p. 18. Bowling Green: Board of Education.

c Ibid., 1925, p. 18.

d Principal's Annual Report, Bowling Green High School, October 1937. Files of the State High School Supervisor, Frankfort, Kentucky.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE D

CHANGES IN CURRICULUM OF BOWLING GREEN HIGH SCHOOL
(Continued)

	1909	1915	1925	1938
Third Year	Plane Geometry Cicero Latin Prose and Composition Physics Modern history History of Ans. Literature English Classics Vocal Music Drawing Debating Essays and Finals	Plane Geometry Cicero American Literature and Classics Physics German	American Literature Plane Geometry Chemistry *Modern History *Cicero or Latin Prose *French *Cooking	English (Amer. Lit.) U. S. History Plane Geometry *Speech Physical Education *Latin *Physics *Home Economics *French *Band *Orchestra *Art *Penmanship *Harmony
Fourth Year	Solid Geometry Virgil Chemistry English Classics Mythology Constitutional History Higher Arithmetic Vocal Music Drawing Essay Work	Solid Geometry Arithmetic German Virgil Chemistry American History English Literature and Classics	English Literature Grammar American History *Problems of Democracy *Virgil *French *Physics *Cookery *Solid Geometry *Arithmetic *Electives	English (English Lit.) Chemistry Problems of Democracy *Speech Physical Education *Latin *Home Economics *Solid Geometry *French *Band *Orchestra *Art *Music *Penmanship *Harmony *Electives

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE E

CHANGES IN CURRICULUM OF HOPKINSVILLE HIGH SCHOOL
1899 to 1938

Class	1899[a]	1909[b]	1925[c]	1938[d]
First Year	Grammar and Mythology B Algebra BA Latin BA Physical GeographyB English History BA Rhetoric and Literature A Botany or Zoology A	English CSGB Algebra CSG Physics CSGB Latin CS Physical GeographyCS Commercial Arith.GB German or English History B	English Algebra Sewing Manual Arts Civics History Latin French General Science	English Latin Algebra Civics General Science Manual Training Home Economics Social Science Mechanical Drawing Physical Education
Second Year	Rhetoric and Literature BA Plane Geometry BA Latin BA German BA Geology B General History Ba Civil Government A	English CBGS Algebra CGS Latin CS German Gs English History CG Geology BS Plane Geometry GS Botany BS Bookkeeping BG American History and Civics B	English Algebra Plane Geometry Cooking Biology History Bookkeeping Latin French Manual Training Shorthand	English Algebra World History Biology Manual Training Bookkeeping Latin Home Economics U. S. Arithmetic Occupations Industrial Geography Physical Education

Key

A - A-Class
B - B-Class
C - Classical
S - Scientific
G. - General
B - Business

a
Annual Report, Hopkinsville Board of Education, 1899, p. 16. Hopkinsville: Board of Education, June 1900.

b
Hopkinsville High School Announcements for 1909-1910, p. 13. On file in department of Education, Frankfort, Kentucky.

c
Student's Handbook, 1925, p. 31. Hopkinsville: Board of Education, 1925.

d
Report for 1938. On file in Office of State High School Supervisor, Frankfort, Kentucky.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE E

CHANGES IN CURRICULUM OF HOPKINSVILLE HIGH SCHOOL
(Continued)

Class	1899	1909	1925	1938
Third Year	English Grammar and CompositionB Handbook of Literature BS Solid Geometry B Higher Arithmetic A Virgil BA German BA Physics BA	English CSG Plane Geometry CSG Latin CS German CSG History CG Modern and Medieval History CG Solid Geometry C Physics SG	English History Chemistry Latin Spanish Bookkeeping Shorthand Algebra	English Plane Geometry American History Chemistry Latin French Bookkeeping Shorthand Manual Training Spanish Commercial Law Commercial Arithmetic Government
Fourth Year	Teachers' Review Course: English Grammar and Composition B Algebra BA Higher ArithmeticBA Handbook of Literature BA Geography B History, U.S. and Kentucky A Physiology B Civil Government A	English CSG Latin CS American History and Civics CSG German CSG Trigonometry CG Astronomy or Chemistry CSG	Physics English Economics Civics Latin Solid Geometry Trigonometry	Physics English Sociology Economics Latin Solid Geometry Trigonometry Commercial Law Business English French International Relationships Shorthand Typewriting Salesmanship Manual Training

Note: Current History once a week in all grades.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE F

CHANGES IN CURRICULUM OF LOUISVILLE MALE HIGH SCHOOL
1877 to 1938

Class	1877[a]	1895[b]	1911[c]	1924[d]	1938[e]
First Year	Rhetoric of Expression Latin Greek Algebra Physilogy Botany French German	Composition and Rhetoric Physiology Algebra Greek German	English Algebra Latin German Ancient History Biology Shop and Drawing Commercial Arithmetic Bookkeeping Penmanship Spelling	English Algebra Latin French Ancient and Medieval History Physiology Arithmetic Penmanship Spelling Physical Training Shop and Drawing Commercial Civics Commercial Geog. Spanish French	English Algebra Latin Ancient History Physiology Medieval History German French Spanish Drawing Music Arithmetic Commercial Civics Commercial Geog.

a Annual Report, Louisville Board of Education, 1874, p. 61. Louisville: Board of Education, 1874, Louisville, Kentucky.

b Ibid., 1895, p. 48.

c Ibid., 1911, p. 67.

d Male High School Handbook, 1924, Louisville, Kentucky.

e Principal's Report Annual, Louisville Male High School, October 1937. Files of the Department of Education, Frankfort, Kentucky.

Note: The 1937 Louisville Male High School Course of Study is organized on the major and minor bases. 32 credits required for graduation. 14 credits required of all pupils. 18 electives to produce 2 majors and 2 minors. 6 credits constitutes a major, 4 a minor.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE F

CHANGES IN CURRICULUM OF LOUISVILLE MALE HIGH SCHOOL
(Continued)

Class	1877	1895	1911	1924	1938
Second Year	English: Modern History Rhetoric Literature Latin Greek Geometry Physics French German	History of English Literature Latin Greek German Physics Algebra History of England Geometry	English Algebra Geometry Latin German French Modern European History Physiology Physiography Drawing Bookkeeping Commercial Arithmetic Typewriting	English Geometry Latin French Zoology Physics Botany European History Commercial Law Bookkeeping Shop and Drawing Music Physical Training Commercial History German Spanish	English Geometry Algebra Latin French German Spanish Zoology Botany Physiology European History Drawing Commercial Law Music Commercial History Bookkeeping Economic Geography Physical Education or Military Training
Third Year	English: Political Economy Mental Philosophy Latin Greek	English: Selected Readings Latin Greek German	English Geometry Greek German French American History	English Solid Geometry Algebra German Spanish Latin	English Geometry Latin French Spanish German

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE F

CHANGES IN CURRICULUM OF LOUISVILLE MALE HIGH SCHOOL (Continued)

Class	1877	1895	1911	1924	1938
Third Year	Trigonometry and Surveying Chemistry French German Analytical Geometry	Chemistry Geometry Trigonometry	Chemistry Physics Drawing Stenography Typewriting Commercial Law Commercial Geography	French Physics Chemistry English History American History Stenography Typewriting Shop and Drawing Music Physical Training Bookkeeping	Physics Chemistry Algebra English History Latin American History Drawing Music Salesmanship Stenography Typing Sales Physical Education or Military Training
Fourth Year	English: Moral Philosophy Const. of Freek United States Logic Greek German Physics French	English Latin German Political Economy Physics Mechanics Surveying Psychology Logic	English Latin Trigonometry Greek German Chemistry Political Economy Physics Mechanics Surveying Psychology Logic	English American History Latin French Civics Chemistry Stenography Typewriting Shop and Drawing	English Trigonometry Algebra Surveying German French Spanish Physics Chemistry American History

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE F

CHANGES IN CURRICULUM OF LOUISVILLE MALE HIGH SCHOOL
(Continued)

Class	1877	1895	1911	1924	1938
Fourth Year	Note: Louisville Male High conferred B.S. and A.B. degree on basis of these courses	Astronomy Higher Arithmetic	Penmanship Spelling	Music Economics Commercial English Retail Selling Advertising Banking Physical Training Office Management Trigonometry German Spanish Physics Salesmanship	Civics Salesmanship Economics Drawing Music Typing Accounting Money and Banking Stenography Commercial Law Physiology Physical Education or Military Training

TABLE G

CHANGES IN CURRICULUM OF FRANKFORT HIGH SCHOOL
1875 to 1938

Class	1875[a]	1910[b]	1916	1938[d]
First Year	Reading Spelling Composition High Arithmetic Natural Philosophy Grammar Algebra Physiology Geometry Bookkeeping Latin Music	Arithmetic Algebra Latin English (Grammar and Composition General History	Algebra Ancient History Latin Composition and Rhetoric German	Constants: English Algebra Physical Education Variables: Latin European History Home Economics Art General Science French Music Junior Business Training
Second Year	Latin French Rhetoric Physiology Natural Philosophy Geometry English Literature General History Bookkeeping Music	Algebra Physical Geography Physiology Latin English (Rhetoric) German	Algebra Physical Geography Physiology Latin Composition and Rhetoric American Literature German	Constants: English Physical Education Variables: Algebra Arithmetic Latin Medieval and Modern History Biology Home Economics Art Music French

a - Annual Report of Superintendent of Public Instruction, 1875, p. 151. Frankfort: Department of Education.
b - Annual Report of Superintendent of Public Instruction, 1910, p. 30. Frankfort: Department of Education.
c - Annual Report of the Frankfort Public Schools, 1916, p. 12. Frankfort: Board of Education.
d - Report for 1938. On file in Office of State High School Supervisor, Frankfort, Kentucky.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE G

CHANGES IN CURRICULUM OF FRANKFORT HIGH SCHOOL
(Continued)

Class	1875	1910	1916	1938
Third Year	Latin French Moral Science Astronomy Music	Plane Geometry Latin English Literature German	Plane Geometry American History Civics Latin German	Constants: English Plane Geometry Variables: Medieval and Modern History Economics Shorthand Typing Bookkeeping French Art Music Civics
Fourth Year		Algebra Solid Geometry Trigonometry Latin English (English and American Literature German American History and Civics	Trigonometry Solid Geometry Physics Virgil Medieval and Modern History English History English Literature Classics	Constants: English American History Variables: Algebra Solid Geometry Trigonometry French Physics Chemistry Shorthand Typing Art

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE H

CHANGES IN CURRICULUM OF MAYSVILLE HIGH SCHOOL 1877 to 1938

Class	1877[a]	1900[b]	1913[c]	1923[d]	1938[e]
First Year	Higher Arith. History Grammar Morals and Manners Spelling and Defining Writing *Latin Compositions Declamations	Spelling BC Arithmetic and Algegra Latin B English History BG English Composition B Algebra G Rhetoric G Arithmetic G	English Algebra Ancient History *Latin *Biology *Music *Physical Culture *Rhetoricals	English SCBE Ancient History SCBE Algebra SC Business Arithmetic BE *Biology SBE Latin C *Sewing SCBE *Penmanship SCBE *Spelling SCBE	English *Latin Arithmetic History *Spanish *French *Science *Home Economics *Music *Auto Mechanics *Electircity Algebra
Second Year	Higher Arith. Algebra Grammar History Composition and Rhetoric Spelling and Defining Writing *Natural Philosophy Compositions and Declamations	Spelling BG Physiology BG Algebra BG Latin B Rhetoric BG Key: B - Boys G - Girls * - Elective S - Scientific C - Classical B - Business E - English	English Albegra 1/2 Geometry 1/2 Medieval History *Latin *Phys Geography 1/2 *Agriculture 1/2 *Music *Physical Cul. *Rhetoricals	English SCBE Medieval and Modern History SCBE Algebra 1/2 SC Plane Geometry 1/2 SC Caesar C Physical Geography 1/2 SB Agriculture Bookkeeping EB Commercial Geography 1/2 BE *Sewing *Manual Training	English *Latin *French *Spanish *Biology *Home Economics *Bookkeeping *Algebra *Music *History *Arithmetic *Auto Mechanics *Electricity

a - Annual Report of the Public Schools, Maysville, Ky., 1877, p. 7. Maysville: Board of Education.

b - Courses of Study and Daily Programs, Public Schools of Maysville, 1900, pp. 16-18. Maysville: Board of Education.

c - Annual Report Maysville Public School, 1913-1914, pp. 81-82. Maysville: Board of Education.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE II

CHANGES IN CURRICULUM OF MAYSVILLE HIGH SCHOOL
(Continued)

Class	1877	1900	1913	1923	1938
Third Year	Composition and Rhetoric Natural Philosophy Physiology History Astronomy Chemistry *Latin Compositions and Declamations	Spelling BG Geometry BG Latin B Shakespeare BG Ethics BG Cicero B	English Geometry *Physics Latin *English History 1/2 *Economics 1/2 *German *Music *Physical Culture *Rhetoricals	English SCBE Plane Geometry 1/2 SC Bookkeeping BE *Solid Geometry 1/2 SC Cicero C Stenography B *Typewriting BE Spanish SE *English History 1/2 SCB *Cooking CE *Economics SC	English *Latin *Spanish *French *Physics *Bookkeeping *Typewriting *Shorthand *Sociology *Economics Plane Geometry *Arithmetic *Auto Mechanics *Electricity *Commercial Geography Music
Fourth Year	None	None	English American History 1/2 Civics 1/2 *Latin *Arithmetic 1/2 *Trigonometry 1/2 *German *Music *Physical Culture *Rhetoricals	English SCBE American History 1/2 SCBE Civics 1/2 SCBE Spanish SE *Chemistry SCE Virgil C Stenography B *Typewriting BE *Cooking *Algebra Review 1/2 SC *Trigonometry 1/2 SC	English *Latin *Chemistry *Solid Geometry *Trigonometry American History *Typewriting *Stenography *Arithmetic *Auto Mechanics *Electricity *Music

d - Annual Report Maysville Public Schools, 1923-1924, p. 44. Maysville: Board of Education.

e. High School Organization Report, October, 1937. Files of H.S.Inspector, Frankfort, Ky.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE I

CHANGES IN CURRICULUM OF NEWPORT HIGH SCHOOL 1866 to 1938

6666

Class	1866[a]	1878[b]	1890[c]	1913[d]	1938[e]
First Year	Latin Algebra *Physiology and Anatomy Analysis *Greek	Arithmetic English Composition Bookkeeping or Latin General History Algebra Penmanship(1) Elocution (1) Spelling (1) Drawing (1)	Latin Elementary Algebra CG Physiology 1/2CG Composition and Elocution CG *Drawing CG German G Botany 1/2 or Zoology CG	English SCB Algebra SCB Sanitation SCB *Latin SCB *German SCB *Manual Training SCB *Domestic ScienceSCB Commercial Spelling 1/2 B Commercial Arithmetic 1/2 B	English SCB Algebra SCB Science SCB *Spanish SCB *German SCB *Latin SCB *Manual Training SCB *Domestic Science SB Physical Education *Music
Second Year	Caesar Algebra *Natural Philosophy Geometry *Greek	Geometry English Literature Natural Philosophy Civil Government orLatin Botany Elocution (1) Spelling (1) Penmanship(1) Drawing (1)	Latin or German Greek C Algebra 1/2 CG History or French G Composition and Elocution CG *Drawing CG Geometry 1/2 CG Rhetoric 1/2 CG (2) Elocution CG(1)	English SCB Geometry SCB Ancient HistorySCB *Latin SCB *German SCB *Physiography S Commercial Geography B	English SC Business English B Biology SC* History SC Typing B Business Arithmetic B Stenography 1/2 B *Spanish SCB *German SCB *Latin SCB *Manual Training SCB *Domestic ScienceSCB Physical Education *Music Algebra 1/2 SCB Geometry 1/2 SC

*--Electives

Numbers in parenthesis (1) --periods per week

a - Sixth Annual Report, Newport Public Schools, 1855, p. 24. Newport: Bd. of Trustees
b- Annual Report, Newport Public Schools, 1879, pp. 75-76, Newport: Bd. of Trustees.
c - Ibid., 1890. Newport: Board of Education, pp. 83-84.
d - Ibid., 1913. Newport: Board of Education, p. 187.
e - Newport High School, Program of Sourses, 1937-1938. On file in Principal's Office.

Note: Vocal Music, Composition and Declamations, Spelling and Defining, Map Drawing, and Moral Culture throughout the 1866 course.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE I

CHANGES IN CURRICULUM OF NEWPORT HIGH SCHOOL
(Continued)

Third Year	Cicero Algebra Rhetoric Trigonometry Botany	Geometry English Literature Natural Philosophy Civil Government or Latin Botany Elocution Spelling Penmanship Drawing	Latin CG or German G French G (4) or Geometry CG(4) Greek C(4) Natural Philosophy CG (4) English Literature CG(3) Composition and Elocution CG (2) *Drawing CG(1) Trigonometry CG(4) or French G(4) Greek Hist. C (1)	English SCB Physics S Algebra 1/2 SC Solid Geometry 1/2S Medieval and Modern History C English History 1/2 Shorthand B Bookkeeping B Typewriting B Commercial Law B *German SCB *Latin	English SCB *Chemistry SC Plane Geometry SC Solid Geometry S Typing B Stenography B or Bookkeeping B Business Economics and Selling B *Problems of Democracy SC *Economics SC *History SC *Languages SC *Journalism C
Fourth Year	Astronomy Chemistry Mental Philosophy Constitution of the U.S (2) Moral (3) Philosophy	None	Latin CG or German G Greek C (4) Chemistry CG(4) Astronomy G(4) or Geology(4) or French(4) English Literature CG(2) Roman History C (1) Composition and Elocution CG(2) *Bookkeeping G (2) *Drawing CG(1)	English SCB Civics and American History SCB *Latin SC *German SC *Chemistry S *Adv.Algebra 1/2 S *Trigonometry 1/2S Bookkeeping B Shorthand B Typewriting B	English SCB American History and Civics SCB *Physics SC Stenography B Bookkeeping B Office Practice B Commercial Law B *Psychology CB *Ethics SCB *Sociology SCB *Trigonometry S *Latin C *Journalism C

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE J

CHANGES IN STATE HIGH SCHOOL CURRICULUM FROM 1908 to 1938

Class	1908[a]	1916[b]	1922[c]	1926[d]	1938[e]
First Year	Latin CSE English CSME Algebra CSME German ME French E	Rhetoric and Composition St. CSE Algebra St. CSE Physical Geography St. CSE Latin St. CSE German St. French St. Ancient History St. CSE Drawing St. General Science St. Physilogy St. C Elementary Agriculture St. E Spelling S Home Economics E Manual Training E	English Mathematics Latin History General Science German French Farm Crops Home Economics Drawing Physiology Physical Geography	English Mathematics General Science Latin Commercial Civics Occupations 1/2 Ancient History Farm Crops Home Economics Physiology Hygiene 1/2 Manual Arts Business Arithmetic Commercial Arithmetic Physical Geography 1/2	English Social Economics and Vocational Civics Science Health and Physical Ed. Activities *Junior High School Mathematics or Algebra *Early European History *Foreign Language *Art *Home Economics *Agriculture *Commercial Subjects

C - Classical
S - Scientific
M - Modern Language
E - English
St. - Standard

Note: The state course of study has not been revised since 1933, but according to Mr. Mark Godman, high school supervisor, a revision is not in preparation and will be published in 1939.

a - Biennial Report of Supt. of Public Instruction, 1908, pp. 275-289. Frankfort: Department of Education.

b - Manual and Course of Study for Public High Schools, Revised. Bulletin, V. IX, No. 6, p. 13. Frankfort: Department of Education.

c - Mimeograph Copy. On file in Office of State High School Supervisor.

d - Program, Manual and Courses of Study for Kentucky High Schools. 1926. Frankfort: Department of Education.

e - Manual or Organization and Administration for High Schools. Kentucky Educational Bulletin Vol. I, No. 6, p. 47. Frankfort: Dept. of Education, August 1933.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE J

CHANGES IN STATE HIGH SCHOOL CURRICULUM FROM 1908 to 1938
(Continued)

Class	1908	1916	1922	1926	1938
Second Year	Latin CSE English CSME Algebra CSMe Geometry CMSE Physical Geography CSE History CE Botany ME Physics M	American Literature St. CSE Algebra St. CSE Zoology St.S Latin St.CSE German ST.E French St. Medieval and Modern Hist St. SCE Industrial Geog. St. Mechanical Drawing St. Manual Training St. S Spelling St. Botany St.CE Domestic Science St. Penmanship St. Commercial Arithmetic St. CE Household Economics C Physiology E Drawing E	English Mathematics Latin History Animal Husbandry Home Economics German French Biology Commercial Law Commercial Geog. Mechanical Drawing Manual Training	English Mathematics Biology Zoology 1/2 Botany 1/2 Latin World History Modern European History Bookkeeping Animal Husbandry Home Economics Manual Arts Typewriting Stenography	English World History or Modern European History Physical Education Activities *Algebra 1/2 *Arithmetic 1/2 *Foreign Language *Biology *Home Economics *Arts *Vocational Agriculture *Music *High School Geog. *Commercial Studies

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE J

CHANGES IN STATE HIGH SCHOOL CURRICULUM FROM 1908 to 1938 (Continued)

Class	1908	1916	1922	1926	1938
Third Year	Latin CSE English CSMe Greek C Geometry SCME Physics CSE German SEM French SEM History ME	English Literature St.CSE Plane Geometry St. CSE Physics St.CSE English History St. CSE Latin St.C German St. C French St.C Bookkeeping St. E Agriculture St. Manual Training St. SE Commercial Geog. St. Drawing S Home Economics Household Arts E	English Mathematics Latin History Physics Home Economics Spanish French Manual Training Bookkeeping	English Mathematics Chemistry Latin Modern Language Soils Home Economics Manual Arts Typewriting Stenography	English American History Physical Education Activities *Plane Geometry *Foreign Language *Physics *Chemistry *Home Economics *Arts *Vocational Agriculture *Music *Commercial Studies

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

TABLE J

CHANGES IN STATE HIGH SCHOOL CURRICULUM FROM 1908 to 1938
(Continued)

Class	1908	1916	1922	1926	1938
Fourth Year	Latin CSE Greek C English CSME German CSME French CSME Chemistry CSME Anatomy, Physiology and Hygiene SME History and Civics E ArithmeticME	English Classics St. CSE Solid Geometry St. CS Chemistry St. SE American History St. CSE Latin St.C German St. French St. Political Economy St. CE Manual Training St. Domestic Science St. Phychology St. CSE Plane Trigonometry St. CS English Grammar CSE Civil Government CS Agriculture SE Civics SE Rural Life Studies SE	English History Social Civics Economic Probs. Latin Mathematics Chemistry Farm Management Home Economics Spanish French Manual Training Pedagogy	English Mathematics Physics Latin Problems of Democracy Civics 1 or 1/2 Sociology 1 or 1/2 Economics 1 or 1/2 Modern Language Farm Management Home Economics Manual Arts Commercial Subjects	English Problems of American Democracy or Adv. Civics 1/2 and Economics 1/2 Sociology 1/2 Physical Education Activities Foreign Language Physics or Chemistry Solid Geometry 1/2 Trigonometry 1/2 Home Economics Arts Vocational Agriculture Music Commercial Studies

APPENDIX C

BRIEF HISTORY OF TEXTBOOK SELECTION IN KENTUCKY

The textbook problem has always been a perplexing one in Kentucky. The law of 1852 authorized the State Board of Education to recommend the textbooks. No charge was made in the method of selection textbooks for twenty years.

Law of 1884.- In 1884 the Legislature authorized the State Board of Education to Recommend "suitable lists of textbooks for all the common schools of the state, from which lists the trustees of the various districts shall adopt the books to be used in their respective districts, which books shall not be changed oftener than once every five years."[1] This method of selection resulted in a diversity of texts in the same schools. One county superintendent in pointing out the defects of this method said; "Many pupils are migratory, changing from one district to another, carrying textbooks used in the districts where last they were taught--as many authors on subjects result as there are pupils studying a subject. For these reasons

[1] Kentucky Session Acts, 1859-1860, Vol. I, Chapter 1330, p. 116.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

there is no possibility of grading the county schools. The remedy is plain: more money for the schools and one textbook on a subject for each county".[2] Such complaints as this going to the Superintendent of Public Instruction resulted in a change in the method of adoption in 1888.[3] This change in the law authorized the county superintendent to adopt books for his county from the lists recommended by the State Board of Education. This method did not prove to be satisfactory, and the selection of textbooks was placed in the hands of the county board of examiners of the respective counties.[4] This plan was in use until about 1904.

Commission Created.- The General Assembly of 1904, provided for a State Textbook Commission, whose duty was to adopt textbooks for use in the schools of the state.[5] This commission was composed of the Governor, the Auditor, the Treasurer, the Clerk of the Court of Appeals, and the three menbers of the State Board of Education. Under this act the Judge, the Attorney, and the superintendent of each county composed a county textbook commission. The books

[2] Kentucky Documents, 1887-1888, Document No. 7, p. 50

[3] Kentucky Session Acts, 1887-1888, Vol I, Chapter 1534 P. 156.

[4] Kentucky Session Acts, 1891-1892-1893, Chapter 260, p. 1439.

[5] Kentucky Session Acts, 1904, Chapter 3, p. 10.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

adopted by the majority of the county commissioners were approved by the State Commission and adopted for use in the state.

Commission Abolished.- In 1910 the State Textbook Commission was abolished and a commission for each county was created.[6] The county commission was composed of the superintendent, two members of the board of examiners, one high school principal, and one member of the county board of education. These commissions adopted books for the counties independently of each other. This method was not satisfactory, and the law was repealed. Another State Textbook Commission was created in 1914.[7] This law was amended briefly in 1916[8] and again in 1918.[9] The acts of 1914, 1916 and 1918 provided for the adoption of books for five years. Cities of the first four classes were exempt from the state adoption, and were granted the privilege of making their own adoptions.

Law of 1926.- In 1926 the general assembly again changed the textbook law.[10] This law provided for a

---

[6] Kentucky Session Acts, 1910, Chapter 13, p. 46.

[7] Kentucky Session Acts, 1914. Chapter 11, p. 34.

[8] Ibid., 1916. Chapter 8, p. 18.

[9] Ibid., 1918. Chapter 110, p. 453.

[10] Ibid., 1926. Chapter 77, p. 248.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

commission of twelve members. The Governor and Superintendent of Public Instruction were to be ex-officio members, and ten members were to be appointed by the governor. One member was to be chosen from the faculty of Western Teachers College, Bowling Green; one from the faculty of Eastern Teachers College, Richmond; one from the faculty of the University of Kentucky; and one member from each of the seven appellate court districts. This law did not specifically state that the Governor must appoint educators. Furthermore, it required a uniform adoption for the whole state, including the cities of the first four classes. These cities, under previous laws, had been free to make their own adoptions.

Free Textbooks.- In 1928 a law was enacted which was intended to provide at public expence free textbooks for all children of the elementary grades.[11] This law was rendered inoperative by the court because no definite appropriation was made with which to purchase the books.

Law of 1930.- In 1930, because of difficulties arising out of the adoption made under the law of 1926, a new law was passed.[12] This law made several radical changes in procedure. It took the power of appointing members out of the hands of the governor and placed it with the State

[11] Kentucky Session Acts, 1928, Chapter 48, p 183.

[12] Kentucky Session Acts, 1930, Chapter 35, p. 88.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

Board of Education. The act provides for a commission of nine members of which the Superintendent of Public Instruction is one, and who is ex-officio secretary of the Commission. The eight "appointive members shall be educators of high qualifications who are actually engaged in education work in the state, and whose qualifications shall not be less than graduation from a standard senior college."[13]

Provision of Law.- This law provides that the commission shall select and publish a list of ten books in each subject, "taking into account the needs of the various types of school organizations." From this list the commission must adopt a uniform series or system of basal textbooks for use in the public schools of the county school districts and independent school districts in other than cities of the first, second, third, and fourth classes. From the list of ten books in each subject adopted by the commission, the cities of the first four classes must select a uniform series of textbooks for use in the respective cities. A county board of education which maintains a school term of at least nine months by a majority vote of the entire board may select basal textbooks to be used in the county school districts from the list adopted and approved for city school districts.

The textbook law of 1930 reflects many of the issues

---

[13] Kentucky Session Acts, 1930. Chapter 35, p. 88.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

out of which is originated. The governor is stripped of all power in the appointment of this commission. The activities of publishers are curtailed in that "not more than one book for any subject and grade shall be from the same person, firm of corporation." The cities are brought under the authority of the commission, but are given the liberty of making their adoptions from a list of ten books for each subject. Not more than thirty-three and one-third per cent of the books in use shall be changed at one adoption. The adoption period was fixed at five years. If the law is allowed to stand for any great length of time, some of the books will have been in use for fifteen years. This law is probably the best that the state has had, but it is far from being the best that can be devised by using scientific educational procedure in the selection of text-books.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

APPENDIX D

Title Page and Illustrative Problems from The Arithmetical Vade Mecum.[1]

TITLE PAGE

The Arithmetical Vade Mecum

"Designed as a work of practical utility for the teacher, the man of business, and the mathematical student."

I. N. Wilcoxson, Three Springs, Ky.
A. F. Cox, Printer, Louisville, Ky., 1856.

To

Rev. J. P. Murrell, Principal of Camden Seminary in token of our high appreciation of his life and character as a teacher of youth, and to Ed. Porter Thompson, my young friend and fellow student this work is respectfully and fraternally inscribed by the author.

[1] I. N. Wilcoxson, The Arithmetical Vade Mecum. Louisville; A. F. Cox, 1856.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

2

Sample Problems

) "Suppose a horizontal plane
On which did stand a chalk of cane
The height of which I took quite neat
And found to be 100 feet.
Soon as I did this measure take
A blast of wind the cane did break
The top of it did strike the ground
Some ten yards from the base, I found.
One end of which did still remain,
Just where the wind did break the cane.
Now can you all these measures take,
And tell how high the cane did break."

) "There is a Quaker, we understand
Who, for three sons, laid off his land,
And made the equal circles meet
So as to bound an acre, neat.
Just in the center of that acre,
Is found the dwelling of the Quaker.
In centers of the circles round,
A dwelling for each son is found;
Now, can you tell, by skill and art,
How many rods they live apart."

) "As I was beating on the forest ground,
Up starts a hare before my two gray-hounds.
The dogs, being light of foot, did fairly run
Unto her fifteen rods, just twenty-one
The distance that she started up before,

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

'My brother and myself,' she said,
'Were all the heirs my father had.'
'And now, kind sir, please understand,
We, both, were in a foreign land.'
Then with a plaintive voice, she sighed,
'Pa heard that one of us had died.'
Before she closed, she added, still,
'While we were there, pa made his will,
Which did for ma and me provide,
If I had lived and brother died:
Two thirds of his estate should be
Secured to ma, one third to me.
Had brother lived and I had died,
For them the will did thus provide:
Two thirds were given to my brother
And only one third left to mother.
Now, as we both are living still,
And must be governed by the will,
Which, does my mother's share express
About three hundred dollars less
Than it would be if I had died
And they should by the will abide,
And now, kind sir, please calculate
What is the sum of pa's estate:
Likewise each share will be
According to the will's decree.
Unless you do all these decide,
I'll not consent to be your bride.'"

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.