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THIGPEN, Charles Allen, 1926-  
ENGLISH PROGRAMS IN CHURCH-RELATED,  
SENIOR, LIBERAL ARTS COLLEGES IN  
TENNESSEE.

Middle Tennessee State University  
D.A., 1975  
Literature, general

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ENGLISH PROGRAMS IN CHURCH-RELATED, SENIOR,  
LIBERAL ARTS COLLEGES IN TENNESSEE

Charles Allen Thigpen

A dissertation presented to the  
Graduate Faculty of Middle Tennessee State University  
in partial fulfillment of the requirements  
for the degree Doctor of Arts

December, 1975

ENGLISH PROGRAMS IN CHURCH-RELATED, SENIOR,  
LIBERAL ARTS COLLEGES IN TENNESSEE

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## ABSTRACT

### ENGLISH PROGRAMS IN CHURCH-RELATED, SENIOR, LIBERAL ARTS COLLEGES OF TENNESSEE

by Charles Allen Thigpen

The purpose of this study has been to survey and describe the organizational administration, faculty, and curriculum in the field of English in each of the twenty-two church-related, senior, liberal arts colleges of Tennessee. This study was conducted during the 1974-75 school year.

In addition to the college catalogs or bulletins, four questionnaires were prepared to gather information from each school. One questionnaire was directed to English Department Chairmen in each school, seeking clarification and amplification of data in the school catalog. A second questionnaire was for Registrars requesting information about student enrollment in English Departments and the number of students minoring or majoring in English. A third questionnaire was directed to Librarians and requested information about volumes and periodicals in the area of English language and literature. The final questionnaire was sent to members of the English faculty in each school requesting teaching method preference and other professional information.

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Visits were made to each of the schools studied, and interviews were conducted with twenty-six administrators and English faculty members. There was one hundred percent response to the questionnaires from English Departments, Registrars, and Librarians of each of the schools studied. There were 104 responses to 143 questionnaires mailed to the English faculty members.

Twelve of the twenty-two schools have Departments of English in which only courses in English are offered. Seven schools combine English and courses from other areas, such as speech or foreign languages, to form a single department. Three of the schools have no organizational unit lower than divisions. There were 582 students majoring in English and 9,992 students enrolled in English courses in these schools during the year of this study.

The duties of the chairmen of departments or divisions are similar. They teach an average of 11.3 hours per week, advise students, assign faculty teaching loads, and recruit new faculty members. All but two chairmen share in determining faculty promotion and tenure, and every chairman but one shares in the preparing of budgets.

Of the 143 members of the English faculties in the schools studied, 143 hold the Bachelor's degree, 140 also hold the Master's degree, three hold the Specialist's degree, and fifty-six hold the Doctor's degree. Faculty rank is

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distributed as follows: twenty-nine are full professors, thirty-four are associate professors, fifty-two are assistant professors, fifteen are instructors, one is a lecturer, and one is a teaching assistant. Eleven of the faculty members serve in a school where the entire faculty is unranked. The average teaching load of English faculty members for all schools combined is thirteen hours each week.

Each teacher was asked to identify his choice of teaching methods. The combination of lecture and discussion was the most frequently used method. The other choices in descending order of preference were lecture, discussion, seminar, and "other." These "other" or nontraditional teaching methods, used by approximately one-third of the teachers surveyed, were identified and described.

Total volumes in the libraries of the schools studied range from 49,500 up to 273,061. A wide range was also reflected in volumes in English language and literature in these libraries; there is a low of 4,696 and a high of 52,647.

In the concluding chapter, the writer makes generalizations, which in his judgment would be helpful to those concerned with the teaching of English, about basic English requirements for college students, the content of an English major, and proposals for realistic teaching loads for English faculty members and for English department chairmen.

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## CHAPTER I

### INTRODUCTION

There are basically two types of institutions of higher education in Tennessee. These are public and private schools. Among the private schools are colleges and universities which are generally regarded as "church-related" schools. These schools are religious in purpose, and they are usually owned and operated by a church body. The present study will consider one of the academic areas which all of these church-related schools have in common.

### PURPOSE OF THE STUDY

The purpose of this study is to survey the English programs in the church-related, senior, liberal arts colleges of Tennessee. This study seeks to describe the organizational administration, faculty, and curriculum in the field of English in each of the more than twenty such colleges in this state. The colleges included in this study are the following:

1. Belmont College
2. Bethel College
3. Bryan College
4. Carson-Newman College
5. Christian Brothers College
6. David Lipscomb College
7. King College

8. Knoxville College
9. Lambuth College
10. Lane College
11. Lee College
12. LeMoyne-Owen College
13. Maryville College
14. Milligan College
15. Southern Missionary College
16. Southwestern at Memphis
17. Tennessee Temple College
18. Tennessee Wesleyan College
19. Trevecca Nazarene College
20. Tusculum College
21. Union University
22. The University of the South<sup>1</sup>

Perhaps a word of explanation is needed as to why certain other church-related colleges were omitted from this study. Covenant College, which is owned and operated by the General Synod of the Reformed Presbyterian Church, Evangelical Synod, has its address in Chattanooga, Tennessee. However, the catalog states that the college is located "in the northwest corner of Georgia."<sup>2</sup> Therefore, this school was left out of the present study because it is geographically situated in Georgia.

Freed-Hardeman College, Henderson, Tennessee, is a Christian college.<sup>3</sup> Since 1925, Freed-Hardeman has functioned as a junior college. In 1971 a transition was

<sup>1</sup> Throughout the remainder of this paper, the words "college" and "university," except for The University of the South, will be omitted from the titles of the schools.

<sup>2</sup> Covenant College Catalog: 1973-1974, p. 7.

<sup>3</sup> Bulletin of Freed-Hardeman College: 1974-1974, p. 9.

begun to change this school from a junior to a senior college. The college bulletin states that "The junior year is being added in 1974-75 and the senior year in 1975-76."<sup>4</sup> Therefore, this school was omitted because it did not function as a senior college when this present study was conducted (1974-75).

Scarritt College is owned by the General Conference of The United Methodist Church and is located in Nashville, Tennessee. It is a senior college and graduate school. Scarritt does not offer the freshman and sophomore years of college study. A major in English is not offered, nor is there a department of English at Scarritt. Scarritt College was therefore omitted from this study because it does not function as a senior college with four years of undergraduate study, it does not have a department of English, and it does not offer an English major.<sup>5</sup>

#### BACKGROUND AND SIGNIFICANCE OF THE STUDY

This study was undertaken because of a desire to know the programs of English available at church-related Tennessee colleges and to understand the English departmental organization, governance, and faculty of these schools. The writer has had several years of teaching experience in the field of

<sup>4</sup> Ibid., p. 13.

<sup>5</sup> Scarritt College Bulletin: 1971-1973, pp. 16-19, 94.

English and now serves as an academic administrator in a small church-related college where English is one of four majors offered. A part of his present duty is to work with the chairmen of several departments, one of whom is chairman of an English department. After obtaining a clear picture of English curriculums and English departmental organizations in other church-related schools, the writer should be able to give more meaningful administrative leadership to the chairman and faculty of the English department in his own school.

Since teaching is one of the primary purposes for which a school exists, one of the concerns of this paper is to identify any teaching methods other than the usual lecture, discussion, or research and report methods which are used in these English departments. Attention is given to all innovative or nontraditional methods used by teachers of English. Teachers of English need to know what varied teaching methods are being employed by others who teach in this field.

This paper should also be of value to each of the schools included in the study. There has been no one source where an administrator in these schools could go to find a survey of the programs of English in church-related colleges in Tennessee. Teachers in these schools should also find information helpful in understanding departmental structure

and English curriculums, as well as teaching methods in schools similar to their own.

Several facts combine to establish the extent and importance of this study. First, the departments of English in twenty-two different schools are studied. Second, there are more than 140 faculty members in the field of English and approximately 600 students majoring in English in these schools. And third, there are approximately 10,000 students enrolled in English courses each semester in these schools.

#### PROCEDURE FOLLOWED IN THIS STUDY

The chief method used in collecting data was through the use of four questionnaires (see Appendices B, C, D, and E). Questionnaire A was directed to the chairman of the department of English in the various schools, and the bulk of the data gathered was secured through this questionnaire. Questionnaire B was sent to each member of the English faculty in each of the schools studied. Questionnaire C was sent to the registrar, and Questionnaire D was sent to the librarian in each of the schools included in this study.

Other sources included bulletins, catalogs, and other printed materials prepared by each of the colleges studied. Telephone conversations to key people were also used to collect essential data for this paper.

The writer personally visited each of the twenty-two schools included in this study. On-campus interviews were held with the chairman of each English department or the chairman of the division, if the division was the lowest unit of organization used at the school. Other faculty members were also interviewed at several of the schools visited.

The second chapter of the paper surveys the English departmental structure in each of the schools. The methods used in selecting department chairmen and their tenure of office, whether permanent or rotating, are reviewed. The duties of chairmen were explored with a view to understanding the internal governance in the departments.

Attention was directed to the English faculty of each school to determine academic credentials, teaching experience, and normal teaching loads. Scholarly or creative activities by English faculty members, such as the publication of articles and books or the presentation of papers at professional meetings, were studied.

Overall student enrollment in English courses was noted, with special attention directed to students minoring or majoring in English. This paper also considers the organizations and publications sponsored by the English departments.

Any distinctive practices required by these schools which affect the faculty, the curriculum, or the teaching process have been explored. Church-related colleges sometimes

stipulate special requirements of faculty members, such as affiliation with a particular church or adherence to certain religious views. These, together with any other such practices, have been examined.

The third chapter of the paper reviews English requirements for all college students and requirements for majors and minors. Consideration is also given here to teaching methods the various English departments use. Innovative methods of teaching found in the English departments of these twenty-two schools are reviewed.

Remedial English programs provided for students weak in English usage are reported. Consideration is also given to arrangements for advanced placement of incoming freshmen who possess exceptional ability in English. Honors programs in English are reported in this study.

Attention is given to library facilities at each of the twenty-two schools. Special consideration is given to holdings in the area of English language and literature. The number of books, scholarly journals and periodicals pertinent to the discipline of English are a concern in this study.

The fourth chapter of the paper is a summary of the programs offered in the English departments of the schools studied. As this is a comparative study, no value judgments are made of the programs, personnel, or departments. However, anyone who reads this paper should be able to reach

conclusions concerning strengths or weaknesses that may be evident in the programs of English of the various schools. The writer's generalizations and conclusions are given in chapter five.

#### DEFINITIONS OF TERMS USED

##### Church-related

The term "church-related" is used in this paper to refer to colleges which are religious in stated purpose and/or supported by a religious group. Although some of the schools included may prefer to classify themselves as private or independent colleges, because of their religious objectives they are included in this group.

##### Senior college

The term "senior college" is used in this paper to designate a four-year, baccalaureate degree granting institution, thus distinguishing it from a two-year or junior college.

##### Liberal arts college

The term "liberal arts college" designates a college which provides students with a broad cultural background in a program which includes literature, languages, philosophy, history, and usually offers introductory courses in sciences. The term "liberal arts college" is used to distinguish such a school from a professional college.

### LIMITATIONS OF THE STUDY

Although this study clearly and forthrightly presents facts concerning the English programs in each school included, it is not the purpose of this paper to evaluate these programs. Even though conclusions may be reached and inferences drawn by one who reads the work, that result is not within the concerns of this paper. The intent of the study is not to judge or determine the quality of these programs.

This is basically not a statistical study. The statistical procedures used are elementary and consist mainly of simple tabulations. The method of study employed is primarily descriptive.

### REVIEW OF THE LITERATURE

Dr. Thomas W. Wilcox says that the teaching of English to undergraduates is one of the two or three largest enterprises in American higher education.<sup>6</sup> The sheer size of this enterprise challenges educators in general and teachers in the field of English in particular.

Much has been written on English as an academic discipline and on the teaching of composition and literature.

<sup>6</sup> Thomas W. Wilcox, The Anatomy of College English (San Francisco: Jossey-Bass Publishers, 1973), p. 155.

Less has been written on the structure, operations, and chairmen of departments of English. A brief review of this literature follows.

Attention is given first to the structure and operations of departments of English. In 1967-68, Dr. Thomas W. Wilcox conducted a survey of 300 departments of English in four-year colleges in the United States. These 300 departments had been scientifically selected as random samples of the 1,320 colleges and universities in the United States which offered four-year programs in English. One of Dr. Wilcox's findings is that the department of English is a separate organizational entity in 81.1 percent of all four-year colleges and universities. In the remaining 18.9 percent, the teachers of English join with teachers of other disciplines to form consolidated departments. Wilcox says, "In short, where English is yoked with other disciplines, the union is usually a marriage of convenience rather than a consequence of some radical revision of the conventional institutional structure."<sup>7</sup> In most of the schools surveyed by Wilcox, the final right is held by school administrations to decide who serves as chairman of a department.<sup>8</sup>

Rogers describes the usual duties of an English department chairman as follows:

<sup>7</sup> Ibid., pp. 1-2.

<sup>8</sup> Ibid., p. 40.

However circumscribed a chairman's formal authority may be by statutes, traditions, and the will of his colleagues, his position due to circumstances is an important one; he is potentially the most important figure in the operations of his department, since he is the one bearing the ultimate responsibility for its successes and failure. He is the department's principal personnel officer, charged with recruiting new members of its faculty, recommending promotions and salary increases, and assigning classroom duties. If a department is, as it should be, composed of professors distinguished by conviction and independence of thought, a chairman must frequently reconcile strong clashes of opinion and personality among his colleagues. . . .

A chairman is also the official spokesman of his department to the principal administrative officers of his college or university. He must formally present the views of his faculty in matters of promotion, salary, and curriculum. . . . He must also be alert to professional and scholarly developments outside his own college or university and must call the attention of his colleagues to them.<sup>9</sup>

Speaking of an English department chairman, Leo Ruth says, "the effectiveness of departmental leadership influences directly the quality of instruction; therefore, the English department chairman's functions of office and powers of administration must be commensurable with the significant instructional responsibility he holds."<sup>10</sup>

<sup>9</sup> Robert W. Rogers, "The Department of English: Organization and Administration," in The College Teaching of English, ed. John C. Gerber (New York: Appleton-Century-Crofts, 1965), pp. 286-287.

<sup>10</sup> Leo Ruth, "Developing Better English Departments: A Plan for Engaging Administrative Support," English Journal, 56 (1967), 1142.

The duties of chairmen often include "recruiting, management of the department's fiscal affairs, assignment of courses, housekeeping, review of candidates for tenure and promotion, and participation in the many meetings at which the department's educational policies are formulated."<sup>11</sup> Most departments of English have several standing committees (in small schools the entire English faculty may function as a committee of the whole). The most common standing committees are freshman English, library, graduate, curriculum, honors, major, and teacher education.<sup>12</sup>

Wilcox says that in 1967, when he conducted his study, the usual teaching load for most English teachers was twelve hours.<sup>13</sup> The previous year at the National Council of Teachers of English Convention at Houston, Texas, the following statement of policy was formulated: "A weekly teaching load of no more than nine hours should be considered the standard load for college teachers of English. And under no circumstances should any English teacher's weekly load exceed 12 hours . . . in all writing courses--especially in freshman composition courses (including remedial, noncredit, or non-transfer courses)--a reasonable class size is 20 students. In no case should these classes exceed 25 students."<sup>14</sup>

<sup>11</sup> Wilcox, p. 42.    <sup>12</sup> Ibid., p. 44.    <sup>13</sup> Ibid., p. 51.

<sup>14</sup> National Council of Teachers of English, "The Workload of College English Teachers: A Proposed Statement of Policy," College English, 28 (October, 1966), 55-57.

It is very important that the teacher of English keep in primary focus the proper view of his field. The teaching of English embraces the three areas of reading, writing, and language study, according to the College Entrance Examination Board.<sup>15</sup> To Edgar W. Knight, the greatest achievement of man is the study of language because it is "a condition of all other humanistic activities. No other study develops so directly clearness and accuracy of thought and expression."<sup>16</sup> In this same vein Knight says that "literature is in a real way the central humanistic study. At its best it is a record of exalted thought and being, a constant source of enrichment and inspiration: always it is a record of our culture and common past."<sup>17</sup>

Knight makes a plea for literature to be looked upon and treated as a vital part of the fine arts when he states: "Although generally treated apart from the fine arts, literature may be classified with them. The most flexible and comprehensive of the arts, it expresses the thought, emotions, and aspirations of mankind through the ages. Wisely

<sup>15</sup> John Gerretts, "What Literature--and Why? Issues in the Construction of the Curriculum in Literature," in Method in the Teaching of English, ed. David Stryker (Champaign, Illinois: National Council of Teachers of English, 1967), p. 64.

<sup>16</sup> Edgar W. Knight, et al., Higher Education in the South (Chapel Hill: The University of North Carolina Press, 1947), p. 31.

<sup>17</sup> Ibid.

presented, it can improve the student's aesthetic enjoyment, knowledge, human understanding, moral character, religion, and philosophy of life; it can, in short, help him toward wisdom."<sup>18</sup>

If the teacher views literature as Knight has suggested, the teaching of literature should promote understanding and enjoyment. "The teacher of literature should always remember that history, backgrounds, biography--even the structure and craftsmanship of literature--are all subservient to the understanding and full enjoyment of the work of art itself. Success in teaching literature lies in giving primacy to the aesthetic while supporting it with the factual."<sup>19</sup>

Though needed, according to Wayne C. Booth, institutional reforms in colleges and departments of English will not achieve what he would like. However, Booth shows that "good teachers" can make up for these changes. "Most of the desirable effects I have described can be produced by a good teacher. . . . By his very presence he will produce sequences and climaxes without needing to talk about them. An interview with such a teacher can be a comprehensive examination more demanding and more memorable than a departmental oral; an ordinary 'term paper' written to satisfy his high standards

<sup>18</sup> Ibid., p. 28.

<sup>19</sup> Ibid.

can be much more important than many of the shoddy imitations of scholarship that are called 'senior theses.'"<sup>20</sup>

William C. DeVane believes that any teacher who is a "good" teacher of literature will keep ever before him the purpose of literature. This is so, in spite of the fact "in the intense intellectualization of our study, we are prone to overemphasize technique and to forget in our analyses that literature is for our delight, to increase our wisdom, to sustain our spirits, and to sharpen our ethical sensitivity."<sup>21</sup>

F. Parvin Sharpless deplores much that is in the book The College Teaching of English, edited by John C. Gerber. To Parvin, the book represents a traditional view of teaching. Parvin prefers a position consistent with what he calls "existential pedagogy," stating that

. . . to learn is to develop, to become, to fulfill one's potential, and the means to these ends are not discipline and restraint, but freedom, encouragement, love. Under these terms the teacher neither lectures nor prescribes, because his "truth" is experiential, growing out of situation and context, out of the crossing in time of teacher, student and work of art. In his students and in himself he values originality, imagination, and

<sup>20</sup> Wayne C. Booth, "The Undergraduate Program," in The College Teaching of English, ed. John C. Gerber (New York: Appleton-Century-Crofts, 1965), p. 228.

<sup>21</sup> William C. DeVane, "The Study and Teaching of English," in The College Teaching of English, ed. John C. Gerber (New York: Appleton-Century-Crofts, 1965), p. 27.

evidence of growth. In the classroom he values engagement; his aim is to unsettle the perceptual pattern of the student, but not to prescribe a new one. In his teaching he may discard all lecture notes or prepared outlines, coming to class with a detailed grasp of the work at hand, derived from a fresh study of it, and with his intellect and sensibilities open and receptive to what will happen. He considers that only when students are involved in a kind of spontaneous excitement of learning will the class justify itself.<sup>22</sup>

It is this writer's view that the teachers who are traditionalists and those who are nontraditionalists are both needed; perhaps that is how some semblance of balance is achieved. The traditionalists state too emphatically that the study of literature is a legitimate intellectual activity and needs to be nothing more. The nontraditionalists emphasize relevancy, relating literature to life in the present. Wilcox calls the latter approach "the cult of immediacy."<sup>23</sup> Benjamin DeMott, a critic of the traditionalist teacher of literature, says the following: "I believe the English teacher isn't usually and primarily engaged in the activity of encouraging students to find the bearing of this book and that poem and this 'composition' on their own lives. . . . I believe the English teacher is inhibited about giving himself to the labor of drawing men into an

<sup>22</sup> F. Parvin Sharpless, "Reflections on The College Teaching of English," College English, 29 (October, 1967), 34.

<sup>23</sup> Wilcox, p. 162.

effort to reflect upon and understand their own experience."<sup>24</sup>

Wilcox states that "powers of discrimination and critical habits of mind . . . are needed today just as much as mere awareness of injustice."<sup>25</sup> The duties of teachers of English are reflected in a statement from the National Council of Teachers of English in 1974: "In many senses, anyone's world is his language. Through language we understand, interpret, enjoy, control, and in part create our worlds. The teacher of English, in awakening students to the possibilities of language, can help students to expand and enlarge their worlds, to live more fully."<sup>26</sup>

The Committee on College Composition and Communication suggested that the social and cultural settings of different people who use the English language should not be overlooked by teachers of English. This Committee further stated that "all English teachers should, as a minimum, know the principles of modern linguistics, and something about the history and nature of the English language in its social and

<sup>24</sup> Benjamin DeMott, "Reading, Writing, Reality, Unreality . . ." in Supergrow: Essays and Reports on Imagination in America (New York: Dutton, 1969), p. 141.

<sup>25</sup> Wilcox, p. 165.

<sup>26</sup> Commission on Composition, NCTE, "Teaching Composition: A Position Statement," College English, 36 (October, 1974), 219-220.

cultural context."<sup>27</sup> To Henry C. Meckel, the primary objectives of teachers of English should be "the development of critical reading, good reading habits, desirable patterns of appreciation, and critical judgment."<sup>28</sup> All of this may be reduced to two essential conditions for a good teacher of English: he must have competence in his subject and he must be able to teach it.<sup>29</sup>

Four major currents in the last few decades have affected the teaching of English. The first of these is the dramatic change in the study and teaching of grammar under the influence of linguistics. The second current is a different emphasis in the classroom. This shift has been from "What is language?" to "What is right language?" Dr. Hans P. Guth says that "appropriateness replaced correctness as the criteria of 'good English.'"<sup>30</sup>

<sup>27</sup> Committee on College Composition and Communication, "Students' Right to Their Own Language," College English, 36 (February, 1975), 723.

<sup>28</sup> Henry C. Meckel, "What's Right in Our Preparation of English Teachers," in Educating the Teachers of English, ed. David Stryker (Champaign, Illinois: National Council of Teachers of English, 1965), p. 5.

<sup>29</sup> Jeremiah S. Finch, "Implications of the Conant Studies for the Teaching of English," in Educating the Teachers of English, ed. David Stryker (Champaign, Illinois: National Council of Teachers of English, 1965), p. 27.

<sup>30</sup> Hans P. Guth, English Today and Tomorrow (Englewood Cliffs, New Jersey: Prentice-Hall, 1965), p. 17.

The third current is the recent emphasis on the right use of language in everyday life. "Language is always more than a code for the transmission of data. It is a complex, and often dangerously misleading, instrument of human relations."<sup>31</sup>

The fourth current is that brought on by the "New Criticism." This was a shift of emphasis from the background of a work and its authorship to a careful reading of the text itself. This does not mean that no attention is given to the author or the circumstances surrounding his writing; it is simply that the important central activity is attention to the text itself.<sup>32</sup>

These changes in the approach to the teaching of English are represented by John H. Fisher as "cleavages." Fisher sees three cleavages. The first is the cleavage between the modernists and the traditionalists. The second is the cleavage between those "concerned primarily with English as a skill and those concerned mainly with the English language and literature as a content." The third cleavage is that "between the study of English for its own sake and the preparation of others to teach it." Whether a person calls

<sup>31</sup> Ibid., p. 16.

<sup>32</sup> Ibid., pp. 18-19.

them changes or cleavages, the field of the teaching of English at the present time is far from static.<sup>33</sup>

There is no consensus as to what courses should be included in an English major. At most schools in the United States, an essential selection of courses does not appear in the programs for English majors. According to Pollack, "the major should give the student the opportunity to concentrate on a carefully organized program of studies in the particular department he has chosen for his specialization. The emphasis should be on careful, thoughtful organization of the major program as distinct from a major program which is not carefully planned or is disorganized or haphazard. The major should lead somewhere."<sup>34</sup>

Pollack's position is basically the same as that stated in the Standards for Colleges of the Southern Association of Colleges and Schools: "In each degree program there should be an orderly and identifiable sequence of courses with an adequate number of hours required in courses above the elementary level and with an appropriate system of prerequisites."<sup>35</sup>

<sup>33</sup> John H. Fisher, "Prospect," in The College Teaching of English, ed. John C. Gerber (New York: Appleton-Century-Crofts, 1965), pp. 3-7.

<sup>34</sup> Thomas Clark Pollack, "Should the English Major Be a Cafeteria?" College English, 15 (March, 1954), 330.

<sup>35</sup> Standards for Colleges (Atlanta, Georgia: Southern Association of Colleges and Schools, 1964), p. 7.

A similar view is held by Wayne C. Booth, who says that "every educational theory . . . leads to the same point: all worthwhile educational planning includes provision of sequences."<sup>36</sup> Booth's view (as well as that of Pollack) is basically a monistic view. The essential assumption here is that there are "good and bad programs, right and wrong teaching procedures, and a definable set of skills which can be developed and tested."<sup>37</sup>

There are also pluralists who hold a contrasting view. Wilcox asserts that many of today's teachers are not sure that there are certain definite skills that each student needs and "they doubt that any one program, no matter how carefully devised, will inevitably lead to the acquisition of those skills."<sup>38</sup>

Wilcox further says that in 1965 over seventy-five percent of all departments of English still had certain requirements for the English major, "but more and more of them are beginning to relax their requirements, and the pluralistic view of programs for the major will eventually prevail."<sup>39</sup>

A question that persists is whether or not colleges and universities are really producing teachers who can teach.

<sup>36</sup> Booth, p. 214.                      <sup>37</sup> Wilcox, p. 134.

<sup>38</sup> Ibid.                      <sup>39</sup> Ibid., p. 135.

Warren G. Rice says that too little is done for prospective college teachers. He insists that "much attention is given to making the graduate student a competent scholar, much less is done to make him a competent teacher."<sup>40</sup>

There are those who suggest that new approaches would help in the teaching of English. Kenneth R. Lincoln suggests that even a simple move such as changing the position of students' desks in the classroom may make a difference. He says that sitting in the usual rows the students "are only straight lines of heads facing a chalkboard."<sup>41</sup> According to Lincoln, "people must see each other to respond thoughtfully in each other's presence. They cannot respond to each other, teach each other if all channels lead to the teacher."<sup>42</sup>

Others suggest more drastic changes. Joan M. Putz tells how she asked her composition students to lay aside what they had learned about writing and to write freely with no "fear of criticism about their feelings, experiences, and interests."<sup>43</sup> She further states that "by granting students

<sup>40</sup> Warner G. Rice, "How the Candidate Learns to Teach College English," in The Education of Teachers of English, ed. Alfred H. Grommon (New York: Appleton-Century-Crofts, 1963), p. 567.

<sup>41</sup> Kenneth R. Lincoln, "Poetics of Learning," College English, 36 (September, 1974), 98-99.

<sup>42</sup> Ibid.

<sup>43</sup> Joan M. Putz, "Permission Plus Protection Equals Potency," College English, 36 (January, 1975), 576.

permission to write, by offering protection while they exercise and experiment with their own writing, and by introducing them to the process of submitting manuscripts, teachers can increase the chances of students claiming their own writing potency."<sup>44</sup>

But if a teacher does not elect such a new path, he may still avail himself of teaching aids which almost every school provides. He may use films, filmstrips, or other audio-visual means of reinforcing lectures or discussions. The professor who uses such varied means in his teaching may well have to endure critical remarks by other teachers. One of the English teachers that Ken Donelson says he could do without is "the English teacher who knows virtually nothing about short films and their worth in the classroom and often sneers at people who do use short films, calling them 'A-V' teachers. Unfortunately one who has this attitude is not willing to avail himself of the many short film[s] . . . preferring to bask in his own glorious inanity."<sup>45</sup>

Certainly the more important exercises for a teacher to enhance his teaching skills are those of reading, writing, and studying. The teacher of English should constantly seek

<sup>44</sup> Ibid., p. 576.

<sup>45</sup> Ken Donelson, "Some English Teachers I Could Do Without," English Journal, 62 (October, 1973), 973.

to improve his teaching ability. Robert P. McCutcheon says the following:

Our best young people will have realized that their graduate years have not made them either ripe scholars or brilliant teachers. So, they will keep on reading and studying. They will do more research; they will publish now and then, or perhaps frequently. Among the many rewards of college teaching, the profession to which their degrees have admitted them, they will come to cherish the opportunities to learn from their colleagues in all fields and from their students. Perhaps as other scholar teachers have done, they too will come to appreciate Chaucer's line, "the lyf so short, the craft so long to lerne."<sup>46</sup>

<sup>46</sup> Roger P. McCutcheon, "Graduate Programs in English," in The College Teaching of English, ed. John C. Gerber (New York: Appleton-Century-Crofts, 1965), p. 255.

CHAPTER II  
STRUCTURE AND OPERATIONS OF THE  
ENGLISH PROGRAMS

This chapter examines the organization, governance, and objectives of the English programs in the institutions studied. The specific areas studied are the structure of the departments; the chairmen, their duties and teaching load; the academic preparation, teaching load, and scholarly activities of the English faculty members; the number of students majoring in English; the publications and organizations sponsored by the departments; and the distinctive practices and limitations imposed by church and denominational relationships.

ORGANIZATION, GOVERNANCE, AND OBJECTIVES  
OF THE ENGLISH PROGRAMS<sup>1</sup>

Twelve of the twenty-two schools studied have departments of English which include only English and literature course offerings. Seven schools combine courses in English with courses from other areas, such as speech or foreign

<sup>1</sup> The sources for materials in this section are responses to Questionnaire A, items 3-7, pages 1-2.

languages, to form a single department. Three schools have no organizational unit lower than divisions.

The twelve schools that have separate departments of English are Carson-Newman, Christian Brothers, David Lipscomb, King, Maryville, Milligan, Southern Missionary, Southwestern at Memphis, Tennessee Temple, Tennessee Wesleyan, Union, and The University of the South. Four of these schools have divisions or areas which are divided into various departments. The Department of English is in the Division of Humanities at Carson-Newman, King, and Union. At Milligan College, the Department of English is in the Area of Humane Learning.

The seven schools that combine English and Literature courses with other courses to form departments are Belmont, Bethel, Bryan, Knoxville, Lambuth, Lee, and Trevecca Nazarene. Bryan, Knoxville, and Lambuth combine speech or speech and drama courses with English courses. Foreign language offerings are placed with English courses at Belmont, Bethel, Lee, and Trevecca Nazarene. Bryan and Lambuth have divisions as well as departments in their organizational structure.

The three schools that function with divisions as the lowest organizational unit are Lane, LeMoyne-Owen, and Tusculum. At Tusculum the division is entitled Division of Literature and Languages, and at the other two schools the title is the Division of Humanities.

Consideration will now be given to the office and duties of the chairmen of these various departments or divisions. In twenty of the twenty-two schools the position is entitled "chairman." Two schools use other designations. At Bryan the title is "head," and at Tusculum the title is "director." However, because the functions of all who administer departments or divisions are basically the same, the title "chairman" will hereafter be used when referring to the office.

Fifteen of the chairmen are appointed by college administrations, four are nominated by college administrations and approved by boards of trustees, and three chairmen are appointed by deans of faculty. The chairmanship is for an unlimited or permanent term in fifteen schools. Three chairmen are appointed to annual terms, one to a two-year term, one to a three-year term, one to a five-year term, and one chairmanship is on a rotational basis.

All of the chairmen have teaching loads. One chairman teaches from six to nine hours, one teaches eight hours, two teach nine hours, one teaches twelve hours or less, and seventeen teach twelve hours each term.

Fifteen of the twenty-two chairmen are full professors. Thirteen of these are professors of English, one is professor of English and Latin, and one is professor of Romance Languages. Three are associate professors of English, one is associate professor of Bible, two are assistant professors

of English, and one chairman is not ranked. The entire faculty is unranked at Tennessee Temple.

Twenty of the schools have no one designated as assistant chairman in the English department or in the division. Two schools, LeMoyne-Owen and Southern Missionary, have assistant chairmen. At Southern Missionary the former chairman of the English Department serves as assistant chairman. At LeMoyne-Owen the division chairman appoints the assistant chairman.

There is great uniformity in the types of duties the chairmen perform. All of the chairmen give general supervision to their areas, share in the advising of students, and assign courses to be taught by teachers of English. Most of the chairmen share in determining financial matters relating to their individual departments. Seventeen of the chairmen prepare budgets for their departments. The chairmen of four schools have input into departmental budgets, but the budgets are actually prepared by others, such as academic deans. These four schools are Belmont, Lambuth, Lane, and Milligan. The chairman at Tennessee Temple has no responsibility relating to budgetary matters.

All of the chairmen share in recruiting prospective faculty members to teach in the field of English. Twenty of the chairmen share in determining promotion and tenure of English faculty members. The two exceptions to this are King College, where the whole matter of tenure is presently

being studied by the College Trustees,<sup>2</sup> and Tennessee Temple, where the faculty is unranked.<sup>3</sup>

Thirteen of the twenty-two schools studied provide no English program objectives in their bulletins. These schools are Belmont, Bethel, Christian Brothers, King, Lambuth, LeMoyne-Owen, Maryville, Southern Missionary, Southwestern at Memphis, Tennessee Temple, Tennessee Wesleyan, Tusculum, and The University of the South.

The departments (and divisions, where applicable) of English which present objectives for programs of study in the field of English will now be considered. The Bryan College Catalog states aims for its Division of Literature and Modern Languages. The division's aims acknowledge that because "the language of a nation is closely intertwined with its thought patterns and culture, the study of language and literature exposes one to the truth that a particular nation has apprehended."<sup>4</sup> The division further "stresses the contemporary relevance and interrelationships of all areas of language, literature and life."<sup>5</sup> The more specific

<sup>2</sup> Personal interview with Graham Gordon Landrum, Chairman of the Division of Humanities, King College, December 6, 1974.

<sup>3</sup> Personal interview with Jewell Leigh Martin, Chairman of the Department of English, Tennessee Temple College, November 15, 1974.

<sup>4</sup> Bryan College Catalog: 1974-1976, p. 106.

<sup>5</sup> Ibid.

aims of the division are "to teach students to read and think critically, to appreciate the many aspects of literature, to write and speak effectively and creatively, and to examine and refine their Christian philosophy of life."<sup>6</sup>

Bryan's aims for the Department of English and Speech are "to develop facility in the skills of effective oral and written expression, to provide opportunity to evaluate critically our heritage of literature, to examine the literary records of the ideas and movements which have influenced mankind, and to approach an understanding of the place of literature in the Christian view of the world and of life."<sup>7</sup>

The English Department is one of four departments in the Division of Humanities at Carson-Newman. The objectives for the English Department are the following:

- (1) To emphasize the Christian ideals in great literature.
- (2) To show the cultural responsibilities of the individual as reflected in cultural movements.
- (3) To emphasize the artistic and other cultural values of literature in a framework of scholarly comprehension that will lead to individual adjustment and humanitarian sensibilities.
- (4) To teach the student to speak and write in clear, smooth, effective English.
- (5) To introduce the student to the main trends, movements, and thought of the masters of American, English, and other world literature.

<sup>6</sup> Ibid.

<sup>7</sup> Ibid., p. 107.

- (6) To train the student, through formal courses, [sic] in speech, to practice natural, pleasing, effective composition and oral expression of thought.<sup>8</sup>

There is a four-fold objective for the English Department at David Lipscomb. One objective is to provide English course offerings for those who desire a preparatory program in English which will serve as the foundation for graduate study. Another objective is to prepare students who plan to teach English in elementary or secondary schools. The third aim is directed toward those "who desire a knowledge of literature and language as a part of their general cultural education."<sup>9</sup> A further statement of purpose is that "in all courses both facility of expression and appreciation of literary masterpieces are stressed."<sup>10</sup>

At Knoxville the general courses in the English and Speech Department are "designed to develop the ability to read critically and intelligently and to write and speak accurately and effectively. Upper-level courses emphasize an informed and critical appreciation of literature, both oral and written, and the theoretical and practical knowledge necessary for effective teaching and postgraduate or professional study."<sup>11</sup>

<sup>8</sup> Carson-Newman College Catalog: 1974-1976, p. 78.

<sup>9</sup> David Lipscomb College Bulletin: 1974-1975, p. 125.

<sup>10</sup> Ibid.

<sup>11</sup> Knoxville College Catalogue: 1972-1973, p. 51.

The English offerings are listed in the Division of Humanities at Lane. There are no objectives for the English program stated in the school's bulletin. However, the objectives for the Division of Humanities are "a broad understanding of one's cultural heritage, a critical appreciation of contemporary trends in communications and the arts, and appreciation for art, music, drama, literature and language in general, and skill in verbal expression."<sup>12</sup>

At Lee College the Department of Languages includes course offerings in English, French, German, Spanish, and Speech. The following statement of purpose in the school's bulletin is given for the English program: "The English curriculum is designed to prepare students for teaching English in secondary schools, for graduate work in English, and for professional fields."<sup>13</sup>

At Milligan the English Department is placed in the Area of Humane Learning. The aims stated in the college bulletin for the Area of Humane Learning are "the recognition and study of the ideas which have liberated and enriched the human spirit, the analysis of the various linguistic, graphic, and musical forms which have delighted the imagination of men,

<sup>12</sup> Lane College Bulletin: 1973-1974, p. 55.

<sup>13</sup> Lee College Bulletin: 1974-1975, p. 58.

and the stimulation of creative expression of thought and emotion."<sup>14</sup> The objectives given for the English Department state that "the course of study in English language and literature is designed to enable the student to write clearly and effectively, to read with appreciation, enjoyment, and understanding, and to construct intelligent standards for the critical evaluation of literature."<sup>15</sup>

The English course offerings are a part of the Department of Languages and Literature at Trevecca Nazarene. The college catalog states that this department acts as "a service department for the balance of the college in offering introductory courses to develop the student's competence in the area which it covers."<sup>16</sup> An additional objective states that "English majors usually prepare for teaching positions in secondary schools or, with graduate work, in junior and senior colleges."<sup>17</sup>

The Division of Humanities at Union has four separate departments: English, Languages, Philosophy, and Religion. Union's catalog gives the following purposes for the humanities: "In the humanities, students learn to prefer one thing

<sup>14</sup> Milligan College Bulletin: 1974-1975, p. 42.

<sup>15</sup> Ibid., p. 43.

<sup>16</sup> Trevecca Nazarene College Admissions Catalog: 1974-1975, p. 62.

<sup>17</sup> Ibid.

to another, and to acquire a set of ideas and principles which they believe and on which they can act. To this end, courses in the division are organized to broaden the individualistic, imaginative, sympathetic, aesthetic, and moralistic qualities in man. More specifically, courses in the division are geared to develop competence in language, appreciation in literature, and belief in, and dedication to, the Christian ethic."<sup>18</sup> The objectives for the English Department are for the purpose of "helping students develop skills in writing and speaking effectively, and in reading and evaluating literature appreciatively. A wide range of courses appealing to the aesthetic as well as to the practical nature of man is offered regularly, serving the dual purpose of qualifying prospective teachers of English and stimulating all students to search more diligently for the riches in the spoken and written word."<sup>19</sup>

Objectives for English studies are stated in the bulletins of nine of the twenty-two colleges studied. These statements range from a two-sentence presentation, as in the David Lipscomb College Bulletin, to a list of six objectives, as in the Carson-Newman College Catalog. Seven of the colleges which identify English objectives specify certain behavioral changes which are sought in the students. However,

<sup>18</sup> Union University Catalog: 1974-1975, p. 99.

<sup>19</sup> Ibid., p. 100.

these changes are of such a general nature they would be difficult, if not impossible, to measure.

#### THE ENGLISH FACULTY<sup>20</sup>

There are 119 full-time and twenty-four part-time members of the English faculty in the twenty-two schools studied. The total number of faculty members in all of these schools is 1,612; therefore, the area of English accounts for approximately nine percent of the members of the faculty. There are 143 English faculty members who hold the Bachelor's degree, 140 of that number also hold the Master's degree, and fifty-six have the Doctor's degree. There are three Specialist degrees held by English faculty members.

The English teachers are ranked as follows: one is a lecturer, one is a part-time teaching assistant, fifteen are instructors, fifty-two are assistant professors, thirty-four are associate professors, and twenty-nine are professors. The Tennessee Temple faculty, with eleven members in the English faculty, is unranked.

The 143 English teachers have taught an average of 9.97 years at the twenty-two schools studied. The average length of teaching experience ranges from a low of 3.5 years to a high of 19.3 years. The statistics for this section are found in Table 1.

<sup>20</sup> The sources for materials in this section are responses to Questionnaire A, items 8-9.

TABLE 1

## ENGLISH FACULTY IN CHURCH-RELATED C

Fall 1974

Colleges	Enroll- ment	Total Faculty	English Faculty	Avg. number of years at present school	D	
					B.A.	M.A.
Belmont	973	99	5	8.4	5	5
Bethel	362	44	3	13.5	3	3
Bryan	546	39	3	5.7	3	3
Carson-Newman	1,603	132	9	8.7	9	9
Christian Brothers	725	66	6	3.5	6	6
David Lipscomb	2,183	108	7	15.0	7	7
King	341	43	3	13.0	3	3
Knoxville	822	62	9	10.4	9	9
Lambuth	768	72	7	10.1	7	7
Lane	662	68	7	4.9	7	7
Lee	1,069	61	4	7.5	4	4
LeMoyne-Owen	906	63	8	**	8	8
Maryville	682	75	6	19.2	6	6
Milligan	708	56	7	6.7	7	7
Southern Missionary	1,528	138	6	6.3	6	6
Southwestern	1,060	117	9	12.4	9	9
Tennessee Temple	1,656	86	11	6.6	11	8
Tennessee Wesleyan	400	34	5	11.0	5	5
Trevecca Nazarene	762	52	5	15.4	5	4
Tusculum	422	37	5	**	5	5
Union	900	69	7	10.1	7	7
The University of the South	992	91	11	11.0	11	11
<b>Totals</b>	<b>20,070</b>	<b>1,612</b>	<b>143</b>	<b>199.4</b>	<b>143</b>	<b>139</b>

\*One of the doctorates at Union is a Th. D.

\*\*This information was not available.

TABLE 1

## IN CHURCH-RELATED COLLEGES OF TENNESSEE

Fall 1974

No. number years at present school	English Faculty									
	Degrees				Rank					
	B.A.	M.A.	Ed.S.	Ph.D.	Inst.	Asst. Prof.	Assoc. Prof.	Prof.	Teach. Asst. or Lecturer	Not Ranked
8.4	5	5	2	2		2	2	1		
13.5	3	3				1	2			
5.7	3	3		1		1	1	1		
8.7	9	9		3	1	6	1	1		
3.5	6	6		1	2	2	2			
15.0	7	7		5	2	2	1	2		
13.0	3	3		2		1		2		
10.4	9	9		2		7	1	1		
10.1	7	7		4	1	2	2	2		
4.9	7	7		2		2	2	3		
7.5	4	4		1		3		1		
**	8	8		2	4	1	2	1		
19.2	6	6		4		3	1	2		
6.7	7	7		1		4	3			
6.3	6	6	1	2	1	3	2			
12.4	9	9		4		1	5	3		
6.6	11	8								11
11.0	5	5		4		2		3		
15.4	5	4		2		1	1	2	1	
**	5	5		3	2	2		2		
10.1	7	7		3*	2	1	3	1		
11.0	11	11		8		5	3	1	1	
199.4	143	139	3	56	15	52	34	29	2	11

The teaching load for a full-time teacher ranges from a low of nine hours per week to a high of sixteen hours per week. One school requires nine hours per week for a full teaching load, eleven schools require twelve hours, two schools require twelve to fifteen hours, one school requires thirteen hours, one school requires fourteen to fifteen hours, five schools require fifteen hours, and one school requires sixteen hours. The overall average for all of the schools combined is thirteen teaching hours per week for a full-time teaching load in English.

Other questions are raised on Questionnaire A about measures which have an effect on teaching loads. In response to the inquiry about providing "paper graders" for English teachers, twelve schools responded affirmatively and ten schools responded negatively. One of the schools which answered "No" stated that student help was available to teachers but not for the purpose of grading papers.

Another question asked if duties other than teaching were considered sufficient reason for reducing faculty teaching loads. Seventeen chairmen answered "Yes" and five chairmen answered "No." For those answering in the affirmative, space was given to list the kinds of duties that would merit reduced teaching loads. Seven listed major responsibility for "Institutional Self-Study"; five listed "Special Projects." Others listed such things as "Serving on Faculty

Senate," "Yearbook Advisor," and "Special Research." This means that in slightly more than seventy-seven percent of the schools studied there are duties that are considered sufficiently worthwhile to permit some reduction in a person's teaching load.

Twenty-one chairmen agreed that teaching Freshman English Composition did not merit a lighter teaching load. Milligan does not offer a course in Freshman Composition; therefore, this question did not apply to teachers at Milligan.

#### SCHOLARLY, CRITICAL, AND CREATIVE ACTIVITIES OF ENGLISH FACULTY MEMBERS<sup>21</sup>

English faculty members in fourteen schools reported scholarly and professional activities beyond attendance at professional meetings for the 1973-1974 school year. These schools are Belmont, Carson-Newman, Christian Brothers, David Lipscomb, Knoxville, Lambuth, Maryville, Milligan, Southern Missionary, Southwestern at Memphis, Tennessee Temple, Trevecca Nazarene, Union, and The University of the South. A wide range of activities was reported. In these fourteen schools, there were thirty-four English faculty

<sup>21</sup> The sources for material in this section are responses to item 4 on Questionnaire B.

members who presented papers, published articles, poems, and books.

Papers were written and presented at fourteen English professional associations or conferences. Eight of these papers were presented at the Tennessee Philological Association. Some of these papers were "Whom Shall I Marry: Folklore's Answer," by Mrs. Ruth R. Turner of Carson-Newman; "Charles Dickens Meets the Queen," by Dr. John R. DeBruyn of Lambuth College; and "Vachel Lindsay, a Children's Poet," by Dr. Elizabeth T. Fowler of Maryville.

A total of seventeen articles written by English faculty members had been published. These articles were published in many different journals and periodicals. Among these were the Sewanee Review, the University of Texas Library Chronicle, the English Newsletter, the Walt Whitman Review, the Tennessee Folklore Society Bulletin, Studies in the Novel, and the George Eliot Review.

It was impossible to determine the exact number of book reviews these faculty members had published during 1973-1974. One English faculty member reported a total of ten book reviews published in two magazines of national circulation. Five book reviews were published in newspapers. One English faculty member reported publishing "several" book reviews.

Three books were either written, co-authored, or edited by members of the English faculty. Dr. Dennis Loyd of David

Lipscomb served as co-editor of the book They Really Taught Us How to Write. This book was published by the National Council of Teachers of English. Dr. Constance M. Fulmer, also of David Lipscomb, had under contract a book entitled George Eliot: A Reference Guide to be published by G. K. Hall and Company. Dr. Herma R. Cate of Maryville was co-author of The Southern Appalachian Heritage, published by Holston Press.

Three English teachers had published poems. One of these had published a volume of poetry and another had a volume of poetry accepted for publication. Another professor had written several poems which were included in a book of poems that had been published.

Two English faculty members served as chairmen or as panel members at sections of the Modern Language Association meetings. One professor had written administrative brochures. One wrote a regular newspaper column, another had published a short story, and one had an article published in a book. One professor wrote and presented a weekly literary review radio program.

Perhaps the two English faculty members whose scholarly professional pursuits are worthy of special attention are Dr. George Core of The University of the South, editor of the Sewanee Review, and Professor Betty H. Foellinger of Union, who serves as editor of The Themis, a publication for the

Zeta Tau Alpha Sorority. This is a national quarterly magazine with a circulation of 56,000.

Probably the most serious weakness of this part of the questionnaire was that only one year was selected from which scholarly or creative works were to be reported. A three-year period, or longer, would perhaps have given a clearer picture of the scholarly and professional writing activities of the English faculty members in the schools studied.

#### ENGLISH DEPARTMENT ENROLLMENT<sup>22</sup>

When the questionnaires were mailed out, in the fall of 1974, there were 9,992 students<sup>23</sup> enrolled in English courses in the twenty-two schools of this study. In the individual schools, the number of students in English courses ranged from a low of 138 students at Tennessee Wesleyan to a high of 1,115 students at Tennessee Temple. Students majoring in English totaled 582 with a range from a low of six at Lane to a high of ninety-six at The University of the South.

The teacher-student ratio ranged from a low of one to fifteen at David Lipscomb to a high of one to twenty-eight at Tennessee Wesleyan. The teacher-student ratio in English

<sup>22</sup> The sources for material in this section are responses to Questionnaire C and additional sources indicated in footnotes.

<sup>23</sup> Belmont and Southwestern would not make available the number of students enrolled in English courses.

does not present a clear picture, however, because in many instances the same student may be enrolled in more than one English course at the same time. The unclear picture of teacher-student ratio is accounted for by the fact that the questionnaire asked for the total enrollment in English courses.

For the student enrollment in English courses, English faculty members, and the number of English majors at a school, no pattern is evident. Tennessee Temple ranks first in student enrollment in English courses; it ranks first in number of English faculty members (Tennessee Temple and The University of the South each have eleven members of the English faculty); but the school ranks second in number of students majoring in English. David Lipscomb ranks second in student enrollment in English courses; it ranks fourth in number of English faculty members and ranks tenth in number of students majoring in English. The University of the South ranks third in students enrolled in English courses; it ranks first in number of English faculty members; and the school ranks first in number of students majoring in English.

The statistics for this section are found in Table 2.

TABLE 2  
ENROLLMENT IN THE ENGLISH DEPARTMENTS  
Fall 1974

College	English Enrollment	English Majors	English Faculty
Belmont	*	30	5
Bethel	255	22	3
Bryan	357	35	3
Carson-Newman	687	37	9
Christian Brothers	388	28	6
David Lipscomb	1,108	20	7
King	196	12	3
Knoxville	550	17	9
Lambuth	347	30	7
Lane	445	6	7
Lee	683	32	4
LeMoyne-Owen	627	14	8
Maryville	264	28	6
Milligan	515	19	7
Southern Missionary	491	28	6
Southwestern at Memphis	*	20	9
Tennessee Temple	1,115	42	11
Tennessee Wesleyan	138	15	5
Trevecca Nazarene	292	12	5
Tusculum	338	10	7
Union	463	29	7
The University of the South	733	96	11
<b>Totals</b>	<b>9,992</b>	<b>582</b>	<b>143</b>

\*This information was not available.

ORGANIZATIONS AND PUBLICATIONS SPONSORED  
BY THE ENGLISH DEPARTMENTS<sup>24</sup>

The English Departments in ten of the twenty-two schools studied sponsor some type of student publication. The usual type is a collection of students' creative writings. Only one English Department in this study sponsors some other type of student publication; the English Department at Union reports the sponsoring of a student newspaper.

The English Department at Belmont College sponsors Wordfest, a compilation of student literary works, which is published at irregular intervals. Bryan College's Department of English and Speech sponsors Dandilines II: An Anthology of Bryan Student Writings. It appears in book form and the 1973 edition included more than a hundred pages. The Carson-Newman English Department sponsors The Eagle's Quill, which is a student literary publication featuring original works, both drawings and compositions, by students.<sup>25</sup> The Coffeehouse Papers, Lambuth's literary magazine, is sponsored by the English, Speech, and Drama Department and is published twice a year.<sup>26</sup> At Lane, LeMoyne-Owen, and Trevecca Nazarene

<sup>24</sup> The sources for material in this section are responses to Questionnaire A, items 11 and 12, and additional sources indicated in footnotes.

<sup>25</sup> Carson-Newman College Catalog: 1974-1976, p. 44.

<sup>26</sup> Lambuth College Bulletin: 1974-1976, p. 19.

the English faculties sponsor the publishing of literary works by students. In each of these schools the publication is produced occasionally and not on a regular basis. The Department of English at Tennessee Wesleyan publishes annually The Literary Magazine, which includes original compositions by students.

In addition to the question about the sponsoring of publications, another question addressed itself to the organizations sponsored by the departments of English in the colleges studied. Of the twenty-two schools studied, twelve schools have some type of organization sponsored by the English departments.

The following five schools have English Clubs sponsored by their respective English departments: Bethel, David Lipscomb, Lane, LeMoyné-Owen, and Southern Missionary. Three schools--Knoxville, Lambuth, and Carson-Newman--have chapters of Sigma Tau Delta, the National Honorary English Fraternity, sponsored by the departments of English.

The other four schools which have organizations sponsored by the English departments are the following: Belmont, which has the Wordsmith Literary Society; Lee College, which has the Nina Driggers Philological Association; Tennessee Temple, which has Excelsion of Fine Arts; and Union, which has the Hypathia Honorary Literary Club for women. This final one is being phased out in 1975.

Ten schools have publications and twelve schools have organizations sponsored by the English departments. This means that approximately half the schools studied have organizations or publications sponsored by English departments, with some departments sponsoring both.

#### DISTINCTIVE PRACTICES AT CHURCH-RELATED COLLEGES<sup>27</sup>

One part of Questionnaire A sought to obtain information relating to requirements or restrictions imposed on members of the English faculty because of the church or religious relationship of the colleges. This area was divided into eight questions.

In answer to the question "Does your college require church or denominational affiliation as a requirement for faculty members?" thirteen schools answered "No." Two schools, Southern Missionary and Carson-Newman, answered "Yes." The other seven schools gave qualified answers to this question. The response from Belmont was that a faculty member must "be an active member in a church."<sup>28</sup> The answer

<sup>27</sup> The sources for material in this section are responses to item 25 on Questionnaire A and additional sources as indicated in footnotes.

<sup>28</sup> Personal interview with Virginia M. Chaney, Chairman of the Department of English and Foreign Languages, Belmont College, October 2, 1974.

from David Lipscomb was "No." However, "only members of the Church of Christ are presently employed."<sup>29</sup> Lee College's position was that "church or denominational affiliation is not absolutely required."<sup>30</sup> At Milligan a faculty member must "commit to the Lordship of Christ in his life."<sup>31</sup> The statement from Tennessee Temple was that "there must be doctrinal agreement."<sup>32</sup> The answer from Union was that a faculty member must be "a professed Christian."<sup>33</sup> The response from The University of the South was "No, but the contract requires that a person identify his religious affiliation."<sup>34</sup>

<sup>29</sup> Personal interview with Morris P. Landiss, Chairman of the English Department, David Lipscomb College, October 9, 1974.

<sup>30</sup> Personal interview with Charles R. Beach, Chairman of the Department of Languages, Lee College, November 14, 1974.

<sup>31</sup> Personal interview with William C. Gwaltney, Jr., Chairman of the Area of Humane Learning, Milligan College, December 6, 1974.

<sup>32</sup> Personal interview with Jewell Leigh Martin, Chairman of the Department of English, Tennessee Temple College, November 15, 1974.

<sup>33</sup> Personal interview with George E. Clark, Chairman of the Department of English, Union University, December 4, 1974.

<sup>34</sup> Personal interview with Brinly Rhys, Chairman of the Department of English, The University of the South, January 17, 1975.

The second question asks whether members of the faculty have to sign a doctrinal statement as a requirement for employment. Eighteen schools answered "No." The schools that answered "Yes" were Bryan, David Lipscomb, Lee, and Tennessee Temple.

Every college in this study has chapel or convocations at regular intervals except Maryville, which does not have chapel. One question asks, "Are members of the faculty required to attend chapel?" Twelve schools answered "No." The only "Yes" response was from Tennessee Temple. The other eight schools either "urged" or "expected" faculty members to attend chapel, even though they are not specifically required to attend. These eight schools are Belmont, David Lipscomb, Lane, Lee, Milligan, Tennessee Wesleyan, Trevecca Nazarene, and Union.

The question about censorship asks if members of the English faculty are forbidden the use of certain titles, authors, films, or filmstrips in their teaching. Nineteen schools responded "No" to these questions. Tennessee Temple answered "Yes." Trevecca Nazarene stated that it imposed a "moderate amount of censorship."<sup>35</sup> The answer from Bryan was "our general policy is academic freedom. We expect our

<sup>35</sup> Personal interview with Charles L. Childers, Chairman of the Department of Languages and Literature, Trevecca Nazarene College, October 4, 1974.

teachers to use common sense. Members of the English Department are expected to confer with each other about questionable authors or titles."<sup>36</sup>

The next question is "Do members of the faculty need to secure administrative approval to invite visiting lecturers or resource persons to their classes?" Thirteen schools answered "No." Lane, Southwestern at Memphis, and Tusculum answered that no administrative approval was needed unless finances were involved. The remaining six schools answered "Yes." These schools were Lee, LeMoyne-Owen, Milligan, Southern Missionary, Tennessee Temple, and Trevecca Nazarene.

From this section it is evident that less than half of the schools studied, nine to be exact, make some kind of stated religious position a condition for employment of faculty members, but only four of these schools actually require the signing of a statement of doctrinal agreement. Nineteen of the twenty-two schools exercise no overt censorship of authors, titles, films, or filmstrips which may be used by members of the English faculty. The other three schools have some degree of restriction ranging from teachers' conferring with one another to actual censorship. In nine of the twenty-two schools the English faculty members must get administrative approval in order to bring an outside resource

<sup>36</sup> Personal interview with Richard M. Cornelius, Chairman of the Division of Literature and Modern Language, also Head of the Department of English and Speech, Bryan College, November 15, 1974.

person to speak or perform in the classroom. It seems reasonable to assume that in all the schools studied there is the hope that the teachers will tend to identify with the social, professional, and religious commitments espoused by the denomination or church with which a particular school is affiliated.

## CHAPTER III

### THE ENGLISH CURRICULUM

The English curriculums of the twenty-two colleges studied will be considered in this chapter. The areas to be covered are the course numbering systems, the English courses offered in each of the schools, requirements in English for all students, requirements for minors and majors, methods of textbook selection, audio-visual equipment used in the English departments, teaching methods used by English teachers, and provision for students with special needs in English. Also covered are English honors programs, library holdings in English language and literature, and requirements for graduation.

#### COURSE NUMBERING SYSTEM

Of the twenty-two schools surveyed in this study, sixteen have semester terms and six have quarter terms. These two groups will be viewed separately for the consideration of the course numbering system, beginning with the schools which have semester terms.

The most frequently used course numbering system in the schools that have semester terms is that in which three

digits are used for each course. In this approach, courses for freshmen are numbered from 100 to 199, courses for sophomores are numbered from 200 to 299, courses for juniors are 300 to 399, and for seniors 400 to 499. The first semester courses are usually indicated by the third digit's being an odd number, and the second semester courses are usually indicated by the third digit's being an even number.

The schools which use the three-digit system with no variation are Christian Brothers, LeMoyne-Owens, Milligan, Southwestern at Memphis, Tennessee Temple, and The University of the South. The schools which have slight variations of this same basic numbering system are Belmont, Bryan, Carson-Newman, King, Lane, Lee, and Union. The Belmont catalog states that courses whose numbers end in zero are offered every fall and spring.<sup>1</sup> At Bryan the courses which extend over two semesters are given successive numbers, such as 201-202.<sup>2</sup> At Carson-Newman the second digit of the three-digit numbers is used to signify the number of semester hours of credit assigned to that particular course. When the middle number is nine, the credit hours vary. Music ensembles and physical education activity courses have only two digits for each course.<sup>3</sup>

<sup>1</sup> Bulletin of Belmont College: 1974-1975, p. 31.

<sup>2</sup> Bryan College Catalog: 1974-1976, p. 52.

<sup>3</sup> Carson-Newman College Catalog: 1974-1976, p. 74.

The Lane College numbering system is much like that of Carson-Newman. The number of credit hours is indicated by the second digit of a course number. When a course number ends in zero, that course is offered both semesters.<sup>4</sup> At Lee the catalog states that "courses numbered below 300 are normally taken during the freshman and sophomore years. For admission to courses numbered 300 and above the student ordinarily should have attained junior standing and a minimum grade average of C."<sup>5</sup>

At King, courses with hyphenated numbers indicate that the courses extend over two semesters and both must be completed before credit is given. Courses for juniors and seniors are numbered from 300 to 399.<sup>6</sup> At Union, courses for seniors are numbered 400 to 699, but the common practice of assigning 100 to 199 for freshman courses, 200 to 299 for sophomore courses, and 300 to 399 for junior courses is followed.<sup>7</sup>

Three schools on the semester plan do not use the regular three-digit numbering system. Southern Missionary uses a one-, two-, and three-digit system. Courses which are numbered 1 to 49 are for freshman students; numbers 50

<sup>4</sup> Lane College Bulletin: 1973-1974, p. 53.

<sup>5</sup> Lee College Bulletin: 1974-1975, p. 31.

<sup>6</sup> Bulletin of King College: 1974-1975, p. 39.

<sup>7</sup> Union University Catalog: 1974-1975, pp. 46-47.

to 99 are used to indicate sophomore courses. The courses numbered 100 to 149 are primarily for juniors, and those numbered 150 to 199 are mainly for seniors.<sup>8</sup>

Two schools, Lambuth and Tennessee Wesleyan, use a four-digit numbering system. At Lambuth the courses for freshmen are numbered 1000 to 1999, the courses for sophomores are numbered 2000 to 2999, the courses for juniors are numbered 3000 to 3999, and the courses for seniors are numbered 4000 to 4999. The final digit for a course number indicates the amount of credit.<sup>9</sup>

Tennessee Wesleyan has the same numbering system for freshman and sophomore level courses as Lambuth. However, the Tennessee Wesleyan bulletin states that the courses numbered 3000 to 4999 are for junior and senior students.<sup>10</sup>

The schools that are on the quarter system and follow the usual course numbering system of 100 for freshman level courses, 200 for sophomore level courses, 300 for junior level courses, and 400 for senior level courses are Bethel, David Lipscomb, Trevecca Nazarene, and Tusculum. This same arrangement is used by Maryville for freshman and sophomore

<sup>8</sup> Bulletin of Southern Missionary College: 1974-1975, p. 31.

<sup>9</sup> Lambuth College Bulletin, 1974-1976, p. 62.

<sup>10</sup> Tennessee Wesleyan College Catalog: 1974-1976, p. 35.

level courses. However, the courses numbered in the 300's are intended for juniors and seniors.<sup>11</sup>

At Knoxville each course is identified with a series of four digits. The first two of the four digits indicate the area or field; for instance, the English courses are the 2200's, the history courses the 5400's. The Knoxville catalog has no statement relating to the significance of the final two digits in the four digit numbers.<sup>12</sup>

Eighteen of the colleges studied use a three-digit system for numbering courses. Three schools use a four-digit system and one school, Southern Missionary, uses a one-, two-, and three-digit course numbering system.

#### DESCRIPTION OF COURSES

Beginning at this point and continuing throughout the remainder of the paper, all academic hours referred to will be semester hours, unless specifically stated otherwise. This means that for the sake of discussion, the hours from schools on the quarter system--Bethel, David Lipscomb, Knoxville, Maryville, Trevecca Nazarene, and Tusculum--have been changed into semester hours.

<sup>11</sup> Maryville College Bulletin: 1974-1976, pp. 76-77.

<sup>12</sup> Knoxville College Catalogue: 1972-1973, pp. 55-56.

The first area of study in the field of English to be considered here is freshman composition. Every school surveyed in this study has a freshman level course or courses that formally promote the teaching of composition, reading, and writing skills except The University of the South and Milligan. At The University of the South there are two three-hour freshman level courses entitled Introduction to English Literature. Both of these courses are described as introductory to English Literature. In the first course, several Shakespearean plays are discussed and the students write essays relating to the plays. In the second course, discussion relates to Chaucer's Canterbury Tales and selections of poetry by several different poets. Students also write papers on certain English novels during the course.<sup>13</sup>

Milligan includes instruction in writing in the freshman level courses entitled Humanities. This is an introductory study of history, literature, philosophy, art, music, and comparative religions. During a student's first school year, emphasis is given to writing in these two courses, each of which covers six semester hours.<sup>14</sup>

<sup>13</sup> Bulletin of The University of the South: 1974-1975, p. 72.

<sup>14</sup> Milligan College Bulletin: 1974-1975, p. 43.

There are eight schools in the study whose freshman course in English is entitled Composition, which in these schools usually includes such matters as the mechanics of writing and revising, some review of English grammar and usage, methods of research, the reading of certain literary materials, the writing of themes, and the preparation of a research paper. The schools with a course in Composition are Belmont, Christian Brothers, Lane, Lee, Southern Missionary, Tennessee Temple, Trevecca Nazarene, and Union.

There are four additional schools that use the word "composition" in the course title for their freshman level English program, but also place the word "reading" in the titles. These schools are David Lipscomb, LeMoyne-Owen, Maryville, and Tusculum. Although the first three of these schools follow the same basic course description as the previously listed eight schools use in describing their courses in Composition, Tusculum includes some different items. At Tusculum, oral reading, study skills, the study of various types of literature, and various approaches to literary criticism are included in the freshman level English courses.<sup>15</sup> Reading is also emphasized in the freshman level English courses at King. The courses are entitled Reading and Writing Skills; the King bulletin describes them in these

<sup>15</sup> Tusculum College Bulletin: 1974-1975, p. 57.

words: "The course emphasizes understanding the books read in college, the techniques of research, and the development of a mature and flexible writing style."<sup>16</sup>

Two schools, Bethel and Bryan, entitle their courses English Fundamentals and Freshman English, respectively. However, these course descriptions are basically the same as those of the earlier group that use the title Composition, except that the courses in English Fundamentals at Bethel introduce types of literature into the freshman program.<sup>17</sup>

Four schools include speaking as part of the freshman level English courses. Carson-Newman, Southwestern at Memphis, Knoxville, and Lambuth entitle their courses Communications. Each of these courses places the principal emphasis on writing, but the achievement of speaking skills is also an important aim.

The freshman level English courses at Tennessee Wesleyan are somewhat different from other such courses at the schools surveyed in this study. The first-term course is Masterpieces of World Fiction, in which short stories and novels from various periods of world literature are studied. The second-term course is Masterpieces of World Drama and Poetry. All periods of world literature are represented in the selections of poetry and drama which are studied this term. For

<sup>16</sup> Bulletin of King College: 1974-1975, p. 46.

<sup>17</sup> Bethel College Bulletin: 1974-1975, p. 46.

both terms the course descriptions in the bulletin contain the statement that "emphasis is on reading, writing, and thinking clearly and competently."<sup>18</sup>

Courses in English literature account for approximately a third of all the English courses and hours offered in the twenty-two schools surveyed in this study. The most common type of course is that which deals with certain periods of English literature. Prominent among the period courses are courses entitled Victorian, Romantic, Seventeenth Century, and Eighteenth Century. Every school studied except one, Bryan College, offers courses in various periods of English literature. The number of courses thus offered ranges from two courses (six semester hours) at three schools--Carson-Newman, Lane, and Tennessee Temple--up to nine courses (twenty-seven semester hours) at King College.

Courses which focus usually on one author, sometimes but infrequently on two or three authors, account for the second largest number of courses and hours of English literature offerings. There are nineteen schools that have courses on individual authors and three schools that do not. Eleven of these nineteen schools have two courses in Shakespeare, usually arranged into separate courses of Comedies and Tragedies, as at David Lipscomb. King uses another plan and

<sup>18</sup> Tennessee Wesleyan College Catalog: 1974-1976, p. 53.

lists two courses as Shakespeare's Tragedies and Shakespeare's Histories and Comedies. In the other eight schools only one course in Shakespeare's works is offered. Lane is one of the schools offering one course in Shakespeare. The course description at Lane is "Shakespeare. A study of selected examples of Shakespeare's comedies, histories, and tragedies."<sup>19</sup>

Two of the three schools that do not offer separate courses in Shakespeare have other courses that give prominent attention to Shakespeare. At Maryville, one of the period courses is English Literature of the Elizabethan Period. The three-word description states "emphasis on Shakespeare."<sup>20</sup> At Milligan two courses, each of three semester hours, are entitled Renaissance Drama. The description of these courses states "an examination of most of Shakespeare's plays with collateral reading in the works of his fellow playwrights from the early Tudor beginnings to the Restoration."<sup>21</sup> The other school that does not have a separate course in Shakespeare is Southern Missionary where one course, Medieval and Renaissance Literature, of three semester hours' credit, is described as follows: "From Chaucer through Shakespeare, the men and their

<sup>19</sup> Lane College Bulletin: 1973-1974, p. 57.

<sup>20</sup> Maryville College Bulletin: 1974-1976, p. 77.

<sup>21</sup> Milligan College Bulletin: 1974-1975, p. 44.

times. Readings in Canterbury Tales, Middle English romance, allegory, play, and meditation in translation; in Sixteen Century prose, Elizabethan poetry and dramatic literature, with study of genre, conventions, trends. Specific attention to moral and religious issues."<sup>22</sup>

Twelve schools offer English literature survey or master-works courses, and thirteen of the twenty-two schools have genre courses in English literature. The survey courses are usually arranged to extend from the Anglo-Saxons to the Pre-Romantic writers in the first course and from the Romantic writers to the present century in the second course. In the thirteen schools that offer genre courses in English literature, twelve of the schools have at least one course in the novel. Six schools have one other genre course. King and Southwestern at Memphis each has one course and Milligan has two courses in English drama.

There are four schools that offer from one to five courses each on a literary genre within a period of literature. Carson-Newman, for instance, provides one course in Great Novels of the Eighteenth Century. King offers one course in Restoration to Victorian Drama. Tusculum offers five such courses and The University of the South has four courses of this type.

<sup>22</sup> Bulletin of Southern Missionary College: 1974-1975, pp. 60-61.

A second category, that of comparative literature, includes literature of more than one nation and literature translated into English. Comparative literature ranks next to English literature in the number of courses and hours in the curriculums of the schools studied. Twenty of the twenty-two schools have survey or masterworks courses in comparative literature. The two schools that do not have such courses are David Lipscomb and Trevecca Nazarene. Other courses in comparative literature are genre courses (e.g., Survey of Drama, at Lambuth), genre within a literary period (e.g., Modern Novel, at Christian Brothers), and period courses (e.g., Contemporary Literature, at Milligan).

The third category in number of courses and hours offered is American literature. Every school except two, David Lipscomb and Trevecca Nazarene, has either one or two courses in survey or masterworks of American Literature. Two schools offer one course each, sixteen schools offer two courses, and one school offers three courses of the survey type. Seven schools offer courses in certain genres, while three schools offer genre courses within certain literary periods. Three schools--Belmont, David Lipscomb, and Lambuth--offer one course each in Literature of the Southern United States. Six schools offer some type of ethnic literature course. Each of these courses is entitled Afro-American Literature, except for the course in Literature of Ethnic Groups at Bryan, and

one of the two ethnic literature courses at Knoxville College is entitled American Ethnic Writing.

Several courses in the category of English language are offered in the schools being considered. Sixteen schools offer one course in history of the English language. Eleven schools offer courses in advanced grammar. Two schools have courses in advanced grammar and composition. One school has a course entitled Functional English Grammar, and eight schools have one course each in linguistics.

There are three different kinds of courses in specialized writing at these schools: Advanced Composition, Journalism, and Creative Writing. Eight schools have courses in Advanced Composition, six schools offer Journalism, and twelve schools offer Creative Writing. Four schools--Bethel, Milligan, Tennessee Temple, and Tusculum--offer no special courses in advanced writing.

Two courses that are offered in the English department in some schools and in Education departments in others are Children's Literature (offered in sixteen schools) and Teaching of English (offered in fifteen schools). In seven of the sixteen schools, Children's Literature is placed in the Education departments. Of the fifteen schools with courses in Teaching of English, nine schools offer the courses in the Education departments.

Thirteen schools provide courses in independent study. Twelve schools have a course entitled Introduction to Literature, in which basic literary concepts and genres are explored as selected works are considered as models. There is one course in Literary Criticism at each of seven schools and two courses at one school. There are five schools that have a general seminar for students majoring in English. Bryan describes its course in English Seminar in this way: "A survey of the principles of literary criticism and research; a review and integration of the various phases of literature."<sup>23</sup>

English literature accounts for the largest number of courses and hours in the English offerings of the twenty-two schools studied. In terms of numbers of courses and hours, in descending order of importance, are comparative literature, American literature, composition and communications, English language studies, writing, independent study, introduction to literature, children's literature, teaching of English, literary criticism, general seminar, mythology, and Biblical literature. Bethel offers the smallest number of semester hours in English: forty-eight; Lambuth offers the largest number of semester hours in English: 142. Eleven schools offer seventy-five semester hours in English or less. Seven schools offer between seventy-six and one hundred semester

<sup>23</sup> Bryan College Catalog: 1974-1976, p. 109.

hours in English. Each of four schools offers more than one hundred semester hours in English. The arithmetic mean of all twenty-two schools is 79.5 semester hours in English, and the total semester hours in English offered by all the schools is 1,746.

The statistics for this section are found in Table 3.

#### ENGLISH REQUIREMENTS FOR ALL STUDENTS

Every college studied makes certain English requirements of each student. Fourteen of the schools require six semester hours or the equivalent (e.g., nine quarter hours) in English composition or communications courses. LeMoyne-Owen, Maryville, and Southwestern at Memphis require students to take a three-semester-hour composition course, while King requires four semester hours in composition. Trevecca Nazarene requires four hours of all students.

The University of the South requires at least three semester hours of Introduction to English Literature of all students. Tennessee Wesleyan includes an emphasis on "reading, writing, and thinking clearly and competently"<sup>24</sup> in each of two four-hour courses dealing with masterpieces of world fiction, drama, and poetry, which is the freshman-level English course for all students. Milligan includes instruction

<sup>24</sup> Tennessee Wesleyan College Catalog: 1974-1976, p. 53.

TABLE 3  
ENGLISH HOURS OFFERED AT EACH  
Fall 1974

Subject areas	Belmont	Bethel	Bryan	Carson- Newman	Christian Brothers	David Lipscomb	King	Knoxville	Lambuth	Lane	Lee
1. Composition and comm.											
a) Remedial			1		6					6	
b) Regular	6	6	6	6	6	8	4	9	6	6	6
c) Honors					6					3	
d) English for foreign students	3										
2. English literature											
a) Survey or masterworks	6		6	6		6			8	6	6
b) Literary period	12	6		6	18	10	27	18	28	6	12
c) Literary genre		2			3	3	6	3		3	
d) Genre within a period				3			2				
e) Individual author	9	4	6	9	6	12	6	3	12	3	3
3. American literature											
a) Survey on masterworks	6	6	6	6	6	3	6	6	8	6	6
b) Literary period						6					
c) Literary type					3	3					3
d) Genre within a period											
e) Regional	3					3			4		
f) Ethnic literature			3		3			6		3	
4. Comparative literature											
a) Survey or masterworks	6	8	3	9	9		3	6	8	9	9
b) Literary period			3		6	3	3		4		
c) Literary type		4	3	3	6	5	9		24	3	
d) Genre within a period	6	4		12	3	2					

TABLE 3

ISH HOURS OFFERED AT EACH SCHOOL\*

Fall 1974

	Brothers	David Lipscomb	King	Knoxville	Lambuth	Lane	Lee	LeMoyne-Owen	Maryville	Milligan	Southern Missionary	Southwestern	Tennessee Temple	Tennessee Wesleyan	Trevecca	Tusculum	Union	Univ. of the South	Totals
6	8	4	9	6	6	6	6	3	3	0	6	6	0	4	6	5	6	16	117
6	10	27	18	8	6	6	12	18	15	16	6	24	6	8	3	9	15	27	71
6	3	6	3	6	3	3	3	3	6	6	9	9	6	4	3	9	3	9	57
3	12	2	3	12	3	3	3	3	3	6	9	9	9	12	3	15	6	12	32
3	3	6	6	8	6	6	9	9	3	6	9	6	6	8	6	6	3	115	115
3	6	6	6	8	6	6	9	9	3	6	9	6	6	4	3	6	3	27	27
3	3	6	6	8	6	6	9	9	3	6	9	6	6	4	3	6	3	22	22
3	3	6	6	8	6	6	9	9	3	6	9	6	6	4	3	6	3	9	9
3	3	6	6	8	6	6	9	9	3	6	9	6	6	4	3	6	3	10	10
3	3	6	6	8	6	6	9	9	3	6	9	6	6	4	3	6	3	24	24
3	3	6	6	8	6	6	9	9	3	6	9	6	6	4	3	6	3	152	152
3	3	6	6	8	6	6	9	9	3	6	9	6	6	4	3	6	3	25	25
3	3	6	6	8	6	6	9	9	3	6	9	6	6	4	3	6	3	130	130
2	3	6	6	8	6	6	9	9	3	6	9	6	6	4	3	6	3	27	27

TABLE 3 (Cont.)

Subject areas	Belmont	Bethel	Bryan	Carson- Newman	Christian Brothers	David Lipscomb	King	Knoxville	Lambuth	Lane	Lee	LeMoyn-
5. The English Language												
a) History of the language	3	1	3	3	3		3	3	4	3	3	
b) Advanced grammar		2					3	3			3	
c) Advanced grammar and composition				3		2						
d) Functional English grammar												
e) Linguistics					3				4			3
6. Writing												
a) Advanced composition					3						3	5
b) Journalism	1					7	3	3			3	
c) Creative writing	6		3	3		2		3	8	3		2
7. Teaching of English	3	2	3	1		2	3	3	2	3		4
8. Children's literature		2	2	3		3	2	3	6	2	3	
9. Mythology	3						3					
10. Introduction to literature			2		6				4		4	3
11. General seminar			4		4	2						4
12. Biblical literature												
13. Independent study	3			9		2		12	8		12	
14. Literary criticism					3			3	4	3		
<b>TOTALS</b>	<b>76</b>	<b>48</b>	<b>54</b>	<b>82</b>	<b>103</b>	<b>84</b>	<b>83</b>	<b>84</b>	<b>142</b>	<b>68</b>	<b>76</b>	<b>72</b>

\*All quarter hours are changed to semester hours.



in writing in its twelve hours of humanities required of all students on the freshman level.<sup>25</sup>

Most of the schools studied require one or two literature courses on the second-year level. Seven schools--Bethel, David Lipscomb, Lane, Maryville, Tennessee Temple, Tusculum, and Union--require two courses in literature. Lane and Tusculum do not designate the specific literature courses that are to be taken. Bethel and Maryville identify World Literature as the required courses. Union's required sophomore-level English hours are English Literature Survey, while David Lipscomb requires one course in English literature and one course in American literature. Tennessee Temple designates either English or American literature as the six hours required for most degree programs. With a major in Art, the student selects either American or English literature; with a major in Elementary or Secondary Education, a student selects either English or World literature.

Belmont requires six hours in any level of literature for the Bachelor of Arts and the Bachelor of Music degrees, except in the Music Education major, where no literature course is required. For the Bachelor of Business Administration degree, three hours in literature and three hours in Expository Writing are required. Six hours of literature or six hours in a foreign language are required for the Bachelor of Science degree.

<sup>25</sup> Milligan College Bulletin: 1974-1975, p. 43.

Lee requires four hours of literature on any level for graduation. King requires either six hours in literature or three hours in fine arts and three hours in English or American literature. All of the other schools that have a second-year English requirement require only one course in literature. These are LeMoyne-Owen, which requires Reading, Writing, and Criticism; Southern Missionary, which requires three hours of literature (for Bachelor of Arts programs only); Trevecca Nazarene, which requires a world literature course; and Bryan, which requires an introduction to literature course. One course in Critical Principles of Writing is required at Southwestern at Memphis.

Lambuth's literature requirement for graduation varies from department to department with each requiring either four or eight hours of literature. The University of the South requires one or two literature courses in a foreign language at the third-year level or beyond, in addition to one or two courses in Introduction to English Literature, to make a total of three courses.<sup>26</sup>

No second-year literature courses are required at the following colleges: Carson-Newman, Christian Brothers, Knoxville, and Tennessee Wesleyan. Milligan has no second-year literature requirement as such; however, the two sophomore level courses in humanities include several literary works.

<sup>26</sup> Bulletin of The University of the South: 1974-1975, p. 44.

REQUIREMENTS FOR MINORS AND MAJORS  
IN ENGLISH

Individual schools stipulate for minors and majors in English, the total number of hours, specific courses and credit hours, and requirements or recommendations regarding other courses. Table 4 shows the number of hours in English required of all students working for a Bachelor of Arts degree with a minor or major in English.

For a minor in English at Belmont a student must earn eighteen hours of credit. Twelve hours may be chosen from English courses numbered 300 or above, but six hours of English Literature are required. English majors must take the same two courses in English Literature Survey as the minors, but in addition they take six hours in American Literature. A person majoring in English must also take one course from this group: Shakespeare, Spenser and Milton, Chaucer, or English Language History. Two courses are to be chosen from a second group: World Literature, American Southern Literature, Eighteenth Century, Romanticism, or Victorian period in English Literature. The student then selects any one additional course to make a total of thirty hours for the major in English.<sup>27</sup> Belmont recommends a study of English history and one foreign language for three years.

<sup>27</sup> Bulletin of Belmont College: 1974-1975, pp. 81-82.

TABLE 4  
HOURS REQUIRED FOR A MAJOR OR A MINOR IN ENGLISH\*

College	Total Hours for graduation	Hours for English Major	Hours for English Minor
Belmont	128	30	18
Bethel	128	30	18-24
Bryan	124	30	**
Carson-Newman	128	30	***
Christian Brothers	138	31	**
David Lipscomb	132	27	**
King	128	30	18
Knoxville	156	41	**
Lambuth	128	40	**
Lane	128	33	24
Lee	130	30	18
LeMoyne-Owen	124	30	15
Maryville	120	30	**
Milligan	128	30	18
Southern Missionary	128	30	18
Southwestern	124	30	**
Tennessee Temple	128	30	21
Tennessee Wesleyan	130	36	**
Trevecca Nazarene	128	27	18
Tusculum	124	32	**
Union	128	30	18
The University of the South	125	42	**
<b>TOTAL (AVERAGES)</b>	<b>128.9</b>	<b>31.9</b>	<b>18.6-19</b>

\*All figures are stated in semester hours  
 \*\*No minor is offered  
 \*\*\*No minor is stated, but is available

The requirements for an English major in the secondary education program are slightly different. The specific required courses are two courses in English Literature, two courses in American Literature, one course in Shakespeare, and one course in World Literature. The other courses may be elected from the English courses numbered 300 or above to make a total of thirty hours in English.<sup>28</sup>

All students minoring in English at Bethel must earn from eighteen to twenty-four hours in English. The specified courses are three courses in English Fundamentals, three courses in World Literature, two courses in American Literature, and two elective courses in English numbered 300 or above. Those majoring in English take three courses in each of the following: English Fundamentals, World Literature, American Literature, and period courses in English literature, namely, Eighteenth Century, Romantic Era, and Victorian Era. One course in Shakespeare must be taken. This leaves six hours of electives in English. The English requirement for a major is thirty hours. Two years of a foreign language are also required.<sup>29</sup>

If a student at Bethel wants to complete the requirements for certification to teach English in grades seven to twelve, he takes the same hours as those required for the English

<sup>28</sup> Ibid., p. 73.

<sup>29</sup> Bethel College Bulletin: 1974-1975, pp. 94-97.

major with the exception of the six elective hours. In place of these he takes Advanced Grammar and History of the English Language. Provision is also made for a person to major in Speech-English with emphasis in drama. Twenty-eight hours in English are required. Three courses are required in each of the following: English Fundamentals, World Literature, and American Literature. One period course in English Literature, one course in Shakespeare, one course in Advanced Grammar, and two courses of electives in junior or senior level English must be included. Twenty hours must be taken in speech and drama courses.<sup>30</sup>

Bryan does not offer a minor in English. The courses required in the thirty-hour English major are two courses each in Survey of English Literature, Survey of American Literature, and English Seminar on the senior level. Other courses required are Introduction to Literature, World Literature, and Introduction to the English Language. Six hours of English electives complete the English major.<sup>31</sup> This is also the same program of English required for a secondary education major for those who desire to meet requirements to teach English in secondary schools.<sup>32</sup> For the Bachelor of Arts degree with the English major, the student must also complete twelve semester

<sup>30</sup> Ibid., pp. 94-95.

<sup>31</sup> Bryan College Catalog: 1974-1976, pp. 107-109.

<sup>32</sup> Ibid., p. 80.

hours of one foreign language, six semester hours in each of two different languages, or six semester hours of linguistics.<sup>33</sup>

The English major at Carson-Newman requires thirty hours. The required courses are two courses in English Communications, one course in World Literature, a course in the History of the English Language or one in Advanced Grammar and Composition, two genre courses, two individual author courses, and two survey courses. The two genre courses must be selected from the following offerings: Eighteenth Century Novels, Nineteenth Century Novels, Twentieth Century Novels, Contemporary Short Story, Contemporary Poetry, or Contemporary Drama. The two individual author courses must be chosen from Chaucer, Shakespeare, or Milton. There are two survey courses in American Literature and two survey courses in British Literature, from which two courses must be selected.<sup>34</sup> Each student who plans to teach English on the secondary school level is advised to pursue the regular English major at Carson-Newman.<sup>35</sup> There is no course outline for an English minor, but the Acting Chairman of the English Department will assist a student in selecting courses if he desires a minor in English.<sup>36</sup>

<sup>33</sup> Ibid., pp. 62-63.

<sup>34</sup> Carson-Newman College Catalog: 1974-1976, pp. 78-80.

<sup>35</sup> Ibid., p. 126.

<sup>36</sup> Personal interview with Henrietta Jenkins, Acting Chairman of the English Department, Carson-Newman College, December 5, 1974.

All students at Christian Brothers who major in English must take thirty-two hours in English; eighteen hours must be in period courses, twelve hours in genre courses, and two hours in a general seminar. There are nine period courses and eleven type courses to choose from. There are specific requirements for taking courses in other areas; fifteen hours of history, fifteen hours of philosophy, and twelve hours of one modern foreign language are all required of English majors. A minor in English is not provided.<sup>37</sup>

The basic requirement for students who major in English at David Lipscomb is to earn twenty-seven hours in English. The junior and senior level courses are arranged in a group of three blocks of courses. The catalog states that each block of courses will be represented in an English major's program but substitutions may be made by the department chairman.<sup>38</sup> A three-hour course in philosophy is also required. A teaching major in English at David Lipscomb has slightly more than half the courses specifically required. The required courses are two courses in English Literature Survey, Senior English Seminar, and one course in Shakespeare, selected from either the Comedies or Tragedies of Shakespeare. The other eighteen hours are to be selected from three blocks

<sup>37</sup> Christian Brothers College Catalog: 1974-1975, p. 48.

<sup>38</sup> David Lipscomb College Bulletin: 1974-1975, p. 125.

of courses that each block usually represented. There is no minor in English offered at David Lipscomb.<sup>39</sup>

The minor in English at King consists of eighteen semester hours, not including the courses in Reading and Writing Skills, which are required of all freshmen. These eighteen hours are not specified in the catalog, but the statement is made that the courses must be selected with the advice of the English Department. Thirty-four semester hours constitute the major in English. The freshman English courses, Reading and Writing Skills, account for four hours of the major. As for the other thirty semester hours, the catalog states that these must include "courses in Shakespeare, British Literature before 1800, British Literature after 1800, and American Literature."<sup>40</sup> The catalog also states that "Courses in speech, theatre, creative writing or journalism, and certain other subjects marginally appropriate to a liberal arts major in English literature may be counted toward the major up to nine semester hours maximum."<sup>41</sup> There is a foreign language requirement of from eighteen to twenty-four hours required for the English major. This requirement may be met by taking one language through one year at the advanced level, or two

<sup>39</sup> Ibid., p. 126.

<sup>40</sup> Bulletin of King College: 1974-1975, p. 45.

<sup>41</sup> Ibid., p. 46.

languages, one of which must be Latin, or Greek, through the elementary level in each language."<sup>42</sup>

At Knoxville there are forty-two semester hours required for the English major in the Bachelor of Arts program. The courses required are six courses in English Literature, two courses in American Literature, and a course in each of the following: Literary Criticism, Shakespeare, English Language History, English Novel, Modern Grammar, and Afro-American Literature. These same courses are required for an English major in the Bachelor of Science in Education degree, with the addition of one course in Materials and Methods of Teaching Secondary School English. The major in English and Speech requires twenty-four hours in English. The prescribed courses for this major are three courses in English Literature, two courses in American Literature, and one course in Afro-American Literature, in Shakespeare, in Materials and Methods of Teaching English and in Modern Grammar. In each of these three degree programs, three courses in a foreign language are required. There is no minor program in English offered at Knoxville.<sup>43</sup>

Specific course requirements for an English major at Lambuth are not stated in the Lambuth College Bulletin; however, course requirements for English majors preparing to

<sup>42</sup> Ibid., p. 45.

<sup>43</sup> Knoxville College Catalog: 1972-1973, pp. 53-55.

teach in high school are listed. These requirements are two courses in English Literature Survey and American Literature Survey, two courses in Shakespeare or two courses in the English or American Novel, a course in World Literature, a course in the English Language, and Methods and Materials in High School English.<sup>44</sup> If a Bachelor of Arts degree is earned, a person must include in his program at Lambuth either the completion of the second year of a foreign language or two courses in cultural studies. A minor program in English is not offered at Lambuth.<sup>45</sup>

A major and minor in English are offered at Lane. The minor is twenty-four semester hours of English, exclusive of freshman English. Two courses in World Literature and two courses in either English Literature Survey or American Literature Survey are required. The other twelve semester hours may be elected by the student. For the English major, the required courses are The English Language, Shakespeare, two courses in World Literature, and two courses in either American or English Literature Survey. The major is thirty-three semester hours. For those desiring to teach English in a secondary school, the regular English major is

<sup>44</sup> Lambuth College Bulletin: 1974-1976, pp. 69-70.

<sup>45</sup> Ibid., p. 58.

to be pursued with the addition of the course entitled Materials and Methods of Teaching English."<sup>46</sup>

Lee requires a minimum of eighteen semester hours for a minor in English. This minor must include one course in American Literature, one course in World Literature, and either Advanced English Composition or Advanced Grammar. The English major course requirements are one course each in English Literature, American Literature, World Literature, and Advanced Grammar. The total hours required for the English major are thirty with a minimum of twenty-four semester hours in upper division courses (300 and above). Two years of a foreign language are required of every student who majors in English.<sup>47</sup>

All students majoring in English at LeMoyne-Owen must earn twenty-four hours in English, twenty-one of which must be on the 300 level or above. Three courses are required, these being two courses in Introduction to the English Language and one course in Shakespeare.<sup>48</sup> Although an English minor is not defined in the catalog, if a student

<sup>46</sup> Lane College Bulletin: 1973-1974, pp. 56-58.

<sup>47</sup> Lee College Bulletin: 1974-1975, pp. 58-63.

<sup>48</sup> LeMoyne-Owen College Catalog: 1972-1976, pp. 61-64.

desires an English minor, this can be arranged by the English Department at LeMoyne-Owen.<sup>49</sup>

All students majoring in English at Maryville must take ten courses in addition to Composition and World Literature, which are required of all students. There are three specific course requirements in these ten courses: two courses must be in independent study and one course in the history of the English language. There are two courses in English history that are required and one course in philosophy that is recommended.<sup>50</sup> An English minor is not specifically provided at Maryville. The foreign language requirement, proficiency through the intermediate level, should preferably be met with French or German, especially for students going on to graduate school.<sup>51</sup>

At Milligan both a minor and a major in English are offered, eighteen semester hours for the minor and thirty semester hours for the major. The Milligan College Bulletin states that the "minor in English consists of eighteen hours which may include six hours of humanities and must include courses in both American and English Literature."<sup>52</sup> The

<sup>49</sup> Personal interview with Juanita Williamson, Chairman of the Division of Humanities, LeMoyne-Owen College, December 3, 1974.

<sup>50</sup> Maryville College Bulletin: 1974-1976, pp. 76-77.

<sup>51</sup> Ibid., p. 59.

<sup>52</sup> Milligan College Bulletin: 1974-1975, p. 43.

required courses for the English major are two courses in Survey of American Literature, one course in either the Romantic Movement or the Victorian Period of English Literature, one course in Renaissance Drama, either Restoration and Eighteenth Century Literature or Novel, and one of the following: Advanced Grammar, Introduction to Linguistics, or History of the English Language. Six hours may be counted toward the English major from the humanities requirement. The six hours needed to complete the total of thirty semester hours may be elected from junior or senior level English courses.<sup>53</sup> There is also a foreign language requirement for a person who wants to graduate with a Bachelor of Arts degree. In this case the student must complete a foreign language through the intermediate level.<sup>54</sup>

An English minor at Southern Missionary is eighteen semester hours. There is one specific course requirement, a course in Creative Writing. There is some choice in the other required courses; the student selects either Advanced Grammar or Introduction to Linguistics; he selects either American Literature Survey or Nineteenth and Twentieth Century American Literature; and finally, he selects any two of the following: Medieval and Renaissance Literature, Restoration and Eighteenth Century Literature, Nineteenth Century British Literature, and Twentieth Century Criticism. For the major

<sup>53</sup> Ibid., pp. 43-44.

<sup>54</sup> Ibid., p. 34.

of thirty semester hours, Advanced Grammar is required. Other courses the student may select are from the following: two courses may be chosen from American Literature Survey, American Colonial and Early National Literature, Nineteenth and Twentieth Century American Literature, Creative Writing, Biblical Literature, and Linguistics. The student must select three of the following courses: Medieval and Renaissance Literature, Restoration and Eighteenth Century Literature, Nineteenth Century British Literature, and Twentieth Century Writers. A one-semester course in English History is a required cognate course.<sup>55</sup> A foreign language is also required, through the intermediate courses.<sup>56</sup>

There is no English minor at Southwestern at Memphis; the English major requires two semesters of Critical Principles and Writing or else a student must take the Study of Language and History of the English Language. Two courses in Masterpieces of English Literature are required. A student must select twenty-four additional hours numbered 300 or above to complete an English major. Two semesters of History of England are recommended. Two semesters of a modern or classic

<sup>55</sup> Bulletin of Southern Missionary College: 1974-1975, pp. 59-61.

<sup>56</sup> *Ibid.*, p. 19.

language are required.<sup>57</sup> First-year courses in a language count only if the second-year courses are passed.<sup>58</sup>

At Tennessee Temple an English major and minor are offered. The minor is twenty-one hours and the major is thirty hours. The courses required for the minor are two courses each in English Composition and English Literature and one course in World Literature. For the major, two courses in English Composition, two courses in English Literature, and one course each in World Literature, American Literature, and Shakespeare are required. The other nine hours are selected by the student, with Effective Writing, Advanced Grammar, and Milton recommended.<sup>59</sup> Twelve semester hours of a foreign language, or the equivalent, are required for English majors who graduate with a Bachelor of Arts degree.<sup>60</sup>

Tennessee Temple also offers a program in English which leads to endorsement for certification to teach on the secondary school level. The required courses are two courses in English Composition, two courses in English Literature, one course in Advanced English Grammar, and three courses

<sup>57</sup> Bulletin of Southwestern at Memphis: 1974-1975, pp. 111-114.

<sup>58</sup> Ibid., p. 57.

<sup>59</sup> Tennessee Temple Schools Catalog: 1974-1975, pp. 64-66.

<sup>60</sup> Ibid., p. 67.

selected from the offerings in World Literature or American Literature.<sup>61</sup>

The major in English at Tennessee Wesleyan consists of nine courses, thirty-six semester hours. The required courses are Masterpieces of World Fiction, Masterpieces of World Drama and Poetry, Continental Writers to 1900, British Writers to 1660, British Writers from 1660 to 1900, American Writers to 1900, Literature of the Twentieth Century, History and Structure of the English Language, and one major author, either Chaucer, Shakespeare, or Milton. There is no minor in English offered at Tennessee Wesleyan.<sup>62</sup> The Bachelor of Arts degree with an English major also requires either three courses in a foreign language or proficiency at the third course level.<sup>63</sup>

Tennessee Wesleyan also offers a Bachelor of Science degree with a major in English Education. For this program, the same nine English courses are required as for the regular English major, with the exception that the major author course is recommended to be Shakespeare. In the school bulletin the description of this program of study states that "while there is no foreign language requirement for the major in English

<sup>61</sup> Tennessee Temple Schools Catalog: 1974-1975, p. 57.

<sup>62</sup> Tennessee Wesleyan College Catalog: 1974-1976, p. 52.

<sup>63</sup> *Ibid.*, p. 27.

Education, a language is recommended as electives, especially for students planning to go to graduate school."<sup>64</sup>

Minors and majors in English are available at Trevecca Nazarene. The eighteen-hour minor consists of courses that must be chosen from courses numbered 200 and above. These must include at least one course in American Literature, one in English Literature, and one of the following courses: Advanced English Usage, History of the English Language, or Recent Trends in English Grammar. The English major must total twenty-seven hours and requires a minimum of two courses in English Literature, including a course in Shakespeare, two courses in American Literature, one course in History of the English Language, and either the course in Advanced English Usage or Recent Trends in English Grammar.<sup>65</sup>

There is also a major program offered at Trevecca Nazarene in English-Speech. A minimum of ten hours of English is required for this major; however, the particular courses to be included are not specified.<sup>66</sup> For the Bachelor of Arts degree there is a foreign language requirement in the English and English-Speech majors. A student must complete

<sup>64</sup> Tennessee Wesleyan College Catalog: 1974-1976, pp. 52-53.

<sup>65</sup> Trevecca Nazarene College Curriculum Catalog: 1974-1975, pp. 53-55.

<sup>66</sup> Ibid., p. 53.

the intermediate courses in a foreign language to fulfill the foreign language requirement.<sup>67</sup>

Tusculum does not offer a minor in English. The English major requires thirty-two hours. The specific course requirements are a course in Introduction to Literature, one course in Chaucer, one course in Shakespeare, one course at the 200 level in American Literature, three period courses in British Literature, and one seminar. Three courses in a modern foreign language are required of all who plan to graduate with a Bachelor of Arts degree and a major in English.<sup>68</sup>

The Department of English at Union provides for both a minor and a major in English. Eighteen hours of English courses above the freshman year are required for the minor. The minor must include two semesters of Survey of English Literature, plus twelve additional hours selected from the junior and senior levels. The English major requires thirty hours and must include two courses in Survey of English Literature, one course in Advanced Grammar, two courses in Shakespeare, or one in World Literature and one in Shakespeare. Other courses, which must come from the junior or senior levels, are one literary period course, one major writers course (other than Shakespeare), and one literary genre course.

<sup>67</sup> Ibid., p. 17.

<sup>68</sup> Tusculum College Bulletin: 1974-1975, pp. 57-60.

Two courses in History of England are recommended electives.<sup>69</sup> The language requirement for graduation with the Bachelor of Arts degree is "fourteen semester hours or two years of high school language and six semester hours of second year college credit in the same language."<sup>70</sup>

At The University of the South there is not a minor in English, but there is an English major. The following statement appears in the explanatory notes in the English section of the school bulletin: "There are no departmental requirements for an English major, except, of course, the College requirement. Almost all students do, nevertheless, take the full complement of forty-two hours in English."<sup>71</sup> English majors are urged to take the two courses in Representative Masterpieces. In order to earn a bachelor's degree, a student must include in his program literature in a foreign language at the third-year level or beyond.<sup>72</sup> However, the English Department is careful in helping each student majoring in English to take a proper variety of courses in his major program.<sup>73</sup>

<sup>69</sup> Union University Catalog: 1974-1975, pp. 100-103.

<sup>70</sup> Ibid., p. 104.

<sup>71</sup> Bulletin of The University of the South: 1974-1975, p. 72.

<sup>72</sup> Ibid., p. 44.

<sup>73</sup> Personal interview with Brinley Rhys, Chairmen of the Department of English, The University of the South, January 17, 1975.

The number of hours required for an English major varies widely at the twenty-two schools studied. The required hours range from a low of twenty-four hours at LeMoyne-Owen to a high of forty-two hours at The University of the South. There are fifteen schools that require thirty hours or less; and there are seven schools that require thirty-two hours or more for an English major.

There is no pattern evident in the specific courses required by the schools surveyed in this study. Eleven schools require a course in Shakespeare, ten schools require from one to three courses in American Literature Survey, and eight schools require one or more courses in English Literature Survey or Masterpieces.

There is also wide divergence in the number of specific courses required for an English major. Twelve schools require from seven specific courses up to fourteen courses. One of the schools requires no specific courses, the content of the major being left up to a student's choice with faculty approval.

#### TEXTBOOK SELECTION METHODS<sup>74</sup>

Teacher involvement is primary in the task of selecting texts in each of the schools studied. In nine of the schools

<sup>74</sup> The sources for material in this section are responses to item 17 of Questionnaire A.

the individual teacher determines the texts that he uses, even if he teaches sections of the same course that other teachers teach. The teacher may consult with his fellow English teachers, but he is at liberty to choose the texts for each course he will teach. The nine schools which follow this approach are Christian Brothers, King, Knoxville, Lee, Milligan, Southern Missionary, Southwestern at Memphis, Tennessee Temple, and Tusculum. Forty-one percent of the schools, therefore, let the individual teacher choose his texts.

There are eight schools which have a somewhat different approach in permitting the teacher to select his texts. This second approach is to permit the teacher to determine the texts he uses excepting in those instances when several teachers have sections of the same course to teach, and then all of the teachers involved select the texts to be used. The eight schools using this method are Bryan, Carson-Newman, Lambuth, LeMoyne-Owen, Maryville, Tennessee Wesleyan, Union, and The University of the South. These eight schools account for thirty-six percent of the schools in this study. Adding this number to the number of schools that permit the teacher complete choice of texts (nine), one arrives at the total of seventeen, or a total of seventy-seven percent of the schools studied.

At two schools the English faculty members, acting as a committee of the whole, select texts. This means that each teacher shares in determining every text that is used in the field of English in these schools. These colleges are Belmont and David Lipscomb. At Trevecca Nazarene each teacher chooses his own texts excepting in those instances when several teachers teach sections of the same course, and in these instances the chairman of the English Department selects the texts. At Bethel and Lane each teacher selects his own texts in consultation with the department or division chairman. In courses with several sections, all teachers and the chairman make the decision.

#### AUDIO-VISUAL EQUIPMENT USED IN THE ENGLISH DEPARTMENTS<sup>75</sup>

Every school studied has audio-visual equipment which is available for use in the English courses, with one exception: Carson-Newman suffered the loss of a classroom building by fire in the recent past, and audio-visual equipment lost in the fire has not been replaced.<sup>76</sup> There are eight schools which, from a common depository, make audio-visual equipment

<sup>75</sup> The sources for material in this section are responses to item 18 of Questionnaire A and additional sources indicated in footnotes.

<sup>76</sup> Personal interview with Henrietta Jenkins, Acting Chairman of the Department of English, Carson-Newman College, December 5, 1974.

available to all the divisions or departments within the schools. The schools that have a common depository for audio-visual equipment are Christian Brothers, David Lipscomb, Lee, Milligan, Tennessee Temple, Trevecca Nazarene, Tusculum, and The University of the South.

There are thirteen schools that have certain items of audio-visual equipment, such as projectors, permanently assigned to the English departments. In addition, each of these schools has audio-visual equipment that is available to any department within the school. Some of these thirteen schools report modest audio-visual holdings in the English departments. For instance, the Knoxville English Department reports a few filmstrips; Tennessee Wesleyan English Department reports a record player and records; LeMoyne-Owen English Department reports tape recorder and tapes, record player and records. The school that reports the largest number of audio-visual items is Southern Missionary. The Southern Missionary report lists the following in the English Department: stereo record player, a cassette tape recorder provided for each teacher, a thermofax machine for making transparencies, an electric typewriter for large print, and a large number of records, mostly of poetry readings.

The other schools where English departments have exclusive use of certain items of audio-visual equipment are Belmont, which has two overhead projectors and two record

players; Bethel, which has an overhead projector, record player, and a machine to make transparencies; King, which has an overhead projector, an opaque projector, and a record player; Lambuth, which has a movie projector, slide projector, filmstrip projector, record player, and records; Southwestern at Memphis, which has tape recorders and tapes, slide and filmstrip projectors, slides and filmstrips; and Union, which has three or four record players, two cassettes, three slide-filmstrip projectors, twenty films, and several filmstrips. At Bryan College the statement was made that "we have ample audio-visual supplies."<sup>77</sup>

Twenty-one of the colleges studied have audio-visual equipment which English teachers may use. The audio-visual holdings of some schools are very modest, such as those at Tennessee Wesleyan. At other schools, such as Southern Missionary, the holdings are very ample with some of the equipment assigned permanently to each member of the English faculty.

<sup>77</sup> Personal interview with Richard M. Cornelius, Chairman of the Division of Literature and Modern Language, also Head of the Department of English and Speech, Bryan College, November 15, 1974.

METHODS OF TEACHING<sup>78</sup>

Questionnaire B was mailed to 143 English teachers in the twenty-two schools studied. Each school was represented among the 104 responses. Item number five asks each teacher to indicate the teaching method he most frequently uses with choices of "lecture," "discussion," "lecture and discussion," "seminar (research and report)," and "other." If he selected "other" he was asked to identify the method. The teacher was asked to write "1" by his most frequently used method and on down to "4" or "5" for his most infrequently used method.

Of the 104 responses, 101 teachers marked the combination of "lecture and discussion" as one of their choices. There were eighty-one who ranked "lecture and discussion" as number one. Eleven of these eighty-one marked "lecture and discussion" as number one and indicated no other teaching method. There were eighty-three who marked "lecture" as one of their choices; eighty-one marked "discussion," seventy-six marked "seminar," and thirty marked "other" as one of their choices.

There were ninety-seven teachers who marked "lecture and discussion" as either their first or second choice of teaching method. Of the other choices for first and second preference of teaching method, forty marked "discussion,"

<sup>78</sup> The sources for material in this section are responses to item 5 on Questionnaire B.

thirty-four marked "lecture," fifteen marked "seminar," and eight marked "other." This makes a total of ninety-seven, the same number as those who marked "lecture and discussion" as their first or second choice of teaching method.

All but three who responded indicated "lecture and discussion" as a teaching method they used, at least as their third choice. Only thirty of the 104 indicated "other." Does this mean that only about one-third of these English teachers are creative, or does it mean that most of these English teachers view their jobs as being done best by using lecture, discussion, combining these two, or by the research and report method? It is evident that the most common method used by these teachers who responded is a combination of lecture and discussion. This conclusion is in agreement with Thomas W. Wilcox's findings: "When I investigated the teaching procedures employed in courses of all kinds at institutions of all types, I found that, like Lawrence, the great majority of departments provide opportunities for discussion in most of their classes. The straight lecture is the least common teaching procedure: even such technical subjects as linguistics are taught by this method in less than one fifth of all departments. Discussion groups are more common than

lectures but the most common method is some combination of both."<sup>79</sup>

Slightly less than a third of the teachers of English who responded to Questionnaire B stated that they sometimes use methods of teaching other than lecture, discussion, or seminar. For example, Anderson A. Clark at Belmont states that he tries to find some current relationship to the literature that he teaches. One method Mr. Clark has used in the course *Comedies and Histories of Shakespeare* is to require the student to read Thomas A. Harris' book *I'm OK; You're OK*, and then to analyze one of Shakespeare's plays by means of the concepts presented by Mr. Harris.

Another professor at Belmont, Dr. Virginia M. Chaney, Chairman of the Department of English and Foreign Languages, is presently involved in teaching an interdisciplinary course. This course at Belmont is *The Western World: History and Literature*, and it is being taught using a team-teaching method with Dr. Chaney serving as one member of the team.

Several teachers use some form of student participation as an innovative, nontraditional approach to teaching. Mrs. Margarette J. Sather at Christian Brothers allows students in her upper division courses to volunteer to teach a certain area (or author). After the student has made his selection,

<sup>79</sup> Thomas W. Wilcox, *The Anatomy of College English* (San Francisco: Jossey-Bass Publishers, 1973), pp. 123-24.

he must submit to the teacher an outline of what he plans to cover. Another form of student participation is used by three teachers at Tennessee Temple. Mrs. Roger Martin frequently works with groups of her students to develop dramatic presentations for the other class members. The students who share in this type of classroom method are usually speech students or those with some special talent or interest in this approach. Marvin Brubacher at Tennessee Temple has his students in The Short Story act out certain of the short stories in order to make the stories more immediate. Mrs. R. H. Linn at the same school uses students in her literature courses to work in groups to act out certain literary works.

Other approaches to student involvement are also used. Philip D. Bowles at Trevecca Nazarene has his students evaluate each other's work, using both written and oral statements. Robert W. McDaniel of Union has found that group grading of essays in the course Basic Composition is a helpful teaching tool, and he uses this method two or three times each semester. Donna Page West at King has individuals and groups to perform for her classes; some give recitations, while others act out portions of literary works. Dr. Elizabeth T. Fowler at Maryville College has presentations by individuals or groups of students on subjects related to her course in Children's Literature.

Seven teachers indicated they made specific use of audio-visual materials in teaching. The materials used are records, tapes, filmstrips, overhead projectors, and films. Dr. Elizabeth T. Fowler at Maryville College makes use of cassette tapes, filmstrips, transparencies, slides, and movies in her various English classes. Fitz Blankenship at Tennessee Temple College states that he uses filmstrips, tapes, and records. Mrs. Betty H. Foellinger at Union University uses audio-visuals for class interest. On tape Mrs. Foellinger records class discussion on a certain subject, and then, at an appropriate later time, the same tape is played for the class, and this is followed by a period of discussion and evaluation.

Several teachers make some attempt to individualize teaching. Carole S. Kerns at Tusculum College teaches Freshman Composition and Freshman Reading by spending two hours each week with approximately twenty students in each class, using a lecture and discussion approach; she then spends two hours each week in directing each student in an individualized approach to reading or writing. The assignments are made on the basis of the needs of each student as determined by the teacher. Dr. Ernest R. Pinson at Union assigns readings, projects, and written reports, usually accompanied by certain questions to be answered outside of class. The students report on this work periodically.

All of the teachers of College Composition at Southern Missionary use the concept of "contracts" to individualize the teaching-learning process. The students are given many projects from which each may select areas which will coincide with their own needs or interests. The number of contracts a student selects is dependent upon the grade he hopes to earn from the course; the higher the grade sought, the more contracts must be selected. The quality of the work actually done and other considerations determine the final grade.

Twelve of the twenty-two colleges studied provide for independent study in the field of English. These schools are Carson-Newman, Christian Brothers, David Lipscomb, King, Knoxville, Lambuth, Maryville, Milligan, Southwestern at Memphis, Tennessee Wesleyan, Trevecca Nazarene, and Union. Four additional schools offer independent study but restrict it to honor students. These four are Belmont, Lee, Southern Missionary, and The University of the South. This leaves six schools which do not offer independent study in English: Bethel, Bryan, Lane, LeMoyne-Owen, Tennessee Temple, and Tusculum. In the Tusculum College Bulletin there is the statement that independent studies are available; however, no independent study is listed with the English offerings.<sup>80</sup>

<sup>80</sup> Tusculum College Bulletin: 1974-1975, pp. 30, 57-60.

At Maryville two independent study courses must be taken by every junior or senior. The catalog states that "this is an independent study program that offers opportunity for intensive work, creativity and innovativeness in a subject of your own choosing. The work may involve a reading program, an investigative project, laboratory or field research, creative activity such as writing, play production, or some original contribution as in art or music. You will be encouraged to work on your own initiative with the added benefit of personal faculty guidance and supervision."<sup>81</sup> Any junior or senior at Maryville may substitute an individual study course for one course in his major field.<sup>82</sup>

In addition to an honors program, Southwestern at Memphis has a tutorial plan and a program of directed inquiry as types of independent study: "The tutorial plan of instruction, like the honors program, has as its chief purposes the individualizing of instruction, the avoiding of mass production methods in education, and the provision of means whereby a student may go beyond the scope of a class course, both in the amount of work done and the kinds of interests pursued. The tutorial courses are an adaptation to American conditions of the tutorial plan as followed in the English universities of Oxford and Cambridge. The method is that of

<sup>81</sup> Maryville College Bulletin: 1974-1976, p. 28.

<sup>82</sup> Ibid., p. 28.

extensive reading under guidance, and individual conferences with the tutor on the material read."<sup>83</sup>

The other independent type of study provided at Southwestern at Memphis is directed inquiry. "The term directed inquiry indicates a type of independent study, designed to give more individuality than is provided by honors, tutorials, and seminar. A directed inquiry is a project agreed upon by a student and a professor; it may be a laboratory experiment, special readings on a given topic, some type of art work, a group of essays, etc. The details of the project are agreed upon by the student and the professor."<sup>84</sup>

Other nontraditional approaches that are used by teachers in the schools studied are the mimeographed publication of a paper by students in English Composition taught by Dr. George P. Winship of King, giving students individual help in an office setting by Miss Vivian R. Hudacek of Lambuth, and students presenting reports to the other members of the class taught by Mr. Robert W. McDaniel of Union. Bruce Peters of Tennessee Temple reports using panel presentations, "buzz" groups, creative project assignments such as building a model of the Globe Theatre, writing original poetry, or even finding recipes for food used by people

<sup>83</sup> Bulletin of Southwestern at Memphis: 1974-1975, p. 59.

<sup>84</sup> Ibid.

during the time being studied and preparing such foods for the entire class.

Dr. Richard M. Cornelius of Bryan reports that in the sophomore literature course, required of all students at Bryan, in place of one of the major papers some other work of art, such as painting or sculpture, may be submitted. In another innovative approach, Dr. Cornelius requires a group term paper, each person in the group doing one aspect of the paper, an activity that culminates in the entire group's putting the paper together.

The responses from the 104 questionnaires make it clear that lecture and discussion are teaching methods most frequently used by teachers of English in these twenty-two schools. It is also interesting that of the one-third who sometimes use nontraditional teaching methods, many different methods are used. No teacher indicated that he had forsaken the more accepted teaching methods for the innovations he was using. But rather, these nontraditional methods were used in addition to the traditional teaching methods.

#### PROVISIONS FOR STUDENTS WEAK IN ENGLISH USAGE

Among the twenty-two schools surveyed for this study, there are five schools that offer no remedial courses for students weak in English usage. These schools are Belmont,

Tennessee Wesleyan, Trevecca Nazarene, Union, and The University of the South. There are five other schools which, although they do not provide regular remedial courses, have other means of assisting students deficient in English. At Bethel, Lane, and Southern Missionary, students with deficiencies in English meet freshman English courses five times each week instead of three times. At King and LeMoyne-Owen, students with problems in English must attend English laboratory or development center sessions in addition to the classroom English course. At Carson-Newman special sections of the regular freshman level English Communications are provided for the entering students who are deficient in English. The catalog states: "Students whose ACT scores indicate a deficiency in English Composition will be required to enroll in an Achievement Studies Section of English 131."<sup>85</sup>

David Lipscomb provides four freshman level courses and requires the completion of any three courses in sequence, with the beginning placement determined by high school and college testing. In addition, a writing laboratory is maintained for students deficient in the use of English fundamentals. Each student assigned to the laboratory must continue until the deficiency is removed.<sup>86</sup>

<sup>85</sup> Carson-Newman College Catalog: 1974-1976, p. 78.

<sup>86</sup> David Lipscomb College Bulletin: 1974-1975, p. 129.

The schools that have separate remedial courses are Bryan, Christian Brothers, Maryville, Tennessee Temple, and Tusculum. All of these colleges offer remedial courses for credit except Tennessee Temple. Lambuth provides a remedial English course, but students deficient in English are not required to take it. Lee College requires a remedial course for students scoring low on ACT (no specific scores were cited for this). At Southwestern at Memphis, the English department Chairman determines when a remedial course is needed. Students who need this course at Southwestern at Memphis are required to take it.

Although Knoxville College does not offer a remedial course in English, a student is given generous latitude in the freshman Communications course as far as time is concerned. This is arranged in a series of modular courses which "are designed so that students move at their own speed, progressing as rapidly or as slowly as necessary. Students should understand that in many cases they will need to carry Communications into or even through the sophomore year."<sup>87</sup>

Milligan does not provide the usual freshman level English composition or communications course. Two six-hour courses in Humanities, which include developing writing skills, are provided. Milligan, therefore, offers no course in remedial English as such, but a course in Remedial

<sup>87</sup> Knoxville College Catalogue: 1972-1973, p. 52.

Humanities is offered; this is designed for those "who need further preparation in reading and writing before being eligible" to enroll in the regular Humanities course.<sup>88</sup>

A total of seventeen of the twenty-two schools have some definite means of helping students who are weak in English usage. Although the other five schools may offer help informally, there is no planned program or course structured for special assistance to students weak in English.

#### PROVISION FOR STUDENTS WITH EXCEPTIONAL ABILITY IN ENGLISH USAGE

For selected students three of the schools offer special honors composition courses on the freshman level. Lane has a three-hour course in Honors Composition for students who rank high in English on ACT or SAT. If the student earns a "B" or better in this course at Lane, he may take three hours of literature to satisfy the freshman composition requirement.<sup>89</sup> The course at Christian Brothers is Freshman Honors English; it is a two-semester course with six hours of credit. College Composition, Honors, is the accelerated one-semester course at Southern Missionary.

<sup>88</sup> Milligan College Bulletin: 1974-1975, p. 43.

<sup>89</sup> Lane College Bulletin: 1973-1974, p. 57.

Because English composition and literature are among the tests offered for advanced placement or credits, it is necessary to look at advanced placement and college credits granted for satisfactory completion of certain tests by the schools involved in this study. The schools vary in their regulations concerning advanced placement or credit for these tests.

All of the schools studied except two, Knoxville and Lane, have some provision for advanced placement of freshman students. At LeMoyne-Owen there is no advanced placement testing program, but a more advanced student in first semester Freshman Composition may be promoted to second semester Composition if his classroom performance merits such promotion.<sup>90</sup>

Tennessee Temple Schools Catalog states that "freshmen may apply for credit in particular courses if test scores justify advanced placement."<sup>91</sup> In addition, Tennessee Temple has an arrangement by which a student may challenge a course and be permitted to take a comprehensive examination on the course. If the student makes "C" or better on the examination, he receives credit for the course.<sup>92</sup>

<sup>90</sup> Personal interview with Juanita Williamson, Chairman of the Division of Humanities, LeMoyne-Owen College, December 3, 1974.

<sup>91</sup> Tennessee Temple Schools Catalog: 1974-1975, p. 33.

<sup>92</sup> Ibid.

Southern Missionary provides special examinations which a student may take if he is recommended by an instructor at the college and approved by the Academic Policies Committee. The student may obtain a waiver of certain curricular requirements if he makes a satisfactory score. Through a similar arrangement a student may receive course credits by taking an examination if the grade earned is "B" or better. No college credit is granted for a lower grade on this type of examination.<sup>93</sup>

The other seventeen colleges permit advanced placement and usually give college credit on the basis of the Advanced Placement Examination of the College Entrance Examination Board. This includes English as well as other courses of study. The arrangement usually followed is that a rating of 3 in a particular test exempts the student from certain general education requirements. If a student's rating is 4 or 5, he is then granted full college credit for the corresponding college courses.

#### ENGLISH HONORS PROGRAM

Twelve of the schools provide honors courses or an honors program in the field of English. This means that there are ten schools which have no such program or courses.

<sup>93</sup> Bulletin of Southern Missionary College: 1974-1975, pp. 27-28.

These schools are Bethel, Bryan, Knoxville, Lambuth, Lee, LeMoyne-Owen, Milligan, Tennessee Temple, Tennessee Wesleyan, and Tusculum.

Three schools, Christian Brothers, Lane, and Southern Missionary, have courses in Honors Composition. Trevecca Nazarene has a course in Honors Writing. Belmont and David Lipscomb each offer an honors seminar for English majors with superior records in English.

The honors offering at King is work in independent study, which the college may designate as "Honors in Independent Study." In order to be considered for this recognition, two faculty members must recommend the work. The essay or thesis must be placed in the college library.<sup>94</sup>

The University of the South's honors program in English is described as follows: "At the beginning of his eighth semester an English major with an average of 3.5 or better in his English courses may declare himself a candidate for honors. He will be registered for English 452, will be assigned a tutor, and will write an honors essay under the direction of his tutor. A candidate for honors will take a one-hour oral examination in addition to the written examination."<sup>95</sup>

<sup>94</sup> Bulletin of King College: 1974-1975, pp. 28-29.

<sup>95</sup> Bulletin of The University of the South: 1974-1975, p. 72.

The General Honors Program at Maryville consists of independent study in a course the student is taking. The honors work "may take the form of reading, writing, or experimentation, or any combination of these, as worked out with the instructor and within the honors requirement set up by the department to which the course belongs."<sup>96</sup> The honors student must cover the basic requirements of the course in addition to the extra materials approved by the instructor. The only students eligible for this study are those of excellent ability and superior scholarship, who have a 3.5 cumulative average, and have attended Maryville for one term and one interim.<sup>97</sup>

The honors program at Southwestern at Memphis is open to any junior who has a 3.00 grade point average in his major field and in his overall program. The application to read for honors must be filed during the latter part of his junior year. The honors course will amount to twelve hours of credit for the student's senior year. "All honors programs include a project of either a scholarly or creative nature. This project can be research culminating in a written report or thesis, or it can be a creative project as represented by an original production. A copy of the report or production

<sup>96</sup> Maryville College Bulletin: 1974-1976, p. 27.

<sup>97</sup> Ibid.

is to be presented to the Committee on Special Studies and will be placed in a permanent file on display in the library."<sup>98</sup>

The two honors programs provided at Carson-Newman are Independent Honors Projects and Presidential Scholar. The Independent Honors Project is open to any junior or senior student with a minimum grade point average of 3.0 overall and 3.5 in his major field. The research project may be for three or six hours of credit. In order to graduate with honors in his major field, he must successfully complete his project and be recommended by the Honors Council.<sup>99</sup>

The Presidential Scholars Program at Carson-Newman is limited to about twenty-five freshmen students who score above the ninetieth percentile on recognized national achievement tests. These students must maintain at least a grade point average of 2.75 in their freshman and sophomore years and at least 3.0 for the junior and senior years. If a student makes a "C" both semesters on an honors course, he will be dropped from the program. "The heart of this program lies in its stress on the value of contacts with outstanding personalities. Participants have fellowship with other superior students and selected faculty members in Gatlinburg

<sup>98</sup> Bulletin of Southwestern at Memphis: 1974-1975, p. 58.

<sup>99</sup> Carson-Newman College Catalog: 1974-1976, pp. 56-58.

at the beginning of the fall semester. About twice a year they are invited to faculty homes for discussion of books on the honors reading list. Most importantly they compete with each other in special classes directed by some of Carson-Newman's most gifted professors."<sup>100</sup>

The objectives of the Honors Program at Union are "to provide the superior student with intellectual opportunities beyond the scope generally found in the classroom: enriched classes; direct and personal contact with top faculty members; greater curricula flexibility; and the ability to strike out on his own in intellectual pursuits."<sup>101</sup>

The Honors Committee at Union invites freshmen to participate in the Honors Program on the basis of high school records and American College Testing score of at least 24. The students in this program must maintain a 3.3 grade point average during the freshman year, the sophomore year, or the junior year. Seniors who participated in the program as juniors are automatically continued for their senior year.<sup>102</sup>

In the twelve schools with honors courses or programs, the offerings are quite varied. These range from a one-course provision at Christian Brothers and Lane, up to a fully developed, four-year honors program at Carson-Newman.

<sup>100</sup> Ibid., pp. 57-58.

<sup>101</sup> Union University Catalog: 1974-1975, p. 69.

<sup>102</sup> Ibid.

LIBRARY FACILITIES AND HOLDINGS IN ENGLISH  
LANGUAGE AND LITERATURE<sup>103</sup>

Belmont's Williams Library was opened in 1964. It presently houses over 62,000 volumes, and can seat 360. There are 14,500 volumes in English language and literature, and the school subscribes to 380 scholarly journals and periodicals, eighteen of which are in English language and literature. In addition to the reading levels there are a conference room, an art gallery, an educational materials room, audio-visual room, typing cubicles, a music listening library, library offices and workroom, and a staff lounge and kitchenette.<sup>104</sup>

The Burroughs Learning Center at Bethel was completed in 1967. This center contains 61,983 volumes, 6,825 of which are in English language and literature. In addition to the main library collection, this facility has sections for rare books, cataloging rooms, and offices. An open stack policy is maintained. Other services provided are reproduction equipment, carrels for students or faculty use, microfilm reader, language laboratory, a periodical lounge, and a listening room. Facilities are provided for closed circuit

<sup>103</sup> The sources for material in this section are responses to Questionnaire D and additional sources indicated in footnotes.

<sup>104</sup> Bulletin of Belmont College: 1974-1975, p. 9.

television; there is a large lecture room on the lower floor. The seating capacity is 450. There are 320 scholarly journals and periodicals received; seventeen are in the field of English language and literature.<sup>105</sup>

Ironside Memorial Library at Bryan occupies all three floors of one end of the Administration Building. The book collection contains 49,500 volumes. Scholarly journals and periodicals in the area of English studies number twenty-five. A total of 350 scholarly journals and periodicals are regularly received. A special textbook collection for student teachers numbers more than 3,000. The audio-visual materials for the college are housed in the library. There are also collections of microfiche, microfilm, musical scores, phonograph records, and documents. The seating capacity is 125.<sup>106</sup>

The Carson-Newman Learning Resources Center, which opened in 1970, has a collection of 118,227 volumes, of which approximately 28,000 are in the field of English language and literature. The Center subscribes to more than 900 periodicals. It has a seating capacity of 448. The Center has open stack privileges for students and faculty. There is a communications laboratory included in the learning center.

<sup>105</sup> Bethel College Bulletin: 1974-1975, p. 15.

<sup>106</sup> Bryan College Catalog: 1974-1976, p. 12.

"The Communications Laboratory incorporated several innovative elements including dial access, remote and local inter-communication and distribution procedures that make the entire system potentially accessible to both students and teachers throughout the college most [sic] any time, day or night."<sup>107</sup>

Christian Brothers Library Center has a capacity of more than 150,000 volumes. At present the volumes number 68,317, with 9,181 volumes in the field of English language and literature. Fourteen scholarly journals and periodicals in English language and literature are received by the library. A total of 500 scholarly periodicals and journals are regularly received. There is a seating capacity of 300.<sup>108</sup>

David Lipscomb's Crisman Memorial Library has a seating capacity of 327. The library houses 108,632 volumes. There are 17,100 volumes in the field of English language and literature. There are 891 scholarly journals and periodicals regularly received, eighty-seven of which are in the areas of English language and literature.<sup>109</sup>

<sup>107</sup> Carson-Newman College Catalog: 1974-1976, pp. 28-30.

<sup>108</sup> Christian Brothers College Catalog: 1974-1975, p. 10.

<sup>109</sup> David Lipscomb College Bulletin: 1974-1975, pp. 15-16.

The E. W. King Library at King has 66,609 volumes. Approximately 12,150 volumes are in the field of English language or literature. There are 510 periodicals currently received by the library, of which ten are scholarly journals and periodicals in the area of English studies. The library will seat 425. A policy of open stacks is followed.<sup>110</sup>

Alumni Library at Knoxville contains 63,499 total volumes, with 8,500 in the area of English language and literature. The library building was built to house 125,000 volumes and accommodate 350 readers. Of the 454 scholarly journals received, eleven are in the area of English language and literature. The Instructional Media Center is on the lower level of Alumni Library. Audio-visual facilities here include materials-production laboratories, preview and listening areas, closed circuit television, recording studios, and a language laboratory. Audio-visual materials and equipment for the college are housed and maintained here. Some of the outstanding features of the library are "open stacks, individual study carrels, seminar and conference rooms for private and group study, and reader-printers to make copies of materials that cannot be removed from the library. Among the library's special holdings is the Scromburg Microfilm

<sup>110</sup> Bulletin of King College: 1974-1975, pp. 15-16.

Collection on the Negro in America--definitive source material on the Black experience."<sup>111</sup>

The Luther L. Gobbel Library at Lambuth has 89,019 volumes. Approximately 11,675 of these volumes are in the field of English language and literature. This four-floor structure was first occupied in 1961 and houses study rooms, offices, seminar rooms and can seat 290 persons. Fifty-four scholarly journals and periodicals in English studies are received, of the total of 445 scholarly journals and periodicals.<sup>112</sup>

The J. K. Daniels Library at Lane has 75,290 volumes. There are 5,800 volumes in the field of English language and literature. This library subscribes to some 451 current periodicals and newspapers. Fifteen scholarly journals and periodicals in English studies are received. It has a seating capacity of 250. "The first floor has the general reading room, lounge, general stack area on open shelves, central charging desk, Librarian's office, and an Haitian Art Collection. On the second floor are located the general reference room, bound and unbound periodicals rooms, general stack and children's literature area, the catalog department, Micro Reader and a coin operated copy machine."<sup>113</sup>

<sup>111</sup> Knoxville College Catalogue: 1972-1973, p. 6.

<sup>112</sup> Lambuth College Bulletin: 1974-1976, p. 11.

<sup>113</sup> Lane College Bulletin: 1973-1974, pp. 21-22.

Memorial Library at Lee has 60,000 volumes. Approximately 9,500 of these volumes are in the field of English language and literature. Of the 432 journals and periodicals received, four are in the field of English. This library has a seating capacity of 282.

LeMoyne-Owen College Catalog states "The library contains 59,000 volumes and subscribes to 190 periodicals. The collection is supplemented by newspapers, microfilms, records, picture, and pamphlets."<sup>114</sup>

The library at Maryville contains 98,586 volumes. There are 15,500 volumes in the field of English language and literature. The school subscribes to thirty-nine scholarly journals and periodicals in English studies of a total of 619 journals and periodicals. There is a seating capacity of 295.

The P. H. Welshimer Memorial Library at Milligan has holdings of 90,000 volumes and 350 current periodicals. There are 12,000 volumes in English language and literature. Seven journals and periodicals in English studies are regularly received. The building is a modern, three-story, fire-proof, air-conditioned building and will seat 168.<sup>115</sup>

McKee Library at Southern Missionary was completed in 1970. Of the 90,000 volumes, 8,775 are in the field of

<sup>114</sup> LeMoyne-Owen College Catalog: 1972-1976, p. 5.

<sup>115</sup> Milligan College Bulletin: 1974-1975, p. 21.

English language and literature. This building was built to accommodate 300,000 volumes and can seat 525 students, the majority of them in individual carrels. There are twenty-one English scholarly journals and periodicals regularly received. A total of 1,000 journals and periodicals are received by McKee Library.<sup>116</sup>

The Burrow Library at Southwestern at Memphis was dedicated in 1953. The library houses 150,000 volumes, with 21,600 volumes in the field of English language and literature. The library has a seating capacity of 280. There are 998 journals and periodicals regularly received. The librarian elected not to report the number of scholarly journals and periodicals in English studies received.<sup>117</sup>

The Tennessee Temple Library has 51,430 volumes, with 5,613 volumes in English language and literature. Approximately 300 current periodicals and serial publications are received, of which five are scholarly journals and periodicals in English studies. The library houses the Audio-Visual and Curriculum Materials Center, ultra-fiche and micro-film holdings, and readers.<sup>118</sup>

<sup>116</sup> Bulletin of Southern Missionary College, 1974-1975, p. 6.

<sup>117</sup> Bulletin of Southwestern at Memphis: 1974-1975, p. 176.

<sup>118</sup> Tennessee Temple Schools Catalog: 1974-1975, p. 20.

The Merner-Pfeiffer Library at Tennessee Wesleyan has holdings of 58,865 volumes. Of this number, there are 8,651 volumes in English language and literature. Twenty-eight scholarly journals and periodicals in English studies are received. There are 367 journals and periodicals received regularly. The library seating capacity is 175. The library has an audio-visual room and a seminar room. In addition, the library contains the Cooke Memorial Library of Methodist historical materials.<sup>119</sup>

There are 53,245 volumes in the Mackey Library at Trevecca Nazarene. The library subscribes to over 400 periodicals and scholarly journals, fifteen of which relate to English language and literature. One floor of the library houses a dial-access learning center and has two computer terminals. Mackey Library can seat 234 persons.<sup>120</sup>

Carnegie Library at Tusculum has 59,000 volumes. Other holdings include audio recordings, microfilm, and other visual materials. The library receives 370 journals and periodicals. There are 8,000 volumes in the area of English language and literature and forty-seven scholarly journals and periodicals in English studies. The seating capacity is 110.<sup>121</sup>

<sup>119</sup> Tennessee Wesleyan College Catalog: 1974-1976, p. 6.

<sup>120</sup> Trevecca Nazarene College Admissions Catalog: 1974-1975, p. 6.

<sup>121</sup> Tusculum College Bulletin: 1974-1975, p. 7.

Emma Waters Summar Library at Union contains 61,814 volumes, with approximately 7,200 in English language and literature. "The reading room contains the leading magazines, religious periodicals, and daily papers." There are 502 journals and periodicals received; fifteen are scholarly journals and periodicals in English studies. The library will seat 157.<sup>122</sup>

The Jessie Ball du Pont Library at The University of the South houses the principal library holdings. It contains carrels, study-areas, a listening complex, and a collection of recordings. The other libraries at The University of the South are the Schools of Theology, Forestry, and Chemistry which, together with Du Pont Library, hold 273,061 volumes. Of this number there are 52,647 volumes in English language and literature. There is a selection of 1,703 journals and periodicals. Seventy-four scholarly journals and periodicals in English studies are received. The seating capacity is 984.<sup>123</sup>

These twenty-two libraries collectively contain 1,876,647 volumes. The library holdings at the various schools range from a low of 49,500 volumes at Bryan to a high of 273,061 at The University of the South.

<sup>122</sup> Union University Catalog: 1974-1975, p. 7.

<sup>123</sup> Bulletin of The University of the South: 1974-1975,

A similar wide range is reflected in other areas as well. Trevecca Nazarene's volumes in English language and literature are 4,696, while volumes in this area at The University of the South number 52,647. Seating capacity in the libraries ranges from 110 at Tusculum to 984 at The University of the South. Journals and periodicals received range from 200 at Lane to 1,703 at The University of the South, and scholarly journals in English studies range from four at Lee to eighty-seven at David Lipscomb. It should be evident that most of the libraries in this study have sufficient volumes and scholarly journals and periodicals in the area of English to provide for undergraduate study in English.

Statistics for this section are found in Table 5.

#### GRADUATION REQUIREMENTS

Certain of the colleges studied have graduation requirements such as a comprehensive test, thesis, or an English usage test. Eight of the schools require none of these for graduation. These schools are Belmont, Bethel, LeMoyne-Owen, Milligan, Tennessee Temple, Tennessee Wesleyan, Tusculum, and Union.

Three of the schools require an English proficiency test as well as the Undergraduate Record Examination, General Section (Aptitude), and the test in the major field of study.

TABLE 5

## LIBRARY FACILITIES

School	Total Volumes	Volumes in English	Size (in Sq. Ft.)	Se Cap
Belmont	62,318	14,500	23,000	
Bethel	61,983	6,825*	**	
Bryan	49,500	**	12,168	
Carson-Newman	118,227	28,000	31,647	
Christian Brothers	68,317	9,181	30,500	
David Lipscomb	108,632	17,100	20,018	
King	66,609	12,150*	20,700	
Knoxville	63,499	8,500	26,400	
Lambuth	89,019	11,675*	22,373	
Lane	75,290	5,800	7,200*	
Lee	60,000	9,500*	22,800	
LeMoyne-Owen	62,247	8,800	19,127	
Maryville	98,586	15,500	22,712	
Milligan	90,000	12,000	15,000	
Southern Missionary	90,000	8,775	47,500	
Southwestern	150,000	21,600	39,958	
Tennessee Temple	51,430	5,613	**	
Tennessee Wesleyan	58,865	8,651	8,984	
Trevecca Nazarene	53,245	4,696	24,131	
Tusculum	59,000	8,000	**	
Union	61,814	7,200*	7,500	
The University of the South	273,061	52,647	121,046	
Totals	1,871,647	276,713	522,764	6,

\*Approximation

\*\*Information not available

TABLE 5

## LIBRARY FACILITIES

Size (in Sq. Ft.)	Seating Capacity	English journals and periodicals	Journals and periodicals
23,000	360	18	380
**	450	17	320
12,168	125	25	350
31,647	448	24	900
30,500	300	14	500
20,018	327	87	891
20,700	425	10	510
26,400	350	11	454
22,373	290	54	445
7,200*	250	15	451
22,800	282	4	432
19,127	250	7	200
22,712	295	39	619
15,000	168	7	350
47,500	525	21	1,000
39,958	280	**	998
**	**	5	300
8,984	175	28	367
24,131	234	15	450
**	110	47	370
7,500	157	15	502
121,046	984	74	1,703
522,764	6,785	537	12,492

These schools are Bryan, Carson-Newman, and Lee. Four additional schools--Lambuth, Lane, Maryville, and Southern Missionary--give the same series of Undergraduate Record Examination tests, but the English proficiency tests are not required.

Knoxville requires the Undergraduate Record Examination test of all prospective graduates. In addition to these tests, proficiency in communications is a requirement for graduation. This proficiency in reading, writing, and speaking, according to the school's catalog, is established through Knoxville's courses in Communications.<sup>124</sup>

Although no comprehensive or standardized tests are required for graduation at David Lipscomb, "no candidate will be recommended for a degree as long as he is reported deficient in the use of oral or written English. Such deficiency must be made up under the supervision of the English Department."<sup>125</sup>

An English examination is administered to all sophomores at Trevecca Nazarene. A passing score on this test is required for graduation.<sup>126</sup>

<sup>124</sup> Knoxville College Catalogue: 1972-1973, pp. 23-24.

<sup>125</sup> David Lipscomb College Bulletin: 1974-1975, p. 66.

<sup>126</sup> Trevecca Nazarene College Admissions Catalog: 1974-1975, p. 23.

Southwestern at Memphis and The University of the South require a comprehensive examination in a student's major field of study. King requires a comprehensive test in which a student demonstrates his knowledge of our civilization and also his competence in his major field. Although no test is required at Christian Brothers, a student must write an acceptable thesis or produce an approved creative work as a requirement for graduation.<sup>127</sup>

This means that more than half of these colleges require some type of English usage or comprehensive test or a project such as a thesis for graduation. Fourteen schools make some such requirement and eight schools do not.

<sup>127</sup> Christian Brothers College Catalog: 1974-1975, p. 48.

## CHAPTER IV

### A SUMMARY OF THE ENGLISH PROGRAMS IN CHURCH-RELATED, SENIOR, LIBERAL ARTS COLLEGES OF TENNESSEE

There are twenty-two schools surveyed in this study. Each school is either church-related or has a stated religious purpose. No junior colleges are included, only senior colleges. Each school offers a liberal arts program of study, and each school is located geographically in Tennessee. These schools are:

- Belmont College
- Bethel College
- Bryan College
- Carson-Newman College
- Christian Brothers College
- David Lipscomb College
- King College
- Knoxville College
- Lambuth College
- Lane College
- Lee College
- LeMoyne-Owen College
- Maryville College
- Milligan College
- Southern Missionary College
- Southwestern at Memphis
- Tennessee Temple College
- Tennessee Wesleyan College
- Trevecca Nazarene College
- Tusculum College
- Union University
- The University of the South

The chief concerns of this paper have been the internal organization, chairmanship, faculty, courses offered and required, and similar aspects of the English programs of these twenty-two schools. Some of the most important findings gathered from personal interviews held at each school, college catalogs and other printed materials, questionnaires sent directly to English faculty members, librarians, and administrative officers of each school are presented in summary form in this chapter.

Most of these schools were founded in the nineteenth century. Fifteen of the twenty-two schools were founded in the 1800's. One school, Tusculum College, was founded in 1794, before Tennessee became a state. Six schools were begun in the 1900's.

More than half of the schools have departments of English whose offerings are only English and literature courses. At seven schools, English courses are combined with courses from other areas, such as speech or foreign languages, to form single departments. There are three schools which have no organizational unit lower than the division. One of these is a Division of Literature and Languages and the other two are Divisions of Humanities.

Nineteen of the English chairmen are appointed by college administrations. At four of these schools the boards of trustees must approve the appointment of chairmen made by

the administrations. At three schools the chairmen are appointed by faculty deans. Fifteen English chairmen are elected for indefinite terms. Six of the chairmen are appointed for terms ranging from one year up to five years. One chairman serves on a rotational basis.

The role of these chairmen is twofold; each serves in a teaching capacity as well as in a leadership role within his department. All of them share in advising students. Each chairman assigns the teaching load to faculty members. All chairmen except one share in preparing budgets for their areas. Faculty recruitment is a part of the duty of each chairman.

There are 143 members of the English faculty who serve in these twenty-two schools. Each of the 143 holds a Bachelor's degree, 139 also hold the Master's degree, three hold the Specialist's degree, and fifty-six hold the Doctor's degree. Twenty-nine of the English teachers are full professors, thirty-four are associate professors, fifty-two are assistant professors, fifteen are instructors, one is a lecturer, and one is a part-time teaching assistant. Eleven of these teachers serve in a school where the entire faculty is unranked.

The average teaching load in English for all of the schools combined is thirteen hours per week for full-time faculty members. The teaching hours per week at these

twenty-two schools range from a low of nine hours per week to a high of sixteen hours each week. The hours of teaching per week required of full-time English teachers are nine hours at one school, twelve hours at eleven schools, twelve to fifteen hours at two schools, thirteen hours at one school, fourteen to fifteen at one school, fifteen hours at five schools and sixteen hours at one school.

When this study was conducted in the fall of 1974, there were 9,992 students enrolled in English courses in the schools surveyed. There were 582 students in these schools majoring in English at this same time. The schools studied represented a wide range in enrollment in English courses and in English majors. Enrollment ranged from a low of 138 at Tennessee Wesleyan to a high of 1,115 at Tennessee Temple. Students majoring in English ranged from a low of six at Lane to a high of ninety-six at The University of the South.

There are more hours offered in English literature in these twenty-two schools than in any other English area. In fact, approximately one-third of all the English hours offered is in English literature. The second largest number of hours offered is in comparative literature; then follow American literature, English composition, independent study, introduction to literature, history of the English language, children's literature, and creative writing, in descending order of number of hours offered in each area.

All of the schools, except Tennessee Wesleyan, The University of the South, and Milligan, provide one or two courses in which the beginning college student is taught composition, reading, and writing skills. On the freshman level, The University of the South offers two courses called Introduction to English Literature, Tennessee Wesleyan offers two courses in Masterpieces of World Fiction, and Milligan offers two courses entitled Humanities; writing is emphasized in these courses, but the content is different from that of the nineteen other schools studied.

There are five schools in this study that have no specific requirement for a literature course for all students on the second year level. The other seventeen schools make literature requirements of all students. Seven schools require six hours; eight schools require from two to four hours. In one school some departments require four hours of literature and other departments require eight hours. One school requires six hours' literature in some programs, three hours in another, and either six hours' literature or six hours in a foreign language in yet another program.

Thirty semester hours are required for an English major at thirteen of the schools. The other nine schools require from a low of twenty-seven hours to a high of forty-two hours. The number of hours required for a major in all the schools combined is an average of 31.9 hours.

Eleven of the colleges studied require some type of English usage or comprehensive test, thesis, or creative work for graduation. The University of the South, Southwestern at Memphis, and King require a comprehensive test. A student must write an acceptable thesis or produce an approved creative work as a part of the graduation requirement for an English major at Christian Brothers. The other seven colleges administer the Undergraduate Record Examination, General Section, and the test in the major field of study, as a graduation requirement. Three of these seven schools gives an additional English proficiency test to every prospective graduate.

There were scholarly, critical, and creative writing activities carried on by thirty-four faculty members in fourteen of the schools studied. Fourteen papers were written and presented to professional groups, and seventeen articles were published in various scholarly journals and periodicals. One volume of poetry was published and one accepted for publication. One book was accepted for publication by B. K. Hall and Company (George Eliot: A Reference Guide by Dr. Constance M. Fulmer of David Lipscomb). One English faculty member served as a co-editor of a book and another served as co-author of a book. There were five book reviews published in periodicals which were written by English faculty members. One served as editor of the Sewanee Review;

another served as editor of a national magazine with a circulation of over 56,000 (The Themis, Dr. Betty H. Foellinger, of Union). Others wrote and published administrative brochures, a newspaper column, a short story, and an article which was published in a book. Two served as chairmen at English professional meetings.

It should be evident that these thirty-four English professors engaged in a wide variety of scholarly and creative writing activities. It was suggested earlier in this paper that a longer period, perhaps three years, would have been more truly reflective of scholarly and creative writing experiences, than the one year included in this study.

Some type of student publication was sponsored by the departments of English in ten schools. Nine of these were collections of students' writings, both prose and poetry, and one was a student newspaper. The departments of English sponsor organizations at twelve of the twenty-two schools. These vary from chapters of Sigma Tau Delta National Honorary English Fraternity, to English clubs of literary societies.

Eighteen of the twenty-two schools studied use a three-digit course numbering system. The usual arrangement in this is to assign freshman courses the numbers 100 to 199, sophomores 200 to 299, junior courses 300 to 399, and senior courses 400 to 499. Three schools use a four-digit system in the 1000's, sophomore courses in the 2000's, junior courses

in the 3000's, and senior courses in the 4000's. One school has a one-, two-, and three-digit system. Freshman courses are numbered from 1 to 49, sophomore courses are from 50 to 99, junior courses are from 100 to 149, and senior courses are from 150 to 199.

Teachers play the major role in textbook selection at these twenty-two schools. At nine schools the teachers individually select the texts they use. At eight schools teachers do the same except when several teachers teach sections of the same course; then the teachers jointly decide on texts. At two schools the English faculty decides on texts. At two schools the teachers decide on texts in consultations with the chairmen of the division or department. At one school teachers decide except when several teach the same course; then the chairman decides the text.

Each teacher was asked by questionnaire to identify his choice of teaching methods. There were 104 responses from the 143 who received this questionnaire. The choices of teaching methods were "Lecture," "Discussion," "Lecture and Discussion," "Seminar," and "Other." Each teacher was asked to indicate the teaching method he most frequently used by "1," and then the methods used less frequently by "2" on down to "5" for his most infrequently used method. Ninety-seven teachers of English selected "Lecture and Discussion" as either the first or second choice of teaching method.

"Lecture" was next in frequency, then "Discussion," followed by "Seminar," with "Other" being selected as the most infrequently used method.

Approximately one-third of the English teachers indicated that they sometimes made use of nontraditional teaching methods. No teacher indicated that he no longer used the methods of lecture, discussion, lecture and discussion, and seminar. Those using the nontraditional methods indicated that they use them as a variation or as a supplement to the more traditional teaching methods.

Provision is made to help students who are deficient in the use of oral or written English at every school studied except five. There are five schools which provide separate remedial English courses for freshman students. There are also five schools which, even though they do not offer remedial courses, use other approaches. Three schools require sections with the weaker students in English to meet five times weekly instead of the usual three times. Two schools require students weak in English to participate in an English laboratory until certain deficiencies are removed.

The other six schools use various means to assist students weak in English. One school provides an "Achievement Studies Section" of freshman English. Another school has four freshman level English courses; three of these in consecutive order are required for each freshman. The

beginning one for each student is determined by high school and college testing. At one school the English Department chairman determines when a remedial English course is needed. At another school a student may extend freshman English through his sophomore year, if needed to complete the study.

Milligan offers no freshman English course. A freshman Humanities course is required, in which writing skills are, hopefully, developed. This school also provides a course in Remedial Humanities for students deficient in reading and writing.

All of the schools studied except two provide for advanced placement of freshman students with exceptional ability in English. At one school a more advanced student in first semester Freshman Composition may be promoted to second semester Composition. Two schools provide their own testing program through which a person may earn credit for freshman level English courses.

The majority of the schools (seventeen) make use of the College Entrance Examination Board's Advanced Placement Examination. A certain rating on these examinations will exempt a student from basic English or literature requirements. A higher rating provides college credit on these courses.

The libraries and library holdings relating to the field of English were studied. The overall holdings in these

libraries ranged from a low of 49,500 volumes at one school to a high of 273,061 volumes at another school. A wide range was also reflected in the other matters considered in this study. At one school the volumes in English language and literature were 4,696, while at another school volumes in this area were 52,647. Seating capacity in the libraries ranged from a low of 110 to a high of 984. Journals and periodicals received ranged from a low of 200 to a high of 1,703. One school reported only four scholarly journals and periodicals in English studies while another school reported eighty-seven.

CHAPTER V  
GENERALIZATIONS, IMPLICATIONS,  
AND CONCLUSIONS

It is not the purpose of this paper to place value judgments on the programs or departments of English surveyed. However, one of the writer's objectives is to become better prepared to exercise general oversight of an English program in a small church-related college, and to become more knowledgeable concerning what should be included in the basic English requirements of college students and the course content of a major in the field of English. The writer wishes to make it very clear that many of the comments that follow are beliefs, opinions, and conclusions that have been derived from his own experience of teaching in a church-related college, as well as from the present survey of the twenty-two colleges that have been the focus of this study.

At most of the schools studied, the chairmen of English departments are appointed for unlimited or permanent terms of service. This should certainly give stability and continuity to these departments. It is the writer's opinion that this is generally a healthy practice.

However, when a person is named chairman of an English department, he should be relieved of a portion of his teaching responsibilities to permit him to give the best possible service to his faculty and to the students enrolled in his department. One of the most disappointing facts in this present paper is that seventeen of the English chairmen teach twelve hours per week each term. Student enrollment in English courses and the size of the English faculty should be significant factors in determining the number of hours an English chairman should teach. The teaching-load policy, formulated by the National Council of Teachers of English in 1966, cited in Chapter One of the present study, states that the weekly teaching load of college English teachers should be nine to twelve hours. If one accepts this recommendation, an English department chairman should teach perhaps three or six hours.

It is certainly not in the best interest of quality teaching to overload the classroom teacher of English. Twelve hours of teaching per week should be the maximum, except in the most unusual situation, and a heavier load should be assigned only in an emergency situation. The twelve hours should be further reduced if a teacher has additional duties such as yearbook advising or major responsibility for the school's self-study.

Every teacher should be provided secretarial assistance. This could be arranged by one full-time secretary's assisting several teachers, or the services of students qualified to do secretarial work could be secured on a part-time basis.

Departments of English should do more to involve faculty members in maintaining membership in and attending professional meetings. This, perhaps more than any other single factor, would stimulate more faculty members to engage in scholarly and critical reading and writing. Each English department should provide a designated amount of money (perhaps up to one hundred dollars per year for each faculty member) for membership in state and national professional organizations, and especially in English organizations. Funds should be provided for each faculty member to attend one state meeting annually and a regional or national meeting every other year. Of course, ample time off from school duties should be granted for these trips. The department should let faculty members know that they should write and present papers at the state meetings and, perhaps, if the opportunity were to come, at the national meetings. This would also stimulate some of the faculty members to submit manuscripts for consideration to national professional publications. At any rate, the writer believes that scholarly and critical writing should be encouraged and stimulated for personal and professional enrichment.

Only a few schools in this study have broken away from the usual two courses in English composition. Perhaps this is a reflection on the quality of work that is done in English in many high schools at present. No doubt the two course requirement will have to be continued for the majority of entering students in all colleges which have a generous admissions policy. It seems proper to exempt a student from one semester of English composition if he has earned a "B" average in English in the final two years of high school and scored significantly above average in English on ACT. This student could then take only one semester of freshman composition which would require a theme or two, concentrate on library use, and submit a full-length research paper. This student could then enter an introduction to literature course for his second semester's study. He would still be required to earn twelve hours in English as the basic college requirement. In order to complete his English requirements, he would be permitted to take any two literature courses which are listed on the sophomore or junior level. This added amount of choice, the exemption from one semester of English composition, and the content of the literature courses he will take, should be quite stimulating and challenging to him.

The student not exempted from a semester of English composition should be required to take two semesters of the subject in his freshman year. In the third semester, he would

take an introduction to literature course and in his fourth semester he would elect any sophomore or junior-level literature course. This would permit a student opportunity to exercise his own choice in selecting one literature course in which he has an interest.

This study has indicated that almost complete freedom is given to teachers of English to determine the textbooks they use. The writer of this paper believes that a better arrangement would be for the English faculty, serving as a committee of the whole, to either determine or have "veto" authority over the selection of textbooks. A teacher should have ample time to present to the committee his preference for a certain textbook, but if the faculty committee turned it down, he would have to suggest another textbook. Either this arrangement, or some similar plan whereby the English faculty members can share in determining all texts to be used in the field of English, should be adopted.

There is no convincing evidence in this paper that a remedial study of English should be provided for first-year college students. After a student has been exposed to classes in English through elementary school, junior and senior high school, a six-hour study of English composition on the freshman level should be sufficient to equip him for further study in college.

Instead of an honors study for undergraduate English majors, this writer would suggest that two seminar courses in literature, preferably on the senior level, be required. Enrollment in these classes should be limited so that they never exceed twelve students. Courses of this sort should help to put the "finishing touch" on senior English majors and help to prepare them for graduate study in English if they elect to continue their schooling. It should be kept in mind that these small seminar classes would probably increase the number of English faculty members a school would need.

Every college in this study requires foreign language credits in the Bachelor of Arts degree with an English major. Perhaps one of the purposes of this requirement is to further acquaint the student with language study from a different approach. One might also suggest that new literary fields would open up to the diligent language student, especially if he pursues a study of the same language through three years in college. This would, of course, be the reading of works of literary importance in the foreign language the student is studying.

Because it is somewhat the exceptional case for a student to become sufficiently proficient in a foreign language to use this ability with ease, the writer proposes that English majors pursuing Bachelor of Arts degrees be permitted to

select either twelve hours in the same foreign language (or the equivalent) or six hours in the study of linguistics. This latter study could possibly assist a student in understanding his own language in a far more useful manner than the study of a foreign language could ever afford.

This study has indicated that many varied teaching methods are used by teachers of English in the colleges surveyed. It is clearly evident that the lecture and discussion method is the preferred method used by the majority of English teachers who answered the questionnaire. It is assumed from the evidence presented in this paper that the subject matter in the discipline of English may be properly conveyed to students by lecturing which provides sufficient time for feedback, interaction, discussion, and exchange of ideas with students.

This study also reveals that approximately one-third of the teachers include methods other than the usual lecture, discussion, lecture and discussion, and seminar. It is clear that audio-visuals, student presentations, student activities, and other innovative methods are used by teachers of English. These approaches should be encouraged as supplemental to the lecture and discussion method.

Greater exchange, and even class visitation, should be practiced by members of the English faculty. The teaching profession on the college level does not customarily provide

a setting for teachers to observe one another in action and to evaluate critically the classroom methods of each other. If this were done more frequently, perhaps teachers would be encouraged to use the lecture and discussion method even more effectively and some might attempt innovative methods of teaching.

Teachers should remember that what goes on in the classroom is at the very center of the teaching-learning process in a school. Therefore, each English department and each teacher of English should be vitally concerned with the matter of constantly improving classroom teaching methods. This is not meant to imply that lecture-discussion is not a proper method. But even this method should be developed and improved to the highest possible level of achievement.

One of the most important concerns of an English department is that of determining the content of the English major. The schools in this present study vary greatly in the specific course requirements for an English major. Knoxville, for instance, requires fourteen courses. At the opposite position is The University of the South, where no course is specified and each student, in consultation with his English faculty advisor, works out the courses for his major in English.

The writer of this paper prefers an arrangement in which a student exercises some choice in the matter of individual

courses he will take for a major in English, and yet one in which the department may structure the courses so that a student will include in his program several types of English courses.

If the college is large enough to provide a variety of English courses, one of the best plans would be to arrange several groups of courses and require a student majoring in English to include at least one course from each of the areas (this is in addition to the basic introduction to literature course). This writer would insist that the courses be grouped in the following manner: English literature, American literature, courses on the works of individual authors, courses on the various aspects of English as a language, and world literature. After the student has selected at least one course from each of these groups of courses, he would be at liberty to choose a sufficient number of additional courses to complete the thirty hours needed for the English major. The senior-level courses selected must be seminars (two of these are required). The student must work closely with a faculty advisor, whose approval must be obtained.

All teachers of English in college should be aware of the importance of the discipline they represent. The English department is one of the very few departments to which all college students must come for a portion of their training. So, in a very proper sense, if English teachers do a

worthwhile job with these students, all the other departments will have students who are better prepared in the use of language. Wilcox said that "in one important respect the department of English is unique among the several faculties which serve at American colleges and universities: it alone has something all others must use. It is possible to practice many disciplines without using mathematics or the methods of the social sciences or the techniques of the sciences, but no discipline can be practiced without the use of English."<sup>1</sup> Therefore, the twofold purpose of educating students who major in English and serving as a service agency to all the other departments in the school is the dual function of English departments and the English faculty in a school.

<sup>1</sup> Thomas W. Wilcox, The Anatomy of College English (San Francisco: Jossey-Bass Publishers, 1973), p. 55.

## **APPENDICES**

## APPENDIX A

### Colleges, Locations, and Dates of Founding:

1. Belmont College, Nashville, 1951
2. Bethel College, McKenzie, 1842
3. Bryan College, Dayton, 1930
4. Carson-Newman College, Jefferson City, 1851
5. Christian Brothers College, Memphis, 1871
6. David Lipscomb College, Nashville, 1891
7. King College, Bristol, 1867
8. Knoxville College, Knoxville, 1875
9. Lambuth College, Jackson, 1843
10. Lane College, Jackson, 1882
11. Lee College, Cleveland, 1918
12. LeMoyne-Owen College, Memphis, 1870
13. Maryville College, Maryville, 1819
14. Milligan College, Milligan College, 1881
15. Southern Missionary College, Collegedale, 1916
16. Southwestern at Memphis, Memphis, 1848
17. Tennessee Temple College, Chattanooga, 1946
18. Tennessee Wesleyan College, Athens, 1857
19. Trevecca Nazarene College, Nashville, 1901
20. Tusculum College, Greenville, 1794
21. Union University, Jackson, 1825
22. The University of the South, Sewanee, 1857

## APPENDIX B

## QUESTIONNAIRE A - ENGLISH DEPARTMENT

(If more space is needed in answering, please use the back of the page.)

1. Name of College: \_\_\_\_\_
2. Name and position of person answering this questionnaire:  
\_\_\_\_\_
3. Our English Department is: \_\_\_\_\_ a separate department;  
\_\_\_\_\_ one department of a larger division; \_\_\_\_\_ other.  
If other, please explain: \_\_\_\_\_
4. (a) The English Department Chairman's position is:  
\_\_\_\_\_ permanent; \_\_\_\_\_ rotating; \_\_\_\_\_ other. If other,  
please explain: \_\_\_\_\_
- (b) The English Department Chairman's teaching load is  
\_\_\_\_\_ hours each semester.
5. How is the Chairman of the English Department selected?  
\_\_\_\_\_ by Dean of Faculty; \_\_\_\_\_ by the College Administra-  
tion; \_\_\_\_\_ by members of the English faculty; \_\_\_\_\_ other.  
If other, please explain: \_\_\_\_\_
6. (a) What are the duties of the English Department Chair-  
man? (Check) \_\_\_\_\_ recruiting; \_\_\_\_\_ assignment of courses;  
\_\_\_\_\_ managing department's fiscal affairs; \_\_\_\_\_ review  
of candidates for tenure and promotion. List other duties:  
\_\_\_\_\_

(b) Does the English Department have an assistant (or associate or vice) chairman? \_\_\_\_\_yes; \_\_\_\_\_no. If yes, how is he chosen?\_\_\_\_\_

7. (a) Number of members on the English faculty:

\_\_\_\_\_full time; \_\_\_\_\_part time.

(b) Name the standing faculty committees in the English Department: \_\_\_\_\_

(c) What method is used in placing faculty members on committees?\_\_\_\_\_

(d) Are faculty committees established for one year? \_\_\_\_\_yes; \_\_\_\_\_no. If no, please explain:\_\_\_\_\_

(e) Do faculty committees have the power to act or do they report to the entire English faculty? (Please explain)

8. Please list the name of each member of the English faculty, his highest academic degree, rank, and years of teaching experience:

<u>Name</u>	<u>Degree</u>	<u>Rank</u>	<u>Years of teaching</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

9. (a) How many hours are considered a normal teaching load for a full-time faculty member in English? \_\_\_\_\_ hours.
- (b) Are paper graders provided for faculty members? \_\_\_\_\_ yes; \_\_\_\_\_ no. If yes, state the basis on which they are provided: \_\_\_\_\_
- (c) Are duties other than teaching considered sufficient reason for reducing faculty teaching loads? \_\_\_\_\_ yes; \_\_\_\_\_ no. If yes, please list these duties: \_\_\_\_\_
- (d) Is a lighter teaching load assigned for teachers of Freshman Composition? \_\_\_\_\_ yes; \_\_\_\_\_ no. If yes, what is the normal teaching load for these teachers? \_\_\_\_\_ hours.
10. What was the total number of students pursuing an English major or minor in the 1973-74 school year? \_\_\_\_\_ major; \_\_\_\_\_ minor.
11. List the publications which are sponsored by the entire English Department (not by individual members).
- \_\_\_\_\_
12. What organizations, societies, or clubs are sponsored by the entire English Department? \_\_\_\_\_
- \_\_\_\_\_
13. Please list the English courses which are required for all students:
- | <u>Course Number</u> | <u>Title</u> | <u>Credit</u> |
|----------------------|--------------|---------------|
| _____                | _____        | _____         |
| _____                | _____        | _____         |
| _____                | _____        | _____         |

14. What courses, in addition to those listed under #13, are required for the English minor? Please list course number, title, and credit.

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15. Please state the total number of hours required for the English major and minor: \_\_\_\_\_major; \_\_\_\_\_minor.

16. What courses in addition to those listed under #13, are required for the English major? Please list course number, title, and credit.

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17. Who determines the textbooks for English courses? \_\_\_\_\_

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18. What audio-visual equipment is available for use in the English Department? Please state the number and types

of equipment and if assigned permanently to the English Department.

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19. What innovative teaching methods were used by the English faculty during 1973-74? Please state the new or unusual teaching methods, briefly describe, and give names of faculty members and courses in which these methods were used.

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20. What provisions are made for freshman students deficient in English? (Private tutoring, remedial course, special sections of English composition, etc.)

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21. Is there a remedial course provided? \_\_\_\_\_yes;  
 \_\_\_\_\_no. Are students deficient in English required  
 to take it? \_\_\_\_\_yes; \_\_\_\_\_no.
22. (a) Is any provision made for the advanced placement  
 of incoming freshmen who scored significantly high in  
 English on ACT or SAT or who completed a college-level  
 course in high school? \_\_\_\_\_yes; \_\_\_\_\_no.  
 (b) Please state the beginning scores which determine  
 advanced placement for incoming freshmen: \_\_\_\_\_ACT;  
 \_\_\_\_\_SAT.
23. (a) Does your department offer an English honors  
 program? \_\_\_\_\_yes; \_\_\_\_\_no.  
 (b) If yes, please describe briefly. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
24. Are maximum enrollments imposed on any English classes?  
 If so, please list classes and maximums:  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
25. What distinctive practices are enforced by your college  
 which affect the faculty, the curriculum, or the teaching  
 process? (For instance, does your college require church  
 affiliation or the adherence to certain religious views  
 of faculty members? Are the works of any authors or

certain types of writings forbidden for use as teaching materials?)

(a) Does the college require church or denomination affiliation for faculty members? \_\_\_\_\_

(b) Are faculty members required to sign a doctrinal statement? \_\_\_\_\_

(c) Are faculty members required to attend chapel?  
\_\_\_\_\_

(d) Does the college forbid the use of certain works?  
\_\_\_\_\_

(e) Does the college forbid the use of certain authors?  
\_\_\_\_\_

(f) Does the college forbid the use of certain films or filmstrips? \_\_\_\_\_

(g) Would it be necessary for a faculty member to get administrative approval to have a visiting lecturer or resource person in his classes? \_\_\_\_\_

(h) Are there any other regulations of a similar type enforced at the college? \_\_\_\_\_

## APPENDIX C

## QUESTIONNAIRE B

(Use back of this sheet if necessary)

Dear English Faculty Member:

I am in great need of the following information to complete a survey of programs and departments of English in liberal arts colleges of Tennessee which have a religious commitment. The Chairman of your department (or division) has been of significant assistance to me recently in a personal interview. If you could spare a few minutes to complete and return this form to me, I will be profoundly grateful. This study is for a dissertation at Middle Tennessee State University.

1. Your name: \_\_\_\_\_  
Name of College: \_\_\_\_\_
2. Please list each of your earned degrees: \_\_\_\_\_
3. Your academic rank: \_\_\_\_\_; years of teaching experience: \_\_\_\_\_; years you have taught at the present school: \_\_\_\_\_.
4. Please list titles of articles or books which you have had published or papers you presented to professional organizations during the 1973-74 academic year:

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5. Please indicate the teaching method which you most frequently use. Put 1 by the method most frequently used and on down to 4 (or 5) by the method most seldom used:

Lecture\_\_\_\_\_; Discussion\_\_\_\_\_; Lecture and Discussion  
 \_\_\_\_\_; Seminar (research and report)\_\_\_\_\_; Other  
 (please identify)\_\_\_\_\_

6. If you use any new or different teaching method (other than lecture, discussion, or seminar), briefly describe the method and state the course(s) in which this method is used. If possible, enclose a copy of the course outline or syllabus.

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7. Please list the title of each English course you have taught (or will teach) during the 1974-75 school year and give brief bibliographic information on text(s) used for each course:

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## APPENDIX D

## QUESTIONNAIRE C - COLLEGE REGISTRAR

1. Name of College: \_\_\_\_\_
2. Name of person filling out this form: \_\_\_\_\_
3. (a) Total school enrollment for 1973-74 (full-time equivalent, please):  
 First semester \_\_\_\_\_ Second semester \_\_\_\_\_
- (b) Total school enrollment for 1974-75 (full-time equivalent, please):  
 First semester \_\_\_\_\_ Second semester \_\_\_\_\_
4. (a) What was the total number of students enrolled in English courses in 1973-74?  
 First semester \_\_\_\_\_ Second semester \_\_\_\_\_
- (b) What was the total number of students enrolled in English courses this fall (1974-75)?  
 First semester \_\_\_\_\_
5. (a) Please give the total number of students who were pursuing an English major or minor in 1973-74:  
 First semester: major \_\_\_\_\_; minor \_\_\_\_\_  
 Second semester: major \_\_\_\_\_; minor \_\_\_\_\_
- (b) Please give the total number of students who are presently pursuing a major or minor in English (1974-75):  
 First semester: major \_\_\_\_\_; minor \_\_\_\_\_

## APPENDIX E

## QUESTIONNAIRE D - LIBRARY REPORT

NAME OF PERSON COMPLETING THIS FORM: \_\_\_\_\_

1. What is the total number of volumes in the college library? \_\_\_\_\_
2. How many volumes are in the area of English language and literature (800-899 of the Dewey Decimal System)?  
\_\_\_\_\_
3. Library seating capacity: \_\_\_\_\_
4. Size (in square feet) of library facility: \_\_\_\_\_
5. Number of periodicals regularly received: \_\_\_\_\_
6. Please place a check mark by each of the following English scholarly journals or periodicals which are received by your library:

\_\_\_\_\_ Abstracts of English Studies

\_\_\_\_\_ American Literature

\_\_\_\_\_ College Composition and Communication

\_\_\_\_\_ College English

\_\_\_\_\_ English Education

\_\_\_\_\_ English Journal

\_\_\_\_\_ English Language Teaching Journal

\_\_\_\_\_ The English Record

\_\_\_\_\_ Journal of English Linguistics

\_\_\_\_\_ Language Learning

\_\_\_\_\_ Language Teaching Abstracts

\_\_\_\_\_ Literature and Psychology

\_\_\_\_\_ Modern Language Journal

\_\_\_\_\_ Modern Language Notes

\_\_\_\_\_ PMLA (Publications of the Modern Language Association of America)

\_\_\_\_\_ Modern Languages

\_\_\_\_\_ The Sewanee Review

Other English scholarly journals or periodicals:

_____	_____
_____	_____
_____	_____

## APPENDIX F

## THE FOLLOWING PERSONS SUPPLIED INFORMATION FOR QUESTIONNAIRE A.

Charles R. Beach, Chairman of the Department of Languages,  
Lee College.

Naomi Blanks, Acting Chairman of the Department of Modern  
Language and Literature, Bethel College.

Harriet D. Broeker, Chairman of the Department of English and  
Speech, Knoxville College.

Virginia M. Chaney, Chairman of the Department of English and  
Foreign Language, Belmont College.

Charles L. Childers, Chairman of the Department of Language  
and Literature, Trevecca Nazarene College.

George E. Clark, Chairman of the Department of English,  
Union University.

Robert M. Cooper, Chairman of the Department of English,  
Southwestern at Memphis.

Richard M. Cornelius, Chairman of the Division of Literature  
and Modern Language, also Head of the Department of  
English and Speech, Bryan College.

John DeBruyn, Chairman of the Department of English, Speech,  
and Drama, Lambuth College.

Clarence Epps, Dean of the College, Lane College.

William C. Gwaltney, Jr., Chairman of the Area of Humane  
Learning, Milligan College.

Elizabeth Hope Jackson, Chairman of the Department of English,  
Maryville College.

Henrietta Jenkins, Acting Chairman of the Department of  
English, Carson-Newman College.

Morris P. Landiss, Chairman of the Department of English,  
David Lipscomb College.

Graham Gordon Landrum, Chairman of the Division of the Humanities, King College.

Jewell Leigh Martin, Chairman of the Department of English, Tennessee Temple College.

Wilma McClarty, Chairman of the Department of English Language and Literature, Southern Missionary College.

Mary Ruth Miller, Chairman of the Department of English, Tennessee Wesleyan College.

Vincent O'Neill, Chairman of the English Department, Christian Brothers College.

Brinley Rhys, Chairman of the Department of English, the University of the South.

Ruth M. Sharp, Director of the Division of Literature and Languages, Tusculum College.

Juanita Williamson, Chairman of the Division of Humanities, LeMoyne-Owen College.

## APPENDIX G

THE FOLLOWING MEMBERS OF THE ENGLISH FACULTY OF THE VARIOUS  
SCHOOLS COMPLETED QUESTIONNAIRE B.

## Belmont College

Virginia M. Chaney  
Anderson A. Clark

## Bethel College

Gifford E. Anderson  
Naomi Blanks  
Mary Ball Holmes

## Bryan College

Richard M. Cornelius  
Ruth M. Kantzer

## Carson-Newman College

Anne C. Armstrong  
Sheridan C. Barker  
Charles C. Hobbs  
Katherine James  
Henrietta Jenkins  
Robert Randolph Turner  
Ruth Osborne Turner  
Gerald Carl Wood

## Christian Brothers College

Brother Patrick O'Brien  
Vincent O'Neill  
Margaretta J. Sather  
Ed Sweda

## David Lipscomb College

Cynthia C. Dilgard  
Constance M. Fulmer  
Morris P. Landiss  
Dennis Loyd  
Jean O. Thompson

## King College

Donna Page West  
George P. Winship

## Knoxville College

Oscar Allen  
Earl C. Alston  
Harriet Broeker  
C. Robert Chastain, Jr.  
John A. Getsi  
Christian A. Selmer  
Mary E. Stewart

## Lambuth College

John N. DeBruyn  
Mary Fleming  
Bob Hazlewood  
Vivian Hudacek  
Annie Lou Smith  
Grace Whetstone

## Lane College

David Baker  
Patricia Brooks  
Ella Brown  
Mabel Henderson  
Earl Sasser

## Lee College

Charles Beach  
Kearney Smith

**LeMoyne-Owen College**

Sarah C. Buford

**Maryville College**

Carolyn Blair  
Herma R. Cate  
Elizabeth Thomas Fowler  
Elizabeth Hope Jackson

**Milligan College**

Anna Crowder  
Terry J. Dibble  
Juanita Jones  
Jack Knowles  
Tracey Miller  
Carolyn Nipper

**Southern Missionary College**

Sue Taylor Baker  
Ann R. Clark  
Roger B. Gerhart  
Minon Hamm  
Wilma McClarty  
Barbara Ruf

**Southwestern at Memphis**

Yerger Clifton  
Robert M. Cooper  
William Daniels  
Jack D. Farris  
James Robertson McQuiston  
Bernice White  
Richard C. Wood

**Tennessee Temple College**

Evangeline C. Banta  
Fritz Blankenship  
Marvin Brubacher  
Mrs. R. H. Linn  
Jewell Martin  
Joy Martin  
Winnie Mattheiss  
Bruce Peters

**Tennessee Wesleyan College**

Louise I. Harms  
Mary Ruth Miller  
Jack Wilson

**Trevecca Nazarene College**

Philip David Bowles  
Charles Childers  
Larry Finger  
Adrienne Phillips

**Tusculum College**

Carole S. Kearns  
Gerald M. Lawless  
Frances Overall

**Union University**

Helen S. Blythe  
George E. Clark  
Henry Evans  
Betty H. Foellinger  
Herbert M. Haney  
Robert W. McDaniel  
Ernest R. Pinson

**The University of the South**

Henry Arnold  
Thomas Macnab Carlson  
William E. Clarkson  
William T. Cocke III  
George Core  
Douglas D. Paschall  
Brinley Rhys  
Dale E. Richardson  
Edwin Stirling

## APPENDIX H

THE FOLLOWING PERSONS COMPLETED QUESTIONNAIRE C, COLLEGE REGISTRAR FORMS.

E. Drell Allen, Registrar, Trevecca Nazarene College.

Kim L. Alt, Registrar's Office, Bryan College.

Charles R. Beach, Chairman of the Department of Languages,  
Lee College.

Harriet D. Broeker, Chairman of the Department of English  
and Speech, Knoxville College.

Ralph R. Bryant, Registrar, David Lipscomb College.

Mary Elam, Assistant Director of Admissions and Records,  
Southern Missionary College.

Billie P. Exum, Dean of Admissions and Records, Lambuth  
College.

Phyllis D. Fontaine, Registrar, Milligan College.

James L. Hudson, Registrar, Bethel College.

Estel C. Hurley, Dean of Admissions and Records, Tusculum  
College.

Willie H. Kimzey, Associate Academic Dean, Union University.

Viola Lightfoot, Registrar, Maryville College.

L. D. Lockery, Director of Admissions and Records, Tennessee  
Temple College.

Yvonne Moten, Registrar's Office, LeMoyne-Owen College.

Ethel L. Porter, Registrar's Office, The University of the  
South.

Paul W. Roden, Registrar, Carson-Newman College.

Mildred I. Smith, Registrar, Tennessee Wesleyan College.

G. L. Thacker, Registrar, Lane College.

John Turpin, Registrar, Southwestern at Memphis.

Ronald E. Underwood, Registrar, Belmont College.

Fannie Lynn Watkins, Registrar, King College.

Jerome D. Wegener, Registrar, Christian Brothers College.

## APPENDIX I

THE FOLLOWING PERSONS COMPLETED QUESTIONNAIRE D, COLLEGE LIBRARY FORMS.

Harold L. Bass, Librarian, Union University.

Hugh A. Brown, Head Librarian, Belmont College.

Lois N. Clark, Librarian, Knoxville College.

Anna L. Cooke, Librarian, Lane College.

Charles Davis, Librarian, Southern Missionary College.

Donna Farris, Assistant Librarian, Trevecca Nazarene College.

Mae Isom Fitzgerald, Librarian, LeMoyne-Owen College.

William G. Harkins, Librarian, The University of the South.

Louise I. Harms, Librarian, Tennessee Wesleyan.

Judith Hazlewood, Head Librarian, Lambuth College.

Mildred Iddins, Librarian, Carson-Newman College.

Albert M. Johnson, Librarian, Southwestern at Memphis.

Gwen McCaffrey, Librarian, Bethel College.

John W. Neth, Librarian, Milligan College.

Sarah Patterson, Librarian, Tennessee Temple College.

Linda Perry, Librarian, King College.

Virginia M. Seguire, Director of Library Services, Bryan College.

Jane W. Savage, Librarian, Maryville College.

LeMoyne Swiger, Librarian, Lee College.

Cleo C. Treadway, Librarian, Tusculum College.

Elaine Wall, Librarian, Christian Brothers College.

James E. Ward, Librarian, David Lipscomb College.

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- Personal Interview with Harriet D. Broeker, Chairman of the Department of English and Speech, Knoxville College, December 5, 1974.
- Personal Interview with Virginia M. Chaney, Chairman of the Department of Languages and Literature, Trevecca Nazarene College, October 4, 1974.
- Personal Interview with George E. Clark, Chairman of the Department of English, Union University, December 4, 1974.
- Personal Interview with Robert M. Cooper, Chairman of the Department of English, Southwestern at Memphis, December 3, 1974.
- Personal Interview with Richard M. Cornelius, Chairman of the Division of Literature and Modern Language, also Head of the Department of English and Speech, Bryan College, November 15, 1974.
- Personal Interview with John DeBruyn, Chairman of the Department of English, Speech, and Drama, Lambuth College, January 22, 1975.

Personal Interview with Clarence Epps, Dean of the College,  
Lane College, January 22, 1975.

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of the Area of Humane Learning, Milligan College,  
December 6, 1974.

Personal Interview with Minon Hamm, Member of the English  
Faculty, Southern Missionary College, November 14, 1974.

Telephone Interview with Mabel J. Henderson, Chairman of the  
Division of Humanities, Lane College, January 24, 1975.

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Christian Brothers College, December 3, 1974.

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English Department, David Lipscomb College, October 9,  
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6, 1974.

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Department of English, Tennessee Temple College,  
November 15, 1974.

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English Language and Literature Department, Southern  
Missionary College, November 14, 1974.

Personal Interview with Mary Ruth Miller, Chairman of the  
Department of English, Tennessee Wesleyan College,  
January 17, 1975.

Personal Interview with Vincent O'Neill, Chairman of the  
Department of English, Christian Brothers College,  
December 3, 1974.

Personal Interview with Brinley Rhys, Chairman of the Department of English, The University of the South, January 17, 1975.

Personal Interview with Ruth M. Sharp, Director of Division of Literature and Languages, Tusculum College, February 5, 1975.

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- Union University Catalog: 1974-1975.