

Contents

<i>Acknowledgments</i>	<i>page xi</i>
Introduction	I
1 The birth of the Ph.D.: The Johns Hopkins research model	13
“English,” definitions old and new	15
English in the research university	19
American literature emerges	23
Pushed to the margins	30
Tensions with the secondary schools	32
Concession	36
2 Seminary wars: female teachers and the seminary model at Mount Holyoke	40
Mary Lyon and the seminary model	42
A new national culture of the school	44
Competing models of the adequate teacher	47
American literature, curricular signifier	50
Redefinitions: institution, subject	58
3 Higher education for African Americans: competing models at Wilberforce University	64
Early history	65
National ideologies of negro education	69
Competing curricula at Wilberforce	73
American literature emerges: the normal department	76
American literature moves up	79
Hurdles to the “liberal arts”	82
Forward and backward	88

x	<i>Contents</i>	
4	Literary value and the land-grant model: The Ohio State University	95
	The Morrill Act and the new “liberal education”	97
	The Ohio agricultural and mechanical college: redefining literary value	99
	American literature: curricular values in conflict	109
	American literature moves down	113
	“Confusion in curricula”	116
	American literature and the ethos of practicality	120
	Conclusion: the end of the curriculum	126
	Student literacy is changing	129
	Students are changing their ideas about authorship	134
	The participation age has begun	136
	Amateurs are becoming the new authorities	140
	<i>Notes</i>	144
	<i>Bibliography</i>	193
	<i>Archives consulted</i>	212
	<i>Index</i>	213