

12-6-1976

## UA68/8/2 L.Y. Lancaster Oral History

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### Recommended Citation

Crocker, Helen and Crowe, J. Crawford, "UA68/8/2 L.Y. Lancaster Oral History" (1976). *WKU Archives Records*. Paper 877.  
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Helen Crocker: This is an interview made with Dr. L. Y. Lancaster made December 6, 1976. The interviewers are Dr. J. Crawford Crowe and Helen Crocker.

J. Crawford Crowe: Dr. Lancaster, you've been associated with Western a long time. You're still professor emeritus at Western. You were formerly in the biology department and you were advisor to the pre-med students and we'd like to ask you today something about your role as advisor to the pre-med students and your knowledge of presidents of Western you've worked under. Now, when did you first come to Western.

L. Y. Lancaster: I came to Western as a student in 1916.

CC: 1916.

LL: I was here as a student then.

CC: You went to school a while, then you taught school a while, right?

LL: What we would do in those days - which was rather standard, I think (I came from Western Kentucky, Calloway County) - was to - those of us who were poor, and nearly everybody was in those days, in fact there were very few people had very much money - so we'd teach country schools in the winter. Well, we'd come here really in the winter. We'd teach country schools, and then we'd come back here in February. We'd get here that way when the winter term opened. Winter term, they called it two term then and so I had taught a country school before I ever applied at Western, before I ever had any credits whatsoever. I taught my first country school with a county school certificate.

CC: Was your country school, or your one-room school...?

LL: All eight grades.

CC: Well, I attended one of those things and do you see any great merit in the country school or one-room school?

LL: I do, I taught in them for four years, and then I was in a two-room school for one year, and I would say that the students were as interested or probably more so than they are at the present time. And the teachers were very devoted to the profession and I would say that the efficiency in one of those one-room schools would be practically as good as it is at the present time...

CC: Perhaps better!

LL: ... because those people were eager to learn and their parents were eager for them to learn and you had very good co-operation from them.

CC: In those days, too, the poor students or the students who couldn't learn or didn't want to learn didn't go to school, isn't that right?

LL: Well, they didn't or they didn't try at school and when a teacher recognized that there was a student that couldn't learn very well or wasn't too much interested in learning, as long as they didn't get into trouble, they just didn't bother them. Just left them alone and let them sit and they picked up a lot of things from listening and from observing.

CC: In those days, did the practice of a teacher boarding out or boarding still exist?

LL: I boarded. I boarded at - when I taught my first - when I taught my first three schools, I had to board away from home, and my fourth was not far from \_\_\_\_\_ rural schools and I boarded at home and drove.

CC: The teacher was respected in those days, right?

LL: Very highly regarded - a good teacher - and a bad one, why, they wouldn't have them. They didn't stay long; they didn't last and the whole community liked the teacher and co-operated with them.

CC: Well, when did you graduate from Western if you did graduate from Western?

LL: I did graduate from Western, Potter Junior College, with a life certificate in 1921.

HC: How long did that take you to get?

LL: Well, I taught four country - I came here in the winter term in '16 and then back again, of course, to the rural schools. I taught one before I came. Taught four country schools and then I did my high school work and two years of college. You see, junior college in 1921 when I graduated was considered four year college - four years of high school and then two years of college. See, I got junior college when I transferred from here; then I went immediately to U. K. I didn't

linger: I went right on over to U. K. and finished the bachelors over there in 1923.

CC: Had you ever heard of Dr. Henry Hardin Cherry before you came to Western?

LI: Well, I guess so. However, out in a rural county like that down there, why, it would be rather unusual if you encountered someone who had had experiences with him.

CC: Did anyone from Western come around to the various places in your community recruiting students?

LI: Not at that time. They didn't do that then. That started later, that is, they didn't come down in my county, but it did occur later and I did a lot of it. I went out and did a lot of recruiting. They used to send me out because I was an experienced rural teacher. They sent me out - in my early days I spent - sometimes, for instance, when I would go to one of those rural schools, one of the important things was to check with the teacher, to see what certificate that teacher had, and then I would help advise with that teacher because I knew every move up there, you know. I knew what all the requirements were and everything up there, 'cause I was going through it right there then myself or had been, and I helped them with their programs and some of them would not be intending to come back. Then I would talk with them and show them how long - how they could soon get a certificate if they came, and they would come back.

CC: Is this what you call a student representative?

LL: Yes, yes.

CC: You had a title, student representative?

LL: I was student representative up there, but now after - when I was doing this I was not a student representative. I was a faculty member then. But as a student representative, I met the trains and helped with their baggage and helped 'em find rooms. There were no dormitories then and everybody roomed out in town. A lot of people were very, very glad to have these students, because money was hard to come by then and they were eager to get 'em, and the president's secretary, Miss McLean, would collect a list. They'd call in and send word that they had a room, and she would have a list of available rooms to hand to us student representatives. So, we would take this in-coming student and start hiking - 'cause that's the only way you had to go then unless you had a horse and buggy - and go around. I would take them around, show them the rooms; maybe they wouldn't like 'em.

CC: Now, if you came to Western in 1916, there weren't many buildings at that time...

LL: No!

CC: Do you recall the buildings actually on the campus?

LL: Oh, yes!

CC: What were some of the buildings then?

LL: The a - I've got pictures of some of 'em; let's do that right now. You just brought that right around -

CC: Van Meter was built about five years earlier.

LL: Van Meter was there, and the main building for many, many years and the most useful building up there was that old - we'll call it Potter College. That old big brick that stood out on top of the hill, that was one of the very important buildings up there. I thought I'd have some pictures showing some of these old buildings up to now. I guess we'll get some of them here. Now here's something. A piece of history that I must get up there into the archives, because there's something rare.

CC: State Normal \_\_\_\_\_, 1908. That's one of the earliest.

LL: Look in there now and you'll see some of the old buildings. Right here'll be one. Here's the building that we used that had tremendous amount of room in it. That was three stories and I did nearly all my teaching in that building.

CC: That's the old building downtown that became the a - Teacher's College.

LL: Oh, is that what that is?

HC: That looks like the Business College.

LL: Oh, yeah! That's the old Business College. I mistook that.

That's not the old Health Building on the Hill. That's the - that's where the school started.

CC: Well, the old -

LL: I wasn't here then.

CC: Was the old Red Barn up there at that time?

LL: Ya' know, they're very eager to get pictures of that Red Barn. There're pictures in there also of the top of the hill, I think. People are trying to get pictures of the old Red Barn. I've been working with them on that and I have - I don't have, I believe, a complete view of that Red Barn. I thought I put some pictures out here that had showed some of it. Maybe I didn't.

CC: Well, what were some of the other buildings? You didn't have over five or six, did you?

LL: The Cabell Hall was one of the very important buildings, and I have a good picture of that. It stood over by the Administration Building. I've got a pretty good picture of that and I thought I put it in there, but I must not have.

CC: Now the buildings that you associated with mostly later on were in another college. Ogden College, right?

LL: Well, that came much later. I didn't put one of those out. Here's a good picture of Ogden College. That's Ogden College, too.



I'll have to look - here is the foundation of the Red Barn. That Red Barn is famous now. Here is the old Ogden College Building where we taught. That Red Barn, I have partial pictures of it. They had me to come up there - let's put 'em away where you people can pick 'em up and look at 'em as you like - they had me to come over there and locate that Red Barn for them. And I saw it built and all through the years, I remember that exactly. The back end of that Red Barn was just about at the back end of the present building. The - of course, there's no remnant of it or nothing to show for it now, because it was all ripped away, and it was built, of course, for Ed Diddle's basketball team. It was the place where he held all of his early games; and people, students and downtown people, would just pack it full everytime he was here. It was large enough to have a standard basketball floor on it, don't you see. And then they had bleachers up on the inside up as high as they could go up to the top. Of course, had to have somebody sit up on the top row.

CC: People could sit up on the top and their feet would dangle over, right?

LL: They had bleachers that were just open, just seats. Just seats and open in between. And they went down, completely down, each side; and there was room in the middle for a court.

CC: Well, after you attended school at University of Kentucky, you came back to Western to teach?

LL: Came back and taught for a time because they didn't care - they didn't mind a bachelor's degree then. That was as much as a lot of

'em had. In other words, they hadn't their restrictions. But it wasn't long after I got back, three years we'll say, something like that, then it came time for me to get more degrees. So, then I went up to Ohio State. I studied the catalogues at the Registrar's Office and picked a school I thought had the program that I wanted and needed to fit into Western. You see, they fitted me into a program up there all through the years and told me before I went what they wanted me to do. So, I went to Ohio State for my master's. I went up there in - finished that, I guess, in '27. Yes, I'm sure that's the year. I went after my master's and I had a major in zoology and a minor in bacteriology. And that was all because they, for certain reasons, wanted me to teach bacteriology for a time before I took over the zoology program. The reasons for that we don't need to discuss, but that was the plan. So, I came back and, for the first two or three years after that, I taught bacteriology and some related courses such as the hygiene and sanitation course. And then it came time for me to develop the zoology department, and I went back then and finished the doctorate with a major in zoology and anatomy. Because it was set up to - it was all planned that I was to form - to be the founder of that pre-med program and teach the biological sciences courses to the pre-meds that they would need in the med school. I had, then, some of my work at Ohio State in the med school and got graduate credit for it. I had two or three courses up at Ohio State in the medical school, and I got graduate credit for them, you know.

HC: Who was it that planned your career like this?

LL: Dr. Ford, primarily.

HC: At Ohio State or here?

LL: Here.

CC: He was the head of the department?

LL: Yes, and he was my friend. He was a great man. He was one of the strongest men Western ever had.

HC: What was his first name?

LL: Dr. M. C. Ford. He was the head of the biological science and ag program. You see, the biological sciences and ag programs were all together then: they weren't separated. They were - it was all integrated.

CC: At what time, in the late 20's or early 30's somewhere along this time, you were then advising pre-med students at this time?

LL: A - I would say that my duties as advisor to the pre-med students started at the time - well, it began - I think we started that probably about the time that I got my advanced degree. Probably around 1930.

CC: Well, the students then went to Vanderbilt or University of Louisville or where?

LL: At that time, they weren't very strict about their requirements, there were just two or three courses, and we had a few students that

were going to Western that were going to med school and had been all along, from the very beginning of the school. But there came a time when they wanted to offer a special curriculum for pre-meds, which we did. And that was the program that I developed.

CC: Well, do you think Western requires more courses than the local schools?

LL: No, no. What I did, what I did when they told me that they wanted me to be the pre-med advisor and to develop that course, I went to the medical schools. I went down to Vanderbilt and discussed the - what they wanted, what would function well as a pre-med program. I went up to University of Louisville and did the same thing, and I corresponded with a few other schools, but these two schools took most of our students. And see, there was no med school at U. K. at that time nor for a long time after that, and I got to know the faculty at the University of Louisville Medical School real well. For instance, Dr. Arch Cole and Ed Hall who - Cole was head of the anatomy department and Ed Hall was with him as a faculty member. We became fast friends and we would vacation together. And so Dr. Cole taught the pre-meds anatomy, taught the males their anatomy, and I believe they - I don't know how they managed in the undergraduate school, but that's interfering really - so, I became fast friends, vacationed with these other two fellas. And we just talked freely about what the needs were and how the boys were getting along, and anything that they would need more of a emphasis on at Western, why, they told me about it and I got busy and built it in. So it was no accident: it was very definitely and carefully planned.

CC: Did most of the schools require a foreign language at that time for pre-med?

LL: No, no, they didn't. Now, the pre-meds that wanted a degree might have - probably did have to have. Not all pre-meds took the degree. They didn't require the degree, but they required a certain curriculum. Required courses and certain amount of work.

CC: About how many hours in the sciences did they have to have, say, in the 1930's?

LL: Well, now, it would be a little bit hard for me to say, but they had to have their chemistry. There are others; let's just take 'em one at a time. They had to have General Chemistry and probably one or two advanced chemistry courses other than just the general. Two semesters of general. They usually took, later, when we had organic developed well, they took organic chemistry. Now, we'll go over into the biology department, and we had a pre-med curriculum written out and listed in the catalogue. We had it that well developed and I suppose we were the only school in the whole area all through anywhere that had a special curriculum.

HC: How many faculty members participated in this pre-med program?

LL: The - of course, the math department had to, and then of course, they had to have foreign languages if they were going to take their degree in that direction. And then the physics department had to feature very strongly in it because they had to take certain courses in physics, and the chemistry of course, was very, very, necessary.

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I know they kept physics just about as finitely required as chemistry, and they had certain chemistry courses they were required to take. Then I had a year of zoology, general zoology, for them and then the next year - they took that in their sophomore year - and then in their junior year, we generally had 'em ready by their senior year so if they wanted to transfer credits back to only three years they could do it. So, by the time the junior year came around, why, they spent a year down in the biology department with, as far as I was concerned; and the real requirements was a year of what we called at that time comparative vertebrate anatomy and that covered - it was named that way, by the way, at Ohio State so that was not an original idea of mine and I used the Ohio State plan. I had their pre-med curriculum up there, you see. I took it at Ohio State. Well, I just copied that in. and Dr. Arch Cole, who was head of the anatomy department, was an Ohio State graduate just like I was. He was a Ph.D. from Ohio State. We were both, see. And so he helped to direct - helped me to formulate this. and that's the reason we had such tremendous success. So they had a year, then, of anatomy. We would start at the first of the year and dissect some of the lower vertebrates as background material for the cat; and the cat, of course, was background for the human. Facts are, if you learn the muscles and skeleton of the cat you'll find you can take it right over to a human, because a cat happens to have the muscles about in the same place a human does and they have the same names and are attached about the same.

CC: Which one of these courses had the reputation for being the hardest on the campus? I recall some of my friends back in the late '30's took mammalian anatomy...

LL: Well, mammalian anatomy never was difficult.

CC: Never was difficult?

LL: No. I didn't teach that. Well, I believe I did a few years when I first started, but it was the comparative vertebrate anatomy, that year of anatomy that I had, that had the reputation all over the whole area of being tough.

CC: Now, today if a student has almost an A average and he wants to go to law school or he wants to go to a medical school, sometimes he has difficulty getting in. Did a student have the same difficulty 20 or 30 years ago getting into a medical school?

LL: We rarely ever - we never had a good one left out. I don't recall ever - now they didn't all get in because they weren't all good but...

HC: Did they have to have nearly all A's?

LL: Not necessarily, but they - it took a well, let's say a good set of grades. I don't know the exact point standing; I would say they would have to have a two out of three if they - we were on a three point standing then or basis. I don't know how they do it now.

CC: You must have exerted a tremendous influence on the students at Western. because I know a year or two ago the Kentucky Medical Association honored you.

LL: I've had more honors in the last two years than I ever dreamed of having.

CC: You received the annual award from the American Medical Association.

LL: Yeah, I'm still getting some honors. They had me for one year there. why, I attended a lot of meetings. I went into Louisville and they - at the State Medical Association meeting - and they dismissed at ten o'clock one morning and I never was so really overwhelmed in my life. They announced what they were going to do. I knew I was up there to meet former pre-meds, but I didn't know they were going to turn two hours of the State Medical Association meeting over to me and my former pre-meds. Well, they announced to the State Medical Association what they were doing and where I was to go and where my former students were to go. I had two hours of the most exhausting experience in my life there with them, and the greatest, because I spent two hours hobnobbing with former pre-meds. Stage - they put me up on the stage - a pretty good area - and they didn't say I was at a field day, these former pre-meds. Of course, a lot of 'em hadn't seen these others, you see, so they visited with me and then I visited with them and they visited with each other and you've never seen such a homecoming in all your life. They had a big picture - turn that thing off. They were round - half round and off...

HC: Are you glad you went to Ohio State?

LL: Oh. I wouldn't trade it for anything: I got royal treatment up there.



HC: How did you - you just thought they had the best pre-med program?

LL: Tell ya what I did. When I got ready to go, I did it very objectively. I went over to Cannon's office and you could get catalogues; I studied catalogues. I knew I was going to \_\_\_\_\_  
\_\_\_\_\_. That's a long time ago. you see, that was '27 and schools didn't have science like they do now. Southern schools did not develop it til way late. They were the literary school, you see. And they hadn't developed their scientists. I first selected Michigan. Two, really, I picked two. But I wrote Michigan first; see, I sent my transcript up to them. They had a marvelous program, too. And they wrote me back and said, "You're credits are all right and we will admit you if you will take a certain - you must - state law requires you take a certain course in history." Everybody had to have it. Didn't care who you were. graduate. undergraduate. And so. I naturally wasn't wanting to kill any time with any history. so I told 'em I didn't care to spend that much time. You see. I couldn't graduate with my master's in a year that way. And I was ready to get back. so, I wrote them and told them that and asked them to send my transcript back which they did, so I sent it up to Ohio State. I had everything they needed. They didn't want me to take anything extra and I went up there and got my master's in one year. I was just there one academic year and got my master's.

HC: Couldn't you have taught in almost any school in this area?

LL: I had a life certificate. I have a life certificate: I can now. I'm licensed to teach at any school in the state of Kentucky.

HC: How about throughout the South? Wouldn't you've - couldn't you have easily moved to almost any school in the South with your degree?

LL: Yes.

HC: Especially after you got your Ph.D?

LL: Oh, yes. But I didn't want to. I was happy here. Oh, I love this town!

HC: Why did you like it here so much?

LL: Well, I'd gone through this and I know everybody and I had friends here.

HC: Did you enjoy - was the faculty very congenial?

LL: You see, I was honored almost from the time I got here. When I first came here, I put the College Heights Bookstore in and - I installed the College Heights Bookstore and operated it for a year and a summer term.

CC: What year was that? Do you recall?

LL: Ah. That was 1920.

CC: 1920, the first bookstore.

LL: Mm-hmm. 1920-21.

HC: How'd you happen to do that?

LL: I had been here - there was no bookstore on the Hill. They had one downtown and it was very unsatisfactory and they didn't like it a bit. And I was a student representative and I was close to the president that way and - I'll tell ya in a minute since he's got that thing on. If we have to do this again, why we can. If we run out of time, you people can just do some more of it. I was an experienced teacher before I ever got here, a mature individual. So were most of the other people. There were no young people really at all at that time. We nearly all were teachers, and we'd come here in winter and then have the winter term and then we'd go back and teach school, don't you see. Well when I came, I hadn't been here long until Mr. Cherry got acquainted with me. 'Course, he knew Calloway County people and Calloway County people were well-known up here. Gordon Wilson and others from that county. Then Ivan came along, and then a little bit later, E. H. Cannon came along. So, at any rate, somehow or another, they started putting me - letting me do things. They made a student representative out of me early and I got in with Mr. Cherry in a very strange sort of way. You'll be interested in this because it has something that will give you a little insight about what Bowling Green was like then. There was no hospital in Bowling Green then. Anybody who got ill had to stay where he was at his rooming house. For instance, if a student got ill there were no dormitories then.

CC: Did they have what they call a pest house in those days?

LL: They did have something like that, but that was abandoned just about the time - that was only for small pox, or primarily. Almost exclusively, I guess. They - a person with pneumonia would not have been considered for that anyway. Well, at any rate, something very peculiar happened to us...

END OF TAPE ONE - SIDE ONE

LL: ...I stayed with him until he started recovering, where he could stay by himself. I guess I stayed in there four days maybe.

CC: And Dr. Cherry sent you down there?

LL: He sent me and from then on, I was in with him.

HC: Would you say that again. I didn't get it on tape. How he would call your name.

LL: Lanc'ster.

HC: He had that kind of a voice?

LL: Lanc'ster. That's almost perfect. 'Cause I've heard him too many years. Lanc'ster! I want you to do so-and-so. That was his accent. I want you to do so-and-so.

HC: And this is how you became acquainted with him?

LL: Yes.

HC: Because he knew that you'd helped this sick person?

LL: Well, I got acquainted with him first as a student representative. We - they didn't have anybody in charge of in-coming students. They would use faculty of some type members, but they were busy, and they had advanced students - students who knew the curriculum of Western and knew where the rooming houses were and that sort of thing - they would select some of those, designate them as student representatives, and then they would give us a small fee by the hour. I think we might have got even 10¢ an hour, I'm not sure. Probably that was about it, I believe. And we - Miss McLean always had a list of the rooms and - his secretary - and then of course, they knew when the major trains were coming in. They were coming in on trains then. Most of our students arrived here, at that time, by train. There was a train that came into the Western Kentucky area at 10:10 at night and that brought in all those people from down in the western end of the state. Calloway and other - Graves and other counties down on that end came up on that 10:18 - no, it was 10:18. That's what it was - So, I would meet these trains and other student representatives, of course, would help. There was no conveyance then for their baggage except to get a dray, somebody with a horse and dray and take their things on the hill, other than what we could carry. And they brought big bags full of things. They even brought food in the bags in those days, and we representatives had to help carry that heavy stuff clear to the top of the hill. That's a lot of hiking.

HC: You didn't mind doing it, though.

LL: Oh, no. We didn't care then. We were used to tough stuff, so nobody batted an eye about it.

HC: Well, was your friendship with Dr. Cherry one reason why you liked it so much?

LL: Well, yes, I was well treated. There were others now that were equal. I don't mean to tell you that I was the only one that was a favorite. Of course, I wasn't. There were others who went along the same way.

HC: Did he have - did he know most of the students?

LL: He didn't, no, he didn't know most of the students. His secretary knew quite a few of them. He knew some of the ones that had been employed around the campus for something and somehow or another he got to know me by the time I was here the second term. I don't think I got to know him very well the first term I was here, of course.

HC: Were you ever frightened of him?

LL: No.

HC: He was a very friendly...?

LL: Oh, he was a - scared some people, but I - he didn't scare me because I knew that was his way. He was just a positive individual like that. He didn't mean any harm by that at all and he was posi-

tive like that on the stage. He was positive like that anywhere you saw him.

CC: Did you have to attend Chapel when you first came to Western?

LL: Oh, yes. You -

CC: What was the penalty of the person -

LL: Well, they didn't really have a penalty, but it was pretty well understood that you be at Chapel.

CC: As a teacher, did you have to, or did you have the privilege of, conducting Chapel occasionally?

LL: Oh, that was one of the things that you had to do once a year -

CC: Once a year?

LL: At least once a year you had to conduct Chapel.

CC: Did all teachers do that or just department heads?

LL: Nearly everybody. Nearly all teachers, most all of them. Now, there were some shy women, I suspect, who didn't, but most of us did have to conduct Chapel.

CC: Did any of the teachers dread this?

LL: Well, I was one that did. Some liked it.

HC: On what subject would you -

LL: On whatever you wanted. You pick a subject and take it up with either him or his secretary, generally his secretary, to get it approved. you see. Just get your subject approved. Something that you knew something about.

HC: Now, he was the one behind getting everybody to come?

LL: Who?

HC: Du... [unclear]

LL: Oh, he was president.

HC: But, I mean he was the one that insisted that -

LL: He was the - oh, he always had a - he had a field man, I guess from the very beginning. Somebody that spent a good deal of his time out soliciting, and then he had these student representatives to help these local students find rooms and so on. Finding rooms reminded me - let me have those. I've got something I wanted to show you that - the agent found boarding houses and I thought I'd show you - I think I, yeah, here it is - here's where I waited tables. A lot of us waited tables in those days, you see. They used us, the Hill. These people you see back here are students at Western, everyone of us. I could tell you about how successful it was. This was Mrs. Wolfe. Mrs.



Wolfe down on lower State Street. This is the part of her house and she had the finest food of anybody at any boarding house, and whenever you were able to get in there as a waiter, you were somebody. In other words, she would not take just anybody. You had to be recommended by somebody who was already there, and this was her table waiting place and here I am. I worked there for a good long while. Now, you didn't have a thing to do. You washed no dishes. We wouldn't touch a dish; we wouldn't wash a dish. That was down below our dignity. Table waiters then had a dignity. They had colored people or somebody else wash dishes. We had to wear these white outfits and we didn't even set the table. We came after the table was set and the food was cooked and was in big bowls on the table then we - it was our duty to see to it that everybody had potatoes sent back down the way. They would call one of us, "I'd like to have some potatoes," and you'd walk up there. There'd be maybe a row of people who wanting something \_\_\_\_\_ and we would help people - waited on the people and then we hung our - we had to wear white suits and we would hang those up and come back the next day. So....

HC: Do you remember how much you were paid for doing that?

LL: Paid what we could eat.

HC: What you could eat! Ha ha! I bet that was good, too! This wasn't for students, this rooming house?

LL: Let me tell you about those students just to give you some idea. Here I am: you know something about my history. Earl Hale here was a

high school principal for many, many years. Taught here some, by the way.

CC: Taught history didn't he?

LL: Yeah! You knew him?

CC: I had a class with him. He was the principal at Trusdon down at \_\_\_\_\_ County.

LL: There's Earl right here. Don't you see the resemblance?

CC: Yes, and he had two sons that graduated here. Martell Hale?

LL: Oh, I knew Martell real well, he was a... Now here's L. C. Winchester. He was one of the most important Calloway County high school principals. That's where I was from, you see. He and I were from the same county. There's L. C. and he was a high school principal down... This fella was in the Business University. That's Clanton. Clanton. He was a B. U. and I don't know where he went, but he went out some place. He was down at the Business University. Rest of us were Westerners. Now that gives you some idea of what...

CC: How did you pay for your college expenses, your tuition and books?

LL: Taught country schools.

CC: You got paid that way?

LL: And then your room. You had to pay for your room unless you had a job. Sometimes, sometimes I would get a room real easily by mowing the yard in the summer and firing the furnace in the winter. That only took a little time, you see.

CC: What recreation was there for a young man at Western say around 1920?

LL: They started some baseball. I have some - while a student I played that on the faculty team. I had a picture that I was going to show you. I have it here somewhere. Baseball - they had a baseball court down about where that, oh, Administration Building is. I think it was right on that very spot. That tall brick Administration Building. What do you call it? The oldest building on the hill over there. There are two buildings on the hill that were there when I got there and one of them is - when I came one of them's been moved. One of them is that old Cabell Hall, not Cabell Hall. No. Cabell's been gone.

CC: Van Meter.

LL: Van Meter. Over at Van Meter. Van Meter was here then and that stone building was called Cabell Hall then that stands overlooking State Street. They transferred it over piece by piece a few years - that was before you came, I think.

CC: Yes.

LL: You weren't a student here before, were you?

CC: Yes, I went to school here in the 30's and 40's.

LL: You did?

CC: Late 30's.

LL: You saw me around then. Then the - remember they moved that old Cabell over there to where the Gordon Wilson Hall is. They tore it down. I've got a picture of the way it looked. Do you want to see a picture of it? Pick up those again and you'll see it. I put a picture of that here to show you people because it was a beautiful building. They moved that Cabell Hall over on the other side of the campus and now the two on the campus were there when I - I thought I put that in here.

HC: Did you know Charles Van Meter who built - who gave money for Van Meter Hall?

LL: Oh no. That's before my day. That's -

HC: I noticed he was on the Board of Trustees in 1911.

LL: Yeah, now that's before I got here and got a - I didn't, I was going to put that picture out and show you. I made it one of these big ones.

CC: Well. Kentucky has not been -

LL: I didn't put it here. I thought I had, but I didn't.

CC: Kentucky hasn't had a reputation for allocating money for schools until say, the 20th century. They didn't give much for public schools.

LL: Oh, no. Public schools didn't ask for money 'cause they weren't. Now, you see they had private schools that took care of that. Mr. Cherry was a pioneer in the field of getting money from the state for state-supported schools. He goes back to the days when they were private, you know, himself. He was, I believe, he was part owner of one of those private schools down there.

CC: Now, didn't he have a reputation in the community as a money-raiser?

LL: Oh, he was tremendous. His personality was - was - I've never seen anybody with a personality like his, dynamic personality. And he was a marvelous speaker and he could move the public and students and everybody else as readily as any man I've ever seen or go to the legislature. He'd go right up there and camp on their trails 'til he got money. He'd strike out up there and just stay right up there and he'd get him a key man or two, a friend of his, to help him and that school would have never got there when it did if it hadn't been for H. H. Cherry.

CC: Now, during the Depression in the 30's, did Western suffer much financially?

LL: No, we just didn't get any raises. The faculty didn't get any raises and we didn't have any construction, you see. We didn't

hurt too badly 'cause we got enough by just going along on what we'd been paid and I remember I didn't get any raise during that time. The others didn't either.

HC: Do you remember what you were getting?

LL: Oh. I don't remember. I started on \$1800. My first salary was \$1800.

CC: Some of the teachers were paid in script in the 1930's. Did this ever occur at Western where they gave you a due bill or a piece of paper?

LL: No.

CC: So, during the depression you always got your money, but you just didn't receive large raises.

LL: What we did, we just didn't get raises and Mr. Cherry was able to dig up enough to keep us paid.

HC: Was he -

LL: And we didn't expand any much then, you see.

HC: Was he anxious to get more students? Did he - you said...

LL: Oh, he was terrific in recruiting and he hired high-powered people. Like he hired Kelly, for instance.

HC: Kelly Thompson?

LL: Uh-huh - to go out after them. I knew Kelly when he first came. Kelly was a student here for a time. I don't want to get too far on this because this is not really part of the history, but in a way it is.

HC: Sure it is.

LL: So, he left here about the time he graduated, or maybe - he graduated, I think, in English, and I don't know if he'd finished, but he'd about finished so that's rather immaterial - but he'd been here and was pretty advanced. Somehow or another, a baseball team in Indiana got word about him and they hired him as their manager and so he quit school. Left Western. I'm not sure if he graduated, but maybe he had. Sort of doubt it. And so he went up there and I saw him once while he was up there. I was up there for something and I called on him and, of course, he was in the money. That was better money than he'd ever gotten from schools, but he had enough character about him that he wouldn't do the dirty work that was required. There was monkey business going on and shenanigans and lot's of drinking and he saw this. Now Kelly told me this, so I didn't get it from heresay. He told me before he came back, 'cause I think I'd had him in class before he ever left here to manage that baseball team. So he came back and I realized - he came back as an assistant to the president. That's what it was, so I guess he had graduated. So I ran up on him and I asked him: "How come you left that paying job up there and came here, 'cause I know you're not getting the money here?" He said, "No, I'm not getting the money here, but I

couldn't take that any more. That's too tough. Too rough. Too much. Too mean." And that's the way he greeted me. He came back as an assistant to the president soliciting students. He had Kelly going into the different counties, you see. He always - Mr. Cherry always kept somebody to go out into a county and drive all around, and back in the early days when I first came and started doing some of that, there was a rural school in every hollow. Did you come from the country so you saw that in your young days? Remember you're not a -

CC: I went to a one-room school three years.

LL: Well, you remember there was pretty well one in every hollow? And they had to have a rural school within walking distance of every child, don't you see. Well, he wanted somebody to go to those schools and he sent somebody to them. For instance, when I first came they'd get somebody to take my classes and they'd send me out. One time I went to Adair County; oh, I did it for several counties, but I went to Adair County and there was a school house in every big hollow over there and I spent a whole week. Boarded over there somewhere.

CC: Was Mr. Diddle from Adair County?

LL: No, Diddle was from somewhere else; I can't think of it right now, but I don't much think he was. Maybe he was. Frankly, I don't think Diddle was actually from any county. I think that his people moved around. I think his father - I don't know what his profession was, but it was something that took him from one place to another, more or less. I don't think that he had any actual county that he



could claim. Believe he did live in Adair for a while. I went to Allen and went to every rural school in every hollow and I don't know and I was over in Adair and I went to several others. Green. I went to Green and visited all their schools. Didn't do it now, following \_\_\_\_\_ . I'd come back and maybe wait 'til next year, or for a good while, before I visited another school. But now it was very effective and it was worthwhile, because they wouldn't send anybody who didn't know the various requirements for the certificates. 'Cause people wanted their certificates then, and then, of course, I would take along the literature so if the teacher asked me something about their program and that was one of the reasons that we went. Really we went to get that student to come back, but we did help them. In other words, it was state-wide and what it cost was highly worthwhile because it helped them with their programs. I took along a catalogue, you see, and I took the list of requirements and I'd sit down with this teacher and ask them if they'd had so-and-so and how much and so on, and I got a lot of students by showing them how quickly they could get a certificate, earn a certificate, by coming back a semester, you see. So, we helped the teachers at recess time. We'd just go in and sit down and wait until recess time and then we would visit with the teacher through recess time and help them with their program and encourage 'em to come back.

CC: Well, later on when you were teaching these upper courses in biology and you were serving as pre-med advisor...

LL: I didn't do any more of that then. That was put in the hands of a special individual by that time, don't you see. Kelly and others.

CC: You had other problems like making out a budget, an annual budget, and submitting this budget and making a list of supplies that you needed...

LL: They - it was the supplies. That was worked out with the head of the department. That went through the head of the department. I didn't have to do that individually.

CC: But as a teacher did you feel like you received enough materials to conduct your classes?

LL: Oh, yes. I've never had any complaints. I think that - I think that there has been nobody that was handicapped - that was handicapped by lack of material.

CC: Looking around today at all these big science buildings they have on this campus and other college university locations. do you sometimes wonder how you were able to teach all those classes over there in those two buildings?

LL: No. No. Now, I'm not an egotist and I won't brag, but I guarantee ya - and you can check it with some of those people who were in my classes if you want to - I guarantee ya that the students that I turned out the end of the second semester for medical school got along as well as anybody does right now.

CC: And most of those classes were conducted in two small buildings. Snell Hall. What was the other one?

LL: Ogden.

CC: Ogden Hall.

LL: Yeah. Yes sir, and we weren't handicapped. There's a pre-med group at the front of - here's some of 'em in front of the... Here's the old Ogden Hall. I taught there all through the years. I was up on the second floor, if you remember, over on the other side. You want to see some more pre-meds? These are ones now that were admitted.

CC: You began having some girls here.

LL: Oh, yes, we had girls that went to med school. Sure we did. Several girls went to med school. These are the boys and girls who went to med school or were eligible and they were - these may have been admitted. I rather suspect that these pictures were the ones that were admitted. If they weren't, they were eligible. Here's old Ogden with some of them. Here's old Ogden again. And here's one that I brought along because it's the basement of the Old Red Barn that was so famous and it's got W. J. Craig's son Billy. I don't know if you ever heard of Billy. They had a child. There's Billy. Billy Craig. Here are a lot of people in here that I know, a lot of them. There's Charlie Taylor's boy, Billy Ray. He went to dental school instead of medical school.

CC: Well, when Dr. Cherry died...

LL: Here I am conducting some classes. Classes in comparative vertebrate anatomy.

CC: At Dr. Cherry's death and the succession of Mr. Garrett, did you notice any great change in the administration at Western?

LL: Actually - this may sound strange - but actually it was very smooth. It went over very smoothly and Paul Garrett was a sincere individual. He was eager to - to help the departments the best as he could. The only thing that happened there - and this would be a matter of record if you wanted to go up and look at it - Paul Garrett did not have the drive nor the influence for going before the legislature and get money. Nobody was like Mr. Cherry on that. Mr. Cherry was the greatest on raising money. So, Mr. Cherry took what they gave him and we ran on that, while Mr. Cherry was never content with what they gave. He always went after more and that's the reason the school grew so fast under his administration and the school was rather stagnant during the - you can look up the records of the buildings and you'll find that I'm telling it straight - that we did not go forward under Paul Garrett. We did not go backward necessarily; we had good faculty and all of that, but we didn't go ahead. We were sort of stagnated at that time, because he was not the type to go out and make a big noise and raise money.

HC: Someone said that Garrett was a scholar. They told me that he was very scholarly, very well read.

LL: Well, I don't know. His degree was honorary. He had a master's degree for over at U.K. and was in history or economics or something like that, and he was a high school - a city school superintendent, I believe, rather than a high school, over Versailles

where he came from. He came out of two high school superintendencies or principalships or whatever you want to call it.

HC: How did he get the job as president?

LL: He got the job through Chandler.

HC: Appointed?

LL: Ch. Chandler got him the job. Chandler, he had favored - what was Chandler's first name?

HC: A. B.

CC: A. B. "Happy" Chandler.

LL: Happy! Happy had been taken through U. K. pretty well by the help of Paul Garrett. Paul Garrett - Happy wouldn't have got his degree, he said, without - if it hadn't been for Paul helping him.

CC: Did he receive a job at Versailles?

LL: Yeah, he gave Happy his first job, you see. See, Paul Garrett gave Happy a coaching job there, a school coaching job when he got out of U. K. and Happy Chandler was as poor as a church mouse. He didn't have - he had nothing. And naturally, since Paul Garrett had befriended him and got him - helped him on his feet so he could get going politically, you see, naturally he took care of Paul. He took Paul out of that high school up there. Of course, he wasn't

city superintendent, Paul wasn't, was he? Was he just in charge of the high school? But it's immaterial. It was something small. And so Happy just jerked him right out of a very mediocre sort of position and set him up here as president of Western.

CC: Was there any effort made at Western to select anyone, say, a faculty member at Western, as the president? Was anyone here in the running for the position?

LL: No. I don't think so. There were some people here who had ambitions - who felt that - would have loved to have had it, but I don't think there were any open moves.

HC: Did most people support Garrett after he came?

LL: We co-operated with him. See, I was here myself. No, we didn't fight him and he was nice to us. I never worked under a fella - I couldn't have asked for nicer co-operation. He listened at you and helped you. gave you advice.

CC: Well, he served during the Depression, too, and it was difficult to receive money at that time.

LL: That's right.

HC: What year did Cherry die?

LL: I'd like to remember that myself, but I don't. But Cherry had died just before Paul Garrett went up there; now if you can

just put that together, you'll know about when he died.

CC: Do you recall the Chapel programs conducted by Mr. Garrett?

LL: I recall that I went to Chapel everyday all the time that I was up there, as far as that's concerned, because that was a standard requirement.

CC: What type of program did Mr. Garrett have?

LL: Mr. Garrett's programs were not - I would say they were not any lower in quality necessarily than they had been before, because he carried on pretty well in the same way the others had - Dr. Cherry had.

CC: I've heard that he reviewed quite a few books. Did he review...

LL: He did some of that. He was quite a scholarly individual. Now, he wasn't any nitwit now, that Paul Garrett wasn't. He was sharp - rather sharp and he was well read and I think his major was English. I believe he had an English major. Literature. And I would say that the institution under Paul Garrett didn't suffer very severely. He was not a dynamic individual, but he was a pretty good manager and we didn't go forward much. We were sort of static during his administration. We didn't surge forward much, but we didn't lose much ground. In other words, we just stayed on a level keel, you see.

HC: What did Kelly Thompson do during Paul Garrett's administration?

LL: I can't - it's been so long and I'm so old that I can't put years down, but what Kelly did when he first came up there was to work his way. He was poor as could be. I wasn't as poor, but I had a family - my mother and the children, you see, three sisters - but at any rate, he had to work his way up there. Kelly came up there and did odd jobs and it wasn't long before he was a student representative, don't you see, and then went out and solicited in the counties. Kelly was always a good speaker. I think he had come out of some high school where he had had a lot of public speaking and, even in the very beginning, he was a gifted speaker.

CC: He won one or two awards as a youngster for a speech.

LL: That's right. That's right. He was gifted. He was a gifted speaker. So, his oratory was excellent.

HC: Did he continue to work on recruitment under Dr. Garrett?

LL: Ch. yes, he did the same. He worked 'til Garrett died and then when Garrett died, why then he - didn't he succeed Garrett? I thought that.

HC: How long was Garrett president, do you know that?

CC: Mr. Garrett died in the 40's didn't he?

LL: Yes. to answer her, I would say three or four years. Three. Four.



CC: More than that I think.

LL: It was. Long as five?

CC: Yes, at least.

LL: I don't believe it was over five.

CC: He was disabled for a while, wasn't he, and someone else served as the president?

LL: On the last. Kelly - was it Kelly that took over?

CC: Yes.

LL: As I remember it, he had a stroke, yeah. I haven't tried to think of this for years. He had a stroke and he was disabled and I don't believe they hired a new man as long as he lived. I believe they honored him by leaving him alone and he didn't - Kelly pretty well took over the leadership of the thing and that's how Kelly, you see, just got right on and promoted.

HC: Now, was Kelly Thompson more like Dr. Cherry?

LL: Yes, he copied Mr. Cherry verbatim. He was - in his speech - making and all - was just exactly like Mr. Cherry.

HC: And his fund raising?

LL: Yes, he was just an imprint of Mr. Cherry.

END OF TAPE ONE - SIDE TWO

TAPE TWO - SIDE ONE

HC: L. Y. Lancaster, December 6, tells about his academic freedoms and clubs.

LL: I sponsored that Congress Today Club for - I guess for two years every Friday night. It really was something, but, now, it was interesting. Those boys were some of the finest, most intelligent ones we had on the Hill. They were the ones, primarily, that were going to law school. Brice had founded that, you see, and had sponsored it for years and then I took it over when he became president or something. Wasn't he a president? Yes, and I took it over and then I sponsored it until about the time that - it disappeared, pretty soon after I gave it up or got out of it or got away from it or something.

CC: When a young teacher comes to Western today, there's a period of trial and tribulation where the instructor is going through tenure, and, after so many years, a person may receive tenure. Now, back when you started did you hear any discussion of tenure?

LL: There was nothing about tenure. If you were unsatisfactory, you were gently told by the president that you would not be needed any longer.

HC: Did this happen very often?

LL: Not often. But it did happen a few times. We didn't get good people all the time, but that's the way it was handled then. Word got over to Mr. Cherry, or Mr. Thompson later, and there was a private conversation with them and they didn't come back next year. In other words, they just disappeared from the picture, if we got somebody undesirable. But they were pretty careful in selecting people and they didn't have that many problems. There were people who were undesirable, and they were quietly told to hunt another place or something.

CC: But in those days, if a person was dismissed there was seldom any talk about a lawsuit. In other words, the school wasn't sued because the person was unhappy?

LL: I don't know that they actually dismissed anybody. They had a - they'd call 'em in for a conference. I don't know what all went on, naturally, not ever having been in that predicament, but there was a conversation which occurred in the president's office and a lot of people who came didn't stay but a year and maybe not that long. But people weren't - I call it 'sue happy.' They weren't - I suspect some of them would now maybe.

CC: A teacher took pride in his work?

LL: Absolutely.

CC: And he devoted quite a few hours to Western.

LL: I took pride in my work and I went up there every Friday night for two years and met the Congress Today Club. Not another penny did I get. There were other people home sitting around the fire and I was up there directing those boys and keeping them from doing something they shouldn't do. They were pretty rowdy, you know, and I'd camp on their trails to keep 'em quiet. Not allow them to get off with anything that was obscene, you know, any vulgarity of any sort. You know, a bunch of boys like that all by themselves, what they'll do. but I never would let 'em and Dr. Grise hadn't allowed 'em to do it. The Congress Today Club never had any speeches that were filthy.

HC: Did you go with them on those river trips to - those excursions.

LL: Yes, I've been on one or two of those river excursions.

HC: Is that as a student or as a professor or both?

LL: That was while I was a student. I don't believe I went - I don't believe they had any more of them after I became professor. I think they quit those student trips. I went on one - I only went on one of those boat trips while I was a student.

CC: Were you here when the boat, the Evansville burned? Do you recall that?

LL: The Evansville burned way on down the line. \_\_\_\_\_ year it was.

HC: '31.

LL: Yeah.

HC: Well, what boat did you take as an excursion?

LL: I can't remember.

HC: Was it the Chaperone?

LL: I can't remember the name of it, but we all went down to the - managed to get down to the boat landing, I remember. We all got aboard and went down the river. I don't believe we went below Brown's Locks that time.

HC: Did Dr. Cherry go with you?

LL: I don't think so. I don't believe he went on those trips.

CC: What was Dr. Cherry's attitude toward sororities, fraternities, the Greek organization?

LL: He would have been - we didn't have them then and so there wasn't any real - I can't make any real statements about what - he was thoroughly democratic and I think there would never have been a sorority or fraternity on the Hill as long as Mr. Cherry was here.

CC: Did they initiate many of the students back in your day?

LL: None.

CC: There was no initiation of people?

LL: We had clubs and you were welcome to join. We had very functional clubs. That Congress Today Club that I was talking about, that was the greatest one ever on the Hill.

CC: Was there a Cherry Wildlife Club?

LL: It wasn't called Cherry Wildlife Club, it had life - Country Life.

CC: Country Life. And there were county clubs, right?

LL: Every county had a club and that was a very beautiful thing. because that certainly helped with the soliciting students, because the president of these county delegations would tie right definitely into Mr. Cherry's office through Miss McLean, don't you see, and these county organizations were the main influence in soliciting more students from that county.

CC: When you were a student -

LL: Calloway County Delegation! I was a member and it was one of the finest things because I was new, you know, and here I knew some of the members and some of the people in it.

CC: When you were a student, and most of your life as a teacher at Western, there was no such thing as federal aid, unless perhaps it pertained to home economics or something.

LL: No, there wasn't that. There was none then.

CC: Is that right? Did you ever form any attitude about federal aid? Should we have federal aid for education?

LL: It just wasn't - it didn't come in my field of thought and effort. therefore I made no -

CC: You didn't concern yourself with it.

LL: I didn't concern myself about it because I just wasn't involved, and I've been opposed, of course, being a rank individualist, I've been opposed to that sort of thing in general. I've always been of the philosophy that each fella should earn what he had. That's the way I was reared.

CC: And with aid comes control sometimes. too. right?

LL: Yeah. and when you get a grant of some sort there's generally some kind of strings attached to it. and you can't imagine what a bunch of rank individualist we were in my day when I was a student up there, because we wouldn't be pushed around and you didn't try to get something for nothing.

HC: Don't you think it was amazing that Western could get by without -

LL: Well, no. I don't think it was amazing. If you knew Mr. Cherry like I did you'd know how we got there, because he was one of the most

dynamic individuals that he could go right up to Frankfort and - and just stay up there a week and with his speech-making and all. Of course, he met - he kept contact with different representatives from different - state representatives from different areas and he was careful to court their friendship and he was a dynamic individual up at Frankfort. He would go up there and get money from 'em.

HC: Was he interested in improving scholarships, like getting books for the library and things like that?

LL: He never objected, but he wasn't highly trained academically. You see, he had no degree of anything. Of course, there were no high schools hardly in that day and he didn't have a high school diploma any more than I do, and I know Gordon Wilson didn't have one and there were many, many others, because there was only one high school in my county. Gordon Wilson and I came from the east side of Calloway of course and -

HC: How did Cherry get where he was without a high school diploma?

LL: He had - he went to old Southern Normal School which was in Glasgow. See, Western started in Glasgow.

CC: Back in the 1880's.

LL: Yeah, and there was a man by the name of \_\_\_\_\_  
And I knew the old man. I got to know him.

HC: What was his first name?



LL: Ohhhhh, I don't remember.

CC: A. W., A. W.

LL: A. W. \_\_\_\_\_ and he was a very great fella. Now he was responsible for Mr. Cherry's success, I suspect. I think Mr. Cherry, if you'd have asked him, would have pointed to old man \_\_\_\_\_ and he was the man that gave him his stimulus to go.

CC: And Mr. \_\_\_\_\_ graduated from a normal school in Lebanon, Ohio and then he went to Glasgow and started that school.

HC: Is that right?

LL: So, the whole thing goes back to \_\_\_\_\_ and his teacher training program that he had in Glasgow and I think Mr. Cherry went over there and attended that school over there at Glasgow.

HC: And Mr. Cherry was mostly interested in teacher training?

LL: That's right. That's right.

HC: Getting rural teachers for Kentucky?

LL: Oh, yes. He was more interested there than any other thing, and I think that's one of the reasons Western has succeeded so well. He was primarily interested in teacher training and the teacher training program. All this other that has developed has come along

later. Even though back when I was a student there you could have - there were certain things now - L. T. Smith came there with his industrial arts and I had a class or two with him. He came there and put in the first industrial arts program at Western. It was very simple, very elementary. Mr. Cherry did not oppose it. He cooperated, of course. But Mr. Cherry didn't know anything about those specialized things, not having been exposed to them, and if you stop to think about it and go back to the - even my first experiences up there, and L. T. was there, I was there before him, but he was there. I had a class with him. That was just the beginning of these industrial arts courses in Kentucky. Kentucky just didn't have them. They didn't have them in high schools, didn't have them anywhere. They just started about that time and have grown up since. Western's been a marvelous institution. I don't know what Western Kentucky would have done without it, because, you take the county I'm from, Calloway County, we had - to show you how interested we were down there and how we loved Western and what it had for us - we had the second largest delegation at Western when I was a student here. Only one county - well, maybe we were third - 'course Warren County had more students up there than anybody else, because they were right here at home, and then I suspect the next county was Daviess County, and then Calloway County was maybe third. We were either second or third. We may have been just a slight bit below Daviess County when I was a student here. Now, that's how many people came. And it was just thought down in east Calloway - I don't know anything about the west side because Calloway County is just two halves. They're just as different as can be. The west side didn't like the east side and east side people didn't like the west side, did not communicate with them in any way at all. Now, all of us on the

faculty here came from the east side. That's an interesting thing there and it has to do with this history, so I'll go ahead and tell you the story. West side of Calloway County is flat and fertile. Few people came from the west side to Western, very few. 'Course, there were some. The east side, people on the east side, knew that if they didn't go to school - our side was relatively poor - that if they didn't go to school, they couldn't get any place. So, I - you don't know where these are in Calloway County, so you won't visualize it well, but they're in a sort of in a semi-circle. I'm from over here at Pottertown. Then we'll go over about 3 miles over to New Concord; that gets Gordon Wilson. Then we'll go about that same number of miles southwest and we'll get to E. H. Cannon's farm home. I've never been to his place. Then we'll go on up to Hazel and that gets Ivan Wilson. Four teachers from Calloway County. Every one of us has a building named for us. Isn't that something?

HC: That is.

LL: Now, that's downright amazing.

CC: Is Murray on the east side or the west side of the county?

LL: It's right in the middle.

CC: Right in the middle.

LL: It's right on the line. The west side comes right up to Murray and the east side takes off back this way. It's the old Gulf of \_\_\_\_\_ . That's geographic. I meant - I don't mean geo-

graphic. It's a -

HC: Geological.

LL: Geological. The east side is the border of that old Gulf of Mexico. Cover the whole - the end of the state of Kentucky was part of the Gulf of Mexico at one time and the east side was right up against the limestone blocks of Stewart County, Tennessee with the Tennessee River running right between 'em, you see. In the evolution of it the east side had the gravel. Lot of gravel. Rows of it. Thousands of tons of it over on the east side. That was the border of the old ancient gulf. When you got out as far as Murray, it was offshore, don't you see, of that ancient gulf. It was flat and fertile. So those of us on the east side had to go to school or else. The west side could live comfortably on what they had.

CC: Where did the people on the other side go? You say they didn't go -

LL: They didn't go to school a lot; they just didn't go away to school like we did on the east side. Those that lived in the Murray area came to Western. The county school superintendent there came - Lucille Grogan. She came to Western. She was superintendent when I got my teacher's certificate. They came to Western, a lot of 'em did, and then they had enough money they could have gone to private schools probably. Everybody at Calloway, when I was a student here, just about everybody came to Western.

CC: Well, Dr. Lancaster. we appreciate your taking your time to let

us interview you this afternoon, and we will have to stop this interview now and we'll give you a copy of the transcript when we have it transcribed. Let you see what we've done today and let you see what you've contributed.

LL: That would be perfectly all right. I know just what was done. You needn't bother about that if it costs any extra typing or anything, because I know -

END OF INTERVIEW