


LIBRARY
OF THE
UNIVERSITY
OF ILLINOIS

C
Il6eEc
cop. 2

Illinois Historical Survey
ILLINOIS HISTORY SURVEY
LIBRARY



1875
1876



Digitized by the Internet Archive
in 2012 with funding from
University of Illinois Urbana-Champaign

EASTERN ILLINOIS STATE COLLEGE BULLETIN

**EASTERN ILLINOIS STATE
COLLEGE**

Fifty Years of Public Service

Charles H. Coleman

CHARLESTON, ILLINOIS

EASTERN ILLINOIS STATE COLLEGE BULLETIN

No. 189

January 1, 1950

EASTERN ILLINOIS STATE
COLLEGE

Fifty Years of Public Service

by

Charles H. Coleman, Ph.D.

Professor of Social Science

Eastern Illinois State College Bulletin, issued quarterly, by the Eastern Illinois State College, Charleston, Illinois. Entered March 5, 1902, as second-class matter, at the post office at Charleston, Illinois. Act of Congress, August 24, 1912.



(81162)



THE MAIN BUILDING
Completed in 1899

C
Il be Ex
cap. 2

Illinois History
History

TABLE OF CONTENTS

	PAGE
Foreword	6
Introduction	8
<i>Chapter</i>	
I. A Normal School for Eastern Illinois	9
The movement for additional normal schools in Illinois	9
A normal school for eastern Illinois	11
Charleston versus Mattoon	12
The legislature provides for an Eastern Illinois Normal School	14
II. The Normal School Comes to Charleston	16
A bidding contest	16
The Board of Trustees receives proposals	17
Charleston wins	21
Charleston in the 1890's	24
III. The School Is Organized	26
The site and the building design	26
The laying of the corner stone	27
A new Board of Trustees	29
The building goes up	30
The selection of a president	32
Teachers or politicians?	37
Planning for the school	40
The school is dedicated	45
IV. The First Year	50
The original faculty	50
The original student body	59
Teachers meetings	65
School organization and courses of study	69
Saturday classes	72
Community relations	74
The Board of Trustees	76
The close of the first year	78
V. The Growth of the Normal School	80
The growing reputation of the Normal School	80
The Training School of the Normal School	84
The Normal Summer School (1901-1920)	88
Normal School costs, scholarships, and loans	91
Placement of Normal School graduates	93
Teachers' certificates for Normal School students	95
The Eastern Illinois Teachers Association	97
The end of free water	98
The teachers of the Normal School	102
Political factors	111

g. Ill. Hist. Surv.

VI.	Normal School Construction.....	117
	The first new construction.....	117
	Pemberton Hall.....	119
	The dancing controversy.....	127
	The Training School Building.....	132
VII.	Normal School Activities.....	135
	"Chapel".....	135
	The "pre-Lantz" era of sports and physical education..	142
	The athletic and oratorical meet.....	150
	The entertainment course.....	152
	Normal School dramatics.....	155
	Music in the Normal School.....	157
	Class decorations.....	159
	Student publications of the Normal School.....	160
	The spirit of the Normal School.....	162
VIII.	A Period of Transition.....	164
	"Homecoming".....	164
	Normal School extension teaching.....	166
	Eastern in World War I.....	169
	Five boards or one?.....	177
	From Normal School to Teachers College.....	185
IX.	The Development of the Teachers College.....	194
	Curriculum development in the College.....	194
	The teacher-training program of the College.....	196
	College mid-spring and summer terms.....	199
	The summer workshops and short courses.....	202
	The field study program.....	204
	The College extension program.....	207
	The College health service.....	210
	The death of Mr. Lord.....	211
	A new president.....	219
X.	College Activities.....	223
	Sports and physical education.....	223
	College dramatics.....	233
	Student publications of the College.....	235
	Music in the College.....	241
	College forensics.....	246
	The College radio program.....	249
	Commencement.....	252
	The Silver Anniversary observance.....	253
	The Golden Anniversary observance.....	255
XI.	College Construction Progress.....	257
	The ten-year building program of 1920.....	257
	President Buzzard's building program: The Health Edu- cation and Science buildings.....	263
	The twenty-five year plan.....	268
	The Mary J. Booth Library.....	279
	The proposed new Training School Building.....	284
	The campus: then, now, and soon.....	286
XII.	Teachers and Students.....	293
	The teachers of the College, past and present.....	293

	Faculty preparation and tenure.....	295
	Salary schedules and retirement plans.....	299
	Student costs, loans, and scholarships.....	305
	The placement of graduates of the College.....	310
	Teachers' certificates for College students.....	313
	Eastern's graduates and former students.....	314
	Alumni organizations.....	320
XIII.	World War II and After.....	323
	Eastern's record in World War II.....	323
	The general college movement.....	332
	In conclusion.....	338
	Appendix.....	339

FOREWORD

This book is a narrative of the Eastern Illinois State College at Charleston, Illinois. It does not attempt to interpret Eastern's role in our national educational development. The writer has not used the story of Eastern as a means for expounding educational doctrine, and he hopes that his own pedagogical theories have not intruded themselves in these pages.

The book has been written for the former students and teachers of Eastern and for the present and future sons and daughters of the school. Those who come to Eastern in the years ahead may find in these pages some hint of the forces and personalities which have made the school and some understanding of the school's traditions. Eastern is a good school and here, at least in part, is why.

The organization of the book is topical. In general a distinction has been made between the Normal School period to 1921 and the College period. Some topics, however, do not lend themselves to such a division. The brief section on the Eastern Illinois Teachers Association in chapter five, and the sections on chapel and the entertainment course in chapter seven, carry those accounts through the entire period of the school's history, although they are found in the chapters dealing with the Normal School. The story of sports, also, does not divide logically at 1921. The coming of Charles P. Lantz in 1911 marked the end of one period and the start of another. "Pre-Lantz" sports are in chapter seven and sports since 1911 are in chapter ten, on College activities.

There are two "editions" of this history of Eastern. Early in the writing it became obvious that the original account as written would be too long for publication. Rather than attempt to "edit his copy" to the required length, the writer wrote without a length restriction, with the purpose of writing a full-length account which later would be reduced to the proper limits. The unabridged version, giving greater detail but following the same organization as the printed account, has been typed and placed in the College Library, under the same title as the book.

An apology is due to the teachers of the College who prepared accounts of the development of their departments at the request of the writer, and of which he made only fragmentary use. The longer of these departmental histories have been appended to the unabridged account for the College Library.

Writing this book has been a pleasant task. It could not have been written without the assistance of scores of friends, on and off the campus. Credit is given in notes to all who have helped by supplying specific information. The friendly criticisms and helpful suggestions of five individuals must be mentioned as major factors in preventing the writer

from straying into profitless bypaths. Dr. Edson H. Taylor, member of the original faculty, read the entire manuscript and made various suggestions, for which the author is very grateful. In addition, Dr. Harry L. Metter, Dr. Howard De F. Widger, Dr. Hobart F. Heller, and Dr. Robert G. Buzzard have contributed generously of their time in reading portions of the manuscript. Among those who in Charleston or from a distance made interesting and valuable contributions from their store of memories the writer is impelled to mention Mrs. Bertha Volentine Ehlers, Miss Orra E. Neal, Professor Clyde W. Park, Mr. Lawrence F. Ashley, Dr. G. B. Dudley, Mrs. Ethel Lord Awty, Mr. Ernest Freeman, Mr. Charles Wallace, Mr. Orvis Jenkins, Dr. S. E. Thomas, Mrs. Louise B. Inglis, Miss Gilberta Coffman, Miss Annie L. Weller, Mrs. Martha Josephine Harker Stewart, Mrs. Maude L. Cook, Miss Mary J. Booth, Mr. Henry Johnson, Dr. Thomas H. Briggs, Mr. Albert B. Crowe, Dr. Charles P. Lantz, Dr. Florence G. McAfee, Dr. Widger, and Dr. Taylor.

Any attempt to chronicle the history of Eastern must lean heavily, as did this work, on Miss Isabel McKinney's biography of President Livingston C. Lord. A glance at the notes gives some idea of the writer's debt to *Mr. Lord* (University of Illinois Press, 1937). The numerous quotations from that book are made with Miss McKinney's kind permission.

The College Registrar, Miss Blanche C. Thomas; the Business Manager, Mr. Raymond R. Gregg; the Librarian, Dr. Roscoe F. Schaupp, and the Public Relations Director, Mr. Stanley M. Elam, together with their staffs, responded generously to all calls for assistance.

The writer had the generous cooperation of his colleagues of the Social Science Department in examining the mass of correspondence relating to the early years of the school. Major assistance in this particular was given by Dr. Glenn H. Seymour. The writer also takes pleasure in acknowledging the assistance of the student typists who prepared the manuscript. Miss Marion Railsback, secretary of the Social Science Department, typed ten of the thirteen chapters of the final revision for the printer. Miss Phyllis Cordes typed two chapters of the final draft. Miss Marjorie Herman typed nine of the thirteen chapters of the unabridged version. Miss Angela Kirnbauer typed four chapters and the Appendix. The work of these young ladies was marked by both intelligence and accuracy. They contributed generously of their time at the expense of their other interests.

Particular sections have been read by individuals best in a position to know the facts. For the errors which remain the writer takes full responsibility. His "ingenuity in error" has at times, he fears, evaded the most careful scrutiny by his friends.

July, 1949.

CHARLES H. COLEMAN

INTRODUCTION

Public interest in education showed a steady growth in Illinois during the last two decades of the nineteenth century. Public school enrollment went from 738,487 in 1880 to 958,911 in 1900, while support of the public schools increased from an annual expenditure of \$10.69 per pupil in 1880 to \$18.93 in 1900. The number of public high schools increased from 110 in 1880 to 338 in 1900. Higher education also was expanding. The University of Illinois (founded 1867) had 418 students, and an annual appropriation of \$40,075 in 1889, and 2,111 students and \$273,700 ten years later. The two state normal schools, at Normal (founded 1857) and at Carbondale (founded 1869), were also growing—Normal's enrollment going from 438 in 1880 to 677 in 1890, and Carbondale going from 227 students in 1885 to 350 ten years later. The interest in teacher training is shown by the creation of the Northern and Eastern Illinois State Normal Schools in 1895, the Chicago Normal School (supported by that city) in 1896, and the Western Illinois State Normal School in 1899. No additional state-supported teacher training institutions have been created in Illinois since 1899.

CHAPTER ONE

A NORMAL SCHOOL FOR EASTERN ILLINOIS

The Movement for Additional Normal Schools in Illinois

The value of the state normal schools at Normal and Carbondale to the educational system of Illinois, "fine mother of our stoutest virtues,"¹ was recognized in 1887 by a committee report on those schools to the State Senate. The committee concluded that the state should provide and support normal schools in order to meet the need for more efficient teachers.² This report, made eight years before the creation of the normal schools at Charleston and DeKalb, foreshadowed a growing desire for additional state normal schools. Also promoting this sentiment was the fact that in 1887 Illinois, with only two normal schools, was being left behind in the field of teacher training by the nearby states of Wisconsin, with five normal schools, by Minnesota, with four, and by Missouri, with three. The demand for additional normal schools also reflected the increased public interest in secondary education, for the normal schools of fifty years ago admitted students from the eighth grade.

The organized teachers of Illinois led the movement for additional teacher training schools. On April 25, 1891, the Northern Illinois Teachers Association meeting at Elgin adopted a resolution calling for a normal school in the northern part of the State, and a committee of five was named to work for that objective. The Northern Teachers Association continued to urge the creation of a northern normal school in its meetings in 1891 and 1892.³

By December 1892, when the state teachers' association met at Springfield, the need for additional normal schools had been recognized by teachers generally, and that meeting created a normal school committee of seven. This committee reported to the 1893 state meeting that they had prepared a bill, which had been introduced into both houses of the General Assembly, calling for a new normal school in the northern part of the State, which the committee had supported in appearances before the education committees of both houses of the legislature. Although the bill did not pass the legislature in 1893, the committee was not discouraged. On the contrary, the objective of the committee had become wider. The report to the 1893 state meeting stated that "some of us are of the opinion from the experience of this year that instead of one more school in the northern part of the State it would be better to call for three or five more schools located

¹Senator T. V. Smith, in *Senate Committee Report on the Normal Colleges, State of Illinois, to 1935 Session of General Assembly*. Northern Illinois State Teachers College reprint, 1936, p. 12.

²Report of 1887 committee quoted in 1935 Senate Report, *supra*, pp. 10-11. The chairman of this 1887 committee was D. D. Hunt, Senator from the district which included DeKalb.

³*Minutes of meetings of Northern Illinois State Teachers Association, in files of Illinois Education Association, Springfield.*

in different parts of the State."⁴ Thus the normal school horizon widened, and the possibility of an Eastern normal school entered the picture.

President Joseph H. Freeman of the State Association, assistant State Superintendent, in his 1893 presidential address pointed out that existing normal schools were able to supply only a small portion of the 5,000 new teachers needed in Illinois annually. Freeman expected that the legislature in 1895 would be "much more favorably inclined to strengthen, enlarge and increase the number of normal schools as the right hand of the public school system of the state" than had been the 1893 session.

President John W. Cook of the Illinois State Normal University in his address to the state meeting called for an increased program of state support for teacher training, until state boards could furnish at least four thousand teachers a year.⁵ The 1893 meeting provided for the appointment of a committee of three, headed by William Jenkins, Mendota superintendent, "to organize a propaganda throughout the State in the interest of establishing teachers seminaries and additional normal schools and teachers' classes in counties."⁶ Since the legislature would not be in session in 1894, the Jenkins committee was to center its activities on state wide "propaganda," looking forward to legislative action in 1895.

Another evidence of the growing interest in better training for teachers was the creation in 1893 of a chair of pedagogy at the State University. The teachers association hailed this step as a "recognition of the claims of our profession to a better and higher preparation."⁷

The 1894 president of the State teachers organization, T. C. Clendenen of Cairo, criticized sharply the state legislature for its treatment of the problem of teacher training, due, he said, to "an unnecessary, inexcusable and wholly unaccountable prejudice existing in our state against the State normal schools," with the result that "every dollar appropriated for their support has been wrung from the Legislative Assembly only after the most urgent and eloquent appeals." Clendenen compared the record of Illinois with that of other states in the matter of teacher training institutions. "Everywhere," he concluded, "more normals are being provided, except in our own state, when at least two or more are an imperative necessity." In 1894 President Cook of Normal again spoke to the state meeting in support of more state normal schools. He called for Illinois to "enter upon an educational career," involving the doubling of the existing ability of the State to prepare trained teachers for the public schools. Friends of educational development could take heart from "the generosity of the last legislature toward our noble State Univer-

⁴Report of the Committee in Papers relating to 1893 meeting in files of the Illinois Education Association, Springfield. The committee consisted of Peleg R. Walker, Rockford city superintendent, chairman, A. B. Lane, Chicago city superintendent, P. O. Stiver, Stephenson County superintendent, T. C. Clendenen, Cairo city superintendent, Lynn Karr, Woodford County superintendent, C. B. Marshall, Rock Island County superintendent, and State Superintendent Raab. None came from eastern Illinois, which at this time had no sectional teachers' association.

⁵Text of the addresses by Freeman and Cook in Papers relating to the 1893 meeting.

⁶Papers relating to 1893 meeting.

⁷*Ibid.*

sity, which at last is emerging from her years of trial and comparative obscurity."⁸

The 1894 meeting responded to the urgings of Clendenen and Cook by adopting a resolution which earnestly recommended "the establishment of at least two new State normal schools, one of which shall be in the northern and the other in the western part of the State."⁹ The county superintendents' section of the 1894 state meeting did not specify the areas to be served by new normal schools but more generally resolved that the legislature should be asked for "a more adequate provision for the training of our teachers by establishing more normal schools so situated as to be as easily accessible as possible to the largest number of teachers."¹⁰ Although no other formal resolutions concerning normal schools were adopted by the county superintendents, or by the meeting as a whole, it appears that it was agreed that county superintendents should appoint county committees of three to agitate the question of additional normal schools.¹¹

A Normal School for Eastern Illinois

Although the resolutions of the state teachers meeting had specified the northern and western parts of the state to receive new normal schools, school leaders in eastern Illinois were aware of the possibilities of the situation. County Superintendent John L. Whisnand of Coles County appointed a committee of three, consisting of Dr. J. T. Montgomery of Charleston, C. E. Watson of Mattoon and Eli Dudley of Ashmore to look into the matter.¹²

The agitation for additional schools resulted in action by the General Assembly early in 1895. On January 10, Senator D. D. Hunt of DeKalb introduced a bill for the establishment of a state normal school in the northern part of the state.¹³ This action stimulated interest in a normal school for eastern Illinois. At a county teachers meeting held at Mattoon on January 26, Professor Charles A. McMurray of Illinois State Normal University discussed the need for additional normal schools. He used a map to emphasize that Mattoon was well located for such a school. On February 2 a meeting to promote the location of an eastern state normal school at Mattoon was called by City Superintendent of Schools B. F. Armitage, former County Superintendent C. T. Feagan, and John F. Scott, Mattoon lawyer. At this meeting, held in the city council chamber, a committee of five was appointed, headed by Mayor C. E. Watson, and including L. L.

⁸Text of addresses by Clendenen and Cook in Papers relating to the 1894 meeting.

⁹*Proceedings*, 41st meeting, Illinois Teachers Association, December 26-28, 1894. In Illinois State Historical Library. The writer has seen no material which would explain why western Illinois was mentioned as the second region for which a state normal school was recommended. Probably the teachers of western Illinois were more active in the meeting than those from eastern Illinois, which at that time had no sectional teachers' association. The Eastern Illinois Teachers Association was organized at a Coles County teachers institute held at Charleston in the fall of 1898.

¹⁰*Ibid.*

¹¹The *Proceedings* show no such actions nor is there any evidence in the available records of such a proposal being placed formally before the meeting. The *Charleston Daily Courier* for August 29, 1899, surveying the steps leading to the establishment of the school at Charleston, stated that in the 1894 meeting "a resolution was passed for each County Superintendent to appoint a committee of three to agitate the question of more Normal schools."

¹²*Charleston Daily Courier*, August 29, 1899.

¹³*Senate Journal*, 39th General Assembly (Springfield, 1896), p. 50.

Lehman, J. F. Scott, J. H. Clark, and J. J. Beall. This committee got in touch with the Coles County members of the General Assembly, and on February 7 bills for the creation of an Eastern State Normal School with an appropriation of \$100,000 were introduced by Senator Isaac B. Craig of Mattoon and Representative W. H. Wallace of Humboldt.¹⁴

The *Mattoon Gazette*, on February 8, 1895, appeared confident that the school would go to Mattoon.¹⁵ "From this time on," observed the *Gazette*, "the matter should be pushed and with insistent action there is every opportunity of winning." A week later the *Gazette* suggested that the location of the school in Mattoon "would be worth ten dollars to every resident." All who could afford to do so should lend a helping hand to "the noble project."

The first city in the district of the proposed normal school to object to its projected location in Mattoon was, according to the *Charleston Scimitar*, the city of Paris on the eastern side of the district. In the latter part of February 1895, after the legislation for the school had been introduced in the legislature, at a public meeting held in Paris a committee was appointed to go to Springfield to lobby in the interests of that city.¹⁶

Charleston versus Mattoon

At this time, February and March 1895, there was little expectation that the school would go to Charleston, although the *Scimitar*, at the time the Paris delegation went to Springfield, suggested that Charleston was losing a good opportunity for advancement if she, also, did not enter the contest. The *Scimitar* also suggested that the hill south of Charleston (where the school finally was located) would be an excellent location.¹⁷ A common attitude in Charleston was reflected by the *Charleston Herald*, which, after noting the efforts being made by the citizens of Mattoon to secure the school, added that if it was not to go to Charleston, "we hope they will succeed. Mattoon is a part of Coles County."¹⁸

It appeared logical that the school be located in Mattoon if a Coles County city was to be chosen. Mattoon was then as now over one and one-half times the size of Charleston (Mattoon, population 6,833

¹⁴*Senate Journal*, 39th General Assembly, p. 149, *House Journal*, 39th General Assembly, Springfield, 1896, p. 164. *Mattoon Weekly Gazette*, February 8, 1895, *Charleston Courier*, weekly edition, May 28, 1896. The file of the *Mattoon Gazette* (now *Journal-Gazette*) is complete for the period, but the files of the Charleston papers have been destroyed by fires. A few issues of the *Charleston Courier*, covering the announcement that Charleston had been selected as the location of the school in 1895, the laying of the cornerstone of the Normal School building in 1896, and the dedication in 1899 have been located, as well as two issues of the *Charleston Plaindealer*, December 21, 1894, and August 29, 1899, and one issue of the *Charleston Scimitar*, May 29, 1896.

¹⁵The writer has not seen the text of the bills introduced by Craig and Wallace. The *Charleston Courier* for May 28, 1896, stated that the bills as drawn would have insured the school going to Mattoon. The *Charleston Scimitar* for May 29, 1896, reported that "it was only by the merest accident that the bill was changed at the last moment locating it anywhere in the district instead of 'as near the center of the district as possible,' this latter clause being inserted directly in favor of Mattoon, although Charleston would have still been equally eligible."

¹⁶*Charleston Scimitar*, May 29, 1896.

¹⁷*Charleston Scimitar*, May 29, 1896. Surveying the events of the year before, the *Scimitar* recalled that it had stated that Charleston "could easily afford to pay \$25,000 to \$50,000 to secure it and that here was an excellent opportunity for Jack Jeffries to distinguish himself. That Jack took this advice in proper spirit, is shown by his work in the great fight that followed thereafter."

¹⁸Quoted in *Mattoon Weekly Gazette*, February 15, 1895.

in 1890, 9,622 in 1900; Charleston, population 4,135 in 1890, 5,488 in 1900). Mattoon was the crossing point of the Illinois Central and Big Four railroads, which provided excellent north and south and east and west rail service. Charleston was the junction point of the Big Four and the Clover Leaf, neither of which served northern or southern Illinois.

One reason for the lack of an active movement to secure the location of the school in Charleston was the feeling that Mattoon had the inside track politically. Senator Craig of Mattoon, the sponsor of the bill before the General Assembly, was of the same political party as Governor Altgeld, and would surely secure the appointment of trustees who would favor Mattoon.¹⁹ Furthermore, Coles County had outgrown its court house, and Mattoon, hoping to secure the removal of the county seat from Charleston, had opposed the erection of a new county building in Charleston. In March 1895 the idea was suggested that Charleston aid Mattoon in securing the normal school and that Mattoon, in turn, withdraw its opposition to a new court house for Charleston. With the two leading cities of Coles County united behind the movement to locate the school at Mattoon it would inevitably win, and the new courthouse for Charleston would be assured.²⁰

After a few weeks this idea was abandoned. Perhaps the citizens of Mattoon, confident of their ability to get the normal school, were unwilling to make a trade, or perhaps the citizens of Charleston became convinced that they had a chance to get both school and court house. On April 18, 1895, a meeting of the Commercial Club of Charleston was called to consider the possibility of securing the normal school. This was followed by a public meeting the following evening at which J. W. Henninger, superintendent of the city schools, presided and appointed a "normal committee" of five. The five were to select an additional six, to make a committee of eleven. The first five were R. R. Fuller, lumber dealer, Otto Weiss, president of the Weiss Woolen Company, W. E. McCrory, clothing merchant, Ben Anderson, attorney, and R. S. Hodgen, real estate dealer. The other six were Henry A. Neal, attorney, who was chosen as chairman of the committee of eleven, George H. Jeffries, real estate dealer, L. R. Schmalhausen, druggist, Dr. W. R. Patton, mayor, Lewis Monroe, merchant, and A. J. Fryer. "Charleston was out to win."²¹

The committee of eleven lost no time in getting to work, and numerous "normal meetings" were held. At first the committee met with some coldness, due to the widespread belief that Mattoon was certain to get the school. Chairman Neal recalled many years later that "finally everybody here, practically, went to work in earnest for Charleston. I now recollect but one man in this city who was able to contribute who refused to give anything."²² The committee raised

¹⁹H. A. Neal, "In the Beginning" p. 2. Unpublished Ms. of paper read at 25th anniversary observance at the Eastern Illinois State Teachers College, 1924.

²⁰*Mattoon Weekly Gazette*, March 15, 1895, quotes *Charleston News* (n.d.); *Charleston Courier*, weekly edition, May 28, 1896.

²¹*Charleston Courier*, weekly edition, May 28, 1896. The *Charleston Plaindealer*, December 21, 1894, gives descriptions of the leading citizens of the community.

²²H. A. Neal, "In the Beginning," Ms., 1924; *Charleston Courier*, weekly edition, May 28, 1896.

a pledge fund of \$75,000 to be used in securing the school for Charleston.²³ The real fight over the location of the school came after the bill for its establishment had been passed by the General Assembly.

The Legislature Provides for an Eastern Illinois Normal School

The bill for the eastern normal school had been introduced on February 7 about four weeks after the introduction of the bill for the northern school. The friends of the eastern bill foresaw greater difficulty in getting the bill through the House than the Senate, and decided to push first for its passage in the Senate. In the Senate the bill was sent to the Committee on Public Works and Buildings, which reported it favorably. The Senate Appropriation Committee approved the bill with an appropriation of \$50,000, rather than the \$100,000 of the original bill, and in April the bill passed the Senate in that form. On May 15 the eastern normal school bill, together with the bill for the northern school, passed the House of Representatives, with further amendments. The differences between the two houses were adjusted and both bills passed both houses and were approved by the Governor on May 22, 1895.²⁴ About forty counties were included in the areas specified in the bills for the location of the two schools. The members of the General Assembly from these forty counties were practically unanimous in support of the bills, except for the Cook County delegation, according to Chairman Neal of the Charleston Committee. Neal commented in 1924 that the friends of the normal schools were never able to rely, with any certainty, upon the help of the Cook County delegation.²⁵

John W. Cook, who went from the presidency at Normal to that at DeKalb in 1899, later wrote concerning the creation of the northern and eastern normal schools, that "the brunt of the battle" was borne by the champions of the northern school. "It is probable," Cook wrote in 1912, "that one school could not have won the fight. It was much easier, for obvious reasons, to get two. There was constant aid in the Governor's office, where the hostiles found slight comfort." Governor Altgeld, according to Mr. Cook, took a "warm interest" in the movement for additional normal schools. Cook also gave some of the credit for the enactment of these two bills to State Superintendent Samuel N. Inglis, who took office in January 1895. One of his first official acts as State Superintendent was to write to the county superintendents of the State, and to other prominent school men, calling on them to support the proposals for the creation of two additional normal schools then being urged upon the legislature. While the bills for these two schools were before the legislature Inglis made personal appeals to various members, and he spoke for the bills before the education committees of both House and Senate.²⁶

²³*Charleston Daily Plaindealer*, August 29, 1899.

²⁴*Charleston Courier*, weekly edition, May 28, 1896. Hence May 22 is "Founders' Day" at Eastern.

²⁵H. A. Neal, "In the Beginning," Ms., 1924.

²⁶John W. Cook: *Educational History of Illinois*, 1912, pp. 172, 244-245. Inglis was later chosen as the first President of the Eastern school, but died over a year before the school opened. See below, p. 32.

The Act of May 22 stated that the object of the Eastern Illinois State Normal School:

Shall be to qualify teachers for the common schools of this State by imparting instruction in the art of teaching in all branches of study which pertain to a common school education, in the elements of the natural and the physical sciences, in the fundamental laws of the United States and of the State of Illinois, in regard to the rights and duties of citizens.

The Act created a Board of Trustees of five members, to be appointed by the Governor with the consent of the Senate. The trustees were to serve for four years, two and three to be appointed every two years. The trustees were not to be residents of the territory in which the school was to be located. The first task of the trustees, as provided in the Act, was to locate the school. They were to:

Arrange to receive from the localities desiring to secure the location of the said school, proposals for donation of a site, of not less than forty acres of ground, and other valuable considerations, and shall locate the same in the place offering the most advantageous conditions, all things considered, in that portion of the State lying north of the Baltimore and Ohio Southwestern Railroad, and south of the Wabash Railway, and east of the main line of the Illinois Central Railroad, and the counties through which said roads run, with a view of obtaining a good water supply and other conveniences for the use of the institution.²⁷

A building was to be constructed, "of sufficient capacity to accommodate not less than one thousand students. . ." The Board of Trustees was given the power to appoint teachers, fix their salaries and duties, prescribe and provide textbooks and apparatus. A teacher could be removed for cause after a ten day notice of the charges against him and an opportunity given for defense.

All counties of the State were to be entitled to free instruction for two pupils, and each senatorial district to free instruction for three pupils. The Board of Trustees could prescribe the manner of examining applicants for this instruction. In addition, the Board in its discretion could require a candidate for free instruction "to provide for the payment of such fees for tuition as the Board may prescribe" if the candidate "does not sign and file with the secretary of the Board a declaration that he or she will teach in the public schools within the State not less than three years in case that engagements can be secured by reasonable efforts." The Act appropriated \$50,000, payable in sums not exceeding \$10,000 per month, starting July 1, 1896.²⁸

²⁷Sixteen counties are included in this area. Students from fourteen of these, as well as from nine others, were in the student body during the first year of school.

²⁸Text of Act in *Session Laws*, 39th General Assembly (1895), pp. 63-67.

CHAPTER TWO

THE NORMAL SCHOOL COMES TO CHARLESTON

A Bidding Contest

The Act as passed called for the donation of a site and "other valuable considerations." This meant that the contest would become a bidding contest between the dozen eastern Illinois cities which sought to secure the school. Most prominent in the contest were Charleston and Mattoon of Coles County, Paris, Danville, Shelbyville, Effingham, and Olney. Other hopeful cities were Oakland (also in Coles County), Tuscola, Kansas, Lawrenceville and Palestine. The contest among these cities "was the hardest ever fought in the history of eastern Illinois, if not in the whole State and probably the most hotly contested (of its kind) on record anywhere," commented the *Charleston Courier* a year later.¹

On May 17, after the passage of the bills for the two Normal schools was assured, the *Mattoon Gazette* gave much of the credit to the Mattoon normal school committee which had "spent many hours in Springfield working up a sentiment" in favor of the bills.²

After action by the legislature had made it certain that there would be an Eastern Illinois State Normal School, the citizens of Charleston took up the challenge of Mattoon in earnest. The *Plaindealer* later told the story as follows:

Meetings were held two or three nights in the week at George H. Jeffries' office. Politics were laid aside and all factions and creeds pulled together. By the last of May our forces were well organized.

The first committee to visit Springfield was R. R. Fuller, W. E. McCrory, I. H. Johnston, Sr., S. D. Jeffries and W. R. Highland, all Democratic; but they had a Democratic Governor to do with, and there was "method" in their appointment. . . . But there was no "politics" here in Charleston. Everybody was for the school. H. A. Neal, R. S. Hodgen, G. H. Jeffries, F. K. Dunn, ably seconded by Col. Geo. W. Parker of St. Louis, worked right along with the Democrats.³

The advantages which would come to the city with the normal school were summarized by Mr. Neal in an interview on June 1. Mr. Neal pointed out that the school would

. . . bring from 300 to 600 students here annually. It will bring many hundred people here each year as visitors,

¹*Charleston Courier*, weekly edition, May 28, 1896.

²*Mattoon Weekly Gazette*, May 17, 1895.

³*Charleston Daily Plaindealer*, August 29, 1899.

men of prominence in this state, and elsewhere. It will make Charleston known all over the state of Illinois. It will make our society better. It will add to our wealth. It will increase our population, and in many ways give us standing and prestige.⁴

The Mattoon paper recognized that the passage of the bill for the school marked the start of the real contest for its location, and urged that the existing Committee which had done so well be continued. "Mattoon must have that normal school if it costs \$100,000."⁵ Effingham also was making a bid. A circular was distributed in that city calling for action. Fifteen thousand dollars was stated as the necessary amount, and a committee to accept donations was announced.⁶

Charleston recognized the strength of the bid for the school by other cities. On May 21 the *Courier* warned that "we must not lose sight of the fact for an instant" that Mattoon and Effingham "are no mean competitors." Mattoon had a prime advantage in Senator Craig. "Ike has a peculiar way, all his own, that when he goes after anything to never say quit until he gets it and can come as near getting 'close' to a fellow as any we know of."⁷

Mattoon continued to drive ahead. On May 27 a crowd of 600 or more citizens met at the Opera House to hear reports from the committee which had been working on the school question, and from Senator Craig and Representative Wallace. A committee was selected to name an executive committee of ten and a finance committee of thirty. The *Gazette* warned Charleston that Mattoon would have the school "if it takes \$200,000," and that some day the question of a new court house will arise, and unless Charleston does what is right now Mattoon will make the citizens of that place put up a fortune or it will be removed here." Charleston "might just as well make up its mind" that the normal school was coming to Mattoon.⁸

Early in June the Charleston City Council took a hand in the contest. At a council meeting on June 6 the council unanimously adopted a resolution offering to the trustees of the Eastern Illinois Normal School "water for fire protection and other legitimate uses for the term of fifty years at the rate of one dollar per annum."⁹ A month later the city council adopted another resolution reducing the charge for water for the normal school from one dollar a year to five dollars for fifty years, "providing it be located in this city."¹⁰

The Board of Trustees Receives Proposals

The trustees for the Eastern Illinois State Normal School were named by Governor Altgeld on May 29, 1895. They were: F. M.

⁴*Charleston Daily Plaindealer* of June 1, 1895, as quoted in August 29, 1899 issue.

⁵*Mattoon Weekly Gazette*, May 17, 1895.

⁶Circular reprinted in *Mattoon Weekly Gazette*, May 24, 1895.

⁷Quoted in *Mattoon Weekly Gazette*, May 24, 1895.

⁸*Mattoon Weekly Gazette*, May 31, June 7, 1895.

⁹*Minutes*, Charleston City Council, June 6, 1895.

The resolution was offered by Alderman I. B. Mitchell, "Charleston's leading grocer." *Charleston Plaindealer*, December 21, 1894.

¹⁰*Minutes*, City Council, July 5, 1895.

Youngblood of Carbondale, who was chosen as president of the Board by his colleagues, A. J. Barr of Bloomington, M. J. Walsh of East St. Louis, M. P. Rice of Lewiston, and Calvin L. Pleasants of El Paso. As required by the Act, none of them were residents of the area in which the school was to be located.¹¹ The Board entered promptly upon its first task, that of locating the school. The Board spent twenty-four hours in Charleston on June 18 and 19. They visited sites offered for the school, among them "Bishop's Woods," owned by Charles E. Bishop¹², Eli Wiley's property, and "Trower Park" owned by Mrs. P. A. Trower. The visit of the Board was made the occasion for a civic celebration. That evening the Trustees from the balcony of the Charleston House were given a demonstration of the power and effectiveness of the city water works. Four streams of water were thrown from opposite corners of the square over the courthouse dome. While the Fire Department was doing this, the Knights of Pythias band gave a concert, and the square was swept from side to side by search lights. This was followed by a banquet for the Trustees at which about sixty representative citizens were guests. At its close Mayor Neal, Mr. George W. Parker, and others presented the claims of Charleston to the Trustees. The morning of June 19 the Trustees visited other suggested sites, including Decker's Springs, before proceeding to Mattoon to look over the possibilities in that city.¹³

The Trustees were sufficiently impressed by Charleston to return for a second visit on July 18, when they "were again given a chance to view our advantages and left for Oakland with a better impression of the center of the district than ever."¹⁴

About the time of the second visit of the Board of Trustees to Charleston, the normal school committee submitted to the Board the proposals stating in detail Charleston's offer to secure the location of the school. This document is reproduced in full, as follows:

TO THE BOARD OF TRUSTEES OF THE EASTERN ILLINOIS STATE NORMAL SCHOOL:

In accordance with notice received from your Secretary of a meeting of your Board to locate a school under an act to establish and maintain an Eastern Illinois State Normal School, the Undersigned committee Isiah (Isaiah) H. Johnson (Johnston) Robert S. Hodgen, George R. Chambers representing the citizens of Charleston, Illinois, and vicinity, hereby submit the following proposals:

If said school is located within two (2) miles from the Court House at Charleston, Illinois, the said citizens will:

¹¹*Charleston Courier*, weekly edition, May 28, 1896.

¹²Bishop was the proprietor of the "most prominent meat market in the city." *Charleston Plaindealer*, December 21, 1894.

¹³*Charleston Courier*, weekly edition, May 28, 1896; *Charleston Scimitar*, May 29, 1896; *Mattoon Weekly Gazette*, June 21, 1896. While in Charleston the Trustees were shown a map of the Normal School district which showed that Charleston was within three miles of the exact center of the district. This map, constructed by Herm Hill, "did much to influence the decision of the commission in our favor," the *Scimitar* reported.

¹⁴*Charleston Courier*, weekly edition, May 28, 1896.

First.—Donate forty (40) acres of land to be selected by you from any of the sites shown you.

Second.—Donate Forty Thousand (\$40,000) Dollars payable July 1st, 1896, or in monthly installments as may be needed and called for by you, provided however, if sites as shown on map as No. 2 or No. 3 are selected, the above donations shall be Three Thousand (\$3,000) Dollars less; if sites No. 4 or No. 5 be selected, said payment shall be Five Thousand (\$5,000) less.

Third.—Take to the grounds selected, water in four inch pipes and furnish as many hydrants not exceeding four and at such points as you may direct, and furnish you water for fifty (50) years at Five (\$5) Dollars per year.

Fourth.—Cause a street to be paved or graveled from the Court House to whatever site may be selected for said School by the trustees and to cause a suitable and sufficient sidewalk to be constructed to said site.

Fifth.—To furnish incandescent electric lights for the school for twenty-five (25) years at the price of ten cents per thousand Watts and at half regular rates for arc lights.

Sixth.—Furnish Five Thousand (\$5,000) Dollars of freights on any of the lines of the Cleveland, Cincinnati, Chicago and St. Louis Railway Company, when called for by your Board.

Seventh.—To furnish free of charge all freights for any material used in the construction of said school building to be shipped from any point on the line of the Toledo, St. Louis and Kansas City Railway Company, and deliver the same in Charleston.

Eight.—To furnish coal for said school until July 1st, 1901, f.o.b. at Charleston, at the following prices, to wit:

.75 per ton for Lump coal.	.70 for Steam Lump coal
.65 for Mine Run	.45 for Nut Coal
.35 for Pea Coal	

Free for [of] slack, until the first day of July, 1901.

Ninth.—To furnish all gravel that may be needed in the construction of walks, roofs and drives within the grounds of said school, free on cars at Charleston.

Citizens of Charleston

By [S] R. S. Hodgen	} Committee ¹⁵
[S] Geo. R. Chambers	
[S] Isaiah H. Johnston	

¹⁵The original is on file at the business office of the Eastern Illinois State College. Undated. The Charleston committee actually paid to the Trustees, by September 1, 1898, cash, and land and freight bills, to a total of \$56,216.72. *Report of the Trustees of the Eastern Illinois State Normal School, Springfield, 1899, pp. 4, 6.*

It was expected that the Board of Trustees would decide on the location of the school soon after the second visit of July 18. Chairman Neal of the citizens' committee had gone to New Hampshire for his vacation. Shortly after his arrival he received a telegram saying that the trustees were to meet in Springfield two days later. As Mr. Neal had been appointed to represent the interests of Charleston before the board he traveled one thousand miles to be present. However, they did not act upon that day, and the meeting was postponed until September, so he returned to complete his vacation.¹⁶

The fourth point in the proposals to the Board called for the improvement of the street leading to the school site, and the construction of a sidewalk. On August 15, 1895, the city council unanimously adopted a resolution introduced by the Mayor, W. R. Highland, offering to provide the improved street and sidewalk to the school site, "if said school shall be located at any place within two miles of the Court House, in the city of Charleston."¹⁷

A frequently heard story in Charleston concerning the selection of the city as the location of the normal school is that, when a sample of city water was secured for testing, the water was switched, unknown to the representative of the Board of Trustees who had secured it, and filtered water substituted. The story is current in various forms, but all probably stem from the following account which appeared in the *Charleston Plaindealer* at the time of the dedication of the school in August 1899:

Many strange tales could be told of the things done to land this big prize. One will suffice. Speaking of our water supply, and the chemical test that was applied to it brings to mind the story told by Dick Cadle [Proprietor of the Charleston Hotel], and which Oliver Gerard, then the bus driver [the bus from the railroad station to the hotel], vouches for. Trustee Walsh was a committee of one to go from town to town and get a sample bottle of water which was to be tested by chemical analysis.

One night while the summer's heat and drought were at their worst, and when no one suspected that he was within a hundred miles of Charleston, Walsh "rolled in" on the midnight Big Four train from the west. Gerard knew him by sight, and he knew that mischief would be to pay if Walsh discovered that our water supply was low. For in addition to supplying our own shops and mills, we were furnishing thousands of gallons daily to Mattoon, Kansas, and other towns besides street and yard sprinkling. These latter uses had been curtailed, however, and only certain hours were given in which to use the water—which limitations have since been removed by the building of the dam.

Gerard went over these things in his mind as the "Bessie" rattled uptown, and while Mr. Walsh was at the water trough

¹⁶H. A. Neal, "In the Beginning," Ms., 1924.

¹⁷*Minutes*, Charleston City Council, August 15, 1895.

filling his bottle from the pipe that conveys the Ambraw's crystal tide to the city, Mine Host Cadle was aroused and the situation explained to him. Dick first hustled Mr. Walsh off to bed. Then he sent Gerard down to waken Jack Jeffries. Next the engineer at the water works was telephoned to give extra pressure. Quietly and steadily the word was passed along the line and when the early morning came everyone was out sprinkling street and lawn, and water flowed on every hand as though that "catfish hole," as Peck used to call the classic Ambraw, were 100 feet deep and a mile wide.

When Trustee Walsh rose up to take the early east-bound train he was everywhere greeted along the way to the depot with people sprinkling, and he left with a very profound regard for Charleston's water supply.

Meantime, while this good man slept, Cadle had extracted his bottle from his gripsack, and emptying the "real stuff" from the Ambraw filled it with the clear, sparkling fluid that is always on tap at his filter in the hotel office. The sequel to this story is that on the very day that the location of the Normal was decided, the St. Louis chemist sent word that Charleston's water was the best and purest of all.¹⁸

The writer is not prepared to say that the water substitution incident actually occurred. Concerning the public-spirited Mr. Cadle of the Charleston Hotel, it is interesting to note that the *Plaindealer* for December 21, 1894, described him as "the cleverest man in town," who "always finds time to lend a hand to every public enterprise that comes along." If anyone did perpetrate a trick of that sort, obviously he was the man to do it.

Charleston Wins

The Board of Trustees met at Springfield on September 5, 1895, to locate the normal school. Charleston's case was presented by a committee consisting of George R. Chambers, George H. Jeffries, Henry A. Neal, Isaiah H. Johnston, Sr., Robert S. Hodgen, R. R. Fuller, F. K. Dunn, and Richard Cadle.¹⁹ They were assisted by two men who were not residents of Charleston, George W. Parker of St. Louis, President of the Cairo Short Line Railroad and former Charlestonian, and General Superintendent A. L. Mills of the Clover Leaf railroad, a resident of Toledo, Ohio. Neal, Fuller, Dunn, Johnston, Parker and Mills appeared in person before the Board on September 7, the day the voting took place. The decision was reached at 2:45 P.M. on the twelfth ballot.²⁰ The *Charleston Courier* credited

¹⁸*Charleston Daily Plaindealer*, August 29, 1899. The *Charleston Courier*, weekly edition, September 12, 1895, reported that "the Charleston bottle of water was the only one which stood the test."

¹⁹*Charleston Courier*, weekly edition, September 12, 1895.

²⁰The *Courier*, September 12, 1895, states the vote was unanimous. The *Plaindealer*, August 29, 1899, states the vote was four to two in favor of Charleston. The city or cities receiving the two votes were not given. Both accounts agree that the decision was reached on the twelfth ballot.

Mr. Neal with making the winning presentation.²¹ Years later, he gave the following account of the meeting and the decision:

But in September, the fateful day came and the committee from Charleston was present, and we sat in the ante-room after our case and that of the other localities had been presented awaiting the verdict. I doubt if any accused criminal ever waited with more intense interest than did our committee. Mr. George W. Parker of St. Louis, a former citizen of this city, was a member of our committee, and we relied very largely upon his assistance. While the trustees were deliberating some one came out and asked for a bit of information. Mr. Parker was out of the room. He was sent for in post-haste, and Mr. Jeffries remarked to him, "Don't you ever dare leave us again until the verdict is rendered." In a few minutes the board announced the result of their deliberation. Charleston was victorious. There certainly was one happy crowd present.²²

The result was telegraphed to Charleston by Jeffries:

State House, Springfield
September 7th

To the People of Charleston:

Charleston wins on the twelfth ballot. Hard fought battle. Be home tonight.

GEO. H. JEFFRIES.

The arrival of this telegram at 3:30 P.M. set off a spontaneous community celebration never before or again equalled in the history of Charleston. "People flocked to the square by thousands, yelling like wild men, throwing hats in the air and acting like full-fledged candidates for Kankakee." In five minutes every bell and whistle in town was going. "It had been a long hard fight, nobly fought and won." There was no attempt at any organized celebration. It was "one continuous and prolonged yell" from receipt of the news until after midnight. The Committee arrived from Springfield at 11:30 P.M. They were escorted by two bands and about 2500 celebrating citizens from the depot to the square, where H. A. Neal was called upon for a speech. He spoke about fifteen minutes, but was poorly heard in the din of the celebration. After cheering the committee, the trustees, and the city, the crowd gradually dispersed shortly after midnight.²³

This impromptu celebration was followed on the evening of September 13 by a more systematic one "in which competing cities and friends from the surrounding country could participate." Every city

²¹Issue of September 12, 1895. Neal, Fuller, Hodgen, and Jeffries had been members of the original normal school committee of eleven, appointed on April 19, 1895.

²²Henry A. Neal, "In the Beginning," Ms., 1924.

²³*Charleston Courier* weekly edition, September 12, 1895. The theme of Neal's remarks was that winning the normal school marked a turning point in the history of the city. Neal especially complimented Parker and Mills for their contribution to the victory.

within a radius of fifty miles sent representatives. The program, from seven to ten o'clock, included a parade, speeches and fireworks. With a crowd around the square estimated at eight thousand persons or more and with three bands going full blast, "the night was made hideous." Ten thousand roman candles filled the night sky with thousands of fiery balls. The crowd was so large and noisy that the speeches were abandoned. The parade, however, proceeding south on Jackson street (now known as Sixth street) to the site of the school, where "a monster bonfire raged for three hours, visible for twenty miles around, and suggesting to rural residents that the city was on fire."²⁴

Mattoon had confidently expected to the end to secure the normal school. When the prize went to Charleston the *Mattoon Gazette* headlined the news "Charleston Gets It. The New Reform School Located at Catfishville." The *Gazette* complained that although Charleston's offer to the State was \$70,000 less than that offered by Danville, and \$40,000 less than the Mattoon offer, the smaller offer had been accepted. The *Gazette* smelled a rat. "What was the animating motive which took from the State \$175,000 or \$144,000 and gave it \$105,000?"²⁵ Until this question was answered, "every brick going into that edifice will be considered marked with boodle and every drop of mortar with which they are cemented with fraud." The *Gazette* listed in detail the items making up the \$144,000 offer of Mattoon, as follows:

1. Forty acres, worth.....	\$ 20,000
2. Cash.....	55,000
3. Insurance for twenty years.....	10,000
4. Temporary quarters for the commissioners [trustees?].	5,000
5. Lights and water.....	20,000
6. City improvements (sidewalks, streets, etc. for the convenience of the school).....	15,000
7. Improvement of school grounds.....	2,000
8. Railroad switching facilities.....	2,000
9. Railroad freight charges.....	15,000
Total.....	\$144,000 ²⁶

A comparison of these items with those of the Charleston offer indicates that actually the Mattoon offer substantially exceeded that of Charleston in only two particulars—\$55,000 cash instead of \$40,000, and \$2,000 for the improvement of the school grounds, or a total offer of \$17,000 more, rather than \$40,000 as claimed by the *Gazette*. Both communities offered land, water, freight charges, lights, and public improvements. The \$10,000 insurance item in the Mattoon offer was of no significance, since the State of Illinois has long followed the policy of assuming its own insurance risk on State property. The \$5,000 for "temporary quarters for the Commissioners" likewise was of no consequence, since the commissioners, or trustees, had no such requirement. These items appear to have been included to make the total offer look larger.

²⁴*Charleston Daily Courier*, May 28, 1896. The school site had been selected on September 9.

²⁵The *Charleston Courier* (September 12, 1895) estimated that the total outlay by Charleston would "cost close to \$100,000."

²⁶*Mattoon Weekly Gazette*, September 13, 1895.

Charleston in the 1890's

What sort of community was it that had received the Eastern Illinois State Normal School? Although smaller than Mattoon, Charleston is twenty years older. It was first settled about 1830; the first post office was established as "Coles Courthouse" on March 31, 1831; and the community was incorporated under the name Charleston on March 2, 1839. Mattoon was settled about 1855, following the location of the route of the Illinois Central Railroad, and was incorporated on February 22, 1859.²⁷ In 1900 the population of Mattoon was 9,622, and that of Charleston was 5,488.

Beginning with 1894, Charleston experienced an upsurge of city pride and a marked material growth. The local *Plaindealer* reported in December of that year that not a single store building was unoccupied, and, more remarkable, there were no vacant residences. In November the little city began to pave its streets, and by December 21 the streets around the square and for a block in each direction were brick surfaced. The *Plaindealer* observed that "1894 will be recalled as the beginning of a more important epoch—the advent of a 'boom' that made all previous booms look puny and insignificant. Inertia has been overcome and the city has acquired a momentum that will carry it headlong through and past all obstacles."²⁸

The *Plaindealer's* optimism was justified. In 1895, in addition to securing the location of the Eastern Illinois State Normal School, the telephone was added to the city's utilities, many additional street lights were installed, sidewalks were laid, and the paving of streets was carried forward. In October 1895 the streets were renamed and re-numbered, enabling the city to meet the requirements of the Post Office Department for household mail delivery, which was started in the spring of 1897. In June 1896 a start was made in creating a public library, which became a Carnegie Library in 1902. In August 1897 a dam was authorized on the Embarrass River to increase the amount of water available for the use of the growing city. By 1897 city growth made it necessary to divide the city into five wards instead of four. When the Normal School building was dedicated in August 1899 two other important public buildings were under construction, the new court house and a new central school building, to be used by the high school. During the 1890's the office of mayor was filled by Dr. W. R. Patton, W. R. Highland, Henry A. Neal, C. O. Skidmore, and Dr. Patton again.²⁹

The location of the Normal School encouraged real estate development. In May 1896, at the time of the corner-stone laying, George H. Jeffries offered for sale lots in "Bishop Heights," the "Normal School addition to Charleston," located between Lincoln and Garfield streets, and between Seventh and Tenth streets. The property adjoined the campus on the east side. In his advertisement, Mr. Jeffries described the advantages of the city, as follows:

²⁷*Illinois Blue Book*, 1903, pp. 385, 391, for dates of incorporation.

²⁸*Charleston Plaindealer*, souvenir edition, December 21, 1894.

²⁹*Minutes*, City Council of Charleston; *Charleston Courier*, weekly edition, May 28, 1896, August 31, 1899; *Charleston Courier*, August 29, 1899.

Charleston . . . has a population of about 7,000 and is rapidly increasing. It is splendidly lighted by the Thomson-Houston system, both arc and incandescent, day and night circuits. Has a well equipped and efficient fire department. Has a large flouring mill with the latest improvements in machinery and producing flour of the highest standard. An Ice Plant with a capacity of eight tons per day; three good banks, two national and one state; also, four building and loan associations; a stove foundry employing 75 to 100 hands and paying out \$12,000 to \$15,000 a year. Have an extensive tile factory and brick yards; two good lumber and coal yards; five good newspapers;³⁰ splendid educational facilities including State Normal School and four public school buildings. Its main streets are under contract to be paved with brick, twelve blocks being already down and over a mile to be paved this summer. The city owns and operates its own system of water works and furnishes a never failing supply for all purposes at reasonable rates. . . . Charleston is located on the edge of the timber with a creek running through the center of town which, in connection with a scientific system of sewerage upon which \$10,000 is to be expended this season, makes it one of the healthiest cities in the State.³¹

The community benefited from the Normal School even before its opening. The local high school building was destroyed by fire in the early spring of 1899 and the high school moved into the new Normal School building to complete the work for that school year.³²

³⁰The five newspapers were the *Courier*, the *Plaindealer*, the *News*, the *Scimitar*, and the *Herald*. A half century later the *Courier* and the *News* were being published.

³¹Advertisement in *Charleston Scimitar*, May 29, 1896.

³²Letter, Principal J. W. Price, Charleston High School, to the writer, December 10, 1947.

CHAPTER THREE

THE SCHOOL IS ORGANIZED

The Site and the Building Design

The selection of the site for the school was made by the Trustees on a visit to Charleston on September 9, 1895. They visited Decker's Springs, Trower Park, and Bishop's Woods. The Trustees selected the 40-acre Bishop site, located at the southern edge of the city, at that time (and until 1904) outside of the city limits.¹ It was well within the two mile limit specified in the offer of the citizens' committee, and was one of the two which would obligate the committee to pay the full \$40,000 to the Board of Trustees.

The Bishop's Woods tract was sold by Virginia M. and Charles E. Bishop to the school on September 24, 1895, for \$3,000² which the citizens' committee paid to the Trustees on October 1. This amount was paid to Mr. Bishop on that date.³

Mattoon was not giving up the school without one more effort. When the Trustees were in Charleston on September 9 a telegram arrived from Springfield stating that "quo warranto" proceedings had been brought with the Sangamon County Court by the citizens' committee of Mattoon, against the Board of Trustees, based on the allegation that the decision of the Board was null because Superintendent of Public Instruction S. M. Inglis had acted with the Board. Actually the law creating the Board had included the State Superintendent as an ex-officio member.⁴ Later a second suit was filed against the members of the Board, seeking to void the actions taken on the ground that since they had been appointed before July 1, 1895, the effective date of the Act, the appointments were illegal. The two cases were combined, and arguments were heard before the Court in Springfield on October 2. The decision, given on October 10, upheld the Board of Trustees on both counts. In November the case was appealed to the Appellate Court, which refused to accept jurisdiction and the case was thrown out. The trustees were defended in this suit by Judge F. K. Dunn and Henry A. Neal.⁵ Mr. Neal had been named as secretary of the Board following the decision to locate the school in Charleston.⁶

¹*Charleston Courier*, weekly edition, September 12, 1895. The *Courier* observed that this location "will make it necessary for all visitors and students of the institution to pass directly through the city."

²Coles County Recorder's office, Warranty Deed Book 97, p. 1. The property is located in the southwest quarter of section 14, Township 12 north, range 9 east of the third principal meridian. The tract measures 51 68/100 rods east and west by 123 84/100 rods north and south. Description in the deed.

³Treasurer's report, in *Report of Trustees of Eastern Illinois State Normal School, Period ending December 31, 1898*, Springfield, 1899. This was the first of a series of cash payments made by or for the citizens' committee totalling \$43,000. The last payment was made on September 1, 1898. The total represented the cost of the land plus the \$40,000 in cash promised by the committee. An account of the development of the campus is given in a later chapter. See below, p. 286.

⁴*Charleston Courier*, weekly edition, September 12, 1895.

⁵*Charleston Courier*, weekly edition, May 28, 1896; Henry A. Neal, "In the Beginning," Ms., 1924, p. 3.

⁶Isaiah H. Johnston, Sr., also active on the Charleston Citizens' Committee, was named as treasurer. Mr. Neal was a prominent Charleston lawyer and Mr. Johnston was president of the Second National Bank of Charleston.

While the attack on its legality was still unsettled, the Board took up the question of the design of the building to be erected for the school. On October 5, 1895, the Board tentatively accepted the plans of McPherson and Bowman, an Indianapolis architectural firm. Two days later Governor John P. Altgeld requested the Trustees to cancel this acceptance. This was done, and a little later McPherson and Bowman changed their plans to conform more nearly to the ideas of Governor Altgeld, and they were again tentatively accepted, only to be finally rejected in favor of those of G. H. Miller of Bloomington, who used the McPherson and Bowman plans with modifications. The changes resulted from the decision to use Indiana Bedford limestone instead of "Ambraw stone" for which the original plans called.⁷

The normal school building which resulted from these plans clearly shows the influence of German-born Governor Altgeld. This "Castle on the Rhine," or German Gothic style is typical of the public buildings designed while Altgeld was Governor (1893-1897).

Bids from contractors for the erection of the building were opened at Springfield on November 18. They ranged from \$114,000 to \$167,000. Since the appropriation for the school for the biennium ending June 30, 1897, was only \$50,000, these bids were all rejected as excessive, and new bids were called for.⁸ Finally on December 12 the Chicago contracting firm of Angus and Gindele received a contract to erect and enclose the normal school building by August 1, 1896, for \$86,000. The contract contained a \$100 a day forfeit clause for every day the building was not enclosed after the contract date.⁹

Weather and other factors delayed the start of the construction until the following spring. Superintendent F. W. Watts and foreman G. F. Auld, of Angus and Gindele, arrived at the building site on March 24, and the work was at once "lined out." Excavation commenced the next day, and the first stone was laid on April 11.¹⁰ The date of the corner-stone laying was fixed at May 27 at a meeting at Judge F. K. Dunn's office on April 24,¹¹

In the meantime the city of Charleston on February 20 and March 5 provided for the paving of Sixth street from the Big Four Railroad to the Normal School grounds.¹²

The Laying of the Corner Stone

The City Council also took a hand in the plans for the corner-stone laying exercises. On April 2 the Council by resolution requested the mayor, Henry A. Neal, to call a public meeting on April 9 to make plans for the exercises. Following this public meeting, at which a committee was appointed and plans made for an elaborate celebration,

⁷*Charleston Daily Courier*, August 29, 1899. Although not selected as the supervising architects, McPherson and Bowman received \$2,000 for the plans they had prepared and which were used by the Miller firm. *Report of the Trustees of the Eastern Illinois State Normal School, Period ending December 31, 1898*. Springfield, 1899, p. 7.

⁸*Charleston Daily Plaindealer*, August 29, 1899.

⁹*Report of the Trustees*, 1898, p. 1; *Charleston Courier*, weekly edition, May 28, 1896; August 29, 1899.

¹⁰*Charleston Courier*, weekly edition, May 28, 1896.

¹¹*Charleston Daily Plaindealer*, August 29, 1899.

¹²*Minutes*, Charleston City Council, meetings of February 20 and March 5, 1896.

the Council on April 16 authorized the spending of not over \$1,000 in city funds in connection with the corner-stone exercises.¹³

The corner-stone laying on Wednesday, May 27, 1896, was quite an affair. An elaborate parade moved down Sixth street from the square to the entrance to the school grounds, where an arch had been erected from the sides of which young ladies pelted Governor Altgeld¹⁴ and other distinguished guests with flowers. Seven bands took part in the parade as well as a long line of notables in forty carriages, including Grand Master Owen C. Scott of the Masonic order, members of the Board of Trustees, and city officials. The Governor and his staff were mounted, rather than in carriages. Two glee clubs were in the parade, and sang during the program at the building site. Delegations of Masons from twenty-seven cities, to a total number of 500, were among the marchers. The *Courier* estimated that a total of 15,000 persons came to Charleston for the occasion.¹⁵ The exercises at the building site started at 3:30 P.M., and in addition to prayers, songs, and band numbers, they included speeches by Mayor Neal, President F. M. Youngblood of the Board of Trustees, Grand Master Scott, Senator Craig, State Superintendent S. M. Inglis, and Governor Altgeld. The Governor spoke following the laying of the corner stone with Masonic rites at 4:28 P.M. After discussing the importance of public education in general and of teacher training in particular, Governor Altgeld in closing spoke more directly to the citizens of Charleston and of Eastern Illinois:

My fellow citizens, the character of this institution will depend upon the people who surround it. It will be what you make it. The Trustees will always be to a greater or less extent your servants. If rightly managed it will make your section of the State famous, and if it is not to stand for all that genius, learning and character can create, then it would be better not to lay this corner stone, for the State of Illinois has no room for a poor institution of any kind within her borders. The Trustees will always be good men, but even Trustees are human and sometimes yield to pressure. The responsibility is upon you and the generations that succeed you to see that this institution shall never become an asylum, a bread and butter stand, for the dependent cousins, aunts and uncles of prominent citizens, and that it shall never be made a convenience with which to reward political favorites or their followers. The responsibility is upon you to see that only learning, ability, character and superior merit shall secure any connection with this university, and if at any time a board should not heed your protest, then go to the Governor of the State, no matter who he may be, and you will get a hearing. With the hope and with the belief that this university will shed luster over our land through the centuries that are to come, we dedicate it to posterity.¹⁶

¹³*Minutes*, Charleston City Council, Meetings of April 2 and April 16, 1896.

¹⁴While in the city, Governor and Mrs. Altgeld were the guests of Mr. and Mrs. I. H. Johnston, Sr. *Charleston Scimitar*, May 29, 1896.

¹⁵The *Scimitar*, May 29, 1896, estimated the number of visitors at 20,000.

¹⁶*Charleston Courier*, weekly edition, May 28, 1896.

Placed in the corner stone were many items, including a copy of the Act creating the school, documents relating to fraternal orders, notes from the members of the Board of Trustees, a list of the city officials of Charleston, copies of City Council actions relating to the school, the roll of the 1896 graduating class of Charleston High School, coins, newspapers, and twenty-six personal cards, including that of Governor Altgeld. Among these cards were those of the following local citizens: Mr. and Mrs. I. H. Johnston, Sr., Mr. and Mrs. I. H. Johnston, Jr., Mrs. Emma Wilson, Bertha Mitchell, R. Cadle, Hannah Cadle, Mary Cadle, and John Cadle.¹⁷

The day of the corner-stone laying, May 27, was also the day of a destructive tornado in St. Louis. Charleston was not in the path of the "twister," but a heavy rain came up which by seven p.m. sent people hurrying to their homes and interrupted the fireworks and band concert which had been planned for that evening.¹⁸

A New Board of Trustees

In April 1897 Governor John R. Tanner, who had succeeded Governor Altgeld in January, appointed a new Board of Trustees, as provided by an Act of February 18, 1897. Unlike the Act of May 22, 1895, this law did not require that the Trustees should not be residents of the territory in which the school was located. It specified merely that no two of the five Trustees should be residents of the same county. Both Acts made the Superintendent of Public Instruction a member ex-officio. The Act was passed as an emergency measure and went into effect immediately after its enactment.¹⁹

The five members appointed by Governor Tanner were A. H. Jones of Robinson, L. P. Wolf of Peoria, W. H. Hainline of Macomb, F. M. Youngblood of Carbondale, the only member of the 1895 Board to serve on the new Board, and Henry A. Neal of Charleston, the resident Trustee, who had been secretary of the original Board. Superintendent of Public Instruction Samuel M. Inglis was a member ex-officio

There were two reasons for the passage of the law of February 18, 1897, one political and one administrative. The election of 1896 had resulted in a Republican state administration which logically wished to control state institutions through boards appointed by the new Governor. Another reason for the change was the impossibility under the earlier law of naming a resident Trustee. Two of the new Trustees, Neal of Charleston and Jones of Robinson, were residents of eastern Illinois and hence were more particularly concerned with the development of the school. Recognizing this, the members chose Jones as

¹⁷*Charleston Courier*, weekly edition, May 28, 1896.

¹⁸The abandonment of the band concert proved to be a fortunate circumstance. The high wind accompanying the rains caused two arc lamps which were suspended over the band platform to fall at just about the time the concert would have commenced. Although the fireworks display was not held as scheduled, a few rockets were fired after the rains had ceased. Governor Altgeld and his party left the city on a special train at seven p.m., after the weather had made it clear that the evening's program would have to be abandoned. *Charleston Scimitar*, May 29, 1896.

¹⁹*Session Laws*, 40th General Assembly, part I, p. 291.

president and Neal as secretary.²⁰ Isaiah H. Johnston, Sr. of Charleston was continued as treasurer.

The Building Goes Up

Work proceeded on the building, under the original contractors, Angus and Gindele, until the fall of 1896, when that firm became financially embarrassed as a result of the failure of the Illinois National Bank of Chicago, and had to abandon the contract after having received \$69,826.74 on it. Under them the work had progressed until the walls were up and about ready for the roof.²¹

The work remained at a standstill until the following summer. In May 1897 a contract was made with Alexander Briggs, Charleston stonework dealer and contractor, to complete the Angus and Gindele contract for \$14,950. Thus the original Angus and Gindele contract work was completed for \$84,776.74, or more than one thousand dollars less than the original contract price of \$86,000.²²

In addition to the contract award to Alexander Briggs in May to complete the Angus and Gindele contract, on September 1, 1897, a contract was made with his firm, Briggs and Fuller of Charleston, to complete the building for \$59,950. As the work progressed certain changes were decided on by the Board of Trustees, on the advice of the supervising architect, C. W. Rapp of Chicago, which added \$8,363.22 to the cost. By the close of 1898 the building was nearly completed and ready for furnishing. There remained only frescoing and the installation of electric fixtures and telephones which it was estimated would cost \$2,060.²³

By September 1, 1898, the citizens' committee had paid \$40,000 to the Board of Trustees, had furnished the \$3,000 to pay for the land, and had paid freight charges totalling \$13,216.72 on construction material for the building. This made a total of \$56,216.72 contributed to the school by the citizens of Charleston. By the end of 1898, \$121,840 of State funds had been made available to the Board of Trustees, making a total of \$178,056.72. In November 1898 Mr. I. H. Johnston was succeeded as treasurer for the Board of Trustees by Mr. George H. Jeffries. All but \$4,590.86 of the total mentioned was paid out by Mr. Johnston.²⁴

Reporting to the Governor at the end of 1898, the Trustees wrote:

²⁰*Charleston Daily Courier*, August 29, 1899. The selection of Neal as secretary provided continuity of work from the first Board to the second. The first Board had chosen Neal, not a member, as secretary. In addition to his term as a member of the 1897 Board (1897-1901), Mr. Neal also was an original member of the Board created in 1917 for all five State normal schools, serving until 1923. Thus he had the unique distinction of serving with all three boards which have governed the school at Charleston.

²¹*Report of the Trustees*, 1898, p. 3; *Charleston Daily Courier*, August 29, 1899. The *Courier* gave January 1897 as the month the contract was abandoned. While the work on the building was suspended, the incomplete structure was in charge of Mr. John Auld of Charleston as watchman. On one occasion he fell from the top of the tower, through the scaffolding, and only broke his leg. Statement to the writer by Mr. Ernest Freeman of Charleston, October 14, 1948.

²²*Report of the Trustees*, 1898, p. 3. Alexander Briggs (1855-1924) was a native of Springfield, Massachusetts. He lived in Charleston from 1863 until his death except for a short period in Europe (1874-1876) where he obtained experience in his trade of stonemason. Mr. Briggs constructed many stone buildings, in Charleston and elsewhere, but he always considered the Main Building at Eastern to be his favorite. Letter, Miss Margaret Briggs, Class of 1909, to Dean Hobart F. Heller, Eastern Illinois State College, April 27, 1949; *Charleston Daily Courier*, February 14, 1924.

²³*Report of the Trustees*, 1898, p. 3. *Charleston Daily Courier*, August 29, 1899. John Voss of Peoria was the construction superintendent under Briggs and Fuller.

²⁴*Report of the Trustees*, 1898, pp. 6-9.

We believe we have a first class building in every respect; that no brick, stone or piece of building material of any kind unfit to be in the building can be found therein, and that all work has been done in a first class manner. We invite a critical examination of the building by a committee of the legislature.

The Trustees estimated that \$126,456.15 would be required to complete the building, pay all claims outstanding, put the grounds in proper shape, and defray the ordinary expenses of the school for two years. This included an estimate of \$70,000 for operating expenses, including salaries.²⁵ Actually, in the spring of 1899 the legislature appropriated \$46,000 to complete the construction and furnishing of the building, and \$66,000 for the operating expenses of the school for the biennium commencing July 1, 1899.²⁶

²⁵*Ibid.*, p. 4.

²⁶*Session Laws*, 41st General Assembly, pp. 18, 19. Acts of April 21, 24, 1899.



SAMUEL M. INGLIS
President, 1898

The Selection of a President

With a building provided for, the Board of Trustees turned to the selection of the personnel to operate the school. First came the choice of a president.

Superintendent of Public Instruction Samuel M. Inglis of Greenville, Illinois, did not intend to be a candidate for re-election in the election of 1898. He had been active in Illinois school affairs for thirty years: fifteen years as superintendent of schools at Greenville, eleven years as a member of the faculty at the normal school at Carbondale, and four years as State Superintendent. For two years (1881-1883) he had been a Carbondale trustee. His term as State Superintendent was distinguished by his championing the proposal to create two additional normal schools, and by his labors in furthering the child study movement and the establishment of rural school libraries.²⁷ Perhaps no man in the state not then associated with either of the existing normal schools had as thorough a knowledge of the relationship of the normal schools to the public schools of Illinois. On April 12, 1898, at a meeting at Springfield, the Board of Trustees unanimously chose Mr. Inglis as the president of the Eastern Illinois State Normal School. His term of office as State Superintendent would end in January 1899, well before the school would be ready for opening. Mr. Inglis was not destined to serve as an active head of the school, for on June 1, 1898, while on a vacation at Kenosha, Wisconsin, he died at the age of fifty-seven.

Mr. Inglis was a popular, lovable man, regarded with much affection by those who knew him well. His widow recalled, a half-century after his death, that "there was deep affection for him in the hearts of his former students and all who really knew him." His educational standards were high, and he was an enthusiastic worker in the field of public education.²⁸ After his death a former pupil wrote that "the echoes of his deep, sonorous voice are hallowed memories, for the words that he spoke to us were the words of truth and life. We can never forget his commanding presence and the whole-souled, genial manner which was but the natural expression of his kind heart."²⁹ Following his death the Board of Trustees selected Mrs. Inglis, who had taught in Greenville and in Charleston, as a member of the normal school faculty.³⁰

The selection of Mr. Inglis indicated the preference of the Board of Trustees for an Illinois man. Among the other candidates the Board had passed over in naming Inglis was Charles De Garmo, president of Swarthmore College in Pennsylvania. He was an educator of national reputation, and his candidacy was supported by some of the leading educators and public school men of the state, including Professor John H. Gray of Northwestern, Professor Edmund J. James of the University of Chicago, Superintendent T. C. Clendenen of Cairo and

²⁷John W. Cook: *The Educational History of Illinois*, p. 172.

²⁸Letter, Mrs. Louise B. Inglis, Greenville, Illinois, to the writer, September 8, 1948.

²⁹Cook, *op. cit.*, p. 172.

³⁰"In Memoriam, Samuel M. Inglis," in *22nd Biennial Report of the Superintendent of Public Instruction*, Springfield, 1898, pp. LXIV-LXVIII.

Superintendent T. T. McDonough of East St. Louis.³¹ Why was the president of a well established and famous Eastern college willing to be considered for the headship of a small Illinois normal school? De Garmo explained to his friend Gray of Northwestern that he took into consideration "the opportunity Illinois now offers for the development of a more modern and, perhaps, higher type of normal school." His position at Swarthmore, "though pleasant and profitable personally, does not have much educational significance."³² But the Board of Trustees was determined on an Illinois man.

The death of Mr. Inglis gave the Board another chance. Judging from the correspondence, it appears that the most active member of the Board in considering candidates before the first selection had been made was L. P. Wolf of Peoria. When a second choice had to be made the task of locating suitable candidates devolved upon secretary (and member) Henry A. Neal of Charleston.

Illinois candidates were not lacking, both school superintendents and university men. For example, President Daniel B. Parkinson of the Carbondale normal school strongly urged the selection of G. V. Buchanan, a graduate and former teacher at Carbondale, then superintendent of schools at Sedalia, Missouri. He insisted that Buchanan "would bring a much larger following to the institution than the importation of a stranger from another state, especially if he is not acquainted with the life and character of the people of our Western region."³³ A more serious Illinois candidate was Professor Arnold Tompkins, head of the recently created department of pedagogy at the University of Illinois. Tompkins was endorsed by presidents A. S. Draper of Illinois, H. A. Gobiss of DePauw, John W. Cook of Normal, and Joseph Swain of Indiana. Also among those supporting the Tompkins candidacy was John Dewey, then a professor at the University of Chicago.³⁴

But this time the Board of Trustees was not limiting its search to Illinois men. Mr. Neal was convinced that the best interests of the new school, and the State it was to serve, would be advanced by a selection on the basis of character and ability, regardless of prior residence. Thus it happened that a Connecticut schoolmaster with a professional career fashioned in Minnesota became the president of the new Illinois Normal School.

A quarter of a century later Mr. Neal recalled the circumstances:

After writing perhaps hundreds of letters I received information with reference to Mr. Lord that caused me to desire an interview. In response to a request he came to Charleston.

³¹Letters from these men in files of Business Office, Eastern Illinois State College. They were written in December 1897 and January 1898. De Garmo had taught at Normal before going East. He was later to become head of the department of pedagogy at Cornell University.

³²Letter, Charles De Garmo to John H. Gray, January 1, 1898. In files of Business Office, Eastern Illinois State College.

³³Letter, D. B. Parkinson to Superintendent of Public Instruction J. H. Freeman, Springfield, October 31, 1898. In files of Business Office, Eastern Illinois State College. This probably refers to the candidacy of L. C. Lord, then being actively considered.

³⁴Letters from these men, October and November, 1898, in files of Business Office, Eastern State College. They were addressed to Secretary Neal. In 1899 Tompkins succeeded John W. Cook as president at Normal. In 1900 he left Normal to become president of the Chicago Normal School. John W. Cook: *Educational History of Illinois*, p. 43.

. . . My interview with him confirmed the impression I had received from the correspondence, and I became at once his supporter for the position. But the Governor of the State had intimated that we should employ an Illinois man and some of the members of the Board insisted upon that qualification. However, at the election my candidate was successful, to the great benefit of the State of Illinois and of this school, as I then believed and now feel sure.³⁵

It was a fortunate coincidence that had drawn Mr. Neal's attention to Mr. Lord. Mr. Neal had sent to Col. Francis Parker of Chicago, president of the Illinois Central Railroad, the names of four candidates, asking his judgment on them. When this letter reached Parker, Irwin Shepard, former president of the Winona (Minnesota) State Normal School and a warm friend of Mr. Lord, was in his office. Learning of Neal's inquiry, Shepard remarked that he knew a man in Minnesota who was better than any of the four, and mentioned Livingston C. Lord, the Moorhead Normal School president. Parker wrote to Neal that he had great faith in Shepard's judgment, and suggested that Neal write to him about President Lord.

In reply to Neal's inquiry, Shepard wrote that he knew Lord intimately and that:

. . .there is no man within my professional acquaintance whom I esteem more highly for sturdy integrity, for remarkable executive capacity, and for a charm of manner in dealing with students and people that wins the respect and confidence of everyone. While a very positive man, he is so open, frank, and true that I do not know that he ever had an enemy in the State of Minnesota.

Shepard spoke of Lord's "gift of common sense, fair mindedness and generous self sacrificing zeal for the welfare of everybody with whom he is associated." He emphasized that there was not another man of his professional acquaintance so well fitted to the work of organizing a new normal school, and cited Lord's "remarkable success in building up a large and fine school of the highest grade" in Moorhead, despite adverse circumstances. Shepard mentioned others who knew of Lord's work to whom Neal might write.³⁶

Correspondence with other educational leaders reinforced Mr. Shepard's endorsement. Nicholas Murray Butler, soon to become President of Columbia University, wrote that Mr. Lord was fitted by scholarship, executive capacity, and personal characteristics for "any position, however responsible and dignified, in this branch of our educational work." President Cyrus Northup of the University of Minnesota was equally strong in his endorsement.³⁷

With such endorsements, and from such men, Neal felt that he must see this Minnesota paragon. So early in October he wrote to

³⁵H. A. Neal, "In the Beginning," Ms., 1924, pp. 4, 5.

³⁶Isabel McKinney: *Mr. Lord*, University of Illinois Press, 1937, pp. 167-168.

³⁷*Ibid.*, pp. 168-169.

Mr. Lord, requesting that he come to Charleston to talk over the situation. Mr. Lord was greatly interested in this letter and agreed to make the trip.

The reason for Mr. Lord's willingness to leave Minnesota probably stemmed from a rebuff he had received a short time before. When President Irwin Shepard of the Winona Normal School resigned to become secretary of the National Education Association, he urged Lord as his successor. Although there had been widespread support for Lord's candidacy, the Minnesota Normal School Board refused to appoint him, on the ground that a president of one school should not be transferred to another.³⁸ Winona was one of the best known normal schools in the country and selection as its president would have been a decided professional promotion for the president of Moorhead.

Mr. Lord's visit to Mr. Neal of Charleston took place late in October 1898. Each was very favorably impressed with the other, and Neal decided to support Lord for the position. He already had received six letters from educational leaders endorsing him. At Lord's request Neal wrote to fourteen other school men in Minnesota and elsewhere. The replies followed the pattern of the original six. The Minnesota State Superintendent wrote that the selection of Mr. Lord would not be a mistake for any normal school, for "unlike Achilles he has no weak point." The resident Minnesota board member, S. G. Comstock, who had blocked the shift from Moorhead to Winona, wrote that Mr. Lord was a "very superior man and educator" whom Moorhead would be sorry to lose.

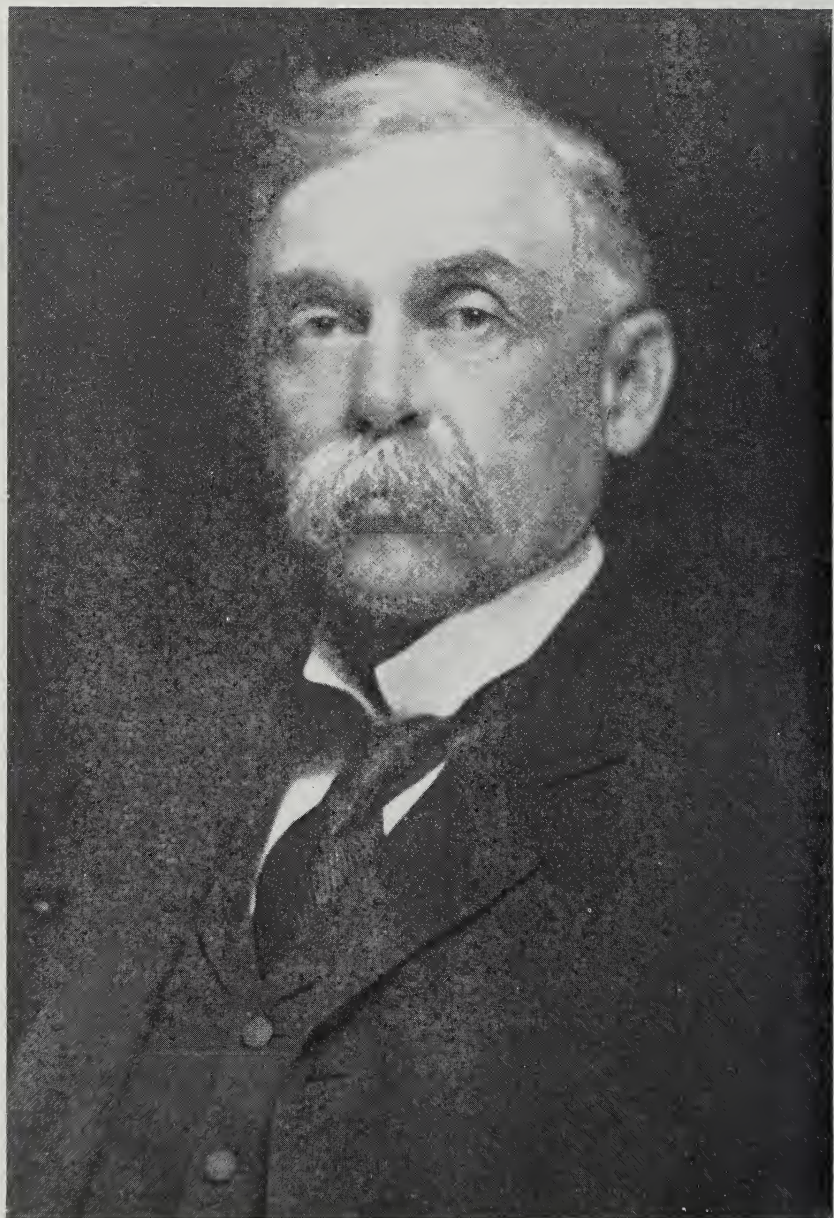
Mr. Neal had copies made for the other members of the Board of Trustees of all the letters concerning Mr. Lord. "They were irresistible. In spite of the Governor's known preference—and to the honor of the trustees—at their meeting in December, 1898, Mr. Lord was elected president by a unanimous vote of the board."³⁹

Livingston Chester Lord, for thirty-four years president of the Eastern Illinois Normal School and College, was forty-seven years old when chosen. He was born on August 27, 1851, at Killingworth, Connecticut, the first child of Benjamin and Antoinette Case Lord. His paternal ancestry went back to Thomas Lord who came to Massachusetts from England in 1635. The Lords had been living in Killingworth since 1750. His formal education, by present-day standards, was brief. He completed his country school education at the age of fourteen. The death of his father in the army during the Civil War made further training for him at first impossible, so for nearly four years he worked at various jobs in or near Killingworth. In 1869, at the age of eighteen, he entered the New Britain, Connecticut, Normal School, where he studied for two years, completing the course.

Mr. Lord commenced his teaching career in 1871 as principal of the Terryville, Connecticut, high school. After three years he and his bride of one year, Mary E. Cook Lord, went to Minnesota, in 1874

³⁸*Ibid.*, pp. 161-163.

³⁹*Ibid.*, pp. 169-170. The date of the election was December 8. The salary was \$3,500.



LIVINGSTON C. LORD
President, 1898—1933
Picture taken about 1910

still on the frontier. Mr. Lord taught in Minnesota for twenty-four years: at Winnebago (three years), Mankato (one year), St. Peter (nine years), and Moorhead, as president of the normal school, from its opening in 1888.

After a few years at Moorhead Mr. Lord's fame as a school administrator resulted in opportunities to undertake more important responsibilities. In 1896 he turned down the presidency of a new Wisconsin normal school at West Superior, and in 1898 came the consideration for the presidency at Winona.⁴⁰

Teachers or Politicians

With the president chosen, the next task was the selection of the faculty. About December 31, 1898, before Mr. Lord had attended a meeting of the Board of Trustees, Secretary Neal reported to the State Superintendent that "Dr. W. M. Evans, of Bushnell, Illinois, has been elected to the chair of English literature. No other teachers have as yet been selected."⁴¹ Mr. Evans had been chosen the spring before, after the election of Mr. Inglis as president. With almost an entire faculty to be chosen, it remained to be seen to what extent the new president would be able to influence the selections. Recalling the process of faculty selection followed in 1899, Mr. Neal in 1924 said that the Board of Trustees "relied largely upon the recommendations of the president, in fact almost entirely."⁴² But the president from the beginning ran into the demand, both from board members and from the Governor, that faculty appointments go to Illinois residents. Mr. Lord has left his own account of this situation:

I came down to the board meeting in January, 1899. One of the board said to me, "You must recognize the fact that members of the legislature have friends they want to have teach in this school." I said to the board member, "That shouldn't be thought of. If positions are filled on that basis, nothing can save the school from being a poor school." The board made no comment, but Superintendent Bayliss on the way out said, "We have friends we want put into the school, and we want to give you the same chance to put in your friends." "That isn't the idea," I said. "I have friends that want positions in this new school, but I am recommending only first-rate teachers, as far as I know." We got along pretty well with that difference.⁴³

By the force of his personality and the correctness of his professional attitude, Mr. Lord brought the Board of Trustees to an acceptance of his position. Some of the members of the faculty were

⁴⁰McKinney: *Mr. Lord*, passim. In the spring of 1904 Mr. Lord had the satisfaction of turning down the presidency of the Winona normal school. Correspondence with Guy E. Maxwell who was chosen president at Winona. Lord Letterbooks, No. 22.

⁴¹*2nd Biennial Report, Superintendent of Public Instruction*, Springfield, 1898, p. LXI. Evans had the B.S. and Litt.D. degrees. Resolutions adopted by the Board of Trustees at the time of his death in 1904 referred to him as "the teacher longest in the service of the school." Resolution in Lord Letterbooks, No. 37. Mr. Neal evidently had forgotten about Mrs. Inglis, chosen the preceding summer.

⁴²H. A. Neal: "In the Beginning," Ms., 1924, p. 5.

⁴³McKinney: *Mr. Lord*, p. 170.

chosen on the basis of the wishes of individual board members, but Mr. Lord insisted that such teachers be properly qualified as far as their records could show. But the Governor was another matter. For a time it appeared as though the issue of "Illinois teachers for Illinois schools" would result in Mr. Lord's resignation. Again we have Mr. Lord's own account:

The governor had kept the negroes out of Pana and Virden when the coal strikes there threatened an importation of negro miners. Now people went to him and said that while he had kept out foreign labor during the coal strike, he was "letting them fill up the new school with teachers from outside Illinois." The governor didn't want to pay any attention to the matter; but the pressure was so great that he said only one teacher could be hired from outside. All I wanted was to bring three of the best teachers from Moorhead; but I dare risk only two. These two were elected by the normal school board.⁴⁴

After the election of the faculty Mr. Lord returned to Moorhead. Some weeks later he received a telegram from Mr. Neal: "The governor demands the resignation of one of your Minnesota men."

This ultimatum from Governor Tanner put the question of political interference in faculty appointments squarely up to Mr. Lord. He did not hesitate to meet it head on, and wired back to Mr. Neal, "He can have them both, and mine too."

This wire from Mr. Lord brought a letter from Mr. Neal in which he said that nothing but a death in his family would be such a sorrow to him as Lord's resignation. Neal begged Lord to reconsider, and promised him that the second Moorhead teacher (Henry Johnson), would be appointed to the first vacancy.

Mr. Lord yielded to Mr. Neal's urged request, but before doing so stated his position clearly in a letter to Neal written on April 17.⁴⁵ He wrote that he was:

. . . terribly perplexed and thoroughly scared. Both these teachers [Goode and Johnson] say they will resign and it is hard for me to keep them from insisting on doing so. If I can have this other teacher in a year I should think things more promising. If however the policy is to be as published that only Illinois teachers can be put into Illinois higher institutions I would not teach in the state. Why should not any state have the best teachers in the country regardless of residence. I am not such a fool as not to see the necessity of recognizing the local feeling and would never defy it. But in a short time the students who go out of the school will make the good

⁴⁴McKinney: *Mr. Lord*, pp. 170-171. The two Moorhead men elected were John Paul Goode and Henry Johnson. The third Moorhead teacher he wished to bring to Charleston was Miss Ellen A. Ford. She joined the Charleston faculty in January 1900.

⁴⁵A facsimile of Mr. Lord's letter of April 17, in his handwriting, with corrections, and captioned a "first draft" is included in Miss McKinney's biography of Mr. Lord, facing page 170. It is not clear whether or not this letter, or a later version, was actually sent to Mr. Neal.

teachers well thought of and the poor ones unpopular. Have the appropriations passed as anticipated? Has the governor a knife in his boot for me? Will Mr. Jones [President A. H. Jones of the Board of Trustees] stand by me too?

Your letter rec'd yesterday shook a resolve that I thought pretty firm all to pieces. I wish to do just right in the matter and not to be influenced in the least by the fact that I can stay here and at an increase of \$500 in salary (the legislature changed that last week). I hope and believe this fact does not make me bumptious and independent. . . . Don't get put out with me whatever the outcome is for God knows I want to do what is right.⁴⁶

As matters turned out, the second Moorhead teacher, Henry Johnson, was elected to the faculty as the sole representative of Minnesota. Mr. Goode had obtained leave to study at the University of Chicago, and was credited to Illinois rather than Minnesota.⁴⁷ The third, Miss Ellen A. Ford, was brought to the school in January 1900. Thus Mr. Lord succeeded in bringing all three of the Moorhead teachers he had originally planned to bring.

Altogether, Mr. Lord brought five former Moorhead teachers to Charleston: Mr. Goode, who remained until 1901, Mr. Johnson (to 1906), Miss Ford (to 1934), Miss Katherine Gill (1901-1904), Miss Florence V. Skeffington (1905-1922). These teachers, having served together in the "Indian country," called themselves the Indians.⁴⁸

The issue of the political factor in the selection of teachers had been satisfactorily compromised, and Mr. Lord's position had been made clear to the Board of Trustees and to the Governor. But there still remained the question—could the president of the school replace incompetent teachers without political interference? It was essential that this question, like the first, be settled at the outset.

At the close of the first school year Mr. Lord recommended the dismissal of two teachers. In Mr. Lord's words one was "ignorant and stupid" and one was "trifling and lazy."⁴⁹ But both were "well connected" politically. When Governor Tanner heard of Mr. Lord's action, he called him to Springfield—and Mr. Lord knew why.

Miss McKinney tells the story of that interview: —

When he entered the Governor's office, he asked Governor Tanner if he might have ten minutes to state his case. After he had finished the Governor rather fiercely demanded, "Do you think you are more interested in that institution than I am?" "Yes, Governor Tanner, that school is a mere incident in your life. To me it is everything. If it succeeds, I succeed. If it fails, I fail. You cannot afford to use the

⁴⁶McKinney: *Mr. Lord*, facsimile, facing p. 170.

⁴⁷Letter, Henry Johnson to the writer, November 30, 1947. The *Charleston Daily Plaindealer*, August 29, 1899, states that "in April 1899, at a meeting in Chicago, the remainder of the faculty was chosen."

⁴⁸Henry Johnson: *The Other Side of Main Street*, Columbia University Press, 1943, p. 141.

⁴⁹McKinney: *Mr. Lord*, p. 174.

weight and power of your position to keep inferior teachers in the faculty." Governor Tanner, rising, took him by the hand, saying, "Lord, you have made your case. Go back and run the school and you will have my support."⁵⁰

Governor Tanner never again sought to interfere in the running of the school, and became a warm admirer of Mr. Lord, who likewise came to admire the forthright character of the Governor. The Governor, beset on all sides by political pressures, probably had welcomed Mr. Lord's statement of the situation as offering him a valid reason to reject the demands that political factors be decisive in faculty matters. If the president of the new normal school had been indecisive and pliant on this issue, the Governor would have had little choice but to accede to political demands.

Mr. Lord's experiences with the Board of Trustees and with the Governor in the matters of "hiring and firing" members of the faculty established two important precedents. First, that if the president of the school is to be held responsible for the successful conduct of the school, he must be given a free hand in selecting his faculty, and second, that no political considerations shall have weight in questions of faculty tenure. These precedents have been adhered to, to the continuing benefit of the school, for half a century. Thus did President Lord, with Governor Tanner's support, give substance to Governor Altgeld's injunction at the laying of the corner-stone in 1896, that "this institution shall never become an asylum, a bread and butter stand, for the dependent cousins, aunts and uncles of prominent citizens, and that it shall never be made a convenience with which to reward political favorites or their followers." Rather, as stated by Governor Altgeld, "only learning, ability, character and superior merit shall secure any connection" with the school.⁵¹

Planning for the School

After the question of selecting the faculty had been settled in the spring of 1899, plans went forward for the opening of the school on the following September 12. As early as April 17, in the letter to Mr. Neal, Mr. Lord reported that despite a deluge of work he had "done something with the circular" which had been planned as an announcement of the school.⁵² Actually three announcements appeared in the summer of 1899. The first, undated, appeared about July 1. It opened with a statement of the function of state normal schools written by Mr. Henry Johnson.⁵³ It appeared in the third announcement as well as in the annual catalogue of the Normal School and Teachers College through 1935. This statement was as follows:

The function of the State in education extends of necessity to the training of teachers. A rational system of public education implies provision for securing efficiency in the teaching

⁵⁰*Ibid.*, p. 175.

⁵¹*Charleston Courier*, weekly edition, May 28, 1896.

⁵²McKinney: *Mr. Lord*, facsimile, facing p. 170.

⁵³Letter, Henry Johnson to the writer, November 30, 1947.

office and public Normal Schools are the natural outgrowth of a policy of public education. The State is the only agency competent to meet the demands for qualified teachers imposed by its own attitude toward the instruction of its people. The object of a State Normal School is not to extend the earning power of one class of persons at the public charge. It is to give a culture and learning dedicated in a special way to the general welfare. It exists primarily not for the benefit of its students, but for the benefit of the whole people. Such a conception is fundamental and determines questions of organization, courses of study, and methods of instruction in State Normal Schools.⁵⁴

The circular quoted three sections of the Act of 1895 creating the school, including the provision (section 13) for "gratuitous instruction" for two pupils from each county and three pupils from each senatorial district. Nothing was said about the various curricula to be offered, but the work to be given in seven subjects was described: arithmetic, algebra, geometry, language, geography, history, and biology. The school would recognize "the new demands in the common schools for science, literature and history, and will undertake to enable its graduates to meet these demands." It was pointed out that since existing teacher training institutions were "entirely inadequate to supply the demands made upon them" competent teachers could "easily secure remunerative employment." The circular referred to the importance of the rural school problem, and stated that the normal school "has already plans under consideration which will make important contributions to the solution of this problem." No statement of specific admission requirements was made, but "the usual standards of admission to normal schools will be adopted."⁵⁵

This circular was followed on July 10 by a second, addressed to county superintendents of schools, which described the qualifications for admission to the various courses offered by the school:

The Eastern Illinois State Normal School will offer four courses, covering one, two, three and four years respectively. Upon the completion of these courses full diplomas will be awarded. Admission to the first will be granted upon diplomas of reputable colleges.

To be admitted to the second, applicants should be graduates of good high schools, having not less than a four-year course and the principals of which shall have received a college degree or shall have a scholastic preparation equivalent to what is implied by such a degree. Graduates of village or town high schools in which the course is not less than three years in length will be admitted to the remaining courses upon presentation of their diplomas. All applicants holding first grade certificates will receive similar consideration.

⁵⁴Eastern Illinois State Normal School at Charleston, *Circular of Information* (no date), p. 3. After the school became a teachers college the phrase "State Normal School" was replaced by "State Teachers College." This was the only change.

⁵⁵Eastern Illinois State Normal School at Charleston. *Circular of Information* (no date).

There will remain a fifth group of applicants who should not be denied the privileges of the Normal schools. It is with this group, however, that the gravest difficulties arise. Persons who have completed only the studies of the first eight years of a graded system are not qualified to do the work of these professional schools. There are many, however, who have supplemented the culture of the elementary grades by self education, by attendance upon summer schools and by experience as teachers. These cases should be passed upon individually and by conferring with the president of the school. Some of the most satisfactory students in our normal schools have not completed high school courses, but it is of the greatest importance that the grave mistake of admitting unqualified candidates should not be made. The number of high schools is now so large that good opportunities for acquiring a fair academic preparation are near the door of almost every young person.

President Lord suggested that superintendents write to him respecting those desiring to enter the school who were not high school graduates. "They should be not less than seventeen years of age, and it will be better if they are older and have been teachers. The instruction that will be offered requires a good degree of scholarship and maturity on the part of the students. It is quite unlike the ordinary academic work of the public school or academy." The circular stated that work done at other state normal schools would be accepted for advanced standing at the school, and the courses offered would be similar to those offered at the Illinois State Normal University at Normal, "whose catalogue will give much desired information." High schools having "good four-year courses" would be placed on the "accredited list for the two-year course if found satisfactory."

This circular shows Mr. Lord to be concerned with establishing proper standards of admission. Fifty years ago there was a widespread prejudice against normal schools. If the new school at Charleston was to prove itself in the field of higher education it was important that the standards of admission as well as the standards of instruction be high. Indiscriminate admission of all eighth-grade graduates would unavoidably result in low standards in the classroom. At the same time it was recognized that the professional qualifications of many Illinois teachers were so low that the school should be open to all prospective teachers who could do creditable work. Hence, even though eighth grade graduation in itself was not to be regarded as sufficient preparation, yet those who had "supplemented the culture of the elementary grades by self education, by attendance upon summer schools and by experience as teachers" should be admitted. Mr. Lord did not want the normal school to become a state-supported high school, and pointed out that the increase in the number of high schools had resulted in "good opportunities for acquiring a fair academic preparation" being "near the door of almost every young person."⁵⁶

⁵⁶Circular, Eastern Illinois State Normal School, *To the County Superintendent of Schools*, July 10, 1899.

A third and more complete circular was issued about August twelfth.⁵⁷ In addition to the information contained in the earlier circulars, this third announcement included a list of the faculty, a description of Charleston as a healthful location for the school, the social advantages of the city, and its railroad facilities. The plan of holding classes on Saturday instead of Monday was explained, and the courses of study were described in some detail, the purposes of a "practice school" were described, and the statement was made that "a well equipped practice school will be in operation from the first." The various subjects to be taught were listed in greater detail than in the first circular, including physics, psychology, history of education, and philosophy of education, not mentioned before. Tuition was given as \$7.00 per term for those not entitled to free tuition. All students were to pay each term an incidental fee of \$2.00 and a text-book rental fee of \$1.00. Each student was "expected to attend regularly the church of his choice or that which meets the approval of his parents." A welcome from the Charleston churches was assured, and the teachers of the Normal School would "in every way possible encourage the pupils to form and sustain intimate relations with the churches." Prospective students were informed that room and board could be obtained in private families for from \$2.50 to \$3.50 per week, and that "in all cases students will consult the president of the school in the choice of a boarding place."

The decision to hold Saturday classes, and the plan to give special attention to the problem of the rural school, both originated with Louis H. Galbreath, who had been chosen as supervisor of the training department of the school. Mr. Galbreath did not live to see his ideas in operation, for he died on August 14, 1899. Mr. Galbreath had been on the faculty of the Illinois State Normal University at Normal. A few years prior to that he had taught in Minnesota where Mr. Lord had known him.

The plan of having school on Saturday and no school on Monday was followed for thirty-five years, or until the fall of 1934, when it was abandoned for the plan more generally followed of classes from Monday through Friday. The August 1899 circular listed seven advantages of the Tuesday through Saturday schedule: (1) It would give public school teachers an opportunity to "pursue some regular work in some department of the Normal School." (2) It would give such teachers an opportunity to visit training school and Normal School classes. "Special lectures by members of the faculty or by distinguished visitors" could be arranged for this visiting day. (3) It would make it easier for teachers of the Normal School to visit both rural and urban schools. "This obligation of teachers in training schools is too much neglected." (4) "It may be true that Monday is a better time than Saturday" for members of the faculty to "take part in the work of educational extension." (5) "Having Monday for a holiday will make field work" in the rural and city schools of the

⁵⁷The *Chicago Tribune*, August 13, 1899, reported from Charleston, August 12, that President Lord had issued "the first announcement of the course of study of the new school," which was scheduled to open on September twelfth.

vicinity "more easily planned for." (6) "It is also a proper function of the Normal School to aid in bringing about a union of effort among school officials and teachers and a Saturday programme could be advantageously shaped to assist in this." It might "be found desirable on Saturday to have occasional lectures and conferences in the Normal School, to which members of Boards of Education and school directors" might be invited. (7) "The foregoing advantages will aid a Normal School in becoming what it ought to aspire to become, a center of educational progress."⁵⁸

The other idea for which Mr. Lord gave Mr. Galbreath credit, that the Normal School should make a special study of the problem of the rural school, also was stated in the circular. After stating that the problem of the rural school was "beginning to receive from the teachers of the country something of the attention it has long deserved," the circular noted that the Normal School was fortunately located for study of this problem, and that "some special solutions of it will be attempted."⁵⁹

The death of Mr. Galbreath was recognized as a severe loss to the school, both by President Lord and by the Board of Trustees. Galbreath had been elected the preceding April 7 as supervisor of the training department. The August circular announced that he would offer work in child development and "some recent psychologic and sociologic contributions to education," for the special benefit of the students taking the one year course for college graduates or for graduates of other Normal Schools "with strong educational interests and successful teaching experiences, who desire a larger view of the matter and method of education."⁶⁰

The Board of Trustees adopted resolutions regretting that Mr. Galbreath's death had deprived the school of his services "almost at the moment when he was about to assume the active duties of his position, and when his assistance and advice were of peculiar value." The Board testified to its "lasting regard for his nobility of character, his strength of intellect, and his eminent services to the cause of education. His life was indeed longer than his years."⁶¹ Mr. Lord wrote of him that "no one excelled Mr. Galbreath in the power to inspire others with his best thought. The sincerity of his motives was clear to everybody, and his winsome personality charmed his students and associates." The Normal School had been fortunate in securing Mr. Galbreath "for the most important position in the school." The plans for the organization of the school "had received his best thought for some months before his death." Mr. Galbreath's ideas concerning Saturday classes, and of making a close study of the rural school problem "and other valuable ideas in the organization of the school . . . will be carried out the way he indicated."⁶² Francis G. Blair, who had originally been selected to teach philosophy of edu-

⁵⁸Eastern Illinois State Normal School at Charleston. *Circular of Information*. (No date. About August 12, 1899), pp. 9-10.

⁵⁹*Ibid.*, p. 10.

⁶⁰*Ibid.*, p. 10.

⁶¹Resolution in Lord Letterbooks, No. 37.

⁶²Statement by Mr. Lord, dated September 9, 1899, in Lord Letterbooks, No. 37.

cation and applied psychology, was assigned to Galbreath's position as supervisor of the training department. No teacher for the subjects Blair had been selected to teach was listed in the school catalogue for the first year.⁶³

Mr. William M. Evans, teacher of English, was the most active member of the faculty in "missionary" work in behalf of the new normal school during the summer preceding its opening. He spoke at teachers' institutes and other school gatherings in various parts of the state. His speaking schedule was so full that he was unable to be in Charleston for the dedication of the school on August 29. He wrote to Mr. Lord explaining that he considered his speaking engagements to be of sufficient importance to the school to warrant his absence from the dedicatory exercises.⁶⁴

Mr. Lord came to Charleston more than a month before the dedication of the school, and was busily engaged in putting the plans for the school in final shape for the opening, which was scheduled for September 12.⁶⁵

The School Is Dedicated

The city of Charleston by the summer of 1899 had done all that had been promised by the 1895 offer to the Board of Trustees except for putting down a sidewalk on Sixth street, leading to the school. This was provided by an ordinance adopted on August 3, 1899.⁶⁶

The dedication of the school was to take place on August 29, which had been designated "Normal Day." Various local committees worked out the details for the exercises. A number of prominent Illinoisians had been invited to be present. Among those who accepted were Governor Tanner, Senator Shelby M. Cullom, Congressman Joseph G. Cannon, State Superintendent Alfred Bayliss, and Colonel Francis Parker, Illinois Central Railroad president.⁶⁷ It appears that of these only the Governor was present. The account of the exercises written two days later contains no mention of Cullom, Cannon, Bayliss, or Parker.⁶⁸

The dedication exercises consisted of a meeting in the assembly room of the normal school building, in the morning, with a parade from the square followed by public exercises at the school in the afternoon.⁶⁹

⁶³Annual Catalogue, 1900, p. 4.

⁶⁴Letters, W. M. Evans to L. C. Lord, June 26, August 29, 1899. In Lord Letterbooks, No. 37.

⁶⁵Letter, L. C. Lord to Miss Lura Chaffee, dated Charleston, Ill., July 29, 1899. Lord Letterbooks, No. 3. The *Charleston Daily Plaindealer* for August 29, 1899, stated "Dr. Lord has been here the past two months planning for the work of the year."

⁶⁶Minutes, City Council of Charleston, August 3, 1899.

⁶⁷*Charleston Daily Plaindealer*, August 29, 1899. This issue of the *Plaindealer* contains a wealth of detail about the school. Appearing on the day of the dedication, it does not give the story of that day.

⁶⁸The August 31, 1899 issue of the *Charleston Courier*, weekly edition, contains a full description of the exercises on August 29.

⁶⁹The grounds around the building had been used by the contractor for hauling and storing building materials. Hence when the construction was completed there was no lawn. In order to provide a green cover for the grounds by dedication day, oats had been planted a few weeks before. The oats were "up" sufficiently to give the appearance of a green lawn by the day of the exercises. This temporary expedient was followed by seeding with grass after the school opened.

The morning meeting in the assembly room was held before a capacity crowd of some fifteen hundred persons. Probably twice that number were unable to get in. The meeting opened with the singing of "America" by the audience, followed by a prayer by the Rev. J. A. Piper of the Presbyterian church. Another local pastor, the Rev. H. C. Gibbs, gave an address of welcome in which he referred to the substantial financial contributions of the citizens of Charleston which had made possible the location of the school in the city. Referring to the personnel of the college, Mr. Gibbs observed that "it is important that the State should feel as much interest in the character of instructors as [in] those to be instructed."

President A. H. Jones in his response stated that Charleston had been chosen as the location of the school for two reasons; one "It was an ideal normal school city," and two, "it was the geographical center of the Eastern Illinois division, and would draw students and teachers to it more largely than any other point in the Eastern Illinois territory."

President John W. Cook of the Northern Illinois State Normal School at DeKalb, created at the same time as the Eastern Illinois school, and also opening its doors the same month, welcomed the president and faculty. His theme was "How shall civilization perpetuate itself?" He foresaw that the school was to be a great transforming, conservative contribution to the influence of civilization. In such institutions we must "rise above mere worldly gain, partisan prejudice, and political profit." President Cook contrasted the facilities offered in Illinois for teacher training with that found in other states. The new schools at Charleston and at DeKalb were needed if Illinois was not to be left far behind.

President Lord spoke in response to President Cook. He was introduced by President Jones and spoke about twenty minutes. Unfortunately, the full text of Mr. Lord's address has not been preserved. The *Courier* printed a "brief synopsis" as follows:

President Lord alluded to the welcome extended to the teachers of the school and the favorable conditions under which the school begins.

"Be sure you are right, then go ahead." [He] believed the nation suffers more by the acts of the fool than the deeds of the knave. First of all the children must be taught to think, to discriminate, and he laid particular stress upon the value of organization. Secondly, the children must be taught to work, and the place to take this up is the school. The moral value of these ideas is great.

Truthfulness is the chief corner-stone of character. The reason men are not whole in character is that they lack the ability to reason, to judge, to remember accurately, all intellectual faculties. The giving of false impressions should be avoided. We must be able to discriminate. To have pure

characters, we must have intellectual development. The public schools must supplement what some homes lack, the teaching of good behavior—conduct, morals, and character. [He] commended the virtue of obedience.

The school must always have and instill the spirit of patriotism.

“[Some] men have power to make us all cry. Others have the power to make us all laugh, for such emotions are universal when occasion requires. But no man has the power to make us all think.

“I want this school to cause its pupils to teach, in turn, their pupils to think, to move, to be obedient, and to be patriotic.” By simplicity and directness it is hoped to bring about this result. It is the best method to leave these good impressions.

The school asks of the board of trustees encouragement and sympathy, and the faculty feels that the Governor, the trustees, and the People will accord such support.

The parade that afternoon on Sixth street from the square to the normal school was colorful. It included four bands, 900 school children, delegations of both Civil War and Spanish War veterans, fraternal orders, labor unions, the Paris High School cadets, the “Peorians,” a singing organization of 200 men (“maennenchor”) with their band, the trustees of the school with their wives, and Governor and Mrs. Tanner, with the Governor’s official party.

Governor Tanner attended at great personal inconvenience and even risk, as he had promised to be present. Against the advice of his physician he got up from his sick bed to be in Charleston.

After the parade the final dedicatory exercises were held in the assembly room of the school. These included vocal selections by the German men’s chorus of Peoria, led by Professor Friederich Koch of that city, who had been chosen to teach music in the normal school. Following the chorus, Miss Ina Martin, a young lady of Charleston, age about four years, presented the keys of the building to Governor Tanner on behalf of the Board of Trustees. Following this the Governor gave his address.

Due to his illness, Governor Tanner was weak and haggard, and when he rose to accept the keys he trembled as with a palsy. When he spoke his words could not be heard a dozen feet away. He was unable to complete his address, which was finished for him by his son, J. Mack Tanner, who took the manuscript from his father when the Governor’s voice failed completely.

The theme of the Governor’s remarks was the value of normal schools to the rural schools of the state. He pointed out that beginning teachers in city schools had the guidance of skillful superintendents, but “the country school teacher must work out her own salva-



DEDICATION DAY PARADE COMING SOUTH ON SIXTH STREET
Courtesy of Mr. Walter H. Reasor, Sr.

tion with fear and trembling.” This situation made normal schools a necessity, to properly prepare those who would enter rural schools, “each of whom must be required to be a captain in a country school house.”⁷⁰

⁷⁰Text of the Governor’s speech in *Charleston Courier*, weekly edition, August 31, 1899.

In his speech the Governor complimented the citizens of Charleston for their donation of over \$56,000 to the school. Including this donation, the school as it stood at the dedication represented an outlay of \$227,216.72, divided as follows:

Act of May 25, 1895.....	\$50,000.00
Act of June 9, 1897.....	75,000.00
Act of April 24, 1899.....	46,000.00
From citizens of Charleston.....	56,216.72
	<hr/>
Total for grounds, building and equipment.....	\$227,216.72

In addition to this, the 1899 session of the General Assembly had appropriated \$66,000 for the operating expenses of the school for two years, or until July 1, 1901.⁷¹

Following the Governor's address, a brief response was made by Secretary Neal for the Board of Trustees. The exercises ended with an extended address by the "orator of the day," Dr. Richard Edwards, of Bloomington, who traced the history of normal schools in the United States and discussed the functions of such schools. He emphasized the importance of moral training.⁷²

⁷¹*Session Laws, 41st General Assembly, p. 19.* Act of April 21, 1899. A quarter of a million dollars for the main building of the school looks like a small amount fifty years later. The 1947 session of the General Assembly appropriated over two million dollars for the new college library building.

⁷²Text of Dr. Edwards' address in *23rd Biennial Report of the Superintendent of Public Instruction, Springfield, 1900*, pp. 114-122. Richard Edwards (1822-1908) had been president of the Illinois State Normal University at Normal (1862-1875) and State Superintendent of Public Instruction (1887-1891). John W. Cook: *Educational History of Illinois* (1912), pp. 158-166.

CHAPTER FOUR

THE FIRST YEAR

The Original Faculty

When the Eastern Illinois State Normal School first opened its doors to students on September 12, 1899, the faculty consisted of eighteen persons, including Mr. Lord, the president, who was listed as a teacher of psychology and school management. Eleven normal school teachers, four critic teachers in the Model School, a librarian and a registrar completed the faculty roster.

The eleven normal school teachers were:

William Monroe Evans, B.S., Litt.D., of Bushnell, Illinois, English. Mr. Evans remained with the school until his death on November 27, 1904. In a letter to Secretary Neal of the Board of Trustees on June 30, 1900, Mr. Lord referred to Mr. Evans as one who was "in every way helpful in the school, and an exceedingly pleasant man to work with."¹ Following his death the Board of Trustees adopted a resolution which read in part "The loving regard in which his memory will be held by the teaching and student bodies of this school, and by this immediate community, will be shared in no small degree by very many working teachers and friends of the free schools in every part of Illinois."²

John Paul Goode, B.S., Physics and Geography. A native of Minnesota, Mr. Goode was graduated from the University of Minnesota in 1889. He taught at the Moorhead, Minnesota, Normal School for nine years under Mr. Lord's presidency. Mr. Goode remained at Charleston for two years. In 1901 he commenced a distinguished career as a geographer at the University of Chicago. In 1923 he received the Helen Culver Gold Medal for distinguished achievement in cartography. He was the author of many popular texts in geography. Mr. Goode died on August 5, 1932.

Henry Johnson, B.L., Sociology and Political Economy. Mr. Johnson was a classmate of Mr. Goode at the University of Minnesota. He is a native of Sweden, and was brought to Minnesota by his parents at the age of two. After graduation from the University in 1889, he taught in various Minnesota schools, engaged in newspaper work, and joined the Moorhead faculty in 1895. Mr. Johnson came to Charleston from Moorhead with Mr. Lord and Mr. Goode. He was then 32 years old. In the June 30, 1900, letter to Mr. Neal, Mr. Lord referred to Mr. Johnson as "easily the best teacher of his subject that I am acquainted with in any Normal School."³ He remained in Charles-

¹Letter, L. C. Lord to H. A. Neal, June 16, 1900. Lord Letterbooks, No. 33.

²Resolution in Lord Letterbooks, No. 37.

³Letter, L. C. Lord to H. A. Neal, June 30, 1900. Lord Letterbooks, No. 33.

ton until 1906, with one year's absence at Columbia University (1901–1902) where he received his master's degree in history, and one year of travel and study in Europe (1904–1905). Mr. Johnson left Charleston in 1906 for Teachers College, Columbia University, where he became America's most distinguished teacher of the teachers of history. His text on that subject has become a classic. Mr. Johnson retired from Columbia in 1942, and at present resides in New Rochelle, New York (1949).

Mrs. Louise Baumberger Inglis, of Greenville, Illinois, History. Mrs. Inglis was the widow of President-elect Samuel M. Inglis who died in June 1898. She was a graduate of the Southern Illinois Normal University at Carbondale, where her husband taught for some years. She had studied at the University of Chicago, and had recently enjoyed the advantages of European travel. At the close of the first year Mr. Lord recommended that Mrs. Inglis be transferred to the upper grades of the Model School.⁴ She obtained a position elsewhere, however. Two years later, in a letter recommending Mrs. Inglis for a position, Mr. Lord wrote that he had "never been associated with a more loyal and conscientious woman than she, and she is a teacher of superior skill. Her personality is rare and charming . . . She resigned a position in this school much to our regret, and we should be glad to have her here again should the proper opening present itself."⁵ Mrs. Inglis is residing at present at Greenville, Illinois.

Otis William Caldwell, B.S., Ph.D., Biological Sciences. Mr. Caldwell, a native of Lebanon, Indiana, came to Charleston when he was 29 years old. He was graduated from Franklin College, Indiana (1894) and received the Ph.D., degree from the University of Chicago in 1898. Mr. Caldwell remained at Charleston until 1907 when he went to the University of Chicago as professor of botany. At the end of the first year Mr. Lord wrote to Mr. Neal that Mr. Caldwell was "a man of very high attainments in his subjects, and of a high degree of skill as a teacher."⁶ He was Dean of the University College of the University of Chicago from 1913 to 1917. From 1917 to 1927 he was Director of the Lincoln School of Teachers College, Columbia University, and from 1927 until his retirement in 1935 he was Director of the Institute of School Experimentation at Columbia. From 1933 to his death on July 4, 1947, Mr. Caldwell was general secretary of the American Association for the Advancement of Science. Mr. Caldwell was the author of many books in the field of botany and on other scientific subjects. Two of these, a laboratory field manual for botany and his *Plant Morphology*, he wrote while at Charleston.

Edson H. Taylor, B.S., in Mathematics. Mr. Taylor came to Charleston at the age of 25. He is a native of Crawford County, Illinois. He was graduated from the National Normal University at Lebanon, Ohio, in 1896. He was the assistant principal of the Palestine, Illinois, high school before coming to Charleston. Mr.

⁴*Ibid.*

⁵Letter, L. C. Lord to Captain J. H. Freeman, State Capitol, Springfield, Illinois, June 18, 1902. Lord Letterbooks, No. 15.

⁶Letter, L. C. Lord to H. A. Neal, June 30, 1900. Lord Letterbooks, No. 33.

Taylor served longer with the Charleston faculty than any other teacher, from 1899 until his retirement in 1944. Although due to inexperience Mr. Taylor received a low salary at first, Mr. Lord recommended in 1901 that his salary be placed on a par with that of the other heads of departments. He had proven his ability.⁷ He took a leave of absence in 1902-1903 to obtain his master's degree from Harvard (1905), and again in 1904-1906 to obtain the degree of Ph.D. (1909) from Harvard. He was the first Charleston teacher to receive the Ph.D. degree as a result of graduate work done while on leave of absence as a member of the faculty. In later years this was done by a large number of teachers. From May until October 1933, following the death of Mr. Lord, Mr. Taylor served as the acting President of the Eastern Illinois State Teachers College, by designation of the Teachers College Board. He was succeeded on October 1, 1933, by Robert G. Buzzard as the second President. Mr. Taylor is the author and co-author of a number of widely used mathematics texts. He continues to reside in Charleston.

Miss Anna Piper, Drawing. Miss Piper was a native of Quincy, Illinois. She was a resident of Charleston and the daughter of Reverend J. A. Piper, pastor of the Charleston Presbyterian church. She was a graduate of the Charleston High School and studied drawing in various schools, including the Chicago Art Institute. She taught for six years at the Synodical College, Fulton, Missouri. She was a member of the faculty until 1913. It was Miss Piper who started Paul Sargent on his distinguished career as an artist.

James Henry Brownlee, A.M., Reading. Mr. Brownlee was 52 years of age, the oldest member of the faculty. He was a veteran of the Civil War and an active member of the G. A. R. He was a native of Indiana and a graduate of McKendree College. He had taught for fourteen years in Iowa and Illinois normal schools, and for eight years at the University of Illinois. He had been president of the Illinois Teachers' Association. Mr. Brownlee remained on the faculty until the end of the fall quarter of his second year, when he resigned effective March 1, 1901, with a leave of absence until then.⁸

Luther E. Baird, Assistant in English. Mr. Baird, a native of Perry County, Illinois, was for four years a student at the Carbondale Normal School. For the ten years before coming to Charleston he had taught in village schools, from grade teacher through the high school, and he had been a city superintendent. He was the son-in-law of Trustee Youngblood of Carbondale. He remained with the Eastern normal school faculty for one year. In a letter notifying Mr. Baird that his services would not be needed for the coming year, Mr. Lord complimented him on his "uniformly courteous and loyal attitude toward both myself and the school."⁹

Francis Grant Blair, B.S., supervisor of training department. Mr. Blair had been chosen originally to teach philosophy of educa-

⁷Letter, L. C. Lord to Senator P. T. Chapman, Springfield, April 11, 1901. Lord Letterbooks, No. 19.

⁸Letter, L. C. Lord to Superintendent Alfred Bayliss, Springfield, Dec. 21, 1900. Lord Letterbooks, No. 2.

⁹Letter, L. C. Lord to Luther E. Baird, June 16, 1900. Lord Letterbooks, No. 18.

tion and applied psychology, and was made training school supervisor following the death of Mr. Galbreath on August 14. Mr. Blair was a native of Nashville, Illinois, and was 34 years old when he came to Charleston. He was a graduate of the Illinois State Normal University in 1892, and of Swarthmore College, Pennsylvania, in 1897. For two years he had been principal of the Model School of the Teachers College of the University of Buffalo, New York. He had been elected to a fellowship in Columbia University, but resigned it to accept the position at Charleston. Mr. Blair remained on the faculty until December 1906, when he resigned to become State Superintendent of Public Instruction. In the letter to Mr. Neal at the end of the first year Mr. Lord referred to Mr. Blair as "a rare man." The school was "fortunate in securing his services."¹⁰ For twenty-eight years, or for seven terms, Mr. Blair was the chief educational officer of the State and a member, ex-officio, of the Eastern Board of Trustees, to 1917, and the State Normal School Board from 1917 until January 1935. He was chosen president of the National Education Association for the year 1926-1927. The success of his leadership as State Superintendent was demonstrated in 1930, when he alone of the candidates of his party for state office was elected. Mr. Blair died on January 26, 1942.

Friederich Koch, Music. Mr. Koch, a native of Kassel, Germany, was 31 years old when he joined the faculty. He had studied both instrumental and vocal music in Germany before coming to Baltimore, Maryland, in 1888 to fill an engagement at the Academy of Music. From Baltimore he went to St. Louis, where he was a vocalist with the Symphony Orchestra for five years. He traveled with the St. Louis Opera Company for four years. Before coming to Charleston he was director of the Peoria *Maennchor*, which he brought to Charleston for the dedication exercises on August 29. Mr. Koch was on the Charleston faculty until his retirement in 1938. At the end of the first year Mr. Lord wrote that "Mr. Koch is a thorough musician, a most upright gentleman of very pleasing personality, and is constantly improving as a teacher."¹¹ Mr. Koch died in Texas on March 21, 1943.

These eleven normal school teachers as a group were unusually young for an institution of higher learning. The age range was 25 to 52, but the average was about 34. They formed a cosmopolitan group. Two were natives of Europe, and two states in addition to Illinois were represented, Minnesota and Indiana. Four of the eleven were to go from Charleston to distinguished careers at the University of Chicago, Columbia University, and the office of the State Superintendent. Two members of this group were destined to give, together, 83 years of service to Eastern. Mr. Lord brought together, on the whole, as promising a group of young teachers as ever greeted students entering a new school of its type.

The eleven normal school teachers were not, however, of uniform excellence. As Mr. Lord said later, "When the school opened it had

¹⁰Letter, L. C. Lord to H. A. Neal, June 29, 1900. Lord Letterbooks, No. 33.

¹¹*Ibid.*

the three best faculty members at that time in any normal school in the United States—this is not a guess, but verified;—and the three worst faculty members ever elected, to my knowledge, anywhere in the world! One was ignorant and stupid, one was trifling and lazy; one was generally limited. It was better so than if all six had been of mediocre ability.”¹² It is clear that the three best teachers must be chosen from a list of four; Mr. Goode, Mr. Johnson, Mr. Caldwell, and Mr. Blair, and were probably the first three. As for the three worst, none of them lasted beyond the fall quarter of the second year.

A twelfth member of the normal school faculty, but one who never served in the classrooms of the school was G. W. Smith, selected to teach school law and geography. Mr. Smith was a native of Marion County, Illinois. He was a graduate of Plattsburg College, New York. At the time of his selection for the faculty he was superintendent of schools at Arcola, Illinois. Mr. Lord reported to State Superintendent Bayliss in November 1899 that Mr. Smith “was never inside the building. He was ill when he came here and steadily grew worse until his death of the 13th instant.”¹³

There were four critic teachers in the training department, or “Model School.”

Miss Bertha L. Hamlin, grammar school critic, was 26 years old. She was a native of Potsdam, New York. She was a graduate of the Potsdam State Normal School in 1896. She had taught for three years at Shelbyville, Illinois, before coming to Charleston. Miss Hamlin left Charleston after one year to become the bride of Louis A. Maag.

Miss Edna T. Cook, grammar school critic, was the last member of the model school staff to be selected. Her name did not appear in the faculty list in the August announcement. She remained with the school for five years. No biographical information concerning her has been seen by the writer.

Miss Alice B. Cunningham, primary school critic, was a native of Marietta, Ohio. She was about 26 years old. She was a graduate of the Chicago Normal School in 1897. Miss Cunningham remained at Charleston for two years. She married T. S. Leever.

Miss Charlotte May Slocum, primary school critic, was a native of Grand Rapids, Michigan, and was about 25 years old. She had been graduated from Normal University at Normal in 1894. Miss Slocum had taught at Mahomet and at Evanston before coming to Charleston. She remained at Charleston for six years. Miss Slocum’s ability received state-wide recognition during her first year at Charleston when she was chosen as executive secretary of the Primary Section of the Illinois State Teachers Association for the year 1900.¹⁴ She married George C. Ashman, a teacher at Bradley Polytechnic Institute, who taught at Charleston in the 1901 summer school.

¹²Quoted in McKinney: *Mr. Lord*, p. 174. Henry Johnson: *The Other Side of Main Street*, pp. 141-142, describes more particularly two of the three “worst” teachers.

¹³Letter, L. C. Lord to Supt. Alfred Bayliss, Springfield, Illinois, November 25, 1899. Lord Letterbooks, No. 2.

¹⁴List of officers of the Association, 1900, in Lord Letterbooks, No. 6.

The first librarian of the normal school was Miss Ella F. Corwin, who was selected shortly before the opening of the school. She served for one year, and was followed by Miss Florence M. Beck, who served until 1904.

The first registrar was Miss Frances E. Wetmore, who served for four years, until her tragic death in the Iroquois Theatre disaster on December 30, 1903. In the early years of the school the registrar combined the duties of registrar, collector of fees, textbook librarian, and secretary to the president.¹⁵

The normal school did not have a business manager. The duties of that office were performed primarily by the president, with the assistance of the registrar.

The original building superintendent, or janitor, was H. F. Ritchey, of Charleston. Mr. Ritchey left the school in February 1906. Mr. Lord wrote a letter of regret at his leaving, in which he stated that "a more conscientious, upright, and industrious man it has never been my good fortune to be associated with. . . . No work has been too hard or too disagreeable for you to undertake."¹⁶

The first engineer of the normal school was James Frue DeVault, a native of Pennsylvania. It was Mr. DeVault who planted the ivy which has been growing for half a century on the main building. Mr. DeVault left the school in 1902.¹⁷

Not included in the faculty at the opening of the school, but added at the beginning of January 1900, was Miss Ellen A. Ford, teacher of Latin and German, the third of the Moorhead "Indians." Miss Ford was a graduate of Syracuse University, New York (A.B., A.M.). Miss Ford remained with the school until her retirement in 1934, serving as Dean of the College in her later years. Tribute was paid to her versatility by Mr. Neal in 1924, when he spoke of her as one "who knows everything about this school, and could creditably take charge of any department, with the possible exception of music, who speaks and writes perfect English, but whose natural speech is in Latin."¹⁸

Miss Ford, together with Mr. Johnson, gave Mr. Lord invaluable assistance while still in Moorhead with the organization of the work of the school preparatory to its opening. Over two decades later, she was principally responsible for the planning and reorganization made necessary by the shift from a normal school to a teachers college.¹⁹ By remaining at her desk as dean for a year following the death of Mr. Lord in 1933, although eligible for retirement, Miss Ford made possible a smooth transition from the regime of President Lord

¹⁵Letter, L. C. Lord to D. B. Johnson, July 2, 1906. Lord Letterbooks, No. 31.

¹⁶Letter, L. C. Lord to Captain H. P. Ritchey, Charleston, Ill., February 26, 1906. Lord Letterbooks, No. 34.

¹⁷Information from Mrs. Carrie DeVault Withington, daughter of Mr. DeVault. Mrs. Withington, then Mrs. Carrie Newman, was one of Mr. Koch's early voice pupils. She sang at a number of school functions, including commencement. She was highly regarded by the faculty, who at one time gave her a purse with which to purchase a formal dress for use in her public appearances. Interview with Mrs. Withington, October 1947, Charleston, Ill.

¹⁸H. A. Neal: "In the Beginning," Ms., 1924, p. 6.

¹⁹Letter, Henry Johnson to the writer, November 30, 1947; Edson H. Taylor: "From Normal School to College," Ms., 1929, p. 3.



ELLEN A. FORD
Teacher and Dean, 1900—1934
Picture taken about 1900
Courtesy of Mrs. Ethel Lord Awty

through the administration of an acting president, Mr. Taylor, to administrative control by President Buzzard. Miss Ford died at her home in Syracuse, New York, on June 13, 1948.

Faculty salaries during the first year ranged from \$600 (Miss Corwin, the librarian) to \$2,000 (Mr. Evans, English), with an average of about \$1,100. Mr. Lord's salary was \$3,500. At the end of the first year Mr. Lord recommended increases for six teachers (Johnson, Caldwell, Blair, Koch, Miss Slocum and Miss Cunningham).²⁰

In selecting teachers for the school Mr. Lord gave relatively little weight to formal training. Rather he relied very largely on his own estimate of the candidate's personality, scholarship and teaching ability. He frequently selected young teachers who had not yet completed their own academic training. This policy resulted in a youthful faculty, and also in a faculty with a relatively small average amount of advanced training. During the early years of the school, while the faculty was small and only a few changes were made at any one time, this policy of selecting teachers primarily on a personal basis gave excellent results, as is seen by the many early teachers whose work at Eastern was the start of brilliant professional careers. Mr. Lord gave greater weight to formal preparation after Eastern became a college, but a number of those without degrees who had been selected during the normal school period remained on the faculty during the college period. Although there was no question about their skill in teaching, their presence on the faculty led to a demand by the North Central Association in 1933, after Mr. Lord's death, that the standards of faculty preparation be raised. This problem is discussed in a later section.

Mr. Lord never claimed that all of his selections were "first rate." Less than a year before his death he wrote to his friend J. M. McConnell, Commissioner of Education of Minnesota, that

After leaving Moorhead, I went over after coming here the list of the faculties while I was there and I thought I hit it first-rate one time in three; not that a number of the others weren't so good, but one time in three I thought I hit it first rate.

Then after some twenty years down here, I did the same thing with the people that had been here and thought I hit it equally well one time in two and eight-tenths.²¹

Mr. Lord maintained the quality of the normal school faculty as much by his policy of dismissing those teachers who did not measure up to his standards as by his skill in selecting them.

Mr. Lord's constant emphasis on skill in teaching, especially through practical discussions of the subject in teachers meetings and

²⁰Letter, L. C. Lord to H. A. Neal, Secretary, Board of Trustees, June 30, 1900. Lord Letter-books, No. 33.

²¹Letter, L. C. Lord to J. M. McConnell, September 8, 1932, Lord Papers, temporary file. The "some twenty years" he mentions would place the second analysis of teachers selected near the end of the normal school period.

at chapel created an atmosphere which stimulated teachers to their best efforts. Any teacher who served under Mr. Lord will testify that his pedagogical lectures in teachers meeting amounted to a course in teaching methods equalled by few, if any, formal courses in a college or university. Until near the close of his life, Mr. Lord taught classes himself. He was a skillful teacher, and maintained classroom standards which were a challenge to his colleagues. Mr. Lord visited each teacher in his classroom, especially during the first year of the teacher's employment. If he was dissatisfied with what he observed he would call the teacher into his office to discuss the matters needing correction, and he would return to the classroom to see the effect, if any, of his advice. If after repeated visits and admonitions, a teacher appeared to him to be incapable of the needed improvement, he did not hesitate to dismiss the teacher. This was perhaps the hardest part of his job. As quoted by Miss McKinney, Mr. Lord said

There is *no* good time to tell a teacher he is not wanted another year. If you do it early, he must go around for months with that weight on his heart; if you do it late, he has perhaps lost a chance for another place. I have shirked that duty. Once I put off and put off telling a teacher she could not come back, and one day she walked into my office and said she would have to resign, she was going to be married! How relieved I was! But I am just as much to blame for my procrastination as though fate had not helped me out.²²

Mr. Lord was a "benevolent despot" as the leader of the faculty. He took a very broad view of his own responsibilities as president of the school. He brought from Connecticut to Minnesota, and then to Illinois, the attitude of a New England schoolmaster. He was respected by all, loved by many, especially those who came to know him well, feared by many; by some, perhaps, both loved and feared. He did not hesitate to admonish his teachers (as well as the students) on personal matters. The subjects on which his views were fixed, and freely and forcefully expressed, covered a wide range. Punctuality, neatness in dress, the use of tobacco in public, the use of academic titles (to him and to each other the teachers were all Mr., Mrs., or Miss), and correctness of expression, were among the subjects concerning which no one doubted his views.

Mr. Lord's word was law on matters relating to the conduct of the school. He consulted freely with those of the faculty, whose judgment he most respected, but he took full responsibility for the decisions made. He did not submit questions of school policy to faculty vote. On questions of purely faculty concern he would ask the faculty to make the decisions. On matters in which he felt himself uninformed Mr. Lord was very willing to seek and take the advice of those who knew.

Mr. Lord demanded high standards of teaching, but once satisfied that those standards had been attained, and were retained, he

²²Isabel McKinney: *Mr. Lord*, p. 185. Unfortunately, fate did not always provide a solution.

gave his teachers complete control of the classroom situation. There was never any censorship. He expressed his attitude on the relation of the teacher to the school when he said "There are some things in which each member of the faculty has the last word. It is not right to say that teachers work *under* a principal; *with* expresses the right relation."²³ This description best applies to the relations between Mr. Lord and the teachers who had proven themselves to his satisfaction; the beginning teacher was never under any doubt as to whom he was working *under*.

Mr. Lord realized, at least in his later years, that his frank and forceful criticisms made others fearful, for near the end of his days, when asked "If you had your life to live over again, would you change anything in it?" He replied "I would be more kind."²⁴

The Original Student Body

The construction of the building had been followed with impatient interest by the young people of Eastern Illinois who wished to enroll as students. Years later Mr. Taylor recalled that "as Mr. Blair said, 'those students have been sitting around on the fence for the last two or three years while the building was going up! Well, I have an idea that during that waiting period some sitters became weary and only the ablest remained. That was a fine lot of students. I have never taught a better one.'"²⁵

When the doors were opened on September 12, 1899, about 125 students registered in the various courses of the normal school.²⁶ This number increased to 240 for the entire year. They were divided as follows:

One Year's Course for College Graduates:	1
This was Lloyd Goble of Westfield, who received the diploma of the normal school at the end of the year.	
Two Years' Course for Graduates of High Schools	
First Year	45
Second Year	None
Three Years' Course for students receiving credit for "such work done in the high school as they are most proficient in."	14

²³Isabel McKinney: *Mr. Lord*, p. 185.

²⁴*Ibid.*, p. 371.

²⁶E. H. Taylor, "Reminiscences," a talk given to the College Assembly on October 22, 1947.
²⁶Report of the school, by Mr. Lord, in *Illinois Blue Book*, 1903, p. 409. A list of the "students in the Eastern Illinois State Normal School on Saturday, September 16, 1899," in the *Lord Letterbooks*, No. 6, has the names of 120 students in the various normal school courses. At a faculty meeting on October 17, Mr. Lord stated: "We started with 125; we now have 165." Faculty meeting notes, October 17, 1899. *Lord Letterbooks*, No. 6. The Report of the Trustees to the Governor, December 1, 1900, p. 3, stated that on September 15, 122 students were enrolled in the normal school, exclusive of the "Model School." In a letter to J. W. Carr on January 11, 1901, Mr. Lord wrote that the school opened in 1899 with an enrollment of 147 students. *Lord Letterbooks*, No. 3. Due to the exigencies of farm work, and for other reasons, students tended to "drift in" during the first week or so of school. There appears to be no record remaining which shows the actual number who were registered on the first day, September 12. The number may have been over one hundred, since there were 120 by September 16. By the end of the fall quarter 169 students had been enrolled in the normal school. Thirty-nine additional students entered during the winter quarter, and 32 in the spring quarter, to make a total of 240 during the year. "Enrollment, first year, as of January 16, 1900," *Lord Letterbooks*, No. 6. Some of the 240 dropped out before the end of the year. The number of these is not recorded in available records.

Four Years' Course for students who shall have finished a grammar-school course embracing specified subjects, in which they are "reasonably proficient."

First Year.....	145
Second Year.....	5
Third Year.....	None
Fourth Year.....	4

Three of these fourth year students received the diploma of the school at the end of the year. They were: Marion Nelson Beeman, Robinson; Guy Jink Koons, Oakland; Bertha Volentine, New Douglas. I. Victor Iles, Dudley, the fourth member of this group, was graduated in 1901.

Special Student:

Justin Jay Love, Charleston.....	1
----------------------------------	---

Preparatory Class, for those not qualified for admission to the regular four years' course..... 24

This class was not listed in the courses described in the school catalogue, and was not continued after the first year.

Two of these students also were enrolled in the eighth grade of the Model School

Total in the various courses of the normal school: 240²⁷

Ninety-one of these were men, and 149 were women.

An analysis of the normal school student body made in January, 1900, when 208 normal school students had been enrolled, shows the following distribution of students on the basis of their previous training:

Two years' high school work.....	125
Three years' high school work.....	10
Four years' high school work.....	25
College undergraduates.....	2
College graduate.....	1
Normal school undergraduates.....	9
Normal school graduate.....	1
University undergraduates.....	7
Preparatory class.....	22
Special.....	6
Total.....	208

Of these 208 students, 32 had taught from two months to 120 months, with an average teaching experience of 29 months.²⁸

It is misleading to think of the preparation of these students in 1899 in terms of the public schools of fifty years later. Many pupils

²⁷Annual Catalogue, 1900, pp. 31-36. The school catalogues were issued in the spring of each year. The catalogue gave the faculty list and other statistics for the year then drawing to a close (1899-1900 in this case), and included announcements for the year following. Thus the 1900 catalogue was the first annual catalogue. Catalogues will be referred to by the year of publication.

²⁸Analysis of student body, January 16, 1900, in Lord Letterbooks, No. 6.

continued in country schools beyond normal graduation age because of the difficulty of reaching high school. Travel conditions were such that a student living as few as half-a-dozen miles from a high school might find it impossible to attend unless he could afford to "live in town" while attending the high school. Such older country-school students for the most part studied independently of the regular grammar-school courses, and the progress made was largely a matter of individual application. This situation should be borne in mind when examining the previous training of the students entering the normal school in 1899, as listed above. Many of the 125 students listed as having had "two years' high school work" had never actually attended a regularly organized high school. They were, however, sixteen years of age or older, and were able to demonstrate academic proficiency sufficient to entitle them to enter the same normal school classes as those students who had attended a high school for two years.

This was recognized in the classification of students. Students in the third and fourth years of the four years' course were in the same classes, and were given the same classifications as students in the first and second years of the two years' course, which was open only to high school graduates. Thus "Class A" included students in the fourth year of the four years' course and students in the second year of the two years' course. "Class B" included students in the third and first years of those two courses.²⁹ "Class C" consisted of students in the second year of the four years' course, and "Class D" students were in the first year of that course. The preparatory class, held only during the first year, was designated "Class E." For the most part students in the preparatory class were younger, fourteen years of age being typical.

Below the five classifications, A to E, were the pupils in the Model School. There were 159 of these during the first year, distributed as follows:

First grade	29
Second grade	12
Third grade	14
Fourth grade	19
Fifth grade	22
Sixth grade	21
Seventh grade	23
Eighth grade	19

(Christel Albright and Berton Brown of the eighth grade were the two students who also were enrolled in the preparatory class of the Normal School.)

These 159 students, plus the 240 normal school students, gives a total of 399, or subtracting the two students counted twice, a net total of 397 students enrolled in all departments of the school during the first year.

²⁹This practice of giving students with two years of normal school training the same classification as entering high school graduates recognized that two years' work in the normal school course, under the normal school faculty, was the actual equivalent, academically, of the work offered in the typical four year high school of that period. If anything, the two years of normal school work was of greater educational value than the four years in high school.

While less than a fourth of the students enrolled in the normal school courses could be given full collegiate rank by present day standards, it is clear that from the first the Eastern Illinois State Normal School was much more than a "glorified high school or academy," as the critics of the normal schools of fifty years ago were fond of charging. Its students were for the most part mature, averaging in age not less than the typical high school graduates of today. A considerable number had been grammar school teachers in rural or urban schools, and some of the more advanced had taught in high school. Twenty students had attended college or other normal schools.

The 240 normal school students came from 23 Illinois counties and from Vigo County, Indiana. The one out-of-state student was Miss Jennie Ward, of St. Mary's, Indiana. The Illinois counties represented are for the most part in the eastern, central, and southeastern parts of the state. Eighty-five of the 240 normal school students came from Charleston, including 25 of the 45 students in the first year of the two-year course for high school graduates. Four members of the class of 1899 of Charleston High School were among the 25. They were Frank Record, Clara Scheytt, Frances Vail, and Hattie Wilson. A fifth member of that class, Kate Jenkins, entered the Normal School in 1901.³⁰ Coles County, other than Charleston, contributed 56 students. Thus 141 normal school students out of the total of 240, or 59 percent, came from the county in which the school was located. The largest Coles County delegation, apart from Charleston, consisted of 13 students from Lerna. Mattoon, in spite of its large size, furnished only six students. Little Loxa, formerly the home of Professor Lee's Academy, sent as many students to the Normal School as did Mattoon.³¹

A tabulation of the occupations of the parents of the 1899-1900 normal school students showed that 63 percent were farmers. Nearly five decades later a similar tabulation showed that the farming classification had been reduced to 39.1 percent. The proportion of students coming from professional families, however, which had been five percent in 1899-1900, had risen to 7.7 percent in 1945-1946.³² This shift in parental occupations reflected the general decline in the proportion of the population engaged in agriculture, even in the "corn belt," due to the introduction of labor-saving farm machinery. The increase in the professional group after nearly fifty years may well be explained by the higher educational standards of the eastern part of the state which had resulted, at least in part, from the influence of the normal school and teachers college in Charleston.

It may be of some interest to note the careers of the members of the class of 1900.

Marion Nelson Beeman's brief career was in the field of school administration in Illinois. He served as superintendent of schools

³⁰Class list Charleston High School, 1899, from J. W. Price, Principal, December 10, 1947.

³¹Annual Catalogue, 1900, pp. 31-39.

³²3rd Biennial Report, Superintendent of Public Instruction, Springfield, 1900, pp. 113-114; Eastern Illinois State Teachers College, *Bulletin No. 180* (1947), p. 60.



THE CLASS OF 1900

Left to right: Marion Nelson Beeman, Guy Jink Koons, Bertha Volentine, Lloyd Goble

Courtesy of Mrs. Bertha Volentine Ehlers

at Robinson, high school principal at Marshall, and superintendent at Lewiston and Dallas City. He died in December 1913, during his first year at Dallas City.

Lloyd Goble found his work in teaching. He continued his training at Harvard and the University of Illinois (A.M., 1907). He taught in the Philippine Islands, at Westfield College, Illinois, the high school at Paris, Illinois, and the State Normal School at River Falls, Wisconsin. He died on November 25, 1926.

Guy Jink Koons' career also was in school administration. He received his A.B. and A.M. degrees from the University of Illinois. He was principal at New Holland, superintendent at Oakland and Mason City, principal at Murphysboro and at Pontiac, and city superintendent at Pontiac. He later entered the publishing business at Pontiac. He died on September 22, 1935.

Bertha Volentine (Mrs. Fred Ehlers) became first a teacher and later a deaconess. She taught until 1907, when she became a student deaconess at St. Louis. She served as a deaconess in Garrett, Indiana; Milwaukee, Wisconsin; and at Tulsa, Oklahoma, where for five years she was associated with the Travelers' Aid and was secretary of the police department. Following her marriage she went to Arizona with her husband, who later became Arizona State Superintendent of Public Instruction. Mrs. Ehlers now resides at Seymour, Indiana.

I. Victor Iles, although a member of the class of 1901 rather than that of 1900, was a student in the fourth year of the four-year course in 1899-1900. His career was in college teaching. He continued his training at the universities of Kansas, Colorado, and Wisconsin. He taught for one year at Chrisman following graduation from Charleston. After his university study he became an instructor at Princeton, a fellow at the University of Pennsylvania, and a history teacher at the Anaconda, Montana, high school. For one year he was an instructor at Yale. In 1911 he joined the staff of the State Agricultural College at Manhattan, Kansas, where he rose to the position of full professor of history and government.

These thumb-nail sketches of the first graduates of the normal school show that from the first the school inspired its students to professional work of the highest standard. All five of those sketched had interesting and professionally satisfying careers. Four of the five continued their professional training after leaving Charleston, and three received advanced college degrees. The careers of these five students show that they took seriously Mr. Lord's injunction that "a place where teachers are taught should be a seat of learning."

The first year's student enrollment was gratifying to the friends of the school. Before the opening there had been some doubt about the initial enrollment, for the people of that region of Illinois had never been greatly interested in higher education.³³ Apart from a struggling "college," actually an academy, at nearby Westfield, and Austin College at Effingham, forty miles away, there were no institutions of "higher" learning in the area the normal school expected to serve. Both of these schools closed their doors early in the new century. The uncertain future of Austin College in 1899 is shown by the application of its president for a position as teacher of mathematics in the new normal school; an application which was renewed in 1904, shortly before Austin College finally closed in 1905.³⁴ Westfield College came to an end about ten years later. On the Westfield faculty in 1903-1904 was Lloyd Goble, of the class of 1900 of the Normal School.³⁵

Recalling the uncertainty about the enrollment at the beginning of the school, one of the first students later remembered that "it looked for a while as if we weren't going to have enough students to make a school. There was talk going the rounds that if we didn't have enough, two or three hundred would be sent down from Old Normal. Wouldn't that have been a way to start a school! We beat the bushes, and the students came in. And what a hay-seed lot we were! X . . . used

³³There were 21 students from Coles County out of a total of normal school enrollment of 891 at the Illinois State Normal University at Normal during the year 1897-1898. None of these students came from Charleston. Eight came from Mattoon. Illinois State Normal University, Annual Catalogue, 1898, pp. 74-96.

³⁴Correspondence between W. E. Lugenbeel and L. C. Lord, 1899 and 1904. In Lord Letter-books, No. 7.

³⁵Eastern Illinois State Normal School, *Alumni Register*, 1900-1913, p. 6. Sketches of Austin and Westfield Colleges are found in John W. Cook: *Educational History of Illinois* (1912), pp. 291-292, 335-336. One of the most interesting schools in Coles County in the latter part of the century was the Academy of Professor Thomas Jefferson Lee, conducted at Loxa, between Mattoon and Charleston, 1871-1888. The Academy was highly regarded, and was attended by many students from Charleston. Professor Lee was County Superintendent of Schools from 1877 to 1886. For nearly forty years that office was filled by former students of Lee's Academy. Clipping, *Charleston Courier* no date (about December 1888) in scrapbook belonging to Mrs. W. E. Cottingham of Charleston.

to ride in every day with his dinner in a tin bucket! We weren't much to look at."³⁶

The rustic background of some of the early students is illustrated by Henry Johnson's description of one of his Charleston students:

One of the most interesting students who ever sat under my instruction was a young man who on his way to Charleston had seen for the first time a railroad train. He could read quite well and he spoke and wrote fairly correct English. But he had never read an entire book. He was unacquainted with newspapers. He did not know the name of the man who was then President of the United States. His study of American history had never been carried beyond George Washington. He had attended one of those rural schools in which classes always began at the beginning of a subject and stopped when the term stopped.³⁷

Teachers Meetings

The first teachers' meeting took place on Thursday, September 7, in Mr. Lord's outer office at the school. Unfortunately, no notes of this first meeting have been preserved. We can be certain, however, that Mr. Lord commenced the training of his faculty, as a group, with that first gathering, giving them something of his own conception of what a normal school should be, and what the standards of a teacher in such a school should be. We do know that he voiced a sentiment that was basic in his thinking: "Wherever teachers are gathered together, there should be a seat of learning."³⁸ We know, also, that Mr. Lord invited the criticism of his teachers. At a faculty meeting on October 17, 1899, Mr. Lord said: "As I said in the first meeting, every Principal of a school has to have the judgment of his associates just as quickly when it is adverse to his as when it is favorable to his."³⁹

Mr. Lord emphasized scholarship rather than formal method. He insisted that a teacher had to "know something," that knowledge was more important than method, and that the better educated the students were, even though they never taught, the better it would be for society and for the schools.⁴⁰ But teaching skill was not to be ignored. Frequently in faculty meetings, and very likely at this first one, Mr. Lord "held up to scorn the time-consuming, though-benumbing habits of the unskillful, and emphasized . . . the qualities of good questions, the fundamental processes of the mind in learning, the beauty of perfect technique in the class room."⁴¹

Mr. Lord's views on the relative attention which should be given in a normal school to scholarship and to pedagogy were stated succinctly

³⁶Quoted in McKinney: *Mr. Lord*, pp. 175-176. The student quoted is not named.

³⁷Henry Johnson: *The Other Side of Main Street*, p. 143.

³⁸McKinney: *Mr. Lord*, p. 174.

³⁹Faculty meeting notes, October 17, 1899, in Lord Letterbooks, No. 6.

⁴⁰Thomas H. Briggs: "Reminiscences," Ms., November 1947.

⁴¹McKinney: *Mr. Lord*, p. 184.

in a letter to the president of Winona (Minnesota) State Normal School on January 1, 1902, after the school at Charleston had been open for less than three years. He wrote:

. . . The subject that I am more interested in . . . is the attitude that the normal school should take toward scholarship, mere scholarship as it is sometimes called, and in what proportions the attention should be divided between the acquisition of some sound learning, and what is called professional work. It seems to me both are and ought to be elements in all normal schools. I know that for my part I incline to emphasize the scholarship side, and to not emphasize enough the other part. However, I know of no man who sees the exact proportion between these two.⁴²

Mr. Johnson, writing of the first faculty meeting he attended at Moorhead in 1895, has recorded that "Mr. Lord emphasized scholarship and reduced the art of teaching to a very simple principle which he illustrated by a variety of applications."⁴³ Whatever may have been said at this first faculty meeting, we can be certain that those who saw Mr. Lord "in action" for the first time learned that the new school was starting off under the very positive leadership of a dominant personality. As Mr. Thomas Henry Briggs wrote years later, describing the faculty meetings of the early years, ". . . always they were dominated by the president. There might be some discussion, but eventually everybody went through the gate that he opened."⁴⁴

The first teachers meeting for which any notes have been preserved was held on Monday, September 11, the day before school opened. The questions to be decided were the number of subjects a student should take at one time, and the number of recitations for each subject. Mr. Blair suggested that during the first year of the school the students might pursue a greater number of subjects than in the years to follow. He stated that since "students who come in the first year may not be able to go so deeply into a study," for the first year "perhaps four subjects pursued, with such incidentals as spelling, penmanship, etc., would be quite sufficient," while for the years that follow, Mr. Blair suggested, three subjects would be adequate. Mr. Evans also advocated four subjects as the normal student load. He pointed out that in a fourth subject the student often would get "that which helps him to carry on the other branches." Mr. Lord raised the question, would it be as well to have four subjects meeting four times a week as to have three subjects meeting five times a week? Mr. Evans advocated the four subjects, four meetings a week program, and it was so decided.⁴⁵ After the first term this decision was modified and classes met five times a week thereafter, with the normal load remaining at four subjects.⁴⁶

⁴²Letter, L. C. Lord to President J. F. Millsbaugh, Winona, Minn., January 1, 1902. Lord Letterbooks, No. 30.

⁴³Johnson: *The Other Side of Main Street*, p. 106.

⁴⁴Briggs: "Reminiscences," Ms., November 1947.

⁴⁵Notes of faculty meeting, September 11, 1899, in Lord Letterbooks, No. 6.

⁴⁶Notes of faculty meetings, December 19, 1899, January 9, 1900, in Lord Letterbooks, No. 6.

The second annual meeting of the Eastern Illinois Teachers Association was held at Tuscola on Friday and Saturday, November 17 and 18, 1899. This association had been organized the year before at Charleston. Discussing this meeting at a teachers meeting on October 17, Mr. Lord stated that "it is well for us to make some sacrifices in order to go. I should say that for one of those days that if the most of us wanted to go, we would be justified perhaps in dismissing school. . . . We cannot afford not to meet all these propositions at least half way." Three members of the normal school faculty took part in the program in 1899.⁴⁷

At the October 17 teachers meeting Mr. Lord voiced his surprise at "the cordiality with which the idea of the school here is received where I have been." He observed that it was more so than he had been accustomed to. Mr. Lord stressed the importance of the faculty taking advantage of the Tuesday to Saturday schedule to visit schools on Mondays. He was uncertain as to whether an organized visiting program should be arranged, but "something of that sort we ought to do." Mr. Blair reported that some of the normal school critic teachers already had visited the schools in Charleston. Mr. Lord expressed his pleasure at the friendly and sympathetic attitude toward the Normal School of the Coles County superintendent and the Charleston city superintendent, saying that "We are really fortunate in having such men here at the opening of the school."

Mr. Blair announced at this meeting that the first meeting of a seminar for teachers of the area would be held at the school in a few days. The County Superintendent had expressed his interest and would attend. A week later Mr. Blair outlined the topics to be presented at the seminars, which were to meet once a week. These seminars were held during the first four years of the school. Although originally intended for teachers of the area as well as the normal school staff, teachers from other schools did not attend after the first few meetings.⁴⁸

The subject of items of historical interest for a school museum came up at the teachers meeting on October 24. Mr. Blair reported that the school had been offered an old plow and a spinning wheel. Mr. Caldwell hoped that material for the museum would be collected in a systematic way.⁴⁹

During the first quarter a Y.M.C.A. official proposed to establish a Y.M.C.A. organization among the students. When the matter was discussed at the faculty meeting of October 24 Mr. Blair referred

⁴⁷Notes of faculty meeting, October 17, 1899; program of meeting of Eastern Illinois Teachers' Association, November 17 and 18, 1899, both in Lord Letterbooks, No. 6. The Friday meeting included a paper by Mr. Evans on "The Relation of Language Work to Technical Grammar"; a paper by Mr. Blair on "What the Normal School expects of the Teachers of Eastern Illinois," and an address by Mr. Lord on "Some Foundations in Education."

⁴⁸The objects of the seminar were (1) "To form a center for the discussion of educational questions," and (2) "to promote an intelligent and helpful relationship between the departments of the school." "Seminar Programme, year 1901-1902," Ms. in College files. The seminars are referred to in the annual school catalogues for 1900-1903, as meetings in which "the aims, the matter and the method of various subjects of the practice school curriculum are discussed." Annual Catalogue, 1900, p. 16.

⁴⁹Notes of meetings of faculty, October 17, 24, 1899, in Lord Letterbooks, No. 6.

to the fact that the Y.M.C.A. group at Normal had proven to be quite useful. For example, the members would meet an incoming student at the train and see that he got proper lodging and that he was put in touch with the church of his choice. Mr. Evans told of Y.M.C.A. members in other schools, where the members were very helpful in looking after other boys during illness. Mr. Brownlee made the point that the school should be open to the formation of any religious organization—Protestant, Catholic, or Jewish—which the students might desire.

Mr. Lord observed that he had not heard of any students of the school asking for a Y.M.C.A. organization, although, as he pointed out, "Many good things should be thrown upon students whether they want them or not." He concluded that when a Y.M.C.A. official next visited the school he would say to him, "what do you want to do?" If the proposal was acceptable to the school, the organization could be formed.⁵⁰

Both the Y.M.C.A. and the Y.W.C.A. formed groups during the second year of the school. The second annual catalogue stated that both groups were "in a flourishing condition. Committees from these Associations meet new students at trains and assist them in finding boarding places. Social gatherings under the auspices of the Associations are held during the year."⁵¹ The Y.W.C.A. organization at Eastern continued without interruption to 1928. The Y.M.C.A. continued until 1918, was discontinued that year, and was revived in 1923. It also came to an end following the year 1927-1928. In recent years denominational groups have concerned themselves with the religious life of the students.⁵²

A reception of the student body by the faculty was held on the evening of Saturday, October 28. A special meeting of the faculty was called on the preceding Thursday to discuss this, the first faculty-student social event of the school. The reception room of the building was used, with the faculty forming a receiving line. Fruit punch was served, and a few musical numbers and readings rounded out the evening. After some discussion at the faculty meeting, it was decided meeting, it was decided to leave the matter of formal or informal dress to the preference of each faculty member. Discussing the question as to whether the affair should be as formal and dignified as possible, or whether the emphasis should be on "making students acquainted with one another and with us in a way other than that of the class room," Mr. Lord did not see why both purposes should not be served. He was not disturbed at the prospect of some students feeling embarrassed because of a formal atmosphere. He said that "it is no harm whatever to the boy from the country to feel awkward, out of place. It would be a very great calamity if such a boy should never have such a feeling," for, Mr. Lord observed, "there can be no growth without those feelings." As for himself, he ventured to say that "there is not a person in the student body here that will feel more bashful and more

⁵⁰Report of faculty meeting, October 24, 1899, in Lord Letterbooks, No. 6.

⁵¹Annual Catalogue, 1901, p. 36.

⁵²See list of student organizations in the Appendix.

uncomfortable in a number of ways than I shall. As to a person's feelings never being hurt in those ways, it is ridiculous. There is no progress without inequality. Everybody goes there with a kind heart toward these pupils. We have no feeling of being 'stuck up' . . ."⁵³

School Organization and Courses of Study

When the school opened on September 12, 1899, the essential organization plans had been announced in the August circular. Much of this work had been done before leaving Minnesota by Mr. Lord and the two Moorhead faculty members who were to accompany him. Mr. Goode, the third, was on leave at the University of Chicago at the time. Hence Mr. Lord leaned heavily on Henry Johnson and Ellen Ford in preparing the organizational pattern for the school at Charleston. Mr. Johnson, in addition to writing the statement of the purpose of the school, already referred to, also prepared the curricula for the new school which had been outlined in the August circular.⁵⁴ This curricular pattern with some modifications and elaboration of details appeared in the first catalogue, published near the close of the first school year.

The courses of study were quite similar to those at the Illinois State Normal University at Normal. The July 10, 1899 circular to county school superintendents stated "The courses offered at first will be similar to those in force at the Illinois State Normal University, whose catalogue will give much desired information."⁵⁵ There were three courses of study at Normal: a regular English course of three years; a classical course of four years, and a two years' course for graduates of accredited high schools. In addition, Normal offered a four years' high school course for graduates of the "practice school," and also maintained a "Preparatory department" for those needing special preparation before entering the "Normal department."⁵⁶

Eastern followed the plan used at Normal of dividing the school year into three terms. This plan had been introduced into the middle west by the University of Chicago in 1892. The school year at Eastern at this time was thirty-eight weeks long. The fall term for the first year ran from September 17 to December 21, or fifteen weeks. The winter term ran from January 2 to March 29, or twelve weeks, and the spring term from April 9 to June 21, or eleven weeks. Thus each term was followed by a recess. The first day of the fall and winter terms, but not the spring term, was devoted to entrance examinations and classification of students. This plan of terms of unequal length, fifteen, twelve, and eleven weeks, was followed through the year 1912-13.⁵⁷

In the fall of 1913 the school changed to the semester plan, with two terms of nineteen weeks each. Mr. Lord explained to a member of the Normal School Board in 1917 that the school used that plan rather

⁵³Report of faculty meeting, October 26, 1899, in Lord Letterbooks, No. 6.

⁵⁴Letter, Henry Johnson to the writer, November 3, 1947.

⁵⁵Eastern Illinois State Normal School, to the County Superintendent of Schools, July 10, 1899.

⁵⁶Illinois State Normal University, Annual Catalogue, 1897-1898, pp. 8, 65-70.

⁵⁷This unequal division of time made adjustments in course content necessary. Practice teaching in the Model School obviously was more extensive in the fall quarter. Some students did not appreciate this greater opportunity, and sought to avoid practice teaching in that quarter.

than the three term plan, "for the reason that it makes but two beginnings and two endings in the year's work. Our courses fit a little better, as far as they need to fit at all, the college and university courses, and the effect, though slight, upon our attendance is good. A student spends a half-year where sometimes he would spend only a third of a year."⁵⁸ This plan was followed until the fall of 1919, when the present system of three quarters of twelve weeks each was introduced. There were at least two reasons for this shift in 1919. Decisive, perhaps, was the desire of the Normal School Board that the five schools follow a uniform plan of term organization.⁵⁹ Another factor was that the semester plan made it impractical for the school to offer work in the spring for the rural school teachers whose schools closed six weeks or more before the close of the normal school. With a twelve weeks' spring term it was possible to offer a half term of six weeks during the second half of the term. This was done from 1922 through 1929. Under the semester plan a six weeks term would be an uneven fraction of a semester of nineteen weeks. Another advantage of the quarter system was that it permitted the school to round out the year's work with a summer session of twelve weeks, or a full quarter, as was done 1920-1932.

The usual student load in the first years of the school was twenty fifty-minute periods of class work a week, or four subjects, each meeting five times. Entering students, however, had twenty-two class meetings a week. They were required to take reading (three meetings), music and drawing (two meetings each) and three subjects meeting five times a week. This twenty-two hour load was required for the first year of the four-year course and for the first two terms of the two-year course. In 1904 the courses of study were revised, and from then on classes met four times a week except for laboratory subjects, which met for six or seven periods a week, and some special subjects meeting less than four times.

The first school catalogue gave the detailed program for two courses—the four-year course for grammar school graduates, and the two-year course for high school graduates. Students completing either of these two courses received the diploma of the school. Students in the four-year course took two years each of English and mathematics, one year each of history and government, geography, physics, psychology, and teaching, two terms of botany, and one term each of methods and the philosophy of education. Four one-year elective courses were chosen from Latin, German, English, mathematics, history, geography, sociology, economics, chemistry, astronomy, ecology, and history of education. There were no electives in the first year, one each in the second and third years, and two in the fourth year. Students in the two-year course took one year each of psychology and teaching, one term each of arithmetic, history, ecology, grammar, geography, philosophy of education and history of education. Three years of electives were chosen from practically the same fields as those used as electives for the last two years of the four-year course.

⁵⁸Letter, L. C. Lord to J. Stanley Brown, September 7, 1917. Lord Papers, 1917-1921, H-Mc.
⁵⁹This uniformity was destroyed when Normal adopted the semester plan in 1934.

Normal school students in the early years of the school did not choose "majors" after the college fashion. It was not until the introduction in 1920 of the four-year course leading to a degree that the choice of "majors" was required. From the beginning, however, by means of electives students could specialize in a desired field of study. As Mr. Lord wrote in his 1902 report to the State Superintendent, "It will be noticed that by a system of electives the student's course may emphasize natural science, history, Latin or English."⁶⁰

The following table indicates the various courses of study during the normal school period, or until 1921:

Normal School Courses of Study, 1899-1921

When the school opened:

- 1899-1913 Three-year course for graduates of high schools with short courses and for high school undergraduates.
- 1899-1913 Four-year course for eighth grade graduates of sufficient maturity and scholarship, and for teachers holding second grade certificates.
- 1899-1920 One-year course for college graduates.
- 1899-1921 Two-year course for high school graduates. This was the only course of study which was continued during the entire normal school period. It was continued during the teachers college period, and led to the junior college diploma. In 1948 it was listed as a course "for preparation of grade teachers for examination for a limited elementary certificate."

In 1913-1914 the courses of study were revised, and the following courses were added, the second and fourth replacing the first two courses listed above:

- 1913-1917 Two-year course for eighth grade graduates who wish to teach in country schools.
- 1913-1920 Three-year course for holders of the first grade certificate.
- 1913-1920 Five-year course for eighth grade graduates.
- 1914-1920 Four-year course for those with two years of high school and for holders of the second grade certificate.

In 1918-1920 the courses of study were revised in anticipation of the shift from a normal school to a teachers college.

- 1918-1920 Two-year certificate course for those with one year of an accredited high school or two years of a two year high school, who wish to teach in country schools. This replaced the two-year course of 1913-1917.
- 1919-1920 Three-year course for graduates of four year high schools. This was a transitional course, and led to:

⁶⁰In *24th Biennial Report of the Superintendent of Public Instruction*, Springfield, 1902, p. 88. The Normal School at Macomb when it opened on September 23, 1902 followed the same pattern as Charleston—one, two, three, and four year courses. *Ibid.*, p. 92.

1920-1921 Four-year course for graduates of four year high schools, leading to the degree of Bachelor of Education. This remained the standard four-year course of study during the teachers college period.

During the first year of the school, instruction was given in the following subjects:

Education—	Psychology, History of Education, Philosophy of Education, Methods of Teaching, Practice Teaching.
Mathematics—	Arithmetic, Algebra, Geometry, Astronomy.
English—	Grammar, Reading, Rhetoric, Literature.
Languages—	Latin, German.
Social Science—	History, Sociology, Economics, Government.
Laboratory Sciences—	Physiology, Zoology, Botany, Ecology, Chemistry, Physics.
Geography—	Geography, Physiography.
Fine Arts—	Music, Drawing.

During the normal school period in most cases the courses in the above fields were increased in variety. In the field of mathematics, for example, trigonometry, analytics, and the calculus were added. Additional fields of study also were added, as follows: library science, manual training, and physical culture for women, in 1902; physical education for men in 1911, and agriculture and home economics in 1913.

Saturday Classes

The plan of having classes meet on Saturday, with the weekly holiday on Monday, which had been adopted at the suggestion of Louis H. Galbreath was continued for over a third of a century, not being abandoned until 1934. We have noted the seven advantages claimed for the plan at the outset, in the August 1899 circular. These points were repeated in the school catalogues for the first three years, but those for the year 1902-1903, and subsequently, stated only the first point, that the plan:

gives teachers who have no school on Saturday an opportunity of pursuing some regular work in the Normal School, and consequently promoted closer relations between the school and the teachers of the district.⁶¹

This statement remained in the catalogue unchanged in substance, until 1926, when the phrase "some regular work" was replaced by "opportunity to visit" the school. This was continued until the Saturday plan was abandoned in 1934.

The Charleston plan of holding school on Saturday received the compliment of imitation by the Western Illinois State Normal School

⁶¹Annual Catalogue, 1902, p. 7.

at Macomb.⁶² In 1917 Mr. Lord stated the reasons for Saturday classes in a letter to a student at Normal who had asked for debate material:

These were the reasons for our Saturday sessions and Monday holiday—that the members of this faculty might visit schools on Monday and that teachers in our vicinity might visit us on Saturday and, if they wished, take work here. We have had Saturday classes numbering as many as twenty-four. But, aside from these reasons, in our judgment the week goes better with this arrangement. Tuesday's lessons are better prepared than Monday's lessons.⁶³

The practice of Normal School teachers visiting nearby public schools on Monday was not followed on any considerable scale. After the first year there was very little of it. As Dr. Thomas Briggs, who taught at Eastern from 1901 to 1911 recalled years later, "If any member of the faculty ever visited public schools on Mondays, he kept the fact a dead secret."⁶⁴

Although Mr. Lord wrote in 1917 that the school had had "Saturday classes numbering as many as twenty-four," and the school catalogue referred to the opportunity for "regular work" on Saturday, comparatively few teachers from the nearby area took advantage of such classes. The school catalogue throughout the period of the Tuesday to Saturday schedule contained no mention of courses to meet only on Saturday, although such classes were organized during the period 1900-1917.

From the second year of the school (1900-1901) to the year 1916-1917 the school catalogues listed a total of 81 "Saturday students" or, eliminating duplications, 66 different individuals who were enrolled for Saturday work only. The peak number was 33 in the year 1901-1902. The number declined sharply after that year, and there were never more than 5 Saturday students in any year after 1903-1904. The last two were listed for the year 1916-1917. The Saturday students were included in the total enrollment figures for each year, as summarized in the catalogues. Among the three students in the original Saturday class of 1900-1901 (and for the two following years also), was Miss Orra E. Neal, who later joined the faculty of the Teachers College as a teacher of English (1923-1934).

The Tuesday to Saturday schedule was abandoned in 1934 for a number of reasons.

First, because the plan no longer served the purposes for which it was devised; in fact it had never done so to more than a very limited extent.

Second, the Saturday class meant either that inter-school athletic contests could not be held or (and this was the actual situation) participants in such contests missed many classes during the season of the sport in which contests were held.

⁶²24th Biennial Report of the Superintendent of Public Instruction, Springfield, 1902, p. 95.

⁶³Letter, L. C. Lord to Leslie H. Ball, Normal, June 16, 1917. Lord Letter file, 1917-1921.

⁶⁴Note to the writer from Thomas H. Briggs, January 5, 1948.

Third, Eastern was the only school in its area with such a schedule and many conflicts developed when students and faculty members at Eastern wished to attend games or other events at other schools. Interestingly, after Eastern abandoned its Saturday classes, a number of faculty members attended Saturday classes at the University of Illinois. Since the Saturday classes at Eastern were abandoned there has been no sentiment for their revival.

Community Relations

The relations of the school with the Charleston community were cordial during the first year. The president and faculty were welcomed by local citizens, and warm friendships between faculty and townspeople soon developed. The prominent citizens who had played an important part in securing the school for Charleston were among those with whom the president and his teachers became especially friendly. These included Henry A. Neal, secretary and member of the Board of Trustees; George H. Jeffries, treasurer of the Board when the school opened; Isaiah H. Johnston, Sr., former Board treasurer; John H. Marshall, local lawyer and judge, who became a member of the Board in 1901 and served until 1913 as member and secretary, succeeding Mr. Neal, and Frank K. Dunn, soon to become a justice of the Illinois Supreme Court. The Neal and Lord families, especially, became intimate. As Miss McKinney tells it:

It became Mr. Neal's proudest boast that he had brought Mr. Lord to Illinois. They were enough alike in appearance to make a small child, seeing them together on a Commencement platform, exclaim loudly, "Look, mother, two Mr. Lords!" Both were full of energy. Over the telephone both used stentorian tones; they might, suggested a teasing daughter, just as well stand at their front doors and converse—there was only a mile between them. The two families were often in each others' homes, in the pleasant small-town way. . . .⁶⁵

Henry Johnson, of the original faculty, has recorded that Mr. Neal "gave us his best with an eye single to the welfare of the school, and we gave him our gratitude and affection." Mr. Neal and Mr. Lord were in some respects much alike, and each had complete faith in the other. "The intimate friendship between them, severed only by death, was a tribute to both." Under the leadership of these two men, "the normal school soon became the intellectual and social center of Charleston." The activities at the school attracted the interest and the attendance of the local citizens. As Mr. Johnson recalls:

Many visitors came to the morning chapel exercises to hear Mr. Lord read or speak. Free concerts and public lectures, paid for by the faculty and representing some of the highest talent in America, and other entertainments furnished by talent within the school attracted capacity audiences to an assembly room which could hold upwards of 1,200 people. Receptions to which townspeople were invited became outstanding social events.⁶⁶

⁶⁵McKinney: *Mr. Lord*, p. 173.

⁶⁶Henry Johnson: *The Other Side of Main Street*, p. 153.

Speaking of the local Sunday schools, Mr. Lord said at the faculty meeting on October 24, 1899:

I have in the past taken some pains to see that there were Bible classes in the different churches for Normal School students; I have not done anything of the sort here. I should feel far better here about that if teachers of this school were teachers in the Sunday schools. I can think of a Sunday School or two that is a glorious success. The general discipline in a Sunday school is such as to foster all sorts of irreverence. If members in this faculty had classes in the various churches, then I could urge the students to go with enthusiasm.⁶⁷

The annual school catalogues from the first, and for thirty-six years, contained the paragraph on attendance at church which had appeared in the August 1899 announcement. Mr. Lord and his family attended the Presbyterian church, and his relations with the pastor, the Rev. J. A. Piper, were very cordial.

Until Pemberton Hall was opened in January 1909, all the students of the school had to find lodging and board in the homes of local citizens. A list of forty-three rooming and boarding places in Charleston, compiled about the year 1900, shows that there was a considerable range in the charges made for lodging. This varied from fifty cents to two dollars a week, with seventy-five cents being typical. Table board ranged from two dollars to two dollars and a half a week, and the cost of room and board was three dollars to three-fifty a week.⁶⁸

The dependence of the school upon the railroads was illustrated by Mr. Lord's correspondence with the local ticket agents as the Christmas holidays approached in 1899. He had the students tell him which of the railroads they would use in getting home, and he sent to the local agents of the Nickel Plate and Big Four these names, with their destinations. Mr. Lord "thought possibly this might be of some help to you in making out tickets."⁶⁹ For the president of the school to concern himself with such a detail gives us some idea of the closeness of the relations between the students and the head of the school, and also illustrates Mr. Lord's friendly concern with the problems of the students. Such a relationship with the entire student body was possible only in a school as small as was Eastern in the early years.

Mr. Lord's correspondence with local citizens during the first year has one series of letters with a whimsical note. It seems that in October the new lawn around the main building was coming up nicely, but that it was being endangered by the neighbor's chickens. So the president wrote to all whose property adjoined the school grounds. In 1899 this consisted of only seven families: those of Andrew Whisnand, Samuel Doty, Charles Bishop, R. McVey, Michael Hawley, Alexander Shafer, and James Butler.⁷⁰

⁶⁷Notes of faculty meeting, October 24, 1899, Lord Letterbooks, No. 6.

⁶⁸List of Rooms and Boarding Places, Charleston. Undated, probably about 1900. Lord Letterbooks, no number, RCA to RY.

⁶⁹Letter, L. C. Lord to A. R. Abbott, Charleston, Ill., December 21, 1899. Lord Letterbooks, No. 1.

⁷⁰Letters dated October 17, 1899, Lord Letterbooks, No. 26.

The Board of Trustees

The separate Board of Trustees, under which Eastern operated for its first eighteen years, consisted of five members, appointed by the Governor for four year terms, and the elected State Superintendent of Public Instruction, ex-officio. The president and secretary of the Board were chosen by the Board from the appointed members. The Secretary was the only one to receive a salary, which was \$300 a year. All members received their expenses when attending Board meetings. The members of the Board appointed in 1897, who formed the governing body of the school when it opened, came from widely scattered communities: Carbondale, Robinson, Peoria, Macomb, and Charleston. Only two were from the area served by the school, A. H. Jones of Robinson, who was chosen as president, and H. A. Neal of Charleston, who was chosen as secretary. Appointments to replace these men, made in 1899, 1900 and 1901, brought into the board a larger number of residents of eastern Illinois, but two new members were from other parts of the State, Madison and Hardin counties. After 1901 it was customary to appoint eastern Illinois residents to the Board. The last appointment from another section was that of C. H. Oxman of Grayville in White County, in July 1904.

The custom of appointing a Charleston man to the Board was continued, and in each case this "resident trustee" was chosen as secretary. Mr. Neal was followed by John H. Marshall on May 20, 1901, and Mr. Marshall was followed by Charles C. Lee on July 28, 1913. The small community of Kansas, in neighboring Edgar County, and only twelve miles from Charleston, had a member on the Board from November 1899 to the end of the separate board period in 1917. These members were W. L. Kester (1899-1907), B. H. Pinnell (1907-1913), and R. W. Briscoe (1913-1917).

The member who served longest on the "old Board" was John S. Culp of Bethalto, in Madison County, who served from April 29, 1901 to July 28, 1913. Mr. Marshall of Charleston served nearly as long, from May 20, 1901 to July 28, 1913.

The treasurer of the Board was not a member, but was a Charleston resident chosen by the members. I. H. Johnston, Sr., the original treasurer, was followed by George H. Jeffries in December 1898. Mr. Jeffries was followed by I. H. Johnston, Jr. in 1913. Mr. Jeffries' service as treasurer for fifteen and a half years was longer than the period of service of any member of the Board.

The first reshuffling of the Board membership took place in the spring of 1901, as a result of Governor Richard Yates succeeding Governor John R. Tanner on January 14, 1901. John S. Culp replaced L. P. Wolf on April 29, John H. Marshall replaced Henry A. Neal on May 20, and H. G. Van Sandt replaced W. H. Hainline on June 4. Wolf had been president of the Board following the resignation of President A. H. Jones, to accept another State appointment, in the fall of 1899. Thus the shift in membership in 1901 involved both the president and secretary of the Board, with a third member also being replaced.

Mr. Lord was disturbed by the prospect of losing his friend Henry Neal as resident Board member. He endeavored to influence the new Governor in Mr. Neal's favor. He wrote to City Superintendent of Schools, E. A. Gastman of Decatur, one of the most influential school men in the State, as follows:

There is some political opposition to Mr. Neal's retention on our Board of Trustees. He has served this school with great fidelity and singleness of purpose, and ought to be retained on the Board. If you are willing, I would like very much to have you write a letter to the Governor, sending the letter to me, so that Mr. Neal may present it in person. The only reason I ask this is that many letters of that sort never reach the Governor's eye.⁷¹

Mr. Lord also regretted the prospective replacement of Wolf and Hainline. Writing to President David Felmley of Normal shortly before Wolf's replacement, Mr. Lord spoke of him as "a man of very rare ability. He can see the good things in education and what makes for real culture as quickly as any man on any Board I have ever been associated with. He is a man of the finest integrity and high honor, thoroughly unselfish and appreciative." Mr. Lord also spoke well of Hainline. He was "a man of strict integrity, and a very pleasant man to be associated with. He will serve any interests committed to his care thoroughly well." Mr. Lord was "very sorry indeed that it is necessary for either of these men to go off of this Board."⁷²

This shift in the spring of 1901 was the last general reshuffling of the Board until the administration of Governor Edward F. Dunne, elected in 1912. When Charles S. Deneen replaced Yates as Governor in January 1905, no changes in the membership of the Board resulted.

The following table gives the members of the Board, 1897-1917:

Members of the Board of Trustees of the Eastern Illinois State Normal School, 1897-1917

<i>Name</i>	<i>Residence</i>	<i>Date of Appointment</i>	<i>Position</i>
A. H. Jones	Robinson	April 14, 1897	president
H. A. Neal	Charleston	April 14, 1897	secretary
F. M. Youngblood	Carbondale	April 14, 1897	member
L. P. Wolf	Peoria	April 14, 1897	member and president
W. H. Hainline	Macomb	April 14, 1897	member

⁷¹Letter, L. C. Lord to E. A. Gastman, Decatur, Ill., February 21, 1901. Lord Letterbooks, No. 35. Since both Governor Yates and former Governor Tanner were Republicans, Mr. Lord's intervention in the situation could not be described as "playing partisan politics." The political factor in the situation was factional rather than partisan. When the entire Board was replaced in July 1913, following the victory of the Democrats in the election of 1912, Mr. Lord made no move to intervene in behalf of the members being replaced, as far as the correspondence examined shows. Probably he realized that such action would be futile—he had not even succeeded in securing the reappointment of his friend Henry Neal, a Republican, by Republican Governor Yates in 1901.

⁷²Letter, L. C. Lord to David Felmley, Normal, Ill., April 25, 1901. Lord Letterbooks, No. 15. Wolf recommended Mr. Koch to Mr. Lord as a member of the original faculty.

W. L. Kester	Kansas	November 6, 1899	member and president
C. H. Austin	Elizabethtown	July 25, 1900	member
J. S. Culp	Bethalto	April 29, 1901	member and president
J. H. Marshall	Charleston	May 20, 1901	secretary
H. G. Van Sandt	Montrose	June 4, 1901	member
C. H. Oxman	Grayville	July 25, 1904	member
Scott Burgett	Newman	February 7, 1907	member
B. H. Pinnell	Kansas	February 7, 1907	member
J. M. Hicks	Newton	July 28, 1913	president
Charles C. Lee	Charleston	July 28, 1913	secretary
A. W. Briscoe	Kansas	July 28, 1913	member
E. E. Elstun	Greenup	July 28, 1913	member
E. B. Rodgers	Champaign	July 28, 1913	member

Ex-officio (Superintendents of Public Instruction)

S. M. Inglis (d. June 1, 1898)	January 14, 1895
J. H. Freeman	June 23, 1898
Alfred Bayliss	January 11, 1899
F. G. Blair	January 10, 1907

The Close of the First Year

The first year of the Eastern Illinois State Normal School closed with commencement exercises on Thursday, June 14, 1900. The commencement address was delivered by President Andrew Sloan Draper of the University of Illinois. The baccalaureate address on the preceding Sunday was given by Mr. Lord.⁷³

Mr. Lord was well pleased with the first year. In his first annual report to the Board of Trustees, June 26, 1900, he wrote:

The year has been essentially a prosperous one. The President of the school has received the hearty and loyal support of all members of the Faculty, and the students have been almost uniformly industrious and well behaved. The school is well organized, and in another year at least four classes will be well represented. Judging from the correspondence, and what I hear, a substantial increase in the number of students for next year may be confidently expected. . . .⁷⁴

⁷³Mr. Lord reported to the Trustees that these addresses were given without expense to the school. In return for President Draper's address, Mr. Lord "rendered some service in the University summer school." He pointed out that it was probable that some expense would be incurred for the addresses at the 1901 Commencement. He much preferred that "a clergyman of marked ability should give the Sunday address for next year." This was done, and has been the practice of the school since then. The writer has not seen any description or summary of the 1900 addresses. Information concerning 1900 and 1901 from Report of the President to the Board of Trustees, December 18, 1900. In files of Business Office, Eastern State College.

⁷⁴Report of President Lord to Board of Trustees, June 26, 1900. Lord Letterbooks, No. 26.

Reporting to State Superintendent Bayliss on November 1, 1900, Mr. Lord wrote:

The students are intelligent and industrious, and the school spirit is such as furthers earnest study. . . . The faculty, while essentially conservative, will undertake to contribute something to the solution of the problems of education that confront the masses. The various departments of the school are in the main equipped with such instructors, apparatus and books as will best minister to the needs of the students, and the outlook is very encouraging.⁷⁵

The Board of Trustees in its December 1900 report to the Governor noted that the school had "already made itself felt as a factor in the educational problem of our State." The influence of the school had been extended by the one hundred and twenty-six addresses made to teachers and educational meetings throughout the state by the president and faculty. The standard of qualification for teachers "has been made higher, in our judgment, by virtue of the influence of the school." Answering the objection that had sometimes been raised to normal schools that they were mere local high schools, the Board pointed out that the enrollment in the Charleston High School, which had been 128 pupils in 1898, had risen to 248 in 1900. Obviously, "it can not be truthfully alleged that the normal school is being here treated as a local high school."⁷⁶

Nearly half a century later a member of the Class of 1900, Mrs. Bertha Volentine Ehlers, looked back upon the first year of the school:

In that first year of the Eastern Illinois State Normal School there was a scholastic atmosphere. The teachers, from various colleges and universities, brought that to us. There was an intense earnestness on the part of the students. Music too was in the air. Good music was a part of the life of the school. The school day began with the singing of good hymns. Probably twice a week, during the assembly period we rehearsed good songs with Mr. Koch at the piano. The beautiful building, the well ordered campus with its stately trees and its rustic bridge; the good school spirit of all, even in the youngest pupil of the model school, these gave zest to learning.⁷⁷

⁷⁵In *23rd Biennial Report of the Superintendent of Public Instruction*, Springfield, 1900, p. 114.

⁷⁶*Report of the Trustees, Eastern Illinois State Normal School, Year Ending December 1, 1900*. Springfield, 1901, pp. 3, 5.

⁷⁷Reminiscences of Mrs. Bertha Volentine Ehlers, Seymour, Indiana, to the writer, January 2, 1948.

CHAPTER FIVE

THE GROWTH OF THE NORMAL SCHOOL

The Growing Reputation of the Normal School

The question to be answered in the first years of the school was would Eastern be just another normal school, or would it achieve distinction in its field?

The results obtained in the first year were gratifying. Mr. Lord reported to the Trustees on June 26, 1900, that the faculty looked back upon a pleasant year, and their hopes were high for the future.¹ To the State Superintendent he reported on November 1, 1900, that "the short period of the school's history already past is such as to inspire its friends with confidence in its future."²

After three years the prospects were even brighter. To a member of the class of 1900 Mr. Lord wrote in September 1902: ". . . we are in the second week of our fourth year with a better school than we had any reason to hope for when we began. Our outlook is pleasant and the future of the school good."³ In October 1902 Mr. Lord reported to the State Superintendent that "the friends of the school have reason to be gratified with its growth . . . and its influence in education is as great perhaps, as its age justifies one in expecting."⁴

Evidence of the growing reputation of the school may be seen in the honors conferred upon Mr. Lord and the offers made to him, and to the opportunities for professional advancement in larger and older institutions which came to members of the faculty.

From the opening of the school Mr. Lord was in demand as a speaker. During his first year at Charleston he made forty-five addresses in all parts of the state, and during his first eight years he spoke nearly five hundred times, in Illinois and in many parts of the country. In 1905, for example, he made a series of addresses in southern California, including the San Diego meeting of the National Education Association, Santa Barbara, and Los Angeles. He was becoming a national figure in the field of education, and his widening renown increased the reputation and influence of the school.⁵

The school was still young when its president had opportunity to take the leadership of larger schools. In July 1903 came the suggestion that he be a candidate for the presidency of the Los Angeles State Normal School. He declined, and recommended another man for

¹Report of President Lord to the Board of Trustees, June 26, 1900. Lord Letterbooks, No. 26.

²In *23rd Biennial Report of the Superintendent of Public Instruction*, Springfield, 1900, p. 114.

³Letter, L. C. Lord to Lloyd Goble, September 26, 1902. Lord Letterbooks, No. 32.

⁴In *24th Biennial Report of the Superintendent of Public Instruction*, Springfield, 1902, p. 88.

⁵McKinney: *Mr. Lord*, pp. 241-243.

the position.⁶ In the spring of 1904 Mr. Lord had the satisfaction of receiving and refusing an offer of the presidency of the Winona, Minnesota, Normal School—the position he had hoped to obtain in 1898. To the new President, Guy E. Maxwell, a much younger man, he gave this advice:

On account of less age and mere time experience you may sometimes hesitate in doing what you know to be right. Don't do that. Hew to the line just as certainly as you would if you were as old as Methuselah. You are going to distinguish yourself as a normal school president, or I am no judge of men.⁷

About five years later (1909) Mr. Lord seriously considered an offer of the presidency of the Milwaukee Teachers College. Eastern nearly lost him, although it was not known at the time.⁸

Evidence of the growing prestige of the school and its president is seen in the election of Mr. Lord as president of the Illinois Teachers Association in December 1904.⁹

Although Mr. Lord never attended college, and hence had no "earned" degree, he received three honorary degrees while at Eastern—evidence not only of his own standing as an educator, but also of the reputation of the school he had created. Appropriately, the University of Illinois first recognized his distinction. In 1904 he received its highest honorary degree—Doctor of Laws.¹⁰ Probably of greater personal satisfaction to Mr. Lord, New England-born, was the Master of Arts conferred upon him by Harvard, "for his service to education in the Middle West," in June 1912.¹¹ A third degree and a second doctorate came in 1927, when Miami University, Oxford, Ohio, awarded him the degree of Doctor of Education.¹²

Of equal significance with the honors bestowed upon Mr. Lord, in showing the increasing reputation of Eastern, was the large number of Eastern teachers who left Charleston to accept positions in larger schools which enabled them to achieve national recognition in their fields. Four members of the original faculty became nationally prominent. John Paul Goode (Geography, 1899–1901) went to the University of Chicago where he became outstanding as a teacher and author. Henry Johnson (History, 1899–1906) went to Columbia University, where he became recognized as the dean of the teachers of history of this country. Francis Grant Blair (Model School Supervisor, 1899–1906) for seven terms or for twenty-eight years was Illinois State Superintendent of Public Instruction (1907–1935), longer than any other holder of that office. Otis William Caldwell (Biology, 1899–

⁶Letter, L. C. Lord to Principal Lewis B. Avery, Redlands, California. Lord Letterbooks, No. 1.

⁷Letter, L. C. Lord to Guy E. Maxwell, Winona, Minn., May 23, 1904. Lord Letterbooks, No. 22.

⁸McKinney: *Mr. Lord*, p. 242.

⁹Cook: *Educational History of Illinois*, p. 381.

¹⁰McKinney: *Mr. Lord*, p. 243.

¹¹*Ibid.*, p. 269.

¹²*Ibid.*, p. 332. Although twice an honorary "Doctor," Mr. Lord never used the title himself and discouraged others from so addressing him. This reluctance to use academic titles was one of Mr. Lord's most pronounced idiosyncrasies.

1907) became dean of the University College of the University of Chicago (1913–1917), Director of the Lincoln School of Teachers College, Columbia University (1917–1927), and later the general secretary of the American Association for the Advancement of Science (1933–1947).

In addition to these four, at least ten other teachers left Charleston during the normal school period (to 1921) to achieve national recognition elsewhere. These were: Roswell C. McCrea, who taught history at Eastern in 1901–1902, while Henry Johnson was on leave, later became head of the School of Commerce at Columbia University. Thomas Henry Briggs (English, 1901–1911), has had a distinguished career as professor of education and head of the Department of Secondary Education at Teachers College, Columbia University (1920–1942) and as an author in the fields of English and secondary education. Thomas L. Hankinson (Biology, 1902–1920), went to the teachers college at Ypsilanti, Michigan, and then to Syracuse University. He was recognized as a leading authority on fish conservation. Joseph Clifton Brown (Mathematics, 1904–1911) went from Eastern to become head of the mathematics department of Horace Mann School of Teachers College, Columbia; president of the St. Cloud, Minnesota, State Normal School, and superintendent of schools at Pelham, New York.

Lotus D. Coffman (Training School Supervisor, 1907–1912) went to the Universities of Illinois and Minnesota, and became president of the latter school in 1921. Edgar Nelson Transeau (Biology, 1907–1915) became the head of the Department of Botany at Ohio State University in 1918. Manford W. Deputy (Training School Supervisor, 1909–1910) organized and was president of the normal school and teachers college at Bemidji, Minnesota, for nineteen years. Mr. Deputy retired from Bemidji in 1938. In the closing years of his life he enrolled as a graduate student at the University of Indiana, studying for the Ph.D. degree. His death at age 78 in March 1947 came shortly after receiving word that his dissertation had been accepted. Miss Olive A. Smith, who taught history at Eastern from 1911 to 1917, became a member of the Armenian Relief Commission in Turkey, following the first World War.

Carl Colvin (Agriculture, 1915–1917) was called to the University of Illinois, and from 1924 to 1931 was educational director of the Republic of Haiti. Mr. Colvin returned to Eastern for the year 1932–1933. Since 1933 he has been with the Farm Credit Administration. He became the Deputy Governor of the F.C.A. in 1948. Lester M. Wilson (Education, 1915–1921) went from Charleston to Peru on an educational mission, where he became director of Peruvian education, 1921–1923, and from there to Columbia University.¹³

Ten or more teachers during the teachers college period (1921–1947) left Eastern to achieve fame elsewhere. They will be mentioned in a later section.¹⁴

¹³Mr. Widger reports that Colvin, Wilson, and Charles P. Lantz, head of Eastern's physical education department for men since 1911, were the pinochle champions of the faculty, 1915–1917.

¹⁴See below, p. 293. Earl R. K. Daniels (1916–1924) and Helen Fern Daringer (1918–1925) were at Eastern during the normal school period.

Mr. Lord's ability to choose teachers with the capacity for educational leadership added much to his reputation as a school executive as well as to the standing of the school in educational circles. Asked by another school president for the secret of his success in selecting teachers, Mr. Lord replied "I've been lucky, that's all; and my mistakes don't stay here long,"¹⁵ nor, he might have added, did some of his successes.

Formal recognition of the standing of the normal school came in 1908, when Eastern was elected to membership in the North Central Association of Colleges and Secondary Schools.¹⁶ Although the Association had been organized in 1895, it did not publish a list of "accredited" schools until 1913. Prior to that year, election to membership was the equivalent of accrediting. From 1913 to 1927 the Association published a list of accredited "institutions primarily for the training of teachers," and Eastern was placed on this list from 1915 until it was discontinued in 1927. The normal school high school, organized as a senior high school (grades 10-12) in 1918, was recognized by the Association in 1920.¹⁷

State authorities, also, recognized the standing of Eastern. For example, in 1910 the school was notified by the State Board of Education of Washington that it had been added to the list of schools accredited by that State. This meant, the notice stated, that graduates of Eastern would be "granted teachers' certificates in this State on passing the examination in State Manual."¹⁸

A welcome note, also, was a letter to Mr. Lord from a member of the Board of Regents of the Oregon Normal School in 1921. The Oregon board proposed to study some outstanding normal schools. The writer had been told by members of the faculty of Columbia University "that your Normal School is probably one of the four best in the country for study by our Board of Regents."¹⁹

The admission of Eastern graduates as students with advanced standing to four-year colleges and universities was a good index of the standing of the school. In 1902 Mr. Lord raised the question of the recognition that the University of Illinois would give for work done at Eastern. The University Registrar replied that ". . . graduates of the Normal School, at Normal, who have come here ready to satisfy our foreign language requirements for admission, have been able to graduate in two years with either the degree of A.B. or of B.S. . . . I presume your graduates would be able to do about the same." He added that "we have found Normal School graduates very desirable students and have been willing to recognize fully the value of work they have already done."²⁰

From the beginning of the school those Eastern graduates whose work was equivalent to work beyond the twelfth grade were able to

¹⁵McKinney: *Mr. Lord*, p. 177.

¹⁶Letter, Thomas Arkle Clark, Secretary, N.C.A., Urbana, Illinois, to Mr. Lord, April 6, 1908. Lord Letterbooks, No. 19.

¹⁷*The North Central Association Quarterly*, July 1942, pp. 54, 90.

¹⁸Notice dated March 14, 1910. In Lord Letterbooks, No. 37.

¹⁹Letter from Cornelia Marvin, 1921. Lord Papers, file L-S, 1921-1923.

²⁰Letter, W. H. Pillsbury, Urbana, to L. C. Lord, January 21, 1908. Lord Letterbooks. No. 24.

obtain advanced standing at the University of Illinois and other colleges. Graduates of the two-year course for high school graduates were, in general, able to get a college degree in two years, particularly if their work at Eastern had included a foreign language.²¹

The *Alumni Register* for the years 1900–1929 shows that 283 of the 983 normal school graduates went on to secure college degrees. Among these were 35 doctorates and 62 masters. This interest in advanced work shows that the work of the normal school was a sound basis for college and university work. It also reflects the high scholastic standards inculcated by the school. Truly, as Mr. Lord so often said, Eastern was a “seat of learning.”

Two quotations will suffice to show the high regard with which the old normal school was remembered in later years. President Jessup of the University of Iowa in 1924 said to Francis G. Blair that since its opening in 1899, the school “and its great president have given a new quality to the philosophy of education and to the theories and practices of teacher training. Their influence moreover has not been local, but nation wide.”²²

A member of the class of 1913, Professor F. H. Steinmetz of the University of Maine, wrote to Mr. Lord in 1932 that “as I move on and converse with those who know best I have found that it is a mark of distinction to have graduated from the Eastern Illinois State Normal School.”²³

The Training School of the Normal School

A training school had been part of Eastern’s organization from the beginning. The “Circular of Information” issued before the opening of the school outlined the advantages of a “practice school,” which it pointed out, was “an essential part of a training school for teachers, being necessary for the progress of both students and faculty.” The purpose of the new normal school would be to make its “well equipped practice school” a model of its kind. Practice teaching in the practice school, the Circular pointed out, was “capable of ranking as the most valuable course for the student, for it furnishes both theory and practice at a rapid rate.”²⁴

The originally selected head of the “Practice School” (or “Model School” as it soon came to be known) was Louis H. Galbreath who died on August 14 before the school opened. His place was taken by Francis G. Blair (1899–1906).

The Model School organization the first year consisted of the first eight grades, taught by two primary grade critic teachers and two grammar grade critic teachers. A “preparatory class” of the

²¹In June 1912 Mr. Lord wrote to a prospective student that graduates of the two-year course for high school graduates “are entitled to enter the University of Illinois as juniors, graduating from the University in two years.” Letter, L. C. Lord to W. P. Boyle, Oakdale, Illinois, June 19, 1912. Lord Letterbooks, No. 36.

²²Quoted by Mr. Blair in address at 25th anniversary observance, June 1924.

²³Letter, F. H. Steinmetz, to L. C. Lord, July 8, 1932. Lord Papers, temporary file.

²⁴Eastern Illinois State Normal School: *Circular of Information* (no date, issued about August 15, 1899).

Normal School was abandoned after the first year, and a ninth grade was added to the Model School, which retained this organization, with two primary and three grammar school critics, until 1913, when the ninth grade was dropped. Those who would have entered the ninth grade entered the first year of a five-year normal school course instead. Four years later in 1917, the "Training School" (as the Model School was called after 1913) was reorganized on the "6-3" plan, with grades 7, 8 and 9 forming a junior high school. A year later a senior high school comprising grades 10, 11 and 12 was organized with classes taught by members of the Normal School staff.²⁵

The Training (or Model) School Supervisors during the normal school period were: Francis G. Blair (1899-1906),²⁶ Lotus D. Coffman (1906-1909, 1910-1912), M. W. Deputy (1909-1910), E. E. Lewis (1912-1913) and Fiske Allen (1913-1934). Raymond L. Modesitt (1918-1927) was high school principal during the normal school period.

Beginning in 1915 there was a separate teacher for each grade. In 1907 a "history critic" was included and remained the only separate subject matter teacher included in the elementary school organization, as stated in the annual catalogues, until 1922. However, from the first the Normal School music, art, and physical education teachers worked with the elementary pupils.

The first annual catalogue stated that the "Practice School" would stand for "what is believed to be the best in the way of illustrative and model work," yet would aim to be "little more than a type of the well-graded school." The statement continued:

The critic teachers in charge of the various grades teach classes during the morning sessions. It is this teaching which the students are required to observe. One of the most prolific causes of disaster is a failure on the part of the worker to know what good work is. It is believed that this observation will give the student teachers standards of excellence by which they may test the success of their own work.

As for the year of practice teaching required of all of the Normal School graduates, it was not presumed "that two or three terms of this practice work will make the experienced, efficient teacher," but it was believed that they would afford "the student teacher a fair opportunity to test his powers and reveal his fitness."²⁷

In 1904 the Normal School issued a leaflet describing the "General Plan of Training Work" of the school. "An attempt is made," the leaflet stated, "to unite the best elements of a model school with the best elements of a practice school." The teaching of the critic teachers

²⁵Training School organizational changes and enrollment, by years, are included in a table in the Appendix giving all-school enrollment.

²⁶The training school supervisors were not aloof administrators, but concerned themselves with such details as classroom conduct. A former Model School pupil, over forty years later, remembered when Mr. Blair "pounced in the room, out of nowhere, and grabbed Grove Butler and gave him a spanking. I was in the next seat and was scared to death." Letter, Mrs. Nell Watson Sherman, Peoria, to the writer, November 24, 1947.

²⁷Annual Catalogue, 1900, pp. 15-16. Two of the three terms of required practice teaching were to be done in the senior year.

“not only furnishes model lessons for students to observe, but also keeps the children and their work from suffering, as often results where all the teaching is done by pupil-teachers.” After five years it appeared that “this combination of model teaching and practice teaching . . . is not only possible but very desirable.” Concerning observation of teaching the point was made that observation should take place in the same term as practice teaching, for “to observe intelligently, one must come with problems in mind,” problems which arise from actual experience. The relationship of the Normal School staff to the Model School was explained. “The various courses of study for the Model School are being worked out by the heads of departments. This brings most of the teachers in the departments into a helpful relationship to the Model School.” The Normal School teachers consult with the critic teachers, and “decide what pupil-teachers are competent to teach their subjects, help plan and criticise the work of their pupil-teachers, and use the Model School classes to illustrate certain phases of the work before their classes in special method.”

The leaflet also mentioned the “Mothers’ Club” which had been organized “under the control and direction of the critic teachers in the primary grades,” as affording a good model for the Normal School students to study.²⁸ The Mothers’ Club was organized during the first year of the school. It was soon in a flourishing condition, and in 1901 the local club was host to the annual meeting of the state organization of Mothers’ Clubs, which brought “up-lift, enthusiasm, and broader outlook” to the local organization.²⁹ Records of the Mothers’ Club from 1902 to 1905 show that the club had about 80 members. Miss Charlotte May Slocum, primary critic teacher, was president. Talks were given by members and also by Normal School teachers, including Mr. Lord, Mr. Blair, Mr. Caldwell, Mr. Briggs, and Mr. Evans.³⁰ The Mothers’ Club later became the Training School Parent-Teachers Association.

Miss Gilberta Coffman, sixth grade critic teacher from 1911 to 1935, has recorded some of her recollections. Miss Coffman recalls that “when the county superintendents of our section came once a year with the State Superintendent, observation lessons were called for. Mr. Blair, the State Superintendent, led the discussions. This helped the county superintendents to see what training their future teachers were getting.” “Sometimes,” Miss Coffman recalls, “normal school teachers would ask to take a class of children. As one expressed it, ‘to see if I can teach children.’ He kept the class for a month.” On one occasion Mr. Henry Johnson tried out material from a book he was writing. He taught for a month in the sixth grade “with a growing interest by school and community.” Miss Coffman remembers that Mr. Lord felt that everyone connected with the school should be interested in skill in teaching. “He often said that a poor teacher is always paid too much, while a good teacher is never paid enough.”

²⁸Eastern Illinois State Normal School: *General Plan of Training Work* (1904), pp. 1-8.

²⁹Annual Catalogue, 1902, p. 39.

³⁰Eastern Illinois State Normal School. Mothers’ Club Programs, 1902-1903, 1903-1904, 1904-1905.

Miss Coffman describes the interest in reading in the training School:

In the early days, each room had about 200 volumes from the Normal School library. Great care had been taken to choose the best books for that particular grade. These books were kept in the room to be used by the pupils. The teacher was the librarian. There was careful supervision and those who did not have a taste for reading were given help and carefully supervised. Reading was a "must." Many pupils read a book a week which proved a great profit to them in English classes when in college.³¹

The school garden, also, has pleasant memories for Miss Coffman:

When Mr. Nehrling was the landscape gardener, each pupil in the Training School was given a plot of ground in the school garden to cultivate vegetables or flowers. This was thought to be worth while as an educational project. Much class work preceded the planting. Seed catalogues were consulted and plans were drawn. All of this plus the planting and cultivation was done under the supervision of Mr. Nehrling, or a critic teacher or a student teacher.

Then toward the last day of the school year the great day arrived for the judging and awarding of prizes. Each child knew the standard—the quality of plant growth, plan, and how carefully the plan had been executed. I remember one pupil who realized one bean plant kept his bed from being a perfect one, so he brought a plant in a wheel-barrow blocks away from the school, transplanted it and tended it carefully until the *big day* arrived.

To these affairs came parents, other townspeople, student teachers and sometimes teachers from the Normal School. Usually the judges were from the Botany Department. Often Mr. Lord wandered in to give the youngster who had an unusually perfect piece of work an appreciative pat on the back which was long remembered and treasured by that particular pupil.³²

The training school program of the Normal School and of the College until 1934 was conducted exclusively on the Eastern campus. Mr. Lord preferred to have all practice teaching on the campus. In 1928 he wrote that he had tried using a city system, but preferred that the school provide all practice teaching on the campus.³³

The training school teacher with the longest period of service was Miss Anna Holden Morse, first grade teacher and critic from 1905

³¹A special children's library was placed on the third floor of the Training School Building in 1932, with a trained librarian in charge.

³²The training school garden was discontinued, and the location used for an ornamental flower garden, following the death of Mr. Walter Nehrling, superintendent of grounds 1904-1932, who had taken a particular interest in the garden project. Miss Coffman prepared the material used in this section at the request of the writer in January 1948. She is living at Cloverdale, Indiana.

³³Letter, L. C. Lord to John R. Kirk, Kirksville, Missouri, June 12, 1928. Lord Papers. His experience with a city system had been in Minnesota.

to 1935. Few teachers, anywhere, took with them into retirement the wealth of affection which Miss Morse had accumulated during her thirty years at Eastern. She had a deep understanding of children, and a rare skill in teaching. Who but of Anna Morse was Mr. Lord thinking when in his address on "The Ideal Teacher" he spoke of "the directness and simplicity which gives character a charm and winsomeness as beautiful as it is rare and as rare as it is beautiful"?³⁴

Inexperienced teachers of the normal school and college as well as student teachers benefited from Miss Morse's unusual ability as a critic. One college teacher, nearly twenty-five years later, has recalled her great debt to Miss Morse and to her colleague, Miss Grace Geddes the second grade teacher, during her first year of teaching. She visited the first two grades frequently, and invited criticism of her own work with the training school children. This she received, always friendly, always constructive, always reaching to the heart of her difficulties.³⁵

The death of Miss Morse on January 16, 1948, at Winter Park, Florida, marked the passing of a gifted teacher, a charming lady, and a loyal friend.

The Normal Summer School (1901-1920)

Mr. Lord started planning for a summer school from the first. On March 3, 1900, he wrote in answer to an inquiry that there would be no summer school in 1900, "but thereafter we hope to sustain a most excellent summer school."³⁶ The Northern Illinois State Normal School at DeKalb, which opened at the same time as the Eastern Normal School, in 1900 held a summer school of six weeks, with a teachers' institute of two weeks held during the summer session.³⁷ This example strengthened Mr. Lord's plans for the summer of 1901.

In September 1900 Mr. Lord wrote to the Iowa State Superintendent that "next summer we shall probably have a summer school of six weeks, in which members of this faculty will work, but for extra compensation."³⁸ In his report to the Board of Trustees, dated December 18, 1900, Mr. Lord urged that summer school of six weeks be held in 1901. He pointed out that this was demanded by the "highest interest of the young people of eastern Illinois." The success of summer sessions at the other normal schools, and local inquiries on the subject, justified a belief that a summer session would be well attended. He recommended that summer school students, take, in the main, two subjects reciting twice a day each. Only superficial work could result from a student taking a large number of subjects in so short a term. The regular school faculty, should, for the most part, conduct the summer session. In addition, provision should be made for a few lectures by "some one eminent in history or literature, and something in music,

³⁴McKinney: *Mr. Lord*, p. 382. This address was delivered before the Department of Superintendency of the National Education Association in 1921.

³⁵Statements to the writer by Dr. Florence G. McAfee, November 1948.

³⁶Letter, L. C. Lord to Miss Rebecca Carpenter, March 3, 1900, Lord Letterbooks, No. 3.

³⁷DeKalb Summer Session Announcement in Lord Letterbooks, No. 6.

³⁸Letter, L. C. Lord to R. C. Barrett, Des Moines, Ia., September 29, 1900, Lord Letterbooks, No. 2.

such as a piano recital," should be presented. Mr. Lord estimated that the summer school would cost about \$3,000. He asked for authority to announce that a summer school would be held in 1901.³⁹

A preliminary announcement of summer school appeared in the spring of 1901. The six weeks session would begin on June 25. In order that students could receive credit for a full term's work in every subject taken, each class would meet twice a day. In addition, shorter courses meeting once a day, would be "offered in review work, education and lectures on teaching." The announcement expressed the hope that "arrangements may be made for several special lectures by men of national fame and for one or more concerts of a superior order." The tuition was to be six dollars for the term. Room and board could be obtained for \$2.50 to \$3.50 a week.⁴⁰

During the early summer schools the first four grades of the Model School were held, for practice teaching and observation. This required the services of two model school critic teachers, Miss Charlotte M. Slocum, grades one and two, and Miss Clara M. Snell, grades three and four. It was not until 1909 that four primary school critics were employed, one for each grade, and it was not until 1916 that work in the Model School was offered in summer school for all eight grades. The lecturer of "national fame" who gave a series of lectures in the 1901 summer school was Thomas M. Balliet, Superintendent of Schools of Springfield, Massachusetts, "a profound student of educational problems." Mr. Balliet returned in 1902, in 1905, in 1909, and lastly in 1911 for a series of lectures.⁴¹ In addition to Mr. Balliet, lectures were given in the 1902 summer school by Mr. Darius Steward, Superintendent of Schools of Stillwater, Minnesota, "a superintendent and teacher of very unusual skill." Reporting to State Superintendent Bayliss in October 1902, Mr. Lord reported that "these lectures have been of inestimable value to the school, scarcely a week passing without some conscious application of principle or method given by these men."⁴²

The enrollment for the 1901 summer school was 172 normal school students. This "large attendance and enthusiastic work," Mr. Lord stated in the announcement of the 1902 summer school, "fully warrant the continuation of these summer sessions."⁴³

The 1902 summer school had 228 normal school students. An interesting feature of the 1902 session was the History Club, which had been organized by Henry Johnson during the preceding school year.

³⁹Report of President Lord to the Board of Trustees, Eastern Illinois State Normal School, December 18, 1900. The Board accepted Mr. Lord's recommendations, and incorporated them in their report to the Governor. *Report of Trustees of the Eastern Illinois State Normal School, Year Ending December 1, 1900*, Springfield, 1901, p. 4.

⁴⁰Eastern Illinois State Normal School, Summer School Announcement, 1901. n.d. Six weeks remained the summer term until 1920, when a twelve weeks summer term was introduced. A summer session has been held every year, beginning in 1901.

⁴¹In July 1902 Mr. Balliet gave a series of seven lectures, for which he received \$150 and his expenses. Receipt in Business Office, dated July 5, 1902. Correspondence concerning 1911 lectures in Lord Letterbooks, No. 12. Nearly ten years after his last appearance in Charleston, Mr. Lord wrote of Mr. Balliet that he was "the very best lecturer upon education that I have ever heard." Letter, L. C. Lord to President H. W. Shryock, Carbondale, January 6, 1920. Lord Papers 1918-1921.

⁴²Report to State Superintendent, October 27, 1902, in *24th Biennial Report of the Superintendent of Public Instruction*, Springfield, 1902, p. 88. Mr. Steward had previously lectured at the school in February 1902.

⁴³Summer Session Catalogue, 1902, p. 5.

The program of the club was the study of the sources relating to Roger Williams. This was designed to serve as an illustration of historical criticism.⁴⁴ The club was not continued after the 1902 summer school.

The 1903 and 1904 summer schools had no outside lecturers, but Mr. Lord gave a series of twelve lectures on school government during the chapel period. In 1904 special attention was paid to the Illinois State Course of Study for rural schools, which had just been revised. Classes treating the subject-matter of the revised State Course of Study were added to the summer school offerings for the benefit of teachers who could not afford a longer term in the school than the summer session.⁴⁵ This special attention to the revised State Course of Study appears to have been well received. In a statement prepared in the spring of 1905 Mr. Lord wrote:

As this was the first time, I believe, such work had been offered in the State, it was largely experimental. But at once it was heartily commended by many county superintendents and a large number of students came especially for those courses. The work seems successful and so helpful that we could do nothing else than offer it again. . . .

The daily programme . . . is so arranged that a student can, if he so desires and has the strength, take *all* the work of the State Course, besides observing the Illustrative Lessons given by the critic teachers of the first six grades. Moreover, he can hear the lectures on Education by President Lord and by Mr. Thomas M. Balliet. . . .⁴⁶

The enrollment in the 1909 summer school was reduced by a rumor that typhoid fever was spreading among the students. This rumor arose from the fact that four students contracted typhoid fever in the spring of that year. It was reported that the drinking water at the school was contaminated. Mr. Lord stated to the *Charleston Courier* that this was untrue, since the water used at the school was from the city water supply, and was filtered and cooled before reaching the drinking fountains. The filters were cleaned daily and sterilized weekly.⁴⁷ Nevertheless the rumor persisted, and the summer school enrollment in 1909 was 452, as compared with 504 the year before. Mr. Lord was convinced that the enrollment would have reached 550 if it had not been for this typhoid scare.⁴⁸

Mr. Lord was enthusiastic about the results obtained in the early summer sessions. In October 1902 he reported to the State Superintendent that "The value of the summer school is fully demonstrated and generous provision must be made for its continuance."⁴⁹ In December 1902 he wrote to Superintendent U. S. Anderson of La Harpe, Illinois,

⁴⁴*Ibid.*, p. 11.

⁴⁵Summer Session Catalogue, 1903, p. 9; 1904, pp. 8, 12.

⁴⁶Statement sent to C. M. Parker, Taylorville, Illinois, n.d. (spring of 1905), Lord Letterbooks, No. 24.

⁴⁷Statement to *Charleston Daily Courier*, by L. C. Lord, June 3, 1909. Copy in Lord Letterbooks, No. 17.

⁴⁸Letter, L. C. Lord to President Alfred Bayliss, Macomb, July 6, 1909, Lord Letterbooks, No. 18. Summer school enrollments will be found in a table in the Appendix.

⁴⁹Report to State Superintendent, October 27, 1902. In *24th Biennial Report of the Superintendent of Public Instruction*, Springfield, 1902, p. 88.

that "these summer terms of ours have been the best terms of the school that we have had, and we look forward to them with great pleasure."⁵⁰

From the beginning Mr. Lord invited a few teachers from other schools to teach in the summer. In 1902, for example, of seventeen teachers, four of them were visiting instructors. Among these teachers brought in for the summer term only were Darius Steward (1906, 1907, 1908) who had lectured to the summer school students in 1902, and Henry Johnson (1909), who had taught in Charleston until 1906.⁵¹ This custom was continued during the entire period of Mr. Lord's presidency.

The compensation paid to summer school teachers was from the first, and until 1919, at a slightly lower rate than compensation for the regular year. They were paid five weeks' salary for six weeks' work. This followed the plan used at Normal for many years.⁵²

In 1916 and 1917 Eastern gave summer school credit to the students at "summer normal schools" organized at Danville (1916 and 1917) and Taylorville (1917).⁵³

Normal School Costs, Scholarships, and Loans

Eastern has never been a school for the children of wealthy parents. The area served by the school is predominantly agricultural, with industry playing a minor role. Living costs in Charleston, both at Pemberton Hall and in private homes and boarding houses, have been lower than big city costs. With free tuition and low school fees, the school has always had a considerable number of students who otherwise would not have been able to afford a schooling beyond the elementary grades or the high school. One interesting result has been that Eastern's enrollment has increased during periods of depression. The depression years following the panic of 1907, for example, saw Eastern's enrollment increase steadily from 332 in 1906-1907 to 484 in 1910-1911. During the "Great Depression" of 1930-1933 enrollment rose from 664 to 964 in three years.

From the opening of the school tuition has been free for students expecting to teach in the public schools of Illinois. For others (and there were very few others, at least technically), the tuition charge throughout the normal school period was \$21.00 a year, or \$7.00 a quarter while the school was on a term or quarter basis (1899-1913 and 1919-1921). The "incidental fee" likewise did not change from 1899 to 1921. It was \$2.00 a term or quarter, or \$3.00 a semester (1913-1919) making a total in either case of \$6.00 a year. The textbook rental fee remained at \$1.00 a quarter or \$1.50 a semester from 1899 to 1921. These fees continued for five years of the college period, or until the school year 1926-1927.

⁵⁰Letter, L. C. Lord to U. S. Anderson, La Harpe, Illinois, December 10, 1902, Lord Letterbooks, No. 7.

⁵¹Summer School Catalogues, 1902, 1906-1909.

⁵²Letter, L. C. Lord to D. D. Hugh, Greeley, Colorado, May 24, 1904, Lord Letterbooks, No. 21; L. C. Lord to F. G. Blair, Springfield, January 18, 1908, Lord Letterbooks, No. 36. With the regular salary computed for 38 weeks, the summer school salary amounted to 5/38ths of the salary for the regular year.

⁵³The Danville and Taylorville summer classes are described in the section on "Normal School Extension" in chap. 7. See below, p. 167.

Holders of the "Lindly Scholarships," created by the Act of May 12, 1905, did not pay the incidental fee or the textbook rental fee. These scholarships were available to eighth grade graduates, one from each school township in the state, upon passing an examination conducted by the school superintendent of each county. The scholarship entitled the holder to "gratuitous instruction" in any state normal school for four years. The law authorized County Superintendents to issue scholarships without examination for those townships where no applications were made to take the examination.⁵⁴ This law remained in effect until 1935, and was the only scholarship provision during the normal school period. It was originally intended for eighth grade graduates who intended to enter a normal school directly from the elementary school. But as more and more students attended high school before entering the normal school, many of these Lindly Scholarships were not used until four years after their issuance.

Financial assistance has been available to students in need since 1900, when a student loan fund was created from admission fees to the senior recital during commencement week, and, beginning in 1904, the proceeds from the senior class play, and also (after 1908) the Model School entertainment during commencement week. The loans were made upon approval by a faculty committee, headed by Mr. Lord. Loans were ordinarily limited to \$200, and bore three per cent interest. They were made to students who had been in residence at the school for at least one year. By 1918 the fund amounted to \$3,323.16, of which \$1,445.00 was in notes signed by recipients of loans.⁵⁵

In 1915 Mrs. Ida Carothers Merriam of Mattoon, class of 1902 and teacher of botany at Eastern, 1906-1907, and her brother Charles A. Carothers, created the Adelia Carothers Fund of \$200 in memory of their mother. This fund was used to make loans to "young women students of high character and scholarship during the last half of their course. The student to whom this loan is made is distinctly honored."⁵⁶ These were the only loan funds available to students during the normal school period. Additional funds for student loans were created during the college period. These are described in a later chapter.

In Mr. Lord's correspondence there are numerous letters from former students expressing appreciation for school loans. Many students were able to stay in school only because of these loans. The school was not demanding in its attitude toward repayment. Many letters from Miss Grace Ewalt, registrar from 1906 to 1921, to students owing money to the loan funds, agree to delays in payments. Actually, there were no cases of students failing to settle their accounts. In 1923 Mr. Lord reported that there had been trouble in collecting on student notes in only two cases, and those were in process of settlement.⁵⁷ Students felt a moral as well as a legal obligation to repay, for

⁵⁴Text of law in Circular No. 77. Office of State Superintendent of Public Instruction, November 1, 1905.

⁵⁵In Report by President Lord to the Normal School Board, July 9, 1918. Copy in College Business Office files.

⁵⁶Annual Catalogue, 1915, p. 17.

⁵⁷Letter, L. C. Lord to Charles L. Capen, member of Normal School Board, Bloomington, Illinois, July 3, 1923. Lord Papers, Vertical file, 1923-1925, N. S. B.

failure to do so would reduce the amount available for loans to other students.

Placement of Normal School Graduates

During the early normal school period the problem of helping students find positions was cared for by Mr. Lord, with the assistance during part of this period by a faculty committee. Mr. Lord's correspondence includes many letters recommending graduates to school officials.⁵⁸

Mr. Lord maintained a high standard of accuracy in his letters of recommendation. A guiding rule with him was to write letters only to specific persons—never to write a "to whom it may concern" letter. In 1902 he stated his views on letters of recommendation at some length to a correspondent at the University of Washington at Seattle.

Letters of recommendation are written by a teacher to serve three interests: the first of these, and by far the most important is the interest of the school in which the one recommended is to teach. Second is the personal interest of the one recommended, and third, of least importance, but still of some importance, is the school in which the one recommended has studied. I think that all interests are served when the first interest is properly considered. I have always tried my best to serve the first interest, knowing that if that were done, the others could not suffer. I have been a teacher in a normal school for nearly fourteen years, and no student has from me a general letter of recommendation, but I write a great many letters in answer to letters of inquiry. I make the students feel free to refer to me in letters of application, and I answer those letters of inquiry, or I am very willing to write to the authorities when the student applies. If a general letter does not say too much, it cannot say enough for the student's fitness for a particular place. I am very much against the "To whom it may concern" letter. I always keep copies of letters of recommendation, and used to refer to them after knowing how the one recommended succeeded. Sometimes I said too little, and sometimes too much, . . . but in four times out of five hit it fairly well. . . . The students of any school will suffer whenever it becomes known that the teachers of the school are loose in giving recommendations.⁵⁹

An example of the care with which Mr. Lord wrote letters concerning the employment of graduates is the following from a letter to a superintendent of a nearby city.

Miss.....has a pretty good record in this school. She wasn't one of our very best students—not

⁵⁸Examples in the early years are letters from Mr. Lord to James Acres, Gays, Illinois, recommending Miss Dora Shoemaker, May 15, 1901, and to J. W. Adrian, Mattoon, recommending Miss Cecilia Hayes, June 23, 1902. Both in Lord Letterbooks, No. 1.

⁵⁹Letter, L. C. Lord to A. E. Yoder, University of Washington, Seattle, March 3, 1902. Lord Letterbooks, No. 27.

Miss.....'s equal. I should want to know just what she would be expected to teach in your school before recommending her.⁶⁰

At times Mr. Lord received letters from school officials who had employed graduates of Eastern, reporting on the quality of work they were doing. The superintendent of schools of San Diego County, California, for example, wrote in 1907 that he had four Eastern graduates in his schools, and that it gave him great pleasure to speak of the excellent work they were doing.⁶¹

A faculty committee of three was appointed in the first few years of the school to "look out for positions for our graduates," Mr. Lord wrote to a South Carolina school president. The students were not charged any fee for this assistance; he wrote, and very little time was required to do this work "as we do not have a large number of graduates." "Our best graduates," he observed, "are eagerly sought, and we make no effort to secure them positions."⁶²

Salaries received by beginning teachers in those early years were extremely low, compared with the salaries paid forty years later. In 1907 Mr. Lord wrote that "our best graduates have been receiving, first year after graduation, from \$50 to \$85 a month."⁶³

Although an appointments committee was in existence as early as 1906, the chief burden of recommending students for positions remained with Mr. Lord during the first fifteen years or so of the normal school, with his most important assistance coming from training school supervisors. By 1913, when Mr. Fiske Allen became supervisor, the school was graduating over fifty students each year, and their placement in positions involved a great deal of time and effort, which Mr. Allen very largely took from Mr. Lord's shoulders.

Miss Gilberta Coffman, sixth grade critic teacher from 1911 to 1935, has recorded her recollections of the problem of student recommendation and placement in the normal school days:

I remember one Head of the Training School who took time to observe each senior teach a class at the beginning of each term, he took notes and discussed the lesson with the student. He repeated this at the end of each term, thus emphasizing growth. When it came time to recommend them for positions, he had good background for it.

In the spring there was great excitement when heads of schools began to come for teachers. It was the custom then for them to observe the student teach and then if pleased to offer a position. Many maybe were observed for the same position, the winning one was believed to have greater skill in

⁶⁰Letter in Lord Letterbooks, No. 18, May 13, 1908.

⁶¹Letter, H. J. Baldwin, San Diego, California, to L. C. Lord, December 11, 1907. Lord Letterbooks, No. 18.

⁶²Letter, L. C. Lord to President D. B. Johnson, Rock Hill, S. C., March 24, 1906. Lord Letterbooks, No. 31.

⁶³Letter, L. C. Lord to Norman G. Flagg, Moro, Illinois, January 10, 1907. Lord Letterbooks, No. 15.

teaching. (I have known the time when heads of certain schools would not consider a teacher that had bobbed hair, used lipstick, or danced.) Sometimes church affiliation made a difference.

Those who picked off "the best plums" were eyed with great envy the rest of the term. One year the best went to Lincoln School of Columbia University. Others went to Oak Park, suburb of Chicago and to Indianapolis.

With all this going on Mr. Lord was delighted—delighted that the school was training teachers good enough to be sought after by the best schools.⁶⁴

By the close of the normal school period the work involved in the placement of graduates made it necessary that a permanent committee be named to assist Mr. Lord and Mr. Allen in this work. The school catalogue issued in 1920 referred to this placement or appointment committee and its work as follows:

To assist school officers in securing capable teachers and to help graduates in securing desirable positions, the Eastern Illinois State Normal School has an appointment committee. Its services are free both to teachers and to school officers. It is very desirable that graduates of the school keep the committee informed of their present locations and positions, so that the committee may make intelligent recommendations to superintendents desiring experienced teachers.⁶⁵

Teachers' Certificates for Normal School Students

Fifty years ago the state law governing the certification of teachers gave no special recognition to those with normal school training. Certificates were issued by county superintendents to eighth grade graduates, with or without examination. As described by State Superintendent Blair in 1924, "In some counties the same certificate would be handed out to a person who had just finished the eighth grade and to one who had just finished a four year college course. In many counties the college graduate had to sit in with the eighth grade graduate and take the same examination, leading to the same certificate." In 1898, Mr. Blair pointed out that 87 out of 100 teachers in the state held second grade certificates, the lowest issued, which had to be renewed every year. A negligible number of State certificates were issued after examination by the State Superintendent. Like the county certificates, these gave no recognition to normal school or college training.⁶⁶ Candidates for teaching positions who lived in counties where ex-

⁶⁴Statement prepared by Miss Coffman for the writer, January 19, 1948.

⁶⁵Annual Catalogue, 1920, p. 26. This was the last normal school annual announcement. The catalogues of the Teachers College, commencing in 1921 contained the same statement substituting "Teachers College" for "Normal School." It last appeared in 1934. The 1935 catalogue (p. 43) substituted a statement concerning the Bureau of Teacher Placement. This has appeared in the catalogues since then.

⁶⁶Francis G. Blair: "Twenty-five Years of Teacher Preparation." Paper read at 25th anniversary observance of Eastern Illinois State Teachers College (1924). There were two classes of state certificates, one good for five years and one good for life. Applicants were not admitted to the examination for these state certificates until they had taught for three years. In 1905 the five year state certificate was abolished. Circular 74, Office of the State Superintendent of Public Instruction, July 1, 1905.

aminations were required in many cases came to the normal school for a year or more of training before trying the examination. But this was not required, and gave them no preferred legal status.

From the first Mr. Lord protested against this state policy of ignoring normal school training as a qualification for teaching. In his report to Governor Yates in December 1902, Mr. Lord said:

Illinois is one of the few states which maintains a high grade of normal schools and yet does not give its normal school graduates any standing as teachers upon the completion of their courses of study. A graduate of this or any other of our normal schools may go to the state of California and other states, file his diploma with the proper authorities, have it endorsed, and thereby be authorized to teach in the common schools of said state. This Board is of the opinion that some such recognition of the work of the Illinois Normal Schools might appropriately be made. The state ought to honor its own work. We believe that if such recognition of the graduates were made, it would not only increase the attendance at the normal schools, but would tend to induce students who come for a limited time to take the complete course of study.⁶⁷

The presidents of the five state normal schools attempted to secure a law from the 1903 session of the General Assembly which would grant teachers' certificates to normal school graduates. This attempt failed, and in 1904 they appealed to the county superintendents for aid in securing the passage of such a law.⁶⁸ This attempt also failed, and it was not until 1913 that the certification law gave recognition to normal school training. This important step in raising teacher certification standards went into force on July 1, 1914. It authorized county superintendents to issue first, second and third grade elementary school certificates and high school certificates, upon the basis of normal school training. First and second grade and high school certificates were good in any county of the state if endorsed by the superintendent of the county where the teacher had taught successfully. The third grade certificate, good for one year and renewable only once, could be issued without examination upon completion of two years of normal school work beyond the 8th grade, or one year of normal school work beyond the 10th grade. The second grade certificate, twice renewable for two year periods, required three years of normal school work. The first grade certificate, renewable indefinitely at three year intervals went to normal school graduates. The high school certificate, of the same period and renewability, required two years of normal school or college training after high school graduation.⁶⁹

The increase in Eastern's enrollment resulting from this state recognition of normal school training was only moderate. The regular

⁶⁷Report of the Board of Trustees, Eastern Illinois State Normal School, to Governor Richard Yates, December 4, 1902. Written by Mr. Lord. Copy in Lord Letterbooks, No. 27.

⁶⁸"To County Superintendents of Schools," December 1, 1904. Statement signed by the five presidents. In Lord Letterbooks, No. 18.

⁶⁹Provisions of the law summarized in Annual Catalogue, 1913, pp. 27-29.

year enrollment in 1913-1914 was 504. It increased slightly to 526 in 1914-1928, and to 577 in 1915-1916. The chief effect of the law was seen in the summer term enrollment, which went from 710 in 1914 to 891 in 1915 and to 1,118 in 1916.

The Act of 1913, amended in 1919, remained in force throughout Eastern's normal school period, and until 1929. The 1919 amendment provided that the provisional (or third grade) certificate, valid for one year, could not be renewed.⁷⁰ The practical effect of this change was that teachers who had certificates on the basis of one or two years of normal school training, after one year of teaching would either have to pass an examination for a second grade certificate, or would have to return to the normal school for additional study.

The Eastern Illinois Teachers Association

Reference has been made to the organization of the Eastern Illinois Teachers Association at a Coles County teachers' institute held at Charleston in the fall of 1898,⁷¹ and to the part played in the second meeting, held at Tuscola on November 17 and 18, 1899, by the Normal School faculty.

This policy of cooperating with the sectional teachers' organization has been continued throughout the history of the school. In 1903, for example, Otis W. Caldwell of the Normal School was chosen president of the Association, and presided over the meeting held at Pana in February of that year. Mr. Lord spoke before the February 1905 meeting of the Association at Mattoon. Henry Johnson spoke before the February 1906 meeting at Tuscola. In October 1906 the Association met again at Paris, this marking the shift from February to October for the annual meeting. At this meeting Miss Florence V. Skeffington of the Normal School faculty spoke, and two former Charleston faculty members also were on the program, Mrs. Charlotte Slocum Ashman of Peoria, and J. Paul Goode of the University of Chicago. At the 1907 meeting held at Charleston, Thomas H. Briggs was on the program, and he was chosen president for the 1908 meeting at Urbana. The Association returned to Urbana in 1909, a meeting which was attended by 1,656 persons, a record up to that time. Beginning in 1910, the Association met at Charleston for twenty years. The 1910 meeting was presided over by Lotus D. Coffman. In preparation for the 1910 meeting the Normal School issued a special bulletin describing the program, that had "seldom if ever been excelled in Illinois." Speakers included Dean James H. Russell of Columbia University, Dean George A. Vincent of the University of Chicago, and Philander P. Claxton of the University of Tennessee, later U. S. Commissioner of Education. The meeting of the graded teachers section was held at the Charleston Opera House, and the other meetings were

⁷⁰Summary of law, as amended in 1919, in *School Catalogue*, 1920, pp. 26-27.

⁷¹W. M. Evans, of the Charleston Normal School faculty, was present at this meeting. Statement by Mr. Evans at teachers meeting, October 17, 1899. Notes of meeting in Lord Letterbooks No. 6. John W. Cook, in his *Educational History of Illinois* (p. 406) written in 1912, credits Superintendent A. F. Lyle of Shelbyville for the statement that the Eastern Association held its first meeting at Mattoon in November 1898. In view of Mr. Evans' direct statement that he attended the organization meeting in Charleston, a statement made only one year later, Lyle's statement must be denied. Cook stated that the records of the Association through 1904 had disappeared.

held at the Normal School. Friday morning classes were held until ten-twenty, and visitors were welcomed to them as well as to the chapel exercises at nine o'clock. A special point was made of inviting visitors to Pemberton Hall, which had been opened the preceding January. A reception to former students was held on the evening of the first day in the gymnasium attached to Pemberton Hall.⁷² Thus did the Normal School use the opportunity of the Association meeting to make the teachers of the area better acquainted with the school.

In recent years two changes have been made in the annual meetings of the Association. They have been shortened to one day, and are held on Friday, instead of Friday and Saturday. The general use of the automobile has made a longer program for one day possible, and the one day meeting is more generally attended by the teachers of the area than was true of the two day sessions. The other change, made in 1930, was the shift of the meeting place to Mattoon, because of the inadequate auditorium facilities at the Teachers College at that time.⁷³ Members of the faculty of the College at Charleston invariably appear on the program, are active in the committee work and frequently are among the officers of the Association. They are always represented among the delegates to the annual delegate convention of the State Association, held in December of each year at Springfield.

The End of Free Water

The inducements offered to the Board of Trustees by the Charleston citizens' committee in 1895 had included the offer of water for the normal school at a purely nominal rate for fifty years. This had been given effect by the City Council on July 5, 1895 by a joint resolution granting water to the school for fifty years for five dollars.

Only fourteen of the promised fifty years had run out when the city rescinded its action, installed meters for major users, including the school, and began to bill the school. There were two reasons for this action. The desire to cut down water consumption, which was beginning to strain the facilities of the municipal water works, led the city council to require meters for all major water consumers. It was felt that the Normal School should be placed on the same basis as other large users such as the hotels and the laundry. There was also the desire on the part of the city council to increase the revenues of the city. What better source of added income than a state institution, whose bills were paid by that state rather than by any local or private interests?

After much informal discussion by interested citizens and officials, the matter of meters for the large users, including the Normal School, came up for discussion at a meeting of the city council on May 5, 1913. The *Minutes* record that "the question of water meters came up and was discussed freely, and the question of free water at the State Normal School was discussed. . . ." Alderman C. O. Tucker, chairman of

⁷²Eastern Illinois State Normal School, Bulletin No. 29, September 15, 1910.

⁷³Letter, H. B. Black, Superintendent of Schools, Mattoon, to L. C. Lord, January 4, 1930. Lord Papers, 1929-1933. Since the completion of the Health Education Building at Charleston in 1938, Eastern has frequently been the host for the annual meetings of the Association.

the Water Board, suggested "that the mayor go with the water board to call upon the Board of Trustees of the Normal School in regard to water, rates, etc."⁷⁴

Whether the Mayor and the Water Board met with the Trustees of the school, or any of them, in the next ten days is not shown by the existing records. Probably the city officials talked the matter over with the resident trustees, Mr. John H. Marshall, and possibly with Mr. Lord also. In any event, on May 15, at the regular meeting of the Council, the Water Board recommended placing meters at twenty places, including the three hotels, four business buildings on the square, three garages, three livery stables, the laundry, the creamery, the ice plant, and the Normal School, and "that all meters and installation of same be charged to consumer." This report was adopted.⁷⁵

The City Attorney, John T. Kincaid, prepared an ordinance fixing meter rates at nine cents per 1,000 gallons and providing for their installation which was unanimously adopted by the Council on July 17.⁷⁶

It was soon seen that the Normal School was not prepared to accept this abrogation of the 1895 agreement. A new Board of Trustees was appointed on July 28, 1913, as a result of the political overturn in the 1912 election. The city officials may have thought that a new board, not yet familiar with the contractual relations between the city and the school, would be more amenable to the wishes of the city council. If so, they were in error. At a council meeting on August 7, 1913, the question of the school's right to water at a nominal rate was discussed, and "the Water Board was advised to meet the new trustees of the EISN School as soon as practicable and try to agree on a water rate and if not able to do so take steps to revoke the resolution [of 1895] concerning same." No vote was taken on this "advice." "It was also suggested that the city attorney be instructed to make investigations concerning the furnishing of the said EISN School with water at \$1.00 per annum." No vote was taken on this suggestion, either.⁷⁷

On August 25 the city installed two meters in the service pipes of the Normal School at a cost of \$309.30. Notice was served on the trustees that on October 1 and monthly thereafter the meters would be read and a bill rendered. If not paid the water would be cut off without notice. The city demanded \$188.64 for the water used from August 25 to October 1 and also the cost of installing the meters.⁷⁸

On November 6 the city by ordinance lowered the rate for large users of water from nine cents to six and one-half cents per 1,000 gallons, with a minimum monthly bill of \$65.00.⁷⁹ If the city council

⁷⁴*Minutes*, City Council of Charleston, meeting on May 5, 1913. (Adjourned meeting from May 3. Last regular meeting had been held on May 1.) T. T. Shoemaker was the mayor.

⁷⁵*Minutes*, City Council of Charleston, meeting of May 15, 1913. The Water Board consisted of Alderman C. O. Tucker, Chairman, Fred H. Cottingham, A. R. Abbott, and E. D. Stull. The *Minutes* do not give the vote by which the motion carried.

⁷⁶*Minutes*, City Council of Charleston, July 17, 1913. The *Minutes* do not give the rate charged. This was stated in the statement of the case in the Appellate Court opinion of April 16, 1915. Illinois Appellate Court Reports 193:602.

⁷⁷*Minutes*, City Council of Charleston, meeting of August 7, 1913.

⁷⁸Illinois Appellate Court Reports 193:602.

⁷⁹*Minutes*, City Council of Charleston, meeting of November 6, 1913.

thought this reduced rate would satisfy the school trustees they were mistaken. On November 25 the Board of Trustees, T. N. Cofer, attorney, filed a bill of complaint against the city with the Master in Chancery of Circuit Court of Coles County, asking that the city be compelled to perform its obligation under the agreement of 1895, and that an injunction be issued forbidding the city to shut off the water supply. A temporary injunction was issued the same day, requiring the city of Charleston to:

. . . desist and refrain from shutting off and disconnecting the water pipes which extend from the buildings and grounds of the complainant, to connect with the water mains of the water works of said City of Charleston, and from obstructing or stopping the flow of water from said mains into said pipes and from in any way or manner interfering with the Eastern Illinois State Normal School receiving water from the water works of said city the same as it has been heretofore.⁸⁰

The temporary injunction was just the opening round in the case of "Eastern Illinois State Normal School versus the City of Charleston." On December 2 the city was summoned to appear before the Circuit Court on January 12, 1914, in answer to the bill of complaint of the Normal School.⁸¹ With a legal fight on its hands, the City Council on December 18 authorized the City Attorney to employ legal assistance at a cost of not more than one hundred dollars.⁸² Mr. Kincaid thereupon secured the assistance of Mr. A. C. Anderson, a prominent local attorney, to assist him in representing the city. Messrs. Kincaid and Anderson filed their demurrer to the school's bill of complaint in the Circuit Court on the day specified, January 12, 1914. The answer alleged that there was no cause for action, as the city had a right to change its water rates. The rate granted by the resolution of July 5, 1895, five dollars for fifty years, or ten cents a year, for the consumption of water which amounted to \$188.64 for the period August 25 to October 1, amounted to a gift, which the city had no power to make. Furthermore, even if the city had such power, it could not be exercised by means of a resolution of the city council. In any event, "the Common Council of the City could make no contract binding on its future Councils establishing a rate for water." On the face of it, the demurrer alleged, "fifty years was an unreasonable time to fix a rate for water; beyond the power of the City Council to make." The demurrer pointed out that if the grant of 1895 had been made in consideration for the location of the school in the city, that actually the school was located beyond the city limits.⁸³ Their final point was that the Board of Trustees had no authority in the first place to accept such a gift from the city.⁸⁴

⁸⁰Circuit Court of Coles County. Chancery Case 1747. The writ was served on the city by delivery to the mayor, T. T. Shoemaker, by the sheriff's office. E. R. E. Kimbrough was Circuit Judge, Robert Howard was Master in Chancery. Bert B. Cole was Circuit Clerk, and Vincent Aye was Sheriff. Deputy Sheriff George H. Davis served the writ.

⁸¹Chancery Case 1747.

⁸²*Minutes*, City Council of Charleston, meeting of December 18, 1913.

⁸³The Normal School campus was brought within the city limits in 1904.

⁸⁴Chancery Case 1747.

The Circuit Court sustained the demurrer and the bill of complaint was dismissed. An appeal was taken to the Appellate Court for the Third District, where the action of the Circuit Court was affirmed in an opinion delivered on April 16, 1915, by Mr. Justice George W. Thompson of Galesburg. The Appellate Court sustained virtually every position taken by the attorneys for the city.

The City Council had no authority to make a donation of the funds or property of the city. The members of one city council cannot by contract bind their successors, as the city council has the right to change the rates charged for water at any time. Hence "the donation proposed by the resolution of the city council of Charleston was unauthorized and *ultra vires*."⁸⁵

A writ of certiorari to review the judgment of the Appellate Court was granted to the school by the State Supreme Court. The attorneys on both sides were the same as before the Appellate Court, with the addition of Ben F. Anderson to the counsel for the city. After a hearing and the submission of briefs by both sides, the opinion of the Supreme Court was filed on February 16, 1916, which affirmed the judgment of the Appellate Court.

The Supreme Court cited cases involving the cities of Danville and Freeport, in which it had been held that a city "had no power to bind itself by fixing a rate for its water supply for 30 years." The Court pointed out that everyone is presumed to know the extent of the powers of the city, and corrective action by the city cannot be blocked simply by claiming a lack of legal capacity. This "would amount to conferring power to do unauthorized acts simply because it has done them and received the consideration stipulated for."⁸⁶

Although the Supreme Court upheld the contentions of the city, it obviously thought that the city was engaged in a very petty business. The Court cited a case in which it had, years before, upheld the validity of a bond issue by the city of Carbondale used to raise money to secure the location of the Southern Illinois State Normal University in that city. An effort to repudiate these bonds was defeated by the Court. In the Charleston case the Court quoted from the Carbondale opinion with evident relish:

The disreputable feature of the case is, that the same authority doing all these acts and whose city received the benefit of them now seeks to repudiate them. There is no rule of law, equity, justice or morals compelling this and we cannot sanction it.⁸⁷

However, Charleston had the law on its side, if not "equity, justice or morals" and the Court was obliged to sanction the action of the city in repudiating its agreement with the Normal School.

⁸⁵Illinois Appellate Court Reports 193:600-607. Chief Justice Edgar Eldredge, of Ottawa, dissented. Justice Emery C. Graves, of Geneseo, concurred. Kincaid and Anderson represented the city. Patrick J. Lucey, Attorney General of Illinois, was associated with T. N. Cofer as counsel for the school. The case was heard in the Appellate Court at the April term of 1914. The opinion was not filed until a year later. On May 26, 1915, a rehearing was denied.

⁸⁶271 Illinois 600-610. *Eastern Illinois State Normal School versus City of Charleston*.

⁸⁷76 Illinois 455. *Burr versus City of Carbondale*.

Although the Supreme Court decided in favor of the city in February 1916, the Normal School was unable to pay for the water consumed until the provision was made for such payment in the next biennial appropriation for the school, which would be for the period July 1, 1917–June 30, 1919. The city got impatient for its money and in May 1917 Mr. Lord received a notice from the city council, signed by the members of the Water Board, saying that unless the school could arrange to pay its back water rent, then amounting to about four thousand dollars and covering the period since August 25, 1913, within thirty days, that the city would shut off the water to the school. Mr. Lord reported this threat to Senator John R. Hamilton of the local senatorial district, and added that he was “confident that the city will not do what they say they will do.” An item of \$4,200 for this payment was then in the school’s appropriation bill, Mr. Lord understood. He asked Mr. Hamilton for some assurance of its passage that he could pass on to the water board. It developed that the \$4,200 item was not in the bill, and Mr. Lord requested that it be added. He also pointed out, in justification for increased operating expenses, that “we shall have to pay about \$1,200 a year water rent, which we have never paid before.” Mr. Lord finally had to go to Springfield to explain this and other desired increases in the school’s appropriation, totalling \$30,656.⁸⁸ Provisions for paying the back water charges, and for meeting water bills in the future were included in the 1917–1919 appropriation as passed. Thus ended the water controversy.

The Teachers of the Normal School

Eastern opened in 1899 with 18 teachers, including the President, the librarian, and the registrar. This number had more than doubled, to 44, by the last year of the normal school period, 1920–1921. Classroom teachers numbered 17 in 1899, and 38 in 1920.⁸⁹

The salaries of teachers did not increase markedly during the twenty-two years of the Normal School. The range in 1899 was \$700 to \$2,000, and in 1920 it had increased to only \$800 to \$2,800. The President’s salary, which in 1899 was \$3,500, was \$5,000 in 1920.

From the early years of the school Mr. Lord had difficulty in retaining teachers because of higher salaries offered elsewhere. In a memorandum of 1904, presumably for the Board of Trustees, Mr. Lord gave specific examples: John Paul Goode, geography teacher at Eastern at \$2,000, had gone to the University of Chicago at a salary of \$3,000. Henry Johnson, history teacher, at \$2,250, had considered a school superintendency in New Jersey paying \$3,600. A critic teacher, Edna T. Cook, had gone from Eastern to Ypsilanti, Michigan, Normal School at a twenty-five percent salary increase, and Inez Pierce, assistant librarian, had left Eastern for a fifty-percent salary increase.⁹⁰

⁸⁸Letters, L. C. Lord to John R. Hamilton, Springfield, May 8, 18, June 11, 1917. Lord Papers, Vertical file, H–Mc.

⁸⁹A table showing the size of the faculty, classified by departments, for 1899–1900, 1920–1921, and 1948–1949 is given in the Appendix.

⁹⁰Memorandum in Business Office, “In regard to teachers’ salaries in Eastern Illinois State Normal School.” (1909).



THE TEACHERS OF THE NORMAL SCHOOL

Picture taken in the fall of 1908

- | | |
|--|--|
| 1. Livingston C. Lord, 1899-1933 | 15. Anabel Johnson, 1907-1938 |
| 2. Friederich Koch, 1899-1938 | 16. Mellie E. Bishop, 1906-1920 |
| 3. Edgar N. Transeau, 1907-1915 | 17. Thomas H. Briggs, 1901-1911 |
| 4. Anna H. Morse, 1905-1935 | 18. Charlotte M. Jackson, 1906-1912 |
| 5. Forrest S. Lunt, 1907-1912 | 19. Amelia Harrington, 1907-1909 |
| 6. Caroline A. Forbes, 1902-1913 | 20. Charlotte A. Rogers, 1907-1908 |
| 7. Isabel McKinney, 1904-1945 | 21. Joseph C. Brown, 1904-1911 |
| 8. Anna Piper, 1899-1913 | 22. Eva Southworth, 1906-1913 |
| 9. Ellen A. Ford, 1900-1934 | 23. Lotus D. Coffman, 1907-1912 |
| 10. Mary J. Booth, 1904-1945 | 24. Francis G. Blair, 1899-1906,
State Superintendent |
| 11. Florence V. Skeffington, 1905-
1922 | 25. Edson H. Taylor, 1899-1944 |
| 12. Annie L. Weller, 1903-1940 | 26. Albert B. Crowe, 1903-1939 |
| 13. Grace Ewalt, 1906-1929 | 27. Thomas L. Hankinson, 1902-
1920 |
| 14. Simeon E. Thomas, 1906-1942 | |

Until 1915 salaries were attached to persons, not position. For example, when Otis W. Caldwell left Eastern in 1907, he was offered \$3,300 to stay, an increase of \$800, which he did not accept. His successor, Edgar N. Transeau, was chosen at \$1,500 and in a few years was receiving \$2,000.⁹¹

From 1915 through 1919 the General Assembly appropriated salaries for the school with the amounts to be paid to each teacher specified. For example, the 1915 appropriation provided \$2,500 for two teachers,

⁹¹Letter, L. C. Lord to President W. W. Parson, Indiana State Normal School, June 25, 1912. Lord Letterbooks, No. 24. Caldwell and Transeau are not mentioned by name. The dates identify them.

\$2,250 for two, \$2,000 "for increases in above salaries."⁹² Mr. Lord protested against this system. In April 1919 he wrote to Representative Edward J. Smejkal, of the House Appropriations Committee, that it was "very desirable from the standpoint of convenience and of economy and efficiency that the amount for salaries and wages be appropriated in one sum and be distributed by the board of trustees." He wrote in conclusion that:

There is not a position in this school which, becoming vacant, should necessarily be filled at the same salary. For example, the school loses one of its oldest, most valuable and highly paid teachers. It is very seldom good policy to try to secure one of equal experience who can command an equal salary, but it is almost always best to look for a younger and less experienced but very promising candidate, who is paid a much less salary to begin with. Then, too, a small increase in salary will sometimes retain a valuable teacher, a less increase than is offered elsewhere.⁹³

These specific salary appropriations of 1915-1919 also classified the faculty by academic rank. For example, the 1919 appropriation provided for nine professors (specified salaries from \$2,400 to \$2,800), nine assistant professors (salary range \$1,900 to \$2,350), nine instructors (\$1,200 to \$1,500), ten "training teachers" (rank not specified, salaries from \$1,350 to \$1,700), a librarian, two assistant librarians, a registrar, a nurse, and the superintendent of grounds.⁹⁴ The 1919 appropriation was the last in which specific salaries were listed. Beginning with the 1921 appropriation the salary and wages item was a lump sum, as it had been prior to 1915.

Equally objectionable to Mr. Lord was the proposal made by letter on November 23, 1917, to the newly organized Normal School Board by its chairman, Director F. W. Shepardson of the Department of Registration and Education, that the Board adopt "uniform salaries for the same academic ranking in all schools."⁹⁵ Mr. Lord protested that although such a system "would be a kind of convenience and sometimes save a little embarrassment," from "every other point of view uniformity of salaries is very undesirable, making neither for economy nor efficiency." He cited the case of a superior teacher with a high salary being replaced by a young teacher with limited experience, who should receive a lower salary. "It is the person more than the position that should determine salary," he insisted.⁹⁶

When a uniform scale for the various academic ranks was proposed to the Board by a committee the Board decided to take no action on the

⁹²Session Laws, 49th General Assembly, pp. 54-55. Act of June 29, 1915.

⁹³Letter, L. C. Lord to Edward J. Smejkal, House of Representatives, Springfield, April 5, 1919. Lord Papers, 1918-1921, file I-O.

⁹⁴Session Laws, 51st General Assembly, pp. 70-71. Act of June 30, 1919. The faculty as listed in the school catalogue for 1919-1920 follows the numbers provided in the appropriation act (but not the ranks) except that the Head of Pemberton Hall was included. This position was paid out of Hall revenues.

⁹⁵Minutes, Normal School Board, December 11, 1917, at Normal. p. 18.

⁹⁶*Ibid.*, p. 23. Mr. Lord's statement did not take into account the fact that the young teacher would receive a lower rank than his predecessor, and hence, under Mr. Shepardson's proposal, a lower salary.

subject, and salary recommendations, as had been the case, were left to the discretion of each President.⁹⁷

The rising cost of living following the First World War caused a serious situation for teachers and other workers with fixed salaries. In April 1920 the Normal faculty petitioned the Normal School Board for a fifty percent salary increase in the next budget (1921-1923), and for some emergency adjustment in the salaries for the year 1920-1921. At the Board meeting at which this petition was presented, the Normal School Council, consisting of the five presidents, also recommended to the Board that a fifty percent increase in the salary appropriation be requested from the legislature. The Board approved this recommendation by a vote of 4 to 2, and then reconsidered the vote and deferred action until the next Board meeting, to be held on June 21.⁹⁸

On June 18, 1920, the Eastern faculty, "with genuine reluctance," requested from the Board "immediate and substantial salary increases." The Eastern teachers felt impelled "to go on record as being in hearty sympathy with efforts now being made by the faculties of the other state normal schools to furnish the Board with pertinent and convincing facts for their use. . . ." The teachers pointed out the outlook among them was "uncertain and disquieting. . . ." An embarrassing situation was fast becoming distressing. It was "an anomalous situation when a graduate of a two-year course in a normal school can go out and receive for his first year of teaching a larger salary than many of the teachers who trained him are receiving." The Charleston teachers hoped that the Board would give "careful consideration to the methods of relief that have already been suggested by the faculties of the other state normal schools."⁹⁹

In his report to the Department of Registration and Education for the year 1919-1920, Mr. Lord wrote concerning "how best to attract talented young persons to the teachers' calling":

A money inducement sufficiently large to compete with possible incomes in law, medicine, or business can never be offered, and if money is the great inducement the best talent cannot be drawn into teaching. And it is difficult to arouse the desire for service to one's fellows, for influencing lives, for helping character, and all the rest which largely form the motive in the choice few. But it seems fairly certain that financial reward will be much greater and that the teacher's standing in general will be better than in the past. So far as this school is concerned, it is of cardinal importance that very much larger

⁹⁷*Ibid.* April 22, 1918, at DeKalb, p. 61. The proposal scale was as follows:

Professor, \$2,400 to \$3,000
 Assistant Professor \$1,800 to \$2,400
 Instructor \$1,000 to \$1,800
 Training Teacher \$1,200 to \$1,800

This was as near to a salary schedule as came before the Board during the Normal School period. Although not adopted, the salaries recommended by Mr. Lord in his budget for 1918-1919 conformed to the recommended schedule. *Ibid.* October 28, 1919, at Normal, pp. 41-42.

⁹⁸*Minutes.* Normal School Board, meeting April 22, 1920, DeKalb, pp. 45-46.

⁹⁹"To the Members of the Normal School Board," typescript, unsigned, June 18, 1920. In Lord Papers, 1918-1921, file I-O.

salaries be paid, as some one has said, "not to reward virtue but to attract virtue." It is an anomalous situation when the graduates receive a salary larger than is paid to those who taught them.¹⁰⁰

Salary increases had to wait until the next session of the General Assembly, which convened in January 1921. Early in February at a conference of the normal school presidents held in the Governor's office it was decided that an emergency bill would be urged granting an increase of thirty percent in the salaries of the normal school teachers for the second half of the current (1920-1921) school year. A few days after the conference President Morgan of Macomb suggested that the same amount be spread over a short enough period to make a fifty percent increase rather than thirty percent for half a year. Mr. Lord agreed, and wrote to the other presidents and to Director W. H. H. Miller of the Department of Registration and Education, urging that Mr. Morgan's idea be incorporated in the bill to be introduced. As he wrote to Mr. Miller, "I am sure that if we want to get the fifty percent increase for this next biennium, there is some value in having the same percent named in this emergency bill."¹⁰¹

The emergency salary Act as passed on May 9, 1921, provided \$91,215 for the five normal schools, \$16,327 of which was for Eastern. No percentage increase was mentioned, but the amount provided equalled thirty percent of the salary item for the second half of the school year 1920-1921. The Act recited that the 1919 appropriation for 1919-1921 had provided an increase of only 15% over 1917-1919, and only 21% over the 1913 appropriation, while living costs, and salaries in the public schools, had increased from 75 to 150 percent since 1913. The Act noted that 123 faculty members out of a total of 251 for the five normal schools had resigned in the past two years, most of them because of inadequate compensation.¹⁰² These vacancies were filled, and other teachers induced to remain, "upon the promise that an earnest effort would be made to secure an emergency appropriation to improve salaries in the latter half of the year," the Act stated. The increases applied for the second eighteen weeks of the current school year. As an emergency measure, the Act went into effect at once.¹⁰³

The regular appropriation for Eastern for the 1921-1923 biennium which followed this emergency Act included a salary item of \$292,990, an increase of 34 percent over the preceding biennium.¹⁰⁴ Presidents Morgan and Lord were right in fearing that a thirty percent emergency grant for the second half of the year 1920-1921 would lead to an increase of less than fifty percent for 1921-1923.

Mr. Lord placed no obstacles in the path of professional advancement for his teachers. When other presidents wrote to him he did not

¹⁰⁰Department of Registration and Education: *Third Annual Report*, July 1, 1919-June 30, 1920, Springfield, 1920, pp. 16-17.

¹⁰¹Letters, L. C. Lord to Presidents Brown, DeKalb, and Shryock, Carbondale, February 7, 1921, and W. H. H. Miller, Springfield, February 8, 1921. Lord Papers, 1918-1921, I-O.

¹⁰²This represented a faculty shift of 49 percent. The changes at Eastern, 1918-1920, amount to 20 teachers out of a total staff of 44, or 45 percent. See Annual Catalogues.

¹⁰³*Session Laws*, 52nd General Assembly, pp. 145-146. Act of May 9, 1921.

¹⁰⁴*Session Laws*, 52nd General Assembly, pp. 143-144, Act of June 30, 1921.

hesitate to recommend Eastern teachers as highly as their abilities warranted. In 1906, for example, he wrote to President A. R. Taylor of Millikin University at Decatur, that Miss Florence V. Skeffington was "a very desirable person in any institution where she would accept work," and added that "Among all my acquaintances, for the kind of work you need done, I know of no one so good." President Taylor was "at perfect liberty to open correspondence with her," for Mr. Lord's theory was "that every worthy teacher should have all possible opportunities for advancement."¹⁰⁵ Miss Skeffington, who had come to Eastern in 1905, did not go to Millikin, but remained at Eastern until her death in 1922. Another example of Mr. Lord's attitude on this subject is seen in his correspondence with President Bayliss of Macomb in 1909. Mr. Bayliss had asked about the possibility of hiring one of Eastern's mathematics teachers, J. C. Brown or E. H. Taylor. Mr. Lord recommended both men highly as teachers and as scholars, and as "men without flaws in their characters, thoroughly dependable in every way." Mr. Lord doubted if Mr. Bayliss could get either, but if Bayliss had "\$2,500 a year to offer any man I know of no one in the whole country who would please you more or do better work in your school than either Mr. Brown or Mr. Taylor."¹⁰⁶ Mr. Brown remained at Eastern until 1910, and Mr. Taylor until his retirement in 1944, with a record of forty-five years of service.

From the early years of the school, teachers were granted leaves of absence for advanced study or travel, and for reasons of health. During the normal school period twenty-five teachers took leaves of absence for from one term to four years (but never more than two years in succession). Four teachers resigned to take other positions at the end of their leaves, including Otis W. Caldwell (1907) and J. C. Brown (1911). Six resigned to go elsewhere one year after a leave of absence. Among these were Henry Johnson (1906) and Lotus D. Coffman (1912). Thus Mr. Lord's policy of granting leaves of absence freely led to a number of teachers receiving better positions in other schools. Concerning his policy as to leaves of absence he wrote to President Cooper of the Mankato, Minnesota, Normal School in 1916 that "our teachers have been granted a leave of absence whenever it has been requested. I hardly know whether to say that we have encouraged teachers to go or not; certainly they have never been discouraged."¹⁰⁷

The Normal School under Mr. Lord operated under his direct personal control, and his views were reflected in the customs and practices of the school. For example, it was long the custom at Eastern to avoid the use of academic titles. This resulted from Mr. Lord's views, which he expressed to Director Shepardson of the newly-created Department of Registration and Education in November 1917, as follows:

. . . we use no such terms here as professor, assistant professor, associate professor, instructor or assistant. The only term used is teacher. You may think it a mere whim, but I

¹⁰⁵Letter, L. C. Lord to A. R. Taylor, Decatur, May 16, 1906, Lord Letterbooks, No. 25.

¹⁰⁶Letter, L. C. Lord to Alfred Bayliss, Macomb, October 1, 1909. Lord Letterbooks, No. 12.

¹⁰⁷Letter, L. C. Lord to C. H. Cooper, November 27, 1916. Lord Papers, 1916.

dislike exceedingly the use of these terms about a Normal School. The only titles used among us here are "Mr." and "Miss."¹⁰⁸

Mr. Lord even disliked the title "president" for himself. He wrote in 1909 to a friend in Monticello, Illinois, that "I agree with you thoroughly that the head of a normal school is a principal."¹⁰⁹

In a report to the Normal School Board on December 11, 1917, Mr. Lord expressed the hope that if uniform terminology in faculty lists for the five schools was to be adopted, that all members of the faculty except the president would be called "teachers."¹¹⁰ On April 22, 1918, at DeKalb, the Board adopted the following designations: president, dean, professor, assistant professor, instructor and training teacher, to be used in all five schools.¹¹¹ Accordingly, in his budget for 1918-1919, submitted on October 28, 1918, Mr. Lord classified his teachers as dean (1), professors (8), assistant professors (10), instructors (13), and training teachers (10). Miss Ellen A. Ford was designated "dean."¹¹² These titles were not used on the campus at Eastern, however, and did not appear in the school catalogue until many years later.¹¹³ Actually, the teachers at Eastern did not even know what their academic ranks were. Mr. Lord's purposes in minimizing rank were to prevent jealousy and to emphasize that all teachers were entitled to the same respect.

There was a healthy spirit of community interest among the teachers of Eastern, and between them and Mr. Lord. Faculty relations on the whole were extremely cordial. There were very few "cliques" or other evidences of social or professional competition. One factor which promoted this desirable and unusual situation was the small size of the teaching staff, which did not go beyond forty-four during the normal school period. The influence of Mr. Lord's own personality was important in creating and maintaining this situation. His standards for selecting teachers included personality traits as well as character and scholarship. He stated his criteria in a letter to a Harvard professor in 1907, concerning a Mr. Brown who was being considered for a position at Eastern. Mr. Lord wrote:

Aside from all scholastic attainments, is Mr. Brown a superior person? Above all things, I wish to avoid getting a common place plebeian individual. I am quite as desirous that the individual shall have an attractive personality as that he shall be a scholar in his subject.¹¹⁴

Mr. Lord's procedure in engaging a teacher often included having a meal with the candidate, a meal at which the candidate ordered the

¹⁰⁸Letter, L. C. Lord to F. W. Shepardson, November 24, 1917. Lord Papers, file H-Mc.

¹⁰⁹Letter, L. C. Lord to L. C. Burgess, February 15, 1909. Lord Letterbooks, No. 14. Alfred Bayliss, head of the normal school at Macomb from 1906 to 1911, was designated "principal" rather than "president" by the Board of Trustees of that school. Cook: *Educational History of Illinois*, p. 256.

¹¹⁰Minutes, Normal School Board, meeting of December 11, 1917, at Normal, p. 23.

¹¹¹*Ibid.*, meeting of April 22, 1918, at DeKalb, p. 61.

¹¹²*Ibid.*, meeting of October 28, 1918, at Normal, pp. 41-42.

¹¹³The 1932 catalogue first listed Miss Ford as "dean." Other academic ranks were first included in the faculty list in the 1936 catalogue.

¹¹⁴Letter, L. C. Lord to Prof. William Davis, Harvard University, April 9, 1907. Lord Letterbooks, No. 9. "Mr. Brown" did not get the job.

food! Also he endeavored to meet the wife of the candidate. Interviewing a prospective teacher, Mr. Lord would turn the conversation into fields of general interest far removed from the subject to be taught.

Such care and individual attention was possible, of course, because with a small faculty but few vacancies would need to be filled at one time. As the school grew in size the filling of faculty vacancies, both for Mr. Lord and for his successor, President Buzzard, became more of a routine and less of a personal matter, with more delegation of responsibility to department heads, and with greater reliance upon teacher placement agencies.

The teachers of the Normal School did not enjoy "tenure" nor did they have written contracts. The procedure involved in retaining and releasing teachers was described in 1919 by Mr. Lord to President Parkinson of Carbondale, as follows:

Our practice is to re-elect teachers every year at the same or increased salaries. Direct action is taken in all cases except where the teacher declines to be a candidate. As to being asked to resign, it hasn't been put in just that way. I have told certain teachers that I couldn't recommend them for reemployment and, except in the cases of the first year of the school, nothing farther has been said.¹¹⁵

Technically, all faculty appointments were made by the Board of Trustees and (after 1917) by the Normal School Board. The responsibility for finding "the very best teacher available in the whole country for the salary we pay"¹¹⁶ was that of the president of the school.

Although there was no formal tenure for the normal school teachers, they had practically the same security of tenure they would have had under the system now in effect in the five colleges, with its three-year period of probation. It was very unusual for a teacher to fail to be offered reemployment after two years of service in the Normal School, and almost unknown for this to happen after three years of teaching. Long before the first year was up, in most cases, Mr. Lord had decided whether or not he wished to retain a teacher.

Mr. Lord had few rules governing the activities of the teachers at Eastern. As he wrote to a prospective teacher in 1907 "whoever comes here will have all the freedom he can use and all the sympathy there is. Every other teacher in this school will rejoice in whatever success he may attain."¹¹⁷

During the normal school period the most important administrator of the school, after the president, was the supervisor of the training school. Joseph Clifton Brown, who taught mathematics at Eastern from 1904 to 1910, and who had not returned to the school after a leave of absence in 1910-1911, was offered the position of successor to Lotus D. Coffman, who was to leave Eastern at the end of the 1911-1912 school year. Mr. Lord wrote to Mr. Brown that as supervisor

¹¹⁵Letter, L. C. Lord to D. B. Parkinson, July 15, 1910. Lord Letterbooks, No. 24.

¹¹⁶Letter, L. C. Lord to Anna S. Walker, May 27, 1911. Lord Letterbooks, No. 26.

¹¹⁷Letter, L. C. Lord to A. H. Johnstone, March 13, 1907. Lord Letterbooks, No. 31.

of the training school he would have all the freedom he could use in making changes in the training school. As for the selection of training school teachers, "it would not be wise to say absolute and untrammelled choice, but probably all the choice in the matter you would want."¹¹⁸

An illustration of the freedom in the classroom enjoyed by the teachers in whom Mr. Lord had confidence comes from Mr. Thomas H. Briggs, English teacher from 1901 to 1911. "No head could have given his teachers more freedom to try new things. Once when I had outlined a fantastic teaching ideal that 'I'd like to try sometime,' his response was, 'Why don't you? You'll never have a better opportunity.' And I never did."¹¹⁹

Mr. Lord denied that he had much to do with the best teaching in the school, Miss McKinney records. Of a teacher who had gone ahead, Mr. Lord observed simply that "I have kept out of his way." He gave his teachers credit for his own success. "Such success as I may have had," Mr. Lord frequently told his faculty, "I owe to those who have worked with me. I have got on by hanging on to their coat-tails and skirts."¹²⁰

The administrative organization of the Normal School was very informal. There were no deans, and department heads had no special administrative status. All were "teachers." As Mr. Lord wrote to the president of a South Carolina school in 1910, "we have no dean here and in a school of this size I see no need of one. Assistance is rendered the administration by any teacher that is called upon to do such things as he is best fitted to do."¹²¹

Teachers of the Normal School were restricted by but few rules regarding their off-campus activities. Mr. Lord wrote in 1907 that "it doesn't seem to me wise, in an institution like this, to establish rules prescribing times that teachers and others may leave the premises. My policy would be to speak with some candor to any one who was neglecting his duties on account of personal or other business." And again in 1910, to the same correspondent, Mr. Lord wrote that "we have no rules demanding that teachers spend certain time in their recitation rooms after they have met their classes. The fact is, however, that all of our teachers do this and are readily accessible to students who wish individual help."¹²² The school library was open to teachers only at the times it was open to students, with the librarian on duty. As Mr. Lord recalled in 1920, "When this school opened, the janitor, in a munificent kind of way, distributed keys to the library to anyone who wanted one, and as soon as the President of the school found it out, he, in a most brutal and most offensive way called in these keys."¹²³

¹¹⁸Letter, L. C. Lord to J. C. Brown, New York City, February 3, 1912. Lord Letterbooks, No. 14.

¹¹⁹Quoted in McKinney: *Mr. Lord*, p. 184.

¹²⁰Miss McKinney has a similar quotation, p. 185.

¹²¹Letter, L. C. Lord to D. B. Johnson, Rock Hill, S. C., March 3, 1910. Lord Letterbooks, No. 31. The Normal School enrollment for that year was 449.

¹²²Letters, L. C. Lord to D. B. Johnson, Rock Hill, S. C., April 26, 1907, January 10, 1910. Lord Letterbooks, No. 31.

¹²³Letter, L. C. Lord to President H. W. Shryock, Carbondale, July 17, 1920. Lord Papers, 1918-1921.

One rule of personal conduct that Mr. Lord insisted on for teachers and students alike was the prohibition against smoking on the campus, in or out of buildings. He frowned on teachers smoking in public, taking the position that walking along the street smoking was just as uncouth as walking along the street eating a piece of pie.¹²⁴

Since the school was organized, there have been sixteen deaths of members of the faculty while in the employment of the school. Eight of them took place during the normal school period. Of these, three were persons who never met a class: President S. M. Inglis (June 1, 1898), Louis H. Galbreath, training school supervisor, who also died before the school opened (August 14, 1899), and G. W. Smith, teacher of school law and geography, who was ill when the school opened and who died (November 11, 1899) without having gone on active duty. Of the five other normal school teachers who died "in service," or shortly thereafter, the death of Miss Frances E. Wetmore, the first school registrar, was the first and the most tragic. Miss Wetmore lost her life in the Iroquois Theater disaster in Chicago on December 30, 1903. The other four were W. M. Evans, English teacher and member of the original faculty, who died of blood-poisoning following a minor injury on November 27, 1904; Miss Charlotte Amy Rogers, teacher of history in the Model School, who died in December 1908, after having come to Eastern in the fall of 1907; Miss Mary E. Hawkins, head of Pemberton Hall since 1910, who died in the summer of 1917, and in whose memory a tablet has been placed in Pemberton Hall; and Miss Mellie E. Bishop, fourth grade critic since 1906, whose death occurred on April 3, 1922, after illness had forced her to leave the campus in December 1920.

During the normal school period the faculty increased from 18 to 44. There were 164 persons employed on the Normal School faculty from 1899 to 1921. Deducting the 44 who were on the staff in 1921, and the eight who had died, there remains a total of 112 teachers who left Eastern during this period, an average of five a year. Many of the women teachers (35 according to available records) married after they left Eastern. Many, both men and women, left because Mr. Lord found that they were not suited to the work at Eastern. And many as we have seen left Eastern to accept better positions elsewhere.

Political Factors

Mr. Lord at the start of the school established the principle that the selection and retention of faculty members was the primary responsibility of the president. Both the Board of Trustees and the Governor accepted this principle, and there were few efforts to inject political consideration into faculty appointments, and those few were effectively resisted by Mr. Lord. Otis W. Caldwell in later years recalled one such incident, which probably took place in Charleston, about the year 1903. The politician involved is not identified.

I was present at one such conference, not asked by Mr. Lord, but by his able opponent, who misunderstood both

¹²⁴The rule against smoking in buildings has been retained as far as buildings used for class purposes is concerned. The large influx of mature war veterans following the Second World War made it desirable to relax the no-smoking rule in 1947 for out-of-doors on the campus, and for the cafeteria and student lounge, added in 1948.

Mr. Lord and the members of his faculty. I doubt if I have every learned more in so short a time as during that conference. The effort was being made by political forces to secure salaried appointments for influential persons not competent for the best educational service. The critic began with astute indirection to lay his traps all about Mr. Lord's position. Mr. Lord waited, silence being his wisdom, while his adversary moved about placing his verbal enticements and promises beneath his too-obvious deadfall traps. The preliminaries thus finished, Mr. Lord began. He stated some simple truths and asked some direct questions. He said: "The best education is none too good for the boys and girls of Illinois. The best we can give is needed also by those who are to be the teachers of boys and girls of Illinois. The best equipment and housing we can afford is needed by the students who are to be Illinois teachers. Can you tell us of ways by which to do better than we are now doing?" Those ideals and that question did not seem a good starting point for the critic who particularly wished a salary for an aged political associate. After an hour's evasiveness, always met by a clean-cut statement of "whose the schools are" the conference closed. Later the advocate naively said: "I couldn't understand Mr. Lord's moves. What was he after? You'd almost think he really meant what he said about his high-sounding purposes."¹²⁵

Whomever Mr. Caldwell was referring to; it was not the local Senator, Stanton C. Pemberton of Oakland. Mr. Lord thought highly of Mr. Pemberton, as is shown by the following statement to Governor Deneen in 1906:

. . . I wish to state that he [Senator Pemberton] has never intimated to us that he expected from us anything whatever except that we make this school the best school possible. This we have earnestly tried to do. I may add that Senator Pemberton has our respect and confidence. None of the faculty try to exert any political influence whatever. We are first and last teachers.¹²⁶

Thanks to a resolute attitude by Presidents Lord and Buzzard, the faculty positions at Eastern have never been subject to partisan patronage. But the president of the Normal School (and later the Teachers College) was never able to exclude entirely political factors in the hiring of the non-professional staff employees. When the school opened in 1899, Illinois did not have a "merit system" for state employees. The original State Civil Service Commission created in 1902, sought to extend its jurisdiction over normal school employees, such as engineers, janitors, and groundsmen, but with little effect. Acts of 1905 and 1911 strengthened the position of the Commission,¹²⁷ which

¹²⁵Address by Otis W. Caldwell, "Livingston C. Lord, Educational Leader," at 25th Anniversary observance, E.I.S.T.C., Charleston, June 1924, Copy in College files.

¹²⁶Letter, L. C. Lord to Governor Charles S. Deneen, February 5, 1906. Lord Letterbooks, No. 9.

¹²⁷Mr. Lord thought that the employees of the school should be under the control of the school, not the Civil Service Commission. In a letter to President Felmley of Normal on November 29, 1910, Mr. Lord wrote that as far as he had thought about it, he thought that all positions at the Normal School should be exempt from Civil Service Commission jurisdiction. Lord Letterbooks, No. 15.

sought to protect state employees against political forces, and also attempted to enforce the rules against political activity by those employees. The practice developed, as far as the normal school employees other than teachers were concerned, of requiring political "clearance" from local party leaders for original appointments, with the positions remaining permanent as long as the employees engaged in no political activity objected to by the local leaders of the dominant party. Pressure to replace existing employees usually took the form of charging them with such activities. When there was a political overturn, such as followed the elections of 1912 and 1916, this pressure became more obvious, and in a few cases succeeded, despite the objections of the president. With these few exceptions, the non-professional employees of the Normal School were successfully defended by Mr. Lord against the clamor for their jobs by local politicians.

The following exchange of letters between Director F. W. Shepardson of the Department of Registration and Education and Mr. Lord in October 1917 illustrates the sort of pressure exerted. Mr. Shepardson wrote to Mr. Lord on October 15, 1917:

I was advised that one of the Charleston Republican leaders was considerably put out that a Democrat was retained as one of the engineers of the school, although at the time of the last election he was the ring leader in a sort of serenade designed, in the parlance of the street, "to run it into this Republican leader." If the man did what he is charged with doing, he of course violated a fundamental law of the Civil Service and should be removed.

I am interested to have your version of the case however.¹²⁸

Mr. Lord replied:

In reply to your letter of October 15, I have investigated the matter as well as I can. Our acting engineer during the past four years was W. P. Horton, who is no longer in the employ of the school, his place being taken by Axel Blom sent by the Civil Service Commission, who, by the way, is no longer with us. Whether either of these men in the slang of the street tried "to run it into any Republican leader," I do not know. I find no evidence whatever that Charles Buckler, a present fireman, was guilty of any such conduct. He denies it in toto, and I know it is not like him, and those who know him even better than I do, do not believe that he did any such thing.

The fact is that certain politicians here promised probably more than a score of people places about this school and are trying to deliver as many as possible. In the past all efforts of that kind which were attended with any success were a positive detriment to the school. In the first year of the Dunne administration we lost the two best men that I have ever been

¹²⁸Letter, F. W. Shepardson to L. C. Lord, October 15, 1917. Lord Papers, file H-Mc, 1917-1921.

associated with in such capacities. The Dunne board left some positions undisturbed. There is no falsehood that certain prominent politicians here would not be guilty of, could they see a little temporary gain for themselves. I am very anxious indeed, that no politics enter into the situation here.¹²⁹

When the Normal School Revolving Fund was created in the appropriation Act of 1923,¹³⁰ a number of teacher college employees came under the jurisdiction of the Civil Service Commission who had not previously been so classified.¹³¹ This eased off the pressure somewhat, but local politicians of both parties remained alert to take advantage of any chance to charge the employees of the school with violations of civil service regulations, in order that their friends might be "taken care of."

The fact that both President Lord and President Buzzard have usually succeeded in keeping the employees they wanted, despite political pressure, is shown by the long service given by many of the non-professional employees. Al Livingston, the original school engineer, served for 15 years, from 1899 to 1914. Edson Clodfelter served in the same position from 1918 to 1946. Walter Nehrling, head groundsman, served from 1904 to 1932, and C. F. Monier has been in that position since 1935. Granville Shafer was the head janitor for 29 years, from 1917 to 1946, a record for service among the non-professional employees. Most of the separations from service of employees have been either voluntary resignations or dismissals for cause by the Board on the recommendation of the President. Only a handful were victims of political pressure. As the school has grown the number of maintenance and clerical employees has increased far beyond the few who were needed when the school was smaller.¹³² All now have "civil service status."

Prior to the creation of the Normal School Board for all five schools in 1917, contracts for school printing were made directly by Eastern's Board of Trustees, rather than through the State Department of Finance, as has been the situation since 1917. This situation made local editors (who also were printing shop proprietors) extremely sensitive to school printing contracts. One local editor, whose printshop did little work for the school, seemed to take delight in baiting the school and its president. One such attack in 1906, which came to the attention of Governor Deneen, brought the following comment from Mr. Lord:

Items have appeared in Mr.....'s paper that have been almost as extravagant in commendation of me and this school as the present article is extravagant in its condemnation; and may I add that his paper has attacked or slurred nearly every institution and nearly every man of prominence

¹²⁹Letter, L. C. Lord to F. W. Shepardson, October 18, 1917. Lord Papers, file H-Mc, 1917-1921.

¹³⁰Session Laws, 53rd General Assembly, pp. 144-145. Act approved June 1, 1923.

¹³¹Letter, C. A. Purdum, Illinois Civil Service Commission, to L. C. Lord, October 4, 1923. Lord Papers, Vertical file E-1, 1923-1925.

¹³²In 1948 there were 43 "service" employees and 17 clerical employees. Memorandum to the writer from Mr. Raymond R. Gregg, Business Manager, July 30, 1948.

in this town, but sometimes with such keenness of insight and aptness of expression to make one almost ready to forgive its vulgar and unjustifiable attack upon men and matters thoroughly worthy of respect. To say that Mr. is eccentric is a mild characterization of him.¹³³

The printing of the school catalogues during most of the early years was done either by Chicago firms (1900–1905, inclusive, for the annual catalogues), or by the Illinois State Reformatory at Pontiac (1906–1909 and 1911–1912). But local print shops received the catalogue jobs on a few occasions. The *Charleston Plaindealer* printed three summer school catalogues (1904, 1911, 1912), and the *Charleston Courier* printed two summer school catalogues (1909 and 1913) and two annual catalogues (1910 and 1913). Inevitably, all local printers could not be satisfied. One blast on the subject came from the proprietor of the *Plaindealer* shortly after the 1910 *Courier*-printed annual catalogue appeared. The writer protested to Governor Deneen that although his was a loyal Republican paper, a rival Democratic paper had received the catalogue contract. He blamed the resident trustee, Mr. John H. Marshall:

But Mr. Marshall, who is regarded here as your personal representative, has taken such pains to show his dislike for the *Plaindealer* that we are compelled to go after him, and the only way we know is through you. For instance: The complaint I lodged against him previously was that he gave the Normal printing to a Democratic paper, and then to a local job office, in preference to the *Plaindealer*, whose record as a loyal, straight-out, administration newspaper has never been questioned.

A week ago the *Plaindealer* bought the job office in question and have added it, proprietor and all, to our plant. Mr. Prather, the former owner, is an excellent job workman and President Lord has often told him that the work he was doing for the school was entirely satisfactory. And yet in the face of the fact that Prather is a Republican, an expert printer, and could still do this work, Mr. Marshall has taken it over to the Democratic paper.

I want to be fair with you, Governor, and I hope you won't think me a chronic kicker or a cry-baby, but really this is more than the *Plaindealer* can stand. So I'm going to put it squarely up to you. You will have to give Mr. Marshall to understand that the patronage of the State school here must go to a Republican paper, or we will make war on him on our own account, and this will necessarily mean a break with you.¹³⁴

This letter reached Mr. Lord through State Superintendent Blair, to whom Mr. Lord wrote:

¹³³Letter, L. C. Lord to Governor Charles S. Deneen, February 5, 1906. Lord Letterbooks, No. 9.

¹³⁴Letter, H. B. Glasco to Governor Charles S. Deneen, May 27, 1910. Copy in Lord Letterbooks, No. 36.

I am somewhat surprised at the feeling manifested in Mr. Glassco's letter. I have followed Mr. Marshall's advice in regard to those matters and his advice may have been somewhat influenced by my statement of this situation. The work done for the school by the *Plaindealer* has seldom been satisfactory either in the quality of the work or in the promptness of delivery of work and their prices sometimes have been very exorbitant.

I regret exceedingly that the Governor should have a second's annoyance from a matter of this kind. As you well know, I believe in him and his administration and very much dislike to cause him, either directly or indirectly, any irritation.¹³⁵

Evidently it was decided to placate the irate editor, for his shop printed the summer school catalogues for 1911 and 1912. But in 1913 his rival, the *Courier*, printed both catalogues!

With the change to the Civil Administrative Code this local printing headache disappeared. The printing for all five schools was handled through Springfield after 1917.

¹³⁵Letter, L. C. Lord to Superintendent F. G. Blair, Springfield, June 24, 1910. Lord Letter-books, No. 36.

CHAPTER SIX

NORMAL SCHOOL CONSTRUCTION

The First New Construction

The second oldest building on the campus is the greenhouse, which was erected in the late fall of 1902. It was made possible by a grant of \$12,000 by the legislature in 1901, the first supplemental appropriation received by the school.¹ Mr. Otis W. Caldwell, the school's first teacher of botany and zoology proposed the greenhouse, which he wished to use with his classes. Mr. Caldwell wrote many letters to other botanists and horticulturists to get ideas and plans for a suitable structure. His proposal was strengthened by the need for a greenhouse to store and propagate plants for the campus and for decorative use in the main building.²

Anticipating the construction of the greenhouse, the school catalogue for 1902 reported that "before the close of the fall term of 1902 a commodious greenhouse will be built."³ The contract was awarded in October 1902 and work on it was rushed.⁴ It was completed in time for use in January 1903.

The year that saw the new greenhouse also was the year that Mr. Walter Nehrling came to the school as the gardener. He came from the Missouri Botanical Gardens ("Shaw's Gardens") of St. Louis. He brought with him numerous plants, chiefly palms, with which he stocked the greenhouse. In addition to his work with the greenhouse and maintaining and improving the appearance of the campus, Mr. Nehrling also assisted the Model School children with their school garden. In his report to the State Superintendent in 1904, Mr. Lord wrote: "A trained and competent gardener, who is also a gentleman and who sympathizes with children, has been an important factor in making our school garden successful."⁵ Mr. Nehrling remained with the school until his death on July 9, 1932.

The school garden and the greenhouse made a lasting impression on the children. A student who attended the Model School from 1903 to 1906 recalled over forty years later:

I remember the little plots of ground assigned to each one of us for our garden, with our name on the corner, the experiment we made in the raising of peanuts, the greenhouse with the large banana tree, and how we were always so thrilled

¹*Session Laws*, 42nd General Assembly, pp. 31, 33.

²*Teachers College News*, November 9, 1925, gives the story of the origin of the greenhouse.

³*Annual Catalogue* 1902, p. 39.

⁴Letter, L. C. Lord to Superintendent Alfred Bayliss, Springfield, October 18, 1902. Lord Letter-books, No. 2.

⁵*25th Biennial Report of the Superintendent of Public Instruction*, Springfield, 1905, p. 98.

when it came our turn to make the trip to the greenhouse to see just how much the tree had grown since our last visit.⁶

The year that the greenhouse was completed (1903) also was the year that efforts were started to improve the acoustics in the assembly room of the Main Building, which had been a problem since the opening of the school. The original walls consisted of plaster laid on tile, and below this a high oak wainscoting, both perfect reflectors of sound. The numerous and large windows added to the seriousness of the problem. Tests showed that sharp noises would bounce around the walls for eight seconds, in which time a speaker would utter from ten to twenty words or syllables. Each word would echo from wall to wall, the acoustical confusion increasing as the speaker continued and the clamor becoming even worse if his voice were raised.

Mr. Albert B. Crowe, teacher of the physical sciences, came to the faculty in the fall of 1903. He found that wires had been stretched across the room in a futile effort to improve the acoustics.⁷ With the assistance of Mr. Al Livingston, the school engineer, Mr. Crowe unsuccessfully tried other devices in an attempt to baffle and cut off the sound waves. Mr. Crowe has described his final solution:

Then I read an account of an experiment at Harvard University by Professor Wallace Sabine. He covered the walls of a room in which reverberation was very great with cushions from other rooms. These cushions were very soft and absorbed the sound waves, and they reflected the waves very little if any. Any excessive reverberations disappeared.

So I was certain that if our hard-surfaced walls were covered with absorbing material our problem would be solved. But first I wrote Professor Sabine asking if he had devised any permanent method of fixing walls to make them absorbent. He had worked out and used a method which gave absorbing walls that were permanent and not unsightly.

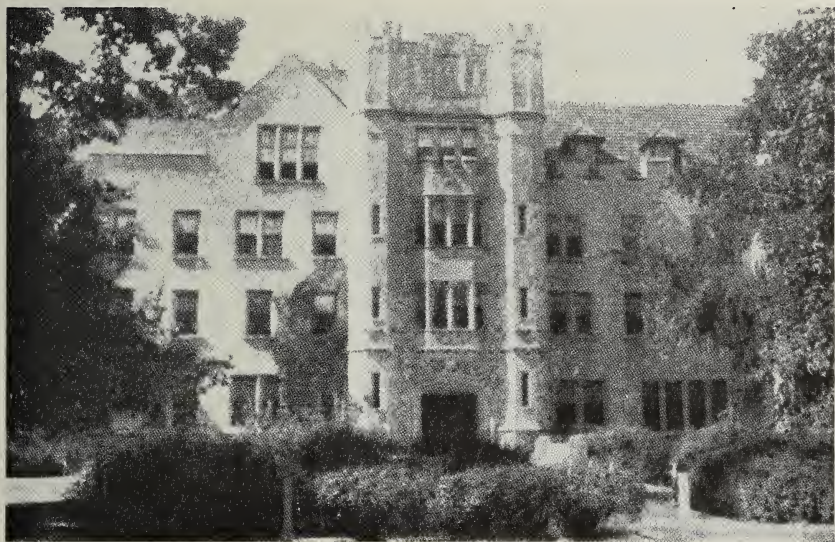
Mr. Al Parker of the Parker Dry Goods Company in Charleston lent us two hundred fifty pairs of blankets and one hundred thick comforts. We stretched wires around the room, one above the window casements, the other half way down to the floor. During the day on which a concert and play were to be given in the evening, we hung the blankets, opened out full length, on these wires. They covered the walls, including the windows, entirely. The comforts we spread out on desks in the rear of the room. The audience as it came was asked to carry their wraps into the room and spread them out as much as they could.

⁶Letter, Mrs. A. O. Clodius (Bessie Dunn) to the writer, March 15, 1948. The banana plant was a source of pride to the school. In 1905 Mr. Nehrling brought in to Mr. Lord some bananas from the plant. Mr. Lord promptly sent one to a member of the Board of Trustees with the information that "This plant grows in our greenhouse, blossomed, and bore this fruit." Letter, L. C. Lord to C. H. Oxman, Grayville, Illinois, September 26, 1905. Lord Letterbooks, No. 33.

⁷The solution of the problem finally arrived at by Mr. Crowe led Mr. Lord some years later to write that in his opinion, "the stringing of wires in a room to improve the acoustic properties is like carrying a horse chestnut in one's pocket for rheumatism." Letter, L. C. Lord to H. E. Goodman, November 29, 1910. Lord Letterbooks, No. 32.

A test showed that the room's reverberation had been reduced from 8 to $2\frac{1}{2}$ seconds. This is the amount of reverberation ideal for music at its best. The result that night was a delight to everyone.

We got the green light for covering the walls with absorbers and followed Professor Sabine's scheme. Vertical strips of wood were fastened to the walls about three feet apart. They reached from the wainscoting to the ceiling. They were one and one-half inches thick. Strips of felt an inch thick were cut and glued to the wall between uprights. Then tight muslin was tacked to the uprights, making a drumhead of each section. Over the muslin was fastened a layer of wall-paper and over that, burlap which could be decorated as desired. This treatment was entirely satisfactory. . . and the walls have never broken down in any way or become infected with vermin of any kind.⁸



PEMBERTON HALL
Completed in 1909

Pemberton Hall

From the opening of the school Mr. Lord was eager to see a women's dormitory added to the campus, for at Moorhead Mr. Lord had found that a dormitory was more than a boarding house for girls. It was important socially for the whole school. The great value that such a building would have for the students at Charleston made him persistent in his efforts to convince the Illinois legislature that the school should have it.⁹

⁸Account written by Mr. Crowe at the request of the writer, May 1948.

⁹Isabel McKinney: *Mr. Lord*, p. 236.

When the school was a little more than a year old Mr. Lord reported on the need for a women's dormitory to the Board of Trustees, who included his statement in their report to Governor John R. Tanner at the close of the year 1900. Mr. Lord contended that a dormitory for women was "absolutely necessary" if the school was to "cultivate in its students the spirit that its graduates should take into their own schools, and into the communities in which they teach." He pointed out that the social advantages of a dormitory—"a well conducted dining room, the occasional reception, the example of those whose social advantages have been superior"¹⁰—would do much to help a person of intelligence and skill, but lacking in the social graces, "to attain and maintain as a teacher the position in the schools and community to which her ability entitles her." Furthermore, there were "not a few parents who hesitate to send their daughters away to school unless the school can have a greater oversight over the students than is possible where there is no boarding place under the immediate oversight of the school." Girls from such families, he added, "furnish an element in the teaching forces of the State that is of great value." Mr. Lord asked for a building large enough to accommodate one hundred students with room and board, and to furnish table board for twenty-five or thirty more. He estimated that such a building, properly furnished, would cost at least \$60,000.¹¹

There was no immediate result from the recommendation to the Governor, but Mr. Lord continued his campaign. Miss McKinney describes the next effort in Mr. Lord's words:

In the winter of 1901 I went before the Appropriations Committee of the legislature asking for money for a women's building. The House Committee took the request partly as a joke and partly as an affront, one asking if I wanted to go into the lunch counter business, another if I wanted the state to build a boarding-house. There wasn't a bit of sympathy with the request, that I could find.¹²

No other state school had a dormitory at this time, and Mr. Lord was faced with a long campaign. An essential step was to secure the active support of the local members of the legislature. How well he succeeded with Senator Stanton C. Pemberton of Oakland was acknowledged by that legislator in December 1908, when the fight had been won and the building was near completion:

I was not much taken up with the idea of a building of this nature when you first approached me on the subject. It was the confidence I had in you that caused me to be so active and so anxious to secure the appropriation. The more I studied

¹⁰Mr. Lord discussed his plans and hopes for a girls' dormitory with the students, emphasizing the social advantages. Mrs. Martha Josephine Harker Stewart, Class of 1903, recalled forty-five years later that Mr. Lord spoke of the desirability of having full length mirrors in the proposed dormitory, so that the students could get a good look at themselves, from head to toe, before going out. Statement by Mrs. Stewart to the writer, Charleston, January 16, 1948. The full length mirrors were placed in the building when completed, and are there today, serving the purpose Mr. Lord had anticipated.

¹¹*Report of the Trustees of the Eastern Illinois State Normal School, Year Ending December 1, 1900.* Springfield, 1901, pp. 4, 5. Mr. Lord's report to the Trustees, from which the above was taken, was dated December 18, 1900.

¹²McKinney: *Mr. Lord*, p. 237.

the subject, the more thoroughly was I convinced that you were right—that the building was a necessity, and I worked harder to get it.¹³

While the idea of a women's dormitory was novel, that of a gymnasium was not, as the other state schools had gymnasiums. In his report to the Board of Trustees in December 1900, Mr. Lord had pointed out the need for a gymnasium. A room on the third floor had been set aside for a gymnasium, but it was not properly located, and the space would soon be needed for other school activities. Without a proper gymnasium, it was not possible "for a normal school to attract so large a number of young men as it otherwise would."¹⁴ So in 1903 a gymnasium was added to the request for a women's dormitory.

Again Mr. Lord went before the House Appropriations Committee, in March 1903. He reported the result to Senator Pemberton: "The outlook in the House Committee for our dormitory is, to say the least, discouraging. I really had no hearing on the subject, as they began at once to fire questions at me which, in most instances, were already answered in the mind of the one who asked them." One committee member advised Mr. Lord to drop the dormitory proposal, "lest the chances of getting a gymnasium be endangered." Mr. Lord told Senator Pemberton that if "we cannot have but one, we much prefer the dormitory. On the other hand, we do not wish to lose both, and would far rather have the gymnasium than nothing." He was not giving up his hope for a dormitory, however. "I do not wish to have you annoyed or embarrassed in trying to save a lost cause, but you have no idea how much a dormitory will add to the popularity of this school, and it will essentially increase our attendance by the number it can accommodate."¹⁵

After becoming convinced that the dormitory stood no chance of approval in the 1903 legislature Mr. Lord became concerned about saving the gymnasium. He asked Senator Pemberton on April 4, "How can we get \$25,000 for a gymnasium? All the other schools have them, and I think the Committee favored that, but I understood they reported our bills out without any reference to any building whatever."¹⁶ A few days later Senator Pemberton reported that the Senate Appropriation Committee had recommended the appropriation bill for the school with the \$25,000 for a gymnasium, rather than with \$50,000 for a gymnasium and dormitory.¹⁷

The bill as stated by Senator Pemberton, passed on May 16, 1903, with an item of \$25,000 for building and furnishing a gymnasium. However, this item was vetoed by Governor Richard Yates.¹⁸ In a way, this was fortunate. If the Normal School had obtained a gymnasium in

¹³Letter, Senator S. C. Pemberton, Oakland, to L. C. Lord, December 24, 1908. Lord Letterbooks, No. 24.

¹⁴Report of President Lord to the Board of Trustees, Eastern Illinois State Normal School, December 18, 1900, in Business Office files.

¹⁵Letter, L. C. Lord to Senator S. C. Pemberton, Springfield, March 24, 1903. Lord Letterbooks, No. 24.

¹⁶Letter, L. C. Lord to Senator S. C. Pemberton, Springfield, April 4, 1903. Lord Letterbooks, No. 24.

¹⁷Letter, S. C. Pemberton to John H. Marshall, secretary, Board of Trustees, April 16, 1903. Lord Letterbooks, No. 24.

¹⁸*Session Laws*, 43rd General Assembly, pp. 59-60.

1903, it probably would have had to wait a long time for the women's dormitory, due to the long standing feeling among legislators that State schools should "take their turn" in the matter of additional buildings. As it was, Eastern obtained both the dormitory and the gymnasium in 1907.

The 1903 defeat did not discourage Mr. Lord. He continued his agitation for both a women's dormitory and a gymnasium. Senator Pemberton again led the fight in the 1905 legislature and succeeded in getting an appropriation of \$100,000 for both dormitory and gymnasium through the legislature only again to encounter a veto, this time by Governor Charles S. Deneen.¹⁹ This second veto was a body blow. Mr. Lord has recorded his feeling when he received the discouraging news:

I heard the news about two o'clock one afternoon, as I was starting for Newman to give a high school commencement address. I was discouraged and depressed, and said "never again will I make that effort." . . . [After the address he] took a train from Newman to Metcalf, changing cars there about two o'clock in the morning. I was depressed and weighed down. The station was not open, and it was a very cool night; so I walked up and down the platform to keep warm. Looking up into the sky, where the stars were bright, I noticed a few constellations and separate stars that I knew by name; and all of a sudden it occurred to me that a woman's building for the Eastern Illinois State Normal School was but a very small fraction of this universe. I dropped my discouragement and depression on the Metcalf platform, where it still is, for all I know; and resolved to try again.²⁰

The third effort succeeded. With Senator Pemberton working actively in its behalf, in 1907 the dormitory and gymnasium item of \$100,000 was again included in the school's appropriation bill.²¹ This time Mr. Lord wrote directly to the Governor, requesting him to sign the bill as passed. The building would "greatly increase the usefulness of one State institution, and future generations of young people and their parents will rise up and call him blessed who is responsible for this building."²² After the Governor had approved the bill with the dormitory and gymnasium item left undisturbed, Mr. Lord wrote to him:

. . . to express my appreciation of your approval of the bill and to assure you that you will never regret having signed it. I also wish to assure you of my appreciation of the fact that the measure was not a popular one in many quarters and that your patient consideration of the interests involved in the bill has my warmest gratitude.²³

¹⁹*Session Laws*, 44th General Assembly pp. 55-56, Act of May 18, 1905. After the bill had passed, but before the Governor's veto, Mr. Lord assured Senator Pemberton that he had "done something for the young people preparing to teach that no one else has ever done in the State of Illinois." Mr. Lord felt under great obligation to Senator Pemberton. Lord Letterbooks, No. 24.

²⁰McKinney: *Mr. Lord*, p. 237.

²¹*Session Laws*, 45th General Assembly, pp. 26-27. Act of May 27, 1907.

²²Letter, L. C. Lord to Governor Charles S. Deneen, Springfield, May 13, 1907. Lord Letterbooks, No. 9.

²³Letter, L. C. Lord to Governor Charles S. Deneen, Springfield, June 4, 1907. Lord Letterbooks, No. 9.

Mr. Lord's most heart-felt thanks were reserved for Senator Pemberton, who had worked for the dormitory since 1903. He wrote the Senator:

I am unable to convey to you my deep appreciation of all that you have done for this school, and I am especially grateful to you for what you have done in getting the bill for our building through the Legislature. . . . You have done much to make our work pleasant and effective and have asked nothing from any of us in return except that we make a good school. Generations of young women will be grateful to you for making it possible for them to have a delightful home while attending this school.²⁴

As the building neared completion in the early winter of 1908 the question arose of giving it a name. At Mr. Lord's suggestion the Board of Trustees named it "Pemberton Hall" in honor of the Senator who had been its most effective champion. Mr. Lord wrote to Senator Pemberton that the name seemed appropriate to him, and anticipated that the Senator would "look with as much satisfaction upon the establishing of this building as upon anything that has occurred in your legislative experience." He remarked that "Pemberton Hall" was a "fine high-sounding name" that was also that of the principal woman's building at Bryn Mawr.²⁵

The naming of Pemberton Hall evoked a chuckle from the *Springfield Journal*. After referring to certain Chicago politicians who had sought unsuccessfully to defeat Pemberton in the 1908 election the *Journal* took delight in noting that the Senator

. . . has been honored by having his name attached to a public school building. And it isn't any ordinary sort of building either. It's a hall—one of those halls you read of in those delightful old English novels. Though, of course, it isn't an old hall now. It hopes to be some day, and to have ivy clinging to its moss-covered walls and great wide-spreading trees surrounding it, in the shade of which innumerable generations of students will loll in reflective contemplation of the greatness of Senator Pemberton . . .²⁶

This was the first time that the State of Illinois had built for such a purpose. As Mr. Lord said later, "I made the fight for all the other colleges, and Senator Pemberton is the man who really won it. . . . So we named it Pemberton Hall. I never go by in the evening when the girls are in their rooms and the lights in all the windows without feeling anew the satisfaction of it."²⁷

The other state schools were not slow in seeking similar buildings. With much satisfaction Mr. Lord was able to write to Senator Pem-

²⁴Letter, L. C. Lord to Senator S. C. Pemberton, Oakland, May 31, 1907. Lord Letterbooks, No. 24.

²⁵Letter, L. C. Lord to Senator S. C. Pemberton, Oakland, December 21, 1908. Lord Letterbooks, No. 24.

²⁶Springfield, Illinois, *Journal*, December 23, 1908. Copy sent to Mr. Lord by Senator Pemberton with letter of December 24. Lord Letterbooks, No. 24. Senator Pemberton lived to the age of 86. He died on May 25, 1944.

²⁷McKinney: *Mr. Lord*, pp. 237-238.

berton in December 1908, "All the other schools are now wanting one. Some will doubtless try for one this winter, and you will find that that most unpopular measure will become a very popular thing in this State."²⁸

The formal opening of Pemberton Hall came on January 4, 1909, with a dinner in the dining room attended by Senator and Mrs. Pemberton, the members of the Board of Trustees, and the faculty of the school.²⁹

The cost to students who resided at the Hall was \$4.00 a week. This included everything, with laundry privileges. Mr. Lord wrote to a prospective student that the Hall "offers the very best accommodations to be had in the town. To secure equally good accommodations in town would cost six or seven dollars a week."³⁰

The original appropriation sufficed to complete the building, but an additional sum of \$3,000 was appropriated in 1909 to finish ten rooms in the basement and attic.³¹ This was the last special appropriation made for Pemberton Hall. After 1909 the Hall was maintained and, when necessary, refurnished and redecorated, out of maintenance items in the regular school appropriations. When opened the Hall was able to accommodate one hundred girls with lodging, and an additional twenty-five students with table board only.

In actual operation Pemberton Hall fulfilled Mr. Lord's hopes. With Pemberton Hall in mind, he wrote in 1911 to the president of the Cape Girardeau, Missouri, Normal School that a woman's residence hall:

Acts as a standard of living, which others who keep boarders must approximate. It forms the social center of the school. The girls learn certain things necessary for them to know that they cannot learn in the classroom; and in general, in my judgment, a well managed dormitory is a valuable addition to a normal school.³²

The value of Pemberton Hall to the school was recognized in March 1911 by the members of a visiting legislative sub-committee. In its report to the House Appropriations Committee, the sub-committee stated that Pemberton Hall "has met the fondest hopes of its most ardent advocates and its value as a social center for teachers and pupils, and the opportunities it brings to student life in setting a high standard of living, can hardly be estimated." The success of Pemberton Hall had established "a precedent for other educational institutions to follow and this committee would urge that similar buildings be provided at our other Normal Schools."³³ Thus did a committee of the

²⁸Letter, L. C. Lord to Senator S. C. Pemberton, Oakland, December 21, 1908. Lord Letterbooks, No. 24.

²⁹Correspondence between L. C. Lord and B. H. Pennell, Kansas, Illinois, member Board of Trustees, concerning equipment, arrangements for opening, etc. of Pemberton Hall, August to December, 1908. Lord Letterbooks, No. 24.

³⁰Letter, L. C. Lord to Amy Maxwell, December 24, 1908. Lord Letterbooks, No. 22.

³¹*Session Laws*, 46th General Assembly, p. 39. Act of June 15, 1909.

³²Letter, L. C. Lord to W. S. Dearthmont, Cape Girardeau, Mo., Jan. 6, 1911. Lord Letterbooks, No. 9.

³³Report to House Appropriations Committee on visit of March 3, 1911, by sub-committee. No date. Copy in Lord Letterbooks, No. 6.

legislature recognize the importance of the building for which Mr. Lord had fought for so long a time.

The rules applying to the girls living at Pemberton Hall during its early years were described to President Dearmont of Cape Girardeau by Miss Mary E. Hawkins, Head of the Hall from 1910 to 1917. In October 1915 Miss Hawkins wrote:

As head of Pemberton Hall they are under my control entirely, with the exception of cases of discipline, and matters of this nature Mr. Lord deals with.

The students are allowed entire freedom during the day until 7:30 P.M. At this time they must be in their rooms for the study hours from 7:30 to 10:00 P.M. From 10:00 to 10:30 they are free to do much as they please. At 10:30 their lights must be out and there must be absolute quiet in the Hall.

Permission to be out after 7:30 must be obtained from me. This is not given except in unusual cases, during study evenings. I allow the students in most cases to go to church on Sunday evening without a chaperone. I require them to have one when going to a dance, the theatre, or on school picnics.

The students are free to go home for week ends if they desire to do so.

They are given the privilege of entertaining guests on Saturday and Sunday evenings until 10:00. A dance is held by the students on Saturday evenings which is chaperoned by members of the faculty.³⁴

With the introduction of self-government for the girls at the Hall in 1917 these rules were liberalized, and since then the girls have received additional privileges.

Self-government for the girls at Pemberton Hall was commenced on October 26, 1917, when a president and representatives from each class of the school were chosen. The system had been suggested to the girls by the Head of the Hall, Miss Grace M. Peters, at a "house meeting" on October 23, at which she explained the nature of student government. The first Pemberton Hall student officers were:

President, Loel Zehner of Lawrenceville, class of 1918.

Representatives of Senior Class—

Rachel Risser, of Paris, Class of 1918.

Clara Wright, of Arcola, Class of 1918.

Junior Class—

Clara Ruth Hadden, of Blue Mound, Class of 1919.

Bertha Wills, of Watseka. Did not graduate.

Sophomore Class—

Josephine Berry, of Charleston. Did not graduate.

³⁴Letter, Mary E. Hawkins to W. S. Dearmont, Cape Girardeau, Mo., October 27, 1915. Lord Papers, 1915.

Freshman Class—no representative

Ninth year Class—

Evelyn Frye, of Flat Rock. Did not graduate.³⁵

The 1917 system of student government was abandoned when Miss Peters left the Hall in 1919. It was not until 1930, while Miss Carol L. Besteland was Head, that a system of student control was again adopted. In May 1930 Miss Besteland and a group of Hall residents drew up a plan of student participation in matters concerning the control of the Hall. The student power was vested in a house council of five members elected by the residents plus three other elected officers: a student president, a vice-president, and a social chairman. The purpose in introducing student government was to secure a stronger feeling of fellowship, cooperation, and independence among the girls residing in the Hall. The plan went into effect in the fall of 1930. The first student president under this plan was Geneva Jared of the class of 1931.³⁶

From 1933 to 1940 the student officers were chosen for one term of school. Since 1940 the president, vice-president, secretary and treasurer each hold office for an entire year, and the student council for the Hall is elected for each quarter. The following incomplete list of Hall Presidents was compiled from Hall records by Mrs. Cotter and from information in *The Warbler*:

1930-1931	Geneva Jared
1931-1932	Helen Slinn
1932-1933	Evelyn Barger
1933-1934	Beulah Haslitt, Esther McCandlish, Louise Means
1934-1935	Helen Houghton
1935-1936	No record
1936-1937	(by quarters) Gwendolyn Oliver, Grace Scheibel, Betty Jane Ewing
1937-1938	Betty Rice, Helen Kunze, Minetta Phelps
1938-1939	Sue Gossett, Marjorie French
1939-1940	Alyse Behrend, Frances Burgener, Frances Pyro
1940-1941	Mary Frances Gaumer
1941-1942	Eleanor Erickson
1942-1943	Emily Greer
1943-1944	Norma Dennis
1944-1945	Betty Allen Gresham
1945-1946	Bertha Revis
1946-1947	Naida Rae Bush
1947-1948	Shirley Jones
1948-1949	Virginia Burmeister ³⁷

The head of Pemberton Hall has been known variously as "Head", "Social Director", and "Director". The original salary was \$1200 a year, with board and lodging at the Hall in addition. The first Head of the Hall was Miss Estelle Gross, who served for a year and a half.³⁸

³⁵*Normal School News*, October 30, 1917.

³⁶*The Warbler*, 1931, p. 69; 1932, p. 55. *Teachers College News*, September 15, 1931.

³⁷Memorandum to the writer from Mrs. Cotter, May 1948.

³⁸The names of the Heads of Pemberton Hall are listed in the Appendix.

A bronze tablet near the main entrance to Pemberton Hall honors Miss Mary E. Hawkins, one of the earliest and most beloved Heads of the Hall (1910-1917) who died in the summer of 1917 while Head. The tablet was unveiled at a memorial service held at Homecoming on November 6, 1920. Following the Homecoming chapel the many friends of "Our Mary" gathered in the entrance lobby of Pemberton Hall for the memorial service. Miss Ruth Major sang a hymn, Mr. Lord read from the Scriptures, and also read "In Memoriam". Miss Grace Reininger of the Class of 1917 paid tribute to Miss Hawkins, letters from Mrs. Hawkins and Miss Elsa Diemer were read by Miss Annabel Johnson, and Miss Isabel McKinney read a tribute to Miss Hawkins from Mrs. Wilfred T. Lutz.³⁹

The charges made for residence in Pemberton Hall have always compared favorably with the prices charged for the better rooms in private homes and rooming houses. In 1909, the year the Hall opened, rooms without board in private homes were from \$1.00 to \$1.50 a week, and table board could be obtained for \$3.00 to \$4.00. Thus the best accommodations cost from \$4.50 to \$5.50 a week. At this time the Hall was charging \$4.00 a week for room and board. In 1948 rooms without board in private homes cost \$3.00 to \$4.00 a week. The Hall was charging \$24 to \$30 a quarter, or at the rate of \$2.00 to \$2.50 a week. Table board for girls, which cost \$8.50 a week at the Hall, was practically unobtainable off the campus except in the sorority houses.

The Dancing Controversy

The "dancing controversy" of the spring of 1909 was an aftermath of the completion of Pemberton Hall. Mr. Lord had been brought up to consider dancing a sin, but in time he came to recognize that under proper conditions social dancing was an innocent diversion, possessing some social values. When the gymnasium attached to Pemberton Hall was opened early in 1909, at the request of the students, supported by some teachers, Mr. Lord permitted dancing there, under faculty chaperonage. One reason for this decision was that some of the students had been attending dances held "up town", over which the school had no control. It seemed better to permit dancing under controlled conditions on the campus. Furthermore, dancing was permitted on the campus of the Normal University at Normal and on that of the State University. But the decision to permit dancing in the gymnasium set fire to a hornet's nest.

From March 21 to April 26, 1908, the Reverend William A. ("Billy") Sunday conducted a revival meeting in Charleston. In a sermon on "amusements" he denounced such worldly pleasures as card-playing and dancing.⁴⁰ In February 1909 the effects of this revival were still

³⁹*Normal School News*, November 9, 1920.

⁴⁰The sermon on amusements was delivered on April 17. The revival was very widely attended. There were 2,467 conversions. A total of \$10,558.82 was raised, of which \$5,874.82 represented a free-will offering to Mr. Sunday, collected during the last three days of the revival. Among the contributions to this offering to Mr. Sunday were "Normal School students", \$153.80; Henry A. Neal, \$50; and L. C. Lord, \$25. *Charleston Daily Courier*, files for March and April, 1908. While in Charleston Mr. Sunday refereed a ball game between the Normal School and Westfield College, on April 9. The Normal School won, 16 to 4. *Charleston Daily Courier*, April 10, 1908. At Mr. Lord's request Mr. Sunday spoke on one occasion at the morning exercises at the Normal School. His talk was well received. McKinney: *Mr. Lord*, p. 240.

discernible in Charleston. Dancing and card-playing were taboo among many of the local citizens. Thus Sunday had prepared the ground for another evangelist, the Reverend A. A. Nichols, who conducted a revival from January 31 to February 28, 1909. The first dance in the gymnasium attached to Pemberton Hall was a "Martha Washington" dance, held on February 22 and sponsored by the residents of Pemberton Hall, and attended by seventy couples.⁴¹ One feature of Mr. Nichols' services was a pulpit "question box." Some of the questions called for his opinion of dancing at the Normal School, others implied that Mr. Lord had urged the students to dance, and one even accused Mr. Lord of encouraging wine-drinking. At first Nichols answered these questions with generalities, whereupon a few Normal School students who were attending the revival asked him if he was afraid to deal directly with the issues raised. On February 26 he launched into an attack on the school in general and Mr. Lord in particular for encouraging such scandalous conduct. One of the ushers at the services was a Normal School student whom we shall call (as does Miss McKinney), "Gus Marsh", "since that is not his name."⁴² Immediately after this sermon, Gus telephoned an account of it to the *Mattoon Star*, which the next morning carried a highly distorted report on dancing at the Normal School, with quotations from Nichols' sermon of the evening before. The afternoon of that day (February 27) the *Charleston Courier* carried an indignant article, captioned "Undue Publicity Given Normal School by Evangelist Nichols", which referred to the *Mattoon Star's* article as "an enlarged report, distorted as to facts, and absolutely false in many of its details. . . ." The *Courier* printed an interview with Mr. Lord in which he pointed out that dancing was permitted at Normal and at the University of Illinois. As for dancing in the Charleston school, it was not encouraged, but rather it was permitted under proper conditions.⁴³ The attitude of the *Courier* throughout the controversy was sympathetic to Mr. Lord and the school. It deplored the attack, coming from a "foreign" preacher and appearing in a *Mattoon* paper.

Two days later the *Courier* printed a statement by Evangelist Nichols, in which he claimed that he denounced the school with reluctance, and only after being urged to speak by the students who were attending his meetings. As for the account of his remarks in the *Mattoon* paper, it was accurate except that it included personal references which he had not made.⁴⁴

On March 3, Mr. Lord used the attack on the school as the basis for a chapel talk on "trustfulness". He emphasized the point that "a man is greatly at fault who is not zealous in acquiring and examining the data upon which his opinions are formed." The published attack on the school had alleged: (1) that the school had encouraged dancing and other forms of frivolity at the expense of serious study; (2) dancing had been made a prominent element in the curriculum;

⁴¹*Charleston Daily Courier*, February 23, 1909. The music was furnished by Bidle and Hill of Charleston. The dance was chaperoned by members of the faculty.

⁴²McKinney: *Mr. Lord*, p. 238.

⁴³*Charleston Daily Courier*, February 27, 1909.

⁴⁴*Charleston Daily Courier*, March 1, 1909.

(3) some teachers spent more time teaching students to dance than they did in conducting their classes; (4) students were urged to take up dancing even when it was against their convictions; (5) Mr. Lord had advised wine-drinking, and (6) Mr. Lord had turned a student away from the ministry as a life work.

Mr. Lord disposed of each of these charges by asking the students in each case, "is it true?" The students knew that in each case there was no foundation for the charge, hence the whole being no greater than the sum of its parts, the entire pattern of charges was shown to be a tissue of lies.

He asked the students:

Is the moral tone of this school lower than that in which these students are accustomed to dwell? Are standards of right living lower here than in your homes, in your communities, and in your Sunday schools and churches? Has the great virtue of truthfulness been taught in this school both by precept and example? Has another great virtue, courage, been taught by both precept and example? Is the liar, the sneak, and the coward, despised by God and man alike, been held up to obloquy? Has the truth speaker and the truth seeker and the brave man been made attractive as examples for you to follow? You must answer these questions.

Mr. Lord reminded the students that from the criticism of honest and upright people the school had nothing to fear. As for the motives behind these attacks, "if the motives are good, although mistaken, they must be respected; if the motives are to seek notoriety, to develop a sensation, they are unworthy." The students and teachers of the school, Mr. Lord said in conclusion, "know each other pretty well and each has a good degree of confidence in the other, and I hope nothing will occur to lessen or shake that confidence."⁴⁵

The matter probably would have blown over without further furor, if it had not been for the chastisement visited upon "Gus Marsh" by his indignant fellow students. Although responsible for the attack in the *Mattoon* paper, he was posing as a peace-maker. But Mr. Lord saw through him, and his fellow-students also sized him up about right. At noon on March 4 he was seized by a group of students, given a "trial" in which he "admitted" sending exaggerated reports to the *Mattoon Star*, and forthwith was marched to the campus lake and dumped in.⁴⁶ This incident was widely reported. It appeared in the *St. Louis Globe Democrat* in a curiously distorted form. Mr. Lord, it appeared had been thrown into the Normal School pond by a mob of indignant citizens!⁴⁷

On March 9, 1909, the father of "Gus Marsh" caused the arrest of those who dumped his son into the lake, on a charge of riot, a felony.

⁴⁵Typescript text of talk by Mr. Lord, no date, in Lord Letterbooks, No. 37. Talk was printed in the *Courier*, March 4, 1909.

⁴⁶*Charleston Daily Courier*, March 4, 1909. The Normal School controversy had more front-page space than the inauguration of President Taft.

⁴⁷McKinney: *Mr. Lord*, pp. 239-240. Mr. Lord protested against the falsity of the article. Letter, L. C. Lord to Editor, *St. Louis Globe-Democrat*, March 8, 1909. Lord Letterbooks, no number.

Those named were: Arthur Ritchie, Guy Nichols, Newton Tarble, Grover Welsh, Herbert Milholland, Oliver Hostetler, and Tony Ivy. They were released on bonds of \$300 each, with George H. Jeffries and J. A. Parker as sureties. On March 13 these young men were bound over to the April term of the Circuit Court, and their bonds were increased to \$500 each. Jeffries and Parker again furnished bond.⁴⁸

In the meantime, on March 10 a series of resolutions drawn up by a group of students was adopted unanimously by the student body. The resolutions expressed confidence in the school's administration, deplored the false reports which had appeared if the motive behind them was good, and pronounced the gravest censure upon them if the motive was ill.⁴⁹

The "Gus Marsh" ducking case went before the grand jury. Sixteen students and four teachers, including Mr. Lord, testified. Mr. Lord recalled later that he told the grand jury: ". . . that it was very interesting to notice that some of them thought of [Gus Marsh] as a fine type of Christian manhood, and I thought of him as a sneak and a liar." The charge before the grand jury was dismissed, but a few months later the family of "Gus" succeeded in having the boys fined in the police magistrate's court for disorder. There was some demand that Mr. Lord suspend or dismiss the boys involved in the case, but this he refused to do, and suspended "Gus" instead.⁵⁰ When "Gus" sought readmission the following September, Mr. Lord refused to accept him, telling him that "the pupils and teachers of this school can have a better year without you."⁵¹

Mr. Lord's correspondence on the dancing controversy included some letters of criticism, but more of sympathy and support. A Decatur correspondent regretted the position he had taken, and reminded Mr. Lord that he had upon his shoulders "much of the responsibility for the souls of the young people" in his care. The writer hoped that Mr. Lord might yet modify his views.⁵² A Chicago physician also criticized Mr. Lord for encouraging dancing, which the writer held was injurious to health as well as being an improper form of recreation. Mr. Lord replied that he had heard "very reputable physicians" make statements directly contrary to that view. "When doctors disagree, who shall decide?"⁵³

The Trustees were somewhat disturbed by the uproar and gave instructions that dancing at the Hall was to be discontinued until a committee of the Board could inquire into the situation. On May 12, 1909, Board member B. H. Pinnell of Kansas wrote to Mr. Lord that he did not believe "we are carrying out the instructions of the Board. . . . I thought that was to be done, but mixed crowds (I mean boys and girls) dance every Saturday night until ten. I am getting letters

⁴⁸*Charleston Daily Courier*, March 9, 13, 1909.

⁴⁹*Charleston Daily Courier*, March 10, 1909.

⁵⁰McKinney: *Mr. Lord*, p. 239.

⁵¹Quoted in *Shelbyville Daily Union* for September 29, 1909, which carried a front page article criticizing Mr. Lord for this decision. Clipping in Lord Letterbooks, No. 37.

⁵²Letter, G. A. Randolph to L. C. Lord, March 2, 1909. Lord Letterbooks, No. 34.

⁵³Letter L. C. Lord to Dr. D. C. Coleman, Chicago, March 10, 1909. Lord Letterbooks, No. 17.

now and I want to be able to say something." Mr. Lord replied that he thought the spirit of the Board's attitude had been lived up to.⁵⁴

One religious group, the "Ambraw Association of Separate Baptists," at their annual meeting held near Charleston on September 24 and 25, 1909, resolved that as an association they protested "against the practice of dancing in the Eastern Illinois State Normal School", and condemned Mr. Lord's attitude. This protest they forwarded to Governor Deneen, who passed it on to Mr. Lord, without further comment. Mr. Lord replied to the Governor, explaining the situation in some detail:

In regard to dancing in this school, may I state that during the first nine years of its existence dancing was not permitted in the school. The students had dances in one or another of the town halls. Since the gymnasium was finished last winter, however, there has been little dancing there with the permission and approval of the faculty, and under their supervision. There has been less dancing among our students since it has been thus permitted than there was before and a vast improvement in the behavior of students while dancing. The little dancing done here now is such that most parents would be glad to have their sons and daughters participate in it. In all probability, there is and has been less dancing per capita here than in the University or in any other Normal School in the State.⁵⁵

Among those who wrote to Mr. Lord expressing confidence in him was a minister, the Reverend Jasper L. Douthit, manager of the Lithia Springs Chatauqua, near Shelbyville, before which Mr. Lord had spoken on two occasions. Mr. Douthit wrote: "I know nothing of this case from your standpoint; but I have too much confidence in your character and good sense to believe that these attacks upon you are justifiable. I do not mistrust you in the least. You can stand this storm of opposition better than your critics. . . . By the way, I have resolved to invite you for the third time to make an address at the Chatauqua. Will you come?"⁵⁶

Mr. Lord consistently minimized the seriousness of the attacks on him and on the school. To a former student, Roscoe Farrar, who had written expressing concern, Mr. Lord replied that "Students and teachers here scarcely know that anything has happened and the school is going on as well as it ever did. Don't you worry about us a bit."⁵⁷ To his friend Senator Pemberton, who was worried lest the attacks on the school injure its standing, Mr. Lord wrote, "I beg to assure you

⁵⁴Letters, B. H. Pinnell to L. C. Lord, May 19, 1909; L. C. Lord to B. H. Pinnell, May 22, 1909. Lord Letterbooks, No. 24.

⁵⁵Letters, Governor Charles S. Deneen to L. C. Lord, October 8, 1909; L. C. Lord to Governor Deneen, October 12, 1909, Lord Letterbooks, No. 9.

⁵⁶Letter, Jasper L. Douthit, Shelbyville, to L. C. Lord, February 27, 1909. Lord Letterbooks, No. 9. Others writing to Mr. Lord in support of his position included a Coles County rural teacher (Kathrine Morgan to L. C. Lord, March 1, 1909), a teacher at Alton, Illinois ("Mr. Lord is worth a thousand of such men as the evangelist."), Marguerite McGinnis to L. C. Lord, March 10, 1909 (quoting principal of Lincoln School, Alton), and A. S. Draper, former president of the University of Illinois, then Commissioner, New York State Department of Education (A.S. Draper to L. C. Lord, May 6, 1909), in Lord Letterbooks, Nos. 9, 23, 30.

⁵⁷Letter, L. C. Lord to Roscoe Farrar, March 23, 1909. Lord Letterbooks, No. 15.

that you have no cause for alarm about the administration of this school," and a few days later, ". . . every school that I have ever known anything about has had, at some time or other, experiences similar to ours, and if this school is conducted upon sound principles no serious harm comes to it from these things." Mr. Lord reported to the Senator that he had received a number of expressions of confidence in the management of the school. At a recent meeting the superintendents and principals of eastern Illinois by resolutions had expressed confidence in the attitude of the school with regard to amusements. Mr. Lord assured Mr. Pemberton that "you need have no anxiety about the prosperity of the school." Reassured, Mr. Pemberton wrote that he had "never for a moment doubted your ability to take care of the matter. . . . I am glad to know that the matter has calmed down and the incident is closed. I congratulate you on having accomplished it."⁵⁸



THE TRAINING SCHOOL BUILDING
Completed in 1913

The Training School Building

The second major building to be added to the campus of Eastern was the building for the Model School for which the legislature appropriated \$75,000 in 1911. The building was completed in 1913.

⁵⁸Letters, L. C. Lord to S. C. Pemberton, Springfield, March 23, 26, 1909; S. C. Pemberton to L. C. Lord, March 30, 1909. Lord Letterbooks, No. 24.

The need for an elementary school building had been apparent within a few years after the opening of the school. Mr. F. G. Blair, the first supervisor of the training department (to December 1906), urged the need for such a building before he left Charleston to become State Superintendent of Public Instruction. With Pemberton Hall in operation in January 1909, Mr. Lord turned his attention to the Model School situation. On February 16, 1909 Senator Pemberton introduced a bill calling for an appropriation of \$99,500 in addition to the regular appropriation for operating expenses. Of this, \$75,000 was for a building for the Model School and for the teaching of domestic science.⁵⁹ This 1909 bill, lacking House Committee approval,⁶⁰ did not reach a vote. The Model School Building was more fortunate than Pemberton Hall, however, for only two years rather than four were required to secure its appropriation. On January 31, 1911, in the Senate and on February 1 in the House, companion bills were introduced calling for a special appropriation of \$125,000 for a building for the Model School.⁶¹ The increased sum included a gymnasium to be attached to the building, as well as facilities for teaching the manual arts and domestic science.

On March 3, 1911, a sub-committee of the House Appropriations Committee visited the school "to investigate the merits" of the Model School bill. The report of the committee complimented the school on "the splendid work being done and the results accomplished." The visiting legislators believed that the school was "one of the best of its kind in Illinois," and recommended the passage of the bill.⁶² Despite this favorable recommendation, Mr. Lord was concerned about the outcome of the special appropriation. On April 10, 1911, he expressed his concern to Senator Pemberton, as follows:

As I read in the papers of the economies the Legislature feels obliged to exercise, I am getting very anxious about our building. We are the only one of the five Normal Schools who have no place for the Manual or Domestic arts. Now, whatever may be thought about the advisability of teaching cooking, sewing, and other things of that class, the demand is upon us and must be met. Unless we get our new building, we will be thought by many to occupy an inferior position with regard to the other schools. This school has the respect of the people—educational people and others—and we wish to maintain it and to have it increase.

We have had recitations in the reception room for a number of years and now are embarrassed for the lack of recitation room. Before Mr. Blair left us he talked of the needs of a model school building, and this \$125,000 we are asking is, as you know, for a building for the housing of the Model School, for manual arts, and there is also to be a gym-

⁵⁹A companion bill was introduced in the House by Representative Carl S. Burgett of Newman on the same date. Copies of the bills in Lord Letterbooks, No. 37.

⁶⁰Letter Carl S. Burgett to L. C. Lord, March 24, 1909, Lord Letterbooks, No. 14.

⁶¹The Senate bill was introduced by Senator Dailey and the House Bill by Representative D. B. Miller. Copies of bills in Lord Letterbooks, No. 37.

⁶²Copy of committee report in Lord Letterbooks, No. 6.

nasium for the Model School. Every other school except Macomb has a model school building and we are in great need of it.⁶³

The bill as passed provided \$75,000 for the building of the Model School and for manual arts, instead of \$125,000 as in the original bill.⁶⁴ When Senator Pemberton reported that the bill had passed the Senate for the reduced amount, Mr. Lord thanked him for his part in its passage. He wrote that if the \$75,000 bill became law "we are all right—not quite as right as we should have been with the \$125,000."⁶⁵ The \$50,000 reduction resulted in the Model School being erected without a gymnasium or an assembly room.

The Model School Building was ready for use in September 1913.⁶⁶ Reporting to the State Superintendent of Public Instruction in 1916, Mr. Lord wrote that "the training school now enjoys all the advantages of a building designed and equipped for its special use, and the Normal School has opportunity for a more economical organization and an increase of its facilities."⁶⁷

The Model School Building also was used for manual arts classes for two years, until the small Manual Arts Building was erected south of the present powerhouse. This small building was used by the College Band after the completion of the Practical Arts Building in 1929. In 1945 it was sold and removed from the campus.

⁶³Letter, L. C. Lord to Senator S. C. Pemberton, Springfield, April 10, 1911. Lord Letterbooks, No. 24.

⁶⁴*Session Laws*, 47th General Assembly, pp. 29-30. Act of May 27, 1911. Also cut from the bill was an item of \$3,000 for a new greenhouse. If provided for, it was intended to erect a new greenhouse south of the new model school to replace the greenhouse erected in 1902. The change has never been made and the original 1902 structure remains in use. In 1917 Mr. Lord requested \$12,000 for a new greenhouse, but it did not go through. Letter, L. C. Lord to Senator E. C. Curtis, Springfield, March 31, 1917. Lord Papers, 1917-1921, H-Mc.

⁶⁵Letter, L. C. Lord to Senator S. C. Pemberton, Springfield, May 11, 1911. Lord Letterbooks, No. 24.

⁶⁶Annual Catalogue 1914, p. 11. In 1913 the General Assembly appropriated \$20,000 to complete and furnish the building. *Session Laws*, 48th General Assembly, pp. 22-23.

⁶⁷*31st Biennial Report of the Superintendent of Public Instruction*, Springfield, 1917, p. 157.

CHAPTER SEVEN

NORMAL SCHOOL ACTIVITIES

"Chapel"

Perhaps the most distinctive feature of the conduct of the Eastern Illinois State Normal School was the daily "chapel", or morning exercises. Mr. Lord brought this custom of a daily gathering of the entire school for "morning prayers" from Moorhead. It remained a feature of the Charleston school, unchanged for the thirty-four years of Mr. Lord's presidency. Those who attended the school during those years have their more vivid recollections centered around this daily gathering in the assembly room, with Mr. Lord and the faculty seated on the platform at the north end of the room, and with Mr. Koch at the piano playing for the hymns. Former students will recognize the description of the same exercises at Moorhead in the late 1890's, as written by Henry Johnson many years later:

The day at the Moorhead school began with chapel exercises. We sang a hymn. Then we listened to a scripture reading and recited the Lord's prayer. Then we sang another hymn. Then Mr. Lord talked or read to the school. His interests were as broad as life and everything that he touched became interesting. He could take a Bible text and give it applications which none of us had ever heard of in church. He could lead us into the depths of educational philosophy without confusion to the shallowest minds. He could expose what seemed to him educational shams in language which left them shriveled and contemptible. He had a keen sense of humor and freely indulged it, always to the delight of his audience. Some of his most telling points were driven home in mirth-provoking sallies. No subject of importance to teachers was neglected. From such homely matters as personal cleanliness and attentions to details of dress to the highest and holiest human relations, those morning talks held up and exemplified ideals of sincerity, of intellectual and moral integrity, of steadfast character, of courage and frankness, of a large faith in the essential goodness of human nature.¹

The whole school attended at Charleston as at Moorhead, from the six-year olds of the first grade of the Model School, in little red chairs placed for them and the other model school pupils, to normal school (and later college) students, with frequently a sprinkling of visitors from "up town", and all the members of the faculty seated on the platform with Mr. Lord at the rostrum in the center. They as-

¹Henry Johnson: *The Other Side of Main Street*, p. 109.



“CHAPEL”

Picture taken about 1904

sembled, as Mr. Lord once said, “for family prayers: to sing a hymn, to ask for our daily bread, to hear some words of wisdom from the Book—why shouldn’t we?” No one else could do it as Mr. Lord did it. “When Mr. Lord has been away and come back, it seems as if we have a new dynamo”, a teacher once commented.²

Mr. Caldwell of the original faculty reminded a Charleston audience a quarter century after the opening of the school that:

Those who have sat in assembly for years as students need but be reminded of the character ideals so forcibly expounded and exemplified. These ideals may range all the way from always “being at the place at the proper time”, to a working belief in “doing unto others as you would that they do unto you”. Positive ideals are sometimes belligerent, else character is weak and wobbling. Many a student has found an unannounced spiritual leadership slowly growing in his own consciousness as day by day he assimilated the ideals presented sometimes belligerently, sometimes amusingly, but always forcibly. The negative and mean side of life got scant attention.³

²McKinney: *Mr. Lord*, p. 205.

³Otis W. Caldwell: “Livingston C. Lord, Educational Leader”, Ms., address at 25th anniversary observance of Eastern Illinois State Teachers College, June 6, 1924, p. 10.

Writing in 1947, Mr. Thomas H. Briggs, who taught at Charleston from 1901 to 1911, recalled that:

Mr. Lord had exquisite taste in literature, which he read with great effectiveness. No one who ever had the privilege of attending the "chapel" exercises every morning can ever forget the education that he got there—an education, I often thought, more important than that in the classrooms. Often he read from authors as profound as William James, as subtle as Oliver Wendell Holmes, and as entertaining as Josephine Dodge Daskam. His taste was catholic, but always sound. Often at the chapel he talked, presenting with vigor his philosophy of life as well as of education.⁴

An unnamed graduate is quoted by Miss McKinney as describing his recollections of chapel in the following nostalgic terms:

As I drive to school in the morning, every now and then I find myself humming—yes, and sometimes singing:

"Come, my soul, thou must be waking,
Now is breaking
O'er the earth another day."

And the picture of the assembly room creeps into my mind,—the desks on the level floor, the platform with the faculty seated on it, Mr. Lord behind the pulpit, "Eddie" Taylor and Miss Ford to his right, Mr. Koch on the opposite side ready to jump to the piano stool at the signal, Miss Booth, "Tommy" Briggs, "Forest" Lunt, and "Lotus D." in their regular places,—yes, I believe we alumni could draw a seating chart, even now. The sun throws long blocks of light through those east windows, and the shadows of the vines fall on some of the varnished desk tops.

And after the singing of the hymn, I hear the reading of the scripture,—that lovely passage from Corinthians XIII, ending "And now abideth faith, hope, and love, these three; but the greatest of these is love."⁵

There was no question of whom should attend. Every morning at nine o'clock every member of the school gathered in the assembly room for chapel exercises. Mr. Lord's attitude toward faculty attendance was stated in a letter to President David Felmly of Normal in 1905:

Our teachers are just as much expected to be in attendance at our morning exercises as they are expected to take off their hats while teaching classes. A failure to meet one expectation would cause as great consternation on my part as failure to meet the other. I can imagine occasions where either lapse would be justified. The first year one or two of our people had an idea that certain laboratory matters

⁴Thomas H. Briggs: "Reminiscences", Ms., November 1947.

⁵McKinney: *Mr. Lord*, p. 206. The names of the faculty mentioned show that this student attended the school during the period 1907-1911.

would justify an occasional absence from morning exercises. I did not regard it as a question open to argument for a second. So far as I am able to judge, no one now thinks of staying away or suggesting such a thing. I have absolutely no sympathy with anyone's desire to do this.⁶

The children of the training school attended chapel regularly until the increase in the size of the total student body created a problem of room. During the normal school period the model school pupils sat at desks in the front of the room, directly beneath the platform. Miss Gilberta Coffman, sixth grade teacher from 1911 to 1935, recalls that at chapel the children:

Heard Mr. Lord read the "Just So Stories" or sometimes they heard some visiting celebrity talk. Psychology, teaching, behavior, personal experiences, music—anything, everything. Whatever it was it was given with vigor, sincerity, and great relish. Not always did the children understand but they felt a link with something big and important—the whole educational scheme laid out before them.

Mr. Lord often said he liked to have the children there. That he wanted everyone to have it instilled in him that all they were trying to do in the school was for the children.⁷

With the coming of the high school, the older grade school pupils continued to sit in front, but the first grade pupils were seated to the east of the platform, and the second grade pupils to the west. This arrangement was continued until 1929, when the training school children came to chapel only when the program was one that would particularly interest them. The increasing size of the teachers college student body made it necessary to find more seating space. The high school students continue to attend chapel until the abolition of daily chapel in 1934. Since then the high school has had a weekly assembly of its own.

When the student body was small, the students, young and old, kept perfect order during the morning exercises. Mr. Lord would tolerate no whispering, or surreptitious reading, or note passing. He recognized that not all programs would hold the attention of all equally well, but he insisted on at least the "appearance of attention" as a matter of good audience manners. If a student departed from this standard Mr. Lord would stop and look directly at the culprit until the proper attention was resumed. Such students wished that the floor would open and swallow them! In aggravated cases Mr. Lord would ask "the two young men in the last row" to see him in his office after the exercises.⁸ The training school pupils soon appreciated the necessity for attention and good order. Indeed, sitting quietly and attentively, like "little tin soldiers", as Miss Edith Levake, eighth grade

⁶Letter, L. C. Lord to David Felmley, Normal, January 27, 1905. Lord Letterbooks, No. 15.

⁷From statement prepared by Miss Coffman for the writer, January 19, 1948.

⁸Discipline was never a serious problem at Eastern. In 1911 Mr. Lord wrote to Dean Thomas Arkle Clark at Urbana that "There is not much discipline in a school of this kind. I occasionally suspend a student, have dismissed only one or two. Occasionally, although rather rarely, I am obliged to talk somewhat severely to a student." Letter, L. C. Lord to Thomas A. Clark, Urbana, April 21, 1911. Lord Letterbooks, No. 19.

teacher since 1924 recalls them, they set a high standard and good example for the older students.

Despite a nominal limit of twenty-five minutes, chapel frequently ran over, with the result that the nine-thirty classes were usually hard-pressed for time. Mr. Briggs once presented evidence to Mr. Lord that he lost nearly a full period every week because of this. Mr. Lord extended the time allotted to chapel by five minutes, but as Mr. Briggs recalls: "I still lost approximately a period a week. But I was sure that the students were getting more from him than they would have gotten from me."⁹

One result of allowing chapel to run overtime was to make the class following something of a gamble. Many an unprepared student silently cheered Mr. Lord on as chapel ate into the minutes of the following period. Many a teacher fidgeted nervously on the platform as the time available for an assigned one hour test dripped away.

The speaker at chapel was not always Mr. Lord. When he was away some member of the faculty would take charge. When this happened, students and teachers were quick to note, the exercises were more likely to be kept within the allotted time—although the time might seem much longer to those present, especially the person in charge! Sometimes a campus visitor might be invited by Mr. Lord to speak in chapel—perhaps a former teacher, or a visiting lecturer, or perchance a state dignitary on an official visit, or sometimes a visiting clergyman. But woe betide the speaker who offended the canons of good taste, or who made statements which were palpably nonsense. The next morning in chapel Mr. Lord would mercilessly dissect the offending speech. The writer recalls the sad fate of a preacher who said in chapel that reading the Scriptures every morning—reading any part of them—would bring good luck for the day. The next morning Mr. Lord figuratively flayed the erring cleric for attributing such magic qualities to Holy Writ.¹⁰

Mr. Lord did not use chapel, nor permit others to use it, as a means of proselytizing. Referring to the Bible reading in chapel, Mr. Lord once said, "Of course, the Bible cannot be read in our schools as religious teaching; it must be read as literature; and so I have read it as literature, because I thought young people ought to hear it. . . ." Fully conscious that his reading of the Bible in chapel served no sectarian purpose, and realizing, furthermore that his student audience came almost if not entirely from homes with a Christian background,¹¹ Mr. Lord was seriously disturbed when the Supreme Court of Illinois held in 1910 that the State Constitution had been violated by a teacher who had been using the Bible in school for sectarian purposes. There was considerable discussion in the press of the question of Bible reading in the schools. Many held that the Supreme Court ruling meant that the Bible should not be read in any public school, including state

⁹Thomas H. Briggs, "Reminiscences", Ms., November 1947.

¹⁰Miss McKinney quotes Mr. Lord's account of this incident at some length. Pages 224-225.

¹¹There are very few non-Christian inhabitants in the region from which the school draws the bulk of its student body. The school has never sought to discourage any minority group. Jews, negroes, orientals, though few in number, are welcomed to the school on precisely the same basis as Mayflower descendants.

supported institutions of higher learning. Mr. Lord was relieved when his friend Justice Dunn of the Supreme Court told him that the decision had no application to such schools as the one at Charleston.¹²

Mr. Lord's attitude toward the Bible as literature is shown by his practice of reading from various versions. Probably the great majority of the students before they came to the school had not even realized that there was more than one version of Holy Writ. It must have been something of a shock to them when Mr. Lord introduced the language of the Moffat translation, or the Goodspeed rendering, or the American Revised, or for the Protestant majority, the Latin Vulgate. Mr. Lord read widely from the King James version, but for particular passages he frequently read from the others, particularly Moffat. At times he would read the corresponding passages in two or more versions. What a revelation that must have been to some students!

Chapel procedure remained the same during all the years of Mr. Lord's presidency. In 1922 he described it in words which would have applied with equal accuracy to the chapel exercises of 1899:

. . . we have a general assembly of the whole school including the elementary school every morning at nine o'clock, with exercises as follows:

A religious hymn, the repeating of the Lord's Prayer, the singing of the Gloria, a Bible reading, and a religious hymn. All faculty members are required to attend and all students except those who may have conscientious scruples against being present at these religious exercises, and so far none have objected. If any did, they would be permitted to remain away from chapel until the close of the last hymn, then they would be required to come in.

I often talk to the school, sometimes read something, the whole thing occupying about 30 minutes. Occasionally, but rarely, some outsider speaks. I never think for a moment of turning these religious exercises over to a clergyman who may happen to be present. At our chapel exercises he is a layman, as I am a layman in his church on Sunday. As to the talk, sometimes I think I am utterly barren of anything to say, but oftener I wonder how I can get the time to say the things to students that ought to be said. As to the reading, there is but a small portion of general literature that is appropriate for me to read to the school; occasionally, but rather rarely, a good short story; for example, Roy Rolfe Gilson's "The Absent Guest" in the January or February Century Magazine, 1904. President J. C. Brown who was in this school for some years, reads it at St. Cloud every year. Our students seem to like it every time they hear it, and I know perhaps 15 or 20 stories of that length, or shorter, that seem to fit; some poetry—sometimes reading something from Whittier, especially "The Eternal Goodness" and "The Minister's Daughter"; sometimes from Lowell, and so on.

¹²McKinney: *Mr. Lord*, pp. 221-222, 234-235.

There is objection to the children being in every morning, but the general opinion of our faculty is that, on the whole, it's best for us all to be together once a day.

While many who know me would not think it, I have an abiding conviction that a part of these exercises should be distinctly religious. I wouldn't think for a minute of having our school sing "Jingle Jingle Merry Bells" at chapel exercises. I have never taught except as principal of a school and this is my fiftieth year, and every morning when I have been present at the school of which I have been principal I have read something that I think students ought to hear and that I like to hear myself.

Now, it does not follow at all that another man should follow my practice. If he doesn't believe in it and doesn't like it, and like it every morning, he won't make it go. A man said to me once, "It's monotonous every morning," and I replied by asking him if he found washing his face every morning monotonous. Some would.¹³

Mr. Lord recognized that the kind of school exercises that should be held must be determined by those who conduct them. In 1932, six months before his death, Mr. Lord wrote that "this routine has been my routine for a great many years and is the best way for me."¹⁴ It might not be the best way for another. The morning exercises were Mr. Lord's daily class, which he was unwilling to relinquish despite the growing burden of administrative work as the school increased in size. Actually, in his later years daily chapel had become a serious drain on his strength.

President Buzzard, who became president in October 1933, wisely decided to work out a college assembly arrangement suited to his own needs and interests. Following Mr. Lord's death in May 1933, daily chapel was continued for the school year 1933-1934. President Buzzard, not sharing Mr. Lord's attachment to "morning exercises", was in a position to view the question of college assemblies in its relationship to the work of the school and the demands upon his time. As a result, during President Buzzard's second year (1934-1935) daily chapel was replaced by a college assembly meeting twice a week, during "free" periods. After 1935 the twice a week meeting gave way to a once a week college assembly, meeting during the first of two successive free periods. By using free periods for college assembly, it was possible to schedule classes for every hour of the school day. This had not been possible with daily chapel, which met at a fixed time without relation to free periods. With the increasing enrollment and the resulting growing shortage of classrooms, this was an important consideration. Furthermore, the demands upon President Buzzard's time as he launched the building program of 1935-1939 which resulted in the Health Education and Science buildings, were such that he could not obligate

¹³Letter, L. C. Lord to M. A. Nicholson, Mankato, Minnesota, April 12, 1922. Lord Papers, 1921-1923, L-5.

¹⁴Letter, L. C. Lord to Miss S. V. Pinkham, Peabody College, Nashville, November 18, 1932. Lord Papers, temporary file.

a portion of his time to a daily assembly. The completion of these buildings relieved the classroom shortage, but the time element remained important. A ten minute interval between classes rather than five minutes became necessary as the students needed more time to go from building to building. This extension of the interval between classes would have made the school day unduly long if in addition, half an hour or more of each day had been taken up by an all-school assembly. The weekly college assembly has been held during the first of two free periods. Thus when an assembly program goes beyond the stipulated time no loss in classtime has resulted.

The weekly assembly gave President Buzzard the opportunity to report to the student body on the progress of the school, to give instructions, to call attention to inadequacies, and to recognize worthwhile accomplishments. Until the fall of 1947 the president arranged all assembly programs, sometimes turning them over to student groups, and frequently bringing in speakers or entertainers. An important feature of the college assembly during the period 1934-1947 was the encouragement of student announcements of student activities. This gave many students experience in appearing before an audience.

Beginning in the fall of 1947 the responsibility for arranging assembly programs was turned over to an Assembly Board consisting of seven students and three teachers. The Board decided to eliminate student announcements in nearly all cases, leaving the publicizing of campus events to the college paper. Some of the programs have been presented by student groups or by faculty members, and once a quarter President Buzzard uses the assembly to report on the progress of the school. Most of the programs, however, continue as before to be lectures or entertainments by off-campus speakers or artists. A notable assembly series was provided in the winter of 1948 in the form of a group of six lectures on courtship and marriage, presented to the school by nationally recognized authorities in that field. Among the subjects presented by these speakers were "courtship and engagement as marriage insurance", "marriage as an opportunity for personality growth", and "responsible parenthood". As evidenced by this series the students of the school are eager to see the assembly period used in a constructive manner. Attendance at the weekly college assembly has been on a voluntary basis since it was placed in charge of the Assembly Board.

The "Pre-Lantz" Era of Sports and Physical Education at Eastern, 1899-1911.

The school had no arrangements for physical education in 1899. In October of that first year Mr. Lord explained the situation to an applicant for a position as a gymnastics teacher. "We shall have no teacher of gymnastic work this year, nor probably next year. The little that will be done here during the first two years of school will be simple movements without apparatus."¹⁵ Three and a half years later he was still obliged to report to another applicant that "we have no gymnasium . . . and no one is known on the faculty as Physical

¹⁵Letter, L. C. Lord to E. B. Palmer, Bloomington, October 21, 1899. Lord Letterbooks, No. 4.

Director. Our teacher of reading gives valuable physical exercises to the school which are taken from a number of different systems."¹⁶ The teacher was Katherine Gill (1901-1904). The annual catalogue for 1902 for the first time included "Physical Culture" among the subjects taught. The aim of the system used was "to give poise, strength, grace and beauty to the body and all of its movements." For this "no special gymnasium costume" was needed, as "the exercises may be taken in any comfortable dress."¹⁷ This "physical culture" was limited to the girls of the school.

For three years, from the fall of 1906 to the fall of 1909 there was no teacher of physical education. The approaching completion of the gymnasium attached to Pemberton Hall led to plans for a revised and expanded physical education program. Miss Alice M. Christiansen came in the fall of 1909 as a teacher of gymnastics. The 1909 catalogue described Miss Christensen as "a graduate of the Boston Normal School of Gymnastics, of high character and standing, with ample experience and knowledge," who would "be in charge of the physical education of the young women during the coming year, giving instruction in gymnastics, anatomy, and kine-siology. She knows much of the health of the body and the training and instruction to be given will prevent the loss of many a day by illness." It was expected "that a man equally competent may be secured to direct the physical education of the young men of the school."¹⁸ This last was not accomplished, and no regularly organized physical education classes for men were held until the coming of Mr. Lantz in 1911. Miss Christiansen remained at Eastern until 1912.¹⁹

No provision for sports as an organized school activity was made when the school opened. This was left up to the students, and to interested faculty members. The school teams were coached by members of the faculty on a purely amateur and voluntary basis until 1910. Mr. Lord recognized the desirability of having men on the faculty who had an interest in sports. To an applicant in 1902 for a position as chemistry teacher, Mr. Lord wrote: "We want very much to get a man for the position to which you refer who is especially well up in athletics. We may not be able to find him, but it is rather necessary that we should do so, or at least that is what I think now."²⁰ The early school catalogues referred with pride to the fact that "The school is fortunate in having on its faculty an unusually large proportion of men who have distinguished themselves in athletics."²¹

The school had been open for only three weeks when student interest in athletics led to the organization, on October 3 of an "Athletic Association", the purpose of which was to "act in connection with the

¹⁶Letter, L. C. Lord to G. B. Affleck, Cedar Falls, Iowa, May 28, 1903. Lord Letterbooks, No. 12.

¹⁷Annual Catalogue, 1902, pp. 22-23.

¹⁸Annual Catalogue, 1909, p. 76.

¹⁹Miss Florence G. McAfee, who came to Eastern in 1924, reports that Miss Christiansen "seems to have been a person of parts. When I first came I heard her mentioned frequently, much oftener than my more recent predecessors."

²⁰Letter, L. C. Lord to George C. Ashman, Peoria, May 14, 1902. Lord Letterbooks, No. 1. Mr. Ashman taught in the 1901 summer school at Eastern. Mr. Thornton Smallwood was engaged to teach chemistry in 1902. He coached the 1902 football team. He left Eastern after one year.

²¹Annual Catalogue, 1904, p. 65.

management of the school in directing the various forms of athletics which shall be indulged in by the students of the school." The officers were to be elected by the members for a period of one term, the election to take place during the last week of each term. Both students and teachers might join, with an initiation fee of twenty-five cents and monthly dues of ten cents. Special assessments not to exceed fifteen cents per month might be levied. The original officers were Lloyd Goble, student, president; F. G. Blair, teacher, vice-president; Guy Koons, student, secretary; S. A. Dorris, student, treasurer, and Otis W. Caldwell, teacher, auditor. Mr. Caldwell was the chairman of the committee which drew up the rules and regulations of the Association. The school supplied no funds for the use of teams. Necessary athletic supplies were to be purchased by a committee composed of the president and treasurer of the Association and the manager and captain of the team needing the supplies. The Association supplied the money, supplemented by any funds collected as game admission receipts. It was anticipated that there would be football, baseball and track teams. The business manager of each team was to be elected by the Association to serve for the season. The captain of each team was to be selected by the business manager of that team and the president of the Association. The captain and business manager were together to select the members of each team.²²

By October 29 of the first year forty-five students and faculty members had joined the Athletic Association.²³ A football team, organized that fall, used a field located south of the present greenhouse, now occupied in part by the Practical Arts Building. This field had been cultivated a few years before, and the corn rows ran north and south, while the football field ran east and west. Students scraped the field smooth, performing all the work themselves, and using their own and borrowed teams and drags. Much of the work was done by hand with shovels.

The first team was coached by Mr. Otis W. Caldwell of the faculty, assisted by Mr. Francis G. Blair. The members of that first squad were:

Robert Newby Logan of Ashmore, Captain and right end.
 Charles Wallace of Charleston, right end. Class of 1903.
 Melvin Luther Behner of Grand View, left end.
 Lloyd Goble of Westfield, right tackle. Class of 1900.
 Ebner McGinley of Moweaqua, left tackle.
 Orvis Jenkins of Charleston, right guard.
 Beral F. Moore of Ashmore, left guard.
 Guy Jink Koons of Oakland, center. Class of 1900.
 Charles Oliver Austin of Ashmore, left halfback.
 Louis Love McDonald of Charleston, right halfback. Class of 1904.
 Everett Cooper of Oakland, quarterback.

²²Rules and Regulations of the Athletic Association of the Eastern Illinois State Normal School, no date [October 3, 1909], Lord Letterbooks, No. 6.

²³*The Warbler*, 1919, p. 76. This first issue of *The Warbler* contains an account of the original athletic association and of sports in the early years.

John Wallace of Oakland, fullback.
 Ralph R. Burgess of Monticello, substitute.
 Hugh Monroe Gregory of Oakland, substitute.
 Guy Garfield Holsapple of Toledo, substitute.
 George Alexander McMichael of Lerna, substitute.
 St. John Sargent of Hutton, substitute. Class of 1906.
 Charles Franklin Tym of Todd's Point, substitute.
 Frank Garfield Record of Charleston, manager.



EASTERN'S FIRST FOOTBALL TEAM, 1899

Left to right:

First row—Charles Wallace, Melvin Behner

Second Row—Lloyd Goble, Orvis Jenkins, Guy Koons, Beral Moore, Elmer McGinley

Third row—Hugh Gregory, George McMichael, Guy Holsapple, John Wallace, Charles Tym

Fourth row—John Sargent, Louis McDonald, Everett Cooper, Charles Austin, Robert Logan, Frank Record, Ralph Burgess

Courtesy of Mr. Orvis Jenkins

The first game played was with a "town team" from Oakland, on the Normal School field. Eastern lost by about two touchdowns. The game was played under very informal rules. For example, there were no goal posts, and hence no tries for point after touchdown. Captain Logan broke his leg in this first game and his place in the line-up was taken by Charles Wallace. The second and last game of the 1899

season was with Austin College of Effingham, at Effingham, on Thanksgiving Day. Again Eastern lost. The game was played on a field laid out on city lots. The area was too small for a football field with the result that to reach the south goal the players had to cross a street with ditches on each side.²⁴

The 1900 season was more successful. The team won three out of six games played, including a 21 to 0 victory over Austin College. A dramatic incident of that season was the game with Sullivan High School. It was reported that the Sullivan team included a number of men who had been hired to play and were not students. When the Eastern team arrived they asked to see the usual list certifying that the players were all students. This was refused and the Eastern boys were of a mind to go home, but a large and aggressive crowd threatened to assault them if they left, and the game went on. Despite an impressive record of victories by the Sullivan team, Eastern won, 6 to 0. A fight broke out after the game during which one Eastern player, George McMichael, while trying to restrain an Eastern team-mate, was knocked unconscious by a Sullivan policeman. Four stitches were necessary to sew up his scalp.²⁵

The 1901 season was one of the most successful in the school's early history. The team was undefeated, winning about six games and playing three tie games. Among Eastern's victims was Normal, defeated 28 to 0. This was the first Eastern-Normal game.²⁶ The climax of this season came on Thanksgiving, when Eastern played Indiana Normal School at Terre Haute. Both teams having defeated the best normal school teams of their states, the game was for an informal two-state normal school championship. Eastern won, 6 to 0, after a hard fight, featured by a liberal use of the "V" or "flying wedge" formation by the Terre Haute team. Orvis Jenkins of Eastern received a cracked shoulder blade when the seven-man "V" on one occasion attempted to go through the Eastern line and ended in a heap with Jenkins on the bottom. A post-season game was played by the 1901 team with a high school team from near Chicago which had defeated all its opponents that season, and which outweighed the Eastern team by an average of seven pounds to the man. Early in the game the captain of the opposing team was injured and Eastern won by about three touchdowns.²⁷

The 1901 team was the last one coached by Mr. Caldwell. The 1902 team was coached by Mr. Thornton Smallwood, chemistry teacher at Eastern for only one year. Mr. Thomas H. Briggs, English teacher,

²⁴Interviews with Mr. Charles Wallace, Charleston, February 7, 1948 and Mr. Orvis Jenkins, Charleston, October 19, 1948.

²⁵The Sullivan team had badly defeated the Mattoon High School team, and was scheduled to play Mattoon a second time. Some of the Eastern players, eager for revenge for the attack upon them after the Sullivan game, proposed to "substitute" for Mattoon players. They were going to really "work over" the Sullivan players. The Mattoon players accepted the proposal with enthusiasm, but Mr. Lord got wind of it and promptly and decisively vetoed the unorthodox suggestion.

²⁶The annual game with Normal has become a contest arousing more interest than any other on the schedule. From 1901 through 1948 the teams met 38 times. Eastern won 17 games, Normal 16, and 5 were ties. The Normal games have appeared to go in groups. From 1912 through 1917 Eastern won each year except for a tie in 1915. From 1924 through 1931 Eastern won eight games in a row. From 1932 through 1946 Normal won all games except for ties in 1937 and 1939. Eastern won in 1947 and 1948, by scores of 13 to 6 and 13 to 7.

²⁷Interview with Mr. Orvis Jenkins, Charleston, October 17, 1948. Mr. Jenkins played on Eastern's first three teams.

coached the 1903 team. From 1904 through 1909 Mr. Joseph C. Brown, mathematics teacher, guided the football team, aided by other men on the faculty, notably Mr. Edson H. Taylor, who acted as manager for a number of years. The 1910 team, the last before the arrival of Mr. Lantz, was the first Eastern team coached by a professional. A Mr. Railsback from the University of Illinois was brought to Charleston for the football season. Available records show that in the first dozen years of the school Eastern won 36 football games, lost 28, and played 13 tie games.²⁸

An interesting document from that early period of Eastern's football history is a "Remembrance to Captain Frank Henderson" by the members of the 1904 team. This took the form of the following poem:

Blind to the sidelines and deaf to the din
 You fought your battles and taught your creed
 The ball to the man who can carry it best
 Each man firm in the place decreed
 Not glory for self, but a game to win
 If it can be won in a fair, square test
 This was your way, high task self set
 We fain would follow where you did lead
 Good-bye Captain! We'll not forget.²⁹

The 1904 team, incidentally, was one of the best of the "pre-Lantz" teams and also one of the best in the history of the school. Its record of six victories, one defeat, and one tie, included victories over Millikin, Indiana State, and Rose Polytechnic Institute.

Basketball was not a well established sport at Eastern until the year 1911-1912. However basketball was played as an intramural activity as early as 1900. The third floor, west, of the main building served as a primitive gymnasium. It was here that classes in "physical culture" engaged in "simple movements without apparatus," and the class basketball teams played.

When the Pemberton Hall gymnasium was completed in January 1909 Mr. Lord attempted without success to secure a teacher of men's physical education. The legislature in 1909 failed to appropriate sufficient money, so the position was left unfilled until 1911.³⁰ Hence it was not until the season of 1911-1912 that basketball became a permanent competitive sport. There had been school teams as early as 1902 and 1903, but their records were not preserved. In January 1909 Mr. J. C. Brown, who had been coaching football, and had been named "curator" of the new gymnasium, undertook to coach a basketball squad.³¹ Available records show that the 1909 basketball team played three games, winning one, and that the team of the following

²⁸Information supplied from records of the Physical Education Department by Mr. Lantz, supplemented by information from early players.

²⁹From Mr. Lantz to the writer. In "Presentation Booklet" to Captain Henderson.

³⁰Letter, L. C. Lord to Alice M. Christiansen, July 23, 1909. Lord Letterbooks, No. 19. Miss Christiansen was engaged as a teacher of "gymnastics" for girls. No "physical culture" teacher for girls had been on the faculty since 1906.

³¹*Charleston Daily Courier*, January 22, 1909.

season won three out of seven games played. Mr. Brown left the school in January 1911, leaving the basketball players without a coach, and no games were played that season. When the next season was reached, Coach Lantz was on hand and the basketball team won seven games out of nine.

There was no regularly organized school baseball team until the spring of 1904. Informally organized "pick up" teams among the students played a few games in 1901-1903, winning two and losing six during that period, according to incomplete records. The story of early baseball at Eastern centers around Mr. Albert Blythe Crowe, teacher of the physical sciences, who joined the faculty in the fall of 1903, and who acted as baseball coach for seven years. Mr. Crowe has written the following recollections of those years:

In less than three weeks after the fall term (1903) opened, two young lads were in my class room telling me excitedly they had heard I was a baseball fan. "Well, I was interested in baseball." They said the school already had a football team. They thought it should organize baseball at once. I suggested that they look around and see how many students we had who were ball players and if they cared to develop a team.

We found some interest and tried out a number of the students on the athletic field. It seemed there were enough players to fill all positions fairly well. I agreed to act as coach temporarily but remained coach until Mr. Lantz came in 1911 as head of physical training and athletics. Mr. Lantz was a real baseball expert who had played on a Pennsylvania college team and I gladly turned our team over to him.

Those seven years were lots of fun, and many amusing incidents occurred.

The coach kept his bicycle at the front door of the main building. The team got to using it quite a lot. He finally suggested that it be left at noon for his own use. The next day he found a large placard on the wheel and in large type. "THIS WHEEL IS RESERVED FOR THE USE OF THE OWNER FROM 11 A.M. TO 1 P.M."

The team was in Terre Haute to play Rose Polytechnic Institute. We had dinner at the best hotel in town. The first course served was bouillon in double handled cups. One of the boys said to the waiter, "I do not drink coffee." This raised a laugh and was never forgotten.

We had a game at Charleston with Westfield "College" while Billy Sunday was having a revival in his tabernacle. As Billy was a very famous big league baseball player before he changed his profession, I asked him to umpire the game. The idea pleased him and he did officiate the first five innings in a most proficient way. We had a big crowd for in addition to all the regular school and town fans, there were present Mr.

Sunday's converts and admirers. Nearly everybody stayed after Mr. Sunday left, no doubt wanting to get the full worth of their money.³²

The outstanding baseball players of those early years were the Tarble brothers, George and Newton, who were students at Eastern from 1903 to 1909, both in the Model School and in the Normal School. They came from Cleone, a small community in Clark County, near Martinsville, where, as Mr. Crowe recalls, "baseball was the grand passion." After leaving Eastern they went to Swarthmore College. Mr. Crowe remembers that both boys were "naturals" in baseball:

Newton, the younger one, had everything a pitcher needs; control, varying speeds, good curves, an active mind, and self-confidence. His brother George was as effective behind the plate. He could peg the ball to the bases, was skillful in calling for just the right pitching, kept his eye on the whole field and kept every man on the team on his toes.³³

In the 1913 *W'Apper*, the first school annual, Mr. Crowe wrote an account of "pre-Lantz" baseball, as follows:

Our school was without a baseball team until the spring of 1904. The story of the organization of baseball in the school is largely an account of how George and Newton Tarble, at that time boys in the model school, talked baseball and worked for it until their fondest hopes for a first class, winning ball team to represent the school materialized.

The team that first spring consisted of the Tarble Brothers battery and seven other men chosen from the available candidates as the ones least apt to handicap the season's success. Games were played with town teams of Charleston, Mattoon and Westfield, last mentioned playing under the pseudonym of the Westfield College Club. Our battery was invincible and our team could score more or less on their opponents, so in spite of our somewhat primitive and anything but uniform accoutrement the season was a very successful one.

The next year, handsomely uniformed, the infield and outfield greatly strengthened and whipped into form, the team entered the fast company of the colleges of Eastern Illinois and Western Indiana and from the beginning made a good showing, winning a majority of the games. This year and the three following it formed the Golden Age of Baseball in our school. During these years of victories the words "baseball" and "Tarble" were synonymous about school and town, and the question of greatest local interest was, "How's Newt's arm?"

Then followed, and follow still, years of varying success in the matter of game-winning. Sampson proved an excellent pitcher for two years and many school stars in the various

³²Material received by the writer from Mr. Crowe, May 1948.

³³*Ibid.*

positions in the game have developed from year to year. Among those who have played their parts with distinction and passed on to other things, we must always think proudly and fondly of Henderson, the Tarbles, Ivy, Vaughn, Voyles, Bradford, Sampson, "Big Chief" Gearhart, Flemming, Taylor, Stansbury, Nichols, and others. At present several high-grade players are carving names on the pillars of fame.

The best thing that can be said of our baseball, past and present, is that our teams have always played clean ball, showed good sportsmanship on the field, accepted defeat philosophically, victory modestly, and have everywhere won the respect of their opponents.³⁴

In the fall of 1911 Charles Perry Lantz was added to the faculty as director of physical education for men, and also as teacher of mathematics. Mr. Lantz had been graduated from Gettysburg College, Pennsylvania, two years before, where he had been an outstanding athlete and student. Prior to coming to Eastern Mr. Lantz had been, since graduation from Gettysburg, athletic director and coach and chemistry teacher at the Harrisburg Academy.³⁵

The coming of Mr. Lantz as director of physical education and coach in 1911 marked the beginning of a new era in Eastern's sports history. That a sound beginning had been made in two sports, football and baseball, is due to the voluntary and devoted efforts of a few men on the faculty during those early years, notably Otis W. Caldwell and Joseph C. Brown in football, and Albert B. Crowe in baseball. Others also had given time and effort to the sports interests of the students, among them Francis G. Blair, Thornton Smallwood, Edson H. Taylor, Thomas H. Briggs, and Simeon E. Thomas.

The Athletic and Oratorical Meet, 1909-1926

For eighteen years a "high spot" in the school year was the "Annual Invitation Athletic and Oratorical Meet", held each May from 1909 through 1926, except for a cancellation in 1918 due to war conditions. From twenty to forty high schools of eastern and central Illinois sent track and field contestants numbering from two hundred to four hundred to the athletic meet, which was held on the normal school athletic field. In the evening of the same day an oratorical contest was held, with as many as fifty high school students competing. This was conducted in the school assembly room. At this meeting the athletic meet awards were made. This increased attendance and helped to provide an audience for the oratorical contest.

This meet grew out of a similar contest which had been held for a number of years among the high schools of the region. The school winning a meet would receive a pennant and would act as host for the following year. The rivalry became so keen, with charges of dishonest judging and favoritism, that the high school association having charge of the meets discontinued them in 1908.

³⁴*The W'Apper*, 1913, p. 89.

³⁵Letter, C. P. Lantz to L. C. Lord, June 21, 1911. Lord Letterbooks, No. 7.

A number of Eastern teachers saw in this situation a chance to promote an interest in athletics at the school, and at the same time to give the school some desirable publicity. If the Normal School should undertake to hold the meet and furnish the officials there would be no question of partiality in the judging, for no contestants from the Normal School were to take part.

With the approval of Mr. Lord, arrangements were made with the officials of the high school association to continue the series of meets under the auspices of the Normal School, starting with a meet on May 8, 1909.

This first meet was successful except for inclement weather, which resulted in cancellation of a scheduled relay race and forced the other events to be run in the rain. Awards were made to individual contestants for first and second places, with third place awards added in 1911. Awards were given to the first and second place winners among the girls and also the boys in the oratorical contest. The second meet, on May 14, 1910, was long remembered. Mr. Walter H. Eckersall of the University of Chicago was the referee. An interscholastic high school world record was broken when Leslie Byrd of Mliford threw the discus 134 feet, 10½ inches.³⁶

The program of both the athletic meet and the oratorical contest were increased in later years. In 1915 a tennis tournament was added, and in 1919 the oratorical contests were broadened to include dramatic readings, humorous readings, and modern poetry, in addition to orations. Except for the cancellation of the 1918 meet, the series was continued until 1927, when the Illinois High School Athletic Association took over the athletic contests. The first Association meet was held at the Teachers College on May 14, 1927.³⁷ The speaking contests were discontinued.

Mr. Charles P. Lantz recalled in 1948 that the 1909–1926 athletic meets “developed into probably the largest track and field meet in the state”, because at that time there was no state wide school athletic meet. Instead of pennant prizes, gold, silver, and bronze medals, each bearing a picture of the Main Building, were given to individual contestants, with a special cup, donated by Mr. J. A. Parker of Charleston, going to the contestant winning the greatest number of points.

Holding athletic meets for the high schools of the area served by the school was good advertising. The programs printed for the meets referred to the advantages which Eastern offered to high school graduates. That for 1911, for example, called attention to the fact that Eastern, in addition to being a teacher training school, also furnished “the general training which is necessary for the pursuit of other professions.” Athletes would be at home at Eastern, for “the faculty . . . encourages all forms of athletic sports in their proper relation to the work of the institution.”³⁸

³⁶Eastern Illinois State Normal School Bulletin, No. 32, 1911, pp. 7–15. The high school discus record is given in the *World Almanac*, 1948, as 130 feet, 3 inches, made in 1911.

³⁷Annual Catalogue, 1927, p. 25. Later meets were held elsewhere.

³⁸Program statement in *Charleston Plaindealer*, May 11, 1911.

The Entertainment Course

The first year a feature of school life started which has continued for half a century, entertainment by artists brought to the campus. Such entertainments had been a feature of the Moorhead Normal School and Mr. Lord was glad to encourage a similar program at Charleston, because of its cultural value to the student body, the faculty, and the local community.

Up to 1915 these entertainments were chosen, sponsored, and paid for by the student body, or by the faculty, the necessary funds being raised by donations. From 1900 to 1907 the Board of Trustees also provided some of these programs, usually one each year. During the early years of the school the usual practice was to have three entertainments annually, with student body, faculty, and trustees each providing one. When the number to be brought was an expensive one, the trustees and the faculty joined together in raising the amount needed. This was the case with a concert by the Chicago Symphony Orchestra in 1904. There was no charge for admission. Students and faculty were free to invite guests, and many persons from Charleston and the surrounding area enjoyed these programs. A student committee, chosen by the student body and including representatives of the various classes, selected the entertainment numbers paid for by the students:

The first entertainment number was in March 1900. W. Waugh Lauder, sponsored by the faculty, gave two musical lecture recitals, one on folk songs and the music of the Church, and one on Richard Wagner. Mr. Lauder's recitals were well received, and he was brought back to the school in the spring of 1903, this time by the Board of Trustees, and again in December 1914, by the faculty. The second entertainment number, in May 1900, consisted of two concerts by the Chicago National Concert Company, presented by the students.

Important names appear on the list of these early entertainment numbers. Perhaps the most popular was Leland T. Powers, whose dramatic readings were given at the school on eight different occasions from 1902 to 1918. Other interesting programs were: lecture by Ernest Thompson Seton (1903), Chicago Symphony Orchestra (1900 and 1904), the Haskell Indian Band (1904), the Maximilian Dick Trio (1912 and 1913),³⁹ the Minneapolis Symphony Orchestra (1913, 1924, 1928 and 1929), and the St. Louis Symphony Orchestra (1914, 1917, 1926, and 1937).⁴⁰

Beginning with the year 1915-1916, the entertainment course was placed on a subscription basis. The numbers were chosen by a faculty committee. Mr. H. DeF. Widger was chairman of this committee until 1928. The course was supported from 1915 to 1920 by the sale of tickets to students, faculty, and the public. In 1918 the price of

³⁹Mr. Lord had known the Maximilian Dick Trio in Minnesota. They were guests at his home when they came to Charleston.

⁴⁰Information on these entertainment numbers comes from a collection of programs, 1900-1915, in a scrapbook in the files of the College. The school catalogues, from 1901 to 1908, list the entertainment numbers for the year. The later numbers, through 1943, are listed in the catalogues from 1915 through 1942.

tickets, which had been \$1.50 and \$2.00 since 1915, was reduced to \$1.25 for all seats. The course for that year consisted of three numbers, as compared with five numbers for each of the three preceding years.⁴¹

In the fall of 1920 a student assessment of seventy-five cents per term entitled all students to admission to all numbers without additional charge. Course tickets and single admissions were sold to faculty and others. With variations in the amount received from students this has been the system followed since 1920. When the student assessment was started students were added to the committee, and have been members since then. Miss Grace Ewalt, the college business manager, became chairman in 1928, followed in January 1930 by Miss Ruth Dunn who succeeded Miss Ewalt as business manager. Dr. Quincy Guy Burreis of the English Department was entertainment course chairman from 1934 to 1938, when Dr. Glenn H. Seymour of the Social Science Department, the present chairman, took over, the year the new Health Education Building was completed. Since 1938 the entertainment course numbers have been held in the large gymnasium in that building with a seating capacity of over 3,000. The presentation as well as the selection of numbers is cared for entirely by the Entertainment Board,⁴² including advertisements, printing and sale of tickets, the printing of programs, and the hiring of student ushers. The more elaborate numbers, such as symphony orchestra concerts, call for elaborate preliminary stage and lighting arrangements.

In 1921 motion picture projection equipment was installed in the auditorium of the Main Building, and from then through the year 1926-1927 motion pictures were included in the entertainments offered. When sound motion pictures became popular the college program, which used silent equipment, was discontinued. Throughout its history the entertainment course has been notable for its quality and variety. Perhaps the high points of the course musically were reached with the Minneapolis Symphony Orchestra in 1913, 1924, 1928, and 1929.⁴³ Individual artists included Zimbalist the violinist (1930), Gieseking, the pianist (1932), and Gladys Swarthout, singer (1940). Both the Marine and Navy bands have appeared (1915 and 1938). Drama has been represented by the Coburn players (1915, 1917), the Stratford Players (1931), and Cornelia Otis Skinner (1931). Twice the Ted Shawn dancers appeared (1935, 1937), and three times the Tony Sarg Marionettes delighted audiences of young and old (1922, 1923, 1933). Nationally famous lecturers have appeared on the entertainment course. Among these were Mrs. Franklin D. Roosevelt (1938), Carl Sandburg (1928), William Lyon Phelps (1918), Seamus McManus, the Irish poet (1920, 1937), and Vilhjalmur Stefanson (1940).

⁴¹*Normal School News*, December 10, 1918.

⁴²When the system of student-faculty boards was organized in 1936, the Entertainment Committee became the Entertainment Board composed of three faculty members and seven students. The Board received an apportionment of \$3,014 from student activity funds for the school year 1948-1949.

⁴³In 1925 a booking agent offered a trio to the school with the statement that the college had "never had a concert which will compare with what these three singers give." Mr. Lord replied that if that were true, "they would be altogether too good for us. We had the Minneapolis Symphony Orchestra here a little while ago (eighty men) and that was about as good as we could understand." L. C. Lord to Harry Culbertson, Chicago, April 1, 1925. Lord Papers, 1923-1925, E-1.

In 1928 the platform at the north end of the assembly room in the Main Building was increased in width and height, and curtains and lights were added, making it into a stage. Prior to this, entertainment course theatrical numbers requiring elaborate staging could not be presented in the assembly room, but were given on the campus south of the site of the present Practical Arts Building. A lily pond and a clump of willows formed a background for the actors. The Coburn Players presented their performances both in the assembly room and on the campus. Their 1917 appearance came shortly after the tornado which devastated much of Charleston in May of that year. It was suggested to them that they cancel their visit, because of the disrupted situation in the city, but they undertook to do the best they could under the circumstances. In spite of difficulty in getting electric current and of other inconveniences, the play "The Yellow Jacket" was effectively done and enthusiastically received. The presentation was in the assembly room.

In addition to the entertainment course for the regular school year, the school brought entertainment numbers to the summer school during the years 1914-1927. From 1914 to 1922 the numbers provided were plays, presented in the assembly room or on the south campus. A performance of "The Winter's Tale" on June 27, 1917, on the south campus was interrupted by a violent thunder storm, which forced actors and audience into the assembly room, where the play was resumed. In 1913 the Ben Greet English Players inaugurated the summer school series of plays with an out-of-doors Shakespearean performance. They cancelled a return engagement for 1915, the outbreak of the war in Europe having forced their return to England. Next came the Coburn Players in an outstanding performance of the "Merchant of Venice" on July 12, 1916. In both 1917 and 1918 the Elsie Kearns Players presented three plays, both Shakespearean and modern. There were no plays presented in the summer of 1919, but the Devereaux Players presented three in both 1920 and 1921, including Shaw's "Arms and the Man" (1920). Two plays by the Coffey-Miller Players in 1922 concluded the series of summer school dramatic offerings. From 1924 through 1928 summer school students were shown motion pictures. There was no student assessment for summer school entertainments. Tickets were sold for each performance. In 1949 motion pictures again were included in the summer school recreational program.

The entertainment course throughout the years added to the importance of the Normal School and the College as a cultural center of eastern Illinois. Students, faculty, and local residents have had opportunities to see and hear national figures, opportunities ordinarily denied to all but the residents of large cities. The opening of the Health Education Building in 1938, with its large gymnasium which can be used as an auditorium, has meant that entertainment course numbers could be enjoyed by an increasingly large number of eastern Illinois residents, in addition to the student body and the faculty. As President Buzzard wrote in 1938, "As the participation of eastern Illinois people in the Entertainment Course grows, the larger funds

made available will be used to bring even more of the world's best talent to the college campus, and the institution will be of greater cultural service."⁴⁴

Normal School Dramatics

Eastern's students took an active interest in dramatic productions from the early years of the school. Commencing in 1902 with Shakespeare's "A Midsummer Night's Dream," each graduating class produced a class play at Commencement, with the proceeds going to the school's student loan fund. Shakespeare was popular. Of the twenty class plays produced through 1921, seven were Shakespearean. The faculty directors of the normal school class plays were Thomas H. Briggs (1902-1907), Forrest S. Lunt (1908-1912), and Howard DeF. Widger (1913-1915), Miss Meta E. Bennett (1916), Miss Ida Belle Davis (1917-1919), Earl R. K. Daniels (1920), and Mr. Widger and Miss Isabel McKinney (1921).

The plays were produced under serious difficulties, due to the absence of an adequate school stage. Many of the early plays were presented on the south campus, with the lily pond located near where the Practical Arts Building now stands forming an interesting background. Some of the early class plays were presented in the Charleston Opera House, located on Sixth street near the town branch. The last play presented there was Sheridan's "The Rivals," in 1913. On December 13, 1914, the Opera House was destroyed by fire. This left the students with the choice of presenting open-air plays on the campus or using the inadequate platform in the auditorium of the main building. During the last year of the normal school period (1920-1921) a new theater, the "Lincoln", was opened in Charleston. Some school presentations were given there.

An unusual dramatic event was the premier presentation of "The Lady Sheriff" by Frank Lord, son of President Lord, by the class of 1911 in the Opera House. The play was coached by Mr. Lunt, with the assistance of Mr. Frank Lord, who also assisted Mr. Lunt with the coaching of the 1912 play, "The Climbers," by Clyde Fitch.⁴⁵ The class play of 1920 was "The Comedy of Errors," coached by Mr. Daniels, and presented out-of-doors, using the pergola near Seventh street, east of the Training School Building. This was the last open-air play of the normal school period.

The earlier class plays, to about 1911, had only seniors in the cast. The 1912 play, "The Climbers," required a cast of twenty persons, and it became necessary to use lower classmen for some of the parts. The shortage of men during 1917 and 1918 had the same result. The use of students from various classes made the class plays all-school affairs, and greatly increased the student interest in dramatics.

In addition to the plays by the graduating classes, on a number of occasions, first in 1906, the junior class chose a play as the means for

⁴⁴Report of the Eastern Illinois State Teachers College in *Illinois Blue Book*, 1937-1938, pp. 399-406.

⁴⁵*The W'Apper* (1913), pp. 116. Ciney Rich, class president, as Richard Sterling was "particularly good."

entertaining the seniors at the annual junior-senior party near the close of the school year. Some of the presentations took the form of light operas, such as the "Wedding of Mah Foy" in 1906 and "The Mikado" in 1920. These junior class presentations were directed by the faculty sponsor of the class, assisted by Mr. Koch when a musical play or operetta was chosen.

Student interest in dramatics was stimulated by the theatrical numbers of the school's entertainment course, both dramatic readings and plays.⁴⁶ The first play by a professional troupe in the summer of 1914 gave a new impetus to college dramatics, Mr. Widger later recalled.⁴⁷

As a result of the aroused interest in school dramatics, a movement was started in 1918 to raise money for building an open air theatre on the south campus. For a few years each graduating class donated its class treasury to the open air theatre fund,⁴⁸ but it was found that the amount needed, due to rising post-war labor and material costs, was too large to be raised in that fashion. In 1934 the accumulated balance, amounting to \$869.92, was turned over to the Livingston C. Lord Scholarship Fund.⁴⁹

In March 1919 an all-school minstrel show, with forty students taking part, was such a success that *The Warbler* hoped that it would become an annual affair. Nearly \$100 was raised for the student recreation fund by the show. The affair was repeated in 1920 with twenty-five boys taking part.⁵⁰ However this form of entertainment was not continued as an annual affair, although minstrel shows have been given since then on a few occasions by both the students and the faculty.

Until the year 1919-1920 the students interested in dramatics had no club.⁵¹ That winter a group of students organized "a dramatics society, the first of its kind ever to exist here." Officers were elected on March 12, 1920, and the organization made its debut on May first with the presentation of two one act plays, "Love is All" and "All in a Night." The second was written by Mr. Daniels, one of the club sponsors. The other sponsor was Mr. Widger. The society cleared sixty dollars on this first venture, and *The Warbler* predicted that in time the Dramatic Society would be "an organization of influence in this school." The first president was Trevor Serviss, a junior.⁵² In 1921 the Dramatic Society had fifty-nine members and produced a series of one-act plays. It was reorganized as the Dramatics Club in 1922, with Alfred Iknayan, a college freshman, as president.⁵³ In 1925 the

⁴⁶See section on the Entertainment Course in this chapter.

⁴⁷*Eastern Teachers News*, September 30, 1942.

⁴⁸*The Warbler*, 1920, p. 71.

⁴⁹The hopes of 1918 may be realized thirty-one years later. A feature of the reorganization of the campus, started in 1948, is an open-air amphitheatre southeast of the new library building.

⁵⁰*The Warbler*, 1919, p. 60; 1920, p. 51.

⁵¹*The Warbler* (1913), p. 116, recorded that "Dramatics have received quite a little attention in the school although there has been no club or society formed with the development of this phase of expression as its specific purpose."

⁵²*The Warbler*, 1920, p. 76. Serviss took a leading role in the class play of 1921.

⁵³*The Warbler*, 1921, p. 63; 1922, p. 89.

Dramatics Club was replaced by The Players, the present organization of students interested in the theater.

Music in the Normal School

The story of music at Eastern throughout the normal school period, and until his retirement in 1938, is the story of Friederich Koch,⁵⁴ master musician. For nearly forty years Mr. Koch directed the musical life of the school. His own musical tastes were exceptionally high, and reflected the classical musical training received in his native Germany. Thanks to the force of his genial personality and his unusual ability as a teacher the musical standards of the school were high from the very first. Mr. Koch left Eastern a heritage of musical culture unsurpassed in any teacher training school in the nation.

The interest of the students and the teachers in music of the highest quality has been shown by the numerous musical numbers included in the Entertainment Course throughout the history of the school. It will be recalled⁵⁵ that during much of the normal school period a part of these presentations were chosen as well as paid for by the students.

The music curriculum of the Normal School reflected Mr. Koch's own musical interests, as well as his high standards. The first annual catalogue contained this statement:

The instruction in music aims to cultivate a good quality of voice, a sound taste for good music and ability to read vocal music at sight. The educational value of music in cultivating the whole mind as well as the emotions is clearly recognized. Something is done to give students some knowledge of great composers and their distinguishing characteristics.⁵⁶

As shown by this statement the main attention was given to vocal music. Not only did this reflect Mr. Koch's own preference, but it also met the needs of the students, most of whom would become teachers in rural schools without instrumental equipment—not even a piano in most cases. Throughout the normal school period this emphasis on music for the public schools was continued.⁵⁷ It was not until 1913, however, that the courses offered in the Music Department were listed separately in the catalogues. There were classes in elementary sight singing and in advanced sight singing, required in the first year of the certificate course for country-school teachers. There were also two sections of a methods course, required for all seniors, one for those who did not have any musical training, and one for those who did.⁵⁸ Two years later a "conservatory course in music" was announced in addition to the public school music courses first listed in the 1913 catalogue.

⁵⁴See section on the original faculty in chapter four for a sketch of Mr. Koch's career before coming to Eastern.

⁵⁵See section on the Entertainment Course earlier in this chapter.

⁵⁶Annual Catalogue, 1900, p. 30. This statement with some changes remained in the catalogue through that for 1918, when the last sentence read "a view is taken of the subject which recognizes the educational and moral value, as well as the aesthetic value."

⁵⁷In reply to an inquiry about instrumental music instruction at Eastern, Mr. Lord replied "Instrumental music is not taught in this school. You should go to a conservatory of music." Letter, L. C. Lord to Miss Arlie Brady, Sue City, Iowa, June 15, 1910. Lord Letterbooks, No. 14.

⁵⁸Annual Catalogue, 1913, p. 56, 1916, p. 48.

Two years of work were offered in both piano and voice culture. In 1919 these were expanded to three years, and in 1920, at the close of the normal school period, to four years. The 1920 announcement also included four years of violin, but this was "omitted, 1920-1921."⁵⁹

Beginning in the school year 1905-1906 musical recitals were introduced at intervals during the year at which both vocal and instrumental works were interpreted by Mr. Koch. The subjects for the recitals show Mr. Koch's tastes: Schubert, Chopin, Schumann, Grieg, Beethoven, Liszt, German Folk Songs, and Arias from operas and oratorios.

From 1907 to 1912 the Model School children, under Mr. Koch's direction, presented an operetta during commencement week. Among them were "The Fairy Grotto" (1907), "Cinderella" (1910), and "Princess Chrysanthemum" (1912). The proceeds from these performances went to the student loan fund.⁶⁰

There was no school band or orchestra during the normal school period. A men's glee club was organized in 1901, and a girl's glee club a year later. Throughout his career at Eastern, Mr. Koch's interest in musical extra-curricular activities was centered around singing. Perhaps his most important extra-curricular contribution to the school was the generous use of his own magnificent voice at various school gatherings, at chapel, at evening gatherings, at group meetings of all kinds. For those who heard him no singer can ever sing "On the Road to Mandalay" as he sang it. Pleasant memories also are associated with Mr. Koch's musical hobby, the zither. No Homecoming chapel was complete without Mr. Koch, his voice and his zither. Mr. Koch was generous with his time and talent, and was willing to assist musical efforts off the campus as well as on. In April 1912, for example, he directed the oratorio "The Holy City" for the local Methodist Church. Many normal school students sang, and Mr. Koch and Miss Annie Weller were among those with solo parts.⁶¹ Mr. Koch also played the organ regularly for a number of years at St. Charles church in Charleston, of which Mrs. Koch was a member.

In May 1920 was the first of the "Music Festivals" at Eastern in which the high schools of the area were invited to take part. This was continued through 1927. The program in 1920 was opened by a Normal School choral group of 250 voices. Then came the high school chorus contests, and finally an Indian operetta "The Feast of the Red Corn" presented by the Training School children. The next year the program was broadened to include contests for soloists and glee clubs as well as choruses. The training school operetta, "Hansel and Gretel," was presented at the local motion picture theatre.⁶² These musical festivals were conducted under the direction of Mr. Koch and Miss Ruth E. Major, his talented assistant who came to Eastern in 1919.⁶³

⁵⁹Annual Catalogues, 1915, pp. 48-50; 1919, pp. 60-62; 1920, pp. 77-80.

⁶⁰Annual Catalogues, 1906-1916.

⁶¹*The W'Apper*, 1913, p. 120. In addition to his teaching at the school, Mr. Koch gave private lessons in voice and piano. Mr. Lord wrote to an inquirer in 1902 that "Mr. Koch himself is an excellent teacher of voice and piano. . . . His terms, I believe, are \$1 a lesson." Letter, L. C. Lord to Mary Casteel, March 8, 1902. Lord Lettersbook, No. 3.

⁶²*The Warbler*, 1920, p. 75; 1921, p. 67.

⁶³Mr. Koch was Eastern's only musical teacher until 1912. His first assistant was Miss Mabel Barnhart. There were four others, none remaining longer than two years, before Miss Major commenced her fifteen years of service to Eastern (1919-1934).

Thanks to Mr. Koch, the Normal School had a sound musical foundation upon which the musical program of the College could be built. It was the great good fortune of the College that Mr. Koch was able to give seventeen more years of service before his retirement in 1938.

Class Decorations

For nearly twenty years a beautiful custom prevailed among the senior and junior classes of the Normal School and the sophomore and freshman classes of the College. In late April or early May, when spring flowers bloom in profusion, the classes would decorate the assembly room of the Main Building with masses of flowers. Violets, carnations, daisies, redbud, spiraea, even dandelions and ferns were used. On some occasions, flower-covered trellises and lattice work would be erected on the platform, making a bower beneath which the faculty would sit at chapel. Whenever possible the class colors were used for the color scheme, red and white, for example, calling for redbud and spiraea.

The origin of this pleasing custom went back to 1905, when on the morning of April 30 Mr. Lord came to school to find his desk covered with a mass of violets, the class flower of the juniors. The next April the juniors of that year went their predecessors one better by decorating the platform in the assembly room with carnations and ferns. Not to be outdone, the graduating seniors collected huge quantities of violets and transformed the platform into a mass of color. Thus started the class rivalry in decorations, which continued through the year 1924.

The decorating took place at night, and a great effort was made by each class to keep its plans secret from the other, and to discover the plans of their rivals. *The Warbler* for 1922 described this rivalry:

It has been the custom for some years for both the Junior and Senior classes, now the Freshmen and Sophomore classes of college, to take one night off from lessons and sleep and spend it in beautifying the assembly room. Of course, this is a matter of utmost secrecy, and there is greatest rivalry between the two classes as to which will have the best looking decorations. Generally two means are taken to secure this end. One is by making their own as beautiful as they can and the other is by trying to keep the other class from having any.⁶⁴

Unusually elaborate were the decorations of the juniors on May 11, 1912. *The Warbler* described the result:

The assembly room and hall . . . looked like an indoor garden. Under the clock in the hall was a great bank of spiraea and the assembly hall was in full bloom. Great white columns wound with the class flower stood on the platform. These were connected by garlands of spiraea with rows of columns extending the length of the room. In each window

⁶⁴*The Warbler*, 1922, p. 90.

was a bank of flowers and the two center rows of seats were roped off by garlands for the class of 1913.⁶⁵

With the creation of the College in 1921 two graduating classes came into existence, and the diploma graduates lost something of the "class spirit" which had characterized them when they formed the only graduating class. In a few years the freshman-sophomore rivalry lost its edge, and the practice of decorating was abandoned. The custom was not continued by the early College junior and senior classes, for they had decorated as freshmen and sophomores a few years before. Freshman and sophomore class rivalry found expression in athletic contests on class day in the spring, such as a tug-of-war across Lake Ahmoweenah, and a baseball game. After a few years this event also was curtailed. The tug-of-war, for example, became a feature of Homecoming when that annual fall event was extended to two days in 1930.

Associated with the custom of decorating was that of raising the class flag on the pole on the tower of the Main Building on the day of the decoration of the assembly room. This led to efforts by each class to prevent the other from raising their flag, and to efforts to remove the flag of their rivals. For a few years, after the abandonment of decorating, the right to raise the flag of their class was claimed by the victors in the class day tug-of-war. This custom, also, fell into disuse, although for a few years in the late 1920's it was continued by the senior and junior classes of the high school.

Student Publications of the Normal School

The first student publication at Eastern was a yearbook by the class of 1913, *The W'Apper*. This name was taken from an old English word, "whopan," meaning to threaten. *The W'Apper* explained:

Schoolmasters in England during the fifteenth and sixteenth centuries were commonly referred to by their scholars as "W'appers." The motto of Winchester College England, which we have accepted as the motto of this book, freely translated means, "work, walk or be whopped."⁶⁶

The W'Apper staff consisted of nineteen seniors, or over one third of the class of fifty-four. The editor-in-chief was Arthur Owen Frazier of Paris, who also was class historian, active in the Y.M.C.A. and a member of the track team. James Wright Shoemaker of Charleston was business manager and Ferdinand Henry Steinmetz of Edwardsville was art chairman. After leaving Eastern Frazier became a lawyer, Shoemaker a banker, and Steinmetz a professor of botany.

This first school annual was a handsome and ambitious publication of 158 pages, with nine pages of advertising by local merchants. It was bound in limp blue leather and was generously illustrated with photographs and drawings. Features included pictures of the faculty and the seniors, group pictures of the other classes, descriptions of class

⁶⁵*The W'Apper*, 1913, p. 62.

⁶⁶*The W'Apper*, p. 3.

and school events, and many personal anecdotes. These features set a pattern which was followed by the later "Warblers." The book was dedicated to Mr. Lord. *The W'Apper* staff hoped that they had "started a custom which will be established by future classes," but it was not until 1919 that *The Warbler*, the present school annual made its appearance.

Before *The W'Apper* appeared each graduating class had prepared a manuscript annual, often quite elaborate and generously decorated. This custom was revived from 1914 to 1918.

The first *Warbler* was smaller (120 pages) than its predecessor of 1913, and had a paper back. The policy of no advertising reduced the funds available for its publication. The name "Warbler" is a reference to the many birds seen on the campus and was suggested by Raymond Mack Cook of Charleston, business manager. The editor-in-chief was Gage Griffin Carman of Charleston. Both became teachers after leaving Eastern. The book followed the pattern set by *The W'Apper*. Two historical features were a history of the Athletic Association and a record of Eastern's part in World War One, with a list of those who served. The book was dedicated to the memory of the Eastern men who died in the war.

There were two more normal school *Warblers*, similar in appearance and content to the first. The 1920 book was edited by Truman Ward May of Windsor with Floyd Emerson Wilson of Charleston as business manager. The 1921 editor was Verne Hart Barnes with Vernon Ewing Barnes as business manager. Both were from Charleston. Interesting features of the 1920 *Warbler* were a list of former teachers, and a description, with map, of the ten-year building program.

Eastern was without a school paper until the fall of 1915. The story of *The Normal School News* was told by Mr. Stanley Elam, co-editor in 1936-1937 and 1937-1938 and present Director of Public Relations for the College, in *The Teachers College News* for March 26, 1935. The first issue appeared on November 5, 1915, and was printed by the Prather Printing Shop. The paper was a private venture, and did not become an official school publication until 1921-1922. As told by Mr. Elam:

A very small group of enterprising spirits first saw the need of a school paper at E.I. It was made up of Bob Prather, then a middle-aged print shop owner, who wanted to print a paper, Ivan Goble, who wanted to edit one, and Ernest Bails and Ed. McGurty, who needed jobs. Among them they obtained permission to use the school's name, organized a staff, gathered news, solicited advertising and subscriptions (at fifty cents the semester), and managed the miles of red tape incident to the inception of any sort of newspaper.

There was no financial support from the administration. The faculty adviser, H. DeF. Widger, served only as a censor, sometimes before the paper appeared, sometimes after. The

school served merely as a source of news and as a consumer of news for a privately owned paper.

For many years the *News* limped along as a four page, four column newsette, containing chiefly sports news. The editorials were of a rambling type, but always boosted for the school, as evidenced by an early series called "The School Needs". The variety of news was limited, the journalistic standards low. Editorials, even advertising, appeared on the front page. The paper belonged to no press associations from which to get suggestions for improvement. Student interest lagged after the novelty of the first few issues was gone. A bad year in 1920-1921 ended in bankruptcy for the paper and eventual school control.

The business manager for the first year, Ernest R. Bails, gives Mr. Prather, owner of the printing shop, much of the credit for the first year of the paper. Mr. Bails wrote in 1935 that he thought that:

Bob Prather, the printer, deserves credit for the idea, although it may have originated in the fertile mind of Ivan Goble, the first editor. . . . The advertisements paid for the printing and a little besides. When the editor was suspended for some indiscretion it looked for a while as if that would be the end of the paper, but with Bob's help and encouragement, we carried on.⁶⁷

Ivan B. Goble piloted the paper through the issue of May 16, 1916, when J. Edward McGurty took over for the remainder of the year. The editor for the second year, 1916-1917, was John H. Hawkins, who also acted as business manager. Lyman Ritter, Charles Allen, Truman May, and Oliver McNeilly were the editors for the remainder of the normal school period.⁶⁸

The Spirit of the Normal School

The spirit of the Normal School has been recalled recently by one who taught on the Charleston campus for only six weeks, thirty-seven years ago. Professor Clyde W. Park of the University of Cincinnati in 1911 was asked by Mr. Lord, on short notice to substitute for Miss Florence Skeffington, English teacher, for the summer term.

Mr. Park has recalled that fresh from graduate school, he "shared the well-known liberal-arts prejudice toward teachers colleges [normal schools], because of their alleged emphasis on technique at the expense of content." It did not take him long to realize that there was no basis for this prejudice as far as Eastern was concerned. Here "was a place where students were expected to master a subject first, and then learn how to teach it." Here was a normal school where "standards were uniformly high, and rivalry in scholarship was keen." There was an outstanding faculty which had been "chosen with keen discrimination," and "something was keeping them on their toes."

⁶⁷*Teachers College News*, March 26, 1935.

⁶⁸A list of the editors, business managers, and faculty advisers of the *News* appears in the Appendix.

The explanation for the high scholastic standards and for the unusual faculty, Mr. Park soon discovered, was that Livingston C. Lord was the president. "His standards, his thoroughness, his progressiveness, and his almost military precision were reflected in every phase of the school's activity." Mr. Park observed on the campus "not only punctuality and systematic operation but also a seriousness of purpose, a certain snap and alertness, a businesslike approach to the problem at hand, and an unmistakable zest in teaching and learning." There was a strong sense of personal loyalty toward Mr. Lord, and a feeling that "doing less than one's best would be letting Mr. Lord down."

Mr. Park was impressed with Mr. Lord's custom of visiting classes. "In military terms he might be said to be touring the camp in order to learn whether his sentries were awake." Mr. Lord made these visits "not as a plain-clothes detective or critic-inspector, but as one who became a temporary member of the class and joined whole-heartedly in the proceedings." "Not many men," Mr. Park observes, "could have done this without creating an artificial situation disturbing to the students and terrifying to the instructor."

The students came to know Mr. Lord intimately through these class-room visits, and through his daily talks in chapel. "Inevitably, they tended to emulate his vigorous thinking," Mr. Park observes. "Not as a remote desk officer but as a comrade, a leader in common effort, he was known to hundreds, through whom . . . his influence has gone out in everwidening circles." Mr. Park concludes that "the central fact" in Mr. Lord's career, "was the pervasive stimulus that comes from a strongly individual character."⁶⁹

By his use of military analogies, Mr. Park has made it easier for one not acquainted with the school during the normal school period to sense its spirit. Anyone who has ever been a member of a military unit with a strong *esprit de corps* will catch the spirit of the school.

⁶⁹Clyde W. Park, Professor of English, Emeritus, the University of Cincinnati, "Personality and Educational Leadership", in *School and Society*, August 28, 1948, pp. 130-131. Used by permission of the author.

CHAPTER EIGHT

A PERIOD OF TRANSITION, 1915-1921

"Homecoming"

"Homecoming" as a feature of college life originated at the University of Illinois in 1912. The idea was adopted by Eastern in 1915, which held its first Homecoming on Saturday, November 6, of that year.

The events of the day were arranged by a committee of students and teachers, assisted by the officers of the alumni association: Charles Hill, '11, president; Bruce H. Corzine, '13, vice-president; and Miss Runie T. Robinson, '12, secretary. The chairman was Earl W. Anderson, of Charleston, a senior. At this time a total of 551 students had been graduated from the Normal School. About 200 of them returned for Homecoming.

The events of this first Eastern Homecoming formed a pattern which was followed for a number of years. The usual schedule of classes was held on Saturday morning, with many interested "home-comers" visiting the classes of their former teachers. A special program was arranged for chapel. Following the regular opening exercises the students sang a welcoming song to the alumni, and Mr. Koch played two zither solos. Three talks followed the music. Bruce H. Corzine, class of 1913, spoke of the growing respect and affection which graduates felt for the school. Miss Nellie Haley, 1901, spoke next, followed by Henry A. Neal, member of the original Board of Trustees. That afternoon preceding the football game a concert was given on the public square by Tripp's band, which had been provided for the occasion by the merchants of the city. A parade from the square to the football field followed. This original "Homecoming parade" consisted of the band and two decorated automobiles filled with clowns and "butterfly girls." The school paper noted that "quite a lot of notice was attracted by this parade." The stores around the square and the houses along Sixth street, the route of the parade, were decorated with blue and gray bunting, thus creating another precedent.

The football game with Shurtleff College was won by a score of 52 to 6. Unfortunately this score did not form a precedent! The following students played in this game:

Earl W. Anderson, of Charleston, Senior. Left half and captain.
Walter G. Bigler, of Sigel, Eleventh year. Substitute.
Herman L. Cooper, of Charleston, Senior. Left tackle.
Stanley M. Crowe, of Charleston, Senior. Full back.
Austin Edington, of Flat Rock, Tenth year. Substitute.
Fred S. Endsley, of Charleston, Junior. Left end.

Ralph D. Fitch, of Charleston, Junior. Right end.
 Lennie L. High, of Bement, Junior. Substitute.
 Eugene H. Hutton, of Charleston, Junior. Center.
 Edgar S. Leach, of Mr. Carmel, Senior. Substitute.
 Byron Markle, of Hume, Tenth year. Right guard.
 Ben R. Peck, of Camargo, Junior. Left guard.
 Paul Vernon Root, of Charleston, Senior. Right half.
 Martin O. Schahrer, of Charleston, Junior. Right tackle.

Entertainment between halves of the game included "aesthetic dances" by the "butterfly girls," and various humorous stunts, including a "football game" played by the second team with a ball full of apples. When the ball opened, the players scattered to the woods, eating apples. That evening a reception was held at Pemberton Hall, followed by a dance in the gymnasium. "Punch was served."¹

The 1916 Homecoming followed the pattern of the year before, including a football victory (Eastern 19, Carbondale 7). The parade was longer, and the house decorations were more extensive. The novel feature of this second Homecoming was a "take-off" on chapel, held during the reception preceding the dance in the evening, with students impersonating the faculty.² The decision to have a second Homecoming in 1916 established it as an annual fall event. Homecoming has been held every year since 1916 with the exception of 1918, when a combination of war and influenza caused its omission.³

The 1917 Homecoming was attended by many of the men in service who were training preparatory to going over-seas. The football game with Normal was won by a score of 13 to 7. A new feature was a "circus" held in the Main Building in the evening. The proceeds went to the athletic association. The customary reception and dance at Pemberton Hall and the gymnasium followed.⁴

The 1919 Homecoming was dedicated to the men of the school who had died in service during the war. The most note-worthy feature was the naming of the school's athletic field in honor of Martin Schahrer, president of the class of 1917, and captain of the 1916 football team, who was killed in action. Justice Frank K. Dunn of the Illinois Supreme Court, of Charleston, gave the dedicatory address. Mr. Justice Dunn had recently returned from France, where he had visited the graves of his son Andrew Dunn, and of Martin Schahrer, who were buried in the same military cemetery. A dinner at Pemberton Hall in honor of the school's war veterans took place that evening. A Navy veteran, McKinley Turner of the junior class, told of his experiences, and Miss Booth, recently returned from twenty months in France and Germany, related some of her experiences. The day ended with the customary dance in the gymnasium.⁵

By 1919 Homecoming features had become well established. First came homecoming chapel (continued through 1934), with a talk by

¹*Normal School News*, November 5, 19, 1915.

²*Ibid.*, November 14, 1916.

³*Ibid.*, November 26, 1918.

⁴*Ibid.*, November 16, 1917. No copy of the issue of the *News* following Homecoming has been seen by the writer.

⁵*The Warbler*, 1920, pp. 47-48.

Mr. Lord (through 1932), frequently a talk by Mr. Henry A. Neal (through 1922), and music by Mr. Koch (through 1934). Mr. Koch would sing "On the Road to Mandalay" and often would play a solo on the zither. The football game was preceded by a parade which increased in size with the years. After the game there was the banquet (through 1927), followed by some form of entertainment. The day's festivities ended with a dance in the gymnasium.

The Homecoming play was introduced in 1928, with the presentation of Shaw's "You Never Can Tell" by the Players. Two years later Homecoming became a two-day affair, with the crowning of the first "Homecoming Queen," Miss Ernestine Taylor, a high point in the festivities. This innovation was sponsored by the *News*. The use of two days for Homecoming made possible other features, such as the bonfire the night before the game, the tug of war across the lake by the freshmen and sophomore, the "midnight show" at a local theater, and breakfast gatherings for various groups of homecomers.

Perhaps the outstanding Homecoming in the history of the school was that of October 15 and 16, 1948, the thirty-third, or "Golden Jubilee," Homecoming, held during the fiftieth year of the school. Over a thousand former students and alumni were present. Some came from as far away as Massachusetts, New York, and North Carolina. Miss Beulah Midgett of the class of 1938 traveled the greatest distance to be in Charleston by Homecoming. She had recently flown from Norway to this country. The parade was the largest in Eastern Homecoming history. Twenty-nine bands from Illinois high schools were in the line of march, as were thirty-five floats, representing student organizations and the business firms of Charleston. The floats were designed on historical themes, such as the founding of Charleston, the Lincoln-Douglas debate, the founding of the school, the opening of Pemberton Hall, and the growth from a normal school to a college. The football game was played in the rain on the Charleston High School field, as the college field was in process of reconstruction. Eastern defeated DeKalb by 15 to 6, on a muddy field with a slippery ball, before a large crowd of well-soaked homecomers. The Homecoming dance in the large gymnasium was attended by a record-breaking crowd of over three thousand, who witnessed the coronation of Miss Ruth St. John as Homecoming Queen and danced to Tex Beneke's orchestra. The College Players presented Noel Coward's "Blithe Spirit" as the Homecoming Play, with the leading roles played by Foster Marlow, Dorles Musselman and Joanne Waffle. Both Thursday and Friday evening performances were "sell-outs."⁶

Normal School Extension Teaching

No formal classes in extension were offered by the Normal School prior to 1916. From the beginning of the school the faculty spoke frequently at gatherings of teachers, especially at teachers' county institutes. In 1902-1903 teachers from the Normal School gave a series of lectures for the teachers of nearby Lerna, in Coles County.

⁶The features of Homecoming, year by year, are given in a table in the Appendix.

Although the Lerna superintendent of schools asked that the lecture course be repeated the next year, this was not done as it was felt that the teachers could not spare the time and effort involved.⁷ During the first four years of the school the teachers made an average of a hundred addresses a year.⁸

A demand for extension courses, carrying normal school credit, followed the certificating law which became effective on July 1, 1914. This authorized county superintendents, at their option, to issue certificates good for one year to those who had completed two years of normal school work. Certificates could be renewed on the basis of additional earned normal school credits.⁹

In order to encourage teachers to earn additional credits, State Superintendent Blair in the spring of 1916, organized a series of "summer normal schools." Those at Danville, in the summers of 1916 and 1917, and at Taylorville, in the summer of 1917, were under the guidance of Eastern. The students received normal school credit, recorded at Charleston. An announcement in April 1916 described the Danville school as a branch of the Charleston school. The teachers were to be "some of the best instructors in the state—men and women employed in past years at Charleston and at Bloomington." The students were to study from four to six weeks.¹⁰

These "summer normal schools" were forerunners of the summer "workshops" which were developed in the 1940's as a part of the college extension program. No teacher then on the teaching staff at Eastern taught at Danville or Taylorville and no mention was made of these classes in the school catalogues. Mr. Lord had a poor opinion of this off-campus summer program. He wrote to the Danville city superintendent in March 1918, that he thought these local summer schools were poor, and "frankly, I wish we didn't have them." He did not want to encourage such schools, although it was "quite possible that Danville has had the best one in the State."¹¹

An extension program during the regular school year was started in the fall of 1916. In July of that year Mr. Lord wrote to Mr. Blair that although the school had done no extension work thus far, "we are arranging to do such work in four places the coming fall."¹² The four places were reduced to two when the program was started in November 1916. A class in English was given in Paris, Illinois, and classes in psychology and agriculture were given at Effingham, both on Saturdays. Each course consisted of fifteen lessons, each the equivalent of two fifty-minute periods. Credit was given according to the amount of work done. There were 34 students enrolled in these two extension centers.¹³

⁷Letters between L. C. Lord and H. B. Grafton, Lerna, November 12, 16, 1903. Lord Letterbooks, No. 32.

⁸Letter, L. C. Lord to A. H. Johnstone, March 13, 1907. Lord Letterbooks, No. 31. Mr. Lord wrote "I haven't kept any count of them since."

⁹Summary of the law in Annual Catalogue, 1914, p. 26.

¹⁰Announcement in *Normal School News*, May 2, 1916. The enrollment at Danville was 95 in 1916 and 73 in 1917. That at Taylorville in 1917 was 60.

¹¹Letter, L. C. Lord to G. P. Randle, Danville, March 12, 1918. Lord Papers, 1917-1921.

¹²Letter, L. C. Lord to F. G. Blair, July 21, 1916. Lord Papers, 1916.

¹³Correspondence between L. C. Lord and Superintendent T. J. Beecher, Paris, November 1916. Lord Papers, 1916; Annual Catalogue, 1916, p. 51.

The extension classes of 1916-1917 were not repeated, although for a number of years the annual catalogue contained a statement that the school was prepared to offer such work where it might be needed. This statement read as follows:

This school is glad to offer such extension courses as its facilities permit. It is especially urged that such aid be sought as the school may be able to give in improving present teaching in the elementary schools. A skillful teacher is able in visiting schools and talking with teachers to be of great assistance to those of less experience. This suggestion contemplates giving help in those subjects that make up the greater part of the elementary school curriculum. . . .¹⁴

Mr. Lord did not think well of extension teaching, and as a result no effort was made to promote such a program. In April 1918, Mr. Lord wrote to Director F. W. Shepardson of the Department of Registration and Education, in reply to an inquiry, that:

So little extension work has been done by this school and I have seen so little done by other schools that my judgment based upon observation is of small value. The little work we did was done by our teachers in addition to their regular work, as we failed to get money appropriated for extension teachers.

In my opinion extension work cannot be of as good quality as work done at the institution. Not a few teachers desire this work as a short cut to certification. The criticism is sometimes made that the teachers with credits in view give time and strength to extension work which ought to be given to school work. And it is occasionally said that schools offering extension work are in danger of accrediting extension work of a lower standard than that required in the school.

We offered work which would neither increase our enrollment nor give the teachers taking it any credits, but which would improve the teaching in the school where our teachers might go. We proposed to send out experts in certain subjects who would observe the teaching, meet the teachers for conference, suggestion, and criticism, teach classes in their presence, and discuss freely the whole matter under observation. No one favored this plan until last fall when one superintendent wrote that he would be glad of our help.

I should be glad to have one or two extension teachers added to our force at salaries of about \$3,000 a year. It is very difficult, however, to find men and women fitted to do such work.¹⁵

Nothing further was done in the extension field by Eastern until nearly twenty years later.

¹⁴Annual Catalogue, 1917, p. 52. This statement remained in the catalogues through that for 1922.

¹⁵Letter, L. C. Lord to Francis W. Shepardson, Springfield, April 11, 1918. Lord Papers, 1917-1921.

Eastern in World War I

The first direct effect of the War in Europe on the school was the cancellation of an entertainment program scheduled for the summer of 1915. The Ben Greet English Players, who had appeared on the campus in the summer of 1914, were unable to return a year later as the war caused the cancellation of their American tour for 1915.

As far as the printed record shows, the school took little note of the war in Europe and the preparedness campaign in this country in 1915 and 1916. The school catalogue for 1915 contains no references to the war. On June 30, 1916, the school paper made a passing reference to the "war" in Mexico. In December 1916, the school Y.M.C.A. raised \$142.68 to be used for the benefit of prisoners of war in Europe. This was a national campaign, and the school was gratified to learn two months later that Eastern stood fifth among the schools of the state in the amount raised, being surpassed only by Chicago, Northwestern, Monmouth, and Knox; and surpassing both Normal and Carbondale.¹⁶

In March 1917 the men of the school became interested in military training. On March 15 Bishop Fallows of the University of Chicago gave a lecture on preparedness in which he advocated military training and compulsory military service. A *News* editorial endorsed military training, and urged the men of the school to plan to enter training camps, presumably referring to the approaching summer.¹⁷ On March 27 the *News* raised the question as to whether or not a military training company should be organized at the school. "Many of the students," the *News* observed with approval, "are in favor of organizing such a company and some of the faculty seem to favor it. It seems that at least one member of the faculty has had a course in military training and is willing to help in the organization of such a company."¹⁸

The outbreak of war on April 6, 1917, shifted interest from military training to direct enlistment in the armed forces. On April 18 a Captain Gravenhorse of the 4th Illinois Infantry, National Guard, made a recruiting speech at the school at the close of which ten students volunteered. These original normal school volunteers were:

James C. Bell of Seymour, Tenth year Class.
 William L. Capen of Mattoon, Eleventh year.
 Joseph T. Connelly of Westfield, Tenth year.
 Paul S. Hall of Charleston, Junior, B.Ed., 1923.
 Varden I. Keen of Farina, Junior.
 Forrest A. Kelly of Greenup, Tenth year.
 Cecil I. Linthicum of Mattoon, Junior, Diploma, 1920.
 Byron Markle of Hume, Eleventh year.
 Homer M. Moats of Louisville, Junior, Diploma, 1927.
 John A. Waible of Charleston, Ninth year.

Two days after signing up, the volunteers were given their first military drill in the school gymnasium. The *News* reported at that

¹⁶*Normal School News*, December 19, 1916; February 6, 1917.

¹⁷*Ibid.*, March 13, 20, 1917.

¹⁸*Ibid.*, March 27, 1917.

time that "nothing definite is known as to when the boys will be called to camp, but Captain Gravenhorse advised them to be ready to answer the call at any time."¹⁹ The April 18 volunteers were not called to active duty until after the close of school when they were sent to Effingham as members of Company G, Fourth Illinois Infantry. On July 25, before being sent to Camp Logan, Houston, Texas, in October, the Fourth Illinois Infantry became the 130th Infantry of the 33rd Division. From Texas the regiment went overseas with that Division, leaving the United States from Camp Upton, New York, in April 1918.²⁰

None of these ten original volunteers were seniors. The seniors waited until after graduation before entering military service. Of the seventeen boys in the class of 1917, eleven entered military service. There were only four boys in the class of 1918. One of them, Glen L. Hackett of Charleston, entered the Navy.

The question of credit for the second term of the year 1916-1917 for those entering the service in the spring of 1917 came up for faculty consideration, and it was announced on April 24 that such students would be given full credit if their work in all subjects was passing at the time of leaving school. It also was decided to make this same concession to students leaving before the end of the term to do farm work, if their school work was satisfactory and if each boy would send to the faculty committee in charge a statement from his employer as to the number of days of farm work performed. By May first about seventy-five boys had left school to do farm work, and "others were only waiting to get the opinion of home folks before leaving," the *News* reported. The *News* commended both the school and the boys for this farm work program.²¹

The names of 256 former students of the Normal School and the Model School who served in the armed forces during the war are listed in the "Roll of Honor" printed in the Normal School annual for 1919. The list also includes the names of three teachers.²² A tabulation of the men in service made by Mr. Thomas of the History Department gives a total of 73 graduates of the Normal School and 174 former students, or a total of 247. Using incomplete records Mr. Thomas records that among the 247 there were two majors, seven captains, twenty-three first lieutenants and twenty-one second lieutenants. The records of 58 men were incomplete or missing.²³ There were four members of the faculty who served in the armed services. The first was Emet N. Hopson, teacher of agriculture, who had joined the faculty in the fall of 1917. He resigned on November 30, 1917, to enlist.²⁴ After the close of the school year 1917-1918, three other faculty men

¹⁹*Normal School News*, April 24, 1917. The same issue of the paper contained the first war-time appeal for Red Cross membership.

²⁰While stationed at Effingham some of the Eastern volunteers saw service in the East St. Louis race riot of July, 1917. Information concerning these first Eastern volunteers from Mr. Homer M. Moats, Clay City, Ill., in letters to the writer.

²¹*Normal School News*, May 1, 1917. Older readers will recall the slogan of 1917-1918, "Food will win the war," and the emphasis placed on increased food production.

²²*The Warbler*, 1919, pp. 52-53. This list is given in the Appendix.

²³"War Service of the Alumni, Undergraduates and Former Students," in World War I, Student Service Records, in College files.

²⁴Annual Catalogue, 1917, pp. 10-11.

entered the armed services: Lewis Albert Moore (Agriculture, on faculty 1918, 1920–1928), C. Alvin Johnson (Manual Arts, 1917–1918), and Earl R. K. Daniels (English, 1916–1924).²⁵

Miss Mary J. Booth, the school librarian, was the only faculty member to serve overseas. Miss Booth volunteered in the fall of 1917 for service with the Red Cross.²⁶ She arrived in France on November 27, and served as a Red Cross canteen worker at the aviation training center at Isoudum until May 1918. Miss Booth's library experience led to her transfer to the American Library Association and for the remainder of her stay overseas she was in military camp library work in Paris, Chaumont, and Gievres in France, and with the army of occupation at Coblenz, Germany. At Chaumont Miss Booth classified the library at General Pershing's headquarters. At Coblenz she was in charge of the library in the Festhalle. Miss Booth returned to the United States on July 17, 1919, and to Eastern in the fall of 1919.²⁷

There were nine deaths in service among those who had attended the Normal School, including former Model School pupils. Only one, Martin Otto Schahrer, president of the class of 1917, was a graduate of the Normal School. Four others had attended the Normal School: John Robert Balch (first semester, 1912), James Bruce Leamon (first two years of the five year course, 1912–1914), James Arlar Walling (summer terms, 1913, 1916), and Ralph Carlis Winkleblack (one year, 1910–1911). Four of those who died in service were former Model School pupils: Andrew Dunn (graduated from eighth grade 1908), Fred Dunn (in Model School four years, first, second, fifth and eighth grades, between 1901 and 1910), Burt Bodwell Chenoweth (first six grades of Model School, 1903–1910), and Fred Elbert Percy (seventh and eighth grades of Model School, 1913–1915).

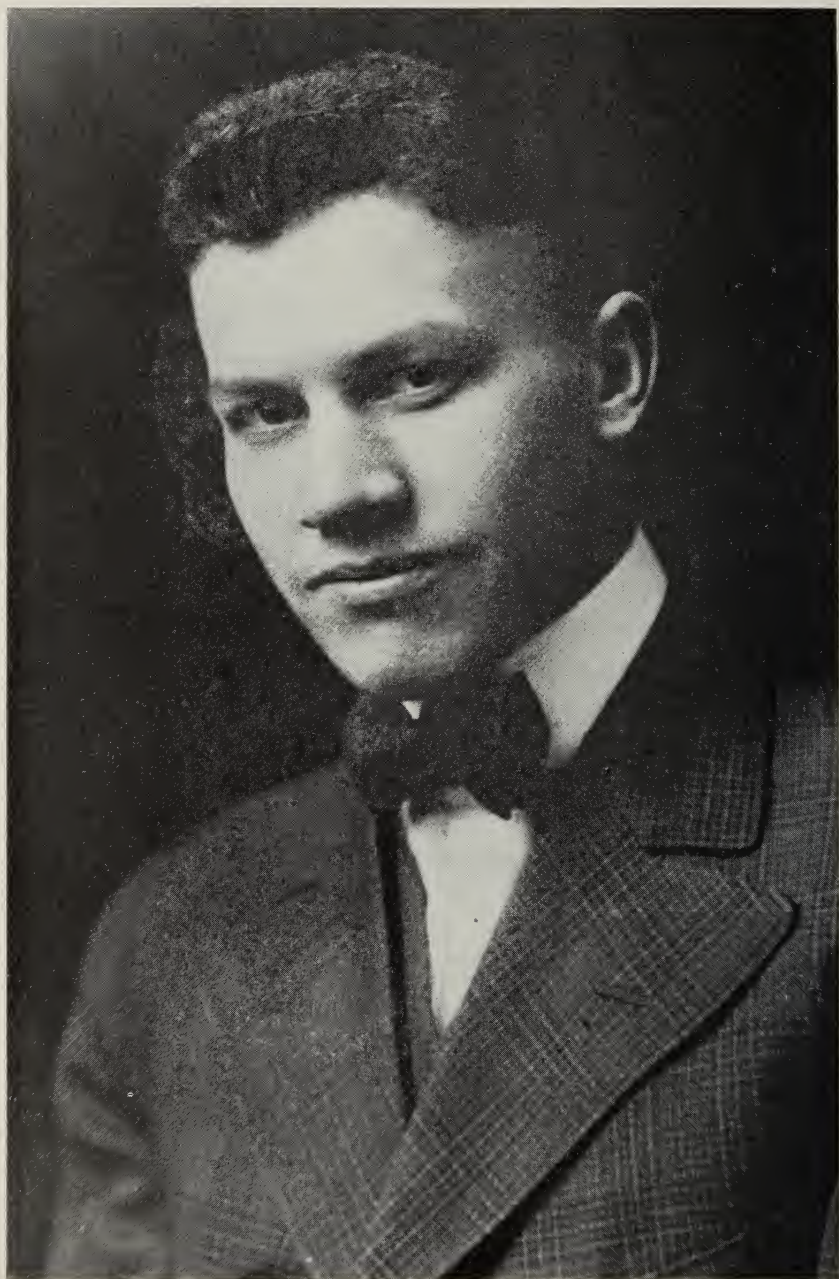
Corporal Martin Otto Schahrer, of Charleston, Company I, 6th Infantry, was killed in the St. Mihiel offensive, by machine-gun fire, on September 15, 1918. He enlisted on September 5, 1917, and received his basic training at Camp Zachary Taylor, Kentucky, where because of his normal school training he was assigned the task of teaching illiterate recruits. He wrote a number of interesting letters from camp, which were printed in the school *News*.²⁸ In one of them he advised the students not to give up the entertainment course. He also urged the upper classes to retain their programs of social events. "We men here enjoy recreation as much as ever, and I'm sure the civilians should," he wrote. Mr. Lantz tells of an interesting incident of Schahrer's training period. "Martin Schahrer weighed only 140 pounds, but it was all muscle. Once when he was in army training in Kentucky the opponent for a professional pugilist failed to show up for an exhibition match. Schahrer volunteered for the sake of the show, and knocked

²⁵Mr. Moore and Mr. Johnson entered service in May 1918, a few weeks before the end of the school year. Statement to writer by L. A. Moore, February 22, 1948. Mr. Daniels was called in the draft at the close of the second week of summer school, 1918. He received a leave of absence for the year 1918–1919. Report of President to Normal School Board, July 9, 1918.

²⁶The *Normal School News* for September 18, 1917 reported that Miss Booth was expecting an order at any time to report for duty with the Red Cross.

²⁷"War Service of Mary Josephine Booth" in World War I Student Service Records, in College files; *The Warbler*, 1919, p. 54.

²⁸*Normal School News*, September 18, October 2, 23, 1917.



MARTIN OTTO SCHAHRER
President of the Class of 1917
Killed in action, 1918

out the heavyweight." Mr. Lantz described Schahrer as "one of the finest men I have ever coached," and "one of the most popular men on the campus."²⁹ In addition to being class president in 1917, Schahrer was captain of the 1916 football team. At the time of his enlistment he had been engaged to teach in Effingham. Buried at first in the Bois de Bonvaux, Schahrer's body was moved to the American Military Cemetery at St. Mihiel.

The Normal School (and College) athletic field on the south campus was named "Schahrer Field" in honor of Martin Schahrer. This suggestion first appeared in the school paper on December 3, 1918, which observed "It is fitting that the finest athletic field in the state should be named in honor of one of the finest men that ever attended Normal School."³⁰ The athletic field was dedicated as "Schahrer Field" at Homecoming in 1919, with a memorial stone in his honor. When Schahrer Field became the site of the new Library Building in 1948, the memorial stone was moved to a beautiful setting in the formal gardens south of the library, and a Martin Schahrer Memorial Gate was planned to be located about 100 feet south of the west end of the Main Building. As planned by President Buzzard, in the academic procession at Commencement each senior will pass through this gate. The gate will be kept locked at all other times, and will be forever closed to undergraduates. "The name Martin Schahrer shall not die," President Buzzard stated.³¹

The first former student to be killed in action was Corporal Fred Dunn, who had been a Model School student. He was killed on July 15, 1918 in the Battle of Chateau Thierry. After graduation from the eighth grade Fred moved to North Dakota with his family. He enlisted the day war was declared. At the time of his death he was in the 168th Infantry, Forty-second or "Rainbow" Division. Fred was killed by a shell which killed three other men, also. His body was returned to this country and he is buried in Charleston.³²

Lieutenant Andrew Dunn, also a former Model School pupil, was killed in action in the St. Mihiel drive on September 15, 1918. Lieutenant Dunn is buried in the same cemetery as Martin Schahrer, the American Military Cemetery at St. Mihiel. They were killed on the same day. Justice F. K. Dunn, father of Andrew, created a trust fund to provide flowers to be placed on the graves of both Andrew and Martin. This arrangement was continued by Miss Ruth Dunn, his daughter, after Mr. Dunn's death.³³ Andrew Dunn entered the first Reserve Officer's Training Camp, in 1917. He trained at Camp Devens, Massachusetts. The American Legion Post in Charleston is named for him.

The Meuse-Argonne offensive cost the lives of two former students. Corporal John Robert Balch of Lerna, a Normal School student for the

²⁹Quoted in *Charleston Daily Courier*, July 2, 1948.

³⁰*Normal School News*, December 3, 1918.

³¹*Eastern State News*, September 22, 1948.

³²Information concerning Fred Dunn from his sister, Mrs. A. O. Clodius, in letter to the writer, March 15, 1948.

³³Information from Miss Ruth Dunn, February 17, 1948. Although the St. Mihiel cemetery was near the scene of heavy fighting in the second World War, it was not seriously disturbed, according to information received by Miss Dunn.

first term of the year 1912–1913, was killed in action with Company B of the 130th Infantry on September 26, 1918. He was trained at Camp Logan. Sergeant James Bruce Leamon of Advance, Jasper County, for two years a Normal School student (1912–1914), was killed in action with Company G of the 60th Infantry on October 14, 1918. He had enrolled on May 27, 1918 and was trained at Camp Gordon, Georgia. He entered the Normal School from the Jasper County rural schools with a normal school scholarship.

Four former students died of illness while in service, one marine and three sailors. Private Fred Elbert Percy of Charleston, a Model School pupil in 1913–1915, enlisted in the Marine Corps on April 7, 1918. Ill upon arrival at the Marine Corps training camp at Parris Island, South Carolina, he died at the camp hospital on April 28. His was the first death in service of a former student of the school.

The three sailors who died of illness were Hospital Apprentice Burt Bodwell Chenoweth, of Charleston, Model School pupil, 1903–1910, who died at Camp Perry, Ohio, on September 18, 1918; Apprentice Seaman Ralph Carlis Winkleblack, of Rardin, Normal School student for the year 1910–1911, who died at the Great Lakes, Illinois, Naval Hospital on September 20, 1918, and Musician James Arlar Walling, of Casey, who died at the Great Lakes Naval Hospital on December 6, 1918. His was the only death in service of a former student after the Armistice.

The question of establishing a Student Army Training Corps unit at Eastern was considered during the summer and fall of 1918. Anticipating such a unit, Mr. Charles P. Lantz, Physical Education teacher, and Dr. Clifford C. Hubbard, History teacher, attended an officer's training camp at Fort Sheridan during the summer of 1918. They took a short training course designed to fit school men to work with S.A.T.C. units. When school opened in September 1918 there was still the possibility of a training unit, so Mr. Lantz used military drill, without arms or uniforms, in the required course in physical education for men. This was continued for about a month.³⁴ On September 21, after extensive correspondence between Charleston, Springfield, and Washington, it was decided the number of boys at Charleston was not sufficient to justify establishing an S.A.T.C. unit. In the fall of 1918, there were 83 boys enrolled, and many of them were too young to qualify (eighteen years of age). The average age of the boys in the Normal School in 1917 had been 17.94 years.³⁵ The following letter from Mr. Lord to Director Shepardson of the State Department of Registration and Education, dated September 21, 1918, reports the decision not to have a military training unit at Charleston:

On my return this afternoon, I found a telegram from Washington saying that the number of our students reported of the proper attainment and age was not large enough to establish a unit here. I replied, saying that we knew that

³⁴Information from Mr. Lantz, February 22, 1948. Mr. Lantz left Fort Sheridan shortly before the end of the training course, or about August 15, as his services were needed as secretary of the Coles County draft board.

³⁵*Proceedings*, State Normal School Board, July 1, 1917–June 30, 1921, pp. 23, 53.

but in case a unit were established we would have no trouble in getting the necessary number. I also wrote that it was not the policy of those in authority to have units established in the Normal Schools until colleges and universities were unable to take care of the situation.³⁶

The influenza epidemic in the fall of 1918, which ravaged the civilian population as well as the training camps, caused the closing of the school from October 12 to October 28. In a circular letter dated October 17 Mr. Lord announced that the school would not open until October 29, instead of the 22nd, as had been planned. He reported that "the influenza is abating here . . . and we believe that on October 29 Charleston will be as safe as any other place and safer than many." He added that "we have an excellent nurse who is now here and will be for the remainder of the year."³⁷

A summary of the war service of the school, prepared by Mr. Thomas, recorded that a branch Red Cross work room was opened in the Main Building where faculty wives and women students prepared hospital supplies. The men of the faculty served on many local committees in selling war bonds and in securing contributions to the various war-purpose drives in the community. Several of them spoke in neighboring communities on behalf of various war activities. One of the most interesting of these speaking services was a part of a program sponsored by the Illinois Council of Defense to urge high school boys to stay in school until graduation. Normal School faculty members spoke on this subject to high schools in eastern Illinois.³⁸

Outstanding service was rendered by Mr. Charles P. Lantz, Physical Education teacher, as a member and secretary of the Coles County Draft Board. No other teacher contributed as much time and effort in a civilian war responsibility. Other men teachers assisted in the draft registration and in aiding men prepare the necessary documents. The Main Building was used on various occasions for the physical examination of men subject to the draft.

The school responded well to the "drives" for funds to support war activities, as is shown by the following list of contributions by both students and teachers:

First Y.M.C.A. drive	\$1,197.16
Knights of Columbus drive	128.50
Student Friendship War Fund (1917)	1,341.93
United War Work Organizations (1918)	1,060.50

Similar response was made to other requests for funds, but the records of these have not been preserved.³⁹

³⁶Letter, L. C. Lord to Francis W. Shepardson, Springfield, September 21, 1918. Lord Papers, 1918-1921, I-O.

³⁷Form letter, dated October 17, 1918, in Lord Papers, 1918-1921, I-O. Notice of closing in *Normal School News* October 15, 1918.

³⁸Letter, L. C. Lord to Superintendent of Schools, Albion, Illinois, arranging for faculty speaker at Albion. Lord Papers, 1917-1921.

³⁹[S. E. Thomas] Eastern Illinois State Normal School Service during the War. Student Friendship War Fund pledge cards. In World War I Student Service Records, in College files.

Referring to the war "drives" in which the school had taken part, Mr. Lord reported to the Department of Registration and Education in September 1918, that "these causes have not been presented often nor have they been kept long before those investing and giving."⁴⁰ Mr. Lord did not lose sight of the major purpose of the school, teacher training, even under the pressure of war. His calmness during the excitement of the war was reflected in the spirit of the school. Reading the war issues of the school paper, the reader is impressed with the calmness and temperateness of its columns. There was no lack of patriotic zeal, but there was no "war hysteria."

Miss McKinney quotes a war-time graduate as recalling that when emotions and prejudices were guiding others, Mr. Lord's sanity "was most evident, never more so than in the early days of the World War." Mr. Lord reminded the students that the world followed the sound of a drum and the sight of brass buttons. To the clamor for dropping German from the curriculum Mr. Lord said: "Not from knowledge of German, but from ignorance of it, do we get into trouble." German was kept in the school all during the war. The third year course only was dropped in the year 1918-1919, for lack of students. By the fall of 1919, however, the decline in student demand led to the omission of all German courses until the fall of 1927. By that time there were a number of students who planned to do graduate work after receiving their college degrees from Eastern, and for this German was frequently an important requirement. Hence its restoration.⁴¹

Mr. Friederich Koch, the music teacher, was a native of Germany, with many relatives in the German army. A citizen of the United States by choice, Mr. Koch was thoroughly loyal, but nevertheless he suffered various indignities during the war at the hands of irresponsible "patriots", who insisted that he was a "pro-German" and even a spy. On one occasion a brick was thrown through a window of his home. Miss McKinney tells the story of another incident. "One evening a crowd of court-house-lawn loafers burst into his living room carrying a flag for him to kiss; they found him chatting with a friend, a United States Army officer, magnificent in uniform, who drew himself to his full height and stared down the hoodlums. They slunk away." Mr. Koch himself told of the day during the war when Mr. Lord called him into his office and asked him if he had bought any Liberty Bonds. "I said no," Mr. Koch recalled later, adding "that I did not have any money for anything. Mr. Lord opened his purse and gave me fifty dollars for my first bond. Only a few days afterwards I was visited by a Secret Service man; and his first question was, 'Have you bought any Liberty Bonds?' . . . Two more times government officers came to see me, and I shall never forget how Mr. Lord as a true friend stood by me."⁴²

One change brought about by the war was unavoidable, and in retrospect, fortunate. The words of the school song had been sung to the tune of the German anthem, "The Watch on the Rhine." Ob-

⁴⁰Department of Registration and Education, *First Annual Report* (1918), p. 30.

⁴¹Isabel McKinney: *Mr. Lord*, p. 273; Annual Catalogues, 1918-1927.

⁴²Isabel McKinney: *Mr. Lord*, p. 274.

viously this was inappropriate, so a new melody was written by Mr. Koch. The result was the beautiful air to which "For Us Arose Thy Walls and Towers" has been sung since then. That was one lasting benefit brought to the school by the war!

The Eastern Illinois State Normal School had reason to be proud of its war record. It more than met all demands upon it, in terms of men and of money, and at the same time the school continued to do well the work for which it existed: the training of teachers.

The "Charleston Tornado" of Saturday, May 26, 1917, was an important incident of the war-time history of the community and the Normal School. Fortunately for the school, the path of the "twister" through the city paralleled the route of the New York Central railroad, and the major damage was limited to the area north of the public square. No faculty homes were in the most seriously damaged area, and very few students, also, suffered any personal losses. Available records indicate that no faculty, students or school employees were injured. Students and faculty worked long hours with other rescue workers, searching for victims in the wreckage, aiding the injured, and collecting and distributing emergency supplies.

Five Boards or One?

The separate boards for each of the five normal schools came to an end on July 1, 1917, when Governor Lowden's Civil Administrative Code went into effect, providing for a single State Normal School Board.

The separate board plan encouraged each of the five schools to develop in its own way, each making its peculiar contribution to the educational system of the State. At the same time it was obvious that some coordination was desirable. Such coordination as took place came from the efforts of the five presidents, and also to some extent from the office of the State Superintendent of Public Instruction, an ex-officio member of all five boards. An example of the efforts of the State Superintendent to promote common objectives among the five schools was a series of conferences of county superintendents with the normal school faculties organized by State Superintendent Bayliss in the fall of 1904. These conferences considered how the normal schools could better meet the needs of the teachers of village and rural schools, and what the county superintendents could do to help the normal schools in this work. The Charleston meeting was held on November 17, 1904.⁴³

With each school operating independently, a joint meeting of the faculties of the five schools would be useful. Such a meeting was held at Springfield in December 1903. Annual meetings were planned, but were not held.⁴⁴

⁴³Notice of meetings, issued by Superintendent Alfred Bayliss, Springfield, November 8, 1904. Copy in Lord Letterbooks, No. 18.

⁴⁴Francis G. Blair was the Charleston representative on the committee which arranged the 1903 meeting. Letter, C. E. Allen, Carbondale, to L. C. Lord, August 31, 1903. Lord Letterbooks, No. 1.

Some idea of the lack of uniformity in the procedures of the five schools prior to 1917 may be seen in a 1910 letter from Mr. Lord to Presidents David Felmley of Normal and Alfred Bayliss of Macomb, asking them upon what authority current expenditures were made at their schools for text books, apparatus, supplies, repairs, etc.⁴⁵ Evidently each school followed its own housekeeping practices in such matters.

Mr. Lord was not convinced of the desirability of a single board as compared to the separate boards. In 1909 a bill to create a "Board of Regents" for the five State normal schools was introduced in the legislature. In reply to State Superintendent Blair's request for his opinion, Mr. Lord wrote that "I am now under the impression that the movement is probably a good one."⁴⁶ In January 1912, however, Mr. Lord wrote to a Virginia college president that:

I think it is better to have the normal schools of the state controlled by single boards rather than by a general board. The schools develop with a little more freedom; and whatever excellencies or advantages one school may possess, sometimes by reason of circumstances that are purely accidental, can have full play in rendering service to the cause of education in the state. I used to think in Minnesota under one board that each school had all the freedom it could use. I think now, however, that was not quite true.⁴⁷

That the Illinois normal schools had developed distinct "excellencies or advantages" was recognized by President John W. Cook, of DeKalb. His *Educational History of Illinois* records that "the Eastern school has accented scholarship more highly and the Northern school the element of practice teaching," while the Western school had given greater emphasis to "the preparation of country school teachers."⁴⁸

State Superintendent Blair recognized that although each of the State normal schools "must retain certain peculiar characteristics," there was need for "certain uniformities" which could best be brought about by conferences between the presidents and the boards of trustees of the five schools. Consequently, Mr. Blair called such a conference in March 1912, and a second in December 1915. These meetings were held at Springfield. At the 1912 conference President Felmley spoke on "some desirable uniformities" of the normal schools, and President Parkinson spoke on cooperation among the schools in submitting requests to the legislature. Mr. Lord spoke on "selecting a faculty."⁴⁹ At the 1915 meeting Mr. Lord spoke on uniform graduation requirements.⁵⁰

⁴⁵Letters, L. C. Lord to D. Felmley, July 1, 1910. Lord Letterbooks, No. 15; to Alfred Bayliss, July 1, 1910. Lord Letterbooks, No. 12.

⁴⁶Letters, F. G. Blair to L. C. Lord, L. C. Lord to F. G. Blair, March 24, 26, 1909. Lord Letterbooks, No. 36. Copy of Senate bill 335, 46th General Assembly, introduced March 25, 1909. Lord Letterbooks, No. 37.

⁴⁷Letter, L. C. Lord to President C. W. Stone, Farmville, Va., January 10, 1912. Lord Letterbooks, No. 11.

⁴⁸John W. Cook: *Educational History of Illinois*, pp. 252, 254.

⁴⁹Program of "First Annual Conference of Normal School Trustees," Springfield, March 13, 1912. Lord Letterbooks, No. 36.

⁵⁰31st Biennial Report of the Superintendent of Public Instruction, Springfield, 1917, p. 137.

Nothing came of the 1909 Board of Regents idea, but the proposal to place the normal schools under a single board continued to be discussed. In March 1915 a bill was introduced which was more comprehensive than any previous proposal, or for that matter, than the system finally established in 1917. This Senate bill, which was not passed, would have created a State Board of Education of five members consisting of the State Superintendent, the President of the University, a member of the Normal School Board or a president of one of the normal schools, and two citizens appointed by the Governor for six years terms. The Superintendent was to be chairman of the Board and executive officer of the State Department of Education. Under this Department were to be the office of the State Superintendent, the Board of Trustees of the University, a State Normal School Board, the State Library, and a State Commission on Natural Resources. The Normal School Board proposed by this bill would have consisted of the State Superintendent and eight citizens appointed by the Governor for eight years.⁵¹

The idea of a central state authority to embrace all institutions of higher learning remains an ideal of educational reformers in Illinois. Its accomplishment is rendered difficult, however, by the existence of the popularly elected office of State Superintendent, not responsible to the Governor, whose position is fixed by the State Constitution. Writing in 1925 on a proposal similar to that of 1915, State Superintendent Francis G. Blair stated:

Either the office of Superintendent of Public Instruction should be done away with as a constitutional and elective office, and the State Board of Education be made the supreme head of the public school system, or the office of the Superintendent of Public Instruction should remain the legal and official administrative head of that system. Divided responsibility and power are dangerous in any line of state administration, but they are doubly dangerous in the field of education.⁵²

The Civil Administrative Code Act, passed March 7, 1917 and in effect on July 1,⁵³ brought together under nine "code" departments over one hundred separate state executive agencies.⁵⁴ One of these departments was the Department of Registration and Education, which is the coordinating business and financial agency of the five teacher-training schools. The Director of the Department is ex-officio chairman of the Normal School Board created by this law.

The Board (known after July 1941 as the Teachers College Board)⁵⁵ replaced the five separate boards of trustees. In addition to the Director as Chairman, it consists of nine members appointed by the Governor for six years terms, or until their successors take office. The

⁵¹Copy of bill introduced by Senator Franklin, March 31, 1915, in Lord Papers, 1915, H-Mc.

⁵²Statement of F. G. Blair, Superintendent of Public Instruction (1925), in Lord Papers, Vertical File, 1923-1925, E-1.

⁵³*Session Laws*, 50th General Assembly (1917) p. 2 and following.

⁵⁴This Act was sponsored by Governor Frank O. Lowden, and is often referred to as the "Lowden law." As an example of state administrative reorganization it has been followed by a number of other states, including New York, Massachusetts, Michigan, California, Virginia, Wisconsin, and Missouri.

⁵⁵*Session Laws*, 62nd General Assembly, vol. I, p. 1277. Act of July 18, 1941.

State Superintendent of Public Instruction is ex-officio secretary. No more than two members may be residents of the same Congressional district.⁵⁶ It has been the custom for five of the appointed members to be residents of the five communities in which the schools are located, or of nearby communities.

The first Director of the Department of Registration and Education, and hence chairman of the Board from 1917 to 1921, was Francis W. Shephardson, formerly of the department of history of the University of Chicago. The Superintendent of Public Instruction in 1917, and until January 1935, was Francis G. Blair, formerly director of the model school at Eastern. He was Board secretary during these years. The original Board included two other school men among the appointed members, J. Stanley Brown (1917-1919) principal of the Joliet township high school, and William B. Owen (1917-1923), president of the Chicago Normal School.⁵⁷

The inclusive of Henry A. Neal in the 1917 Normal School Board revived an official relationship to the school which commenced with his work as secretary of the 1895 or "Altgeld" Board of Trustees, and was continued with membership on the "Tanner" Board of 1897-1901.

The following table lists the members of the Normal School Board since its creation in 1917. The names of Eastern's "resident members" are underlined.

*Members of the State Normal School Board (1917-1941) and
the State Teachers College Board (1941-1949)*

Name	Residence	Years of Service	Original Appointment by Governor:
J. Stanley Brown	Joliet	1917-1919	Lowden
Frank E. Richey	La Salle	1917-1921	Lowden
<u>Henry A. Neal</u>	Charleston	1917-1921	Lowden
Leroy A. Goddard	Chicago	1917-1923	Lowden
William B. Owen	Chicago	1917-1923	Lowden
Elmer T. Walker	Macomb	1917-1929	Lowden
John C. Allen	Monmouth	1917-1931	Lowden
Roland E. Bridges	Carbondale	1917-1931	Lowden
Charles L. Capen	Bloomington	1917-1931	Lowden
Frank B. Stitt	El Paso	1919-1923	Lowden
<u>Sterling P. Curtis</u>	Oakland	1921-1927	Small
<u>Mrs. Martin K. Northam</u>	Evanston	1921-1933	Small
Edgar B. Still	DeKalb	1921-1933	Small
Ernest E. Cole	Chicago	1923-1929	Small
<u>James B. Loebner</u>	Chicago	1923-1929	Small

⁵⁶*Session Laws, 50th General Assembly (1917)*, pp. 9, 31-32.

⁵⁷C. C. Hubbard: *An Inquiry into the Methods by which the State Normal Schools are Controlled*, Bulletin No. 58 (October 1, 1917), The Eastern Illinois State Normal School, pp. 17-18.

Name	Residence	Years of Service	Original Appointment by Governor:
Frank M. Hewett	Carbondale	1925-1931	Small
N. M. Mason	Oglesby	1925-1931	Small
<u>Charles E. McMorris</u>	Marshall	1927-1945	Small
Mrs. G. W. T. Reynolds	East St. Louis	1929-1935	Emerson
Harriet A. McIntyre	Mendota	1929-1947	Emerson
Albert E. Bailey	Macomb	1929-1935	Emerson
*Dr. Preston Bradley	Chicago	1929-1953	Emerson
John D. Dill	Carbondale	1931-1943	Emerson
William R. Bach	Bloomington	1931-1937	Emerson
<u>Dr. William E. Sunderman</u>	Charleston	1933-1941	Horner
Jacob E. Alschuler	Aurora	1933-1945	Horner
Mrs. Reed Green	Cairo	1935-1941	Horner
Roswell B. O'Harra	Macomb	1935-1941	Horner
Otto G. Beich	Bloomington	1937-1943	Horner
*Mrs. Helen R. Pegelow	Mattoon	1941-1951	Green
Lindell W. Sturgis	Metropolis	1941-1949	Green
*Russel L. Guin	Danville	1941-1953	Green
*Richard F. Dunn	Normal	1943-1949	Green
General Robert W. Davis	Carbondale	1943-1949	Green
*Ira M. Means	Macomb	1945-1951	Green
*Lewis M. Walker	Gilman	1945-1951	Green
Mrs. Peter J. Miller	LaSalle	1947-1949	Green
*Joseph F. Bohrer	Bloomington	1949-1955	Stevenson
*William Wirtz	De Kalb	1949-1953	Stevenson
*Dr. William C. Reavis	Chicago	1949-1955	Stevenson

Ex-officio Members

Directors of the Department of Registration and Education
(Chairman of the Board)

Francis W. Shepardson	1917-1921	Lowden
W. H. H. Miller	1921-1923	Small
A. M. Shelton	1923-1929	Small
Michael F. Walsh	1929-1933	Emerson
John J. Hallihan	1933-1941	Horner
Frank G. Thompson	1941-1949	Green
Noble J. Puffer	1949-	Stevenson

State Superintendents of Public Instruction
(Secretaries of the Board)

Francis G. Blair	1917-1935 (elected 1906)
John A. Weiland	1935-1943 (elected 1934)
Vernon L. Nickell	1943-1951 (elected 1942)

*Incumbents, 1949.

The Normal School (now Teachers College) Board meets at least five times a year, and more frequently when desirable. Its meetings are at Springfield, or the various teachers colleges, or, at times, Chicago. The Board first met at Charleston on February 18, 1918. This was its fourth meeting. Director Shepardson, Board of chairman, in his first Annual Report, noted that the Board had realized that the five normal schools "vary considerably among themselves in their history, ideals, and methods. It was agreed to be desirable to preserve and encourage these individual characteristics so far as this might be done without interfering with the plans for a considerable degree of standardization in the interests of efficiency and economy."⁵⁸

Mr. Lord soon came to recognize the advantage of the single board for all five schools. In his statement concerning the work of the school for the 1919-1920 *Illinois Blue Book*, he wrote:

The passing of five Normal Schools in Illinois from under the direction of five distinct boards to one board is a positive gain, unifying the interests and activities of the schools without taking any freedom from any school nor hampering the development of whatever is good and peculiar to any school.⁵⁹

Mr. Lord's relations with the Board were always on a basis of mutual confidence and respect. His proposals were nearly always accepted by the Board. Following his death in 1933, Mr. Blair, Board Secretary, with two other members presented to the Board a resolution of respect which included the following description of Mr. Lord's relations with the Board:

In his relations to this Board he has never hesitated to state his opinion directly and frankly upon any question which arose. The strength of his position was never weakened by any personal considerations. He was singularly gifted in his power to present the interests of the school to the consideration of the Board. Rarely did he ever conclude a report without presenting the one theme that was nearest to his heart—the necessity of selecting the best qualified men and women which the country could afford as teachers in the teachers colleges. In all of his relationships with this Board he has shown a spirit of respect for its members and a willingness to accept its ruling whether such rulings agreed with his recommendations or not.⁶⁰

One advantage made possible by the creation of the single Board for the five schools was that appropriations for the five schools could be included in a single appropriation bill for the Department of Registration and Education. Although listed separately, the ordinary operating funds for each school are in the same appropriation measure. The General Assembly took another step toward simplified legislative action for the schools in the Act of June 30, 1921, which sought to give the

⁵⁸Department of Registration and Education, First Annual Report, July 1, 1917, to June 30, 1918, Springfield, 1919, p. 25.

⁵⁹*Illinois Blue Book*, 1919-1920, p. 371.

⁶⁰*Minutes*, Normal School Board, meeting at Springfield, June 26, 1933, pp. 14-15.

five schools the right to spend their own institutional incomes ("revolving fund"). Governor Small vetoed this provision, but permitted a similar provision in the Act of June 1, 1923, to become law. This fixed an overall limit of \$600,000 on the funds which might be so spent by the five schools,⁶¹ and has served as a precedent for subsequent revolving fund legislation.

The General Assembly also has adopted the practice of making appropriations for the permanent improvements for the five schools to the Department of Registration and Education, for allocation to the schools by the Department.⁶² This practice has been followed since 1935, and has included improvements paid for by both Federal and State funds (the Health Education and Science buildings at Eastern are examples), as well as improvements financed entirely by the State (the power plant extension at Eastern is an example).⁶³ The last special appropriation for Eastern alone was the act of June 29, 1931, providing \$21,600 for the purchase of the "72 acres" southwest of the original campus.⁶⁴

The elimination of special legislation for each of the five schools has eliminated the rivalry between the schools before the legislature in their search for special advantages.

The elimination of the competitive spirit between the five schools was stressed by a 1935 Senate Committee report, as a major gain which had resulted from the creation of the single board for all five schools. The Committee report found:

That the single State Normal Board which supervises all these teachers colleges, represents a great improvement over the not too distant days when every normal school sought directly from the Assembly the maximum appropriation in order to achieve some minimum greater than its competitors. Largely through the functioning of this board, the Assembly is now saved these multifarious direct approaches, and the presidents of the several schools are spared the necessity of competing with those engaged in cooperative work with them. Indeed, we have seen concrete evidence that the competitive spirit as between these institutions, for students and prestige as well as for funds, is now transformed into the type of cooperation long needed and now proving so useful to all concerned. Only the finest rivalry in good works remains, and the fullest sharing of results with one another. Enhanced morale has resulted from the board's wise allowance of variety in pattern of uniformity and from its concern with security for the retiring members of the several staffs.⁶⁵

One objection which has arisen to the position of the State Colleges under the Civil Administrative Code of 1917 has been the feeling that

⁶¹*Session Laws*, 52nd General Assembly, p. 145, Act of June 30, 1921, 53rd General Assembly, p. 145, Act of June 1, 1923.

⁶²Actually by the Teachers College Board, as an agency of the Department.

⁶³Acts of July 2, 1935, July 1, 1937, July 1, 1939, June 28, 1941. *Session Laws*, 59th-62nd General Assemblies.

⁶⁴*Session Laws*, 57th General Assembly, p. 130.

⁶⁵Senator T. V. Smith and Senator W. E. C. Clifford: *Senate Committee Report on the Normal Colleges, State of Illinois*, reprint, Northern Illinois State Teachers College, DeKalb, 1936, p. 9.

the Normal School Board should have been given a position of administrative independence similar to that enjoyed by the elected Board of Trustees of the University of Illinois, with funds appropriated directly to the Board rather than to a "code" department.

In March 1925 a bill was introduced in the House of Representatives of the General Assembly embodying the recommendations of a State Educational Commission. This bill (House Bill 382, 54th General Assembly) was introduced by Representative G. J. Johnson of Paxton, representing the 26th district, which included Normal. It would have created an appointed State Board of Education of seven members, serving for five years, with the Superintendent of Public Instruction as secretary. The new Board would have replaced the old Normal School Board, and would have been completely independent of any "code" department, receiving its own appropriation directly from the General Assembly. The Board would have acted as an advisory body to the State Superintendent in addition to being the governing body of the five state Colleges, and would have had under it a bureau of teacher training and a bureau of statistics and research. It was to be given the function of hearing appeals from the decision of county superintendents of schools. The bill failed of enactment.⁶⁶

Mr. Lord felt that there was no need to replace the existing Board, that if the existing Board should be given the powers in relation to the State colleges that it was proposed to give to the new "State Board of Education" then "our situation so far as a governing board is concerned would be ideal."⁶⁷

State Superintendent Francis G. Blair approved the proposal to take the five State colleges out from under the Civil Administrative Code. He wrote:

Under this code these five teacher training institutions are subject to the direction and check of the following departments or officials: The Department of Registration and Education, the Department of Finance, the Governor's office, the State Architect, the Division of Public Works, the State Printer, and the Normal School Board. There never was a clearer case of the wastefulness and inefficiency which result from divided responsibility and power than in this case. . . . Aware of this situation, every educational influence in the state has gone on record favoring the placing of these teacher training institutions under a Board that should have the same autonomous power that the Board of Trustees of the State University has.⁶⁸

Some students of the subject have considered the possibility of a closer integration of the work of the State Colleges and the State University. As long as the State University remains under the control of a popularly elected board, responsible neither to the Governor nor to

⁶⁶Copy of Bill in Lord Papers, Illinois Legislature.

⁶⁷Letter, L. C. Lord to Representative Harry Baxter, 34th District, April 1, 1925. Lord Papers, Illinois Legislature.

⁶⁸Statement by Mr. Blair, undated, filed with copy of bill, Lord Papers, Illinois Legislature.

any other State executive agency, the integration of its functions with those of the five State colleges would appear to involve insuperable administrative obstacles.

From Normal School to Teachers College

On June first, 1907, an act of the General Assembly was signed by Governor Deneen which authorized Eastern's Board of Trustees to "confer such professional degrees as are usually conferred by other institutions of like character for similar or equivalent courses of study." Similar acts also conferred the same power on Normal, Southern, and Northern. The Western Normal School did not receive this authorization at this time.⁶⁹

The movement to give the normal schools the power to confer degrees had originated at Normal. Mr. Lord did not favor the movement. Writing to Senator Pemberton on March 14, 1907, before the legislation had been introduced, Mr. Lord feared "That if power to confer degrees is given to normal schools various colleges in the state will be antagonized." Although he felt that it was "hardly a wise movement," yet the school at Charleston was "fully as well equipped to do work leading to degrees as any other school," and, of course desired "the same advantages as the others."⁷⁰

Although the legislature had authorized the granting of a degree, Mr. Lord opposed any effort to put this authority into effect at Eastern. As Miss Ellen Ford said in 1929, "He thought—and he was right—that we were not ready to change to a college basis."⁷¹ Normal and Carbondale, however, in 1908 established a college course of four years leading to a professional degree. In anticipation of this action, at a meeting of the normal school presidents at Macomb on May 7, 1908, it was decided that the degree conferred by any state normal school should be the Bachelor of Education degree. Normal school diploma graduates were to be admitted to "two years of graduate study leading to a degree," and college graduates could earn the normal school degree by one year of work, in residence.⁷²

With Normal and Carbondale granting degrees, the suggestion naturally arose that the names of the normal schools be changed to teachers colleges. President Parkinson of Carbondale suggested such a change to Mr. Lord, who replied, in November 1909, that "there might be some gain to us in change of name, but after all, I think the name as it stands perhaps best describes our institutions."⁷³

Discussing the question of advanced work leading to a degree as a part of the curriculum of a normal school, Mr. Lord wrote to President G. E. Maxwell of the Winona, Minnesota, Normal School in May 1910, that his judgment was that when a student had completed a normal

⁶⁹*Session Laws*, 45th General Assembly, pp. 522, 524, 527-528.

⁷⁰Letter, L. C. Lord to Senator S. C. Pemberton, March 14, 1907. Lord Letterbooks, No. 24.

⁷¹Ellen A. Ford, "The School and the Man," Ms. 1929 (For 30th Anniversary). In College files.

⁷²Rules adopted by meeting of Illinois State Normal School Presidents, Macomb, Illinois. May 7, 1908. Lord Letterbooks, No. 4. Mr. Lord was secretary of this meeting, which was presided over by Mr. Parkinson of Carbondale.

⁷³Letter, L. C. Lord to D. B. Parkinson, November 5, 1909. Lord Letterbooks, No. 24.

school course, "all things considered," it was better for him to go to some other school for the higher work. "On the whole, it is more liberalizing" Mr. Lord wrote, "and he will be less inclined to become provincial." Mr. Lord recognized, however, that certain phases of "college spirit" were not "altogether good for those who are to teach in our high schools."⁷⁴

In 1913 Mr. Lord appointed a faculty committee to consider the degree question. The committee reported that the school was not yet ready. Recognizing that sooner or later the school would offer a degree, the courses of study were revised in 1913 and 1914 with that possibility in mind. In 1913 a five year course for eighth grade graduates was added, thus carrying such students one year beyond the previous four-year course. Similarly, holders of a first grade certificate, normally issued to students with two years of high school or equivalent normal school training, were offered a three year course which would take them one year beyond the usual level of high school graduation. A four year course for those with two years of high school training replaced the three year course for such students in 1914. Thus the gap between normal school graduation and college graduation was being narrowed.⁷⁵

The next step came in 1919. Mr. Lester M. Wilson, teacher of psychology, 1915-1921, returned to the campus after a year of graduate study at Teachers College, Columbia, full of ideas for a four-year curriculum. Professor William C. Bagley of Teachers College had encouraged Wilson to work for a four-year degree course upon his return to Charleston. A small faculty group sympathetic to the proposal met at Wilson's home and talked it over. In the end Mr. Lord capitulated to the growing demand for a four-year college course.⁷⁶

The decision to offer a degree made further curricular changes necessary. A transitional course, adopted in 1919, provided three years of work for the graduates of four year high schools. This was followed in 1920 by the adoption of the four year course leading to the degree of Bachelor of Education.⁷⁷ But the problem of shifting from a normal school to a college involved more than the single addition of a new course of study. As Miss Ford recalled in 1929, "It took six years of most painstaking work to disentangle the new from the old—a work not fully completed until 1926."⁷⁸

The decision to offer a four-year course leading to the degree of bachelor of education was confirmed by the Normal School Board on April 22, 1920.⁷⁹ At the same Board meeting President J. Stanley Brown of DeKalb announced that his school proposed to enroll students in September 1920 for a four-year degree course. Macomb had made this

⁷⁴Letter, L. C. Ford to G. E. Maxwell, May 16, 1910. Lord Letterbooks, No. 22.

⁷⁵E. H. Taylor, "From Normal School to College," Ms. (1929); Annual Catalogues, 1913, 1914.

⁷⁶E. H. Taylor, *op. cit.*

⁷⁷Annual Catalogues, 1919, 1920.

⁷⁸Ellen A. Ford, "The School and the Man" (Ms., 1929). In this planning Miss Ford had a most important part. It was due more to her than to any other person that the transition was accomplished so smoothly.

⁷⁹Minutes, Normal School Board, Meeting of April 22, 1920, p. 30. From the *Minutes* it appears that this action was taken without discussion.

change three years previously. Thus all five schools were offering work leading to the degree.

Mr. Lord's reluctance to see Eastern shift from a diploma school to a degree-granting college was due to at least three reasons. First, the legislature had not made any additional funds available for such an expansion. Second, students enrolling in a four-year course beyond high school in most cases would be preparing to teach in high school, and, as Miss McKinney has pointed out, Mr. Lord's heart was "with the children."⁸⁰ Third, as he had pointed out to President Maxwell, Mr. Lord felt that it was better for normal school students who wished to continue their work to go elsewhere for the last two years, because of the broadening effect of a wider educational experience.

Two factors led Mr. Lord to yield to the demand for a college course. In the first place, there had been a great increase in high school enrollment in Illinois,⁸¹ with a resulting increase in the demand for high school teachers. Secondly, there had been marked increase in the demand for college training on the part of high school graduates generally. Mr. Lord realized that not all who could profit from a college education could afford to attend the State University or the privately supported colleges. Eastern as a low-cost college would meet this need. Mr. Lord was determined that as a college, though a small one, Eastern should be a real one, that it should still be, as ever, "a seat of learning."

With the shift to a college, the old name of the school obviously was no longer appropriate. At the April 22, 1920, meeting of the Normal School Board, President Felmley of Normal, speaking for the five presidents, recommended that a bill be drawn and introduced in the 1921 session of the legislature renaming the normal schools of Illinois "Teacher's Colleges." The Board deferred action on this recommendation.⁸²

After consulting with State Superintendent Blair and Presidents Morgan of Western and Felmley of Normal, Mr. Lord decided upon "Eastern Illinois State Teachers College at Charleston." Mr. Lord wrote to President Brown of Northern (whom he had not been able to see) that it seemed to him that this title was "historically right, although a little longer than one or two we talked over." Mr. Henry A. Neal, Eastern's resident Board member, was to prepare a bill embodying this name, Mr. Lord wrote.⁸³

The law changing the name of Eastern was signed by Governor Small on June 3, 1921, and followed the form proposed by Mr. Lord—"Eastern Illinois State Teachers College at Charleston."⁸⁴

⁸⁰McKinney: *Mr. Lord*, p. 275.

⁸¹This had come about largely through the organization of many township high schools, authorized by a law of 1917.

⁸²*Minutes*, Normal School Board, meeting of April 22, 1920, p. 45. A complicating factor in the matter of naming the five schools was that two of them had the word "University" in their titles (Normal and Carbondale). They might consider a change to "College" a demotion. Actually, only Eastern, Northern and Western received new names in 1921.

⁸³Letter, L. C. Lord to J. Stanley Brown, February 7, 1921, Lord Papers, 1918-1921.

⁸⁴*Session Laws*, 52nd General Assembly, pp. 800-801.

The four-year program announced for the year 1920-1921, and approved by the Normal School Board in April 1920, consisted of 48 courses, to prepare students for teaching in the primary grades, for teaching in the intermediate grades, for high school teaching and for teaching special subjects, and for supervisory positions. The "core curriculum" (although it was not called that) consisted of:

Education (including psychology and teaching)	12 courses
English	6 courses
Laboratory Science	3 courses
Social Science	2 courses
Hygiene	1 course

Total required for all students 24 courses

Major subject	12 courses
Minor subject	6 courses
Electives	6 courses

Total required for graduation 48 courses

Each class in the four-year program met four times a week, while classes in the two-year program leading to the diploma rather than a degree, met five times a week. In addition, two years of physical education, one quarter of penmanship, and one quarter of library training were required of all students, in both the two and four year programs.

This pattern of basic courses for the work leading to the degree was but little changed during the years. In 1948 the "core" differed from that of 1920 in these respects only: Education (including teaching) was reduced from twelve to ten courses. English was reduced from six to four courses including a course in speech which took the place of "oral English", and there were ten electives (or courses prescribed by the various departments), instead of six. The penmanship requirement had been dropped, and three years instead of two years of physical education were required. Otherwise, the 1948 and 1920 basic requirements were the same.

A student in the four-year program as adopted in 1920 could select his major subjects from the following list:

Primary Education	History
Intermediate Education	Home Economics
Supervision	Manual Arts
Agriculture	Mathematics
Drawing	Music
English	Biological Science
Foreign Language	Physical Science
Geography	

In recommending this program for the degree course to the Board, Mr. Lord made the following "Justification of the Plan":

1. In a teachers' college education should be emphasized: therefore the student in every term of every year has one

course in education (including psychology and practice teaching).

2. Since the college grants a degree, its graduates should have attained some proficiency in a chosen branch of knowledge; therefore the student in every term of every year has a course in the major subject of his choice.

3. Since a college graduate should not be narrow in his education, he has another subject continued for two years and a chance to elect a subject or subjects for two years.

4. Since a teacher should have some mastery of the English language, English is required for two years.⁸⁵

This 1920 program stood the test of time. Twenty-eight years later eleven of the original fifteen subjects were in the curriculum, in some cases with different names, such as Art for Drawing (1935), Social Science for History (1939), and Industrial Arts for Manual Arts (1936). Two majors had been dropped, Supervision (1927) and Agriculture (1926), and three had been added, Business Education (1946), Commerce (1937), Physical Education (1938), and Speech (1937). The two elementary school curricula had been replaced by a single curriculum (1938).⁸⁶

There were twenty students enrolled in the four-year program in 1920-1921, six juniors and fourteen freshmen. Three of the juniors were graduated in 1922. These first degree graduates were Glenn Leonard Hackett (Science major), Beth Olmstead (Home Economics), and Charles Lee Prather (History), all of Charleston. Like the original normal school graduates of 1900, these original college graduates have gone on to useful careers involving advanced training.

Glenn Hackett received the M.A. degree from the University of Illinois in 1924. For three years he taught at Regis College, Denver, Colorado. Since then he has taught in the secondary school field in the suburbs of Chicago. At present he is teaching in the Park Ridge High School.

Beth Olmstead became Mrs. J. J. Thompson in 1923. She taught home economics in the Kaneville, Illinois, high school prior to her marriage. In 1927 she entered nurse's training in Chicago, and has followed a career as nurse and supervisor of nurses since then. She served in the Army Nurse Corps during the second World War.

Charles Lee Prather has had a distinguished career as a teacher of economics at the universities of Illinois, Pittsburgh, Syracuse, and Texas. He received the degree of Ph.D. from the University of Illinois in 1927.⁸⁷

One factor to be considered in deciding whether or not the Normal School should shift to a teachers college, offering a degree, was the fact that from the beginning of the school many of the graduates of

⁸⁵Report of President Lord to Normal School Board, April 22, 1920. In *Minutes*, Normal School Board, meeting of April 22, 1920, pp. 37-38.

⁸⁶Annual Catalogue, 1947, pp. 58-68.

⁸⁷Information concerning the 1922 graduates from Mr. Stanley Elam, Director of Public Relations.

the normal school had continued their training after leaving Charleston. Of the 983 graduates of the Normal School classes (1900-1921), at least 283, or 29 percent, had secured college degrees by 1929. The following table shows the size of each graduating class, and the number of graduates who are known to have earned degrees after graduating from the normal school:

	Number in class	Number earning degrees later
1900.....	4	2
1901.....	11	6
1902.....	13	4
1903.....	25	9
1904.....	26	9
1905.....	30	9
1906.....	24	8
1907.....	27	6
1908.....	29	12
1909.....	39	16
1910.....	55	16
1911.....	36	8
1912.....	61	24
1913.....	54	19
1914.....	65	18
1915.....	52	10
1916.....	81	17
1917.....	80	20
1918.....	71	16
1919.....	64	18
1920.....	67	23
1921.....	69	22
Total.....	983	283

Among these college graduates who had been graduated from the Eastern Normal School there were, by 1929, eighteen M.D.'s, fourteen Ph.D.'s, two J.D.'s and one D.D.S. One graduate, Harry Lee Huber, class of 1909, earned both the Ph.D. and the M.D. The Master's degree had been earned by sixty-two students. Eighteen of the bachelor's degrees were from Eastern, after it became a teachers college.⁸⁸ These figures do not include those former students of the normal school who left Eastern before graduation, and continued their education at degree-granting schools.

Having become a teachers college, the question remained, would Eastern as a college retain the high reputation it had earned as a normal school? Eastern had not rushed into college status. Rather it had been very deliberate in making the shift. During the first two decades of the

⁸⁸These figures on degrees earned after graduation from Eastern, 1900-1921, are tabulated from data in the *Alumni Register, 1900-1929*, published by the College on October 1, 1929. The material in this Register is not complete, due to the failure of some graduates to respond to requests for information. The number of college graduates among the 983 normal school graduates probably exceeds 300, or approximately one-third.

century there was a strong movement to convert normal schools into colleges. As we have seen, as early as 1907, four of the five Illinois normal schools were granted the power to offer degrees, and two of them calling themselves "Universities" had immediately used this authority. Many schools had marked their elevation into "colleges" simply by adding to the courses in pedagogy without a corresponding increase in subject-matter courses. This mistake was avoided at Eastern. The 1920-21 two-year diploma course included eight courses in education (including psychology and teaching) out of a total of twenty-four. The four-year degree course included twelve education courses out of a total of forty-eight. Thus only one-fourth of the degree student's courses were pedagogical, while one-third of the courses of the diploma student were in professional education.⁸⁹

With the college fully organized, the next step was to secure recognition by the State University and the North Central Association of Colleges and Secondary Schools. As a college, Eastern ran into the same difficulty in the matter of University of Illinois recognition of its degree as had the other state schools which had been offering degrees for some years. President David Felmley of Normal described the situation in his report for 1918-1919 to the Department of Registration and Education:

Up to this time our graduates have not been admitted to the graduate school of the University for the reason that the criteria by which they judge us are the same applied to colleges of liberal arts. One of these is that the senior college must contain twenty-five percent of the entire enrollment of the institution, a manifest impossibility in a normal school whose students are chiefly enrolled in a two year curriculum. Yet graduates of the state teachers colleges at Emporia, at Cedar Falls, at Terre Haute, and of the five Missouri institutions are admitted to the graduate school at Urbana because they are so admitted at their own state universities. It is of the highest importance to the reputation and the efficiency of the state normal schools of Illinois that such recognition be accorded them.⁹⁰

Eastern applied for the admission of its graduates to full graduate standing at the University of Illinois in 1923. The school was inspected by a committee from the University, and was complimented on the progress made, but recognition was denied. The committee said, however, that if Mr. Lord would recommend graduates that they would be considered.⁹¹ Full recognition by the state University had to wait until the college was accredited by the North Central Association in 1928. The college catalogue contained in 1928, for the first time, the following statement:

The University of Illinois admits to full graduate standing all graduates of the Teachers College who present twenty semes-

⁸⁹Annual Catalogue, 1920, pp. 36-38.

⁹⁰Department of Registration and Education: *Second Annual Report*, July 1, 1918 to June 30, 1919, Springfield, 1920, pp. 115-116. The senior college enrollment at Eastern did not reach one-fourth of the total college enrollment until the school year 1935-1936, when it was 26.9 percent.

⁹¹E. H. Taylor, "From Normal School to College" (Ms.), 1929.

ter hours of content courses in one major academic subject in addition to education and not less than one year of college work in Greek, Latin, French, or German.⁹²

The requirement that students take twelve courses in their major subject more than met the above major subject requirement, for the requirement totalled forty-eight quarter hours, or thirty-two semester hours. The foreign language requirement was the only one that was not met by all graduates of the college. The above statement was repeated in the college catalogues through that for 1933. The statement in 1934, and since, has omitted reference to the foreign language requirement.

In 1927 Eastern received an unexpected recognition. The *Peabody Journal of Education* in September had an article on "Outstanding State Teachers Colleges," which gave the results of a survey of the 77 teachers colleges listed by the U. S. Bureau of Education's 1926 directory. These schools had been checked by 33 educational leaders and had been listed in order of merit. Eastern was listed as tenth among the 77 schools.⁹³

Since 1915 Eastern had been on the accredited list of the North Central Association of Colleges and Secondary schools for "institutions primarily for the training of teachers."⁹⁴ In the spring of 1916 there was a threat to drop Eastern from the list because the school had too small a proportion of high school graduates in the normal school student body. This was not done, however, and Otis W. Caldwell of the University of Chicago, a former Eastern teacher and an official of the Association, reported to Mr. Lord that Eastern was well thought of at the University of Chicago, particularly by Charles H. Judd of the education department.⁹⁵

In 1927 the North Central Association eliminated the special list of teacher training schools, with the understanding that schools on this list, if approved after reinspection, would be admitted to the college list. Eastern was reinspected by Dean Charles W. Hunt of the School of Education, Cleveland, Ohio, on December 8 and 9, 1927. Dean Hunt found (as Mr. Taylor later recalled) "a curriculum planned for scholarship and to contribute toward a sound knowledge of the theory of education, and skill in teaching. . . . It was not a collection of scraps, of devices based on exposures in many fields. Both 'Teachers' and 'College' in Teachers College were emphasized."⁹⁶ The report

⁹²Annual Catalogue, 1928, p. 33.

⁹³*Teachers College News*, November 7, 1927. The school at Ypsilanti, Michigan, was rated first; Normal, Illinois, was fifth; Indiana State at Terre Haute was seventh, and Western at Macomb, Illinois, was twenty-fourth. The question "What is an outstanding state teachers college" could be answered by the following description, according to the *Journal of Education* article: "(1) A school with a well known, well trained, experienced and aggressive president. (2) A school that has had recently an able president, of the above sort, who in his time developed the school to a high degree of efficiency in the training of teachers. (3) A school that is known for the thoroughness with which it supplies well-trained teachers to its legitimate field. (4) A school that has been constantly aggressive in developing its plant, its curriculum, its faculty, and its students through the coordination of all the forces that should be concentrated on that important task."

⁹⁴*North Central Association Quarterly*, July 1942, p. 54. The high school of the Normal School (later Teachers College High School and today Eastern State High School) had been accredited since 1920. *Ibid.*, p. 90. The first list of accredited institutions was published by the Association in 1913.

⁹⁵Letters, L. C. Lord to Otis W. Caldwell, March 10, 1916; Otis W. Caldwell to L. C. Lord, March 14, 1916. Lord Papers, 1916.

⁹⁶E. H. Taylor, "From Normal School to College" (Ms.), 1929.

made by Hunt concluded with the statement that "This institution is small but excellent in quality. In no institution to which I went, did I have a stronger feeling of the integrity of the work attempted."⁹⁷

The decision as to recognition was made by a committee of the North Central Association at the Hotel Sherman in Chicago on the night of March 14, 1928. Seventeen teachers colleges had applied, and seventeen or more representatives were there, including Mr. Taylor from Eastern, ready to be called in for defense of their schools if necessary. As Mr. Taylor tells the story, the committee was "deciding if the re-christening indicated a sure enough conversion." The representatives of the seventeen schools waited nervously, "although trying to act unconcerned. I know because I was there on the anxious seat. It had been suggested that I relax and go to a show, but I was afraid of the consequences if I were called and were absent. Sitting there, I pondered the question—when the result was announced, should I telegraph, telephone, or write the good word (or bad) back to Charleston?" The word was good. Twelve of the seventeen were accepted, including Eastern.⁹⁸

About the same time that Eastern received a class A listing as a college by the North Central Association, the school was also recognized as a Class A Teachers College by the American Association of Teachers Colleges.⁹⁹ As far as official recognition could do it, Eastern had "arrived" at full college rank. The change from a normal school to a teachers college had been made successfully, with no relaxing of standards. As a teacher college Eastern was able to maintain the position of leadership it had attained as a normal school.

⁹⁷Copy of Report in N.C.A. correspondence file, Registrar's office, Eastern Illinois State College.

⁹⁸E. H. Taylor, *op. cit.* The official notification, in a letter from Secretary George F. Zook of the Association to Mr. Lord, was dated April 4, 1928. N.C.A. correspondence file, Registrar's office, Eastern Illinois State College.

⁹⁹Both ratings appeared for the first time in the 1928 Annual Catalogue, title page.

CHAPTER NINE

THE DEVELOPMENT OF THE TEACHERS COLLEGE

Curriculum Development in the College

As a teachers college the major emphasis has been on the best possible training of teachers for the public schools of Illinois.

A revision of the curriculum in 1919 paved the way for the four year college program which was started in 1920 in anticipation of the shift to full college status in 1921. A three year program was organized in 1919 which included a general curriculum in addition to ten subject-matter curricula. These included all of those subjects offered in the four year program started in 1920 except Art and Design, Music, and Educational Supervision and Administration.¹

The curricula of the College have had a number of changes since 1920. The most important of these changes were as follows:

The two-year curriculum for elementary school teachers, offered since 1920, was dropped in 1942, and a year later a two-year course to qualify students to take the examination for the limited elementary certificate was added. This met the need which resulted from the enactment of the 1941 certifying law.

In 1921 two-year curricula for teachers of special subjects were offered (agriculture, art, home economics, manual arts, and music, with English for junior high schools added in 1926). These were dropped during the years 1928-1932.

A two-year general college program was created in 1943, with special curricula to prepare students to enter a variety of fields added in 1945 and 1946. At present (1949) there are eleven such two-year special curricula.²

In 1920 the four-year program for elementary education included curricula for primary teachers, for intermediate teachers, and for supervisors and administrators. This has been reduced to a single elementary education curriculum. For eight years (1936-1944) there was a special program for rural teachers.

From the four-year curricula for high school teachers there has been dropped one major field (Agriculture, 1926) and four have been added (Commerce, 1937; Speech, 1937; Physical Education for Men, 1938, and Physical Education for Women, 1944). Four departments have divided their fields into a number of majors. Commerce (which

¹Annual Catalogue, 1919, pp. 32-35. A table showing curricular changes, 1920-1949, is given in the Appendix.

²The table in the Appendix lists these two-year curricula. Also see section on the general college program in chapter thirteen.

became Business Education in 1946) now has three (Accounting, Secretarial Studies, and both), Foreign Language has three (Latin, French and Spanish), Biological Science has majors in Botany and Zoology, and Physical Science has majors in Chemistry and Physics.

These changes indicate a trend toward specialization which is shown by the increasing variety of subjects which Eastern's graduates are called upon to teach. A listing of the major subjects does not tell all of the story. The Speech Department for example, has added speech correction (1938) and radio broadcasting (1946) to the opportunities offered to Eastern's students.

Parallel with the trend toward specialization is that toward vocational training. This is reflected in the varied two-year general curricula and in the work of some of the college departments. Business Education, Home Economics, and Industrial Arts have broadened their work in recent years to give students a vocational preparation which may be extended beyond the teaching profession. At the present time (1949) the College is approaching the question of the vocational training needs of eastern Illinois. In the near future Eastern may expand its facilities in the fields of industrial arts, home economics, and business education to offer two-year terminal vocational curricula of the "vocational institute" type.

Curriculum problems involved in a four year general college program were under consideration by the College Curriculum Committee in 1949.

The work of three of the four new departments added during the college period is described in the next chapter.³ The fourth is Business Education. In 1935 courses in commerce were added to the Teachers College High School curriculum. Two years later Dr. James M. Thompson came to Eastern as head of the newly created Department of Commerce, which took the name "Business Education" in 1946. The department has grown steadily since 1937, except for the reduced enrollment of the war years. The number of "majors" is shown by the following table:

1937— 29	1943— 55
1938—129	1944— 52
1939—175	1945— 65
1940—165	1946—164
1941—145	1947—179
1942— 99	1948—203 (Fall quarter)

Dr. Thompson served in the Navy during the war, from the fall of 1942 to the fall of 1946. Dr. Earl S. Dickerson was acting head of the department during his absence. Student interest in the field of commerce has been shown by the organization of a "Commerce Club" in 1939 and in the installation of a chapter of Pi Omega Pi, the national honor society in commerce, in 1940.

³See sections on Sports and Physical Education, and Speech, in chapter ten.

The Teacher Training Program of the College

The heart of the teacher training program is practice teaching. The teachers College has built its professional education program around its practice teaching facilities, both on campus and off campus.

Throughout the college period Eastern's training school has consisted of twelve grades. Prior to 1917 the eight elementary grades formed the entire training school. In that year grade nine was added and with grades seven and eight formed a junior high school, not, however, with a separate teaching staff. In 1918 grades ten through twelve were added and a senior high school was formed with classes taught by Normal School teachers. The junior high school grades continued to be taught by the elementary school staff. This was the pattern when the College was organized in 1921. However, the high school curriculum outlined covered grades nine through twelve. There was no separate junior high school curriculum.⁴ This organizational pattern of 6, 3, 3, with a curricular pattern of 8, 4, was continued until 1936 when the junior high school organization was abolished and the high school became a four year school for all purposes.

In 1921 the Senior High School was not yet organized for student teaching, but since 1923 the High School has been a full-time part of the practice teaching organization of the College.

Fiske Allen, elementary school supervisor since 1913, was Director of the Training School from 1920 to 1934. For twenty-one years Mr. Allen both directed the practice-teaching program and acted as elementary school principal. He followed carefully the work of the student teachers and his recommendations were notable for their accuracy. School administrators came to rely on his recommendations—if Mr. Allen said a teacher was good, he was very good!

The Teachers College High School has been recognized by the North Central Association as an accredited four-year school since 1920. Mr. Raymond L. Modesitt, the original principal, continued until his death on December 16, 1927. Mr. H. DeF. Widger, English teacher, filled out that year and was followed by Miss Emily R. Orcutt, an Eastern graduate, class of 1908, in 1928. Miss Orcutt served until 1934, and was followed by Dr. Donald A. Rothschild. Dr. Archie R. Ayers followed Dr. Rothschild in 1947. The present High School principal is Dr. Raymond P. Harris, who came in 1949.

At first all high school classes were taught by Normal School and College teachers. Gradually a separate high school staff was built up, and in 1933 the annual catalogue first listed them separately. College teachers have continued to teach high school classes, although in decreasing numbers. It was under Principal Rothschild that the High School emerged as a separate instructional unit, with its own teachers for the most part, its own assembly and faculty meetings, and its own year book.

Dr. Harry L. Metter became the first Elementary School principal separate from the Director of the Training School in 1934. He was

⁴Annual Catalogue, 1921, pp. 49-50.

followed a year later as principal by Dr. Walter W. Cook, also Director of Teacher Training. Dr. Arthur U. Edwards has been Elementary School principal since 1937. The office of Director of Teaching Training and Placement, was created in 1934, with administrative control over all twelve grades of the training school, as well as responsibility for the College Placement Bureau. Dr. Walter W. Cook, the first Director of Teacher Training (1934-1938), was followed by the present Director, Dr. Metter. The Director makes all student teaching assignments, and receives the reports of the critic-teachers on the work done. Graduates are required to do 150 hours of supervised student teaching in the senior year.

All student teaching was done on the campus until 1934, when an off-campus program was started in the schools of Humboldt, both elementary and high school, and in three rural schools. This program was in charge of Dr. Wesley B. Eastman for two years (1934-1936), Dr. Metter for two years (1936-1938), and Dr. Hans C. Olsen from 1938-1947. Since 1947 the off-campus program has been under the direct supervision of the Director of Teacher Training.

The program was conducted both in rural and urban schools until 1945. Four rural schools, all in Coles County, were affiliated with the college. They were Clearspring, Lafferty, and Oak Grove (all 1934-1945), and Muddy Point (1941-1945). College student teachers would spend half a day at a time at the assigned schools, teaching in pairs, one morning, one afternoon. With no rural-type school on the campus (except for a summer term rural demonstration school) students majoring in rural education could obtain practical experience only through this off-campus program. The schools, selected with great care, probably had the best teachers in the county, most of them Eastern graduates. Mrs. Glenna J. Albers of the Oak Grove School, class of 1932, served throughout the rural school program. The abandonment of Eastern's four-year curriculum for rural teachers in 1944 reduced the need for rural school teaching assignments, and the program was dropped in 1945.

From 1934 to 1941 the Humboldt schools were the only non-rural schools in the off-campus program. In 1941 Kansas High School was added (1941-1946) and Charleston High School a year later (1942-1945, 1947-1949). Since 1946 all off-campus practice teaching has been done in high schools. In 1947-1948 five schools took part in the program, with training provided for twenty-two student teachers at a time. Twelve of them were at Charleston High School. The students spend nine or twelve weeks at the school, living in the community and devoting their full time to their practice teaching. The student teachers are, in effect, "apprentices."

The off-campus program has been most helpful with home economics, industrial arts, business education and physical education. Nine or twelve weeks is long enough for the student teachers to complete significant units of work and to get a real understanding of the practical problems facing the public school teacher.

The various types of student teaching now being used at Eastern are shown by the following table:

<i>Curriculum</i>	<i>Length of Time</i>	<i>College Credit</i>
1. Elementary.....	½ day—1 quarter— (On campus).....	8 quarter hours
	¼ day—1 quarter— (On campus).....	4 quarter hours
	All day—1 quarter— (On or off campus).....	16 quarter hours
2. Secondary and some Special Fields.....	1 hr. per day—1 year (On campus).....	12 quarter hours
	1 hr. per day—1 year (Off campus).....	12 quarter hours
	1 hr. per day—12 weeks (Off campus).....	4 quarter hours
3. Home Economics.....	All day—9 weeks— (Off campus).....	12 quarter hours
4. Industrial Arts.....	7 hrs. per week—1 year (On campus).....	12 quarter hours
	All day—12 weeks— (Off campus).....	16 quarter hours
5. Physical Education....	1 hr. per day—1 year (on Campus).....	12 quarter hours
	1 hr. per day—1 year (Off campus).....	12 quarter hours
	All day—12 weeks— (Off campus).....	16 quarter hours
6. Commerce.....	1 hr. per day—1 year (On campus).....	12 quarter hours
	All day—9 weeks (Off campus).....	12 quarter hours
	All day—12 weeks (Off campus).....	16 quarter hours

Several students earn part of their student teaching on campus and part of it off campus. They must earn not less than 12 quarter hours in all.⁵

Eastern began an off-campus teaching program reluctantly, mindful of the weaknesses inherent in a situation where the control by the College would be, at best, at long range and partial. But the increasing numbers of students needing practice teaching taxed the resources of the campus schools beyond their capacity. It was recognized that if properly selected and supervised, well-taught public schools could give Eastern's students a variety of experiences impossible on the campus.

Teacher training will remain the principal objective of Eastern, even though a general college program is added. Present plans call

⁵Table prepared by Dr. Harry L. Metter, Director of Teacher Training, November 1948.

for a twelve grade and kindergarten Training School Building which it is hoped will be built in the near future. With its completion Eastern will be in an improved position to accomplish the general objective of the school, which as stated in the school catalogue, "is to provide persons who have chosen teaching as a life work with an integrated general and professional education."⁶

The active role that the honorary education fraternity, Kappa Delta Pi, has played on Eastern's campus shows the professional spirit among Eastern's students. Beta Psi chapter, installed on January 2, 1931, was the first "honors" organization at Eastern. In seventeen years, 295 students and nine teachers have been initiated into Kappa Delta Pi. Membership is rightly regarded as an honor, and the quality of that membership is shown by the fact that 28 of the 39 major scholarship prizes⁷ awarded since Kappa Delta Pi was organized at Eastern have gone to its members.

College Mid-Spring and Summer Terms

In the early years of the century the prevailing rural school term was about seven and a half months, with school opening in August. Thus school was out in time for the pupils to help with the spring farm work, and for the teachers to attend the spring term at the normal school, which at Charleston was eleven weeks in length until 1914, when the semester plan was in effect. Thus from 1901 through the summer of 1913 rural school teachers, by attending the spring term and the summer term of six weeks could get each year work equivalent to one-half of a full school year. The shift to the semester plan in the fall of 1913 made this impossible. By 1920, when the semester plan had been replaced by the quarter plan, the typical rural school term had so increased in length that teachers could not attend the full spring term at the normal school. To meet their needs, a "mid-spring" term of six weeks was organized in 1920, coinciding with the second half of the spring quarter. The summer term was lengthened to twelve weeks in 1920. This arrangement again made it possible for rural teachers to obtain half a year's work every year: six weeks in "mid-spring" and twelve weeks in summer school. The further lengthening of the rural school term in the late 1920's, reduced the demand for the mid-spring term which was not held after 1929.

The following table gives the enrollment in the mid-spring terms:

1920— 14	1925—173
1921— 35	1926—188
1922— 99	1927—200
1923—129	1928—157
1924—192	1929—125 ⁸

Fourteen special classes, meeting twice a day, were organized for the mid-spring term students in 1927, the year of peak enrollment. These

⁶Annual Catalogue, 1948, p. 25.

⁷The Skeffington English Award, the Lord Memorial Award, and the University of Illinois Graduate Scholarship. The names of the winners of these awards are listed in the Appendix.

⁸School Catalogues, and for 1920-1921, memorandum from Miss Blanche Thomas, College Registrar, July 20, 1948.

classes enabled the students to earn a full term's credit in each course. From 1919 through 1924 students enrolled in the mid-spring term were "permitted to enter any of the regular spring term courses in which they can work with profit."⁹ After 1924 this was not permitted.

Eastern has had a summer session throughout the college period. In general, it has appealed to three types of students. Many teachers in service have come to Eastern to earn college credits for renewal of their certificates or to continue work for a degree. The presence of these mature students has given the summer sessions a serious tone, and a high average level of student performance. The summer sessions also have enabled regular-year students to shorten the over-all time spent in college. This was especially significant during the war years, and since. War veterans, many of them with family responsibilities, have felt the need to complete their college work as soon as possible. A small number of summer session students has been composed of those making up failing work of the regular year.

The length of the college summer session has varied, as shown by the following table:

1921 through 1932.	Twelve weeks (two half terms of six weeks each).
1933 and 1934.	Six weeks. A reduction due to the economy made necessary by the depression.
1935 through 1941.	Eight weeks, with students able to do work amounting to three-fourths of that of a regular term.
1942 and 1943.	Twelve weeks (two half terms of six weeks each). This "accelerated" program during the first two summers of the war was to enable students subject to military service to complete as much college work as possible prior to enlistment or induction.
1943 through 1947.	Eight weeks, as during 1935-1941, with the additional provision for six weeks' courses, during which time students may take work equal to one-half of that carried during a regular term.
1948 and 1949.	Eight weeks as during 1935-1941, with no six weeks' courses.

The summer session enrollment has been above 600 every year except during the war years 1943-1945. It frequently has gone above one thousand. The peak was 1,324 students (both terms) in 1925. There were 995 students in 1948, including summer extension students.¹⁰

The summer session courses have been, in general, those in the various regular college curricula. However, courses of special interest to teachers in service have been included, such as courses related to

⁹Summer Term Catalogue, 1924, p. 2.

¹⁰Summer school enrollment figures are given in a table in the Appendix showing all-school enrollment, 1899-1949.

the State Course of Study and the State Curriculum Guide. The summer work shop program and the field studies program (both separately described in this chapter), have had a special appeal to those who teach during the regular school year.

Throughout the history of the college summer school the training school has been in session for six weeks, regardless of the length of the college session. At least six grades have been in operation, with seven grades since 1934.

This has given college summer term students the opportunity to take practice teaching at the elementary level. Observation in a demonstration one-room rural school also has been available during all but nine (1931-1939) of the college summer terms. As offered in 1948, the rural school observation course was three weeks in length, and was planned "to help teachers in one-room and other small schools understand children. . . ." The State Curriculum Guide was studied as a part of the course.¹¹ In 1943 high school student teaching was offered in mathematics and government. This was the only year that any high school classes were held during the summer term.

Since 1936 there has been an annual educational conference as a summer session feature. Book publishers and school equipment manufacturers hold an exhibit at this conference, thus enabling teachers who are attending summer school to become familiar with the latest in books, maps, other visual aids, and school equipment. Nationally known educators have spoken at these conferences, among them Miss Agnes Samuelson, former N.E.A. president and Iowa State School Superintendent, Joseph Clifton Brown, Pelham, New York, Superintendent and former Eastern teacher, and R. E. Jagers, Kentucky State Superintendent. Numerous Illinois educators, from the State University, Northwestern, the State Superintendent's Office, and the Eastern faculty also have spoken.

The conferences have been organized around particular themes, such as "The small school in transition" (1939) and "Critical problems facing public education in Illinois" (1944). Other educational agencies have joined with Eastern in sponsoring these conferences, such as the Illinois Elementary School Principals' Association (1942), the National Education Association (1945), and the Illinois Congress of Parents and Teachers (1948).¹² The conferences have been organized into discussion sections or "workshops," covering such fields as rural education, elementary science, music, the visual arts, and the social studies.

Student recreational interests have not been neglected in the summer sessions. In 1921 and 1922 entertainment course numbers were presented in the summer, the Devereaux Players and the Coffey-Miller Players. From 1924 through 1928 motion pictures were shown regularly as a summer entertainment feature. From 1929 through 1932 a summer session director of recreation, Miss Bernice Dunn, organized school

¹¹Summer Term Catalogue, 1948, p. 22.

¹²In 1932 and from 1935 through 1940 a "P.T.A." non-credit course was offered in summer school, sponsored by the Illinois Congress of Parents and Teachers. The course consisted of a study of P.T.A. organization and program planning.

parties, dances, picnics, and other forms of group recreation. Although there was no separate recreational director from 1933 through 1947, the social life of the summer session students has always been varied. It was during this period that the program of week-end trips to points of interest in Illinois, Kentucky, and Indiana was started.¹³ In 1948 the Physical Education Department took responsibility for the summer recreational program, with Dr. Clifton W. White in charge. The recently-completed student lounge was used for school parties, table tennis contests, and a weekly student-faculty "talk fest" on questions of current interest. Dr. White also organized a series of three week-end trips.

The normal school practice of using teachers for summer school who were not staff members during the regular year, was continued in the College under Mr. Lord. Among these college summer school teachers were Dr. R. J. Seymour of Ohio State (1919-1933), hygiene and physiology; Alonzo F. Goldsmith, a graduate of Eastern (1924-1927, 1930), arithmetic; Charles McIntosh, superintendent of schools of Piatt County (1926-1932), rural education; Helen Fern Daringer, also an alumnus, who taught at Eastern during the regular year from 1918 to 1925 (1926-1932), English; Roscoe Pulliam, superintendent of schools of Harrisburg, Illinois, and later president at Carbondale (1927-1929), education; and Earl R. K. Daniels of Colgate University, who taught at Eastern from 1916 to 1924 (1931), English.

The president of the school directed the summer sessions until 1948, when Dr. Bryan Heise, Director of Extension, took on the direction of the work of the summer session as "Director of Extension and Summer Session."

The Summer Workshops and Short Courses

Beginning in the summer of 1943 on the campus and at Mt. Carmel, Eastern has conducted a series of "short courses" and "workshops" for teachers-in-service. Eastern's workshops and short courses have been three weeks in length for the most part, including all of the off-campus projects but the first one, and have enabled students to earn four quarter hours of credit, since their full time is devoted to the workshop or the course.

The faculty member primarily responsible for the workshop and short course program has been Dr. Bryan Heise, Extension Director since 1937. Closely associated with him has been Dr. Hans C. Olsen, Director of Rural Education.

The workshops and short courses, which have played an increasingly important role in Eastern's summer program, have been an outgrowth of the extension services offered by the College. Both workshops and short courses have taken two forms; on-campus, during the summer session, and off-campus, after the close of campus classes.

The program had a forerunner in the summer of 1916 and 1917, when, as we have seen, off-campus classes at Danville and Taylorville

¹³See section on the field studies program in this chapter.

provided normal school credit granted by Eastern. Over a quarter of a century passed before this idea of giving teachers "in the field" a chance for summer study under Eastern faculty members, and in their own communities, was revived.

The campus workshop and short course program grew out of a six weeks summer term course in Rural School Management and Observation taught by Dr. Heise in 1943 and attended by sixteen students. A rural demonstration school was conducted in connection with the course, and faculty specialists in geography, English, science, and music gave the students guidance in their particular fields. The same general program was taken off-campus after the close of the summer term, in a workshop at Mt. Carmel, which met for eleven days, eight hours a day. Here also a rural demonstration school was conducted, and specialists in geography and industrial arts gave individual guidance. There were 50 students enrolled, 19 of them "emergency" teachers who took the workshop course as a "refresher." An inquiry among the students at the close of the course brought out the significant fact that 47 of the 50 students reported that they would not have attended any summer classes if it had not been for the Mt. Carmel workshop. Obviously the program filled a real need.

The success of the 1943 program insured its continuation. A special workshop course in elementary education (Education 220) was recognized by the Curriculum Committee of the College. It was decided that a student could receive credit counting toward graduation for two workshop courses (eight quarter-hours), it being understood that duplication of work would be avoided by detailed individual records of the work done in each workshop.

Closely associated with the workshop program has been the "short course" program, each course three weeks in length. The difference is that in a "short course" the work of the students is prescribed by the instructor to meet the requirements of the course, whereas in the workshop the students select their projects for individual work on the basis of their own needs, as discovered in their own teaching experiences.

The workshop and short course program has been repeated, with course variations, every summer since 1943, both on and off campus, as shown by the following table:

Workshops (Education 220)

- 1944—*Off-campus*. Vandalia. Rural School Management, with rural demonstration school. (Three weeks, 103 students.)
- 1945—*On-campus*. (1) Special problems in the teaching of Reading. (Three weeks, 16 students.) (2) General workshop in elementary and rural education. (Six or eight weeks.)
Off-campus. Fairfield. Rural School Management, with rural demonstration school. (Three weeks, 62 students.)
- 1946—*On-campus*. (1) Special problems in the teaching of reading and music. (Three weeks.) (2) Illinois State course of study. (Six or eight weeks, 50 students.)

- Off-campus.* Effingham. Rural School Management, with rural demonstration school. (Three weeks, 100 students.)
- 1947—*On-campus.* General workshop in elementary and rural school management. (Six or eight weeks, 4 students.)
Off-campus. Flora. The New Curriculum Guide. (Three weeks, 95 students.)
- 1948—*Off-campus.* Litchfield. New Curriculum Guide. (Three weeks, 38 students.)
- Short Courses* (Education 224, 226, 313, Geography 448)
- 1944—*On-campus.* (1) Refresher course for emergency teachers. (Two weeks, 48 students.) (2) Education ER 224. Rural School Management. (Three weeks.)
- 1945—*On-campus.* Education ER 224. Rural School Management. (Three weeks, 22 students.)
- 1946—None.
- 1947—*On-campus.* Education ER 226. Rural School Curriculum. (Three weeks, 43 students.)
Off-campus. Mt. Carmel. Geography E 448. Conservation of Natural Resources. (Three weeks, 53 students.)
- 1948—*On-campus.* (1) Education ER 226. Rural School Curriculum (Three weeks, 15 students). (2) Education RE 313. Rural School Observation. (Three weeks, 35 students.)
Off-campus. Olney. Geography E 448. Conservation of Natural Resources. (Three weeks, 61 students.)

The off-campus program held after the close of the regular summer session has used faculty members who taught in the summer session. Until 1947 this program had been confined to workshops (Education E 220) in the field of elementary and rural education, with specialists in the various subject-matter fields giving individual aid. In 1947 and 1948 the off-campus post-summer session program included short courses in geography (Geography E 448) at Mt. Carmel and Olney. These were classes in the conservation of natural resources, with special attention to soil conservation. The College Department of Geography has had the cooperation of the local Farm Bureau Advisers, the Extension Service of the University of Illinois, and the Federal Soil Conservation Service in these short courses.

The workshop and short course program has given an impetus to professional training for the teachers of eastern Illinois. Especially significant has been the large proportion of students in attendance who did not need the college credit earned for a renewal of certificates or for other purposes.

The Field Study Program

An important feature of the summer terms of the past dozen years has been the field study program sponsored by the departments of Geography and Social Science. President Buzzard, who came to Eastern in the fall of 1933, had been active in the geography field study

program at Normal, where as head of the Geography Department he had originated the "Red Bird" field studies. In the first summer term after he became president Dr. Buzzard and three members of the Social Science Department took a "reconnaissance" trip through southern Indiana and Kentucky, visiting the places of historical interest, and making plans for student field trips to this region.

Eastern's history-geography summer term field study program has taken two forms—short trips by cars or buses to points of historical and geographical interest in Illinois, Indiana, and Kentucky; and full summer term regional studies by the "Prairie State Field Studies," with the students earning full summer term credit in history and geography.

Of the short non-credit trips, two have been most popular: a one-day trip to Springfield and New Salem State Park, made on Saturdays, and a two or two and one-half days trip to Indiana and Kentucky, from Friday noon or Saturday morning until Sunday evening. The Springfield-New Salem trip has been made five times (1935, 1938, 1939, 1940, 1946, 1948). The Springfield-New Salem trips have included stops at the Capitol, the Lincoln Home and Lincoln Tomb at Springfield, the grave of Ann Rutledge at Petersburg, and a conducted tour through the reconstructed village of New Salem. These trips have been in charge of Dr. C. H. Coleman of the Social Science Department.

The two or two and a half days trips to Indiana and Kentucky have included points of historical interest in Vincennes, the Nancy Hanks Lincoln State Park in Indiana, Harrodsburg, Bardstown, and the Lincoln Birthplace National Park at Hodgenville, Kentucky. Dr. Rose Zeller of the Geography Department and Dr. Coleman have conducted these trips.

In 1940 a variation in the short trip program included two one-week student trips to Washington D. C. In March, during the Eastern recess four young men from the student body and Dr. Coleman spent four days in Washington, D. C., traveling by car. This was followed in August, after summer school, by a party of twelve students in three faculty cars who also spent four days in Washington.

The first full-length "Prairie State Field Study" was conducted in the summer of 1941 by Dr. Norman Carls of the Geography Department and by Dr. Coleman. This trip was made by 36 students in seven cars, with a truck carrying the college-owned camping and kitchen equipment. Students earned credit in three courses, chosen from two history and two geography courses. The 1941 field study spent 41 days away from the campus and covered 4,800 miles, from the Great Smoky Mountains of North Carolina to southern Ontario, and including Virginia, Washington, D. C., New York City and State, and New England. The students spent three days on campus before the start, and a week after the trip, studying areas covered by the field work and reviewing and "writing up" the notes taken in the field. The courses ended with a formal final written examination.

The pattern established in 1941 was followed by the 1947 field study to the American Southwest by 43 students. This was led by Dr. E. M. Scott as Field Studies Director and Geographer with Dr. Coleman as Field Studies Historian. This trip covered 7,500 miles and spent 45 days in the field. The region covered included the entire Southwest, from Texas to California, returning by way of Nevada, Utah, Colorado, Kansas and Missouri.

The war interrupted Eastern's field study program. A western field study had been planned for 1942. This was cancelled after Pearl Harbor, and the field study program was not resumed until 1946, with an Indiana-Kentucky trip. A second eastern field study was planned for 1948, but the resignation of Field Studies Director Scott to accept a position with the University of Virginia made cancellation necessary, and the week-end trip program as used in previous years was substituted as a part of the school's summer recreational program under the direction of Dr. Clifton W. White of the Physical Education Department. Dr. Rose Zeller and Dr. Coleman, as before, provided the geographical and historical instruction on these trips. No college credit was involved.

The summer of 1949 saw a continuation of the history-geography field program. Campus courses in the geography and history of Illinois were offered, supplemented by a series of four week-end trips which covered all sections of Illinois, as well as by numerous afternoon trips to points of nearby geographical and historical interest. These courses aided students in developing techniques of field work as well as an appreciation of the geography and history of Illinois. Dr. Byron K. Barton, who joined the Geography Department in 1948, and became its head in 1949, succeeded Dr. Scott as Director of Field Studies. Plans for the 1950 field study program were underway by the close of the 1949 summer term.

Eastern is fully committed to a field studies program. The educational significance of this program was stated in the announcement of the proposed 1948 field study:

The field study courses are academically sound. The study of both geography and history is notably brought to life by actually seeing and understanding the areas involved. Each subject complements the other, especially when studied together in the field where each instructor knows exactly what the other has done and said. Directed observation, selected readings, and oral explanation and discussion combine to give vivid impressions that can be carried into the classroom to improve the quality of your teaching. Teachers may also learn the techniques of field study and adapt them to their work through local trips.¹⁴

In addition to the series of field studies in the "Prairie State Field Studies" program, a number of Eastern teachers have regularly taken students on trips to see and learn "on the spot." Dr. Donald R. Alter

¹⁴Eastern Illinois State College *Bulletin*, No. 181, January 1, 1948.

for a number of years has taken groups of students in his ancient and medieval history classes, both during the summer terms and the regular year, to the Oriental Institute of the University of Chicago and to the Art Institute at St. Louis.

From the beginning of the school the departments of Botany and Zoology have taken students on field expeditions to study the flora and fauna of the regions visited. The first was in the fall of 1899 when Dr. Otis W. Caldwell, botany teacher, conducted a group of nineteen students on a botany trip. In recent years the students of botany and zoology have made numerous trips, from one day to a week in length, to Rocky Branch in Edgar County, Illinois, to Turkey Run State Park in Indiana, to the Ozark region of Missouri, to Reelfoot Lake in Tennessee, and to the Great Smoky Mountains of Tennessee and North Carolina. Drs. H. F. Thut, Charles S. Spooner, Walter M. Scruggs, and Kenneth E. Damann have been in charge of these trips during the past few years. This program has been carried on both during the regular school year and the summer session. In May 1948, for example, Dr. Scruggs and three colleagues took twenty-five zoology students on a week-end trip to the Lake of the Ozarks, where the students put a year's classroom study to use in the field, collecting specimens and identifying birds and animals. During the summer of 1948 Dr. Damann took a group of eleven botany students to the dunes area of northern Indiana and southern Michigan on a botany specimen-collecting trip of two days. During 1948 biological science trips also were made by students to the Great Smoky Mountains and to Starved Rock State Park in Illinois.

The College Extension Program

As we have seen, the only effort in the field of extension made by the Normal School was in 1916-1917, when extension classes were held during the regular school year in Paris and in Effingham. The school catalogue until 1935 contained the statement that the College was "glad to offer such extension work as its facilities permit" as a means of "improving present teaching in the elementary schools." However, "no extension work is offered for credit toward graduation."¹⁵ This limitation, which reflected Mr. Lord's views, acted as a bar to the development of an extension program, despite the offer to assist public schools through services designed to improve instructional standards.

In 1935 and 1936 the catalogue stated simply "The Teachers College offers no extension or correspondence work."¹⁶ In the winter of 1936-1937 the decision was made to launch an extension program in the communities of the area served by the school. This step was taken largely as a result of the interest in such a program taken by Dr. Walter W. Cook, Director of Teacher Training. His suggestions were accepted with enthusiasm by President Buzzard. Dr. Bryan Heise of the Michigan State Normal College at Ypsilanti was secured as Director of Extension, and the program was launched in the fall of 1937 with 322 students in fourteen classes in twelve communities.

¹⁵Annual Catalogue, 1934, p. 44.

¹⁶Annual Catalogues, 1935, p. 50; 1936, p. 49.

The announcement in the 1937 catalogue stated that the College recognized that "a teacher in service must continue his formal education to prevent intellectual stagnation and to promote professional understanding." The College would provide an opportunity for teachers in service, whether undergraduates or graduates, to continue their education. Others also might enroll in extension courses either to begin or to continue their college work. "In other words," concluded the announcement, "the campus of the Eastern Illinois State Teachers College will be extended to your community."¹⁷

Extension classes meet for 150 minutes, usually from 7 to 9:30 P.M., once a week for sixteen weeks. This gives the same amount of time spent in a one-quarter course on the campus. Four quarter-hours of credit may be earned, the same as a one-quarter campus course. The College permits a student to count as many as twelve extension courses toward graduation.

Extension courses are offered at the level of all four years of college work, with upper-class courses predominating, for most of the extension students are teachers in service who have had two years of college work. In 1947-48, for example, there was one freshman course, four sophomore courses, seven junior courses, and four senior courses. A wide variety of subjects have been included. During the years 1937-1948 the following courses were taught in extension:

Education.....	115 courses
Social Science.....	52
Geography.....	23
Biological Science.....	16
Industrial Arts.....	15
Speech.....	14
English.....	12
Physical Education.....	9
Art.....	7
Music.....	7
Physical Science.....	5
Mathematics.....	3
Business Education.....	3
Philosophy.....	1
Total.....	282 ¹⁸

These courses were offered in 33 extension centers (263 courses) and in campus extension classes, most of which met on Saturday (19 courses).

The 33 extension centers have all been within 100 miles of Charleston. Mt. Carmel which has had 14 classes in the first 11 years of the program, has been the most distant (99 miles). Thanks to the excellent Illinois road system, no extension teacher has had to be on the road for much over two hours except in poor weather. The teachers

¹⁷Annual Catalogue, 1937, pp. 51-52.

¹⁸Compiled from data in annual reports of the Director of Extension.

drive their own cars. The following list gives those off-campus centers at which five or more classes were held, 1937-1948:

Albion.....	7.....	81 miles
Danville (Lake View Hospital).....	25.....	64 miles
Effingham.....	13.....	41 miles
Fairfield.....	9.....	98 miles
Flora.....	11.....	75 miles
Hillsboro.....	13.....	84 miles
Lawrenceville.....	8.....	79 miles
Marshall.....	7.....	41 miles
Mattoon.....	12.....	13 miles
Mt. Carmel.....	14.....	99 miles
Newton.....	15.....	37 miles
Olney.....	16.....	56 miles
Paris.....	17.....	26 miles
Robinson.....	12.....	57 miles
Shelbyville.....	14.....	38 miles
Sullivan.....	5.....	31 miles
Taylorville.....	9.....	72 miles
Tuscola.....	10.....	36 miles
Vandalia.....	15.....	72 miles

If we examine the attendance records at the twelve centers with ten classes or over in the period 1937-1948, we find that six of them were located more than 50 miles from Charleston. The average enrollment for these was 33 students, while the average for six centers closer to Charleston was 28. Obviously the more distant centers provided educational opportunities for persons who would have been less likely to attend the College than those living closer to Charleston.

From the fall of 1943 to the spring of 1946 an interesting extension program was carried out at the Lake View Hospital in Danville. The College provided a series of courses in anatomy, botany, chemistry, education, and sociology as a part of the nurses' training program at the hospital. A total of 104 student nurses attended these classes and received college credit, twenty quarter hours for the five courses. The success of this extension of the service of the College into the field of nurses' training augurs well for a similar program for a Coles County hospital, when and if established.

Extension classes have been taught by regular staff members of the college faculty, including a number of heads of departments. A total of 72 Eastern teachers have taken part in the extension program, over three-fifths of them having the doctorate. It is probable that no other college extension program in the country can match this record of teacher preparation in the extension field. Unlike the all too common practice in some schools of sending junior staff members for extension classes, Eastern has given to its extension students the best teaching talent the school could provide.

Beginning in 1943 the extension program was introduced into the summer term with the "workshop" plan, which has been described.

Perhaps the most valuable contribution to public education made by Eastern's extension program was during the war years, 1942-1945, when the shortage of properly qualified teachers made it necessary for the State to grant "emergency certificates" to undertrained teachers. These "emergency" teachers enrolled in Eastern's extension classes in large numbers. This in-service training of emergency teachers enabled otherwise poorly qualified teachers to do a better job, thus strengthening the public school service during the war emergency.

A total of 7,377 students took extension work offered by Eastern during the first eleven years of the program, 1,542 men and 5,835 women.¹⁹

Eastern is looking forward to an expanding extension service. Plans for the future include not only the continuation of organized class instruction, but also the development of additional educational consultive services. In 1948-1949 Dr. Hans Olsen and Miss Carolyn Gilbert, College health coordinator, devoted part of their time to the schools of the area served by Eastern. Due to numerous county school reorganizations, extension service demands were greater for 1948-1949 than ever before. The new unit districts are calling for better qualified teachers.

The College Health Service

Hygiene had been taught as a part of the course in physiology since the early years of the Normal School. School hygiene was added in 1914, but it was not until 1917 that a separate teacher of hygiene, Miss Ann Marie Hoy (1917-1918), was added to the faculty. She also served as college nurse. Both Miss Mercie E. Pierce (1918-1920) and Miss Gertrude Goldman (1920-1923) had nurse's training, and like Miss Hoy, both taught classes in hygiene. The first full-time school nurse was Miss Carol L. Besteland (1923-1928). She was followed by Miss Angelina K. Schmidt (1928-1930). The present school nurse, Miss Mary E. Thompson, came to Eastern in 1930.

The office of the school nurse was for some years in Miss Weller's geography room on the first floor of the Main Building. Here the nurse gave first aid and discussed health problems with students, the discussion frequently reaching the ears of the geography class. When Miss Thompson came in 1930, she insisted on a more suitable office. The hunt for suitable space resulted in screening off the east end of the second floor corridor of the main building. This was temporary expedient, with insufficient privacy. It was not until the completion of the Health Education Building that the school nurse secured suitable quarters.

There were no physical examinations of students until the year 1924-1925 when Miss Besteland and Miss Florence McAfee, head of women's physical education, conducted examinations for women. In 1926 a physician from the state Department of Public Health conducted examinations for both women and men, with assistance of the local

¹⁹The extension enrollment by years is given in a table in the Appendix showing all-school enrollment.

physicians and dentists. This program was continued by the school nurse and the physical education staff, until the coming of the first school physician, Dr. Sidney B. Goff, in 1937, when he took over this duty.²⁰

The College Health Service was organized in May 1938, at the time of the completion of the Health Education Building. Dr. Goff was made Director. Dr. Goff left Eastern in 1941 to enter the Army Medical Corps. He was followed by Dr. Ethel E. Little, who served until March 1943. The school was without the services of a physician for five years. On May 1, 1948 that position was filled by Dr. Charles L. Maxwell, formerly a Colonel in the Army Medical Corps. During this five-year interval Miss Thompson carried full responsibility for the College Health Service. In 1947 the position of Health Coordinator was created. It was filled first by Miss Florence B. Benell and in 1948 by Miss Carolyn Gilbert. Miss Gilbert is a graduate of Eastern, class of 1940. The duties of Health Coordinator include the organization of health improvement programs in the public schools of the area served by Eastern in cooperation with the Kellogg Foundation. An assistant nurse in the College Health Service was added in 1948. She was Mrs. Correne E. Bailey. Mrs. Catherine Jean Kent holds that position at present (1949).

The College Health Service supervises the physical examination of students, conducts tests for tuberculosis and other diseases, provides needed inoculations, gives first aid and emergency service, and advises students on individual health problems. In December 1938 a hospitalization plan was started under which students needing hospitalization were allowed three days of free care in a local hospital. This period was later extended to seven days. Since 1943 the college catalogue has carried this notice:

The College Health Service maintains offices and examination rooms in the Health Education Building. This service supervises the annual physical examination and general health condition of students as recommended by the American Association of Teachers Colleges. Students are afforded seven days of free care in a ward of a local hospital upon recommendation of the Health Service.²¹

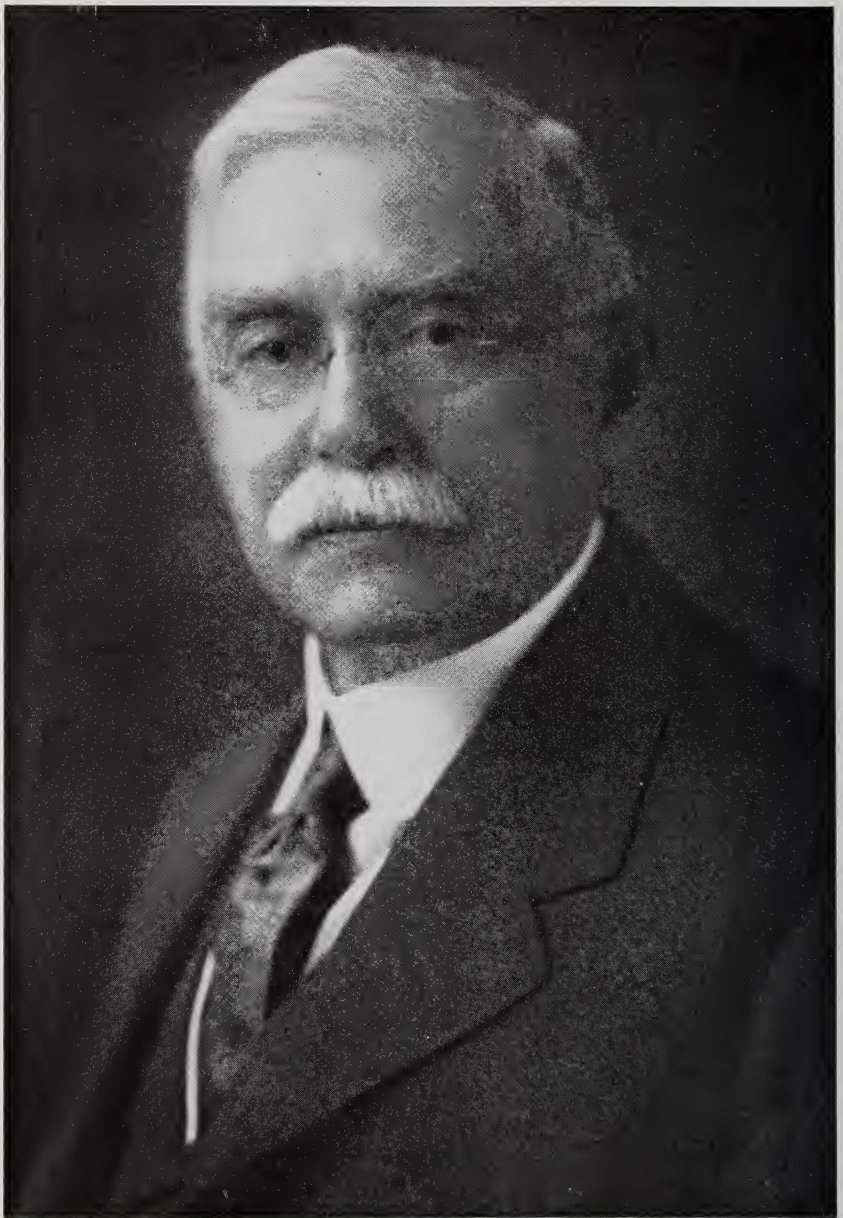
The Health Service activities are financed by an allocation from the student activity fund. The amount needed is determined by a Health and Hospitalization Board created in 1940, with both faculty and student members. The amount allocated for the year 1948-1949 was \$5,089.

The Death of Mr. Lord

Mr. Lord was forty-seven years of age when chosen president of the Normal School in December 1898. At the time of his death, on May 15, 1933, he was in his thirty-fifth year as president, and he was in the eighty-second year of his age.

²⁰"History and Early Work Done in Health at Eastern Illinois State College." Prepared by College Health Service, 1939. In College Library.

²¹Annual Catalogue, 1943, p. 36.



LIVINGSTON C. LORD
President, 1898—1933
Picture taken about 1930

Throughout his life Mr. Lord had enjoyed robust health. His only physical weakness was a recurrent bronchial cough, dating back to his student days in Connecticut. Up to his last illness, which started with bronchitis, Mr. Lord had shown unusual vigor, both physical and mental, for a man of his advanced age. In March 1924 he suffered a cruel blow in the death of Mrs. Lord, but it left no outward mark on him, physically or mentally. In the early spring of 1926 his friends prevailed upon him to go to New York City for a physical check, which showed him to be in excellent condition for a man in his seventy-fifth year. In the summer of 1931 Mr. Lord accepted an assignment to lecture for three weeks at Teachers College, Columbia, and again went through the clinic. The doctors gave him a clean bill of health extraordinary for one of his age—now eighty years.²² He was conscious of no lessening of his mental powers, and wrote to a friend about this time "I'm as good as ever above the collar." Those who knew him during his last years as well as earlier testify to the accuracy of this remark. Certainly the quality of his chapel talks showed no decline. In these last few years he found it best to husband his strength. He gave up horseback riding, a lifetime enthusiasm, he walked less and made frequent use of a taxi, and took after-dinner naps.²³

The depression of the early 1930's caused serious financial losses to Mr. Lord, and may have contributed to his remaining on active duty until his death. He had never been wealthy, and the loss of his savings, which had been invested for the most part in railroad securities, was a sore blow. He was troubled on account of two grandchildren, still in school, and he feared dependence for himself, in the event of a long illness.²⁴

Of greater influence than Mr. Lord's financial worries in leading him to continue on active duty was his interest in the school. As Mr. Johnson wrote to him in 1921, "You are the soul of the college . . . in a sense that does not attach to any other institution that I have ever heard of." Mr. Johnson hoped that Mr. Lord would continue on active duty until he really wanted to drop the responsibility.²⁵

During the last ten years of his life Mr. Lord consulted Dr. G. B. Dudley of Charleston concerning his physical condition at regular intervals. Dr. Dudley would give him a thorough examination twice a year, and less extensive checks at more frequent intervals. After each examination Mr. Lord would ask "Is it wise for me to continue my work at the school?" On each occasion the doctor was able to assure him that if he did not tire easily, and that if he continued to meet the problems of school management without undue worry, then there was no reason for him to stop his work. On one occasion Mr. Lord told Dr. Dudley that President H. W. Shryock of Carbondale had complained to him that problems of school management and discipline had become burdensome and a cause of worry. This, Mr. Lord assured

²²McKinney: *Mr. Lord*, p. 353.

²³*Ibid.*, p. 354. Mr. Lord and his horse "King" were frequently seen on the roads in the neighborhood of Charleston. He was an accomplished horseman, and delighted to share his knowledge and experiences with others.

²⁴McKinney: *Mr. Lord*, p. 354.

²⁵*Ibid.*, p. 356.

Dr. Dudley, was not true in his own case. As always, he would dispose of a problem by finding out the facts, making a decision, and then putting it out of his mind. During the last year of his life, Dr. Dudley reports, Mr. Lord realized that he had lost some of that capacity for meeting problems, solving them, and then forgetting them. He recognized some months before his death that he was approaching the close of his active career.²⁶

In a chapel talk a few weeks before his death, Mr. Lord told the school, when expecting to be absent for a few days, "If I had only eight words to leave with you they would be these: 'Tell the truth and don't be afraid.' If I could have eight more I would say 'Not who is right, but what is true.'"

During this last school year Mr. Lord thoughtfully wrote notes to his old friends on the faculty, expressing his affection and esteem for them. Unfortunately, the end came before he had completed this pleasant task. Typical of these notes was the one that Mr. Koch was persuaded to reveal:

Dear Mr. Koch:

I have never half told you of the esteem in which I hold you, nor have I ever half told you how much you have added to the finest things about the school where we have worked together so long. If I have ever known a *gentleman* you are one. Your influence has been distinctly felt by all who have known you. These lines are for you to read after I am gone. May Heaven's richest gifts be yours.

Yours sincerely,

L. C. LORD.²⁷

In addition to writing letters of appreciation to old friends and fellow-workers on the faculty, Mr. Lord proposed to make a series of reports to the Normal School Board on various departments of the school, thus giving recognition, while he remained president, to professional merit where he thought it was due. At his last Board meeting, at Macomb on April 24, 1933, Mr. Lord reported that "certain departments are in a most excellent condition, and I should like to make an extended report of a number of these departments, but one will suffice now." This first (and last) department report described the Department of Botany. After sketching briefly the growth of this department under Otis W. Caldwell and E. N. Transeau, Mr. Lord referred to Ernest L. Stover, who came to the school in 1923. Mr. Stover had "maintained the high level established by his predecessors" and also had "added to the knowledge of his subject." Mr. Lord hoped "in the not remote future to speak of some other departments of at least equal merit."²⁸

After the meeting at Macomb Mr. Lord returned in company with President Shryock of Carbondale as far as Pana, where they separated

²⁶Statement of Dr. G. B. Dudley to the writer, May 13, 1948.

²⁷McKinney: *Mr. Lord*, p. 374.

²⁸*Minutes*, Normal School Board, meeting of April 24, 1933, Macomb, Illinois, p. 14.

to go to their own schools. Mr. Shryock has left a vivid picture of his last glimpse of Mr. Lord. ". . . just before we stepped out into the street to the waiting car I turned and found him watching us take our departure. I saw on the fine old face a shade of weariness, and an unwonted sagging of the tired shoulders. It lasted, however, only a fraction of a second, and disappeared with the goodbye waves of his hand and his parting smile. And once more, despite his eighty years, he stood handsome, distinguished-looking, debonair."²⁹

Illness struck Mr. Lord with but little warning. On Saturday, May 6, 1933, after a day at the office spent largely in conference with a group of out-of-town men, Mr. Lord's old enemy, the bronchial cough, became troublesome. The next morning it had not moderated, and at the suggestion of Dr. Dudley he remained in bed. This did not alarm him, as Dr. Dudley during recent years frequently had advised him to spend Sunday resting in bed. He felt well enough that evening to go with his daughter, Mrs. Ethel L. Awty, to supper at the home of Mr. J. R. Harryman. The next morning he went to his office, but did not return to his desk after luncheon. The troublesome cough had persisted and he remained in bed Tuesday morning. On that day the college registrar, Miss Blanche Thomas, brought his mail to his bedside, and he dictated a number of letters. Among them a letter to State Superintendent Francis G. Blair, acknowledging receipt of the notice of the next meeting of the Normal School Board, to be held on June 6. Mr. Lord told Mr. Blair that the notice had come "during my absence from the office on account of a slight attack of bronchitis—nothing serious." He expected to be at the Board meeting. "I am looking forward with the usual pleasure to seeing you."³⁰

The bronchitis did not respond to treatment, and by the middle of the week his condition was such that Miss Mary E. Thompson, the college nurse, took over the responsibility for nursing him. He grew steadily weaker, and by the end of the week signs of bronchial pneumonia had appeared. In the latter part of his illness a persistent hic-cough developed which placed an added strain on his heart, already overtaxed by the bronchial cough and the pneumonia. These last few days Mr. Lord was in much discomfort, but his mind remained clear to the end. Mr. Dudley saw him for the last time on Monday morning. That afternoon the local *Courier*, referring for the first time to his illness, reported that Mr. Lord, "who has been ill from bronchitis . . . for the past several days, was reported at press time Monday as being very low and sinking."³¹ The end came at four-thirty in the afternoon. The members of his family and Miss Thompson were at his bedside.³²

²⁹McKinney: *Mr. Lord*, p. 375.

³⁰*Minutes*, Normal School Board, meeting at Springfield, June 26, 1933. Mr. Blair quoted from this letter, which he dated May 11 in error, in a statement to the Board. Miss Thomas recalls that this letter to Mr. Blair was one of those dictated on May 9. Statement to the writer, May 13, 1948.

³¹*Charleston Daily Courier*, May 15, 1933.

³²This account of Mr. Lord's illness and death is based on statements to the writer by Dr. Dudley, Miss Thompson, and Miss Thomas, and a brief account in Miss McKinney's book (pp. 375-376). The death certificate is on file in the office of the County Clerk at the courthouse in Charleston. It shows the cause of death to have been acute bronchitis, which began May 6. Broncho-pneumonia is given as a contributory cause. The hour and day of death is given as 4:30 P.M., May 15, 1933. F. M. Miller is recorded as the undertaker. The certificate was signed by Dr. Dudley on May 18, 1933.

The funeral took place in the college assembly room at two o'clock in the afternoon, Thursday, May 18. Mr. Koch opened the service by playing Handel's "Largo." The College Trio, composed of Mr. Koch, piano, Mr. R. W. Weckel, violin, and Mr. E. L. Stover, cello, played the 74th hymn, "Purer Yet and Purer," by Goethe. The Reverend William I. Blair, of the Charleston Presbyterian Church, gave a scripture reading, Proverbs 8:1-11, which ends with the lines "For wisdom is better than rubies; and all the things that may be desired are not to be compared to it." The funeral address was given by Mr. Blair, who concluded with these words:

We could ill afford the loss of this courageous soul. We could ill afford the loss of this man with his willingness to join the issue, engage the battle, fight the very powers that be in order to place in a favorable position the institutions, the culture, the attitudes and the spirit that he loved. But today to education has come this loss, irreparable unless his mantle descend upon other men and they step into the breaches and fight the battles he loved to fight.

As we come to the end of day words fail us. A hero has fallen and we—we are not heroes, and we need him.³³

The funeral exercises closed with Mr. Koch playing "Now the day is over."

The pallbearers were six members of the faculty: Lawrence F. Ashley, Harold M. Cavins, Charles H. Coleman, Ora L. Railsback, Glenn H. Seymour, and Eugene M. Waffle. The honorary escort also consisted of members of the college staff: Fiske Allen, Edson Clodfelter, Carl Colvin, A. B. Crowe, Friederich Koch, Charles P. Lantz, Granville Shafer, Charles S. Spooner, Ernest L. Stover, Edson H. Taylor, Simeon E. Thomas, and Howard DeF. Widger.³⁴ The burial was in Roselawn addition to Mound Cemetery, west of the city. The body of Mr. Lord was placed at the side of that of Mrs. Lord who had died nine years before. A Vermont marble slab bears simply the inscription "Livingston Chester Lord 1851-1933. He Was a Teacher."³⁵

The funeral was attended by nearly two thousand persons. Among the out-of-town visitors were the presidents of the four other Illinois teachers colleges, State Superintendent F. G. Blair and three other members of the Normal School Board, and former President David Kinley of the University of Illinois. Messages of condolence were numbered in the hundreds, from former students and teachers, old friends, and educational leaders from all parts of the country. The College, the city High School and all other schools, and the local bank, of which Mr. Lord had been Chairman of the Board, were closed on the day of the funeral.³⁶

³³McKinney: *Mr. Lord*, pp. 376-377.

³⁴The selection of these two groups was made by Miss Ford. The pallbearers were younger men, both in age and in years of service to the school.

³⁵*Charleston Daily Courier*, May 19, 1933.

³⁶*Ibid.* A "field day" had been scheduled at the College for May 18. This of course was cancelled. *Teachers College News*, May 23, 1933.

The Normal School Board at its meeting on June 3 named Francis G. Blair, the Rev. Preston Bradley, and Charles E. McMorris as a committee to prepare resolutions of respect on Mr. Lord.³⁷ The resolution was presented to the Board at its next meeting, on June 26, at Springfield. The last paragraph of this resolution was as follows:

We wish to record, insofar as words may, our appreciation of his sterling character, of his broad and accurate scholarship, of his great abilities as a teacher of teachers, of his unequalled judgment in the selection and leadership of the faculty of the teachers college, and of the great contribution he has made to the welfare of the State of Illinois in the training of better teachers for the children of Illinois, as President and teacher of the Eastern Illinois Teachers College.

At the same meeting the presidents of the five state teachers colleges, including Mr. E. H. Taylor, acting President of Eastern, presented the following tribute to the memory of Mr. Lord:

As a fellow worker he was always stimulating, knowing what should be done and holding rigidly to it. As a friend he was kind, sympathetic, and true. Our intimate experiences with him on the Normal School Council and our associations with him in the broader field of teacher training in the State Teachers Colleges have given us real measures of the educational leadership of this great man.

Our tribute is to a great educator, a great teacher, an administrator par excellence, and above all a fine citizen and a true friend.³⁸

The May 23, 1933 issue of the *Teachers College News* contained many tributes to Mr. Lord, and fond recollections of associations with him, by students, former students, teachers and former teachers. The sentiments of the editor, Paul Elliot Blair, of the class of 1933, are typical:

Mr. Lord has often told us that where teachers and students congregate there should be a seat of learning. E.I. stands as a monument to his belief in the integrity necessary for scholarship. Yet with the passing of our friend and teacher, we realize what he himself would have been too modest to admit, that it was the *man* that made truth seem worthwhile. Knowledge bears fruit only through the personalities of great teachers. The truly great teacher among us has gone.

and again:

His teachings have become so instilled in us that his influence will live with us for many years to come. He is a part of us that will go on living. He cannot be taken from us, nor will we ever forget him. We need not be exhorted to carry on

³⁷Minutes, Normal School Board, meeting of June 3, 1933, at Chicago, p. 60.

³⁸Minutes, Normal School Board, meeting of June 26, 1933 at Springfield, pp. 14-15, 25.

with his great principles; it is a natural course that we follow, inspired by our knowledge of the man.³⁹

Perhaps the tribute which best reflects the character and contributions of Mr. Lord was a brief statement by Mr. Blair which was prepared for a memorial breakfast to Mr. Lord held by the Illinois State Teachers Association at the Hotel Stevens, Chicago, on July 4, 1933:

Livingston Chester Lord: An honest courageous gentleman; a scholar of broad and accurate attainments; a teacher of rare simplicity, directness and power, and a teacher of teachers who has inspired and elevated the life and thought of the state and the nation.⁴⁰

The death of Livingston Chester Lord marked the passing of the last of the New England schoolmasters among the educational leaders of the Middle West. With normal school training himself, it was with reluctance that he accepted the inevitable change of Eastern from a normal school to a teachers college. His standards were the highest of those of the period he typified in his own career—the normal school period—standards which emphasized character, scholarship, and personality, and which considered the extent of professional training to be of secondary importance. Although his title was president of a teachers college, he was at heart the principal of a normal school to the day of his death.

Mr. Lord did not delegate authority readily. He was commanding officer, drill sergeant, and corporal of the guard. His correspondence shows that as Eastern grew in size he felt more and more the difficulty of dealing on a personal basis with all the members of the school.

The force of his personality was such that he succeeded more nearly than any other schoolman of his generation in projecting the personal leadership of the schoolmaster into the office of the college president.

Mr. Lord left Eastern a heritage of scholarly ideals, the memory of an inspired personal leadership, and a tradition of honesty and fearlessness in meeting the problems of institutional as well as personal life. He left a solid foundation. There remained to be completed a superstructure of a faculty with advanced professional training, a broader program of educational service, and a physical plant adequate to meet the requirements of a widened institutional horizon.

President Buzzard paid tribute to the accomplishments of his predecessor in his first report to the State Superintendent of Public Instruction in 1934:

The death of President Livingston C. Lord on May 15, 1933 brought to a close the first significant period in the history of the Eastern Illinois State Teachers College. . . .

Opening the institution for instruction in the autumn of

³⁹*Teachers College News*, May 23, 1933 (editorial page.)

⁴⁰Program leaflet, "Illinois Breakfast," Illinois State Teachers Association, July 4, 1933. Copy in College files.

1899, President Lord began a period of training elementary school teachers which brought to the Eastern Illinois State Teachers College an enviable reputation for solidarity and achievement in this field. President Lord made his institution one of high national reputation. He kept pace with the needs of the State as the institution changed in 1921 from a two-year normal school to a four-year teachers' college. His choice of faculty brought to the institution a group of instructors who caught the inspiration of sound and thorough training in fundamentals. In administration policies President Lord followed the rule of strict economy and his years at the institution are characterized by the furnishing of excellent instruction at minimum cost to the students and the State.⁴¹

A New President

The question of Mr. Lord's successor as President of Eastern was taken up by the members of the Normal School Board immediately following his death. During the last years of Mr. Lord's administration he frequently had asked Dr. E. H. Taylor to serve as administrative head of the school when he was absent from Charleston. Thus Dr. Taylor was the logical person for the Board to select to act as President pending the selection of a permanent head for the school. This temporary appointment was at once recommended to the members of the Board by the Chairman, John J. Hallihan, and the Secretary, Francis G. Blair. The members approved this choice by mail, and Dr. Taylor became acting President. This informal decision was ratified by the Board at its next meeting, on June 3, at Chicago.⁴²

Dr. Taylor remained acting president until the following September 25, when the Board, meeting at Springfield, selected Dr. Robert Guy Buzzard, Head of the Department of Geography at the Illinois State Normal University at Normal, as President of the Eastern Illinois State Teachers College at Charleston.⁴³

President Buzzard brought to his new position a wide experience as a teacher and a broad background of training. Robert Guy Buzzard was born on a farm near Sumner, Illinois, on December 14, 1890, the son of Peter and Annie Piper Buzzard. The first member of the family arrived in America from Alsace-Lorraine five generations previously, in the year 1740. The Pipers, Dr. Buzzard's mother's family, are Scotch-Irish in origin.

Dr. Buzzard attended the Lafayette rural school a short distance from his home and the three-year high school in Sumner. From 1909 to 1912 he taught a rural school in Lawrence County, and attended

⁴¹*40th Biennial Report of the Superintendent of Public Instruction*, Springfield, Ill., 1934, p. 531.

⁴²*Minutes*, Normal School Board, meeting of June 3, 1933, at Chicago. So promptly was action taken that the *Charleston Daily Courier* for May 16, the day following Mr. Lord's death, carried an announcement of Dr. Taylor's selection. Actually, the *Courier* probably anticipated this action, as sufficient time had not elapsed for the replies of the Board members to be received by the Chairman at Springfield.

⁴³*Minutes*, Normal School Board. Meeting at Springfield, September 25, 1933, p. 29. The *Minutes* do not mention any additional candidates other than Dr. Taylor, whose appointment was urged by Mr. Blair. The vote was nine to one in favor of Dr. Buzzard.



ROBERT G. BUZZARD
President since 1933

the Illinois State Normal University, where he was graduated with the junior college diploma in 1914. For three years he was a student at the University of Chicago, receiving the B.S. degree in 1916 and the M.S. degree, in geography, in 1917. From 1914 to 1916 while a student at the University, he taught at the Harvard School for Boys in Chicago.

In 1917 Dr. Buzzard enlisted in the University of Chicago Ambulance Corps for overseas service in the First World War. Because of his special knowledge of meteorology, he was transferred to the Meteorological Section of the Army Signal Corps. He was commissioned a second lieutenant in 1918, and directed the Meteorological Service at the School of Fire for Field Artillery at Fort Sill, Oklahoma.

After the war Dr. Buzzard became the head of the Geography Department at the Northern Illinois State Normal School at DeKalb, leaving there in 1922 to accept a similar position at Normal, his alma mater. While a student at the University of Chicago he married Miss Alice Irene Couchman on September 12, 1920. Mrs. Buzzard is a graduate of Eastern, class of 1916. He remained at Normal until coming to Eastern in 1933. While at Normal he took a leave of absence to study at Clark University, Worcester, Massachusetts. He received the Ph.D. degree from Clark in 1925. His importance as a teacher of geography at Normal received national recognition in 1927 when he was elected President of the National Council of Teachers of Geography.

Although he already had the doctorate and a master's degree, both in geography, after coming to Eastern President Buzzard completed a program of graduate study in the field of education at the University of Illinois, and in 1938 he received the degree of Master of Arts, in Education.⁴⁴

Dr. Buzzard was elected to membership in the Society of Sigma Xi at the University of Chicago, to Kappa Delta Pi, Kappa Phi Kappa, Gamma Theta Upsilon, and Theta Alpha Phi at the Illinois State Normal University, to Phi Delta Kappa at the University of Illinois. Since coming to Eastern he has accepted membership in Pi Kappa Delta and Alpha Phi Omega. Dr. Buzzard was initiated into the Acacia Fraternity at the University of Chicago.

For a college to have had only two presidents in half a century is very unusual. Both presidents achieved distinction the hard way—neither had wealth or political “pull”—both had determination and the willingness to work hard for what they wanted. Livingston Lord, the widow's son from the small rural town in Connecticut, had the initiative to go west and grow up with the country. Guy Buzzard, the farm boy from southern Illinois, had the initiative to prepare himself at Normal, at the University of Chicago, and at Clark University in Massachusetts, to be able to take advantage of his opportunities.

Mr. Lord's contribution to the school came from his devotion to scholarship and character. He set a pattern which the school followed

⁴⁴*Who's Who in America, 1946-1947*, p. 346.

for the third of a century of his presidency, and has continued since then under his successor.

Dr. Buzzard's contribution to the school has come from his determination that Eastern shall keep in step with the developments of modern education. This is best shown by two things, his insistence upon advanced training for the faculty, and his never-ending struggle to get for the school the physical additions necessary for it to do its work well.

CHAPTER TEN

COLLEGE ACTIVITIES

Sports and Physical Education, 1911-1949

The Athletic Association organized in 1899 was the only student organization concerned with athletics until 1911, when a "Young Women's Athletic Association" was organized by Miss Alice M. Christiansen, physical education teacher. This organization had a chequered career, periods of activity (1911-1913, 1916-1917, 1920-1924) alternating with periods of inaction. The present Women's Athletic Association, organized in 1931, has been active continuously.

In 1914 the Athletic Association accepted women as members, and a membership fee of \$3.00 was established, which included admission to all of the games and a vote in meetings of the Association.¹ In 1924 an "Athletic Council" of two students, Coach Lantz and two other teachers, took over direction of school athletics from the Athletic Association, which had been inactive since 1918. The present Athletic and Sports Board of seven students and three teachers, including Coach Lantz, replaced the Athletic Council in 1936. The most important function of the Board is to determine the financial needs of the various sports and to present these needs to the Apportionment Board which allocates the receipts from the student activities fee to school activities.²

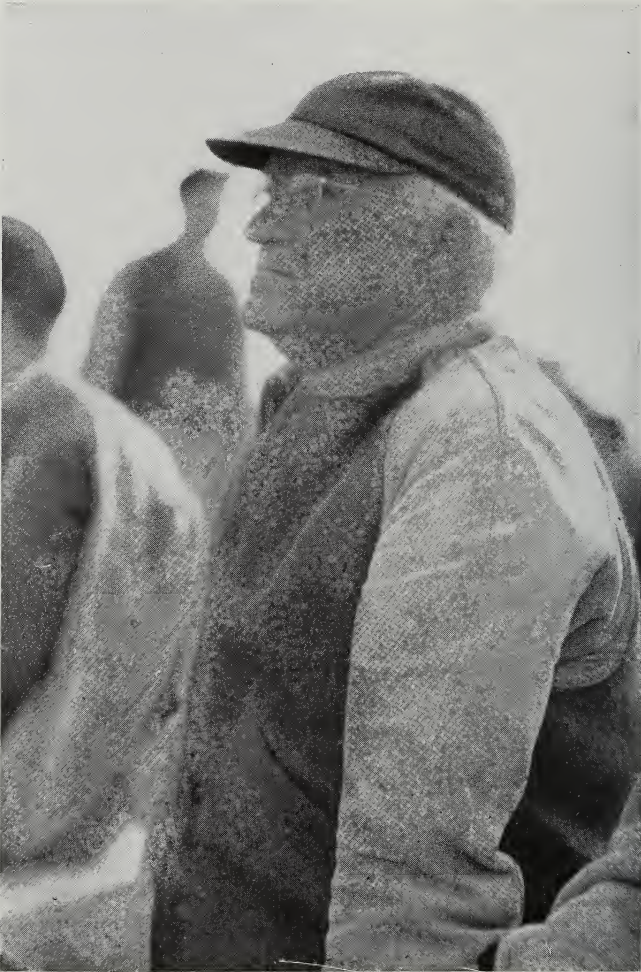
It has been the good fortune of Eastern and the State of Illinois that Mr. Lord persuaded Charles Perry Lantz to come from Harrisburg, Pennsylvania, to Charleston in 1911. From the first he set an example of fairness and honesty in the field of sports to the schools and colleges of Illinois. Under his leadership Eastern's teams have become known as good losers as well as good winners. Eastern teams play hard but fairly, and accept the outcome in good spirit.

Eastern has never commercialized its sports, nor sought to entice athletes by remission of fees or by providing fictitious "jobs" for their financial support. Every member of every Eastern team has been a student in good standing, doing satisfactory work in the required amount of class work.

Eastern was admitted to the Illinois Intercollegiate Athletic Association as the thirteenth member school in December 1912, and has been a member continuously since that time. The Association had been organized in April 1908, primarily to sponsor track meets between the member schools. In 1911 the Association undertook the sponsor-

¹In 1921 the athletic fee was included in an "activities fee" of \$1.75 a quarter, collected from all students.

²The total fee had risen from \$1.25 a quarter in 1921 to \$10.00 a quarter in 1947. The Apportionment Board allocated \$11,910 for athletics and sports for the school year 1948-1949. This amounts to \$3.09 of each \$10.00 quarterly fee.



CHARLES PERRY LANTZ
Teacher and Coach since 1911

ship of football, basketball, and baseball contests. In June 1920 the Association, which at that time included nineteen schools, was re-organized as the Illinois Intercollegiate Athletic Conference. That same year the State Normal School at DeKalb was admitted, bringing all five of the State teacher-training schools into the Conference, which by 1922 had twenty-two members.

The Conference in 1920 adopted the rule that only players of college standing were eligible for varsity competition. This meant that Eastern players had to be at least juniors in the normal school course. *The*

Warbler for 1920 commented that this meant that Eastern's "chances to make excellent showings in the conference races in the next few seasons appear slim."³ Fortunately Eastern shifted to a college program about this time, and the proportion of men in school with full college standing increased rapidly after 1920.

The depression of the 1930's reduced enrollment at the private colleges, while state school enrollments, due to low student costs, rose sharply.⁴ As a result ten schools withdrew from the Conference in 1937, leaving eleven members. Four years later six other schools withdrew, leaving only the five state colleges as members.⁵

Mr. Lantz has taken a prominent part in the "I.I.A.A." and the "I.I.A.C." since his arrival at Eastern in 1911. He has held many Conference offices, including vice-president (1914-1916, 1923) and president (1919-1921, 1926-1932). He has been treasurer since 1937. The influence of Mr. Lantz has always been on the side of clean sportsmanship. He has done more than any other person to keep Illinois intercollegiate sports competition on a high plane. With him the interest of the player as a man and a student has always come ahead of temporary scoring advantages. As *The Warbler* for 1920 observed, "only the boys who have been coached by Mr. Lantz can really comprehend what he means to athletics here."⁶

In 1936, after a quarter of a century of coaching at Eastern, Mr. Lantz, and William T. McAndrew, Carbondale coach, were the guests of honor at a testimonial dinner of the I.I.A.C. at Bloomington. Mr. Lantz received an illuminated scroll as a citation for his services to intercollegiate sports in Illinois. *The Warbler* commented that "This testimonial shows in what high regard Eastern's veteran coach is held throughout the Little 19. No other man has contributed more to the conference than Mr. Lantz."⁷ Another recognition of Mr. Lantz's contribution to Illinois sports is the "Lantz Trophy" named in his honor, which is awarded annually to the most valuable baseball player in the Conference.

Mr. Lantz's coaching record is impressive. From 1911 until 1935 he coached the teams in all three major sports at Eastern: football, basketball and baseball. Until 1932 he directed sports and physical education for men without assistance. In 1935 he relinquished the the football and basketball teams to a younger man but retained the baseball team, which for 38 years has had no other coach.⁸ Mr. Lantz had coached at Eastern to June 1949, 170 football games, 373 basketball games, and 358 baseball games.

Since 1935 Mr. Lantz has been Director of Physical Education and Athletics, and head of a growing department which in 1948 consisted

³*The Warbler*, 1920, p. 78.

⁴Eastern's regular college enrollment rose from 664 in 1929-1930 to 1,095 in 1938-1939.

⁵"History of the Illinois Intercollege Athletic Conference" by Charles P. Lantz, in *Illinois Intercollege Athletic Conference, 1946-1947* (official publication), pp. 3-5.

⁶*The Warbler*, 1920, p. 80. On one occasion Mr. Edgar N. Transeau, speaking in chapel, said, "Do you know what the initials C. P. of Mr. Lantz mean? I'll tell you. They stand for Chemically Pure." From sports account prepared for the writer by Mr. A. B. Crowe, May 1948.

⁷*The Warbler*, 1936, p. 128.

⁸This is probably an all-American college baseball coaching record.

of seven instructors. With the completion of the Health Education Building in 1938, Eastern under Mr. Lantz's guidance has become a leader among the state colleges in physical education for men.

Due primarily to careful coaching and Mr. Lantz's insistence that the interests of the students should take precedence over a scoring record, Eastern has had relatively few sports injuries. In a half-century of sports, Eastern has had only one fatality.

Paul Vernon Root of Charleston, a senior, died as a result of injuries received in a football game with Normal on November 13, 1915. Root made a hard tackle, resumed his place in the line, and collapsed unconscious before the next play started. He was taken at once to the Charleston Hospital, where he died without regaining consciousness. His neck was broken. The tragic result of Root's injury was not known until after the game. The Eastern team was out-weighted twenty pounds to the man in this game, and they battled fiercely to hold the big Normal team to a scoreless tie.⁹

Considering the small proportion of men in the student body during most of the school's history, Eastern's football record has been good. On four occasions Eastern's teams were the conference champions (1913, 1914, 1928 and 1948).¹⁰ Eastern teams have played 345 games since the school opened to the close of the 1948 season, winning 167, losing 147 and tying 31, for a percentage of .53.2. There have been two four-year periods of football glory in Eastern's history. From 1911 through 1914, Coach Lantz's first four years, Eastern won 24 games, lost five and tied one. Thirteen years later another golden age arrived. From 1927 through 1930 Eastern teams won 24 games, lost four, and tied two. Eastern has had other good years (the score for 1940 was six, one, and one, and that for 1948 was seven and three) but no other such series of brilliant teams as those mentioned. Eastern's largest score in football was a 104 to 0 victory against Pana High School in 1911. The century mark was reached a second time, when Newman High School was defeated 100 to 0 in 1916. Eastern's worst defeat was in 1909, when Rose Polytechnic Institute won 75 to 0.

At the risk of slighting others equally deserving of recognition, the names of a few players of the Lantz period are mentioned as representatives of Eastern's "football greats." Certainly the members of the teams on which they played will welcome their names on these pages.

Sumner Garland Wilson, quarterback, was a graduate of the Model School in 1909, and took the five-year normal school course, 1909-1914. He was captain of the 1912 team and was unanimously reelected for 1913. *The W'Apper* records that he was "easily the fastest quarter in the state," and above all he was a good field general. The coach of a rival team, Ashmore of Millikin, after observing Wilson in a 38 to 7 victory against his team remarked that "Wilson flitted around over

⁹Normal School News, November 23, 1915.

¹⁰The 1948 championship team was coached by Mr. Maynard O'Brien, who came to Eastern in 1946.

the field like a cockroach on a billiard table." Wilson was named by both Lantz and Ashmore as the best quarterback of the state.¹¹

Perhaps the most popular player in the school's football history was Martin Schahrer, end and guard, president of the class of 1917 and captain of the 1916 team, who was killed in action in the First World War and for whom the old football field was named. Mr. Lantz has described him as "one of the finest men I ever coached."

Halfback Ruel Hall of the class of 1929 was a member of the 1928 championship team and was "one of the greatest open field runners in the history of E.I. athletics," according to the *Warbler* for 1929. That team was an unusual collection of football stars, including Captain Pete Fenoglio, Burl Ives, Frank "Hoot" Gibson, Joe Kirk, Johnnie Powers, Bill Stone, Leland Routledge and Fred Creamer. "There were giants in those days."

Probably the greatest passing star in the history of the school was Bill Glenn of the class of 1941. In the 1940 season he threw 109 passes, 79 of which were completed. He was named as a member of the "all-conference" team and also on the second "Little All-American" team for that year.

Deserved and unusual recognition came to Johnny Stabler of the class of 1947, Eastern half-back, when he received the McAndrew Trophy in 1945 as the most valuable player in the I.I.A.C. Stabler made a name as a broken field runner that entitles him to be ranked with Ruel Hall of the great 1928 team.

An outstanding member of the 1948 championship team was Captain Louis Stivers, Jr., center, of the class of 1949. Stivers, whose playing career has coincided with the college coaching career of Coach O'Brien (1946 to date), is distinguished for his "brainy" football. He has shown an uncanny ability to outguess opposing teams and to anticipate their signals. His qualities of leadership have given him the respect and wholehearted cooperation of his fellow players. The members of that team selected Howard E. ("Slug") Barnes as the "most valuable player". A senior, Barnes played left guard.

By winning the I.I.A.C. championship the 1948 team brought a half-century of football history at Eastern to a triumphant conclusion. The 1948 team ran up 165 points while yielding only 78.¹² The 1948 team was selected to represent the I.I.A.C. in the second annual "Corn Bowl" game on Thanksgiving Day, at Bloomington, Illinois. The opposing team was Illinois Wesleyan of Bloomington, representing the other college football conference in the state. On their records the two teams were evenly matched and a closely fought contest ended in a 6 to 0 victory for Wesleyan.

The exploits of the champions of 1948 were fittingly described in the school paper at the close of the season:

¹¹*The W'Apper*, 1913, pp. 76, 82.

¹²The football record of the school is given in the Appendix.

HAIL TO THE CHAMPS!

By Harrison Read, Class of 1950

There was Frank Pitol at tackle, there was Lewis Cox at end,
 And Stivers in at center sparked a line that wouldn't bend.
 There was Tom Carley and Howard, there was Barnes and
 there was Ghere,
 And Boudreau called the signals for a conference winning
 year.

There was Curtis in at fullback, sturdy chunk of dynamite,
 From Downers Grove came Smitty, packed with power, speed
 and fight.

Ed Soergel came from Glenview, a rifle passing frosh,
 And at left there was lightning, Bradley's Earl Benoche.

At the right half spot was Johnson, senior navy vet
 Who twinkle-toed to paydirt, Panther's leading scoring threat.
 And watching over tackles, over guards and backs and line,
 Was the ever-watchful mentor, Maynard "Pat" O'Brien.

So place the laurel on the brow, of each who played the game,
 For the men who carved themselves a niche in Eastern's Hall
 of Fame.

From '99 to '49, a truly Golden story
 Was climaxed by the Panthers in a blaze of gridiron glory.¹³

Eastern basketball teams had played a total of 659 games, according to available records, to the close of the 1948-1949 season. The best seasons were 1911-1912, seven wins and two losses; 1914-1915, fourteen wins and three losses; 1924-1925, ten wins and three losses; and the last three seasons: 1946-1947, seventeen wins and eight losses; 1947-1948, sixteen wins and seven losses, and 1948-1949, twenty-three wins and six losses. These last three teams were coached by William A. Healey. The 1946-1947 team was second in the I.I.A.C., and qualified for the national basketball tournament at Kansas City. Their most decisive victory was a 70-41 win over the famous "Harlem Globetrotters". The team for 1947-1948 was, if anything, even stronger. An average of 64.4 points per game was made in sixteen victories. The 1948-1949 team carried Eastern to a new basketball record. Its twenty-three victories (eleven of them in succession) was the greatest number of any Eastern team. This team shared the I.I.A.C. championship with Western, making the second I.I.A.C. championship of the Golden Jubilee year. Following the regular season the team won a four-team elimination tournament to select the Illinois team to go to the national tournament at Kansas City, defeating Wheaton and Illinois Wesleyan. At Kansas City the team won its first two games and lost the third to Beloit College by a single point.

Among the members of the three teams coached by Mr. Healey, 1946-1949, were Neal Hudson and Bob Olson, two of Eastern's greatest players. Hudson received the Harvey Seal Trophy as the most valuable player of the I.I.A.C. in 1947. He was captain of the 1947-1948 team,

¹³Eastern State News, November 17, 1948.

on which Olson was the leading scorer. In 1949 Hudson, Olson, and John Wilson made the All State College Team, and Hudson and Wilson made the I.I.A.C. All Conference team. Tom Katsimpalis, a freshman, who tied the individual scoring record for one game with 34 points, made the Second All-American team for 1949.

Going back to earlier years, we find Eastern's most decisive victory in the 1934-1935 season when the Jonesboro, Arkansas, team was defeated by a score of 105 to 27. Eastern's worst defeat was at the hands of Illinois Wesleyan, in the 1912-1913 season, by a score of 17 to 71. Among the outstanding players of the early years was Earl Anderson of the class of 1916, whose scoring ability was phenomenal. Howard Ballard, whose outstanding ability as a player gave needed strength to four teams, from 1931 to 1935, was one of Eastern's sons who was killed in action during the Second World War. His scoring record was impressive. In 1945 Andrew Sullivan, team captain for two years, 1944-1945 and 1945-1946, was the first Eastern player to receive the Harvey Seal Trophy.¹⁴

The 1949 baseball team brought Eastern its third I.I.A.C. championship for the Golden Jubilee year. Beginning in 1947 Eastern's baseball teams have rivaled the record made in 1904-1909 by Coach Crowe's teams, when in six years Eastern won 28 games and lost only 7. The record for the three years 1947-1949 was 33 games won and only 14 lost, and included two championship teams, 1947 and 1949. During the intervening years the records for individual seasons were good. The 1913 team won 5 and lost 2, that of 1920 won 6 and lost 2, and that of 1924 won 6 and lost 3. Eastern's most decisive win was in 1918, in a 39 to 0 victory over a Charleston "independent" team. The worst defeat was 2 to 27, at the hands of Indiana State in 1931.

Any mention of outstanding baseball players in the period since Mr. Lantz's arrival should include James Edward Hill of the class of 1913, an outstanding pitcher; Maurice "Rocky" Hampton, of the class of 1915, who was an all-round athlete and who was a valuable player at the age of 15 while in the 9th grade of the Model School; Forrest Glensworth Greathouse, two-year graduate in 1923, center fielder, who later was killed in a mountain climbing accident in Washington; Thomas Mack Gilbert, two-year graduate in 1924, a pitcher as good as any in Eastern's history, and Jesse Honn of the class of 1927, who also made his reputation as a pitcher. James Kenny Grubb, of the 1947 championship team and also the powerful 1948 team, was the leading pitcher of both teams, and pitched 9 victories while losing only one game, in two years. The 1948 team had a "murderer's row" line-up which in the last five games of the season scored 67 runs to 17 for the opposition. Six men in 1948 had a batting average of over 300. Jack Whitson of the 1949 championship team was selected as the most valuable player in the I.I.A.C. The leading pitcher in 1949 was Wesley Hilligoss, who won five games and lost only one.¹⁵

Track was introduced at Eastern as a school sport in 1912 by Mr. Lantz. For a number of years the track teams were coached by teachers

¹⁴Eastern's basketball record is given in the Appendix.

¹⁵The baseball record of the school is given in the Appendix.

of other subjects rather than by a member of the Physical Education Department. Among these were Lewis Albert Moore (1926-1927), teacher of agriculture, and Frank Andrew Beu (1928-1932) of the Education Department. Coach Winfield Scott Angus took over the track team in 1933, and added a cross-country team, which in 1936 won the state championship. He left Eastern in 1942. Dropped during a part of the war period, track was revived in 1944 and cross country in 1946. Track is coached at present by Maynard O'Brien and cross country by Clifton W. White.

Eastern has had a tennis squad since 1931, except for the war years. The first team, coached by George Harvey Ivins of the Education Department, won the I.I.A.C. doubles championship. Charles S. Spooner (1932-1934) and Glenn H. Seymour (1936-1939) coached the tennis squad until it was turned over to a professional coach in 1941, Henry H. Sugden. Dropped during the war, tennis was revived in 1947. Rex V. Darling is the tennis coach.

Frank Beu was Eastern's golf coach, from 1935 to 1939. The 1938 team was champion among the state colleges, and that of 1939 won the I.I.A.C. championship. Golf, also was a war casualty, but was revived in 1947. Paris J. Van Horn is the golf coach.

For the past twenty years Eastern men who have won their "letters" have had a "Varsity Club", organized in 1927. The club has been active in promoting student interest in athletics, and in cementing the friendships made on the playing fields and courts.

Although the girls of the school have never engaged in intercollegiate athletics, their Women's Athletic Association, organized in 1931, has played an important part in the life of the school. The 1932 *Warbler* described the organization of the W.A.A. as follows:

E.I. is fostering a new child, the Women's Athletic Association. This new organization spring Minerva-like from the creative mind of the Women's League Council into a healthy organization with a good share of the girls in college rallying around. Its purpose is to encourage all girls in college to participate in athletics and to develop a spirit of good sportsmanship. If healthy bodies make for active minds the girls of E.I. are going to be 100%.

The organization is really a federation of clubs. Each club has its own officers, and makes its own plans but is affiliated with the Women's Athletic Association.¹⁶

One immediate benefit to women's athletics was that in 1932 the W.A.A. began receiving some money from the student activity fund. Before that, all money for athletics had gone to the men. In 1933 the W.A.A. was affiliated with the National Women's Athletic Association.

In 1939 the W.A.A. sponsored its first invitational "Sports Day" or "Play Day." Women from five Illinois schools were guests: Macomb, DeKalb, Carbondale, Millikin, and the University of Illinois. Basket-

¹⁶The *Warbler*, 1932, p. 116.

ball, a luncheon, and a W.A.A. "open house" with a special program concerning "Rhythm in Sports," were features of the first "Play Day."¹⁷ The W.A.A. has also brought various leaders in physical education activities to the campus, such as Gertrude Lippincott, the dancer, and also an expert archer who was featured in one program.

A description of W.A.A. activities in 1948, as given in the school paper, follows:

The Women's Athletic Association is organized into clubs such as hockey, badminton, bowling, basketball, modern dance, softball, archery, golf, tennis, social dancing, fencing, hiking, volleyball, tumbling and individual sports.

Any woman is eligible for membership and a W.A.A. letter is awarded to those who receive 10 credits, and a sweater for 20 credits. One credit may be earned for ten meetings of one W.A.A. activity and a woman may enter as many clubs as she desires.

The organization sponsors co-recreation night, sports days with other colleges and a dance recital.¹⁸

Physical Education has had an important place in Eastern's curriculum since the completion of the Pemberton Hall gymnasium in 1909, followed in 1911 by the arrival of Mr. Charles P. Lantz as the first coach and teacher of physical education. Mr. Lantz has written the following account of physical education for men at Eastern for the period 1911-1945:

Physical education started about the time the college opened in 1899 but for women only. When I came in 1911 physical education was being taught to the women by Miss Christianson. The program for men started in the fall of 1911 and it was new to about all the men in college. I would say the course was popular with the men, who were divided into two classes meeting twice a week. The courses consisted of games, calisthenics, and apparatus work. The men were required to have gymnasium suits consisting of sleeveless jerseys and regular gymnasium pants which were long pants especially made for gymnasium work. The price of the entire outfit was less than a good pair of gymnasium shoes costs today. The classes met in the old gymnasium which was also used for women's physical education and for varsity basketball.

At the beginning of the first World War the program was stepped up somewhat and Dr. Hubbard, a member of the faculty, and I went to Fort Sheridan in the summer of 1918 to take military training so that we could impart some knowledge of the military to the men of the college. However the war was over shortly after the opening of school in 1918 and the idea was given up and we went back to our old program of physical education.

¹⁷*Teachers College News*, March 18, 1939.

¹⁸*Eastern State News*, September 22, 1948.

As the college grew the number of men in college increased and it was necessary to increase the number of classes in physical education. The little old gymnasium became a busy place and with the interest increasing from year to year in basketball it was not only a busy place but a popular place. One of the problems we had was seating capacity, as we had four rows of seats on each side which would seat about four hundred. I have seen people clinging to the beams to watch basketball games. It was decided we needed a balcony so the students raised the money and did the work to build a balcony which would seat about three hundred more people. This was in January 1922.

When basketball tournaments were started in Illinois the old gymnasium was a popular place. Year after year one of the tournaments would be held in the old gymnasium and teams would travel as far as one hundred miles to play in these tournaments.

The new gymnasium completed in 1938 was a godsend as the dressing facilities in the old gymnasium were very inadequate for the number of men in college. There were about 200 men in college and about 100 lockers in the dressing room. These facilities were also used by the high school.

During World War II the number of men in college dropped to 35 and most of the day the new Health Education building was empty. Instead of having five required physical education classes per day the number dropped to two and there were very few in each class. The credit classes dropped to a minimum and in most of these classes there were from one to five students. Most of the men who were in college during this period had been rejected for military service. This also helped to limit the activity in the gymnasium.¹⁹

Physical Education has been a required subject in all curricula throughout the history of the college. From 1921 to 1941 all Freshmen and Sophomores took two hours of physical education a week. From 1941 to 1948 all students took four years of required physical education, four hours a week.²⁰ In 1948, as a result of a decision made by the College Health Council, this was reduced to three hours a week for freshmen and sophomores, two hours a week for juniors, and no required physical education for seniors. Special classes are held for those not able to take the regular work, and rest periods are provided for those whose physical condition requires rest rather than exercise.

The completion of the Health Education Building in 1938 made possible a major expansion of Eastern's physical education program. In that year physical education for men became a four-year "major" subject, and physical education for women became a two-year "minor". The men's Physical Education Department had offered a minor in

¹⁹Statement prepared by Mr. Lantz, May 1948.

²⁰War veterans have been exempted from the requirement that all students take physical education. Their military training and service provided a more than ample substitute.

coaching since 1933, and courses in coaching had been given since 1917. Women's physical education reached "major" status in 1945.

The popularity of physical education as a major subject is shown by the fact that in the fall quarter of 1948 there were 205 students enrolled as "P.E. majors", 176 men and 29 women.²¹

College Dramatics

The story of college dramatics at Eastern is primarily the story of "The Players", a student dramatics organization formed in the fall of 1925 as the successor to the old "Dramatic Club" which had an uncertain career since its original formation in 1920. Prior to the organization of the Players the chief theatrical interest of the school had centered around the annual spring play of the graduating class.

The Dramatic Club, reorganized in 1921 with Alfred Iknayan as president and Mr. H. DeF. Widger as sponsor, did not produce any plays until 1924, when "The Big Idea", the first and last full length play produced by the group, was staged for the purpose of raising money for a stage to be constructed in the music room, at that time on the third floor, east. The project had been started in 1922 but had languished because of lack of funds. This was essentially a make-shift proposal, and was never carried out. Eastern's thespians had to wait until 1928, when as a result of the efforts of the Players and their coach, Mr. Harry Giles, the platform in the auditorium of the Main Building was raised and widened, lights were installed, and curtains and drops were added. This gave Eastern a stage, inadequate in many respects, but superior to anything that had been available on the campus before then. It was no longer necessary to stage plays out-of-doors,²² or to use the hospitality of the local motion picture theatre. However, a full-dress theatrical program for Eastern had to await the coming of the full size stage with ample wings and equipment, which was included in the Health Education Building, dedicated on May 14, 1938.

The shift from a normal school to a teachers college meant that beginning in 1922 there were two graduating classes, a four-year degree class and a two-year diploma class. Although for ten years the diploma class remained larger than the degree class the degree group soon came to be recognized as the more important, and the graduating sophomores lost in prestige. This fact, together with the rise of the Players, who recruited their talent from all college classes, led to the abandonment of the sophomore class play after 1927, and a few years later, the substitution of an annual spring production by the Players. The last sophomore class play was "Rollo's Wild Oat" in 1927. The first spring, or Commencement play by the Players was "You and I", produced on May 14, 1931, under the direction of Miss Winifred Beatty.

²¹Data from College Registrar's office. This was the largest number of majors in any subject. Business Education was second with 203.

²²An interesting reversion to an earlier practice was the out-of-doors production of "The Taming of the Shrew" by the Players during "senior week", 1942. The walk in front of the main building and the balcony above the entrance formed the setting for this play, one of the last directed by Dr. Robert Shiley, who entered the Navy the following fall.

An interesting production in the "pre-Players" period was a pageant, "The Light Bearers" written by State Superintendent Francis G. Blair, and presented by the students on June 6, 1924, as a part of the school's twenty-fifth anniversary observance. The class play that spring was "The Taming of the Shrew", in harmony with a strong Shakespeare tradition at Eastern which had started with "A Midsummer Night's Dream" as the first class play, in 1902.

The Players made their theatrical debut on December 18, 1925, when they staged and costumed a Christmas pageant. On February 11, 1926, the dramatics organization produced three one-act plays. Throughout their history, the Players have turned frequently to one-act plays, directed by students, as a practical form of training for its members. The original sponsor of the Players, and school dramatics director, was Mr. Harry H. Giles. The dramatic directors during the college period (1921-1948) were as follows:

Howard DeF. Widger, 1913-1925
 Florence M. Warner, with Mr. Widger, 1924-1925
 Harry H. Giles, 1925-1929
 Agnes C. Loughlin, 1929-1930
 Winifred Beatty, 1930-1934
 Robert Shiley, 1934-1936, 1939-1942
 Winnie Davis Neely, 1936-1938
 J. Glenn Ross, with Miss Neely, 1937-1938
 Leland Schubert, 1938-1939
 Janice M. Crews, November and December 1942
 Buren C. Robbins, 1943-1944
 Marian Galloway, 1944-1946
 George Ross, 1946-1948
 Earnest G. Gabbard, 1947-

As stated in *The Warbler* for 1933, the Players have had three aims: "(1) to plan some form of entertainment for the public, (2) to have student directed plays, and (3) to increase the acting and producing ability of members of the club." The organization has divided itself into a number of departments. Those for 1933 were acting, costume, make-up, business, stage, and publicity.²³

College workers in the drama secured national affiliation in June 1938, when Illinois Epsilon chapter of Theta Alpha Phi, college dramatics fraternity, was installed at Eastern. Those members of the Players who have been distinguished by the excellence of their work and by their loyal devotion to the college dramatics program are eligible for membership. Miss Marguerite Rhodes of the class of 1949 was the president for 1948-1949.

At the beginning of their third year the Players took over responsibility for providing a dramatic entertainment as a part of the annual Homecoming program. Except for a vaudeville program the first year (1927) and two "stunt nite" programs during the war years (1943, 1944), the Players have presented a full-length dramatic production

²³*The Warbler*, 1933, p. 76.

at each Homecoming.²⁴ In the few years since the Second World War the presence on the campus of more mature students, many of them war veterans, has resulted in the Homecoming Plays, as well as the other productions by the Players, reaching new heights of excellence. Especially notable has been the work of Donald Musselman, John Roberts, Marguerite Rhodes, Mary Patton, Dorothy Cooley, and Joanne Waffle in the 1946-1949 productions. The "Glass Menagerie," with Joanne Waffle, Don Musselman, June Squibb and James LaPorte, was the production of the Players for the spring of 1949.

Faculty dramatics have played an important role at Eastern. Faculty groups have frequently given "skits", such as minstrel shows and short one-scene playlets in the numerous vaudeville and "stunt" shows which have been sponsored by various student groups at frequent intervals throughout the history of the school. Faculty members have appeared frequently in other school productions, especially the operas, in which Music Department members have contributed their vocal skill.

On May 7, 1923, "The Perplexed Husband" was presented by the "Pedagogue Players".²⁵ Mr. Widger, Mr. E. R. K. Daniels of the English Department, and Miss Grace Woody of the Women's Physical Education Department were in prominent roles. Nearly twelve years later, on December 13, and 14, 1934, Noel Coward's "Hay Fever" was the faculty production. Mr. Shiley and Mrs. Eugene Boucher, wife of the superintendent of grounds, played the leading parts. Such was the success of this production that a second faculty play, the comedy "Big Hearted Herbert", was presented a year later, on December 12 and 13, 1935, with Dr. Kevin Guinagh in the title role.

On April 10, 1938, the faculty under the direction of Dr. Frank Gracey, Art Department head, presented "The Rock", a Lenten drama based on the life of St. Peter. This was the last major dramatic production on the stage of the main building auditorium. Five weeks later the Health Education Building, with its ample and well equipped stage was dedicated.

The largest faculty group to offer a stage production at Eastern appeared in the faculty vaudeville production "The Sidewalks of Utopolis" on May 7, 1940. Sixty-five persons took part, teachers and in some instances members of their families. The last faculty production was a wartime Red Cross benefit presentation, "Apples in Autumn", on April 11, 1945. This comedy was written by Dr. Guinagh especially for this showing. It was directed by Miss Marian Galloway, dramatics director. The leading parts were taken by Dr. Glenn H. Seymour, Dr. William G. Wood, Mrs. Glenn Ross, and Mrs. Arthur Edwards. Although the admission charge was only twenty-five cents, about \$125 was raised for the Red Cross.

Student Publications of the College

The school annual, *The Warbler*, was started in 1919. The first *Warbler* to chronicle the events of a year of college life was that of 1922.

²⁴A list of Homecoming plays is given in the Appendix.

²⁵The "Pedagogue Players" also presented a program of one-act plays in 1923.

It was the last of the paper bound issues, and like its predecessors it had no separate high school section except for the listing of high school classes, which were grouped together. *The Warbler* of 1923, had a stiff board binding, and the high school classes and activities were placed in a separate section at the end. Like that of 1922, *The Warbler* for 1923 was published by the sophomore class. This remained true until 1932, when *The Warbler* became an all-school publication rather than primarily a graduating class annual. The high school section was retained until 1936, when the high school published its own annual, *The Porthole*. A useful innovation was made in 1930 when a student index was included. This has been a feature of every *Warbler* since then, except for those of 1931 and 1935. The 1936 *Warbler* improved upon earlier indices by adding a separate activities list of members of the senior class. The plain board binding was replaced in 1935 with a padded cover, which has been used since then.

The 1936 *Warbler* was the first to adopt a theme or slogan. The 1936 theme was "Smoke and Steel" and was suggested by the building program started that year. Two years later, when the Health Education Building was completed, the theme was "Eastern Builds." The war years suggested militant themes, such as "Wings Over Eastern" (1942), "Things We Fight For" (1943), and "Eastern Convoy" (1944). The theme for 1946 was "The Gift of Friends". The 1947 *Warbler* employed a "Blueprint" theme, and that for 1948 a "Middle Ages" theme, both developed by artistic devices.

The organization of *The Warbler* has followed a fairly definite pattern from the first. Sections have been devoted to Faculty (or Administration), Classes, Activities (or Organizations), Athletics, Humor (to 1932), a Calendar of events (to 1930), and the High School section (to 1935).

For many years the faculty section consisted of separate pictures of each member (some of which were used year after year) arranged alphabetically. In 1935 the teachers were grouped by departments, with a brief account of departmental activities for the year. In 1940 informal group pictures of the teachers of each department were used. Thus the teachers appeared in *The Warbler* as they had actually appeared during the year, rather than as they appeared when a formal picture was taken, perhaps ten years earlier.

Various members of the faculty acted as advisers to *The Warbler* through 1930, not necessarily the same person as the *News* adviser. In 1931, however, the *News* and *Warbler* adviserships were combined, and from that year until his death in August 1944 Mr. Franklyn L. Andrews of the English Department was adviser for both student publications. Dr. Kevin Guinagh was adviser for the issues of 1945 and 1946, and Dr. Francis W. Palmer has been adviser since then.

Under the leadership of Mr. Andrews *The Warbler* achieved unusual distinction. Competing with school annuals from all over the country in the judging competition of the Associated Collegiate Press, *The Warbler* made a phenomenal record from 1936 to 1943. During those eight years the classification of *The Warbler* was either "first

class" (1936, 1937, 1940, 1941, 1942) or "All American," the highest award made (1938, 1939, 1943). When judged by the Columbia Scholastic Press Association (organized by the Columbia University School of Journalism), *The Warbler* received the "Medalist" or highest possible award six times in seven years (1937-1941, 1943). The 1943 *Warbler* also received the Columbia Association "victory certificate" for "achieving distinction in the field of student journalism in patriotic support of the war effort of the United States." The editor was Margaret Rade-maker.

After 1943 *The Warbler* was not entered in competition until 1947, owing to wartime and postwar printing delays. The 1947 book was entered only in the first yearbook contest of the Illinois College Press Association, and took third place in the state. The 1948 book received "first class" from the Associated Collegiate Press, and "second class" from the Columbia Scholastic Press Association.²⁶

Prior to 1929, when Mr. Andrews became adviser, the *Teachers College News* progressed steadily but without any radical changes in size, appearance or general news policy. Its objective was to present a week-to-week account of College events, with little pretensions to literary style and with few special features. Thanks to Mr. S. E. Thomas, adviser in 1921-1922, the paper's financial troubles were solved in 1922 by the grant of a portion of the student activity fee. Mr. Andrews brought the period of slow growth to an end in the fall of 1929 when he became adviser. At once the *News* took on new life. In Harold Middlesworth, Mr. Andrews found an editor (1929-1930, 1930-1931) with a natural newspaper sense who, as he later recalled, "knew less about a newspaper when he started, and more about it when he quit" than any other student editor he ever knew.

The team of Andrews and Middlesworth put the *News* on the college journalism map. Although the *News* had been a member of the Illinois College Press Association since 1925, it was not until 1931 that it was rated "best in its class." In the fall of 1930 the *News* began to make itself felt as a constructive force on the campus. The election and crowning of the Homecoming Queen, a *News* project in 1930, started a custom that is still followed. A "department of publicity," later dignified to "department of educational information" (1933), became so effective as a means of informing eastern Illinois about Eastern's advantages that in 1937 President Buzzard adopted it officially and created the position of "Director of Public Relations." The passion of the *News* for constructive innovations was continued in 1931 (Paul Elliott Blair, editor, 1931-1932, 1932-1933) with the sponsorship of a weekly "news hour" over radio station WDZ. Although discontinued in 1933 because of the distance from the station in Tuscola, this was the forerunner of the college radio program that was added to Eastern's Speech Department activities in 1946. The year 1931 also saw the organization at Eastern of Sigma Delta, local journalistic fraternity, evidence of the serious professional interest of the students who worked with Mr. Andrews.

²⁶Data on awards from Dr. Francis W. Palmer. A list of the editors and business managers of *The Warbler* appears in the Appendix.

In the years since 1931 the *News* has continued to provide campus leadership. In 1932 came the first *News* literary contest and annual literary supplement. In 1933 the paper published the first college directory. In 1935 the high school section was discontinued and the paper became entirely a college publication. The "Freshman Handbook" of 40 pages was a *News* project for 1936. It was published until wartime restrictions forced its temporary suspension. Publication was resumed in 1947. In 1941 Editor Edward Weir published the first college magazine, *Say*, which due to wartime restrictions was not continued, but remains as a challenge to later editors. During the war the *News* was sent free to over a thousand men in service, the *News* staff and the Director of Public Relations working together to make this possible.

The name of the *News* has been changed three times. Commencing as the *Normal School News* in 1915, it changed naturally to *Teachers College News* in 1921. In 1939 the name changed to *Eastern Teachers News*, and in 1947 the change in the name of the school led to the present name, *Eastern State News*. The paper was printed by the Prather Printing Shop to 1930, when the *Charleston Daily Courier* became the printer, to 1947. Today the printing again is done by the Prather firm.

Franklyn Andrews did more for the *News* than inspire its staff. He wrote for it from the first. His column, at first called "The Last Trump" and later "Colseybur", set a standard for trenchant wit and penetrating comment that amused his readers while it instructed the staff. In 1947 a College bulletin entitled *Colseybur* was issued in his memory. It consisted of poems and quips taken from his column in the *News*, selected by his successors as adviser, Dr. Kevin Guinagh and Dr. Francis W. Palmer.²⁷ The introduction to the bulletin reminds the reader that "The Franklyn L. Andrews tradition, like that of Livingston C. Lord, will never die. Too many young men and women who were his students owe him too much."

A tribute to Mr. Andrews written by Dr. Guinagh, which appeared in the first issue of the *News* following his death on August 31, 1944, spoke of him as "being aristocratic in spirit, he always held out for the finer things in life, such as good music and thoughtful books." To the students with whom he worked "he passed on something of his highmindedness and his scorn of pretense, and something, too, of his enthusiasm for excellence. For this reason we must not feel that he has perished utterly. Some part of him still will live on in the students and alumni who came under his influence." As a writer, Franklyn Andrews "had a rare talent for whimsy," his friend Dr. Ross recalled. "In his column, he enjoyed nothing better than taking a seemingly irrelevant, nonsensical idea and playing with it as a kitten plays with a ball of yarn, tangling himself in his wit until the frolic became funnier and funnier."²⁸

The untimely death of Franklyn Andrews removed a journalist of distinction, a teacher of unusual ability and a friend of inspiring loyalty.

²⁷Eastern Illinois State College, Bulletin No. 177, January 1, 1947. "Colseybur" was the name of a mythical college professor. It consists of the first syllable of the names of three of Mr. Andrews' faculty friends.

²⁸*Eastern Teachers News*, September 20, 1944.

Unusual as has been the record of *The Warbler* in winning college press association contests, that of the *News* has been, if possible, even more remarkable. The *News* has been entered in the judging contests in the same three associations as *The Warbler*. The unbroken series of award-winning years commenced in 1931, the second year of Mr. Andrews' advisership. The following table gives the details of this unprecedented record:

Honors Won by the College Paper, 1931-1948

Illinois College Press Association (joined 1925)

Best newspaper in its class, 1931-1946

Honorable mention, 1947

Second place, 1948

Special awards

Best original advertising, 1934

Improvement of business department, 1934, 1937

Best editorial page, 1934, 1941, 1942, 1943, 1948

Best general news, 1934, 1937, 1939, 1941, 1944, 1946

Best editorial, 1935, 1942, 1944

Best special editions, 1936, 1938

Best front page, 1936

Constructive civic work, 1938

Accomplishment of merit, 1939, 1945, 1946 (title of award varies)

Improvement of editorial department, 1939

Best general make-up, 1940, 1943, 1944, 1945, 1947, 1948

Best interview story, 1941, 1948

Best sports story, 1943, 1945, 1946, 1947

Best news story, 1944

Best feature story, 1945, 1946

Best pictorial news coverage, 1946.

Columbia Scholastic Press Association (joined 1930)

Competing with papers in schools of education

First class (highest award), 1931-1934

Medalist (highest award, instituted in 1935), 1935, 1937-1949

First class, 1936

Special awards

Victory certificate for contributing to war effort, 1943, 1945

All-Columbian selections (first made 1936)

Literary, 1936

Creative writing, 1937, 1938, 1939

Feature writing, 1940, 1947

News, 1941, 1946

Sports, 1941

Advertising, 1947 (only college paper to receive this award)

Editorials, 1948

Typography, third in special contest, 1948.

Associated Collegiate Press (joined 1932)

All-American (highest award), 1933, 1936, 1937, 1945, 1946, 1948

First class, 1934, 1935, 1938-1944, 1947.²⁹

²⁹Data on awards from Dr. Francis W. Palmer.

An examination of this record shows that for two years, 1945 and 1946, with James Roberts as editor and Dr. Kevin Guinagh as adviser, the *News* received the highest possible awards by all three college press associations. The records for 1947 and 1948 did not fall much behind, with "Medalist" for both years and "All-American" for 1948. The tradition that Eastern publishes the best teachers college paper in the country, so effectively established by the *News* under Mr. Andrews as adviser (1930-1944) has been carried out under his successors, Dr. Guinagh (1944-1946), and Dr. Palmer (1946-). The actual award-winning work has been done by a succession of editors and staff members as able, as conscientious, and as loyal as those on any school paper in the country. With such a record, every new staff member faces a challenge unequalled to that presented by any other college paper in the United States.³⁰

Prior to 1922 the *News* had been financed entirely by subscriptions and advertisements. In that year the *News* was included in the activities to receive funds from the \$2.25 quarterly activities fee collected from each student, and students received the paper without further charge. This arrangement has been continued since then, with the activities fee gradually increasing until it reached \$10 a quarter for the year 1948-1949. Beginning with the organization of the Student Publications Board in 1936, *News* and *Warbler* funds from the activities fee have been apportioned by the Apportionment Board on the basis of estimated needs submitted by the Publications Board. For the year 1948-1949 *The Warbler* and the *News* were to receive \$1.90 and \$1.14, respectively, from each \$10.00 fee paid by students each quarter. This would amount to 30.4 percent of the total fee, and was expected to yield nearly \$12,000 for the school year.

Mr. Andrews' interest in journalism led him during his first year at Eastern to hold an informal class in news writing and editing for the benefit of the *News* staff. The next year (1930-1931) this class was included in the English curriculum as a class in the "study of the present-day news sheet combined with practice writing," with credit up to four quarter hours, depending upon the amount of work done.³¹ This was continued until 1933, when two journalism courses were added to the English curriculum, devoted to editorial and news writing (English 44 J and English 44 J-2) thus making it possible for *News* staff members to earn eight quarter hours of credit in one year. The following year an English course (English 21 J) was added as an alternative to the second quarter of required freshman English. It covered the fundamentals of journalism and was a prerequisite for English 44 J, which became a single four-hour course. This pattern of two journalism courses was continued until 1944. The death of Mr. Andrews made it necessary to drop the second, or advanced course. When Dr. Francis W. Palmer took charge of student publications a reorganization and expansion of the courses in journalism followed. Since the fall of 1947 six courses, or two years of work in journalism have been offered. The first year covers the introductory material and reporting. The second

³⁰A list of the editors and business managers is given in the Appendix.

³¹Annual Catalogue, 1930, p. 63.

year covers advanced reporting, news editing, and feature writing.³² Thus members of the *News* staff are able to secure a minor in journalism. Starting in 1946 a "pre-journalism curriculum" was added to the two-year general college curricula which had been started the year before. This curriculum includes one year of journalism as a requirement.

Music in the College

Mr. Friederich Koch gave quality to the musical life of the College until his retirement in 1938. When the College was organized in 1921 musical instruction was in the capable hands of Mr. Koch and Miss Ruth Major, who remained at Eastern until 1935.³³

Due largely to Mr. Koch's influence there have been choral organizations on the campus throughout the history of the College.³⁴ Mr. Koch directed the Girls' Glee Club until 1929, when Miss Major took over its direction until she left in 1935. Dr. Lloyd Sunderman then directed the Girls' Glee Club for two years. In 1936 the first of the Spring tours was made to over a dozen communities in Illinois. At this time the Glee Club became the Women's Symphonic Choir, beautifully robed in blue and gray. Under the direction of Dr. Irving Wolfe, the new head of the Department (1937-1940), the name "Bel Cantos" was taken. Dr. Wolfe also brought to the campus the Mixed Chorus of both men and women (1932). Robed, it was known as the "A Capella Choir" after 1938. Dr. Leo J. Dvorak, department head, directed it until 1943. The girls' organization took the name of "The Cecilian Singers" with the coming of Miss Irene Johnson as director in 1940. She was followed by Miss Esther Miller in 1946 and by Miss Ruth Ann Beuttel in 1947.

The Men's Glee Club was directed by Miss Major until 1928. The men's quartet of 1927-1928, directed by Mr. Koch, included in its membership Burl Ives, who since leaving Eastern in 1929 has become the nation's best known ballad singer. Mr. Koch directed the Men's Chorus and Double Quartet from 1931 to 1938. In 1936 the Chorus sang over station WSM at Nashville, Tennessee. Dr. Wolfe took over the direction of all choral organizations after Mr. Koch's retirement. In 1940 the men's group was directed by Mr. Donald Johnson. During the war the men's choral group was suspended due to lack of singers, and the large A Capella Choir was replaced by a smaller Mixed Ensemble.

During the last dozen years Eastern's choral groups not only have provided musical expression and enjoyment for those on the campus but also have taken music to the surrounding region. In addition to numerous tours by choral groups, community singing programs have been organized with College groups forming a nucleus. An outstanding example of this college-community cooperation was the fifth campus presentation of the "Messiah" on December 17, 1947, by 376 voices—

³²Annual Catalogue, 1948, pp. 84-85.

³³Miss Major is now Mrs. Glenn E. Bennett. Mr. Bennett, an Eastern alumnus, is an official of the United Nations. They live at Great Neck, Long Island.

³⁴See list of musical groups in the table in the Appendix listing student organizations.

students, teachers, and local citizens under the direction of Dr. Dvorak. Eight College music majors sang the solo parts.³⁵

The emphasis on singing resulted in a number of operas and operettas by the College and the Training School. In both 1921 and 1922 the children of the Training School under Miss Major's direction put on operettas for the entertainment of the Music Festival visitors, and in 1930 "The Pied Piper of Hamelin" was presented by the Training School at Commencement.

The first College operatic production was "King Harald the Cold" (1929), a comic opera produced by Mr. Koch, who wrote the music. The words were by Mr. Harry Giles, English teacher and Players director. Mr. Eugene Dressler of Chicago, a well-known tenor, sang the role of the Prince, while Mr. Harlan Hassberg of the Music Department played the King. Such was the enthusiasm for this joint production that the following spring (1930) it was followed by the opera "Martha", produced by Mr. Koch with the assistance, as before, of the Players in staging and costuming.³⁶ In 1933 "The Merry Widow" was produced by Mr. Koch. Miss Diemer again brought her talented voice to Eastern. Mr. Charles Massinger came to the campus to sing a leading role.

The practice of importing professional singers was abandoned in 1941, when the opera "Martha" was again presented, under the direction of Dr. Dvorak, with an all-student cast and with the College Symphony Orchestra. All operatic productions at Eastern in recent years have been all-student presentations.

The most recent all-student opera was "The Bartered Bride", a light opera produced by Dr. Dvorak and the Music Department with the technical assistance of the Players, on February 12, 1947. The College Orchestra provided the instrumentation. The leading roles was sung by Barbara Ringo, Ruth Longbons, Tom Clark, Carl Rochat, Perry Whitson, and Ben Hall. The opera "Carmen" was produced on February 10 and 11, 1949.

Opera at Eastern has been truly a cooperative venture in each case. Not only has the Music Department had the technical assistance of the Players, but the Art Department, also, has assisted with scenery and settings. Performers have been recruited from the entire College student body.

The College Orchestra, which originated in 1924 under the direction of Miss Major, is one of the oldest organizations on the campus. It commenced with fourteen pieces, with College students, high school students, and teachers as members. This original Orchestra consisted of the following:

Miss Ruth Major—Leader	Miss Gertrude Lynch—Violin
Miss Ella Geer—Violin	Mrs. Ralph Haefner—Violin
Mrs. Ward Campbell—Violin	Mr. Edward Thomas—Violin

³⁵The first production of the "Messiah" at Eastern was in 1938 under the direction of Dr. Wolfe. It was repeated in 1939, 1941, and in 1945.

³⁶Mr. Dressler again sang a leading part, and Mr. Koch's daughter, Elsa Diemer, well known as an opera singer, sang the title role.

Miss Emily Fox—Violin	Mr. Wendell Cannon—Cornet
Miss Chennault Kelly—Violin	Mr. Wayne Thrall—Cornet
Miss Gertrude McKinney— Violin	Mr. Harold Bennett—Cornet
Mr. E. L. Stover—Cello	Mr. Wendell Brown—Drums
	Miss Geneva Fotte—Piano. ³⁷

Miss Major was followed as director in 1929 by Harlan L. Hassberg (1929–1931). Other orchestra leaders have been Richard W. Weckel (1931–1936), Eugene K. Asbury (1936–1938), Robert A. Warner (1938–1943 and 1945–1946), Thurber H. Madison (1943–1945) and Lee C. Crook (1946–1949). In 1940 the orchestra was increased in size by the inclusion of musicians from among the residents of the region near Eastern, and it took the name “Eastern Illinois Symphony Orchestra.” Throughout its history the Orchestra has used faculty musical talent. Dr. E. L. Stover is the only member of the 1948 Orchestra who also played with the original group, twenty-four years before. The Orchestra has stimulated a taste for good music not only in the school, but also in the community. In addition to giving numerous concerts, the Orchestra has played for all school operas and other school affairs calling for instrumental music such as Commencement. It was the existence of the Orchestra that made it possible to produce the operas which have been high-lights in the musical history of Eastern.

Twenty-one years ago another musical organization appeared on the campus, meeting a long felt musical need. The College Band made its official debut on October 22, 1927, at chapel, followed by playing at a football game with Evansville College.³⁸ Credit for starting the Band goes to Dr. Ora L. Railsback, college physics teacher. *The Warbler* for 1928 gave the Band this welcome:

Ladies and gentlemen, meet the Teachers College Band, an infant among E.I. organizations but a lusty one that in the past few months has cut its eye teeth, thrown away the nursing bottle, and learned to march and play in a manner that has won it a sure place in our college life. The band was the happy idea of Mr. Railsback, and with about twenty-five players to work with, Mr. Railsback has organized, trained, and conducted the organization until it is a real band. Hitherto a band has been considered a luxury at E.I., but now everybody regards it as a prerequisite to that enthusiasm that helps to spell victory at athletic contests.³⁹

The members of the original Band were:

Hildreth Baker	Charles Elliott
Harold Bennett (not a student)	Verlon Ferguson
Max Bisson	Mahlon Hillard
Walter Clatfelter	Wayne Isley
Kermit Dehl	Pauline Jossierand
Harry Dillard	Joy Lincoln
Lureda Eagleson	R. C. Lorton

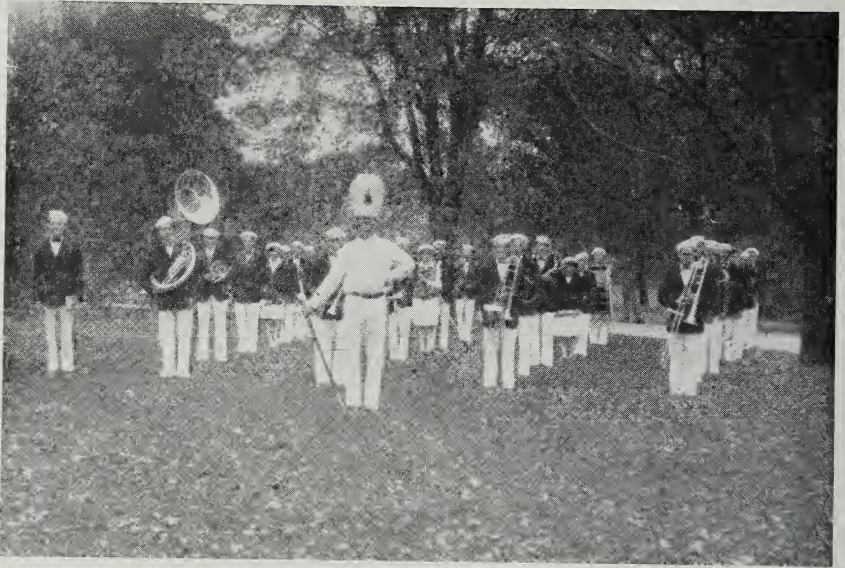
³⁷*The Warbler*, 1925, p. 89.

³⁸*Teachers College News*, October 24, 1927.

³⁹*The Warbler*, 1928, p. 85.

John Miller
 Albert Moore (faculty)
 Alvin Pigg (not a student)
 Harry Phipps
 O. L. Railsback (faculty)
 Mrs. Florence Railsback (faculty)
 Leovotto Ray

Bruce Schouten
 Walter Scruggs
 Royal Siefferman
 E. L. Stover (faculty)
 Louise Taber
 Margaret Thompson
 Wayne Thrall



THE COLLEGE BAND IN 1928

The funds necessary for the band were donated by the various college and high school classes and by a gift from the diploma class of 1927. Later in the year the faculty also contributed, and it was possible in March 1928 to purchase instruments which made more members possible. Before this, only those owning instruments could join.⁴⁰

Uniforms were the next step. The uniform used for the first two years consisted of white sailor caps, blue coats, and white trousers or skirts. In 1929 the familiar blue and gray uniforms were secured.

An immediate consequence of the organization of the Band was that in the fall of 1928 for the first time a teacher of instrumental music other than piano was added to the faculty. This teacher, Mr. Harlan L. Hassberg, took over direction of both the Band and the Orchestra. Thus was Mr. Railsback's organization officially adopted by the Music Department. Mr. Railsback continued with the Band as a player (clarinet) and as business manager. Mrs. Railsback, also, played with the Band (flute) during its early years.

⁴⁰*Teachers College News*, March 19, 1928. Names of original band members from Dr. Railsback.

The directors of the Band, after Mr. Railsback, have been Mr. Hassberg (1928-1931), Mr. Weckel (1931-1936), Mr. Asbury (1936-1940), Dr. Rudolph D. Anfinson (1940-1944 and 1945-1947), Mr. Elbert I. Masten (1944-1945) and Mr. Thomas S. Richardson (1947-1949). In 1936 the Band assumed two forms, the Marching Band and the Concert Band. The Marching Band (or the Varsity Band as it has been known since 1947) is the larger of the two, and plays at athletic contests and in the Homecoming parade. The Concert Band (or Symphonic Band) has given frequent concerts and for some years has gone on tours to communities in the area served by Eastern, accompanied in some cases by college choral groups.

Eastern's Music Department has emphasized the training of teachers for the public schools during the College period no less than in the Normal School years, with continued emphasis on the elementary level. Every student in that field is given a thorough grounding in musical fundamentals and in sight-singing. For advanced students instruction in voice and piano has been available. Instrumental instruction followed the organization of the Orchestra and the Band in the 1920's.

Eastern has frequently invited public school pupils and teachers to the campus for musical contests, conferences, and programs. Reference has been made to the Music Festivals which started in the spring of 1920. This Festival, under the direction of Mr. Koch and Miss Major, was continued through 1927. Eastern Illinois high schools were represented in contests for choruses, glee clubs, quartettes, and soloists. Musical organizations on the campus entertained the visitors with concerts and, at times, operettas, as in 1921 when "Hansel and Gretel" was produced by the Training School children under Miss Major's direction. In 1922 the operetta "The Princess Dorothea" was similarly presented.⁴¹

Realizing that rural school pupils had long been the "forgotten children" of public school music, in the 1930's Eastern sought to correct that situation in eastern Illinois. During the summer of 1938 a three-day demonstration conference on rural school music was held at Eastern under the direction of Dr. Wolfe. Its purposes were to "suggest a basic music program for rural schools and to demonstrate phonograph-choir procedures by which rural teachers, regardless of their musical background, would feel able to carry out the program successfully in their own schools." Every rural teacher and county superintendent in the area served by Eastern was invited, and more than 3,500 persons attended the seven sessions.⁴²

Not content with bringing teachers and pupils to the campus for conferences and festivals, Eastern's Music Department has provided off-campus instruction to classes of teachers. Since 1941 seven music extension courses have been taught by members of the Department.

The Music Department emphasizes the development of teaching skills, while at the same time a high quality of individual instruction

⁴¹*The Warbler*, 1921, p. 67; 1922, p. 91

⁴²Report on the school by President Buzzard in *Illinois Blue Book*, 1937-1938, p. 399.

has enabled talented students to develop their artistic possibilities. Dr. Dvorak has described the policy as follows:

So far as the work in individual instruction in voice, piano, and instruments is concerned, the attention given to individual performance has been not only for the sake of the performance of music but also to give the student skills, experience and knowledge of good music so that he may be better equipped to teach. Students have been given the opportunity to carry major parts in recitals, concerts, operas, and oratorios. The added training thus acquired and the responsibility experienced will enhance the quality of work done by Eastern's graduates in their schools and communities. Piano instruction, also seeks to train each student in the use of the piano as a teaching device. The Department is keenly aware of its responsibility to set a standard of leadership in the field of music education.⁴³

During the Second World War the faculty of the Music Department had the unique distinction of having every male member in the armed forces: Dr. Leo J. Dvorak, Dr. Rudolph D. Anfinson, Mr. Allen P. Britton, Mr. Donald E. Johnson, and Mr. Robert A. Warner all entered the Army.

Forensics

When the college program was first offered in 1920, one quarter of "oral English" was required in the junior year in all curricula.⁴⁴ This remained as a requirement in all four-year college curricula until the Speech Department was organized in the fall of 1937, when its place was taken by Public Speaking, which has remained a college requirement since then. This course gives "actual practice in speaking before a group. The problems of choosing subjects, gathering material, and composing speeches, as well as delivering them effectively, are studied."⁴⁵

The story of the Speech Department and its related activities centers around Dr. James Glenn Ross, organizer of the department and its first and present head. Dr. Ross, trained at Ohio State University, came to Eastern from Edinburg College, Texas, in September 1934 as an instructor of speech in the English Department, which at first offered only a two-year speech minor. A year later (September 1938) a full four-year program for speech majors was organized.

The speech program of the College in 1938 was described by President Buzzard as follows:

Speech activities are expanding rapidly in Illinois high schools today, thus creating a demand for teachers specially trained in this field. In preparing its teachers to meet this new demand Eastern maintains a program of intramural speech

⁴³Statement prepared for the writer by Dr. Leo J. Dvorak, May 1948.

⁴⁴Annual Catalogue, 1920, p. 62.

⁴⁵Annual Catalogue, 1948, p. 130.

events as well as intercollegiate debate and oratorical competition for both men and women. A Speakers' Bureau was organized in the spring of 1938 to afford interested students opportunities to gain practical experience in speaking before service clubs, study groups and such organizations which often feel a need for worth-while, inexpensive programs. A Speech Correction Clinic was also organized in 1938 in which a faculty director and student assistants guide speech-handicapped children toward rehabilitation. The college plays host to several high school speech conferences each year and aids in judging and managing them.⁴⁶

"The Speech Correction Clinic" referred to developed from work in speech correction which began with the organization of the department in 1937. The first "speech correctionist" was Miss Grace M. Williams (1937-1943), followed by Dr. Ross (1943-1946), and by Dr. Elbert R. Moses in 1946. When Dr. Moses devoted his entire time to radio, beginning in 1947, Dr. Pearl Bryant, a speech correction specialist, was added to the department's staff. In the "Speech Clinic" speech defects in pupils of the Training School, High School, and College are studied and remedial measures taken. Four courses in speech correction are offered, including a course in "audiometric testing and the anatomy of the ear," introduced in 1948. The speech correction program has been approved by the Special Education Division of the Office of the State Superintendent of Public Instruction for the training of certified speech correctionists to work in the public schools of Illinois.⁴⁷

The speech activity which has attracted the greatest campus interest has been debating, although it should be noted that oratory, discussion, and extempore speaking are included in Eastern's intercollegiate forensics program. This program is intimately related to the activities of the Speakers Club, organized in 1935 as the Debate Club shortly after the arrival of Dr. Ross and broadened the next year, as the Speakers Club, to include all forensic interests.

The first forensic organization at Eastern was the Parliamentary Practice Club, organized in 1901 and active until 1905. This was limited to men, who met weekly with a member of the faculty "for the purpose of mastering the principles of parliamentary law."⁴⁸ From 1905 to 1935 there was no forensics organization on the campus. Mr. Lord did not approve of debating, although while teaching in St. Peter, Minnesota in the 1880's he had organized debating societies in both the school and the community. The experience gave him needed confidence, but also convinced him, Miss McKinney has written, "that argument for the sake of vanquishing an opponent, especially argument against conviction, is bad for the mind." He "never again allowed a debating society in his school."⁴⁹ Mr. Lord's attitude did not change,

⁴⁶*Illinois Blue Book, 1937-1938, p. 401.*

⁴⁷Information on the work of the Speech Department furnished to the writer by Dr. J. Glenn Ross, November 1948. The radio activities of the Speech Department are described in a separate section in this chapter.

⁴⁸*Annual Catalogue, 1902, p. 40.*

⁴⁹McKinney: *Mr. Lord*, p. 135.

although debating was popular on nearly all college campuses. When President David Felmley of Normal wrote to him in 1919 about Eastern participating in a debate tournament, Mr. Lord replied: "Now, I don't believe in that kind of activity, perhaps prejudiced against it. think it fosters a bad habit of mind." However, he would "present the matter . . . to our teachers, and if they very largely favor it, perhaps we will go in for it."⁵⁰

With this attitude by the President, there was no chance that Eastern would take part in intercollegiate forensics, since debating was the most prominent of such activities. However, when commenced in 1935, the forensics program soon became one of the most active of the newer interests of the school.

Debating at Eastern has been conducted on an intellectually honest basis. Most students usually approach the debating subjects with little information and less conviction. In the course of preparation they familiarize themselves with every possible point bearing on the subject and learn that the whole truth is not found on one side only of any controversial issue. The convictions the student may form are based on serious study, which in itself is a valuable mental discipline. The large measure of success that Eastern debaters have achieved since the first season of intercollegiate debating in 1935-1936 has been due as much to sincerity of conviction and completeness of knowledge as to fluency in delivery.⁵¹

Eastern's debating teams participate, on an average, in over one hundred debates a year. The school is regularly represented in important forensics tournaments. Every year since the beginning of debating at Eastern a squad has taken part in the Normal Invitational Speech Tournament, which has been broadened to include contests in oratory and discussion as well as debating. The State Debate Tournament sponsored by the Illinois Intercollegiate Debate League also has had Eastern represented every year since 1936. A third tournament, including oratory and extempore speaking but no debating, is that of the Illinois Intercollegiate Oratorical Association. Eastern has been present every year since 1937. This contest was held at Charleston in 1942.

Other forensics meetings which have received Eastern representatives are those sponsored by Pi Kappa Delta (since 1941), Manchester College, Indiana (1937-1941), Whitewater, Wisconsin, Teachers College (to 1941), and since the war, tournaments at Terre Haute, Carbondale, and Bradley at Peoria.

By 1940, Eastern's forensics program had "arrived." On May 4, 1940 Sigma chapter of Pi Kappa Delta, national honors society in forensics, was installed at Eastern, with the largest charter membership (28) ever possessed by a new chapter of that organization.

⁵⁰Letter, L. C. Lord to David Felmley, September 25, 1919. Lord Papers, 1918-1921, I-O.

⁵¹Dr. Ross estimates that Eastern debate teams have won from one-half to three-fifths of their intercollegiate debates in thirteen years of competition.

Recognition should be given to the accomplishments in forensics by the students who have made possible the remarkable growth of that activity at Eastern. Among those with outstanding records are:

James Rice and Glenn Sunderman, who went through two State debate tournaments undefeated (1936-1937).

Juanita Brown (Fairchild) was on the winning side of all her debates in the Manchester tournament in 1938. She had previously placed second in the State Peace Oratorical Contest in 1936.

Betty Rice (Fair) and Reba Goldsmith ranked second in the 1938 tournament of the Illinois Intercollegiate Debate League. Miss Rice won second in the Illinois Intercollegiate Oratorical Contest in 1939.

Lee Podesta (Hickman) went through two debate tournaments undefeated: that of the Illinois Intercollegiate Debate League, 1940, and that of the Pi Kappa Delta Province in 1914.

Harold Lee Hayes and Elbert Fairchild won all their contests in Eastern's third annual debate tournament in 1940. Hayes won the State Peace Oratorical Contest in 1941. The same year he won first in Illinois Intercollegiate Oratory and in Pi Kappa Delta Province Oratory. He placed third in the 1941 Interstate Oratorical Contest, in which winners from ten states participated. Elbert Fairchild placed first in discussion at Whitewater in 1939. He ranked third in the State extempore speaking contest in 1941 and again in 1942.

Jahala Foote shared first honors in debate at Carbondale in the winter of 1948. The following autumn she and Norma Metter went through the Bradley University debate schedule undefeated. In the same tournament Miss Foote had the highest rank in extempore speaking. She had previously placed third in the Pi Kappa Delta Province Oratorical Contest (1948). Miss Foote and Miss Metter were rated the best women's team in the Midwest Tournament held at St. Paul, Minnesota, in March 1949. They won seven debates out of nine. Teams from nine states participated, among them thirty-two women's teams.⁵²

The College Radio Program

Although radio was not added to Eastern's curriculum until 1946, the College long had been "radio conscious". The first organized radio series was sponsored by the school paper during the year 1931-1932 over station WDZ at Tuscola. Once a week the "Teachers College News Hour" presented programs from Tuscola by such organizations as the Women's Glee Club, the Mathematics Club, and the Forum.⁵³ Eastern also participated on three occasions in the "Teachers College of the Air" program sponsored by the George Peabody College for

⁵²Information concerning forensic activities of students from Dr. J. Glenn Ross.

⁵³*Teachers College News*, December 22, 1931, describes the series.

Teachers and broadcast over station WSM at Nashville, Tennessee. The first of these broadcasts was made on March 29, 1935, with the College Men's Chorus and the College Trio making the trip to Nashville.⁵⁴

In January 1944 the first effort was made to originate a series of programs from the campus over station WDZ. Mr. Buren C. Robbins of the English Department planned and directed an "Eastern Radio Workshop", to consist of a series of seventeen weekly broadcasts with the programs originating in the tower of the Main Building and carried by telephone to Tuscola. After four of these programs, relay difficulties to Tuscola, due to war restrictions on the use of telephone lines, made it necessary to cancel the project. Known as the "Eastern Hour" the programs included College musical groups, dramatic sketches, and sketches, and campus news. Mr. Robbins and Mr. James Roberts, student director, prepared the scripts and supervised the broadcasts.⁵⁵

The removal of war restrictions and the establishment of station WLBH at Mattoon, much closer to the College than Tuscola, made possible the present "Let's Go to College" program which was started in December 1946. This program has given the College a regularly-scheduled radio "voice", and also has made it possible for the Speech Department to add radio broadcasting courses.

In the spring of 1946 Dr. Ross proposed that Eastern accept the generous offer of daily radio time made to the College by the new Mattoon station, WLBH, with a series of radio broadcasting courses built around the daily broadcasts. The curriculum committee approved this proposal that radio courses be introduced, and Dr. Elbert R. Moses Jr., who had experience in college radio at Ohio State University, was added to the faculty as College radio director. Dr. Moses outlined a course in radio speaking which was added to the curriculum in the fall of 1946, in anticipation of the daily thirty-minute broadcast program which Mr. Raymond Livesay, general manager of station WLBH had generously agreed to give without cost to the College. The time selected, and used since then, was from 2:30 to 3:00 in the afternoon of each school day.

The first "Let's Go to College" broadcast from the College was on Friday, November 29, 1946, and took the form of an interview with Dr. Moses by President Buzzard, Dr. Rudolph Anfinson, Dean Elizabeth Lawson, and Mr. Livesay. The regular College half-hour was started on Monday, December 2. It was an all-student program, "Speech Theater", directed and produced by Mr. George Ross, College dramatics director, and by Mr. John Paul, the first student director of the station.

The programs originate from the radio studio in the fourth floor of the "tower" of the Main Building. Until the summer of 1948 the radio program was handicapped by sounds from the Music Department

⁵⁴*Teachers College News*, March 26, 1935. The Women's Glee Club sang over WSM the following year.

⁵⁵*Eastern Teachers News*, February 9, 23, 1944. The last program was given on February 19.

on the third floor but in July the necessary sound-proofing and booth construction was done. After nearly two years of broadcasting the equipment used equals that of many stations with a full daily program. A tape recorder makes possible the broadcast of programs made outside of the studio, such as College assembly programs, programs recorded at high schools in the area, etc. Each program also is recorded on discs, so that student performers and others may listen to themselves and note weaknesses in delivery. The studio has equipment to receive "F.M." broadcasts, and television reception is planned as soon as possible.

Hopes for the future envisage a College transmitting station and a full-day program. As one of the students working with the program said: "The 'Let's Go to College' program is only the lusty wailing of a robust and rapidly growing infant that someday will be the best radio station on a mid-western campus."⁵⁶

The College radio program has not only extended the influence of the school, it has made possible the addition of three radio training courses to the speech curriculum. One of these, "Radio Speaking" is required for all speech majors. A course in writing for the radio was added in the fall of 1947 followed the next spring by one in radio production direction, thus making a full year's sequence.

The College program had presented a total of 479 broadcasts to June 1, 1949. These represented 14,370 minutes of radio time donated to the College by station WLBH. The "Let's Go to College" program has followed a definite pattern. With some variations, that for 1947-1949 was:

Monday: Music Appreciation. This took the form of a discussion of musical ideas, history, and terms by Mr. Lee Crook, College violin teacher.

Tuesday: Social Science Forum, with the College social science faculty alternating with the student "Forum" in discussing timely political and economic topics. This uncensored program has been a significant example of freedom of speech.

Wednesday: The Children's Hour consisted of a discussion of problems of child psychology from the cradle through adolescence, presented by Dr. Bryan Heise of the Department of Education. In 1948-1949 this program alternated with the "Stump Your Professor" program, which was planned and directed by students.

Thursday: The Radio Workshop. Members of the College radio class produced, directed, and announced their own programs under the supervision of Dr. Moses.

Friday: Meet Your High School alternating with the English Department. The high school programs were tape recorded at the schools concerned by members of the College radio class. This made possible first-hand radio experiences for high school students in schools without radio facilities.

⁵⁶Description of radio program prepared for the writer by Stanley Koester, November 14, 1947.

The English Department program was devoted to literary appreciation, and consisted of selected readings, with comments, by faculty and student members of the College English department. The "Poet's Corner" program attracted much interest during the summer of 1948. The works of eight modern American poets were discussed in a series of informal radio "coffee-chats." With the tape recorder it was possible for these programs to be used in the College literature classes.

The "Stump your Professor" program aroused much interest. In this the students did the quizzing and the professors did the stalling and the hemming and hawing! Mr. Chester Adams originated this novel program.

Commencement

The activities marking the close of the school year followed a definite pattern during the first quarter-century. There was an operetta by the Model School children (1908-1912) or some other musical entertainment, a party given by the junior class in honor of the seniors, a reception by the president to the graduating class and the faculty, the senior class play, a baccalaureate sermon on the Sunday preceding Commencement, Alumni Day, with a reception to the alumni that evening, and finally, the graduating exercises, at which diplomas were given to the graduates, and a formal address by a speaker, frequently one brought to the school for the occasion.

The Commencement exercises were simple. There was no formal procession, and no academic costumes. From the creation of the high school in 1918 through 1931 the graduates of the high school took part in the Commencement exercises with the normal school and college graduates.

The baccalaureate sermon was given either by a clergyman, frequently from a large city church, or by Mr. Lord. A prominent educator frequently was chosen as the Commencement speaker. The first Commencement address (1900) was given by President Andrew Sloan Draper of the University of Illinois. On some occasions former teachers returned as Commencement speakers. Examples were State Superintendent Francis G. Blair in 1915 and Otis W. Caldwell of Columbia University, in 1917. On a few occasions members of the faculty gave the Commencement address, as Lotus D. Coffman did in 1911, just returned from a year of graduate study at Columbia, and Edson H. Taylor in 1918 and 1932. Henry Johnson of Columbia, an Eastern teacher from 1899 to 1906, gave the Commencement address in 1924.⁵⁷

Commencement exercises took on a more formal appearance in 1925, with the first wearing of caps and gowns by the graduating classes, the seniors in black and the diploma graduates in blue. The faculty did not wear caps and gowns until the next year. A processional and a recessional march, with music furnished by the College Orchestra, also were introduced into the ceremonies in 1925. The high school graduates, in gray caps and gowns, entered the marches in 1926 and con-

⁵⁷The Silver Anniversary program of 1924 is described in the next section of this chapter.

tinued to be a part of the College commencement exercises until 1932, when a separate high school commencement was established.

The faculty also donned caps and gowns in 1926 and entered the marches. The custom of seating the heads of departments on the platform with the president, the dean and the commencement speaker likewise goes back to 1926. Student marshals to guide the classes and the faculty to their seats were chosen at first from the senior class. Some years later the present custom of selecting six men and six women from the junior class to serve as "marshals" and "aides" was commenced. The faculty and the junior class jointly make the selections.

In 1934 the resident Board member was included in the exercises. The Board member officially authorizes the conferring of degrees and diplomas. The dean presents the graduating classes to the president, who gives the degree or diploma document to each student as he walks across the platform. Commencement exercises also include the announcement of the winners of scholarship honors and awards.

Mr. Taylor's Commencement address in 1932 was the last at which a member of the faculty was the speaker. Distinguished guest speakers from the fields of education, literature, and public life have spoken at Commencement in the past sixteen years, among them Rollo Walter Brown (author and essayist, 1933), Otis W. Caldwell (1935), Preston Bradley, clergyman and Board member (1938 and 1942), Henry Johnson (1941), President W. W. Atwood of Clark University (1943), and President C. P. McClelland of MacMurray College (1947).⁵⁸

The Silver Anniversary Observance, 1924.

The observance of Eastern's Golden Anniversary in 1949, recalls to mind the Silver Anniversary observance in 1924. The close of the twenty-fifth year of the school was marked by a carefully planned series of programs. Mr. Lord gave the baccalaureate address on Sunday, June first. His subject was "Intelligence and Morality." The class play that year was Shakespeare's "The Taming of the Shrew," given on Tuesday the third.

Alumni Day was on Friday June sixth. The most elaborate chapel in the school's history was held that morning. It opened with the usual morning exercise sequence, a talk by Mr. Lord "with characteristic vigor about the things of the mind and spirit," followed by a zither solo by Mr. Koch which called for an encore. Mr. Henry A. Neal, original Board secretary in 1895 and twice a Board member, spoke on "In the Beginning." He traced the origin and early years of the school. Mr. Neal ended his address with Webster's statement about Dartmouth: "It is true that it is a small college, but there are those who love it." Mrs. Ida Carothers Merriam of the class of 1902 then spoke on "The Seeing Eye of Understanding." Speaking for the alumni, she concluded, "We know that for us this was the school for us, these were the

⁵⁸Information on Commencement from programs; Letter, L. C. Lord to President G. H. Maxwell, Winona, Minnesota, February 11, 1926, Lord Papers, file T-R; memorandum prepared for the writer by Dr. E. L. Stover, May 1948. Dr. Stover had charge of Commencement arrangements for fifteen years.

teachers who quickened into life that seeing eye of understanding, and to them we are eternally grateful." Mr. J. Paul Goode of the University of Chicago, an original Eastern teacher (1899-1901), then spoke on "The Maker of Ideals." He described Mr. Lord as "a Master of Maker of Ideals" whose "splendid personality" served "as the rare metal added to the iron of character which might catalyze the humdrum experiences of everyday life into immortal achievements of mind and soul." Mr. Roscoe R. Snapp of the class of 1910, speaking for the alumni in a whimsical vein, rose to poetical heights when he described the memories of the alumni:

Not all their memories were pleasant alas,
 They recalled the occasions when they had cut class
 Because they'd been out the previous night
 And hence were but poorly prepared to recite.
 You may not believe it but some did recall
 That they'd stayed after ten at Pemberton Hall,
 While only a few in that very large throng
 Felt no sense of guilt because of past wrong.

The last speaker that morning was State Superintendent Blair, who spoke on "Twenty-five years of teacher preparation." In conclusion he stated that "if it were possible to subtract from the State of Illinois the influence of this institution and of Livingston C. Lord, the progress in the last twenty-five years in teacher-training would have been so altered as to make impossible the favorable contrast which I have presented today."

Following the morning exercises a picnic luncheon was held for the alumni in the gymnasium. About 500 were present, and the crowd of luncheon guests overflowed to the campus, despite chilly weather. That afternoon, on the campus south of the greenhouse, the pageant "The Light Bearers," written by Mr. Blair, was given. It was presented by the students under the direction of Miss Grace Woody of the Physical Education Department and Mr. Howard DeF. Widger, English teacher. "For more than two hours the symbolic dances and scenes from history unrolled the drama of education and made it beautiful."⁵⁹

This was followed by an alumni banquet in Pemberton Hall that evening at which Mr. Koch after a very bountiful dinner reluctantly sang "On the Road to Mandalay". Mr. Lotus D. Coffman, President of the University of Minnesota and Eastern teacher for five years (1907-1912), as toastmaster "managed to keep the occasion from becoming too emotional by a most happy combination of salt, sugar, and spices which no recipe can suggest." Speeches were given by Mr. Newton Tarble, former student and baseball star, Miss Gladys Campbell of the class of 1914, and Mr. Edgar N. Transeau, teacher of Botany at Eastern from 1907 to 1915. Mr. Transeau recalled with delight his years of teaching at Eastern under a "president whose high ideals, firmness of decision, and goodness of heart have endeared him to every one of us."

⁵⁹Miss Isabel McKinney's description of the twenty-fifth anniversary program. No title or date. Ms. in office of College Registrar.

The Commencement exercises the next morning saw Mr. Lord for the first time wearing a new cap and gown, a gift from the faculty, its doctor's hood lined with the University of Illinois colors. Mr. Henry Johnson of Columbia University in his Commencement address sketched the growth of educational theories during the preceding quarter century. Speaking directly to the graduating class, he reminded them that "It is a heritage of the best, the highest, and the holiest that goes today with your diplomas. May it grow in you to glorious fruitage."⁶⁰

The Golden Anniversary Observance, 1949

Eastern's fiftieth year was marked by a special Founder's Day program on May 22, and by a unique Commencement program on June 5.

Founder's Day and Alumni Day were observed jointly on Sunday, May 22, with a program in the "Old Auditorium" which included the presentation to the school by the Alumni Association of a portrait of Dr. Edson H. Taylor, emeritus professor of mathematics. The portrait was painted by Mrs. Sophia Talbot of Mattoon. It was unveiled by Ciney Rich of Decatur, of the class of 1912, chairman of the committee which made arrangements for securing the portrait. Another feature of the program was the announcement of the creation of the Alexander Briggs Student Loan Fund of \$500 by Miss Margaret Briggs, of the class of 1909, in honor of her father, Alexander Briggs, who was the contractor who completed the Main Building of the school.

The Founder's Day program opened with a "Prologue" by Donald Musselman, class of 1949, which emphasized the significance of the career of Governor John P. Altgeld, under whom the school was created, and who laid the cornerstone of the Main Building on May 27, 1996. President Robert G. Buzzard gave the Founder's Day address. He traced the history of the school and expressed the determination of the school to give even wider services to the people of Illinois in the years to come. He mentioned particularly the possibilities in the fields of graduate study and vocational education.

Both the baccalaureate exercises and the fifteenth annual Commencement were held on Sunday, June 5, in the Health Education Building. The baccalaureate address on Sunday morning was given by Dr. Charles Lee Prather of the University of Texas, an Eastern diploma graduate in 1920, and a member of the first degree class in 1922. The Commencement address that afternoon was given by Dr. Denna F. Fleming of Vanderbilt University, of the class of 1912. The unusual feature of the Commencement exercises was the conferring of the degree of Doctor of Pedagogy on ten graduates of Eastern. These ten graduates were selected by the Eastern faculty from among those graduates of the school prior to 1933 who had earned the degree of Doctor of Philosophy after leaving Eastern. Each candidate for the Doctor of Pedagogy degree was presented to the President by a member of the faculty. They were:

⁶⁰The text of the addresses given at the twenty-fifth anniversary observance are on file in the office of the College Registrar.

<i>Name</i>	<i>Class</i>	<i>Presented by</i>
Dr. Harry Lee Huber.....	1909.....	Dr. Harris E. Phipps
Dr. Roscoe Raymond Snapp.....	1910.....	Dr. Howard DeF. Widge
Dr. Denna Franklin Fleming.....	1912.....	Dr. Simeon E. Thomas, Emeritus
Dr. Ferdinand Henry Steinmetz...	1913.....	Miss Annie L. Weller, Emeritus
Dr. Lewis Hanford Tiffany.....	1915.....	Dr. Ernest L. Stover
Dr. Earl William Anderson.....	1916.....	Dr. Charles P. Lantz
Dr. Audrey Mary Shuey.....	1919.....	Dr. Emma Reinhardt
Dr. Max Griffin Carman.....	1920.....	Dr. Edson H. Taylor, Emeritus
Dr. Charles Lee Prather.....	1920 & 1922..	Dr. Charles H. Coleman
Dr. Walter Merritt Scruggs.....	1928.....	Dr. Harold M. Cavins

The graduating class of 1949 totaled 251 degree graduates and 10 junior college graduates. This total of 261 is 77 higher than the largest preceding number of graduates, 184 in the year 1940.

CHAPTER ELEVEN

COLLEGE CONSTRUCTION PROGRESS

The Ten Year Building Program of 1920, the New Heating Plant and the Practical Arts Building.

In January 1920 a recognition of the physical needs of the school resulted in a proposed ten-year building program. The state Department of Finance had asked the normal schools to outline their building needs for the decade ending in 1931.¹ Eastern's regular year enrollment for 1919-1920 was only 263, due to the effects of the war which had ended the year before, but a large increase was anticipated from the growing need for teachers in the state. It was expected that in ten years the 1917 enrollment of 618 would be doubled.

The ten-year building program to meet this anticipated increase, as announced on January 8, 1920, called for the following additions, to be authorized by the General Assembly, it was hoped, in 1921, 1923, and 1925:

A. *To be authorized in 1921.*

1. Assembly room improvements, including stage and balcony. This was not done. The platform at the north end was widened a few feet and raised about 18 inches in 1928.
2. Training School Building to be completed by erection of auditorium as originally called for, and by construction of a new south wing, to house grades one through six, with the junior and senior high schools in the original part of the building. These changes have never been made. A new training school building included in present (1949) plans will be described later.
3. A new heating plant, with facilities for generating electricity, and with increased water storage. The new heating plant was authorized in 1921, completed in 1924, but without generating facilities. Increased water storage did not come until 1942 with the erection of the present water tower.
4. A building for manual arts and home economics. This was authorized in 1925 and was completed in 1929.
5. A gymnasium. This did not come until 1938, when the Health Education Building was completed.

B. *To be authorized in 1923.*

1. Conversion of the manual arts building then in use into a new greenhouse. This was never done. The old manual arts building was used for band instruction for some years, and was sold and removed in 1945.

¹Minutes, Normal School Board, meeting at Charleston, January 12, 1920, p. 7.

2. Library expansion. It was hoped that space for library expansion would be found by removing the high school to the training school building. This was not done, and no major library expansion was possible until 1948, when the present (1949) temporary library building was erected. In the meantime construction was started (1947) on the new library building.
3. Science Building. This did not come until 1939, when the present Science Building was completed.
4. It was proposed to remodel the Pemberton Hall gymnasium annex to add to dormitory space. This has never been done. An additional wing to Pemberton Hall is included in existing (1949) plans.

C. *To be authorized in 1925.*

1. A second women's dormitory. This has never been built. Existing plans (1949) call for dormitories for men as well as additional facilities for women.²

This 1920 plan for the next ten years actually was realized in only two particulars: a new heating plant (1924) and the Practical Arts Building (1929). The failure to achieve more of this program probably resulted from at least three factors. First, the enrollment was not sufficiently great to create a pressing and obvious need. Second, this program, unlike the 25-year program of 1944, was not a part of a general program for all five state schools, and hence had to depend upon local advocacy only. Third, the postwar economic slump came shortly after 1920, and resulted in reduced state revenues.

The 1921 session of the General Assembly gave Eastern only one of the requested buildings. An appropriation of \$130,000 was made for the new heating plant. Delay in construction made it necessary for \$127,000 of this amount to be reappropriated in 1923.³ The building was completed in 1924, replacing the old heating plant, located immediately north of the greenhouse, which had been in continuous use since 1899 and was worn out. The new plant did not include generating equipment.

The other portion of the 1920 program that was actually constructed was the Practical Arts Building, authorized in 1925 with an appropriation of \$170,000,⁴ and completed in 1929 at a cost of about \$218,000 including equipment.

The statement of the 1920 program pointed out that the enactment of the Federal Smith-Hughes vocational education act of 1917 had stimulated high school work in manual arts and home economics, with a resulting heavy demand for such teachers. The 1920 statement noted that:

²Unsigned memorandum, "Ten Year Building Programme," dated January 18, 1920. In College Business Office.

³*Session Laws*, 52nd General Assembly, p. 144. Act of June 30, 1921; 53rd General Assembly, p. 142, Act of June 30, 1923.

⁴*Session Laws*, 54th General Assembly, p. 90. Act of June 30, 1925. The 1927 session appropriated \$48,000 for the equipment of this building. *Session laws*, 55th General Assembly, p. 156. Act of June 30, 1927.

Our present small and poorly constructed manual arts building does not adequately accommodate our present classes. Our present home economics department, which occupies a room on the third floor of the Training School Building, does not meet our present needs. A four-year course is impossible with the present equipment in these departments. In our opinion, this building would materially increase our attendance by the close of the next biennium.⁵

There had been a real need for a practical arts building for some years before the authorization of 1925. Manual arts had been started at Eastern in 1902 as handwork courses for the teachers of primary and intermediate grades,⁶ with classes under Miss Caroline Forbes (1902–1913) held in a room in the tower of the Main Building. In 1913 the manual arts classes moved to the new Model School Building, and courses in woodworking, mechanical drawing, and lathe and pattern work, were added. At the same time classes in home economics were commenced under Miss Lola Morton (1913–1919). In 1916 a separate small manual arts building was erected south of the heating plant, and manual arts classes were held here until the completion of the new building in 1929. During this time a modest beginning were made in machine shop practice and forge and foundry work, but any large scale expansion in the field of metal working had to await the construction of the new building.

In April 1921 the *Normal School News* was disturbed because a visiting committee from the legislature had failed to visit the very inadequate manual arts building. If they had done so, the *News* commented, "they would have been reminded more than ever of our needs." With a much-needed larger manual arts building the manual arts program could be expanded, and more men students would be attracted to the school. To the sports-conscious *News* this was a matter of urgent importance!⁷

The impetus behind this movement for a new and larger practical arts building came largely from Lawrence F. Ashley, teacher of manual training and head of the Department of Industrial Arts for twenty years (1918–1938). Manual arts classes were taken both by prospective elementary teachers and by four-year college students who were preparing to teach manual arts in high school. The resulting overcrowding made new quarters imperative. Mr. Ashley has recalled that during this period, particularly in the summer sessions, his classes "were so large that the largest rooms on the campus were assigned to me . . . where I had more than ninety students at a time."⁸

During his first year at Eastern Mr. Ashley urged the need for a much larger building to house both the manual arts and home economics courses. The home economics situation was, if anything, even more urgent than that of manual arts. Home economics had been introduced

⁵"Ten Year Building Programme," January 8, 1920, p. 4. Despite the statement that "a four-year course is impossible . . . in these departments," the first Teachers College Catalogue (April 1, 1921), pp. 45–46, included home economics and manual arts among the four-year curricula.

⁶School Catalogue, 1903, p. 39.

⁷*Normal School News*, April 12, 1921.

⁸Letter, L. F. Ashley to the writer, February 17, 1948.

at Eastern in 1913 under the designation "domestic science." The Smith-Hughes law of 1917 established standards for instruction in this field that Eastern, with its meager equipment was unable to meet. Hence graduates of the school in home economics found difficulty in obtaining positions under the 1917 law, due to the fact that Eastern's home economics department did not meet federal standards. Home economics at Eastern was in danger of extinction if the facilities could not be brought up to federal standards.

Mr. Ashley found Mr. Lord sympathetic to his desire for a new practical arts building, and he approved the proposal that the request for such a building be made to the General Assembly in 1921. Mr. Lord left the details of planning the building to Mr. Ashley. Mr. Ashley summarized the story of securing the building in a Teachers College bulletin in 1930, as follows:

A great deal of time was taken in planning this building and the equipment. After some two years of study the matter was put before the state legislature in 1921. The appropriation was not allowed. Two more years of study and cramped quarters caused a bill to be introduced at the next session of the legislature in 1923. Again the bill was voted down. After another two years of planning, a bill was again introduced in 1925. This time a building with equipment was allowed. Ground was not broken for the building until the spring of 1927. Most of the appropriation was allowed to lapse and another session of the legislature, that of 1927, re-appropriated the amount which had lapsed. The construction of the building was very slow and it was not until the spring of 1929 that the practical arts department came into its own. It was really not until the fall of 1929 that everything was in place and in smooth running order.⁹

Mr. Lord realized that because of his age, this building probably would be the last one he would see added to the College. At the time the bill for the building was before the legislature, Mr. Lord wrote to Senator John R. Hamilton, the local State Senator: "We are in pressing need for the building called for and in fact for one more. This will be my last chance to see a new building here."¹⁰

The bill as passed provided less money than had been originally asked for, with the result that the building plans had to be changed from stone construction to brick. Mr. Ashley recalls that when the bill was passed with the reduced appropriation, Mr. Lord asked him: "What do you want to do now, give it up and try again since you can't build of stone to match the other buildings?" Mr. Ashley replied, "No, the students must be accommodated and this will give us the space we need even though we have to build of brick." So Mr. Lord recommended to the Normal School Board that the appropriation be accepted and that the work on the building be commenced.¹¹

⁹L. F. Ashley: *Practical Arts at the Eastern Illinois State Teachers College at Charleston*. Teachers College Bulletin No. 109, July 1, 1930, p. 13.

¹⁰Letter, L. C. Lord to John R. Hamilton, May 27, 1925. Lord Papers, Illinois Legislature.

¹¹Letter, L. F. Ashley to the writer, February 17, 1948.

Mr. Ashley was actively concerned in the planning and erection of the building, and was appointed a state building inspector, without pay, thus giving him authority over the details of construction. He has recalled an amusing incident in connection with the planning of the building, as follows:

There was a new State Supervising Architect . . . who didn't know anything about architecture and had to be coached by his employees for six months before he could pass a required examination. Yet he had ideas of his own about a building. One was that no teacher should have an office. I saw it was no use to argue with him, but I also saw how I might circumvent him, because he volunteered that there should be a great deal of storage space. So everywhere I wanted a teacher's office I called it a closet and he approved. Then when we moved in I labeled them offices.¹²

As a state inspector, Mr. Ashley was able to insist on the use of only the best materials. On one occasion he found that inferior brick was being used. He required much work to be done over, which the contractor had not counted on. "As a consequence, before he got through he was bankrupt."¹³



THE PRACTICAL ARTS BUILDING
Completed in 1929

With the completion of the Practical Arts Building both the manual arts (or industrial arts, as it came to be known) and the home economics departments were able to expand their offerings and to provide training which created a demand for the graduates of the school who had

¹²*Ibid.*

¹³*Ibid.*

majored in these fields. In the fall quarter of 1948 there was a total of 100 students majoring in Industrial Arts. The department consisted of six teachers, headed by Dr. Walter A. Klehm, who came to Eastern in 1938. Home Economics had 88 majors and a staff of four. Dr. Sadie O. Morris has been head of the department since 1939. As was noted in chapter nine, there is in prospect for Eastern an expansion of the vocational training program which will involve Industrial Arts, Home Economics, and Business Education.

The Practical Arts Building was the last major building added to Eastern's campus during the thirty-four years of Mr. Lord's presidency. While he was the head of the school three major buildings were erected at Eastern: Pemberton Hall (1909), the Training School Building (1913), and the Practical Arts Building (1929); and two subsidiary buildings: the greenhouse (1903) and the new heating plant (1924). Pressing needs had remained unsatisfied for years at the time of his death: among them, a new gymnasium, a science building, a library building, and a twelve grade training school building. Mr. Lord recognized these deficiencies, and recommended their correction to the Normal School Board but he was reluctant to seek to influence the legislature in behalf of these needs. "Interviews with legislative committees, appeals for the needed supplies, were the most distasteful of Mr. Lord's duties," Miss McKinney has written. It was hard for him to understand "that a great, rich state, through its representatives, must be urged and coaxed every two years to provide adequately for the training of its teachers." He shrank visibly from the necessary "biennial begging," and "persisted in making out the school budget for exactly the sum actually needed, although he knew it would be cut." He was convinced, according to Miss McKinney, that "everything he could say, no matter how true, no matter how forcefully presented, had little effect." He once remarked that "These matters are all settled at two o'clock in the morning by three or four men in a hotel bedroom."¹⁴

The number and potential political influence of the alumni of the school increased with the years, but Mr. Lord frowned upon any suggestions that this influence be organized and used in behalf of the school with the legislature. He considered such tactics undignified and unnecessary. "At least it ought not to be necessary, for it hurts the dignity of a great state as well."¹⁵ No organized alumni activity was involved in securing either Pemberton Hall or the Training School Building, but in the case of the Practical Arts Building Mr. Lord finally consented to the use of alumni influence after the 1923 appropriation for that building had failed. As Mr. Ashley tells the story. "Another two years stretched on; during this time Mr. Lord finally allowed the alumni to use their prerogatives and help him prove to the legislature the necessity of this building. So the legislature in 1925 again granted an appropriation; and this time the governor signed the bill."¹⁶

Mr. Lord was a realist in meeting most of the problems of the school, but his reluctance to recognize the political realities involved in the

¹⁴Isabel McKinney: *Mr. Lord*, p. 236.

¹⁵*Ibid.*, p. 339, quoting Mr. L. F. Ashley on Mr. Lord's attitude.

¹⁶*Ibid.*, p. 340. There had been no previous veto.

relationship between the school and the state legislature created over the years a back-log of unsatisfied needs which became a major problem for his successor to solve. "A state school without permanent funds of its own must appeal to every legislature for its bread and butter, for its new clothes, for its very life," Miss McKinney has written.¹⁷ Mr. Lord knew this, but he did not recognize its practical implications. The necessary compromises of the legislative process had no place in his approach to his responsibilities as the head of a state institution.

President Buzzard's Building Program—The Health Education and Science Buildings

For many years there had been a keenly felt need for a larger gymnasium. The gymnasium built on the south end of Pemberton Hall (1909), soon proved to be inadequate. The Board of Trustees in 1915 recommended to the legislature that funds be provided for a new gymnasium, and in the spring of that year a legislative committee visited the school. The legislators spoke in chapel in favor of the new gymnasium, but the bill which was introduced for that purpose was defeated. The *Normal School News* recounted these facts in the spring of 1916, and urged the students and friends of the school to publicize the need for a new gymnasium. The *News* suggested keeping the existing gymnasium for the exclusive use of the girls, and building a new gymnasium for the boys.¹⁸

President Lord wrote to Senator Edward C. Curtis, chairman of the Senate appropriations committee in March 1917 that he was requesting \$200,000 for a building to include a gymnasium for men, with swimming pool, rooms for classes in agriculture and geography, and a small amphitheatre "for various demonstrations."¹⁹ A bill for such a building, introduced in the legislature by Senator John R. Hamilton, failed to pass.

The ten year building program statement of 1920 pointed out that the existing gymnasium was inferior to those in most of the good high schools of the region. The demand for athletic coaches was such that an adequate gymnasium was essential if the school was to meet the demands upon it.²⁰

The school paper in April 1921 called for a new gymnasium, and argued that with a larger gymnasium, "we could have the district high school basketball tournament here, which would advertise this school very much." The *News* also noted the value of a large gymnasium building, with a stage, for the production of plays, and for the Musical Festival and Oratorical Contest.²¹

In 1921 session of the legislature failed to provide a new gymnasium. In the fall of that year the students decided to make the most of the existing gymnasium by building, without cost to the state,

¹⁷*Ibid.*, pp. 235-236.

¹⁸*Normal School News*, March 28, 1916.

¹⁹Letter, L. C. Lord to Edward C. Curtis, Springfield, March 31, 1917. Lord Papers, file H-Mc.

²⁰"Ten Year Building Programme," January 8, 1920 (in Business Office, Eastern Illinois State College).

²¹*Normal School News*, April 12, 1921.

a balcony for spectators. This project was undertaken by the Student Council, which sponsored several money-raising activities, such as a carnival and a basketball game between alumni teams. The total cost of the project was \$633.93, a part of which was met by members of the alumni. The work, started during the Christmas recess and completed by January 18, was done by the boys of the school, under the direction of Mr. Ashley and Mr. Charles P. Lantz, coach.²² With the balcony added to the gymnasium, it was possible in March 1922 for the first time to hold the eastern Illinois district basketball tournament at Eastern.²³

With the balcony relieving the situation, the agitation on the campus for a new gymnasium subsided until 1928, when it was renewed with increased vigor. The inadequacy of the "cracker box," as the old gymnasium had come to be called, was pointed out by the school paper in June 1928. Although a "regulation" basketball playing floor was supposed to be 45 by 90 feet, or 4,050 square feet, Eastern's floor was but 32 by 60 feet, or 1,920 square feet, for a school with a combined college and high school enrollment of 880 students. Many nearby high school gymnasiums had larger floors. Little Humboldt, for example, with but 38 high school students, had a floor of 2,812 square feet. Casey with an enrollment less than half that of Eastern had just completed a floor of 4,300 square feet. Since the other four state teachers colleges had received new gymnasiums, Eastern felt neglected, especially when such schools as Millikin, Bradley, Indiana State, and even the sister institution at Normal refused to play on the Eastern floor.²⁴

In a letter to Governor Small in June 1928 Mr. Lord wrote concerning the need for a gymnasium: "Our gymnasium floor is so small that many schools refuse to play here. Our seating facilities are meager. The gymnasium of the high school at Casey, Illinois, seats 4,000, more than double the number that can be seated in our gymnasium."²⁵

In November 1929 Mr. Lord reported to the Director of the Department of Registration and Education that "every division of the institution—elementary school, high school, college, women as well as men—needs gymnasium facilities far in excess of those we possess." He pointed out that adequate gymnasium facilities would attract more men students, thus increasing the number of men teaching in the public schools, in itself a desirable objective.²⁶ In his report to the State Superintendent in 1930, Mr. Lord again included a new gymnasium as among the pressing needs of the school.²⁷

President Buzzard, in his first report to the State Superintendent, in 1934, stated the building needs of the school. This statement as modified and enlarged remained the objective of the school for a num-

²²*Teachers College News*, January 10, 17. March 14, 1922. *Warbler*, 1922, p. 96.

²³*Teachers College News*, March 7, 1922.

²⁴*Teachers College News*, June 18, 1928.

²⁵Letter, L. C. Lord to Governor Len Small, June 27, 1928. In Lord Papers, E-I, 1923-25. Governor Small. Actually Eastern's gymnasium could seat only about 700 spectators at games.

²⁶Report to Director, November 1929. In Lord Papers, E-I. 1923-25. Dept. Registration and Education.

²⁷In *38th Biennial Report of the State Superintendent of Public Instruction*, Springfield, 1930, p. 409. The same statement was repeated in Mr. Lord's report in 1932 (vol. 39, p. 377). Also in report on the school in the *Illinois Blue Book*, 1931-1932, p. 383.

ber of years. Two of the three buildings called for were constructed within half a dozen years. The statement was:

The school needs, (1) a gymnasium building equal to that possessed by each of the other Illinois teachers colleges, (2) a science building in which prospective teachers may be adequately trained to make science function for Illinois boys and girls, (3) a modern training school unit planned to demonstrate current teaching on the (a) preschool and kindergarten, (b) elementary school, (c) junior high school, and (d) senior high school levels. Such additions will release adequate and satisfactory space for the needed expansion of library facilities.²⁸

The ten year period during which Eastern received no new buildings was ended by the General Assembly of 1935, which appropriated one million dollars for permanent improvements at the five state teachers colleges. This money was to be spent at such of the five schools "as may be selected by the Department of Registration and Education with the consent of the Governor. and which by cooperative agreements with Federal Agencies all or part of the cost of such improvements may be paid from Federal Funds."²⁹ Thus the possibility of securing federal aid through the Public Works Administration finally made possible a major building program for the five state teachers colleges.

The Normal School Board, aware that Eastern had not received as much for building purposes as the other four schools during the preceding decade, recommended and Governor Henry Horner approved, an allotment of \$350,000 for Eastern from the million dollars appropriated by the General Assembly. At first a joint health education and science building was proposed, and plans for such a building were filed with the State Division of Architecture and Engineering in September 1935. Application was made for a federal Public Works Administration grant of forty-five percent of the cost of the project. The total cost was estimated to be \$636,300, with \$350,000 representing the state's fifty-five percent.

Delay in securing action from the Public Works Administration led to the decision, in April 1936, to proceed with the construction of a separate health education building, using available funds. When word came the following October of a federal grant of \$285,750 for the joint building, plans for the separate building had progressed so far that it was decided to proceed with it. The federal authorities decided that \$172,800 of the federal grant would be available for the separate building.

The cornerstone of the Health Education Building was laid on Alumni Day, May 8, 1937, and the building was dedicated a year later, on May 14, 1938. The building cost \$458,348, of which \$324,500 was for general construction. With a federal grant of \$172,800, the cost to the state was \$305,548.³⁰

²⁸In *40th Biennial Report of the State Superintendent of Public Instruction*, Springfield, Ill., 1934, p. 538.

²⁹*Session Laws*, 59th General Assembly, p. 157. Act of July 2, 1935.

³⁰"History of the Health Education Building," in *Souvenir Program for the Dedication Exercises of the Health Education Building*, Charleston, May 14, 1938, p. 10.



THE HEALTH EDUCATION BUILDING
Completed in 1938

The Health Education Building solved Eastern's gymnasium problem, and a number of other problems as well. The main gymnasium has balconies with a seating capacity of about 2,200. A large stage with full theatrical equipment is at one end of the playing floor. Thus with 1,000 persons seated on the playing floor, the gymnasium has an audience capacity of over 3,000 for plays, lectures, recitals, and college assemblies. Eastern is now able to act as host for basketball tournaments, teachers meetings and other large gatherings. The general public may take advantage of the college entertainment course numbers.

The building also has a smaller women's gymnasium (even this is larger than the old "cracker box") with a well equipped kitchen at one end. Here banquets may be served to as many as 360 guests at one sitting. A men's "corrective gymnasium" is also included in the building, together with a dance studio, a suite of offices for the college health service, offices for the teachers of the men's and women's physical education departments, and classrooms.

The Health Education Building, together with the new playing fields for all outdoor sports (football, soccer, track, golf, tennis and archery) which are being built in 1949 will make possible an enlarged physical education program. With the construction of a swimming

pool, also a part of the twenty-five year plan, Eastern will have physical education facilities equal to those of any college of its size in the country. The health education objective of the school was stated in the 1938 dedication program of the new building:

“A healthy body for housing a healthy mind,” can now become a slogan in the teacher training program of Eastern. It is hoped that the teachers the institution can now send out, will carry this slogan into the public schools of the State wherein they serve.³¹

The second major addition to Eastern's campus under President Buzzard was the Science Building. The facilities for instruction in the laboratory sciences had been limited from the opening of the school in 1899, although Eastern has always had a science program, with instruction in both the biological and physical sciences. As the school grew the need for classroom space made it increasingly obvious that separate housing for the laboratory sciences, with their special needs, would serve to relieve the room shortage in the Main Building as well as permit the expansion of the science programs. By 1920, when steps were well underway to transform the normal school into a teachers college, it was clear that separate science facilities had become an urgent need. The statement of the ten-year program of 1920 included arguments for a combined library and science building to be built in 1923. Referring to the situation in the laboratory sciences, the 1920 statement read:

The present main building was not constructed with any reference to or provision for science laboratories. The plumbing for water, gas, and drain pipes is make-shift in character and unsatisfactory. The same is true of electrical wiring. The growing demand for vocational courses increases the demand for physical and biological science. If we are to meet the demands in these courses, the sciences in this school must expand rapidly and constantly for several years. Our present space will not permit such expansion. A building properly constructed and equipped for physical and biological science and agriculture will provide this and at the same time leave needed space in the main building for the subjects which do not require laboratory equipment.³²

Nothing came of this request. Eight years later the school paper commented on the restricted quarters for the laboratory sciences, which were housed in rooms on the west end of the second floor corridor of the main building (chemistry and physics), and in the third floor rooms on the west end of the building (botany and zoology). The *News* had two suggestions to relieve the situation: the construction of a much needed library building with classrooms for other subjects, thus relieving the room shortage in the Main Building; and the conversion of the attics on the third floor on each side of the tower into

³¹*Ibid.*, p. 11.

³²“Ten-year Building Programme,” Eastern Illinois State Normal School, January 8, 1920 (Ms.), p. 6.

usable rooms. The paper also suggested that the old power plant structure, still standing in 1928, be remodelled and connected with the adjacent greenhouse to give increased greenhouse facilities for the classes in the biological sciences.³³

When this article appeared the new Practical Arts Building was under construction, and Eastern was not "in line" for another new building. Mr. Lord urged the construction of a library building and a new gymnasium as the next major building additions to the campus, and did not call for a science building.

President Buzzard advocated the construction of a science building in his first report to the State Superintendent, one that would enable the school to train adequately science teachers for the public schools.³⁴

As told in the account of the Health Education Building, when in 1935 it became possible for Eastern to secure a new building, a joint health education-science building was planned, but delay in securing a federal allotment led to the decision to construct separate buildings, the Health Education Building coming first.

As the plans and financial arrangements for the Science Building took form, \$112,950 of federal funds were made available. The building cost \$326,125, of which the state paid \$213,175, plus \$50,000 for equipment. Ground was broken for the new building on May 31, 1937, as a part of commencement exercises. Miss Annie L. Weller, Geography Department head and senior member of the science faculty, turned the first spade of earth. The building was dedicated three years later, on May 25, 1940.

The Science Building houses six departments: Botany, Chemistry, Geography, Hygiene, Physics, and Zoology, with a college staff of twenty-two teachers. In addition, high school science classes also use the building. It is a four story building, and the only completed building on the campus (in 1949) with an elevator. As stated by President Buzzard when the building was dedicated:

Well-trained science teachers are a great agency for the promotion of the general good. . . . Eastern felt the challenge to train good science teachers for the public schools of Illinois, and through them add to the general well-being of our State. Without the laboratories, classrooms and equipment science instruction now demands, the college stood markedly hindered. There simply had to be provision for filling this need, because of its urgency.³⁵

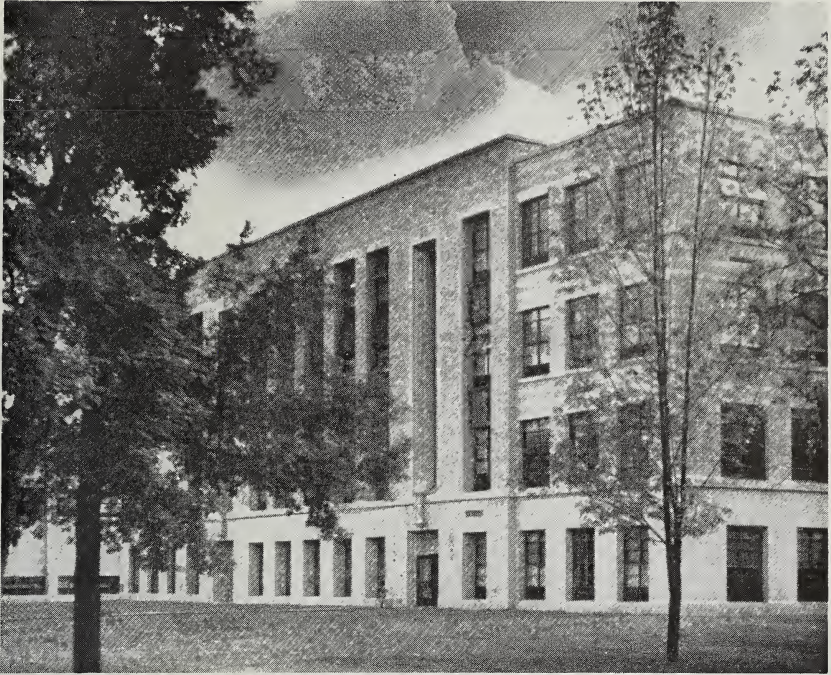
The Twenty-five Year Plan

The completion of the Science Building in 1940 ended Eastern's pre-war building program. No additional buildings went up until after the war. Three campus improvements, however, were made before war

³³*Teachers College News*, May 21, 1928. The old power plant was demolished.

³⁴In *40th Biennial Report of the State Superintendent of Public Instruction*, Springfield, Ill., 1934, p. 538.

³⁵*Dedication of Science Building*, May 25, 1940. Eastern Illinois State Teachers College, Bulletin No. 151, March 1940, p. 4.



THE SCIENCE BUILDING
Completed in 1940

needs suspended material additions. In 1941 a system of campus lights was installed, and in 1942 a much needed water tank was erected at a cost of \$11,056, and a flagpole was erected on the oval in front of the Main Building. The water tank, of unusual ball design, gave the college improved water pressure and a reserve supply thus reducing fire risk.

Although war restrictions on materials and manpower meant that Eastern could not hope for any plant expansion until after the war, President Buzzard realized the importance of placing on record a statement of Eastern's needs so that no time would be lost in getting a construction program underway after the war. In October 1943, on the completion of his tenth year as president, Dr. Buzzard summarized the needs he hoped to see met through a postwar building program. He said:

First in the building program is the badly needed library which will begin to materialize immediately after the war. A new training school containing both grades and high school and a service building . . . are next on the list. . . . Other plans call for a cafeteria in the enlarged practical arts building, a swimming pool, home management house, and the construction of two dormitories, one for 225 men and one for 225 women.³⁶

³⁶*Eastern Teachers News*, October 6, 1943.

The building plans for the college were given in greater detail to the Trachers College Board in December 1943. This statement formed the basis of the twenty-five year building program which was developed in 1944-1945. President Buzzard called for the following eight projects, which included two major and three secondary buildings:

- (1) A library building. Tentative plans were ready for submission to the State Division of Architecture and Engineering.
- (2) A training school building, to house all grades from the nursery school through the high school.
- (3) A service building, for fireproof storage and for housing motorized equipment. A loft of this building might be used for a band and orchestra practice room.
- (4) Remodeling of the Practical Arts Building, to give additional room to the home economics department, and to provide for a cafeteria.
- (5) A swimming pool addition to the Health Education Building. Needed for instruction in safety education.
- (6) A new greenhouse, to be located south and west of the Science Building.
- (7) A home management house.
- (8) Playing fields, to be located on the 72 acres acquired in 1931.³⁷

In addition to these urgent needs, President Buzzard presented the following additional needs to which "it might be possible to give attention":

- (1) Complete fourth floor of Pemberton Hall, increasing housing facilities from 90 to 108 girls.
- (2) Remodel and modernize Pemberton Hall heating system.
- (3) Remodel auditorium in Main Building, according to 1915 plans, to provide a sloping floor, modern seating, and an adequate stage.
- (4) Remodel and fireproof the Training School Building into a student union building.
- (5) A stadium-field house for varsity athletics.
- (6) An armory building to meet postwar need for required military training.
- (7) A men's dormitory, to house 225 men, to be self-liquidating.
- (8) An additional women's dormitory, of the same capacity, to be self-liquidating.³⁸

The "twenty-five year plan" for Eastern and the other state colleges was officially launched on April 4, 1944, in the offices of the Illi-

³⁷The "72 Acres" was given the name "Lincoln Field" in 1934 in a contest sponsored by the school paper. Elbert Field, a student, suggested the name. *Teachers College News*, January 16, 1934.

³⁸*Proceedings*, Teachers College Board, meeting of December 8, 1943, at Chicago, pp. 294-196. These needs also were summarized in the section on Eastern in the *Illinois Blue Book* for 1943-1944, p. 338.

nois Post-War Planning Commission in Chicago. The presidents of the five colleges, with Director Frank G. Thompson of the Department of Registration and Education, State Supervising Architect C. H. Hammond, and State Landscape Architect Chance Hill, met with the Planning Commission to discuss long-range needs. Director Thompson, also chairman of the Teachers College Board, instructed those present to look ahead a quarter of a century and prepare a master plan to provide for an orderly and systematic growth to meet present and future needs of the five schools.³⁹

The need for generous planning for the physical plants of the five state colleges was brought out in a report in 1944 to Governor Green's Commission to Survey Higher Educational Facilities by Drs. C. M. Hill and Samuel Brownell of Yale. They found that:

Annual reports of the normal schools and in later years of the teachers colleges are consistent in indicating that these institutions continuously have been handicapped by inadequate physical plants. Although some buildings were provided during the period when a federal public works program was in operation, this building did not provide any of the teachers colleges with a physical plant that may be considered a minimum for properly carrying on a good teacher education program. The minimum physical plant for a teachers college should include the necessary classrooms, laboratories, auditorium, administration, and power plant facilities for the curriculum approved by the Teachers College Board, a campus observation and practice school with all of the grades from the nursery school through high school, good library facilities, health education facilities, and proper living quarters for students. None of the teachers colleges have this minimum plant at the present time.⁴⁰

The Planning Commission requested that the long-range plans for the five colleges be filed with the Commission by July 1, only three months after Director Thompson had directed that such plans be formulated. Fortunately for Eastern, President Buzzard's foresight in drawing up an expansion program in 1943 made it possible for him to submit to the Commission a well-considered plan by the specified date.

Eastern's twenty-five year plan called for an expenditure estimated in 1944 at nearly eight and one-half million dollars. It included most of the items listed in the report to the Board in December 1943, with a number of additions. The following description of the plan gives the status of those of the projects upon which work had been started by the fall of 1948:

The Twenty-five Year Plan for the Development of Eastern's Campus 1944-1969

Upon the completion of this plan the campus at Eastern will contain the following:

³⁹*Illinois Public Works*, Department of Public Works and Buildings, Springfield, Autumn 1945, p. 9.

⁴⁰*Ibid.*, p. 9.

A. *Existing buildings, 1944*

1. The Administration Building ("Old Main," completed in 1899).
2. Pemberton Hall (women's dormitory, completed in 1909). A wing is to be added to this building, on the south end, which will increase the capacity of the dormitory by about one-third.
3. The Training School Building (completed in 1913). Extensive alterations and fireproofing will be required to fit this building for its new use as classrooms for graduate work.
4. The Heating Plant (completed in 1924). The addition of other buildings to the campus will require two additions to the heating plant. The first was completed in 1947.
5. The Health Education Building (completed in 1938). An indoor swimming pool is to be added to this building, on the south end.
6. Science Building (completed in 1940).

B. *Proposed buildings*

1. The Mary J. Booth Library. The contracts for this building were signed on October 22, 1947. Ground was broken for the erection of the building on February 2, 1948. A formal garden and an open-air theatre will be placed to the south and east of the new building, which is being constructed on a portion of the site of the former athletic area, Scharer Field. The Scharer Field memorial stone is to be placed in the formal garden.
2. The Vocational Education Building. To be erected on a site west and south of the heating plant. The departments of Industrial Arts (first floor), Home Economics (second floor) and Business Education (third floor) will occupy this building. Attached to the south end of this building, and running east, will be:
3. The College Service Building, with facilities for the maintenance and repair of mechanical equipment, storage rooms, plant maintenance work shops, etc.
4. A Student Union Building, providing recreational, dining, soda fountain and office facilities, with an alumni dormitory wing, to be located at the southwest corner of Fourth and Grant streets, where the trailers are now located.
5. A new Training School Building, to be located south of the College Service Building. This building will house all grades of the training school, from nursery school through twelfth grade. A gymnasium will be included in this building, replacing the old gymnasium attached to Pemberton Hall, now used by the elementary school, and

- which will be demolished to make way for the new wing of Pemberton Hall. An auditorium also is included.
6. A Fine Arts, Speech and Music Building, with the two wings connected by an auditorium. This is to be erected south of the Health Education Building.
 7. Two new women's dormitories, one to be located south of the Fine Arts, Speech and Music Building and southwest of the Library. The second is to be located directly south of the first. These buildings will accommodate about 240 students each.
 8. A women's gymnasium, to be erected directly east of the second of the new women's dormitories. This building will be adjacent to the new women's athletic area.
 9. A dormitory for men, to be erected on the west side of Fourth street, adjoining the location of the present "Trailerville," which will be eliminated. This building also will take care of about 240 students.
 10. A Home Management House, for the use of the Home Economics Department, to be erected at the northwest corner of Fourth and Grant Streets, on a site to be acquired by the College.
 11. A new greenhouse, to be erected between the Science and Health Education buildings, to replace the existing greenhouse (erected in 1903).
 12. An Armory-Field House, to be erected on Lincoln Field, near the north boundary, and nearly opposite Second street. This will be an important adjunct to the men's athletic area, now being developed on Lincoln Field (acquired in 1931).
 13. A Stadium, to be erected on Lincoln Field in connection with the new football field, to replace the old football and track facilities on Scharer Field. A one-quarter mile track will surround the football field.

C. *Athletic Areas*

1. Men's athletic area, on Lincoln Field. In addition to the Armory-Field House, the Stadium, and the football and track facilities described in B-12 and B-13, the men's athletic area will include a baseball diamond, two softball diamonds, three badminton courts, three basketball courts, four volleyball courts, two handball courts, twelve tennis courts, a soccer field, a football practice field, and a nine-hole golf course. A lake in the eastern half of the area will provide an interesting hazard for the golf course. In addition to the golf course, which will occupy most of the area not devoted to the athletic buildings, courts, and fields, there will be a picnic area with a shelter house, near the northwest corner.

A contract for this development was signed in November 1947.

2. Women's athletic area, to be located south of the new women's gymnasium. This area will provide an archery range, a hockey field, a softball diamond, eight tennis courts, two basketball courts, two volleyball courts, and two badminton courts. This area, together with the site of the women's gymnasium and one of the new women's dormitories, will occupy land south of the former southern boundary of the campus. Six of the temporary veterans' housing units were erected on the western portion of this area in 1947. These units will be demolished. A large portion of the land for the women's athletic area was purchased in 1947.
3. Athletic area for the College Grade School and High School. This will be located east and southeast of the new training school. Facilities will include: for boys, a football field, a baseball diamond, a softball diamond, fields for hockey, soccer and speedball, a running track. Courts for basketball, volleyball, and badminton. For girls, two softball diamonds, a running track, and courts for basketball, and volleyball. A portion of the land required for this area was acquired in 1947.

D. *Improvement of the original campus*

In addition to the preparation of the sites for the new buildings, and the development of new athletic areas to be located on Lincoln Field and on land newly acquired by the College, the drives on the campus have been eliminated, parking places provided adjacent to Fourth street and Seventh street, and a new system of walks installed. This work was commenced in June 1948.

Commenting on the plans, including that for Eastern, which had been submitted to the Planning Commission by the five State Colleges, Hill and Brownell reported to the Governor's Commission to Survey Higher Education Facilities, that these programs, if completed, would bring up all of the colleges to the minimum requirements they had outlined, "and in addition would provide them with some valuable and desirable facilities beyond the minimum."⁴¹

The programs for each of the colleges had been based on estimated maximum enrollments, which in the case of Eastern was put at 1,500 students. The cost forecast was that the high point in construction costs would be reached in 1948, at a level forty-one percent above those of December 1941.⁴² This cost estimate proved to be too low, and was later revised upward. In September 1944, after consultation with the Department of Registration and the Division of Architecture and Engineering, the Planning Commission gave "priority" ratings to the following parts of Eastern's plan: (1) the acquisition

⁴¹*Illinois Public Works*, Autumn 1945, p. 9.

⁴²*Ibid.*, pp. 10, 12.

of land by the College, (2) campus landscaping and rearrangement and development of Lincoln field, (3) a new library building, (4) a new training school building, (5) power plant additions, and (6) the vocational education unit. These would cost an estimated \$4,125,749.-51. The following January the Commission recommended to Governor Green a postwar public works program of over one hundred million dollars, of which Eastern's share would be \$2,995,748. This was to constitute the 1945-1948 part of the twenty-five year program. It included all of the projects given "priority" ratings the preceding September, except the vocational education unit.⁴³

The General Assembly accepted the recommendations of the Planning Commission, and Eastern received an appropriation of nearly three million dollars for the 1945-1948 construction program. The appropriation act, approved July 17, 1945, carried the following items for Eastern:

Acquisition of land.....	\$ 60,300
Construction of a library building, with fixed equipment installed, including plans and specifications therefor.....	615,646
Construction of a training school, with fixed equipment installed, including plans and specifications therefor.....	1,637,188
Preparation and development of sites for buildings and general athletic development areas, including plans and specifications therefor.....	338,614
Construction of additions to power plant, with fixed equipment installed, including mechanical and electrical distribution systems and service tunnels, and plans and specifications therefor..	231,400
Construction of mechanical service extensions and tunnels, including plans and specifications therefor.....	112,600
Total.....	<u>\$2,994,748⁴⁴</u>

Thus before the war was over, definite legal provision had been made to get Eastern's postwar building program underway. But Eastern's building needs could not be solved by an appropriation act alone. With the end of the war two complicating factors entered the picture. In the first place, total regular year enrollment, which had been down to less than four hundred during the war, doubled in 1945-1946 to 713 and doubled again in 1946-1947 to 1,367, followed by a further increase to 1,510 in 1947-1948. Such an increase created a pressing student housing shortage which could not await the building of the dormitories called for in the twenty-five year plan. Secondly, the unanticipated inflation of construction costs meant that the funds appropriated in 1945 were not sufficient to provide the construction for which they were intended.

⁴³*Proceedings*, Teachers College Board, meeting of February 19, 1945, at Springfield, pp. 27-28.

⁴⁴*Session Laws*, 64th General Assembly, p. 261, Sectin 11 of Act of July 17, 1945.

The problem of housing for veterans, both single men and married men, soon became serious. The fall quarter of 1945 opened with 29 veterans enrolled. This rose to 121 in the winter quarter, and to 287 by the end of the school year. The enrollment of veterans for the year 1946-1947 went beyond 700 to a peak of 726 in the winter quarter. The number was slightly lower in 1947-1948 (694 in the fall quarter), but housing needs remained high as the proportion of veterans who were married increased. The increase in married veterans continued in the year 1948-1949.

Eastern took the first step in meeting the problem of housing for veterans in the fall of 1945 when eleven house trailers and four expandible trailers, plus a toilet-bath utility unit, were acquired through the Federal Public Housing Administration, from federally-owned surplus stock. These were erected on the northeastern section of the "72 Acres," in the area where the "Lair" had been located prior to its destruction by fire in 1942. These fifteen units were in use by December 1945, at which time fifteen additional units were assigned to the college. In all the college has acquired a total of 59 trailers for the use of married veterans. In addition, as many as eight privately owned trailers have used "Trailerville."

The trailers were only a partial answer to the housing problem for veterans. A larger program to meet this need took the form of a housing project. This consisted of thirty barracks buildings, six of them designed for use by single men, sixteen men to a building, and the remainder divided into three apartments each for use by a total of 72 married veterans. These buildings also were acquired through the Federal Public Housing Administration from federally-owned surplus stocks, and were ready for use in the summer of 1947. These two projects, "Trailerville," and "Campus City," together have provided housing for nearly 250 veteran students and their families at one time. In July 1948 the federal government gave both trailers and barracks to the college, together with their furnishings and fixtures. These temporary housing facilities will be used as long as there is a substantial enrollment of veterans, especially those with families.

In 1947 the College acquired three other war-surplus buildings. They were erected on the campus as a student lounge (opened in January 1948), a cafeteria (opened February 4, 1948) and a temporary library (placed in use March 16, 1948). The student lounge, "for loafing only," has provided a recreational center on the campus for informal dancing, card-playing, and ping-pong. The first student lounge had been a room in the Main Building, used for that purpose in 1946, but the need for class-rooms required that it be moved to the old auditorium. The many scheduled uses of the auditorium made this also unsatisfactory. The Lounge Building, connected with the Cafeteria Building, meets the need for an on-campus social center until a permanent student union building is constructed as a part of the twenty-five year plan.

The College Cafeteria fills an increasingly acute need, as boarding-house facilities in the community have declined while the college enrollment has increased. The cafeteria, under the direction of Mrs.

Ruth Gaertner of the Home Economics Department, is able to serve as many as 600 persons at one meal. An adjoining banquet hall, seating one hundred, takes care of the overflow from the cafeteria, and is available for group meals.

The temporary library, 50 feet by 218 feet, has been erected on a portion of the site of the former iris garden. The building comes from the dismantled federal ordnance plant at Illiopolis, Illinois. It is giving badly needed relief pending the erection of the new permanent building. The 67,000 books of the college library were moved from the Main Building to the temporary library on March 16, 1948, by nearly five hundred students and teachers of the college, arm-load by arm-load. Moving the library has freed six rooms in the Main Building for classroom use.

The first construction completed which was provided for in the twenty-five year program was the first of two additions to the power plant. This was made necessary by the need to supply heat to the numerous temporary buildings on the campus, as well as to provide added heating facilities for the permanent buildings to be added. The legislature had appropriated \$231,400 for this purpose in 1945. The work was completed by the spring of 1947. A second addition will be necessary as the twenty-five year plan nears completion.

In 1947 a large "Quonset" type building was erected south of the Practical Arts Building to serve as a service building for mechanical equipment and for storage purposes. Space in this building has been remodeled to provide a practice room for the band, and facilities for the storage of band instruments.

The next step in carrying out the twenty-five year plan came in November 1947 when a contract totaling \$356,000 was let for the new athletic fields development on Lincoln Field and for a new pattern of walks and parking areas for the campus. Ground was broken for the Lincoln Field project on December 15, 1947. Work on the campus walks and parking areas was commenced in June 1948.

Initial contracts totalling \$2,089,271 for the construction and equipment of the Mary J. Booth Library were signed in October 1947. The original appropriation for this building in 1945 had been \$615,646. Shortages of materials and labor had made it impossible to enter into contracts during the period covered by the 1945 appropriation, and only a small portion of the original appropriation was used, for architects' fees and the preparation of blueprints. When estimates were called for from builders early in 1947, it was discovered that due to rising building costs the library building would cost at least two million dollars. Since but little of the 1945 appropriation had been used, and the unused portion would revert to the treasury on October 1, 1947, the 1947 session of the General Assembly appropriated \$2,597,628 for Eastern's building program, most of it representing a re-appropriation for projects authorized in 1945. The 1947 building appropriation was as follows:

Library Building, with fixed equipment.....	\$2,010,092
Furnishing Library Building.....	80,000
Land acquisition.....	26,285
Campus and athletic field development.....	326,751
Extension of services—steam, water, heat, air and electrical services, including tunnels, to the new Library Building.....	154,500
Total.....	\$2,597,628 ⁴⁵

As originally introduced in the Senate, the appropriation measure would have provided \$2,919,363 for Eastern. A fifteen percent cut in the building funds for all five of the state colleges decided upon by the General Assembly reduced Eastern's appropriation by \$321,735.⁴⁶

The training school, which had been included in the 1945 appropriation, was omitted from the 1947 figures. It was a victim of the fact that construction costs had risen to about three times those of December 1941, instead of the forty-one percent increase estimated by the Post-war Planning Commission of 1944.⁴⁷ Thus has the postwar inflation slowed down the progress of Eastern's twenty-five year build-program.

In the fall of 1948 President Buzzard surveyed the portions of the twenty-five year building program yet to be authorized, and estimated that five of the major projects involved would cost, at 1948 construction costs, about \$12,500,000 distributed as follows:

Training School.....	\$ 4,250,000
Student Union building.....	1,250,000
Women's dormitory.....	2,500,000
Men's dormitory.....	2,000,000
Fine Arts, Speech and Music building.....	2,500,000
Total.....	\$12,500,000

This tabulation does not include the swimming pool, the second new women's dormitory, the home management house, the new greenhouse, alterations to Pemberton Hall, and the field-house and stadium on Lincoln Field.

Concluding his summary of Eastern's building needs, President Buzzard expressed the opinion that

there is no area in which the state can better invest its money than in teacher education. I have suggested to the alumni this slogan, "Educate the veterans' children—to avoid another generation of veterans."⁴⁸

⁴⁵Session Laws, 65th General Assembly, p. 211. Section 9 of Act of July 21, 1947.

⁴⁶Eastern Teachers News, June 25, 1947.

⁴⁷Stanley Elam: "Building Costs Affect Teachers Colleges," in *Education Today*, October 1947, pp. 6-8.

⁴⁸*Education Today*, October 1948, p. 2.

The Twenty-five Year Plan—The May J. Booth Library

From the beginning of the school to the spring of 1948 the library had been located in the Main Building. At first the need was for more books rather than more space. The present collection of over 67,000 volumes represents a prodigious growth from a library of 2,474 volumes when the school opened, as is shown by the following table, which gives the approximate number of volumes at five year intervals:

1900—	2,500
1905—	8,000
1910—	15,500
1915—	19,000
1920—	22,400
1925—	27,500
1930—	33,700
1935—	41,700
1940—	52,700
1945—	63,200
1948—	67,000

As the library grew, its quarters became inadequate. Some relief resulted from the erection of additional buildings, which made it possible to move various departments out of the Main Building and thus enabled the library to use more space. Originally housed in one room, the main college library was using space now occupied by six classrooms when the move to a temporary library building was made in 1948. In addition, books had been stored in the "tower" (where they were virtually inaccessible to all except mountain climbers) since 1920. Unfortunately, released space in the Main Building could not be assigned exclusively to the library, for the other departments also were growing, and new activities were being added, all of which meant that the demand for available space far outran the supply. The creation of a special children's library in the Training School Building in 1932,⁴⁹ and a special high school library in its own room in 1943 provided some relief, but as the books continued to flow in, the library was faced with a shelving problem that grew continually worse. Reading space, also, became progressively more inadequate as the size of the student body increased. To make the greatest possible use of available space, in the spring of 1932 the library began remaining open until 9 P.M. instead of closing at 5, as before. A year later the increased enrollment and the limited stack space made it necessary for the stacks to be closed to students.⁵⁰

The library has provided services to the school apart from collecting and distributing books. Classes in the use of the library, started in 1902 and made a requirement for graduation in 1913, added to the congested situation. Additional classes enabling the school to offer a minor in library science were added in 1947, and increased the strain upon available space.⁵¹ Throughout the history of the school the li-

⁴⁹*Teachers College News*, September 13, 1932.

⁵⁰*Teachers College News*, March 1, 1932, March 28, 1933.

⁵¹Eight library science courses are now (1948) offered. Students taking a minor in library science also meet the legal requirements for a "teacher-librarian" in the public schools of Illinois.

brary has sought to fulfill the ideal stated by Miss Florence M. Beck, the librarian of 1900-1904, in her first annual report: "The Library should be an intellectual and inspirational force along all lines of human thought. It should be a purveyor to the literary, scientific and aesthetic needs of the school."⁵²

The ten-year building program of 1920 did not call for a library building. Rather the statement of the plan pointed out that if the Training School Building could be enlarged so that the high school classes could be removed from the Main Building, the additional space made available could be used to expand the library.⁵³

By 1928 it had become increasingly evident that the release of space in the Main Building could provide only temporary relief for the library. In the spring of that year the College paper ran a series of articles on the needs of the school. The article on the library pictured graphically the library problem as it existed twenty years ago, and as it was to continue, becoming progressively more serious, until the temporary library building was occupied in 1948. The *News* invited its readers to:

Just step in at the third period this afternoon, look around, and do a little computing. Yes, there are seats for about seven per cent of the student body to work at tables or table-arm chairs, but they are stuck together so close that elbows touch, and feet are an embarrassment. If the floor space were apportioned according to usual library rules, only four and a half percent of the students could work here. Yet many classes are attempting to prepare lessons from reference books which must be read here or taken out only over night, other classes in library use are swarming about the card catalogues, children from the grammar grades are trying to extract a story book or a history, the librarians are vainly retiring behind mountains of files and unaccessioned volumes to find peaceful moments for routine jobs.

Push on into the stack room. If you happen to be a fairly large person, and the book is on a lower shelf, take a friend and a shoe horn with you or you may never get yourself out again. The stacks have to be as close together as humanly possible, and even then they could not hold the books if all came in at once. In circulation there is safety; one day recently six hundred books were handled at the desk. But at what moment the blood pressure will become dangerously high nobody knows.

If it is a bound magazine you are looking for, you may be puzzled. But be persistent, pull out that other set. Yes, the volumes are shelved two deep. But it may be a government pamphlet you want. Those are safely stored on the fourth floor of the tower; if you will wait a few minutes Miss Booth will have it down for you. The librarians know where

⁵²First Annual Report of the Librarian of the Eastern Illinois State Normal School, 1900-1901. Manuscript copy in files of the College Librarian.

⁵³Ms. "Ten Year Building Programme," January 8, 1920, p. 6.

everything is. If the day is dark, take a flashlight among the stacks, or you will have to carry your book to the window to see whether you have the right one—and you might as well stand there and read it.

It is surely poor economy for the state to spend its money preparing its teachers under such a handicap. Teachers must learn to work with books, to love books. They should have better library facilities than any other kinds of workers, as a part of their training. The state is unfair to every student who tries to train for teaching in such a library; it is unfair to the children who will be taught by those teachers; it is therefore unfair to itself.⁵⁴

The need for a new library building was repeatedly emphasized by Mr. Lord in the five years preceding his death. On June 27, 1928, he wrote to Governor Small that to maintain the standing of the school, a library building was necessary. "Twice as many students," he pointed out, "are now seated at the library tables as there is space for, and as many more are seeking opportunity to get at the books."⁵⁵ In November 1929 Mr. Lord reported to the Director of the Department of Registration and Education that the school was in "dire need" of a library building. "Our library has long since outgrown the space provided for it, and the crowded condition of the space lessens appreciably the usefulness of our excellent collection of books."⁵⁶ To the State Superintendent Mr. Lord emphasized in his reports in 1930 and 1932 that a library building was a "pressing material need."⁵⁷

In *The Warbler* for 1930 Miss Mary J. Booth, Eastern librarian since 1904, outlined in some detail the kind of library building that Eastern needed. In conclusion, Miss Booth wrote that:

While the library of the Eastern Illinois State Teachers' College has more volumes than some of the libraries in the other teachers' colleges in this state, it has the most cramped quarters. Anyone who has tried to use our library will agree that the library needs more room. A building suited to the needs of the library is the best solution. May it not be long before we shall see a library building on the campus, both beautiful and well planned, named in honor of our president for over thirty years, the Livingston C. Lord Library.⁵⁸

The necessity for expanding library facilities was repeatedly emphasized by President Buzzard. In the years before the second world war Dr. Buzzard succeeded in adding the Health Education and Science buildings to the campus. At first it was hoped that the resulting release

⁵⁴*Teachers College News*, May 14, 1928.

⁵⁵Letter, L. C. Lord to Governor Len Small, Springfield, June 27, 1928. Lord Papers, E-I, 1923-1925.

⁵⁶Report to Director, Department of Registration and Education, November 1929. Lord Papers, E-I, 1923-1925.

⁵⁷In *38th Report of the Superintendent of Public Instruction*, Springfield, Ill., 1930, p. 409; *39th Report*, 1932, p. 377.

⁵⁸*The Warbler*, 1930, p. 25. Since construction of the library building was delayed for eighteen years, and Miss Booth had retired (1945) before it was started, President Buzzard considered it fitting that the building be named for her. The Mary J. Booth Library will be a tribute to her forty-one years of devoted service to the school. The Teachers College Board on December 16, 1948, approved naming the new building for Miss Booth.

of classroom space in the Main Building would make necessary library expansion possible. The removal of the high school classes to a new training school building, urged by Dr. Buzzard as early as 1934, would have achieved that result in large measure, but such a building was not authorized and by 1939 it was clear that a separate library building was imperative. In his report for the *Illinois Blue Book* for 1939-1940 President Buzzard referred to a library building as one of Eastern's urgent needs. Two years later he pointed out in the *Blue Book* that Eastern's library reading room capacity was about 100 students, whereas an adequate reading room should accommodate thirty percent or more of the student body.⁵⁹

In the spring of 1941 a bill was introduced in the General Assembly calling for the construction of library buildings at Southern and Eastern, and a science building at Weston. The bill failed to pass. While it was pending President Buzzard sent to the alumni and former students of the school a statement of the serious nature of the need for a library, and bespoke their support for the pending legislation. The statement described the library situation as follows:

Just how inadequate are the library facilities at Eastern? There are three rooms available for stacks, workrooms, offices, reference and reading rooms, totalling 3813 square feet,—just 3.3 square feet for each of the 1152 college students of last autumn, and the 208 additional high school students who must use the college library. But wait a moment,—this is ENTIRE space. What about actual reference and reading space? There are 520 square feet of reference space and 1132 square feet of reading space, totalling 1652 square feet in which to study and read, and 89 chairs to divide among themselves. Do you wonder that the accredited standing of the college is threatened by this library space condition? . . . The reading room should accommodate from 30 to 50 percent of the student body, from 408 to 680 instead of the 89 seats available. A library should have the office and workroom facilities needed, rather than the desk space only now available. Space for text-book library, recorded music, visual education aids, art and museum exhibits, and classroom space for library instruction,—are all essential in a teacher training program.⁶⁰

The outbreak of war meant that construction of a library building was postponed. But the library building was placed at the top of Eastern's postwar needs in President Buzzard's 1943 plans for postwar construction. As a result, it was given a top priority in the twenty-five year building program of 1944-1969, and in October 1947, after the legislature had provided \$2,010,092, a contract was signed. The major construction contract, for \$1,459,710 was awarded to the J. L. Simmons Company of Decatur. Other contracts for heating, electrical

⁵⁹*Illinois Blue Book*, 1939-1940, p. 277; 1941-1942, p. 310. With 955 college students enrolled in 1941-1942, 30 percent would have been 286. By 1947-1948, the year the move was made to the temporary building, this proportion had risen to over 450.

⁶⁰Leaflet, President R. G. Buzzard to Alumni and Former Students, May 2, 1941, p. 4.

work, stacks, an elevator, etc., brought the total past the two-million dollar mark.⁶¹

Ground was broken for the building on February 2, 1948, by Miss Booth, emeritus head of the library, Dr. Roscoe Schaupp, present head, and by President Buzzard. Miss Booth turned the first spadeful of earth. The cornerstone was laid on October 21, 1948, by State Superintendent of Public Instruction Vernon L. Nickell, assisted by Miss Booth and Dr. Schaupp. The building was about one-third completed at that time. The stone work of the building was completed in July 1949. Among those working on the building is Harry Thatcher of Charleston, a brick mason who also worked on the Main Building when it was erected in 1896-1899.



THE MARY J. BOOTH LIBRARY
Under construction, 1949

The building is being erected on the northeast corner of what was Schahrer Field, near the southern end of the campus. When the other buildings of the twenty-five year plan are constructed it will be more centrally located. Dormitories for men and women and the women's gymnasium will be located south of it, and the Training School and the Fine Arts, Music and Speech Building will be near neighbors to the northeast and northwest.

⁶¹*Charleston Daily Courier*, October 23, 1947.

The library will be a three-story structure, modified Gothic in architectural style, size 145 by 160 feet, constructed of brick with limestone trim. All lighting will be fluorescent. Plans for the building include a memorial window for the former students of the school who lost their lives in World War Two, an auditorium with a motion picture projector and other audio-visual education facilities, including a phonograph record listening room housing the record collection of the late Franklyn L. Andrews, English teacher, and named in his memory. A display gallery to be shared by the Art Department and the historical museum of the Social Science Department is included. Classrooms for library science will be provided, and study alcoves for the faculty and advanced students. An elevator, an electric book lift, and a pneumatic tube conveyor will be included. It is expected that the building will be completed by the close of the spring term, 1950.

The Twenty-five Year Plan—The Proposed New Training School Building

The next building for which funds are being sought is the new Training School Building. The need for this has been long standing.

The original Training School Building had been ready for use in the fall of 1913. Unfortunately, the building as completed did not include an assembly room, provided for in the original plans. Despite repeated requests by Mr. Lord this was never added.

In 1918 the senior high school for grades 10–12 was organized with classes held in the Main Building. The desirability of increasing the size of the Training School Building to make possible the removal of the high school classes from the Main Building soon became apparent. The ten-year building program of 1920 called for adding the missing assembly room, and the construction of a south wing, to be used by the first six grades. The existing building would be used by the junior and senior high school grades.⁶²

This enlargement of the Training School Building was not secured, despite the growth of the high school from 82 senior high school students in 1920 to 238 students in grades 9 through 12 in 1928. The College paper in May 1928 called for a better training school building as a major need of the school; one with an assembly room, a gymnasium, and more and larger classrooms and offices. Existing conditions, the *News* feared, would not long "attract and hold students of the highest type such as a training school hopes to interest in the work of teaching."⁶³

President Buzzard from the first called for an entirely new training school unit. In his first report to the State Superintendent, Dr. Buzzard included among the needs of the school "a modern training school unit planned to demonstrate current teaching on the (a) pre-school and kindergarten, (b) elementary school, (c) junior high school, and (d) senior high school levels."⁶⁴ In calling for a kindergarten, Dr. Buzzard was reviving a plan which went back to even before the opening of the school. The "Circular of Information" issued about

⁶²"Ten Year Building Programme," Ms., January 8, 1920.

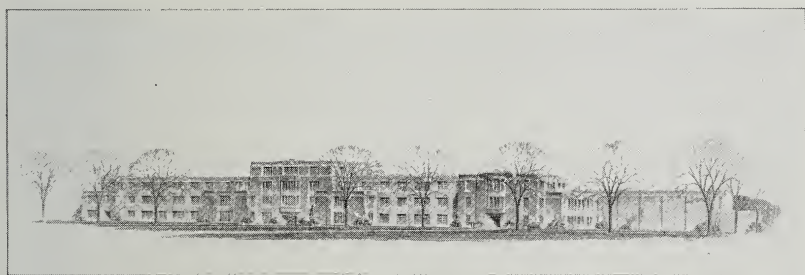
⁶³*Teachers College News*, May 7, 1928.

⁶⁴In *40th Biennial Report of the Superintendent of Public Instruction*, Springfield, 1934, p. 538.

four weeks before the opening of the school in 1899 stated that the "practice school" in a normal school "should consist, at least, of a kindergarten and the eight grades. Even though such a Training School does not aim to send out kindergartners, a good kindergarten is one of the most valuable aids in developing the proper attitude toward teaching." A kindergarten was not included in the "Model School" as organized, however. Mr. Lord did not lose sight of the desirability of a kindergarten, and in his report to the Board of Trustees, made in December 1900, he wrote:

No provision has yet been made for the establishment of a kindergarten in this school. The kindergarten has so often been conducted in so silly a manner, and based upon such false notions, that the humorous articles in the periodicals written at the expense of the kindergarten seem justified. But that there is a place in our educational system for a kindergarten conducted upon sensible principles, I have no doubt. The time has come for the establishment of one in this school, and I wish to recommend that steps be taken for its establishment next year, or at the latest the year following.⁶⁵

During the years following 1934 Dr. Buzzard continued to urge the need for an entirely new training school unit for kindergarten through the twelfth grade.⁶⁶



THE PROPOSED NEW TRAINING SCHOOL BUILDING

The twenty-five year building program of 1944-1969 includes a training school building to provide improved facilities for all twelve grades as well as pre-school and kindergarten work. The new building is planned to include an auditorium, a pool and two gymnasiums.

The rising cost of construction made it impossible to finance the construction of both library and training school with the \$1,637,188 appropriated in 1945. The greater urgency of the library building resulted in the training school being omitted from the 1947 appropriation. The need for the training school remains acute, however, and

⁶⁵L. C. Lord, Report to the Board of Trustees, December 18, 1900. Ms. in Business Office, Eastern Illinois State College.

⁶⁶*Illinois Blue Books*, 1937-1938, p. 401; 1939-1940, p. 277; 1941-1942, p. 310.

it is hoped that the authorization for its construction will be made in 1949. Authorization was given for drawing plans and writing the specifications for the proposed Training School Building.

Describing the urgency of the need for a new training school building in the fall of 1948 President Buzzard pointed out that "practice teaching is the very heart of our teacher-education program," and that existing facilities seriously hampered both practice teachers and the 450 training school students. "The new building," he pointed out, "would give our training school students an auditorium and a gymnasium for the first time. They have been sharing the old college gymnasium, called the 'cracker-box,' with the college band and other organizations. Our training school has been, in a sense, an orphan child on a college campus. The high school in particular must use college facilities but gets them only when the college does not need them."⁶⁷

The Campus: Then, Now, and Soon

Throughout its history, something of the spirit of the school has been reflected by its beautiful campus. After "Bishop's Woods" was purchased for the school, the forty-acre site was expertly planned by the noted landscape architect, Walter Burley Griffin, who later won a \$40,000 prize for planning the grounds of the Australian capitol building at Canberra. Mr. Griffin made full use of the many handsome trees standing on the site: oaks, walnuts, elms, maples, and sycamores. Tree and shrub planting have gone on continuously, replacing those that have died and adding new varieties. A check of the campus made nearly a quarter of a century ago showed over fifty different kinds of trees, and over fifty different kinds of shrubs and vines.⁶⁸

Across the northwest corner of what is now the campus had run the old road from Charleston to Farmington in Pleasant Grove Township, near where the parents of Abraham Lincoln had lived, beginning in 1837. Well established tradition pictures Mr. Lincoln in the 1840's making the trip to "Goosenest Prairie" to see the old folks, riding a horse loaned by a Charleston friend, and holding a sack of groceries on the pommel. Thus did Mr. Lincoln on various occasions ride among the trees of the campus-to-be of the Eastern Illinois State College.

For twenty-eight years responsibility for maintaining and improving the campus was in the hands of Walter H. Nehrling, school gardner or superintendent of grounds, from 1904 to 1932, whose devotion to his work was matched by his skill. Since 1935 Camille F. Monier has been superintendent of grounds, and has sought to protect the appearance of the campus from the unavoidably disturbing effects of major building construction which has been going forward during the years of his service.

The Botany Department of the school has maintained an active interest in the flora of the campus and its members have made impor-

⁶⁷*Education Today*, October 1948, p. 2.

⁶⁸McKinney: *Mr. Lord*, p. 174; Ernest L. Stover: *Trees and Shrubs of the Campus*. Bulletin No. 89, Eastern Illinois State Teachers College, 1925.

tant additions to it. In 1903 Mr. Otis W. Caldwell started a school garden for the children of the model school. In 1908 his successor, Mr. Edgar N. Transeau, started a school "forestry" by having 6,000 young trees planted in a grove near the southeast corner of the campus.

During the normal school period the campus contained two bodies of water, a lily pond located near the east end of the present Practical Arts Building, and Lake Ahmoweenah on the site of the present Health Education Building. The lily pond disappeared with the start of construction on the Practical Arts Building in the spring of 1927. The pond has fond recollections for the students of the early years, for by its banks many plays and pageants were presented by graduating classes and by children of the Model School.

Lake Ahmoweenah was originally the clay pit for a brickyard located about where the Science Building now stands. According to school tradition it was named in 1899 by a member of the Board of Trustees.⁶⁹ The lake flourished as a beauty spot of the campus until the city of Charleston began to charge the school for water in 1913. The lake had an inadequate natural supply, and when water was free the school had kept up the lake level by adding city water when necessary. With water being paid for, this practice ceased and Lake Ahmoweenah reverted to its original condition—after every "dry spell," a slime and algae covered haven for frogs, threatened with total extinction by the end of each summer.⁷⁰

In December 1915, before the water dispute was finally settled in the city's favor, the school paper called for water to be added to the lake in order to provide good skating. "Of course we know," observed the *News*, "that water costs money now that the meters have been installed, but think of the satisfaction which would result if the water in the lake was raised a few inches."⁷¹ Five years later the school paper was still concerned with the problem of the lake. It was estimated that it would take 1,500,000 gallons of water to raise the level two feet. The city water system would be unable to supply this amount of water, even if the school were willing to pay for it. One suggestion was that the lake be drained and a sunken garden created. The writer pointed out that "it would be difficult to make it more unsightly than it now is. Surely some way can be found to eliminate this eye-sore on an otherwise beautiful campus."⁷² Commenting on the condition of the lake in 1920, the *Warbler* observed that "a lake without water seems to be lacking in something." During dry spells, the *Warbler* advised its readers, "one finds beauty when passing Ahmoweenah by looking the other way."⁷³

Fortunately, the most important extracurricular use of the lake came in the spring, when the water level was usually high. It was there,

⁶⁹Mr. Charles Wallace of Charleston, Class of 1903, recalls that the suggestion was made at a chapel talk by a Board member, probably A. H. Jones of Robinson. The name was supposed to be that of a "Queen" of one of the Philippine Islands, at that time much in the news due to the Filipino Insurrection. Interview by the writer with Mr. Wallace, February 7, 1948.

⁷⁰Although of no scenic value, the dehydrated lake was useful as an outdoor laboratory for the biological science classes.

⁷¹*Normal School News*, December 14, 1915.

⁷²*Normal School News*, December 14, 1920.

⁷³*The Warbler*, 1920, p. 111.

on class day, during the 1920's that the freshmen and sophomores engaged in their annual tug-of-war. When the tug-of-war was changed to Homecoming in the fall of 1930, the losing team slithered through the mud until the scene of the fray was shifted to the artificial lake on the "72 acres," acquired in 1931. This new lake was built in 1935 when a nine-hole golf course was laid out on the "72" by Mr. Monier, golf enthusiast and player extraordinary.

The Lake Ahmoweenah situation remained unchanged until the spring of 1937, when construction was started on the new Health Education Building on the site of the lake. All that remains of the lake today is a small "sunken garden" immediately south of the new building.

An early statement regarding the campus is found in Mr. Lord's report to Governor Yates in December 1902:

The improvement of the grounds has progressed satisfactorily. There is a good athletic field provided for the use of the students; an artificial lake . . . has been made; considerable shrubbery has been planted; concrete walks have been extended. It is very desirable that a moderate appropriation should be made by the General Assembly for the extension of this work.

Such an appropriation, Mr. Lord added, would "make the normal school grounds suitable and creditable to the State."⁷⁴

Something of the spirit of the normal school campus was captured by Mrs. Maude L. Cook of Charleston, whose four sons are graduates of the school, in "A Campus Spring Song," written in May of 1920. It is given here with her kind permission.

A CAMPUS SPRING-SONG

(Melody: "Annie Laurie")

Come with me to the campus;
 The month is bonny May—
 In meadow, glade and woodland
 The wild-flowers blow each day—
 The wild-flowers blow each day
 And they fain would garlands be,
 And I fain would weave thee garlands—
 Come there and walk with me!

O'er ledge and tower the ivy
 At College, School and Hall—
 The cool gray stone caressing
 Is greening on the wall—
 Is greening on the wall,
 And each graceful, spreading tree
 Arches green above cool pathways,
 Come there and walk with me!

⁷⁴Report of President Lord to Governor Richard Yates, December 4, 1902, p. 9. Copy in Lord Letterbooks, No. 27.

Warm glows Lake Ahmoweenah
 The gold-fish gleam and dart,
 Pond-lily buds are swelling
 With sweet in ev'ry heart—
 With sweet in ev'ry heart.
 For the humming-bird and bee—
 All the campus lures and beckons—
 Come there and walk with me!

The meadow-lark and blue-bird,
 The cardinal and thrush
 Will sing their sweetest carols
 Ere falls the twilight hush—
 Ere falls the twilight hush
 On woodland and on lea;
 Let us join their evening vespers—
 Come there and walk with me!

The expansion of Eastern's physical plant has resulted in a frequently changing campus picture. Beginning with the greenhouse in 1903, each new building usurped some portion of the area covered by lawn or trees and shrubs. It was not until 1931 that the campus area was enlarged by land purchase, and, until the development of the twenty-five year plan of 1944-1969, all major building additions were made on the original area, north of the old athletic field. Inevitably majestic trees and memory-hallowed beauty spots have disappeared as needed buildings have arisen.

Not only have the lily pond and Lake Ahmoweenah fallen victims to the growth of the school, but also the lovely iris garden, located where the old school garden had been cultivated by the children of the Model School in early years. President Buzzard brought with him to Eastern in 1933 the enthusiasm of an amateur gardener, and soon the school garden site was a mass of riotous color. The construction of the badly needed temporary library building in 1948 meant the end of the iris garden, President Buzzard's contribution to the floral beauty of the campus.

Eastern's campus had been laid out, literally, in the "horse and buggy" days. Carriage drives were located on both sides of the campus, with one extending its full length, to the old athletic area, known from 1919 to 1947 as "Schahrer Field." With the increasing use of automobiles, commencing about the time of the first World War, the campus drives increasingly became parking lots for the cars of teachers, students, and visitors. The noises and smells of the automotive age had invaded the tranquil campus. The backfiring of car engines, the penetrating rhythm of moving cars, and too frequently, the angry staccato of motorcycles penetrated to the classrooms and competed with the voices of teachers and students.⁷⁵

This situation continued until 1948, when the campus drives were eliminated and a new system of walks was substituted. Car parking

⁷⁵Students of the past twenty years will recall that at least one teacher surmounted these noises with ease. Dr. Glenn H. Seymour, history professor, could compete on more than equal terms with the noisiest motorcycle cavalcade passing beneath the windows of his classroom.

was provided for by four parking areas, two on each side of the campus, conveniently located with reference to the major buildings, and placed on sites where a minimum of tree removal was necessary.

The removal of the drives and construction of the walks and parking areas was in full progress during the 1948 Homecoming, with the result that returning former students were bewildered by the torn-up campus. But soon grass will grow where once gasoline fumes polluted the air, and the "horseless carriage" will be properly stabled in parking areas distant from the heart of the campus. With the complete system of walks in place, no longer will students (and teachers) be tempted to take "short cuts" across the grass, which then can flourish undisturbed by treading feet.

As the new buildings of the twenty-five year plan go up on the original campus, the old athletic field, and the land added to the campus in 1931 and 1947, their surroundings will be landscaped in harmony with the rest of the campus. An unusual beauty spot of the near future will be the formal garden near the new Mary J. Booth Library, and close to that, the amphitheatre equipped for the outdoor production of plays and pageants. Once again the characters of Will Shakespeare will speak their lines to the open Illinois sky.



EDSON HOMER TAYLOR

Teacher, 1899—1944

Acting President, 1933

CHAPTER TWELVE

TEACHERS AND STUDENTS

The Teachers of the College, Past and Present

The Eastern faculty in December 1948 consisted of 152 persons, including nine on emeritus status and seven on leave of absence. Of the 136 on the campus, eight were performing administrative duties only. Thus the classroom staff on the campus was 128. Throughout the history of the school 635 persons have taught at Eastern:

- 128 teaching faculty on the campus, December 1948
- 8 administrative faculty on the campus, December 1948
- 7 faculty on leave of absence
- 9 faculty on emeritus status
- 35 former faculty members known to have died
- 448 former faculty members presumed to be living

635 TOTAL

Sixteen teachers have died while in service to the school. Eight were teachers of the College:

Elizabeth Hilton, Training School, 1921–1922, March 20, 1922
Florence V. Skeffinton, English, 1905–1922, March 23, 1922
Raymond L. Modesitt, Mathematics, 1912–1927, December 16, 1927

Florence E. Gardiner, Training School, April 1932
Walter Nehrling, Superintendent of Grounds, 1904–1932, July 9, 1932

Livingston C. Lord, President, 1899–1933, May 15, 1933
Franklyn L. Andrews, English, 1929–1944, August 31, 1944
Bernice I. Bankson, Training School, 1933–1945, December 23, 1945

Thirteen teachers have retired with emeritus status since the creation of the College, due to length of service and age, all within the last fifteen years. Thirty-eight other teachers with five years or more of service have left Eastern during the College period.¹

The careers of some of the Normal School teachers who later reached positions of distinction were traced in chapter five. A number of College teachers, also, have gone on to careers of distinction. The career of Carl Colvin, who taught in the Normal School and in the College for one year (1932–1933) already has been described. At least ten others have had distinguished careers.

¹A table in the Appendix lists these fifty-one former teachers, giving their present location when known.

Earl R. K. Daniels, English teacher at Eastern from 1916–1924, is Professor of English Literature at Colgate University. His published works include *The Art of Reading Poetry* (1941).

Helen Fern Daringer, Eastern graduate (1914) and English teacher from 1918 to 1925, has been with Teachers College of Columbia University since leaving Eastern, teaching in the Lincoln and the Horace Mann schools of Teachers College. Her published works include *The Poet's Craft* (1935), and two books for children, anthologies of children's literature, *Adopted Jane* (1947), and *Mary Montgomery, Rebel* (1948).

Wayne P. Hughes, industrial arts teacher from 1923 to 1942, is Director of the School and College Division of the National Safety Council in Chicago. He is a national leader in the field of safety education.

William W. Ankenbrand, a member of Eastern's Education Department from 1925 to 1927, had a distinguished career as a city school superintendent. At the time of his death in 1945, Dr. Ankenbrand was Superintendent of Schools, at Yonkers, New York.

Frank A. Beu, professor of education and Dean at Eastern, 1927–1942, remained within the Illinois State College system when he became president of Western Illinois State College at Macomb.

Walter Wellman Cook, Eastern educator and Director of Teacher Training, 1931–1938, went from Eastern to the University of Minnesota, where he is a professor of education.

Quincy Guy Burris, English teacher from 1932 to 1938, is head of the English Department of the New Mexico Highlands University at Las Vegas. The Bolivian government borrowed Dr. Burris for the year 1946–1947 to take charge of a program at La Paz for teaching English to Bolivian teachers. Dr. Burris has returned to La Vegas.

Jay B. MacGregor, popular education teacher and dean of men at Eastern, 1934–1937, left Eastern to become Dean of Cornell College, Mt. Vernon, Iowa, where he has made an outstanding record among college deans.

Frank L. Verwiebe, physics teacher from 1934 to 1941, has had a distinguished career at the University of Chicago, Hamilton College, and the Johns Hopkins University Research Laboratories at Silver Spring, Maryland. During the war Dr. Verwiebe was engaged in highly secret military research which contributed significantly to the successful outcome of the war.

Irving Wolfe, Eastern's Music Department head from 1937 to 1940, is head of the Music Department at the George Peabody College for Teachers at Nashville, Tennessee. His special studies have made him a national authority on folk music.

Although instruction has always been the most important work of Eastern's teachers, many Eastern teachers have published significant contributions in their fields of interest. The Appendix includes a list

of the publications of Eastern's teachers while at Eastern. Only books and pamphlets are included. Articles published in professional journals, not listed, have in some cases been of even greater significance than books.

Miss Mary J. Booth, Dr. E. H. Taylor, Miss Isabel McKinney, Dr. H. DeF. Widger, Dr. Kevin Guinagh, and Dr. E. L. Stover have been among those teachers in the College who have published extensively. Of greatest interest to former students is Miss McKinney's biography of Mr. Lord. Dr. Guinagh is Eastern's leading literary figure. In addition to serious contributions in his field, Dr. Guinagh has written two books with wide popular appeal: *Inspired Amateurs*, and *Search for Glory*.

Many of Eastern's teachers have acquired well-deserved reputations as public speakers, both on the campus and before school and community groups in Charleston and elsewhere. Among those who have spoken most frequently in recent years are Dr. Donald R. Alter, President Buzzard, Dr. Guinagh, Miss Ruby M. Harris, Dr. J. Glenn Ross, Dr. Glenn H. Seymour, Dr. Widger, and Dr. William H. Zeigel.

The faculty has been active in community affairs. A survey made in the fall of 1948 disclosed a wide variety of extracurricular activities. The Red Cross, American Legion, Kiwanis, Rotary, Cancer Society, Boy Scouts, Girl Scouts, League of Women Voters, the Charleston Woman's Club, Community Chest, Selective Service Board, City Zoning Commission, and Association of American University Women have all had active members from Eastern's faculty.

State and national professional organizations also have had leaders from Eastern's faculty. To mention only a few, President Buzzard is on the Executive Committee of the American Association of Colleges for Teacher Education; Dr. Earl Dickerson is President of Delta Pi Epsilon, national business education fraternity; Dr. Bryan Heise is Secretary-Treasurer of the Teachers College Extension Association; Miss Roberta Poos is President of the Illinois Association of Teachers of Speech; Dr. E. L. Stover is chairman of the committee on Instruction of the Biological Sciences of the National Research Council; Dr. Mildred Whiting is President of the Illinois Art Education Association; and Dr. H. DeF. Widger has been three times President of the Illinois Association of the Teachers of English. Truly Eastern has received wide recognition in many professional fields through its faculty.

Faculty Preparation and Tenure

Since the doors of the school were opened in 1899, Eastern has prided itself on the teaching skill of its faculty. When the faculty was small² Mr. Lord was able to select teachers on a personal basis. His standards of selection were personality, scholarship, and teaching skill. If the first two were satisfactory he was inclined to hope that the third would develop. He frequently selected young and inexperienced teachers whom he considered to have promise. Not having a college degree

²There were 18 teachers in 1899, 31 in 1909, and 44 in 1921 at the end of the normal school period.

himself, Mr. Lord placed less than the usual emphasis on degrees. Many of the young teachers he selected had not completed their own college work. In the early years of this century degrees were not considered necessary for all normal school teachers. Hence there was a relatively low average of formal preparation for the early faculties of the school. Eleven of the original faculty of eighteen members had no degree, four had the bachelor's degree only, there was one master, and there were two doctors.³ The percentage of teachers at Eastern who were college graduates rose during the normal school period from 39 in 1899 to 59 in 1921. By the year 1932-1933 83 per cent of the faculty were college graduates, with 43 of a total faculty of 80 having advanced degrees.

Mr. Lord's position on the subject of degrees as late as 1930 is shown by a letter he wrote to the U.S. Commissioner of Education: "Of course, we all know that the doctor's degree does not lessen the thickness of a man's skull one millionth part of a millimeter. There is no trouble, whatever, in filling vacancies in teachers colleges with people with master's degrees and doctor's degrees, but it is the hardest work in the world to fill the positions with people with personality, scholarship, and teaching skill."⁴ On the other hand, Mr. Lord came to recognize that college degrees were increasingly necessary for those who expected to teach. Miss McKinney recalls that he advised students: "You must get degrees if you're going to teach,—bachelor's, master's, doctor's. Remember, the degree only shows the opportunity you've had. Native intelligence is a different thing. . . . But never mind that,—you ought to get the degrees."⁵

The fourteen teachers without degrees who were on the faculty in 1932-33, together with twenty-three having only the bachelor's degree proved to be a source of embarrassment. Shortly after Dr. Buzzard became president in 1933, the North Central Association of Colleges and Secondary Schools placed certain "conditions" on the continued recognition of Eastern because of inadequate faculty preparation. Accrediting agencies do not judge individuals. Among those at Eastern who were not college graduates were some of the best-liked and most competent teachers in the school. Less than six months before his death Mr. Lord wrote to President Morgan of Western, ". . . some of the most valuable members of our faculty, whose positions I wouldn't know how to fill if they were vacant, have no degrees."⁶

Although the faculty of 1933 was an outstanding one in scholarship and teaching skill, the action of the North Central Association placed upon Dr. Buzzard the painful duty of insisting that teachers without degrees make plans for completing the work for a degree, and that others plan on taking graduate work, in order that the academic preparations of the faculty might meet the requirements of the Association. Most of those involved who were not near the retirement age

³The doctors were W. M. Evans, B.S., Litt.D., and Otis W. Caldwell, B.S., Ph.D. The master was James Henry Brownlee, A.M. Miss Ellen A. Ford, A.M., joined the faculty on January 1, 1900.

⁴Quoted in Isabel McKinney: *Mr. Lord*, p. 350, Letter dated December 8, 1930.

⁵*Ibid.*, p. 305.

⁶Letter, L. C. Lord to W. P. Morgan, December 5, 1932. Lord Papers, temporary file.

made the necessary arrangements, but a few chose to leave the faculty rather than resume their own training.

There was some criticism by alumni and others who were not fully informed of the facts. On July 18, 1934, in a reply to a communication to the Normal School Board from an alumni committee, the Board recited the facts involved and pointed out that there had been no wholesale dismissals of teachers by the new president, and that all changes made had been carefully weighed by the Board. The Board denied the report that wholesale dismissal of old faculty members was contemplated and observed that "no past action on the part of the Board or the President warrants any such rumor." The alumni committee was invited to meet with the Eastern advisory committee of the Board, to assist the Board "in harmonizing the requirements of the North Central Association with the action that our Board of Trustees are compelled to take to comply with the same." The Board further emphasized that it was firmly supporting President Buzzard in "his work of reorganization of his faculty in compliance with the requirements of the North Central Association."⁷

President Buzzard's stand for increased faculty preparation, and his insistence that the school meet all requirements of the North Central Association, resulted in a sharp rise of the level of faculty training. A large number of members of the faculty of 1933 were granted leaves of absence to do graduate work. Many earned the doctor's degree in that manner. Thus much of the increase in faculty preparation did not involve teacher replacement.

Using the familiar "grade point" system, with no degree equalling 0, bachelor, 1; master, 2; doctor, 3; we find that the "degree point" average of the faculty rose from 1.62 in 1933 to 2.37 in 1948. The faculty of 132 members in 1947-1948 included 61 doctors, 61 masters and only ten with less than a master's degree. Four of these were substitutes. These figures mean that Eastern, which was placed on "condition" in 1933 by the North Central Association, had by 1947 reached the "upper one per cent" of teacher-training institutions in the matter of faculty preparation. The members of four departments in 1947-1948, botany, chemistry, education and social science, were all doctors. With as many as two-score teachers added to the faculty in a single year (a number twice the size of the entire original faculty in 1899) the use of the extent of training as one basis of selection is well nigh imperative if the high quality of the staff is to be maintained.

An interesting feature of the Eastern faculty is the length of service of its members. The average length of service of the faculty on the campus in 1947-1948 was 8.3 years, despite the fact that in the years 1946-1947 and 1947-1948 62 new members were added. Seventy teachers of the total of 132 averaged 14.5 years of service to the school. The Geography Department had the highest average in length of service in 1947-1948, with an average of 15 years for its three members. The Foreign Language Department would have averaged 23 years for

⁷*Minutes*, the Normal School Board, meeting of July 16, 1934, at Chicago, pp. 5-6.

its three members, if two of them had not been on leave of absence. Of the larger departments, Education ranked first in average length of service, with 12.6 years.

It is significant that Education, the "key" department in a teacher-training institution, ranks so high in preparation and length of service. The junior member of that department in 1947-1948 had served since 1939. Six of the eight members had administrative duties in addition to teaching assignments. Thus to a considerable degree the members of the Department of Education have assisted in formulating school policies.

The 132 teachers on Eastern's campus in 1947-1948 had given 1,099 years of service to the State of Illinois. The senior active faculty member was Dr. Charles P. Lantz (1911), followed by Dr. Howard DeF. Widger (1912), and by Miss Ruth Carman (1914). Twenty-nine of the 1948 faculty had served under Mr. Lord.⁸

Such a high proportion of teachers with long service to the school shows clearly that Eastern is a "happy ship" (as the sailors say) for its teachers, and has kept alive the traditions of the school.

Dr. Edson H. Taylor, a member of the original faculty who retired in 1944, served the school longer than any other person. It will be many years before another teacher equals his record of 45 years of service to Eastern and to the state.

Prior to 1928, the teachers of Eastern had no formal security of tenure. In practice, there were no dismissals except for cause, and all dismissals recommended by Mr. Lord were approved by the Board. As Mr. Lord frequently said, he recognized his mistakes early and lost no time in getting rid of them.

In October 1928 the Normal School Board adopted a salary schedule for the five state colleges which contained the following statement:

The classification of a teacher according to the provisions of this schedule shall carry with it security of tenure during his continuance of satisfactory service and professional growth, unless the reorganization of the work of the school makes it necessary to discontinue the position which he holds.

The schedule provided also that after two years of teaching at the school, a teacher should be placed on the schedule.⁹ This provided a two-year probationary period, during which the tenure provision did not apply.

The 1928 schedule applied to the five schools until 1943. In June of that year the Board adopted a new schedule which contained the following tenure provisions:

After the expiration of a probationary period teachers or investigators should have permanent or continuous tenure,

⁸In addition, three of those on leave of absence in 1947-1948 were appointees of Mr. Lord.
⁹*Minutes*, Normal School Board, meeting of October 15, 1928, at Charleston, p. 36.

and their services should be terminated for adequate cause, except in the case of retirement for age, or under extraordinary circumstances, because of financial exigencies.

The schedule did not define the probationary period other than to say that it should not exceed seven years.¹⁰ In practice, and by written contract with the teachers concerned, a three-years' probationary period has been used at Eastern.

The 1943 provision remains in effect. Changes in the salary schedule in 1946 and 1948 did not modify the tenure provision. This provision, together with other parts of the schedule of 1943 which remain in effect, was endorsed by the American Association of Teachers Colleges in February 1941.

The legal power of removing members of the faculty rests, by the Act creating the school, with the governing board. That body "may remove any of them for proper cause after having given ten days' notice of any charge which may be duly presented, and reasonable opportunity of defense."¹¹ The policy of the board has been to accept the recommendation of the president of the school in matters of faculty selection and separation. Consequently, the spirit with which a tenure provision is observed depends upon the president of the school. In the last analysis the president must determine what constitutes "adequate cause." Eastern has been fortunate in having had two presidents with high standards of professional conduct. During the history of the school there have been no faculty dismissals except for causes dictated by the needs of the school. In each case the teacher concerned was given all reasonable opportunity to correct the responsible conditions.

Salary Schedules and Retirement Plans

The creation of the single Board in 1917 cleared the way for the establishment of a uniform salary pattern for the five state schools. Prior to 1917 each school, with its own Board, sought such funds as its president was able to get approved by his Board, with little correlation of the salary requests of the five schools. The appropriation Act for the biennium July 1, 1917-June 30, 1919, provided that payments for salaries and wages be approved by the Department of Registration and Education and also by the Director of the Department of Finance. The Act provided salary funds for each school, by individuals, but there was no classification by rank, and apart from the fact that the five presidents each received \$5,000, there was no uniform salary pattern. The salary range at Eastern was \$2,500 to \$1,000; at Normal it was \$2,700 to \$1,260; at Western it was \$2,500 to \$1,200; Southern, \$2,500 to \$700; and Northern, \$2,300 to \$1,000.¹²

In 1919 the General Assembly appropriated funds for salaries in the five schools to the Department of Registration and Education.

¹⁰*Proceedings*, Teachers College Board, meeting of June 11, 1943, at DeKalb, p. 95.

¹¹*Session Laws*, 65th General Assembly, pp. 15, 38. Act approved July 21, 1947. The language on the subject of removal remains unchanged from the original Act of May 22, 1895.

¹²*Session Laws*, 50th General Assembly, pp. 92-100. Act of June 29, 1917.

The first step was taken toward salary uniformity by classifying the teachers of the five schools by the same system of academic rank. Salary variations remained, however, as shown by the following table:

Salary Ranges, 1919 Appropriation Act

	Normal	Northern	Eastern	Southern	Western
Professor. . . .	\$2655 to 2025	\$2800 to 1840	\$2800 to 2400	\$3000 to 1500	\$2727 to 2475
Assistant Professor. . . .	\$2070 to 1530	\$1600 to 1000	2350 to 1900	2300 to 1800	\$1800 to 1629
Instructor. . . .	\$1800 to 1000	none	\$1500 to 1200	\$1700 to 1000	\$1500 to 1629
Training Teachers. . . .	\$1620 to 1000	\$1400 to 1200	\$1650 to 1350	\$1900 to 1400	\$1675 to 1000 ¹³

In 1921 the General Assembly appropriated a lump sum for wages and salaries to each school, and the Normal School Board was directed to submit annually, by July first, "a schedule of positions showing titles, monthly salary rates and number of months to be employed." The "rates and titles in the several normal schools shall be uniform for like services so far as possible," the Act stated. The Board's schedule, after approval by the Director of the Department of Registration and Education and the Director of the Department of Finance, was to be the basis for payrolls.¹⁴ This was the first specific authorization of a salary schedule for the five schools.

This directive that the Board make a schedule of titles and salary rates for the five schools was repeated, with changes in the wording, by the General Assembly during the next nine regular sessions (1923-1939, inclusive). As stated in 1923 and after, the schedule set up by the Board "may set up groups of employment showing the approximate number to be employed, with fixed or minimum and maximum rates. Such rates and titles in the several normal schools shall be uniform for like service so far as possible."¹⁵ Thus the General Assembly gave the Normal School Board freedom of action in the matter of faculty rank and salaries, subject to the principle of uniformity "so far as possible."

Although the Board had received the authority to do so in 1921, it was not until October 15, 1928, that the Board adopted a schedule, which as stated by the Board Committee presenting it, was subject to change. For Eastern this 1928 schedule represented an increase over the actual salary range for 1928-1929. The salary range for 1929-1930, following the adoption of the schedule, did not vary from it to any marked extent. The following table shows the actual salary range at Eastern for 1928-1929, the 1928 schedule, and the actual range at Eastern for 1929-1930:

¹³*Session Laws*, 51st General Assembly, pp. 66-74, Act of June 30, 1919.

¹⁴*Session Laws*, 52nd General Assembly, p. 145. Section 5 of Act of June 30, 1921.

¹⁵*Session Laws*, 53rd General Assembly, pp. 145-146. Section 3 of Act of June 1, 1923.

Rank	1928-1929	October 15, 1928	1929-1930
	Actual	Schedule	Actual
Professor.....	\$2500-4000	\$3420-4275	\$3500-4500
Associate Professor....	—	\$2745-3465	\$2800-3300
Assistant Professor....	\$2500-3000	\$2250-2790	\$2300-2700
Instructor.....	\$1600-2400	\$1755-2295	\$1700-2200
Training Teacher.....	\$1850-2600	—	— ¹⁶

The 1928 schedule also included a provision for "emeritus" status for those teachers who had served for thirty years or more in any of the five schools. Three emeritus classes were provided, with compensation as follows:

President.....	\$3,000
Professor or Associate Professor.....	2,400
Assistant Professor or Instructor.....	1,200

State Superintendent Blair proposed this plan. He pointed out that the teachers colleges were at a serious disadvantage because they lacked a retirement system such as that of the University of Illinois, and of many teachers colleges in other states. In accepting Mr. Blair's plan, the Board rejected a proposal that emeritus compensation be based on a percentage of the average salary received in the five years preceding retirement.¹⁷

Prior to 1928 the only retirement system available to the teachers of the five colleges had been the inadequate state teachers retirement system, which paid an annuity of only \$400. This situation had not directly affected Eastern, since the school was only twenty-nine years old in 1928, and no teacher had retired because of length of service. Under the Board's plan, emeritus rating could be reached at age 65 and was obligatory at age 70.

The Board's emeritus plan was replaced in 1941 by the University Retirement System of Illinois.¹⁸ In the meantime, eight Eastern teachers retired, with their compensation (until 1941) fixed by the Board. They were:

Eastern Teachers Who Retired Prior to 1941

Name	Department	Years of Service	Death
Ellen A. Ford.....	Dean.....	1900-1934	1948
Gilberta Coffman...	Training School.....	1911-1935	
Anna Holden Morse.	Training School.....	1905-1935	1948
Friederich Koch....	Music.....	1899-1938	1943
Annabel Johnson....	Foreign Languages.....	1907-1938	1945
Albert B. Crowe....	Chemistry.....	1903-1939	
Edith E. Ragan....	High School.....	1909-1939	
Annie L. Weller....	Geography.....	1903-1940	

In the case of Miss Morse and Miss Coffman, who retired before reaching age 65, emeritus status was attained when that age was reached.

¹⁶Minutes, Normal School Board, meeting of May 21, 1928, pp. 53-54; meeting of October 15, 1928, pp. 35-37; meeting of June 25, 1929, pp. 21-22. Prior to 1929 the rank of associate professor had not been used. After 1928 the classification of "training teacher" was no longer used for salary purposes.

¹⁷Minutes, Normal School Board, meeting of September 24, 1928, at Carbondale, p. 30; meeting of October 15, 1928, at Charleston, pp. 37-38.

¹⁸See below, pp. 303-304.

The 1928 salary schedule remained the only schedule approved by the Board until 1943. Although the 1928 salary schedule was not formally changed, in April 1933 the shortage in state funds resulting from the depression led the Board to reduce all salaries of over \$100 a month by ten per cent, and also to eliminate the second half of the summer term. This action was taken at a special meeting which met at Springfield at the request of Governor Horner.¹⁹ The result was to bring the salary ranges substantially below the figures of the 1928 schedule. In the case of associate professors, for example, the 1928 schedule was \$2745 to \$3465 and the 1933-1934 actual range at Eastern was \$2520 to \$3060.²⁰ Following 1934, salaries gradually recovered from the 1933 cut, but the 1928 salary schedule remained the only schedule adopted by the Board until 1943.

In 1941 the General Assembly listed maximum salaries for the various academic ranks and other employees of the five schools in the appropriation act of that year. The Teachers College Board²¹ retained the authority to fix salary rates, subject to the maximums established by the act, and by the requirement for uniformity "as far as possible." Similar provisions were included in the appropriation acts for 1943, 1945, and 1947. The maximum rates fixed by these acts were:

	1941	1943	1945	1947
Presidents (annual).....	\$7,500	\$7,500	\$10,000	\$10,000
Executive Assistants (annual)....	6,000	6,000	7,500	7,500
Professors (monthly).....	500	500	550	650
Associate Professors (monthly)...	425	425	475	575
Assistant Professors (monthly)....	350	350	400	500
Instructors (monthly).....	300	300	350	425
Faculty Assistants (monthly)....	200	200	250	250 ²²

These rates were permissive, not mandatory. In September 1942 a committee composed of the five presidents and thirteen faculty members from the five schools prepared a revised schedule which the Board accepted in June 1943. The rates in this schedule were substantially lower than the permissive rates of the 1941 act, and were only slightly higher than the 1928 schedule, as shown by the following table:

Rank	1928 Schedule	1941 Permissive Maximums	1943 Schedule with Proportions of Faculty
Professor.....	\$3420-4275	\$4500	\$3420-4275 1/8 to 1/5
Associate Professor.....	\$2745-3465	\$3825	\$2790-3600 1/4 to 2/5
Assistant Professor.....	\$2250-2790	\$3150	\$2340-2970 1/4 to 2/5
Instructor.....	\$1755-2295	\$2700	\$1800-2430 not over 1/5 ²³

¹⁹*Minutes*, Normal School Board, meeting of April 5, 1933, p. 25.

²⁰*Ibid.*, meeting of June 3, 1933, pp. 55-56.

²¹The Normal School Board became the Teachers College Board in 1941. *Session Laws*, 62nd General Assembly, p. 1277. Act of July 18, 1941.

²²*Session Laws*, 62nd General Assembly, pp. 188-189; 63rd General Assembly, p. 163; 64th General Assembly, p. 214; 65th General Assembly, p. 200.

²³*Proceedings*, Teachers College Board, meeting of June 11, 1943, p. 45.

The 1943 schedule also contained provisions which may be summarized as follows:

Appointments. "It is presumed that administrative officers and faculty members will be appointed on merit rather than for political or other non-professional considerations." It was also stipulated that "the precise terms and conditions of every appointment should be stated in writing and be in the possession of both institution and teacher before the appointment is consummated."

Academic freedom. The teacher is entitled to full freedom in research, and in the classroom in discussing his subject. He should be careful to avoid introducing into his teaching controversial matter which has no relation to his subject. As a citizen, the teacher should be free from institutional censorship or discipline, but his special position in the community imposes obligations to be accurate at all times, to exercise appropriate restraint, and to show respect for the opinions of others. When speaking or writing as a citizen, he should make every effort to indicate that he is not an institutional spokesman.

Academic tenure. After the expiration of a probationary period a teacher should have permanent tenure, and his services should be terminated only for adequate cause.

Promotion and salary increases. Faculty promotions and salary increases other than those provided by automatic increments should be determined upon the basis of teaching ability, professional growth, and general educational service to the institution. Promotions from one rank to another shall not be automatic, but shall be made upon the recommendation of the president to the Board. Sex shall not be a factor in promotions.

Sabbatical leave. Each year one teacher out of every twenty-five may be granted a year's leave of absence at half pay for the purpose of graduate study or otherwise adding to his professional growth, providing he shall have taught at least five years in the school, and agrees to serve at least two more years following a sabbatical leave. No teacher shall receive such leave more often than once in seven years. A teacher receiving sabbatical leave shall give a note with proper security for the amount granted. The note is to be cancelled at the end of the two years of service required or at the death of its maker.

Sick leave. Full pay for two weeks and half pay for six weeks, when service is interrupted by illness after beginning his work for the year.

The 1943 schedule contained no emeritus or retirement provisions, for this had been covered by the inclusion of the teachers colleges in the University Retirement System established in 1941.²⁴ This system creates a fund from which annuities may be paid to an amount equal to one-half of the annuitant's salary before retirement. The teachers

²⁴*Session Laws*, 62nd General Assembly, pp. 1307-1323. Act of July 21, 1941. Amended by 64th General Assembly, Acts of June 30, July 24, 1945 (*Session Laws*, pp. 1755-1762), and by 65th General Assembly, Act of June 30, 1947 (*Session Laws*, pp. 74-75).

contribute one-third and the state contributes two-thirds of the necessary amount. Retirement is optional at age 60 and mandatory at age 68. The system also provides for death benefits.²⁵

Five members of Eastern's faculty have retired since 1941, as follows:

Names	Department	Years of Service
Simeon E. Thomas	Social Science	1906-1942
Fiske Allen	Mathematics	1913-1942
Edson H. Taylor	Mathematics	1899-1944
Mary J. Booth	Library	1904-1945
Isabel McKinney	English	1911-1945

With the eight who retired before 1941, a total of thirteen teachers have retired. Ten of them are living. Emeritus faculty members retain the academic rank they held at the time of retirement.

The next salary schedule change was approved by the Board on May 16, 1946. It was the first salary schedule which reached the maximum rates fixed in the appropriation act for the five schools. Like the 1943 schedule, this one was drawn up by a faculty committee representing the five colleges. The 1946 schedule was as follows:

Professor (doctorate)	\$4050-\$4950
Associate Professor (doctorate)	3375- 4275
Assistant Professor (master's degree plus two years)	3420- 3600
Assistant Professor (master's degree plus one year)	2700- 3330
Instructor (master's degree plus one year)	2970- 3150
Instructor (master's degree or B.S. in Library Science)	2250- 2880

The faculty committee that proposed these increases to the Board took into account the fact that the 1943 schedule had not made sufficient allowance for the increased cost of living since the 1928 schedule had been adopted, and also had not taken into account the fact that in 1929 teachers did not pay a federal income tax. Together these increased drains on teachers' incomes amounted to about fifty percent by 1945, when the revised salary schedule was devised by an inter-faculty committee. This 1946 schedule actually fell far short of a fifty percent increase over the 1928 schedule. The increase was about twenty percent.

In June 1947 the General Assembly again increased the permissible maximums for teachers college salaries, raising them \$100 a month for the three highest ranks and \$75 a month for instructors. An inter-faculty committee met with the presidents of the five colleges in Chicago on November 29, 1947, and drew up a new schedule to conform with the rates set by the 1947 action of the General Assembly. This schedule was approved by each of the five faculties, and was accepted by the Teachers College Board on January 19, 1948. This 1948 salary schedule is as follows:

²⁵*Annual Report, University Retirement System of Illinois, August 31, 1947, pp. 3-5, 7-9.*

Rank	Qualifications and Proportions	Salary Range
Professor.....	Earned doctor's degree 1/5 to 1/4 of the faculty	\$4950-\$5850
Associate Professor.....	Doctor's degree or equivalent 1/4 to 2/5 of the faculty	\$4275-\$5175
Assistant Professor.....	Two years of graduate work 1/4 to 2/5 of the faculty	\$3600-\$4500
Instructor.....	Master's degree Not over 1/5 of the faculty	\$3150-\$3825

Annual increment for each rank is \$10 per month. In order to qualify for permanent tenure, a new appointee in the rank of instructor must have earned one year of graduate work beyond the master's degree within a period of seven years. The new schedule became effective on July 1, 1948. The Board recognized that none of the schools had funds available to raise all salaries to the new ranges. It was left to the discretion of the president of each school and his Advisory Committee "to use what money there is available in a way that will do the most good for the individual school."²⁶

The 1946 and 1948 salary revisions left unchanged the provisions of the 1943 schedule in such matters as appointment, tenure (except as noted above for instructors) and academic freedom (which follow standards set by the American Association of Teachers Colleges), promotions, sabbatical leave and sick leave.

Student Costs, Loans and Scholarships

School fees as collected during the normal school period remained in effect until the year 1926-1927. They amounted to \$2 a quarter for registration and \$1 a quarter for book rental, with a charge of \$7 a quarter tuition for the small number of students who were not entitled to free tuition. In addition, an "athletic fee" of \$1 and an entertainment course fee of 75 cents were added in the fall of 1921. This \$1.75, collected quarterly, was the beginning of the "activities fee" which has been collected since then. Until 1936 this fee was divided among student activities by the school. The quarterly division for 1934-1935, for example, was recreation \$1, Athletic Association, \$2.15, *Warbler*, \$.75, *College News*, \$.75, and Band, \$.35 for a total of \$5.

Beginning in 1936 a system of faculty-student boards regulated student activities. The Apportionment Board apportions the yield from the quarterly activities fee (\$6 for 1936-1937, \$5 for 1937-40, \$6 for 1940-1948, and \$10 for 1948-49). This Board receives a budget of needs from each of the other boards. In the fall of 1948 a total of \$39,146 of anticipated income for the year was apportioned to the various student activity boards as follows:

²⁶*Minutes*, Teachers College Board, meeting of January 19, 1948, at Chicago, p. 4.

Board	Created	Amount Apportioned for 1948-1949
Apportionment.....	1936	
Athletics and Sports.....	1936	\$11,901
Entertainment.....	1936	3,014
Forensics and Dramatics.....	1936	1,331
Music Activities.....	1936	2,544
Social Activities.....	1936	1,017
Student Publications.....	1936	11,901
Health and Hospitalization.....	1940	5,089
Assembly.....	1947	2,349
		<hr/>
		\$39,146

Each board is composed of three faculty members designated by the president of the school, three students named by the Student Council, and four students elected by the four classes. Thus there is a student majority on each.

The "incidental" or registration fee likewise has increased over the years. In 1926 it was raised from \$2 to \$5 a quarter. In 1935 it rose again to \$8 through the addition of a library fee of \$1.50 and a materials fee of \$1.50. In 1936 a locker and gymnasium fee of \$1 increased the total to \$9. Since 1937 it has been \$10 a quarter.

The textbook library fee was increased to \$1.50 a quarter in 1926. Since then it has been increased (\$2.50, 1935; \$3.50, 1936; and \$5, 1948) to the present fee of \$5. Throughout its history, Eastern has furnished necessary textbooks to students for all courses, through the Textbook Library. This has been a major factor in keeping student costs at a low figure.

The tuition charge collected from those not entitled to free tuition was increased from \$7 to \$25 a quarter in 1926. In 1937 it was reduced to \$15 a quarter, and in 1948 to \$10. From 1921 through 1925 the school catalogue stated that "Tuition is free to those who are to teach in the public schools of Illinois. Others pay tuition. . . ." In 1926 this statement read: "Tuition is free to college students who are to teach in the public schools of Illinois for a period equal to their time spent in this school. Others in the college pay tuition. . . ." In 1928 in addition to this statement, the catalogue contained a pledge which each student signed, promising that within five years he would teach for a period equalling his attendance at the college or would pay to the college tuition at the rate of \$25 for each quarter attended.

This "pledge to teach" remained in the school catalogue until 1944. On July 12, 1943, the Teachers College Board made the pledge to teach optional with each of the five state colleges.²⁷

The 1926 statement concerning tuition was changed in 1935 by adding that tuition must be paid (1) by those not taking a required

²⁷Unpublished Minutes, meeting of Teachers College Board, July 12, 1943. In mimeographed form, in President's file.

course leading to a certificate, a diploma, or a degree, (2) by freshmen and sophomores not taking required physical education, (3) by students on scholastic probation from other schools, or who had been dropped for low scholarship, and (4) by students in their second quarter of probation at Eastern. This statement was continued, with minor variations, through the catalogue for 1943. In 1944 when the pledge to teach was dropped, the statement read simply "Tuition is free to legal residents of Illinois who are pursuing a regular curriculum. Tuition . . . is required of others." In 1948 this statement was still further simplified to "Tuition is free to legal residents of Illinois. Tuition . . . is required of others."²⁸

Although fees (apart from tuition) had risen to \$25 a quarter by the fall of 1948, the cost of attending Eastern and the other Illinois state colleges remained among the lowest in the country.²⁹

The amount available for student loans has increased materially during the college period. In 1921 there were two student loan funds, the original Fund going back to 1900 and the Adelia Carothers Fund for women students, created in 1915. As of June 30, 1923, these two funds amounted to \$3,927.40 and \$208.97 respectively, or a total of \$4,136.37.³⁰ Mr. Lord stated the student loan policy at that time: "Loans are made to college students only—\$200 being the upper limit loaned to junior college students and \$300 to senior college students. Occasionally we loan more than these amounts and such cases are considered by the faculty committee. . . . Money is loaned to college students after a year's residence on their personal notes at three percent interest for one, two, and three years and we sometimes extend the time to meet the convenience of the student." In Mr. Lord's judgment, "all of our outstanding notes at present are good."³¹ The present student loan policy is essentially the same as that of 1923. Loans to a maximum of \$300 are made to students above the rank of freshman when approved by the Committee on Student Loans, consisting of five faculty members, with Mr. Gregg, the College Business Manager, as chairman. To be eligible a student must have a grade point average of 1.5 or better and must be able to show how the loan will enable him to complete his college course. Three percent interest is charged for the life of the loan, which falls due enough time after graduation to enable the graduate to "pay as he earns." Unpaid balances after the original maturity date bear seven percent interest.³²

A substantial addition to the Student Loan Fund was announced in 1926. The will of the late Dr. W. D. Morgan of Charleston gave to the Fund the annual income from one-seventh of the estate, or about \$6,000. An additional amount was to be received at the death of certain heirs.³³

²⁸The number of students paying tuition has never been large. Mr. Gregg reports that during the fourteen years he has been at Eastern the number has never reached twenty-five in any one term. Statement to the writer, November 15, 1948.

²⁹A table in the Appendix lists the fees collected by the school, by years from 1899 to 1948.

³⁰Letter, L. C. Lord to Charles L. Capen, Member, Normal School Board, July 3, 1923. Lord Papers, 1923-1925. N.S.B.

³¹*Ibid.*

³²Statement to the writer by Mr. Raymond R. Gregg, Business Manager.

³³Annual Catalogue, 1926, p. 22.

During the early years of the depression, before the federal work-relief programs provided work-assistance for indigent students, the college faculty created a "Faculty Relief Fund" to assist needy students. After the need was past, the balance was added to a "Deans' Emergency Fund," used by the personnel deans for emergency student needs.

In 1934 another handsome bequest was made to the Student Loan Fund by the will of the late John L. Whisnand of Charleston, to be paid upon the death of his widow. When the estate was settled the amount received by the Fund was \$5,765.91, the income from which is used for student loans.³⁴

The most recent loan fund is the Kate Booker Stapp Fund of \$400 created in 1948 by Miss Helen Stapp of the class of 1923 in honor of her mother. This fund is used for loans to women students in teaching curricula who are widows or whose husbands have been incapacitated, with at least one child under eighteen years of age.³⁵

The most recent student loan fund was created in 1949. The Alexander Briggs Student Loan Fund of \$500 was announced at the Founders' Day exercises on May 22 by the donor, Miss Margaret Briggs of the class of 1909. The fund was established in memory of her father, Alexander Briggs, who completed the construction of the Main Building of the school, 1897-1899. The fund is to be used for loans to worthy students majoring in Mathematics or receiving a general education.³⁶

All loan funds except the Deans' Emergency Fund are administered by the Committee on Student Loans. The balances in the various student loan funds, as of June 30, 1948, were as follows:

Student Loan Fund.....	\$13,595.64
Adelia Carothers Fund.....	184.82
Faculty Relief Fund.....	108.50
Deans' Emergency Fund.....	631.16
Kate Booker Stapp Fund.....	400.00
	<hr/>
Total.....	\$14,920.12 ³⁷

Federal work assistance for needy students at Eastern started in February 1934 with the program of the Civil Works Administration. The C.W.A. provided assistance for 66 students from February to June. The Federal Emergency Relief Administration took over the program for the school year 1934-1935, when a total of 153 were helped. From 1935 to July 1943 student work-relief was provided through the National Youth Administration. The number assisted varied from 183 during the first half of 1936 to 47 when the program was ended on July 1, 1943. A great variety of useful tasks were performed by the students aided through these programs, including typing, filing, library work, and work on the campus.³⁸

³⁴Annual Catalogue, 1945, p. 33.

³⁵Annual Catalogue, 1948, p. 34.

³⁶Letter, Miss Margaret Briggs to Dean Hobart F. Heller, April 27, 1949.

³⁷Data from College Business Office. Mr. Gregg reports that in 1948 the Deans' Emergency Fund was most active.

³⁸Figures on student-aid programs from the files of the College Business Office and the *Teachers College News*.

Two scholarships, both provided by state law, were in effect at the start of the College period. Holders of the "Lindly Scholarships," first authorized in 1905, were exempt from the payment of registration fees and (until 1934) the book rental fee. This law was replaced by the Normal School Scholarship Act of 1935. Lindly scholarships have been used by 1,236 students at Eastern.³⁹ The other scholarship in effect in 1921 was that provided by the Military Scholarship law of 1921, which granted to veterans of World War I exemption from paying registration and book rental fees. In 1945 an amendment included veterans of World War II and extended the fee exemption to include the student activity fee. This law had benefited 275 veterans at Eastern by November 2, 1948.⁴⁰

Four scholarships of \$50 each were awarded to high school graduates on the basis of scholarship and general excellence by the College Alumni Association for the year 1924-1925. This action was taken "with a view to influencing well-qualified high school graduates to come here for teacher training."⁴¹

The Normal School Scholarship Act of 1935, replacing the Lindly Act, authorized the granting annually of from one to three scholarships to each recognized four-year high school in the state, depending on the size of the school. The recipients were entitled to "gratuitous instruction" in any state normal school or teachers college for four years. The holders of this scholarship are exempted from paying fees to a maximum of \$80 a year. At Eastern this includes the registration fee, the activities fee, and the book rental fee. In 1945 this law was amended to provide scholarships for high school graduates in the upper fourth of their classes who "signify their intention to prepare to teach in the public schools of Illinois." There have been 745 students using the scholarships under the law of 1935 and its 1945 amendment.⁴²

The Educational Benefits Act of 1935, as amended, provides free tuition in any state college for the children, age 16 to 22, of men who died in service in World War I or World War II. There have been eleven students at Eastern under this law.⁴³

The most recent scholarship for prospective Eastern students was the Paul Turner Sargent Memorial Scholarship, created in 1948 by the College Art Club and Kappa Pi honorary art fraternity. An award of \$30 is made annually to a high school senior for study in art at Eastern during the following school year.⁴⁴

In addition to the scholarships described, the federal "Educational Benefits Act" and "Vocations Rehabilitation Act" for veterans of World War II have enabled hundreds of veterans to attend Eastern. The figures on veteran enrollment since World War II are given in chapter thirteen.

³⁹Figure from the College Registrar's Office.

⁴⁰Annual Catalogues, 1921, p. 22; 1946, p. 31. Figure from College Registrar's Office.

⁴¹Annual Catalogue, 1924, p. 22.

⁴²Annual Catalogue, 1936, p. 32; 1948, p. 32. Figure from the College Registrar's Office.

⁴³Annual Catalogues, 1937, p. 33; 1945, pp. 32-33. Figure from the College Registrar's Office.

⁴⁴Annual Catalogue, 1948, p. 33.

The scholarships and benefits described have been those that have enabled students to attend Eastern. What scholarships have been awarded to students while at Eastern?

From 1926 to 1945 the Florence Vane Skeffington Scholarship prize of \$100 was awarded at Commencement "to a student whose gifts and attainments promise distinction in the teaching of English." The award was created in memory of Miss Skeffington, English teacher at Eastern from 1905 to 1922, "whose rare abilities and personality gave character to the English work of this school for seventeen years."⁴⁵ During twenty years eighteen awards were made, ten to students at the end of their junior year, five to sophomores, two to freshmen and one to a graduate.

Beginning in 1934 there has been awarded annually at Commencement the Livingston C. Lord Memorial Scholarship to "a junior or senior student whose character, scholarship, and skill in teaching promise service of distinction in the field of education." The award is the interest on the Livingston C. Lord Memorial Fund created in 1934 by the College Alumni Association in memory of Mr. Lord.⁴⁶ The fund was built from contributions by about 135 individuals, two Teachers College High School classes, three Normal School classes, and two College classes. This award is the highest scholastic honor which a student at Eastern may receive. In every case but one it has been awarded to a student at the end of his junior year.

In 1937 the University of Illinois offered a graduate scholarship to a degree graduate of Eastern of not more than three years standing, engaged in educational work. The holder receives a remission of fees and a remuneration of \$300. Candidates for this scholarship have been nominated by the Eastern faculty.⁴⁷

The latest scholarship award, created in 1944, was the Pi Omega Pi Scholarship which grants ten dollars to the freshman Business Education major with the highest scholastic average, which must be at least 2.0 in Business Education, and who is an active member of the Commerce Club. This scholarship was created by Pi Omega Pi, honorary business education fraternity.⁴⁸

The Placement of Graduates of the College

From 1921 until 1935 the responsibility for placing graduates in teaching positions was given to a faculty committee, which had been created in 1920. The school catalogue referred to the "appointment committee" as a means for assisting school officers in securing capable teachers and for helping graduates in securing desirable positions. There were no charges for these services.⁴⁹ This committee was headed by Mr. Fiske Allen, Training School Director, 1913-1934, who actually

⁴⁵Annual Catalogue, 1927, p. 23.

⁴⁶Annual Catalogue, 1948, p. 32.

⁴⁷*Ibid.* The names of those who have received the Skeffington, Lord and University scholarships are listed in the Appendix. Marguerite Little, English major, class of 1943, has the unique distinction of having won all three.

⁴⁸*Ibid.*

⁴⁹School Catalogue, 1934, p. 37.

did most of the placement work. Prospective employers went to him for information concerning the student teaching records of candidates for positions. Down to about 1926, when the number of graduates, both two- and four-year, first exceeded 100, Mr. Lord shared a considerable part of the placement burden; but the increasing number of graduates, together with his advancing age, made relief from this burden necessary.

By 1934 it was clear that the responsibility for assisting graduates and former students in securing positions should be that of one individual, rather than a committee. The increasing size of graduating classes (153, both classes, in 1934) indicated the need for a systematic handling of the problem. In the fall of 1934, Dr. Walter W. Cook became Director of Teacher Training and also Director of the newly-created Bureau of Teacher Placement. The school catalogue for 1935 announced that the new Bureau would serve the same purposes as the old "appointment committee" and would give to prospective employers detailed personal and professional information in pamphlet form concerning each candidate.

The new Bureau faced a problem. During the three years prior to its creation in 1934 the percentages of two-year graduates receiving teaching positions following graduation had been 52, 51, and 62; and the score for four-year graduates was even lower: 35, 40, and 39 per cent, respectively for the classes of 1932-1934. The situation immediately improved. The percentages of two-year graduates of 1935-1937 were 70, 90, and 96, and those for the four-year graduates rose to 62, 64, and 74.⁵⁰ The Bureau of Teacher Placement had made a good start under Dr. Cook. Progress has continued under his successor in 1938, Dr. Harry L. Metter. The following table shows the percentage of two- and four-year graduates placed in teaching positions, 1935-1948:

	2-Year Diploma Graduates Teaching	4-Year Degree Graduates Teaching	4-Year Degree Graduates Teaching or Attending Graduate School
1935	70	62	74
1936	90	64	70
1937	96	74	85
1938	96	65	78
1939	96	73	80
1940	95	74	81
1941	97	80	83
1942	96	55 (1)	58
1943	89	49	51
1944		78	82
1945		68	77
1946		63	84
1947		70	93
1948		69	83

⁵⁰These figures do not take into account the four-year graduates who went directly into graduate work, thus remaining in an educational activity but delaying the start of their teaching careers.

- (1) The low percentages in 1942 and 1943 were caused by the large number of graduates who entered military service, 26 in 1942 and 20 in 1943. The information in this table is taken from the Annual Reports of the Bureau of Teacher Placement.

The effectiveness of the Bureau of Teacher Placement was demonstrated when Eastern's placement record for 1939 was compared with the national average of seventy-five teacher-training institutions reporting to the National Institutional Teacher Placement Association:

Curricula	Percentage Placed in Teaching Positions	
	National Average	Eastern, 1939
2-year elementary.....	77	96
4-year elementary.....	85	100
4-year academic		
secondary.....	45	59
4-year special secondary.....	54	84
4-year secondary.....	48	70 ⁵¹

An effective placement device used by the Bureau is that of having each student applicant obtain a statement from at least four of his teachers. These statements, following a uniform rating pattern, are embodied in the folder or pamphlet which the Bureau sends to prospective employers. Prior to the organization of the Bureau, apart from personal letters written on request, the faculty other than the critic teachers made no record of their estimate of the school's graduates.

The success of any placement service depends upon the care with which it recommends candidates for particular positions. The increasing number of vacancies of which the Bureau is informed each year is a good index of the confidence school administrators have in its recommendations. The vacancies reported to the Bureau rose from 598 in 1935 to 950 in 1940 and to 1,676 in 1945. The number has increased greatly since the war (2,424 in 1948, for example), the increase reflecting the acute postwar teacher shortage.

Each year the Bureau receives many notices of vacancies for which it has no candidates. This situation usually arises from the demand from small high schools for teachers prepared to teach unusual combinations of subjects, such as English, Home Economics, and Mathematics. In order that the faculty may better advise students regarding major and minor subject combinations, with a view to readier placement, the Bureau each year includes in its annual report a list of the vacancies reported, by subject combinations.

Former students and students qualifying for teaching certificates before graduation also may register with the Bureau (for a fee of \$1 in the case of former students) and receive its assistance. Consequently, the number of placements each year exceeds the number of graduates seeking positions. Although the Bureau prefers that former students be formally registered, non-registered former students who turn to the Bureau for assistance receive it whenever possible. The following table

⁵¹Annual Report of the Bureau of Teacher Placement, 1939, p. 4.

shows for selected years the relationship between graduates, registrants, non-registrants aided, and total placements in new positions:

	1935	1938	1941	1944	1948
Graduates, two- and four-year curricula	132	161	166	77	157
Total number of registrants, including former students	309	448	482	173	320
Non-registrants aided in securing positions	30	—	—	22	2
Total number of placements in new positions	223	324	390	146	197 ⁵²

These figures show that more than half of the registrants of any one year are former students rather than members of the current graduating classes. Most of them are teachers seeking opportunities for professional advancement. Eastern has recognized that the justification for the service of the Bureau to its graduates and former students is in the assistance thus rendered to the schools of Illinois. The Bureau has followed consistently the policy of recommending for a given position the person best qualified among those available regardless of the time of attendance at Eastern.

Salaries received by inexperienced Eastern graduates in 1948 were in dramatic contrast to the \$50 and \$60 a month salaries of forty years earlier. The salary range of 59 graduates in 1948, without experience, who accepted high school positions was \$1,900 to \$3,300 a year. Twenty-three inexperienced students accepted elementary school positions ranging from \$1,800 to \$3,150 a year. One 1948 graduate with teaching experience, accepted an elementary school teaching position at \$4,000 a year.⁵³

Teachers' Certificates for College Students

The 1913 teacher certifying law, as amended in 1919, remained in force until 1929. This law provided for granting the non-renewable provisional elementary certificate upon completion of two years of normal school, or one year of normal school if the applicant had also finished the tenth grade. Three years of normal school was required for the second-grade certificate, good for two years and twice renewable. Graduates of the normal school, or the two-year diploma course of the teachers college, were entitled to receive the first grade elementary certificate, good for three years and indefinitely renewable. The same preparation, if certain subjects were studied, also was the prerequisite for the high school certificate.⁵⁴

Two teacher certifying laws have been passed during the history of the College, in 1929 and in 1941. These laws recognized, as the act of 1919 did not, that teachers college students were all high school graduates.

⁵²Data from Annual Reports of the Bureau of Teacher Placement. Non-registrants were not listed separately among placements in 1936-1942. The 1944 figures reflect wartime conditions. Detailed figures on placement, by years, are given in the Appendix.

⁵³Report of the Bureau of Teacher Placement, 1948, p. 14.

⁵⁴Annual Catalogues, 1920-1928, inclusive.

The Act of 1929 was an important forward step in raising the standards of teacher preparation for Illinois schools. The provisional elementary certificate required one year of college work, but was not to be issued after July 1, 1931. The second and first grade certificates were replaced by a single elementary certificate, requiring two years of college work. It was good for four years and was renewable. It could be exchanged for a life certificate upon completion of four years of college work and four years of teaching. A kindergarten and primary certificate had the same requirements as to training and renewability as the elementary certificate. High school and supervisory certificates required four years of college work and the master's degree for exchange for a life certificate.⁵⁵ This law continued the well-worn fallacy that preparation for teaching in the elementary school required less formal training than preparation for teaching in the high school. The Act also provided that certificates would be issued on examination if the person examined had one-half the college training that was required for issuance without examination.

The Act of 1941 provided that all certificates required college graduation for issuance without examination and the master's degree for exchange for life certificates. A new certificate for junior college teachers was to be issued only on the basis of college training, and required the master's degree. High school and supervisory certificates, also, were hereafter to be issued only on the basis of training. All examinations for certificates to be issued by examination were to be prescribed by the State Teachers Examining Board.⁵⁶ Eastern continued its two-year diploma course in elementary education for those students who wished to certify by examination after two years of college work. The number of such diplomas awarded has been very small: none in 1944, two in 1945, none in 1946, two in 1947, and nine in 1948.

A number of states now require five years of college work for all high school teachers. It is possible that Illinois also will have such a requirement in the near future. If so, all of the state colleges will find it desirable, as a matter of service to the teachers of the areas they serve, to offer a fifth year leading to a master's degree. Three do so now (1949): Normal, Western, and Southern. Eastern may join their ranks within a few years.

Eastern's Graduates and Former Students

There had been a total of 4,668 diplomas and degrees awarded by Eastern to the close of the year 1947-1949, as follows:

Diploma

Normal School.....	983
Teachers College (two-year).....	1,576
State College (two-year).....	19
Total.....	<u>2,578</u>

⁵⁵Annual Catalogues, 1929-1941, inclusive.

⁵⁶Annual Catalogues, 1942-1948, inclusive.

Degrees

Teachers College	
Bachelor of Education.....	1,345
Teachers College	
Bachelor of Science in Education.....	337
State College	
Bachelor of Science in Education.....	408
	<hr/>
Total.....	2,090
<i>Total Diplomas and Degrees.....</i>	<i>4,668</i>

This figure includes duplications in the cases of those students who received both diploma and degree. Excluding duplications, nearly 4,500 students have been graduated from Eastern.⁵⁷ The total number of students who had enrolled at Eastern to the end of the school year 1948-1949 was 26,040. This number includes the Normal School, the College, summer sessions of both, and the College extension classes. With approximately 4,500 being graduated through 1949, about 17 percent, or one student enrolled out of six, have been graduated.

Eastern has reason to be proud of its graduates, many of whom have achieved distinction.⁵⁸ The most important contribution of those who have studied at Eastern has been made in the classrooms of the state and nation by those unassuming and for the most part unacclaimed teachers who labor far from the limelight of great universities or even metropolitan high schools. Without advanced degrees or academic titles, these devoted teachers have been doing more to preserve the "American Way of Life" and to pass on augmented our heritage of freedom than regiments of school administrators and college professors.

Space limitations permit listing only a few of Eastern's former students who are working with great devotion but with little material reward in widely scattered classrooms.

An acknowledged mistress of her art is Mrs. Glenna Juanita Albers, of the class of 1932, teacher of the Oak Grove rural school in Coles County, Illinois, for fifteen years, and at present a teacher in the Mattoon schools. Her teaching skill led to the selection of her school by Eastern in 1934 as an "affiliated" rural school where for twelve years student teachers were sent for training and experience. In 1948 Mrs. Albers conducted the summer session demonstration rural school on the campus.

Miss Mildred Mills, diploma graduate of 1929 and degree graduate of 1947, has taught in rural and small city schools. In 1946 she received the second prize of \$1,500 in the national "Best Teacher of 1946" contest sponsored by the "Quiz Kids" radio program, as a result of a letter written by one of her pupils in the Mayo School of Paris, Illinois. This

⁵⁷4,237, according to a count made in December, 1948, by the College Public Relations Office. To this should be added the 261 graduates of 1949.

⁵⁸The following survey does not attempt to mention all graduates whose work in their chosen fields has been noteworthy. Rather, a few are mentioned as representing all working in a given field. For information concerning all Eastern graduates, the reader is referred to the forthcoming 1949 Alumni Directory, edited by Stanley Elam, class of 1938.

award made it possible for her to return to Eastern to complete the work for her degree.

For nearly thirty years Sister Mary Candelaria has worked with the children of Puerto Rico at the Notre Dame Industrial School at Puerta de Tierra, Puerto Rico. She was Miss Georgia Mathes of the class of 1910, who taught in both Decatur and Puerto Rico as a lay teacher before entering the Order of the Sisters of Notre Dame.

The career of Alberta Inez Rogers of the diploma class of 1924 also represents a lifetime of devotion to the high ideals of teaching. In 1947 she retired after having worked for twenty-three years with crippled children at the Stuart School in Springfield, Illinois.

Many of Eastern's graduates have accepted important academic responsibilities which have brought distinction to them. Among these are Charles W. Finley, class of 1908, from 1927 to 1943 Dean of the State Teachers College at Upper Montclair, New Jersey, and David O. Kime (1912), professor of physics and since 1919 President of Western Union College at Le Mars, Iowa.

Dozens of Eastern graduates have become college teachers. Among the many who were graduated from Eastern during the normal school period, Ruth Hostetler (1908), Ruth Carman (1910), and Ruby Harris (1912) are at present on the Eastern faculty. Other women among the normal school graduates whose careers have been in the college field include Helen Fern Daringer (1914), of Teachers College, Columbia University, an author of books for children; Gladys Campbell (1914) of the University of Chicago, a poet of distinction; Mary Stuart Lyle (1917), home economics research specialist of Iowa State College, and Audrey Shuey Firkins (1919), professor of psychology and head of department at Randolph-Macon College for women in Virginia. The men from the normal school include Roscoe R. Snapp (1910) professor of animal husbandry at the University of Illinois; Denna F. Fleming (1912), political scientist, author and publicist at Vanderbilt University; Ferdinand H. Steinmetz (1913), head of the department of botany at the University of Maine; Lewis H. Tiffany (1915), head of the Department of Botany at Northwestern University; Earl W. Anderson (1916), professor of education at Ohio State University; Robert J. Allen (1920), professor of English at William College, Williamstown, Massachusetts, and Max G. Carman (1920), professor of Mathematics, Murray (Kentucky) State Teachers College.

Many graduates of the Teachers College also have chosen college teaching. Among the women are Hazel Weakley (1935), of Drake University, authority in elementary education, and Marguerite Little (1943), specialist in seventeenth century English literature at the University of Illinois. Among the men, Eastern has called back Walter M. Scruggs (1920), as head of the Department of Zoology. Others include Charles Lee Prather (1922), economist at the University of Texas; Ralph Evans (1932), head of the Department of Education at Fresno State College, California; Ralph Wickiser (1934) head of the Department of Art at Louisiana State University; Lloyd McMullen

(1934), head of the Department of Botany, Coer D'Elene, Idaho State College; Lealyn Clapp (1935), chemistry professor at Brown University; Harold Cottingham (1935), Coordinator of Counselor Training at Florida State University after having taught guidance courses at New York, Indiana, and Illinois universities; and Thomas Chamberlin (1936), head of the Department of Geography at the Duluth Branch of the University of Minnesota. A number of younger men, graduates of Eastern within the past ten years, have risen rapidly. Among them are Robert Hallowell (1939), in the French Department of the University of Illinois; Max Turner (1940), political scientist at Southern Illinois University; and Earl Oliver (1942), whose death in 1946 cut short a brilliant career in English at the University of Chicago.

Many Eastern graduates have undertaken serious responsibilities in the field of educational administration. Notable was the career of William Harris (1903), for many years superintendent of schools at Decatur, Illinois. Paul Belting (1909), after being Director of Physical Education at the University of Iowa from 1924 to 1929, was Assistant State Superintendent of Public Instruction in Illinois from 1933 to 1936. He died in 1943. John Wieland (1912) was the Illinois State Superintendent from 1935 to 1943, succeeding Francis G. Blair, a former Eastern Teacher. Eastern is represented in the office of the present State Superintendent by Luther Black (1931), Secretary of the State Examining Board. Illinois county superintendents of schools at the present time include Ruel Hall (1929), Kankakee County, and Sam W. Arbuckle (1943), Edgar County.

High School principals have included many Eastern graduates, among them Emily R. Orcutt (1908), principal of Eastern's own Teachers College High School from 1928 to 1934; Marsdon Grubb (1929), Rocky River High School near Cleveland, Ohio; and Charles O. Austin (1936), recently appointed principal at Taylorville, Illinois.

Specialized responsibilities in the public school field have come to many Eastern graduates, among them Nelle Haley (1901), for the past twenty years director of elementary education at Saginaw, Michigan; and Jeanette Mae Dickerson (1909), home economics supervisor for the Springfield, Illinois, schools for many years, or until 1947.

Not all of Eastern's scholarly graduates have found their work in the classroom or the administrator's office. A number have concentrated on research. Percy White Zimmerman (1910) has been for many years a director of research at the Boyce-Thompson Institute for Plant Research at Yonkers, New York. He was formerly Dean of the College of Agriculture at the University of Indiana. Arthur Chapman (1926) is Director of Research at the Central States Forest Experiment Station at Columbus, Ohio; and Franklin M. Turrell (1929) is Director of Research with radioactive elements at the Citrus Experimental Station, Riverside, California.

Industrial research and engineering, also, have claimed the talents of Eastern graduates. Research engineers include Charles F. Hill (1911)

at the Westinghouse Electric Company at Pittsburgh, and Harry A. Whitesel (1920) at the Philco Corporation at Philadelphia. Rex Closson (1941) is a research chemist with the Ethyl Gasoline Corporation at Detroit. A number of Eastern's younger graduates have entered the field of atomic research, among them Ellis L. Stout (1942) at Los Alamos, New Mexico, and Roger F. Hibbs (1943) and Rasha H. Winget (1943) at Oak Ridge, Tennessee.

Eastern was a "pre-medical" school long before that two-year curriculum was added in 1945. Eighteen normal school graduates became physicians, among them the late Dr. Fred M. Smith (1909), heart specialist and teacher of Medicine at the University of Iowa; Dr. Harry Lee Huber (also 1909) of Chicago, specialist in allergies, associated with the University of Chicago Medical School; Dr. J. Roscoe Harry (1909 again) of Chicago; Dr. Ciney Rich (1912) of Decatur; and Dr. Richard D. Kepner (1921) of Honolulu, psychiatrist.

A number of Eastern's college graduates have entered the field of medicine, among them Dr. Lee Aaron Steward (1938) of Mattoon, Illinois, and Dr. Edward L. Hayes (1940) of Chicago. Carolyn Gilbert (1940), a graduate nurse, is Health Coordinator at Eastern.

A wide variety of other occupations is represented among Eastern's alumni. A brief sampling will suffice. Louis L. McDonald (1904) retired in 1947 as National Director of Camping of the Boy Scouts of America after twenty-nine years as a national scout executive. Paul Turner Sargent (1906) was until his death in 1946 one of Illinois' most distinguished artists. Many of his canvases hang in the corridors of Eastern. Mrs. Jean Hosford Fretwell (1908) of New York City, is well known as an author of books for children. Bruce Corzine (1913) was an insurance executive. Arthur O. Frazier of Decatur (1913) represents the legal profession. Julian P. Anderson (1915) is a banker in Oakland, California. Charles W. Clabaugh (1923) of Champaign has been a member of the Illinois' House of Representatives since 1939. Glenn E. Bennett (diploma 1927) is the executive officer of the Headquarters Planning Office of the United Nations. Paul Henry Kinsel (1930) is Director of the Travel Bureau of the National Education Association. Harold Middlesworth (1931) is sports editor and columnist with the *Daily Oklahoman* of Oklahoma City. Rex McMorris (1932) is a former executive vice-president of the Junior Chamber of Commerce of the United States, and is now Director of the National golf Foundation, at Chicago. Stanley McIntosh (1935) is a specialist in visual education in the Education Service Branch of the Motion Pictures Distributor's Corporation of Los Angeles. Roy K. Wilson (1936) is Assistant Director of Press and Radio Relations of the National Education Association.

Many former students who left Eastern before graduation have made, or are making, their marks in their chosen fields. G. Otis Frazier (1907-1910) of Marshall, Illinois, represented the Thirty-fourth District in which Charleston is located, in the General Assembly from 1945 to 1949. George J. Whitesel (1912-1914) is an engineer with the Refrigerator Experimental Laboratories of the General Electric Company at

Fort Wayne, Indiana. Burl Ives (1927-1929) has achieved fame on the stage and over the radio as a ballad singer. The star of "Sing Out, Sweet Land" has been described by Carl Sandburg as "the greatest ballad singer of them all." Samuel P. Mitchell (1927-1929) is an industrial research physicist with the Buda Company, Chicago. Lawrence H. Middleton (1928-1930) is Dean of Kettrell College at Raleigh, North Carolina. Marguerite Iknayan (1934-1936) is teaching French at the University of Wisconsin and is in charge of the "French House" at the University. William Phipps (1939-1941) is a stage and motion picture actor. His recent roles include important parts in the play "Galileo" and the motion picture "Crossfire."

A total of fifty-one students have returned to Eastern as members of the faculty. This does not include more than a score who taught only during summer sessions. The first graduate to join the faculty was Ida E. Carothers (1902), who taught biology in 1906-1907. The most recent is Robert C. Waddell (1947), now teaching in the Physics Department. The graduate with the longest period of faculty service is Ruth Carman (1910), who has taught in the Department of Foreign Languages since 1914. Next in length of service is Grace Geddes (1906), second grade critic teacher from 1915 to 1937. Nineteen of the fifty-one were diploma graduates, twenty-nine were degree graduates, and three were former students who were not graduated from Eastern.⁵⁹

A number of Eastern Illinois families developed an "Eastern habit" when it came to sending their children to school. The Bainbridge Family of Charleston has what is probably a record for attending Eastern. There have been 72 years of Bainbridges at Eastern! Mr. and Mrs. Arthur O. Bainbridge each were graduated from Eastern (1906 and 1907) and their four daughters started in the first grade of the training school and remained for sixteen years each, or until college graduation. They are Grace (1933), Janet (1938), Emily Ruth (1942), and Sara Louise (1944). From 1916 through 1944 there was always a Bainbridge at Eastern.

Two high school teachers, a school superintendent, and a college dean make up the roster of the Cook Family of Charleston. The four sons of Mrs. Maude L. Cook are all Eastern diploma graduates and two of them have the degree in addition. Gordon (1915 and 1926), Leslie (1919 and 1934), Raymond (1919), and Stanley (1928) have all found satisfaction in teaching careers. Raymond recently became Dean of the Chicago Teachers College, after spearheading the successful fight to take Chicago public schools out of politics.

A faculty family, also, deserves mention for its contribution to Eastern's enrollment. The five children of Mr. Albert B. Crowe, Eastern chemistry teacher from 1903 to 1939 were all graduated from Eastern with the diploma. The three girls, Elizabeth (1912), Mary (1918), and Edith (1919) became teachers. Stanley (1916) became a physician before his untimely death in 1930. John Albert (1923) is an industrial research engineer.

⁵⁹A table listing the students who became teachers at Eastern during the regular school year, arranged by classes, is given in the Appendix.

The Lumbrick Family of Shelbyville provided six girls for Eastern. Mr. and Mrs. Arthur Lumbrick were members of Eastern's first four-year class, that of 1903. Margaret (1930) received the diploma. Mary Elizabeth (1933), Ruth Catherine (1936), Martha Louise (1938), and Esther (1940) received the degree. Jane did not graduate, but spent three years at Eastern (1939-1942).

Four college professors, two engineers, and two housewives make up the Charleston Whitesel Family. The eight children of Mr. and Mrs. John Whitesel all attended Eastern. Four received the degree (Hallie 1930; Theodore, 1931; Hazel, 1934; and Ritta, 1937); three the diploma (Harry, 1920; Esther and John, both 1922); and the eldest (George) attended Eastern for two years (1912-1914). The Whitesels have the record for the number of children in one family attending Eastern.

Alumni Organizations

The first Eastern alumni association was started in 1905. On June 14 the members of the class of 1905 and a few earlier graduates met at Mr. Lord's home and organized an association with Roscoe Farrar, of the class of 1903, as president. The first regular meeting of the association was held a year later on June 13, 1906, during Commencement week.⁶⁰ At the time this first association was formed 109 students had been graduated from Eastern. About 1910 Eastern graduates living in the Chicago area started the custom of an annual alumni dinner.⁶¹ In 1913 the Chicago group formally organized a "Charleston Club of Chicago," and chose Homer C. Sampson (1912) as its first president. The same year saw the organization of the Charleston Club of the University of Illinois, with Arthur O. Frazier (1913) as president. The Urbana group also held an annual banquet, starting in 1914.

Alumni Day, held during Commencement week, developed from these alumni activities and was first mentioned in the annual catalogue for 1914, which referred to the returning graduates attending morning exercises and a reception in the evening. A baseball game between the school team and former school players was for many years a feature of Alumni Day.⁶²

The Alumni Association in 1915 named a "standing committee for advancing the interests of the school" consisting of three members.⁶³ This committee continued in existence for fifteen years. In 1920 a third off-campus association of alumni was formed, the "E. I. Club of Tuscola." This club, like that at Urbana, continued until 1926.⁶⁴ From 1927 to 1937 the Alumni Association and the Charleston Club of Chicago were the only organizations of former students. Beginning in 1937, when Roy Wilson (1936) became Director of Public Relations, a

⁶⁰*Teachers College News*, May 27, 1930.

⁶¹Correspondence between Mr. Lord and Carl F. Snapp, Class of 1910, concerning the dinner to be held on March 9, 1912. Mr. Snapp refers to the dinner being a custom started a few years before. Lord Letterbooks, No. 11.

⁶²Annual Catalogue, 1914, p. 24.

⁶³*Ibid.*, 1915, p. 22.

⁶⁴The Annual Catalogue for 1926 (p. 25) for the first time since 1914 mentioned only the Chicago group.

series of off-campus clubs were organized on a county basis. By 1939 twenty such clubs had been formed as well as an "Eastern State Club" which was organized among the students on the campus in 1937. In May 1938 on Alumni Day officers of the various "Eastern State Clubs," off and on campus, formed the "Associated Eastern State Clubs." The first chairman of this associated group was Russell R. Tripp, class of 1931.⁶⁵ These local clubs, with their central organization did not replace the original Alumni Association, which has continued its activities in behalf of the school. In 1946 Eastern's Alumni Association joined the "Joint Alumni Council," consisting of representatives of the alumni associations of the five state colleges.

Beginning in 1946 a number of the county Eastern State Clubs were reorganized to a total of fifteen by 1948. As described in the annual catalogue for 1948, these county clubs "provide an agency for fellowship among teachers, keep graduates and former students in touch with each other and with the college program, and are instrumental in furthering a mutual service program for the college and its alumni."⁶⁶

In June 1947 there appeared the first issue of *The Eastern Alumnus*, sponsored by the Associated Eastern State Clubs and published by the College, with a student editor and with editorial supervision supplied by Mr. Elam, Public Relations Director. The student editors have been Eugene Price, Jack Muthersbough, and Hal Hubbard. Six issues have appeared on a quarterly basis.

The following persons have been presidents of the Alumni Association:

1905-06	Roscoe Farrar, '03	1927-28	Ralph R. Adams, '20
1906-07	Lloyd Goble, '00	1928-29	Roscoe Farrar, '03
1907-08	Edgar D. Randolph, '05	1929-30	Gordon Cook, '15, '26
1908-09	Ernest N. Freeman, '03	1930-31	Errett Warner, '25
1909-10	Arthur L. Milholland, '08	1931-32	Roscoe Farrar, '03
1910-11	Frank Chamberlin, '09	1932-33	Ralph Evans, '32
1911-12	Albert C. Bainbridge, '06	1933-34	" "
1912-13	Oliver C. Hostetler, '09	1934-35	Luther Black, '31
1913-14	David O. Kime, '22	1935-36	Emily Orcutt, '08
1914-15	Charles Wallace, '03	1936-37	" "
1915-16	Charles F. Hill, '11	1937-38	" "
1916-17	George B. Rankin, '13	1938-39	" "
1917-18	Henry H. Zimmerman, '10	1939-40	Russell R. Tripp, '31
1918-19	Antha W. Endsley, '12	1940-41	Arthur C. Forster, '23
1919-20	Elba Durbin, '18	1941-42	" "
1920-21	Roscoe Hampton, '18	1942-43	" " "
1921-22	Earl Anderson, '16	1943-44	" " "
1922-23	Ernest N. Freeman, '03	1944-45	" " "
1923-24	Alonzo F. Goldsmith, '13	1945-46	William Peters, '31
1924-25	Oliver Hostetler, '09	1946-47	Donald K. Neal, '40
1925-26	Ernest R. Bails, '16	1947-48	Ray Lane, '39
1926-27	Alonzo F. Goldsmith, '13	1948-49	Norma King Sunderman, '44

⁶⁵Annual Catalogue, 1939, pp. 44-45.

⁶⁶*Ibid.*, 1948, p. 42.



CARLOS C. OGDEN
First Lieutenant, Army of the United States
Congressional Medal of Honor

CHAPTER THIRTEEN

WORLD WAR TWO AND AFTER

Eastern's Record in World War II

The young and small Normal School provided over 250 men for the armed services in the First World War. A quarter of a century later the older and larger Teachers College had at least fourteen hundred students, former students, teachers and former teachers in military service in the Second World War. An approximate tabulation (which is not complete) shows a total of 1,305:

1,254	men, students and former students
31	women, students and former students
18	men, teachers and former teachers
2	women, teachers and former teachers
<hr/>	
1,305	total

There was a total of 48 known deaths in service:

Killed in action.....	34
Died of wounds.....	3
Died at sea.....	1
Aircraft accident.....	7
Accidental drowning.....	1
Illness.....	2
<hr/>	
Total.....	48 ¹

Eastern men fought on every front and many made distinguished records. Among these were at least two Eastern men who by their outstanding heroism, earned places in the military history of their country.

Major Carlos C. Ogden, who attended Eastern 1937-1939, received the Congressional Medal of Honor, America's highest award, for "conspicuous gallantry and intrepidity at the risk of life above and beyond the call of duty." His feat-at-arms was thus described in the citation accompanying the Medal of Honor:

On the morning of 25 June 1944, near Fort Du Roule guarding the approaches to Cherbourg, France, Lieutenant Carlos C. Ogden's company was pinned down by fire from a German 88-MM gun and two machine guns. Arming himself with an M-1 rifle, a grenade launcher, and a number of rifle and hand grenades, he left his company in position and ad-

¹A list of those who died in service is given in the Appendix, which also contains a list of the men known to have been captured by the enemy.

vanced alone, under fire, up the slope toward the enemy emplacements. Struck on the head, and knocked down by a glancing machine gun bullet, Lieutenant Ogden, despite his painful wound and enemy fire from close range, continued up the hill. Reaching a vantage point, he silenced the 88 MM gun with a well placed rifle grenade, and then with hand grenades knocked out the two machine guns, again being painfully wounded. Lieutenant Ogden's heroic leadership and indomitable courage in alone silencing these enemy weapons inspired his men to greater effort and cleared the way for the company to continue the advance and reach its objectives.

Refusing to go to the rear for medical aid, he led his company on, and later, signaling over a hedgerow, he was confronted by a German officer with a pistol. Ogden, with a quick motion, snapped the pistol out of the officer's hand and, emptying his M-1, killed the officer and wounded several other Germans.²

In addition to the Medal of Honor Major Ogden was awarded the Purple Heart with two clusters and the Croix de Guerre with silver star.

First Lieutenant James N. Sherrick, of the class of 1938, received the Distinguished Service Cross for an act of heroism and devotion to duty on February 18, 1944, near Anzio, Italy. Lieutenant Sherrick and one companion were directing artillery fire against attacking enemy troops from an advanced observation post. Heavy enemy fire caused the withdrawal of supporting troops, leaving the post unprotected. The two men disregarded warnings to retire to a safer but less effective post, and as the enemy came nearer Lieutenant Sherrick called for artillery fire closer and closer to their position. His last message as the Germans closed in was an order for artillery fire to land on their own positions. Fortunately Lieutenant Sherrick survived. Captured by the Germans, he remained a prisoner until near the close of the war.³

Many Eastern aviators in the Army, the Navy, or the Marine Corps, made notable records. Lieutenant Howard Skidmore, naval aviator, for example, received the Distinguished Flying Cross for sinking a Japanese battleship. The same award went to Captain Robert Cather, Army bombardier, for "extraordinary achievement" in flights against the enemy in Hungary and Roumania. Captain Cather also received the Air Medal and three Oak Leaf Clusters. Another Eastern aviator who was decorated for outstanding service was Lieutenant Harry Wood of the class of 1940, naval aviator, who received the Navy Cross for his part in the Battle of the Coral Sea.

Captain Charles Blakely Hall, who attended Eastern from 1938 until his entry into the Army shortly before Pearl Harbor, made a unique record as an Army aviator. On July 2, 1942, in Sicily, he be-

²Quoted in *Sig Tau in Service*, Charleston, October 1946.

³*Eastern Teachers News*, May 17, 1944.

came the first American negro pilot to shoot down an enemy plane. Later in the Italian campaign he shot down two other German planes. Captain Hall became Flight Leader of the "All-American" Flight, and third in command of the 99th Fighter Squadron. He flew more than 75 fighter plane missions against the enemy. At Eastern Captain Hall played on the 1938 and 1939 football teams.

Marine Corps aviators also included Eastern men. Captain John A. Buzzard, son of President Buzzard, a graduate of Eastern State High School, shot down four Japanese planes. His decorations included the Distinguished Flying Cross.

The aviator from Eastern who flew the greatest number of missions against the enemy probably was Lieutenant Francis Wayne Austin, student in 1938-1939, and football player, who flew 128 combat missions, 72 of them under fire, in the Pacific. Lieutenant Austin, an Army bombardier, received the Silver Star, the Distinguished Service Medal, the Air Medal, the Oak Leaf Cluster, and the Purple Heart.

Close to Lieutenant Austin in the number of missions flown was Lieutenant Colonel Joseph Anthony Kelly of the class of 1938. Colonel Kelly completed 92 missions in the Mediterranean area. He was business manager of *The Warbler* during his last two years at Eastern.

Probably over twenty Eastern fliers received Navy Crosses, Distinguished Flying Crosses, and Air Medals. Eastern's soldiers and sailors of the surface rather than the air had fewer opportunities to earn decorations. The list of those who died in service demonstrates that heroic service was not confined to the air. The first Eastern man to die was a ground soldier, Sergeant Mack Sweeney of the Army, who lost his life on January 15, 1942 in the defense of the Philippine Islands. Lieutenant Commander John Kenneth Bisson was the first Eastern sailor to die in action with the fleet. He went down with the U.S.S. *Vincennes* on August 2, 1942. Sergeant Buford Mannin, the first Marine from Eastern to be killed in action, lost his life in the Southwest Pacific in July 1944.

Not all of Eastern's men in service were young fellows. The oldest Eastern graduate in service was Major Charles Sumner Stewart of the class of 1903. Another "old timer" was Lieutenant Commander (and doctor) Ira B. Johnson, who attended Eastern in 1904. Lieutenant Colonel Otto Harwood, class of 1907, although no youngster, experienced war service of the most hazardous sort. He took part in the campaign on Bataan in the Philippines, was captured by the Japanese, and survived the "Bataan death march" and three years of captivity.

Available records do not show who was the youngest man in service from Eastern. A number of boys from the College and the High School enlisted in the Marine Corps or the Navy shortly after reaching age seventeen. Walter Daniel McCarthy of the class of 1943 of Teachers College High School, a Marine, who died of wounds received in action on January 30, 1945, was the youngest Eastern man to give his life.

Eastern's thirty-three women in military service as Nurses, "Wacs," and "Waves," should not be forgotten. Among these Lieutenant Isabelle E. Huffman, Army Nurse, who attended Eastern in 1936-1937, probably had the most harrowing experience. In March 1944, on the Anzio beachhead, her hospital tent, filled with wounded men, was hit by a German shell. Two of the patients were killed. Lieutenant Huffman, uninjured, at once went to work helping the survivors. "Shells were still bursting everywhere," Lieutenant Huffman reported. There was no panic among the dazed survivors. "The starlight could be seen through a thousand holes in the tent which was riddled like a sieve. One boy in the middle of the ward held a flashlight for me while I worked on the wounded." Lieutenant Huffman was commended by her commanding officer for her work on this occasion.⁴

Among the women from Eastern in the Women's Army Corps was Brigitta Kuhn of the class of 1942, whose service included highly confidential work as a translator of captured German documents for the Air Force.

Many Eastern students went into military service through the college training programs for officer candidates of the Army, Navy, and Marine Corps. As early as January 1942 seven students enrolled in the Navy's "V-7" reserve program for deck and engineering officers. These young men, as well as 78 men who later entered the "V-5" (aviation) program, remained in school, taking specified courses, until called to active duty. The Army's similar "Enlisted Reserve Corps" program, also designed to procure men qualified to become officers, enrolled 41 men at Eastern. On April 2, 1943 the first group of reservists, 21 members of the "E.R.C.," left the campus for active duty.⁵

Seventeen Eastern teachers and three (or possibly more) former teachers served in the armed forces during the war.⁶ Among them, Captain Ora L. Railsback was the oldest. Captain Railsback also has the unique distinction among Eastern men in service of having served in three wars: the Mexican Border Campaign of 1916, the First World War, and the Second.

Apart from military service by its students, former students, and faculty, Eastern's most direct contributions to the prosecution of the war were the War Production Training Program for workers by the Industrial Arts department, and the War Training Service program which used the school and the Charleston Airport, to train Army and Navy pilots under the auspices of the Civil Aeronautics Authority and the armed services.

Starting on November 18, 1940, and continuing until June 1, 1944, the Industrial Arts Department, headed by Dr. Walter A. Klehm, in cooperation with the Illinois State Board of Vocational Education and the Illinois State Employment Service, gave training in machine

⁴*Danville Commercial News*, March 23, 1944.

⁵A total of 170 men were enrolled in the various reserve programs, Army (41), Navy (93), and Marine Corps (6) at Eastern.

⁶Their names are listed in the Appendix.

tool operation to 519 workers. Each received 300 hours of instruction. The Industrial Arts Department's machine shop equipment was supplemented by tools and material furnished by the Federal Government. Before the outbreak of the war afternoon and night classes were held daily. In January 1942 a third class in the morning was added, and soon the program was operating on a twenty-four hour basis, with three full-time instructors. Many of the students receiving this training were employed, some at a considerable distance from Charleston, and drove in to Eastern after doing a day's work. Those who received this training obtained work in war plants all over the country. In October 1942 this program was opened to women, who upon completion of the course also received war plant jobs. By the following February one-third of the trainees were women. Such was the demand for trained workers that in many cases students received war plant jobs before completing the full course.

The Industrial Arts Department made other contributions to both the "defense program" and the "war effort." From September 1938 to September 1941 Mr. Shelby Shake of the Department trained 127 young men enrolled by the National Youth Administration in woodwork, drafting, and metalwork. Dr. Walter A. Klehm, department head, organized and supervised vocational training for out-of-school youth for the N.Y.A. at Danville, Charleston, Mattoon, Oblong, and Mt. Vernon from January 1 to July 1, 1940. From May 1 to September 1, 1941 Dr. Klehm also supervised a teacher training program for factory foremen at Peoria. In 1942 Dr. Russell H. Landis of the Industrial Arts Department conducted a three-months class in blueprint reading for employees of the Atlas Diesel plant at Mattoon.⁷

Many of Eastern's industrial arts students became instructors at the Air Corps Technical School at Chanute Field at Rantoul, commencing in the fall of 1941. Nearly all of these young men entered the service as officers or as technicians after the outbreak of war.

A primary Navy pilot training program was started in July 1942. Charleston Airport provided forty hours of flight instruction and the College provided 240 hours of "ground school." At the outset ten prospective naval aviators, entered an eight-weeks training program under Navy and Civil Aeronautics Authority auspices. Two flight instructors and six ground school instructors were used, including H. F. Heller, H. E. Phipps, O. L. Railsback, R. H. Landis and W. S. Angus of the college faculty. The original coordinator for the program was Dr. Wayne P. Hughes of the Industrial Arts Department, with Dr. Heller as personnel manager. On October 12, 1942 the program was expanded to include prospective Army glider pilots. Fourteen men entered upon an eight-weeks course similar to that for the Navy program, to be followed by transfer to an Army glider school in New Mexico.

In December 1942 the program became known as the War Training Service. Fifteen Navy "V-5" aviation cadets started training on December 15, following the same program of 240 hours of ground school

⁷Data from Dr. Walter A. Klehm, February 28, 1948.

in ten subjects and 40 hours of flying. Dr. Kevin J. Guinagh succeeded Dr. Hughes as coordinator in January 1943. In March an additional group of twenty Navy men started the course. With ten men still enrolled from an earlier course, this made a total of thirty prospective naval aviators in training at Eastern at one time. The men were housed in the Phi Sigma Epsilon fraternity house. A total of about seventy fliers were trained through the War Training Service program at Eastern, which was continued until the summer of 1943.

Realizing that most of the men at Eastern were destined for military service, the Men's Physical Education Department in the fall of 1942 increased its program so that all freshmen and sophomores, as well as all men who had joined the reserves, took physical education four days a week. The intensified program, developed by Dr. Charles P. Lantz, included an obstacle course, similar to those found in the military training camps. It was about 130 yards long, and included a seven foot wall and a seven foot ditch.⁸

Other departments also responded to war needs by introducing courses of practical value to those soon to enter military service. The Physics Department introduced a course in "pre-flight aeronautics" and greatly expanded its courses in radio. The Chemistry Department introduced a course in "modern chemistry and its application to national defense." The Social Science Department introduced a course in "war backgrounds and postwar problems." The College library organized a "Victory Book Campaign" in the winter of 1941-1942, and collected 2,800 books from students and faculty, to be sent to military camps.⁹

Eastern responded wholeheartedly to wartime appeals for funds for the Red Cross and the United Service Organizations ("U.S.O."). All quotas were exceeded in every campaign. In three wartime Red Cross "drives" (1943, 1944, 1945) Eastern contributed a total of \$3,210.46, which was nine percent of the quota assigned to the eastern half of Coles County. The College did equally well in contributions to the National War Fund (including the U.S.O.). In 1943 Eastern raised \$550, or ten percent of the \$5,453 raised in the city of Charleston. In 1944 the share of the College was fifteen percent, or \$665 of a total of \$4,309 raised in the community.¹⁰ In addition to money, the students and faculty of Eastern donated 208 pints of blood when a Red Cross blood donor mobile unit visited Eastern on February 21, 1945.¹¹ In September 1942, a Red Cross Work Center was established in Eastern's Science Building. Four afternoons a week for fifteen months about twenty women from the College and the community made and packed a total of about 200,000 surgical dressings, under the supervision of Miss Annie L. Weller, emeritus head of the Geography Department.

Another wartime service rendered by those left at Eastern was the regular mailing of the *Eastern Teachers News* to the service men

⁸*Eastern Teachers News*, November 11, 1942.

⁹*Ibid.*, January 28, 1942.

¹⁰Eastern contributions came from students, student organizations, and faculty, both active and retired. It should be remembered that Eastern's enrollment was down to 630 for 1942-1943, 306 for 1943-1944, and 347 for 1944-1945. Figures on amounts collected from Dr. William H. Zeigel, Director of Public Relations, 1942-1946.

¹¹*Eastern Teachers News*, March 14, 1945.

and women of the College whose addresses were known. Every two weeks in the Public Relations Office student volunteers spent hours wrapping and addressing the papers for mailing all over the world. At one time during the year 1943-1944 nearly nine hundred copies were sent out at each mailing. Many notes of appreciation were received from the news-hungry service men and women.

The reduced enrollment at Eastern due to the war made it possible for a number of Eastern teachers to leave the campus for war-important work elsewhere. Dr. Frank Verwiebe joined the staff at the University of Chicago to work on problems of nuclear physics. Dr. Glenn Ross served at the national headquarters of the Red Cross for nearly a year. Dr. Wayne P. Hughes went to the National Safety Council. Dr. Russell Landis assisted the U. S. Office of Education in its war-service shop training program. Dr. Harold M. Cavins served in Central America for the Public Health Service. Dr. Homer Coppock left Eastern to work with the chemistry laboratory of the Illiopolis Ordnance Plant. Dr. Charles H. Coleman was with the War Production Board for fifteen months.

The service of Mr. Charles P. Lantz with the Coles County draft board in 1917-1918 was paralleled by that of Dr. S. E. Thomas in 1942-1945. Immediately following his retirement from the faculty in 1942, Dr. Thomas became chairman of the local draft board for eastern Coles County, succeeding Dr. Coleman who had held that position since October 1940.

Members of the faculty served the community of Charleston in various phases of the war effort. Among them were Dr. William H. Zeigel, Red Cross and National War Fund; Dr. Harold M. Cavins, Red Cross; Dr. Donald R. Alter, Boys Scouts, salvage drive chairman, and American Legion post commander; Dr. Glen H. Seymour, auxiliary fireman, and Dr. William G. Wood, auxiliary policeman.

The war drastically reduced Eastern's enrollment. The First World War had had a similar result, but with some interesting differences. The year before the war (1916-1917) the regular year enrollment was 618. This shrank to 496 in 1917-1918 and to 300 in 1918-1919, or a wartime reduction of 51 percent. This was not the end, for enrollment fell off for two more years, to 263 in 1919-1920 and to 192 in 1920-1921. Recovery began in 1921-1922 with 250 students. It was six years after the war before the enrollment reached prewar figures (617 in 1925-1926). In the case of the much longer Second World War, however, the reduction was greater, and the recovery was very much quicker. By the second war year, or 1942-1943, the enrollment was down to 630 or a 47 percent reduction, compared to 51 percent for the second year of the earlier war. As the war continued the student enrollment continued to drop, to a low of 306 in 1943-1944. But unlike the figures for the first war period, the recovery began while the conflict was still raging. The 1944-1945 figure was 347, which was more than doubled, to 713, in 1945-1946, the first post-war school year. A year later, the prewar enrollment figure had been passed, with an enrollment of 1,367. In brief, Eastern's enrollment

took six years to recover after the first war, but only two years to recover after the second.

The most important cause for this rapid post-war increase was the federal Educational Benefits Act for veterans (the "G.I. Bill") which flooded all colleges at the time. Eastern was in an excellent position to absorb this veteran enrollment, and also the increasing number of non-veterans who entered school in the years immediately following the war, for the school had increased the variety of its offerings to students with the two-year general college program, started in the fall of 1943. Furthermore, in 1937 two new departments (Commerce and Speech) had been added and the school had expanded its program in other fields, thanks largely to the two new buildings, health education in 1938 and science in 1940. Thus Eastern was in a strong position to rebuild its student enrollment when the pressure of war activities relaxed in 1945 and ended in 1946.

The percentage of men in the college student body was 47.8 in 1940-1941. This shrank to 44.2 percent by 1942-1943, and then dropped precipitously to 15.0 percent in 1943-1944, the low year in total enrollment, when only 56 men were in the student body. This "delayed action" effect of the war on the enrollment of men was due to the policy of the government in encouraging young men to continue in college until called into service, and in organizing reserve units which required members to stay in school until called to active duty.

The high wages and patriotic appeal of war jobs were factors in reducing enrollment. The teacher shortage, also, took many undergraduates from school as "emergency certificate" teachers.

Although the percentage of women enrolled went up as the men left, their total number also reduced, from 622 in 1940-1941 to 250 in 1943-1944. The enrollment of both increased each year until 1948-1949. In 1947-1948 there were 1,064 men and 446 women, and in 1948-1949 there were 1048 men and 482 women. The failure of the number of women to reach pre-war figures has been due primarily to the lack of housing. With the College's emergency housing for veterans taking care of less than one-fourth of the men in 1947-1948 (235 of 1,064), the men were competing with the women for the available private facilities. The women had only Pemberton Hall with its capacity of about 100 for their exclusive use.

Important in the postwar increase in men enrolled were the educational benefits laws for veterans. These were the Illinois "Military Scholarship" Act, the federal "G.I. Bill of Rights." (Public Law 346) and the Vocational Rehabilitation Act (Public Law 16) for disabled men. The first World War Two veteran to enter Eastern was Ralph Cox of Shelbyville, who enrolled in the summer of 1943 on a military scholarship. In December 1943 two men entered under Public Law 16, Harold Maris and Charles Weaver. While the war continued only a few veterans enrolled. In the fall of 1945 there were 29, nine of whom were married, and four of whom were women. A sharp increase in veteran enrollment followed. The veteran enrollment at Eastern, by quarters, from 1945 to 1948, has been:

Quarter	Total Veterans Enrolled	Women Veterans	Veterans who were married	Percentage of Male Veterans to all men enrolled
Fall 1945	29	4	9	26
Winter 1945-				
1946	121	5	36	65
Spring 1946	287	5	86	83
Summer 1946	286	4	85	84
Fall 1946	716	7	215	83
Winter 1946-				
1947	726	6	219	85
Spring 1947	686	6	206	86
Summer 1947	403	9	121	86
Fall 1947	694	9	214	72
Winter 1947-				
1948	673	9	202	76
Spring 1948	663	11	199	75
Summer 1948	369	5	111	82
Fall 1948	569	7	221	59
Winter 1948-				
1949	551	8	219	59
Spring 1949	537	8	214	60 ¹²

The decline in the number of veterans since the peak of 726 in the winter of 1946-1947 did not result in a decline in the number of men in the student body, which rose steadily after the war to 1,064 for the year 1947-1948. The number fell slightly in 1948-1949 to 1,048. The proportion of married veterans among all veterans enrolled probably will continue to rise for the next two or three years. This will mean a continuation of the need for emergency housing, which in 1948 cared for 131 veterans with their families, in 59 school-owned trailers and 72 apartments in the "barracks" buildings of "Campus City."

The School has benefited from the veterans on the campus. As a group they have been serious in purpose and exemplary in conduct. The average of their grades has been consistently higher than the average for the whole student body. Their more mature outlook has stimulated the work of the classes and has "kept the professors on their toes." Extra curricular activities, also, have benefited from their presence. Music and dramatics have reached new levels. Student publications have maintained or surpassed the high standards for which Eastern publications have long been famous. Eastern's teams have been at or near the top in all three major sports. Eastern is justly proud of its students who served in the Second World War.

A memorial plaque to the men of Eastern who died in World War II was dedicated on October 26, 1946 by the College Alumni Association. It is similar to the plaque dedicated to those who died in service in World War I. Both are located in the corridor of the main building. The dedicatory address in 1946 was given by Mr. Orval Funkhouser, of the class of 1932. In addition to these two plaque memorials, a stained glass window in the Mary J. Booth Library, now under construction, will be dedicated as a memorial to those who gave their lives in both World Wars.

¹²Information supplied by Dean R. D. Anfinson, October 1948 and July, 1949. The figures for married veterans are not precise, due to marriages taking place during the terms for which the figures are given.

The General College Movement

Eastern's name was changed from "The Eastern Illinois State Teachers College" to "The Eastern Illinois State College" by act of the General Assembly, approved July 21, 1947. This did not alter the primary purpose of the school, which as stated in an accompanying act, remained as it had been since 1895, namely, "to qualify teachers for the common schools of this state by imparting instruction in the art of teaching in all branches of study which pertain to a common school education. . . ."¹³

Since its beginning Eastern had attracted many students from eastern Illinois who came because of the low cost and convenient location rather than because of any desire to teach. Both the Normal School and later the Teachers College have been in effect a "regional college" as well as a teacher training institution. An illustration of the recognition by the Normal School of this general education function is seen in a statement from the school in the *Charleston Plaindealer* for May 11, 1911, in connection with a school sponsored athletic meet. "The Eastern Illinois State Normal School offers exceptional advantages to young men and women for practical training in preparation for teaching. It also furnishes the general training which is necessary for the pursuit of other professions. No more favorable conditions can be found for young persons who wish to develop their abilities for useful careers." This was a frank appeal to high school students attending the athletic meet to look Eastern over as a school for advanced study regardless of their professional or vocational aims.

From the early history of the Normal School a considerable number of Eastern students have gone from Charleston to Urbana or other universities to continue their education in fields other than education. Some indication of this may be seen in the fact that by 1929 thirty-seven graduates of the Normal School had acquired the doctorate. Of these, in sixteen cases the degree was the Ph.D. The others with a doctor's degree were physicians (M.D.), eighteen; lawyers (J.D.), two; and dentist (D.D.S.), one. Two normal school graduates were doctors of osteopathy. (D.O.).¹⁴ Obviously an appreciable proportion of those who attended the Normal School planned on careers not related to teaching. An examination of the "Alumni Register" of 1929, which lists occupations of alumni when known, indicates that probably one-third of the graduates to 1929 did not become teachers.¹⁵

Four year degree graduates, starting with the class of 1922, have tended to enter teaching in a greater proportion than did the normal school graduates. The records of the College Placement Bureau for the years 1935-1948 show that 337, or twenty-three percent, of 1,429 degree graduates did not remain in educational work as teachers or graduate students after leaving Eastern.

¹³*Session Laws*, 65th General Assembly, pp. 1538-1539. A bill to change the names of Eastern, Western, and Northern passed the Senate in 1943, but failed to get through the House.

¹⁴*Alumni Register*, Bulletin No. 106, 1929. The recording of advanced degrees may not be complete. One graduate, Dr. Harry Lee Huber, 1909, held both the M.D. and the Ph.D.

¹⁵Exact tabulation is impossible, partly because the records are not complete, and partly because many graduates taught for a time before entering other careers—notably that of housewife. Those actually recorded as being in educational work in 1929 amounted to about six-tenths of all of those listed.

In addition to graduates who did not enter teaching, throughout the history of the school many students enrolled for one or two years with the intention of transferring their credits to a liberal arts college or university. Eastern, with a small enrollment when compared to a large university, is able to give freshmen and sophomores more individual attention than is possible in larger schools. Classes are taught by mature teachers instead of "graduate assistants" as is so often the case in the universities. Nearly every full professor at Eastern, for example, has classes which are open to freshmen and sophomores.

It had been recognized at Eastern for some years that there was a need for a two-year general curriculum designed for students who were undecided as to their future. Those who might decide on teaching could continue at Eastern for their last two years. Others would receive a junior college diploma and their credits could be transferred to other schools without loss, regardless of their field of major interest. A two-year general curriculum also would attract many who had not considered teaching as a career. Faculty counseling and the Eastern environment in many cases would lead those among such students who showed scholastic superiority to decide to complete the four years at Eastern and become teachers. The two-year general curriculum could be authorized by action of the Teachers College Board. A four-year general college program, however, leading to a "liberal arts" degree would require legislative authorization, it was ruled by the Attorney General in 1947.

In May 1943 President Buzzard recommended to Eastern's "advisory council" of the Board that a two-year general curriculum be authorized. President Buzzard wrote to the Council that:

Many teacher training institutions are organized on a basis of two years of general college work before professional courses in psychology and education are begun. In fact, certain colleges of education in our state universities give only half credit for courses in education and educational psychology taken before the student has earned the equivalent of sixty semester hours of college credit.

We could offer during the coming biennium a two-year general college made up of courses chosen from ones now offered to freshmen and sophomores, and if at the next session of the General Assembly our institution should be changed so as to offer four years of general college, this two years would be an excellent foundation for continuance or for going directly into professional training as a teacher.¹⁶

In his report to the Board on June 10, 1943, President Buzzard formally requested authority to organize a two-year general curriculum as a background for the beginning of professional preparation for teaching in the third or junior year of college work, and to grant the junior college diploma to those completing such a two-year general curriculum. He also requested authority to drop the requirement that students sign

¹⁶Letter, R. G. Buzzard to the members of the Advisory Council, May 21, 1943. In President's files.

a pledge to teach. The Board postponed action, due to the absence of a number of members, until a special Board meeting on July 12, when the desired authorizations were granted. At the same meeting the Board changed the degree granted to the graduates of the four-year course at the five State Colleges from B.Ed. to B.S. in Ed., the same degree as that granted by the College of Education of the University of Illinois.¹⁷

Eastern's two-year general college curriculum was added in the fall of 1943. The College catalogue for 1943-1944 having already appeared, the first description of the new curriculum in an annual catalogue was in that for 1944-1945. This stated that the two-year general college curriculum was offered "for students who have not definitely chosen a teaching field, or who wish merely to take two years of general college work." Students remaining at Eastern for the third and fourth years, could complete the requirements for any one of ten different teaching fields, by a proper selection of electives in the first two years. Those who took the two years as a general college work without reference to a "teaching major" would receive a junior college diploma.¹⁸

Beginning in September 1943, the College has offered the following two-year curricula:

For examination for a limited elementary teaching certificate, in accordance with the teacher certificating law effective July 1, 1943.

1943_____

General college curriculum. 1943_____

Courses basic to engineering. 1945_____

Pre-medical courses. 1945_____

Pre-dental courses. 1945_____

Pre-nursing courses. 1945_____

Pre-medical laboratory technician courses. 1945_____

Courses basic to pharmacy. 1945_____

Courses basic to chemical engineering. 1945_____

Courses basic to general and vocational agriculture, horticulture, and floriculture. 1945_____

Courses basic to professional work in dietetics. 1945_____

Courses basic to study of journalism. 1946_____

Pre-legal courses. 1946_____

These two-year curricula have been so organized that the shift to a teaching major in the junior year is easy to arrange. Pre-engineering students, for example, are ready for their junior year as mathematics, physics or chemistry majors; the pre-law curriculum leads to a social science major, a pre-dietetics curriculum to a home economics major, et cetera.

Thus the two-year non-teaching curricula have been designed to encourage students to enter teaching. This is indicated by the college enrollment figures for the fall quarter of 1947. There were

¹⁷Unpublished Minutes, meetings of Teachers College Board, June 10, July 12, 1943. In mimeographed form, in President's files.

¹⁸Annual Catalogue, 1945, pp. 50-51. The summer school bulletin for 1944 described the new curriculum as one designed for students "who have not selected a vocational field, or who wish to take some general college work preliminary to specialized training in some vocational field." Summer School Catalogue, 1944, p. 18.

730 freshmen and sophomores enrolled in the regular four-year teaching curricula, and 312 freshmen and sophomores in the various two-year general curricula. This last was a drop of 46 from the fall quarter of 1946. There were more sophomores than freshmen in the four-year curricula, but fewer sophomores than freshmen in the two-year curricula. After one year at Eastern a considerable number of 1946 two-year general freshmen had changed to a four-year teaching curriculum. The teacher-training environment was having its anticipated effect.

The difficulty students have had in entering crowded professional schools led the Teachers College Board in 1948, at President Buzzard's request, to authorize students in the two-year curricula to continue at Eastern for a third year on a general program. In the fall of 1948 about thirty students were taking advantage of this opportunity.

President Buzzard in February 1945 requested the Board to consider broadening the service of the college by permitting the organization of a four-year general college curriculum, not designed to prepare for teaching, and the awarding of the appropriate degrees. President Buzzard realized that legislative action might be necessary to widen the Board's statutory powers. If so, he recommended that the Board sponsor legislation to enable the Board to authorize the school to graduate students with other than "professional" (education) degrees, and to change the name of the school to "The Eastern Illinois State College."

In support of his request, President Buzzard pointed out that there was a very real need for a general college in the region served by Eastern. In all of the southern half of Illinois there were only three colleges accredited by the North Central Association (Eastern, Southern, and Principia) and one of these ((Principia) was a denominational school. As President Buzzard informed the Board, the state normal schools and teachers colleges had long served as regional colleges, with teacher training being used by many as a deliberate stepping stone to other professions. He presented statements from the county superintendents of eastern Illinois endorsing the addition of a four-year general education program at Eastern. Many superior high school graduates, unwilling to attend a *teachers college*, would attend a *state college*. Once enrolled at Eastern, many of these superior students would shift over to a teacher training program. Thus introduction of a four-year general college program would serve to increase the number of teachers-in-training, rather than the reverse. The two-year general program has had just that result, as we have seen.

President Buzzard quoted from a 1944 report of the "Commission to Study Higher Education in Illinois" (the "Leland Survey") which found that "the teachers colleges (1) can provide better service to the regions they serve and (2) can strengthen teacher education by frankly becoming regional colleges." The recommended addition to Eastern's offerings would not, if adopted, mean that teacher training would take a back seat. Rather, "the present program of teacher training is and will remain the major interest at Eastern," President Buzzard emphasized.

A precedent in favor of President Buzzard's request was the statutory permission granted to Southern to become the "Southern Illinois University" in 1943, and approved by the Board in July of that year. The authorization by the Board of the two-year general curricula, and making the pledge to teach optional with the various schools, both actions taken in 1943, also indicated a trend toward removing teacher training as the sole function of the state colleges.¹⁹ President Buzzard's request was presented to the Board on February 19, 1945. Action was deferred.²⁰

The question of a four-year general college program did not come up at Board meetings until the summer of 1946. At the meeting on July 8, 1946, President Buzzard suggested that a committee to consider the general college proposal be named.²¹ Instead of a new committee, the scope of the committee on graduate study (Messrs. Guin, Davis, Nickell) was broadened to include the general college proposal. In his report to the Board at this meeting President Beu of Western also stressed the need for a four-year general college program. No decision was reached by the Board on either Eastern or Western's proposal, and in October 1946 both presidents renewed their request. Again action was postponed.²²

The Board hesitated to give the authorization requested because of doubt as to its legal authority. As we have seen, in his original request of February 1945 President Buzzard recognized that legislative action might be required. In a Board meeting held on April 14, 1947, Mr. Robert W. Davis of Carbondale, a member, moved that the opinion of the Attorney General be obtained as to the power of the Board to authorize a four-year general college program in the state colleges. A reply from the Attorney General, holding that the Board lacked such authority, was read at the October 13, 1947, meeting of the Board.²³ This opinion meant that the movement to broaden the offerings of Eastern to include a four-year general college program must wait on action by the General Assembly. The 1947 action of the legislature in changing Eastern's name to Eastern Illinois State College, would indicate that the members of the General Assembly are, on the whole, well-disposed toward broadening the functions of Eastern and the other state colleges.²⁴

Speaking of future prospects for extending Eastern's services to eastern Illinois, in September 1948 President Buzzard stated that "Eastern needs legislation, which will permit granting the bachelor's degree unrelated to teacher preparation." He also called for a re-examination of the vocational training situation in southeastern Illinois. President Buzzard saw a third era ahead for Eastern, one in which general and vocational education would be added to existing

¹⁹Report by President Buzzard to Teachers College Board, February 19, 1945. Addenda.

²⁰Unpublished Minutes, meeting of Teachers College Board, February 19, 1945. In mimeographed form, in President's files.

²¹*Ibid.*, July 8, 1946.

²²*Ibid.*, October 14, 1946.

²³*Ibid.*, April 14, 1947. It will be recalled that the change of Southern to a University in 1943 was by statutory authority.

²⁴This action was sponsored before the legislature by the members of the House Committee to Visit Educational Institutions. The Teachers College Board did not announce any position on this proposal.

teacher-preparation and pre-professional programs. It was his hope that in addition to the four-year general college program, Eastern also would be authorized to add two-year vocational curricula in the fields of industrial arts, home economics, and business education.²⁵

Also in the future for Eastern is the possibility of a fifth year, for graduate study leading to a master's degree. In this case the authorization already exists.

As early as May 1936 the Normal School Board considered the possibility of the state teachers colleges expanding their programs to include a fifth year for graduate study. At the meeting held on May 25, 1936, the Board adopted the following resolution:

Be it Resolved: That, in keeping with the trend of the times in teacher education and that the Normal Schools of Illinois may attain the highest measure of efficiency and may meet the demand of the schools of Illinois for more highly developed teachers, we announce as an aim of this Board to investigate the desirability of our Normal Schools so that Master's degrees may be granted, but that no Master's degrees shall be granted until such time when this Board and the Presidents of the Normal Schools shall determine that the several Normal Schools are fully equipped to confer such degrees; that the proper committee of this Board and the Presidents forthwith undertake the fullest investigation of the needs of the Normal Schools to qualify them for this additional service, and that at least two years of preparation and study be given this matter before these degrees can be conferred.²⁶

After extended study by a Board Committee, on July 12, 1943 the Board authorized the state colleges to offer a year of graduate work, leading to the degree of Master of Science in Teaching. The Board required that the particular fields in each school in which graduate work was to be done should be approved separately by the Board. Eastern was not interested in commencing graduate work at that time, President Buzzard informed the Board.²⁷

Three of the state colleges have introduced graduate work since this authorization by the Board: Normal, Western, and Southern. Eastern has not done so, for two reasons. In the first place, the University of Illinois is located so close to Charleston that until after the war there was little demand for graduate work among Eastern's students. Of greater significance has been the determination by the president and faculty of Eastern that graduate work be not commenced until facilities were available which would enable the school to do a top-notch job. With one of the best trained college faculties in the country there has been no question about the competence of Eastern's teachers to direct graduate work. But physical inadequacies, especially the lack of an adequate library building, have served to make impossible a graduate study program of the proper quality.

²⁵Charleston Daily Courier, September 27, 1948.

²⁶Proceedings, Normal School Board, meeting of May 25, 1936, p. 3.

²⁷Unpublished minutes, Teachers College Board, meeting of July 12, 1943. In mimeographed form, in President's office. This authorization was not to go into effect before the summer of 1944.

With the completion of the Mary J. Booth Library, and with the construction of a new Laboratory School, Eastern will be well equipped to offer graduate work in the field of professional education. One significant indication of the trend toward graduate work is the fact that from 1946 to 1948 Eastern's Bureau of Teacher Placement received calls for teachers for 110 positions for which the master's degree was preferred.²⁸ Obviously, there will be no difficulty in placing graduates of a five-year program.

In Conclusion

Eastern has existed for half-a-century not primarily for the benefit of its students, but for the benefit of the people of Illinois. As a teacher training institution it has sought to give culture and learning to its students, culture and learning dedicated in a special way to the general welfare. The final measure of Eastern's success as a school is found not in the success or failure of its graduates as individuals, but rather in the progress of the people of Illinois, who as children pass through the classrooms of Eastern's graduates.

Eastern looks forward to opportunities for even greater public service in its second half-century. Curricular changes may bring increased numbers of students to the campus who do not plan on teaching careers. But it is the hope and expectation of Eastern's faculty that the best of these will find inspiration and guidance from Eastern's continuing emphasis on teaching as a career. It is a career that challenges the best in all who embrace it, that brings joys and satisfactions unfelt in the shop and in the market-place.

In his report to the Board in June 1924, after the first quarter century, Mr. Lord wrote: "How the schools are crying out for men and women of high character and high ideals; men and women who are not everlastingly trying to see who is right, but to discover what is true, examples of freedom from petty meannesses, envyings, and jealousies; exemplars of generosity, magnanimity, and high-mindedness."²⁹

A second quarter century has passed since these words were written by Eastern's first President. The Teachers College has become in name, and may soon become in fact, a State College. But Teachers College or State College, Eastern's purpose will always be to so educate its students that they will be "exemplars of generosity, magnanimity, and high-mindedness," in the hope that the graduates who become teachers will carry that purpose with them into the public schools of Illinois.

The spirit of Eastern was caught by Isabel McKinney when she wrote the school song. With the last verse we will close this account of "fifty years of public service":

Across the years thy spirit burns,
Across the land in love it yearns,
Enkindled with the light of truth
Made perfect in eternal youth.

²⁸Reports of the Bureau of Teacher Placement, 1946, 1947, 1948.

²⁹Quoted in McKinney: *Mr. Lord*, p. 344.

APPENDIX

A chronology of Eastern Illinois State College	340
Enrollment	345
Appropriations	347
Expansion of Buildings and Campus	348
College Curricula, 1920-1948	348
Administrative and Departmental Organization	350
The Teaching Staff, 1899, 1920, 1948	355
College Teachers Who Left Eastern after Five Years or More of Service	356
Former Students who joined the Faculty	357
Faculty Publications	358
Normal School and College Fees	366
Graduating Classes	367
Class Presidents	368
Class Memorials	369
Teacher Placements	370
Scholarship Awards	371
Student Organizations	371
The School Paper	375
The School Annual	375
Homecoming at Eastern	376
Eastern's Football Record	377
Eastern's Basketball Record	378
Eastern's Baseball Record	378
World War I Service List	379
Deaths in Service, World Wars I and II	381
Prisoners of War, World War II	383
Teachers in Service, World War II	383
The School Song	384

A Chronology of Eastern Illinois State College

- 1887 State Senate committee called for additional normal schools.
- 1893 Committee of Illinois Teachers Association created to work for more normal schools.
- February 2, 1895 Bill for Eastern Illinois State Normal School introduced by Senator Isaac Craig of Mattoon.
- April 18, 1895 First meeting in Charleston to promote Charleston as normal school location. Committee chosen. Raised \$75,000.
- May 22, 1895 Eastern Illinois State Normal School created by act of General Assembly. Appropriation of \$50,000.
- May 29, 1895 Governor John P. Altgeld appointed Board of Trustees for Eastern.
- June, 18, 19, 1895 Visit of Board of Trustees to Charleston.
- July 5, 1895 City Council granted water to Eastern for 50 years for \$5.
- July 18, 1895 Second visit by Trustees to Charleston. Committee submitted offer to Trustees. Free site, \$40,000 cash, and other advantages.
- August 1895 Water substitution episode.
- September 7, 1895 Charleston selected by Trustees, on 12th ballot.
- September 9, 1895 Bishop's Woods selected by Trustees as site for school.
- September 24, 1895 Bishop's Woods turned over to the Trustees.
- December 12, 1895 Contract for building. \$86,000.
- March 25, 1896 Excavation for building started.
- May 27, 1896 Cornerstone of building laid by Governor Altgeld.
- April 1897 Governor John R. Tanner appointed new Board of Trustees for Eastern.
- April 12, 1898 State Superintendent Samuel M. Inglis chosen as President of Eastern.
- June 1, 1898 Death of President Inglis.
- October 1898 President L. C. Lord of Moorhead Normal School, Minnesota, visited Charleston.
- December 8, 1898 Livingston Chester Lord chosen as President of Eastern.
- July 1, 1899 First public announcement by President Lord concerning the offerings of the school.
- August 14, 1899 Death of Louis H. Galbreath, supervisor of training school.

- August 29, 1899 Dedication of the school by Governor Tanner.
- September 7, 1899 First teachers meeting.
- September 12, 1899 Eastern Illinois State Normal School opened, 18 teachers, 126 students.
- October 13, 1899 Athletic Association organized.
- October 1899 First football game, with Oakland town team. Eastern lost.
- October 28, 1899 First all-school reception.
- November 11, 1899 Death of G. W. Smith, School Law and Geography.
- March 1900 First entertainment number. Musical recital by W. Waugh Lauder.
- June 1900 Graduation of first class. (four)
- June 1901 First summer school, 172 students.
- January 1903 Greenhouse completed. Second building on the campus.
- December 30, 1903 Miss Frances E. Wetmore, Registrar, died in Iroquois Theatre disaster.
- November 27, 1904 Death of W. M. Evans, English
- May 12 1905 Lindly normal school scholarship act.
- May 1907 General Assembly gave normal schools power to confer degrees.
- April 9, 1908 Billy Sunday refereed Eastern-Westfield College baseball game.
- December 1908 Death of Charlotte Amy Rogers, History in the Grades.
- January 4, 1909 Pemberton Hall and gymnasium completed.
- March 1909 The "Dancing Controversy."
- Spring 1909 Typhoid scare. Reduced summer school enrollment.
- Fall 1911 Charles P. Lantz, first full-time, year-round, director of athletics.
- Spring 1912 *The W' Apper*, first printed senior class annual.
- August 25, 1913 City of Charleston commenced charging the school for water, in violation of 1895 agreement.
- Fall 1913 Semester plan adopted (to 1919).
- Fall 1913 Model School Building completed.
- November 5, 1915 First issue of *Normal School News*.
- November 6, 1915 First Homecoming.

- November 13, 1915 Paul Vernon Root killed in football game with Normal. Eastern's only football fatality.
- February 16, 1916 Supreme Court upheld City of Charleston in suit over water for the school.
- Summer 1916 "Summer normal school" at Danville under auspices of Eastern.
- November 1916 Extension classes at Paris and Effingham.
- March 7, 1917 Civil Administrative Code Act passed, creating single Normal School Board, In effect July 1, 1917.
- 1917-1918 First World War. Nine former students died in service.
- April 18, 1917 First volunteers for Army enlisted on the campus.
- May 26, 1917 Charleston Tornado.
- Summer 1917 "Summer normal schools" at Danville and Taylorville under auspices of Eastern.
- Summer 1917 Death of Mary E. Hawkins, head of Pemberton Hall.
- Fall 1917 Junior High School organized. 99 students.
- October 26, 1917 Student government in Pemberton Hall.
- Fall 1918 Senior High School organized. 11 students.
- Oct. 12-28, 1918 School closed by influenza epidemic.
- Spring 1919 First issue of *The Warbler*, school annual.
- Fall 1919 Quarter plan adopted.
- November 8, 1919 Schahrer Field dedicated at Homecoming.
- Spring 1920 Student Council organized.
- Fall 1920 Four-year course leading to degree announced.
- June 3, 1921 Name of school changed to Eastern Illinois State Teachers College at Charleston.
- March 20, 1922 Death of Elizabeth Hilton, 2nd grade critic.
- March 23, 1922 Death of Florence V. Skeffington, English.
- Spring 1922 Mid-spring term introduced (to 1929).
- June 1922 First degree graduates (three).
- 1924 New power plant.
- Spring 1926 Student Board of Control created. Merged with Student Council in Fall of 1928.
- October 22, 1927 First public performance of college band, organized by Mr. Railsback.
- December 16, 1927 Death of Raymond L. Modesitt, High School principal.

February	1928	Delta Lambda Sigma, first social fraternity, organized. Now Phi Sigma Epsilon.
March 14,	1928	Eastern accredited as a college by the North Central Association.
October 15,	1928	Salary Schedule adopted by Normal School Board.
Fall	1928	Practical Arts Building completed.
January 2,	1931	Chapter of Kappa Delta Pi Honorary education fraternity installed at Eastern.
June 2,	1931	The "72 acres" purchased.
April	1932	Death of Florence E. Gardiner, 3rd grade critic.
July 9,	1932	Death of Walter Nehrling, Superintendent of grounds.
April 5,	1933	Ten percent faculty salary cut. Second half of summer term discontinued.
May 15,	1933	Death of President Lord.
October 1,	1933	President Robert Guy Buzzard succeeded Acting President Edson H. Taylor.
Fall	1934	Daily chapel replaced by biweekly chapel.
Fall	1934	Saturday classes dropped. Monday through Friday program adopted.
Fall	1934	Offices of deans of men and women created.
October	1934	Panthers' Lair, men's cooperative dormitory opened.
Fall	1935	College Assembly once a week replaced chapel.
Fall	1937	Extension program started.
Fall	1937	Commerce Department organized. Now Department of Business Education.
Fall	1937	Speech Department organized.
May 14,	1938	Health Education building dedicated.
Fall	1938	Speech correction clinic organized.
May 25,	1940	Science Building dedicated.
Summer	1941	First Prairie State Field Study.
July 18,	1941	Normal School Board became Teachers College Board.
	1941-1945	Second World War. 48 former students died in service.
April 28,	1942	Panthers' Lair destroyed by fire.
	1942	Water tower and flagpole erected.
March 21,	1943	Death of Friederich Koch, Music, in Texas.

June 11,	1943	Revised salary schedule adopted by Teachers College Board.
July 12,	1943	Board authorized two-year General College curriculum; degree changed from B.Ed. to B.S. in Ed. Pledge to teach optional with the five colleges.
May 25,	1944	Death of Senator Stanton C. Pemberton.
August 4,	1944	Retirement of Edson H. Taylor, Mathematics, after forty-five years of service. Last member of original faculty to be on active duty.
August 31,	1944	Death of Franklyn L. Andrews, English, in Charleston.
July 31,	1945	Death of Anabel Johnson, Foreign Languages, at Frankfort, Mich.
December 23,	1945	Death of Bernice I. Bankson, 5th grade critic, in California.
May 16,	1946	Revised salary schedule adopted by the Board.
December 2,	1946	Start of college radio program over station WLBH.
July 21,	1947	Name changed to Eastern Illinois State College.
Fall	1947	College assembly placed in charge of a student committee.
October 23,	1947	Contract for new Library Building.
January,	1948	Student Lounge opened.
January 16,	1948	Death of Anna H. Morse, emeritus first grade critic, at Winter Park, Florida.
January 19,	1948	Revised salary schedule adopted by the Board.
February 2,	1948	Ground broken for new Library Building.
February 4,	1948	College cafeteria opened.
March 16,	1948	Students and faculty moved books from Old Main to temporary library building.
June 13,	1948	Death of Ellen A. Ford, emeritus dean, at Syracuse, New York.
Oct. 15, 16,	1948	Golden Jubilee Homecoming.
October 25,	1948	Cornerstone of Mary J. Booth Library Building laid.

Enrollment in Eastern Illinois State Normal School (1899-1921), Eastern Illinois State Teachers College (1921-1947) and Eastern Illinois State College (1947-1948)

NORMAL SCHOOL				MODEL SCHOOL		
Year	Summer term—6 wks.	Regular Year		Grades 1-8		Total
1899-1900	—	240		157 ¹		397
				Grades 1-9		
1900-01	—	279 (3 Saturday students)		202		481
1901-02	172 (1901)	326 (33)		201		699
1902-03	227	323 (15)		212		762
1903-04	197	317 (11)		242		756
1904-05	264	308 (3)		240		812
1905-06	405	339 (1)		265		1,009
1906-07	429	332 (1)		260		1,021
1907-08	452	397		229		1,078
1908-09	504	427		228		1,159
1909-10	452 ²	449 (1)		222		1,123
1910-11	460	484 (1)		223		1,167
1911-12	584	490 (5)		219		1,293
1912-13	740	511 (2)		225		1,476
				Training School		
				Grades 1-8		
1913-14	755	504 (1)		312 ³		1,571
1914-15	710	526 (1)		307		1,543
1915-16	891	577 (1)		310		1,778
			Extension			
1916-17	1,118 ⁵	618 (2)	34 ⁴	322		2,092
				Gr. 1-6	Jr. H.S.	
1917-18	855 ⁶	496		228	99	1,678

NORMAL SCHOOL				TRAINING SCHOOL			
Year	Summer term	Regular year	Mid-Spring term	Gr. 1-6	Jr. H.S.	Sr. H.S.	Total
1918-19	658	300	—	219	165	11	1,353
1919-20	734	263	14	207	138	82	1,438
1920-21	885 (2 terms. 56 in second term)	192	35	213	193	149	1,667

TEACHERS COLLEGE

Year	1st 6 wks.	2nd 6 wks.	Regular year	Mid-Spring term	Gr. 1-8	H.S.	Total
1921-22	964	152	250	99	282	281	2,028
1922-23	926	135	311	129	279	266	2,031
1923-24	925	146	363	192	276	251	2,153
1924-25	996	213	497	173	281	252	2,412
1925-26	1,040	284	617	188	281	273	2,683
1926-27	958	214	640	200	279	240	2,531
1927-28	862	201	620	157	280	238	2,358
1928-29	803	202	758	125	275	234	2,397
1929-30	873	261	664		272	235	2,305
1930-31	747	295	769		264	224	2,299
1931-32	760	314	786		267	188	2,315
1932-33	741	259	964		267	169	2,400
	6 weeks						
1933-34	578		963		257	167	1,995
1934-35	631		966		280	151	2,028
	8 weeks						
1935-36	727		870		281	166	2,044
1936-37	696		866		262	185	2,009

¹The Normal School had a preparatory class of 24. This was dropped in 1900, and a 9th grade was added to the Model School.

²Summer term enrollment in 1909 reduced by a typhoid scare.

³From 1913-14 through 1917-18 a 9th year was included in the Normal School. In 1913 the name "Training School" replaced the name "Model School" in the catalogue.

⁴These extension classes in 1916-17 were held in Paris and Effingham.

⁵The 1916 summer term figures include 95 students at the Danville summer school who received credit at Eastern.

⁶The 1917 summer term figures include 73 students at the Danville summer school and 60 students at the Taylorville summer school, all of whom received credit at Eastern.

Year	TEACHERS COLLEGE				TRAINING SCHOOL		Total
	Summer Term	Regular Year	Extension 2 semesters	Gr. 1-8	9-12		
1937-38	677	793	510	256	184	2,420	
1938-39	690	1,095	541	255	205	2,786	
1939-40	673	1,218	800	257	213	2,728	
1940-41	785	1,192	893	240	215	3,325	
1941-42	690 ⁷	955	610	260	213	2,728	
	1st 6 weeks	2nd 6 weeks ⁸					
1942-43	510	285	630	491	263	188	2,367
1943-44	265	142	306	654	261	168	1,796
	8 weeks	Summer Extension On-C Off-C ¹⁰					
1944-45	281 ⁹	48 103	347	598	240	167	1,780
1945-46	250	38 62	713	587	240	177	2,067
1946-47	668	50 100	1,367	620	246	195	3,246
			STATE COLLEGE				
1947-48	856 ¹¹	47 148	1,510	522	251	173	3,507
1948-49	807	50 99	1,530	627	264	152	3,529

⁷The 1941 summer term figures include 36 students enrolled with the Prairie State Field Studies.

⁸The double summer term in 1942 and 1943 was a part of the war-accelerated program of the College.

⁹From 1944 to 1947 the eight weeks summer term included six weeks courses.

¹⁰Summer extension courses are three weeks in length. They have included campus refresher courses (1944 and 1945), campus workshops and short courses (1945-1949), and workshops and short courses at Vandalia (1944), Fairfield (1945), Effingham (1946), Flora and Mt. Carmel (1947), and Litchfield and Olney (1948).

¹¹The 1947 summer term figures include 43 students enrolled in the Prairie State Field Studies.

*Appropriations by General Assembly for Eastern Illinois
State Normal School, Teachers College and State College*

Fiscal year biennium	Ordinary Appropriation	Salaries and Wages (included in ordinary app.)	Special Appropriation
1899-1900.....	\$ 66,000		
1901-1902.....	88,000		\$ 12,000
1903-1904.....	96,000		18,000 ¹
1905-1906.....	110,000		20,000 ¹
1907-1908.....	110,000		117,000 (Women's Bldg, \$100,000)
1909-1910.....	122,000		12,500
1911-1912.....	146,000		83,500 (Model School and Manual Arts Bldg., (\$75,000)
1913-1914.....	160,000		25,000 (Model School and Manual Arts Bldg., \$20,000)
1915-1916.....	214,960	\$ 182,960	1
1917-1918.....	213,860	177,660	71,556 (Reserve and Countingencies)
1919-1920.....	275,546.50	217,696.50	
1921-1922.....	366,090	292,990	148,500 ¹ (Power plant, \$130,000) 16,327 (Emergency Salary and Wage)
1923-1924.....	387,500	300,200	² (\$145,117.87 reappropriated)
1925-1926.....	408,900	336,600	170,000 (Practical Arts Bldg.)
1927-1928.....	426,967	378,967	
1929-1930.....	545,460	435,860	2
1931-1932.....	588,730	477,330	² 21,600 (72 acres)
1933-1934.....	494,500	420,000	2
1935-1936.....	547,850 ¹	483,350	2 3
1937-1938.....	671,116	566,116	2 3
1939-1940.....	671,116	566,116	2 3 4
1941-1942.....	764,245	610,685	2 4
1943-1944.....	871,880 ⁵	871,228	2
1945-1946.....	1,085,896 ⁵	825,806	2 \$2,995,748 ⁶
1947-1948.....	1,461,297 ⁵	1,162,393	2 2,597,628 ⁶

¹The 5 vetoes. Act of May 15, 1903. Gov. Yates vetoed \$25,000 for gymnasium.

Act of May 18, 1905. Gov. Deneen vetoed \$100,000 for women's building.

Act of June 29, 1915. Gov. Dunne vetoed \$10,000 for main building improvements, \$50,000 of school income to contingency (revolving) fund.

Act of June 30, 1921. Gov. Small vetoed provision granting schools right to disburse amounts received for contingencies (revolving) fund.

Act of July 2, 1935. Gov. Horner vetoed \$40,000 for extension of summer school in 5 colleges to 8 weeks, to be allocated by N. S. Board. Eastern had an 8 weeks' summer term in 1935, and after.

²Revolving fund provisions. Act of June 1, 1923. Revolving fund, not exceeding income for any school, and not over \$600,000, made available to the 5 colleges.

Acts of May 20, 1929 and June 12, 1931. Revolving fund authorization was \$1,000,000 for the 5 colleges.

Acts of July 6, 1933, July 2, 1935, July 1, 1937. Revolving fund authorization was \$800,000 for the 5 colleges.

Act of July 1, 1939. Revolving fund authorization was \$1,000,000 for the 5 colleges.

Act of June 28, 1941. Revolving fund authorization was \$1,300,000 for the 5 colleges, plus emergency authorization of \$200,000 due to increased enrollments.

Act of June 30, 1943. Revolving fund authorization was \$635,084 for the 5 colleges.

Act of April 10, 1945. Emergency authorization, revolving fund for the 5 colleges, \$70,000.

Act of January 29, 1947. For use to July 1, 1947. Emergency appropriation from teachers colleges income fund, for 5 colleges, \$1,077.62.

³Federal aid projects. Act of July 2, 1935. \$1,000,000 for permanent improvements to be paid in whole or in part by Federal funds, at the 5 colleges, to be selected by Dept. of R. and E. by agreement with Federal agencies. \$843,702.38 of this amount reappropriated by Act of July 2, 1937.

Act of July 1, 1937. \$1,000,000 for permanent improvements for the 5 colleges under same conditions as Act of July 2, 1935. \$633,734.31 of this amount reappropriated by Act of July 1, 1939.

⁴State projects. Act of July 1, 1939. \$970,000 for permanent improvements for the 5 colleges, to be selected by Dept. of R. and E.

Act of June 28, 1941. \$61,940 for permanent improvements for 5 colleges, to be selected by Dept. of R. and E.

⁵Retirement fund. Act of June 30, 1943. For first time EISTC appropriation contains item "Employer contribution to University Retirement System." Amounts were \$25,780 (1943), \$40,218 (1945), \$47,904 (1947).

⁶Twenty-five year building program. Act of July 17, 1945, \$2,995,748 included funds for library, training school, land purchase, power plant addition, service connections to buildings. Only the power plant addition was acquired from this appropriation (\$231,400). Nearly all of the remainder of the appropriation lapsed.

Act of July 21, 1947, \$2,597,628. Provided funds for library construction (\$2,010,092) and furnishing (\$80,000), campus and site developments (\$326,751), service connections to library (\$154,500) and land purchase (\$26,285).

Eastern's Expansion of Buildings and Campus

- 1895 Original campus. 40 acres
 1899 Main building, with heating plant (later replaced)
 1903 Greenhouse
 1909 Pemberton Hall and Gymnasium
 1913 Training school building
 1916 Manual Arts building (later sold and removed)
 1924 New heating plant
 1929 Practical Arts building
 1931 "Panthers' Lair" men's dormitory (burned April 28, 1942)
 72 acres added to campus
 1932 Field House at Schahrer Field
 1938 Health Education building
 1940 Science building
 1942 Water tower
 Flagpole
 Campus lighting
 1945 "Trailerville," trailer park*
 1947 "Campus City," veteran's housing*
 Service building
 Power plant addition
 Land purchase. About 30 acres added to campus
 Development of new athletic area commenced
 1948 Student lounge*
 Cafeteria*
 Temporary library building*
 Construction of new library building commenced
 Campus relandscaped

*War-surplus facilities from Federal Government.

College Curricula, 1920-1949

(Figures in parentheses show enrollment of majors, Fall Quarter 1948)

Two Years (230)

Teachers for the grades 1920-1942

Special teachers

Agriculture 1921-1928

Art 1921-1929

English 1926-1932

Home Economics 1921-1929

Manual Arts 1921-1932

Music 1921-1930

For limited elementary certificate examination 1943—(Note)

General college 1943—(89)

Pre-agriculture 1945—(14)

Pre-chemical engineering 1945—(4)

Pre-dental 1945—(12)

Pre-dietetics—(2)

Pre-engineering—(46)

Pre-journalism 1946—(13)

Pre-law (1946—(13)

Pre-medical 1945—(23)

Pre-medical laboratory technician 1945—(3)

Pre-nursing 1945—(4)

Pre-pharmacy 1945—(7)

Note: Students in the two-year limited elementary certificate examination curriculum are included in the figure for the two-year general college curriculum.

Four Years (1,193)

Primary teachers 1920–1929

Intermediate teachers 1920–1925

Elementary teachers 1931–1937, 1944—(92)

Lower grades 1937–1944

Upper grades 1937–1944

Rural elementary teachers 1936–1944

Educational Supervision and administration 1920–1927

Elementary supervisors and training teachers 1929–1931

High school teachers and teachers of special subjects

Agriculture 1920–1926

Art and Design 1920–1935

Art 1935—(41)

Commerce 1937 (Business Education 1947—) (203)

Accounting 1944—(96)

Secretarial Studies 1944—(43)

Accounting and Secretarial Studies 1944—(64)

English 1920—(63)

Foreign Languages 1920–1933

Latin 1933—(0)

French 1946—(1)

Spanish 1946—(11)

Geography 1920—(22)

History 1920–1927

History and Social Science 1927–1939

Social Science 1939—(86)

Home Economics 1920–1926, 1927–1929

Smith-Hughes 1929–1943

Vocational 1943—(66)

Manual Arts 1920–1927

Industrial and Manual Arts 1927–1933

Industrial Arts 1933—(100)

Mathematics 1920—(43)

Music 1920–1926, 1938—(57)

- Public School Music 1932–1936
- Music Education 1936–1938
- Physical Education for Men 1938—(176)
- Physical Education for Women 1945—(29)
- Science, Biological 1920–1931
 - Botany 1931—(26)
 - Zoology 1931—(23)
- Science, Physical 1920–1931
 - Chemistry or Physics 1931–1933
 - Chemistry and Mathematics 1933–1935
 - Chemistry 1935—(49)
 - Physics and Mathematics 1933–1935
 - Physics 1935—(24)
- Speech 1938—(44)
- Unclassified (37)

Eastern's Administrative and Departmental Organization, 1898-1948
Administrative

President

- Samuel M. Inglis, 1898
- Livingston C. Lord, 1898–1933
- Edson H. Taylor, 1933 (Acting)
- Robert G. Buzzard, 1933–

Dean of the College

- Ellen A. Ford, 1932–1934
- Frank A. Beu, 1934–1942
- Hobart F. Heller, 1942–

Registrar

- Frances E. Wetmore, 1899–1903
- Mamie H. O'Neal, 1904–1906
- Grace Ewalt, 1906–1921
- Gertrude Kolle, 1921–1922
- Blanche C. Thomas, 1922–

Business Manager

- Grace Ewalt, 1921–1929 (and Secretary)
- Ruth B. Dunn, 1930–1934 (and Secretary)
- Raymond R. Gregg, 1934–

Dean of Men

- Hobart F. Heller, 1934–1942
- J. B. MacGregor, 1935–1936
- Harold M. Cavins, 1942–1947
- J. Glenn Ross, 1945
- Rudolph D. Anfinson, 1947–

Dean of Women

- Nathile McKay, 1934–1936
- Catherine F. Stillwell, 1937–1939
- Elizabeth K. Lawson, 1939–

Supervisor of Training School

Louis H. Galbreath, 1899
 Francis G. Blair, 1899-1906
 Lotus D. Coffman, 1907-1912
 M. W. Deputy, 1909-1910
 E. E. Lewis, 1912-1913
 Fiske Allen, 1913-1934

Director of Teacher Training and Placement

Walter W. Cook, 1934-1938
 Harry L. Metter, 1938-

Principal of Elementary School

(Supervisor of Training School, 1899-1934)
 Harry L. Metter, 1934-1935
 Walter W. Cook, 1935-1937
 Arthur U. Edwards, 1937-

Principal of High School

Raymond L. Modesitt, 1918-1927
 Howard DeF. Widger, 1927-1928
 Emily R. Orcutt, 1928-1934
 Donald A. Rothschild, 1934-1947
 Archie R. Ayers, 1947-
 Archie R. Ayers, 1947-1949
 Raymond P. Harris, 1949-

Director of Extension

Bryan Heise, 1937-

Director of Summer School

Bryan Heise, 1948-

Director of Guidance

William H. Zeigel, 1946-

Director of Rural Education and Off-Campus Student Teaching

Wesley B. Eastman, 1934-1936
 Harry L. Metter, 1936-1938
 Hans C. Olsen, 1938-1947

Director of Rural Education

Hans C. Olsen, 1947-

Director of Veterans' Services

Rudolph D. Anfinson, 1945-

Director of Public Relations

Roy K. Wilson, 1937-1942
 William H. Zeigel, 1942-1946
 Stanley M. Elam, 1946-

Director of Pemberton Hall

Estelle Gross, 1909-1910
 Mary E. Hawkins, 1910-1917
 Maude E. Parson, Summer, 1916

Grace M. Peters, 1917–1919
 Ruth E. Forsberg, 1919–1920
 Martha Molyneaux, 1920–1927
 Lucy G. A. O'Dell, 1927–1928
 Carol L. Besteland, 1928–1932
 Nathile McKay, 1932–1936
 Catherine F. Stillwell, 1936–1937
 Marian A. Maxim, 1937–1938
 Beatrice M. Yates, 1938–1939 (Social Director)
 Alice N. Cotter, 1939–1948
 Barbara L. Jones, 1948– (Social Director)

Librarian

Ella F. Corwin, 1899–1900
 Florence M. Beck, 1900–1904
 Mary J. Booth, 1904–1945
 Florence E. Dunton, 1917–1919
 Roscoe F. Schaupp, 1945–

School Physician

Sidney B. Goff, 1937–1941
 Ethel E. Little, 1941–1943
 Charles L. Maxwell, 1948–

Health Coordinator

Florence Benell, 1947–1948
 Carolyn Gilbert, 1948–

School Nurse

Ann Marie Hoy, 1917–1918
 Mercie E. Pierce, 1918–1920
 Gertrude Goldman, 1920–1923
 Carol L. Besteland, 1923–1928
 Angelina K. Schmitt, 1928–1930
 Mary E. Thompson, 1930–

Departmental Organization (Heads of Department)

Department headships were not listed as such in the school catalogue until 1936.

Agriculture (1915–1934)

Carl Colvin, 1915–1917
 Emet N. Hobson, 1917
 Lewis A. Moore, 1918, 1920–1928
 Nathaniel S. Vial, 1919–1920
 Harold M. Cavins, 1928–1934

Art

Anna Piper, 1899–1913
 Maude Dott, 1913–1916
 Marion Guest, 1915–1917
 Dorothy Hitchcock, 1917–1920
 Grace E. Messer, 1920–1934

Maude L. Chambers, 1934–1936
 Frank M. Gracey, 1936–1939
 Mildred Ruth Whiting, 1939–

Biological Science

Otis W. Caldwell, 1899–1907
 Edgar N. Transeau, 1907–1915
 Arthur G. Vestal, 1915–1920
 Charles S. Spooner, 1920– (Zoology)
 Ernest L. Stover, 1923– (Botany)
 Harold M. Cavins, 1934– (Hygiene)
 Walter M. Scruggs, 1948– (Zoology, Acting)

Business Education (Created 1937 as Commerce)

James M. Thompson, 1937–
 Earl S. Dickerson, 1942–1945 (Acting)

Education

Livingston C. Lord, 1899–1933
 Emma Reinhardt, 1933–

English

William M. Evans, 1898–1904
 Florence V. Skeffington, 1905–1922
 Isabel McKinney, 1922–1945
 Howard DeF. Widger, 1945–

Foreign Language

Ellen A. Ford, 1900–1934
 Kevin Guinagh, 1934–
 Robert E. Harris, 1947–1948 (Acting)

Geography

John Paul Goode, 1899–1901
 George D. Hubbard, 1901–1903
 Annie L. Weller, 1903–1940
 Norman Carls, 1940–1942
 Ruby M. Harris, 1942–1946 (Acting)
 Elton M. Scott, 1946–1948
 Rose Zeller –1948–1949 (Acting)
 Byron K. Barton, 1948–

Home Economics (created 1913 as Domestic Science)

Lola Morton, 1913–1919
 Marguerite Rooke, 1919–1923
 Nancy Gay Case, 1923–1926
 Lillie M. Thompson, 1926–1930
 Eva P. Mintle, 1930–1934
 Wilhelmina E. Jacobsen, 1934–1935
 Viola V. Russell, 1935–1938
 Helene Heye, 1938–1939
 Sadie O. Morris, 1939–

Industrial Arts (created 1902 as Manual Training)

Caroline A. Forbes, 1902–1913
 Alason H. Edgerton, 1913–1914
 Aden G. Pippit, 1914–1917
 C. Alvin Johnson, 1917–1918
 Lawrence F. Ashley, 1918–1938
 Homer C. Ingram, 1920–1921 (Acting)
 Walter A. Klehm, 1938–

Mathematics

Edson H. Taylor, 1899–1944
 Elmer I. Shepard, 1902–1903 (Acting)
 Joseph C. Brown, 1904–1906 (Acting)
 Hobart F. Heller, 1944–1947
 Lawrence A. Ringenberg, 1947–

Music

Friederich Koch, 1899–1935
 Lloyd F. Sunderman, 1935–1937
 Irving W. Wolfe, 1937–1940
 Leo J. Dvorak, 1940–
 Thurber H. Madison, 1943–1945 (Acting)

Physical Education for Men (created in 1911 as Gymnastics)

Charles Perry Lantz, 1911–

Physical Education for Women (created 1902 as Physical Culture)

Katherine Gill, 1902–1904
 Edith C. Bailey, 1904–1906
 Alice M. Christiansen, 1909–1912
 Lena M. Niles, 1913–1917
 Katherine J. Farrer, 1917–1919
 Margaret C. Hammett, 1919–1920
 Agnes Stewart, 1920–1922
 Grace Woody, 1922–1924
 Florence G. McAfee, 1924–

Physical Science

John Paul Goode, 1899–1901
 James A. Dewey, 1901–1902
 Thornton Smallwood, 1902–1903
 Albert B. Crowe, 1903–1934 (Chemistry)
 Ora L. Railsback, 1924– (Physics)
 Harris E. Phipps, 1934– (Chemistry)

Psychology

Donald A. Rothschild, 1947–

Social Science

Henry Johnson, 1899–1906
 Roswell C. McCrea, 1901–1902 (Acting)

Simeon E. Thomas, 1906–1942
 Charles H. Coleman, 1942–
 Glenn H. Seymour, 1944–1945 (Acting)

Speech (created 1937)

J. Glenn Ross, 1937–
 Paul M. Larson, 1942–1943 (Acting)

The Teaching Staff at Eastern

(Not including persons on leave of absence)

Subjects (1948 Department organization) (Original names in parentheses)	1899– 1900	1920– 1921	1948– 1949
Agriculture.....	0	1	0
Art (Drawing).....	1	2	4
Biological Sciences, including Hygiene... 1	3	10	
Business Education (Commerce).....	0	0	6
Education, including Psychology.....	2 (2*)	3 (2*)	9 (7*)
English.....	3	4	9
Foreign Languages.....	1	3	3
Geography.....	1/2	1	3
Home Economics (Domestic Science)....	0	1	5
Industrial Arts (Manual Arts).....	0	1	6
Library.....	1	3	6
Mathematics.....	1	2	4 (1*)
Music.....	1	2	6
Physical Education, Men (Gymnastics)..	0	1	6
Physical Education, Women (Gymnastics)	0	1	5
Physical Sciences.....	1/2	1	8
Social Science, including History.....	2	2	7
Speech.....	0	0	4
Training (Model) Schools, not included in the above.....	4	10	29
Administration, not included in the above	1	3	8
Totals.....	19	44	138

*Administrative duties in addition to teaching.

Agriculture was taught 1915–1934

Business Education (Commerce) Department was added 1937

Home Economics (Domestic Science) was added 1913

Industrial Arts (Manual Training, Manual Arts) was added 1902

Library Science was added 1902

Men's Physical Education (Gymnastics) was added 1911

Women's Physical Education (Gymnastics, Physical Culture) was added 1902

Speech Department was added 1937

College Teachers Who Left Eastern After Five Years or More of Service

Name	Department	Years at Eastern	Present Location
Fiske, Allen	Mathematics	1913-34	<i>Emeritus</i> , Detroit, Mich.
Winfield Scott Angus	Physical Education	1932-43	Public Schools, Miami, Fla.
Lawrence F. Ashley	Industrial Arts	1918-38	Public Schools, Yonkers, N. Y.
Marian Baird	Library	1921-26	Married, Mrs. R. M. Crist, Los Angeles
Carol L. Besteland	Pemberton Hall Head	1923-32	
Frank A. Beu	Education, Dean	1927-42	Western Illinois State College, Macomb
Mary J. Booth	Library	1904-1945	<i>Emeritus</i> , Charleston, Ill.
Quincy Guy Burris	English	1932-38	New Mexico Highlands University, Las Vegas
Gilberta Coffman	Training School	1911-35	<i>Emeritus</i> , Cloverdale, Ind.
Alice N. Cotter	Pemberton Hall Head	1939-48	Ohio University, Athens, Ohio
Walter W. Cook	Education	1931-38	University of Minnesota, Minn.
Lucille G. Crosby	Library	1935-40	Illinois State Normal University, Normal
Albert B. Crowe	Chemistry	1903-39	<i>Emeritus</i> , Fort Wayne, Ind.
Earl R. K. Daniels	English	1916-24	Colgate University, Hamilton, N. Y.
Margaret B. Donley	Training School	1935-44	Western Illinois State College, Macomb
Esther Irene Duggleby	Library	1932-45	Western College for Women, Oxford, O.
Ellen A. Ford	Foreign Languages, Dean	1900-34	<i>Emeritus</i> , deceased, June 13, 1948
Jesse L. Forde	Training School	1913-25	Orlando, Fla.
Grace Geddes	Training School	1915-37	Winter Park, Fla.
H. Harry Giles	English	1924-30	Ohio State University, Columbus, O.
Mary Harden	Social Science	1922-27	Teachers College, Columbia University
Hazel I. Hicks	Library	1929-34	Married, Hillsboro, Ill.
Elizabeth Howell	Social Science	1927-34	Married, Mrs. H. F. Thut, Charleston, Ill.
Wayne P. Hughes	Industrial Arts	1923-43	National Safety Council, Chicago
Mabel J. Hupprich	Physical Education	1934-43	Fresno State College, Fresno, Calif.
Anabel Johnson	Foreign Languages	1907-38	<i>Emeritus</i> , deceased, July 31, 1945
Margaret Irene Johnson	Music	1939-46	Teachers College, Emporia, Kansas
Beth W. Kassabaum	Penmanship	1931-37	Married, Mrs. Harold Blackford, Charleston, Ill.
Friederich Koch	Music	1899-1938	<i>Emeritus</i> , deceased, March 21, 1943
Isabel McKinney	English	1911-45	<i>Emeritus</i> , Claremont, Calif.
Ruth E. Major	Music	1919-35	Married, Mrs. Glenn E. Bennett, Little Neck, L. I., N. Y.
Grace E. Messer	Art	1920-34	Mandel Bros., Chicago
Eva P. Mintle	Home Economics	1928-35	Married, Mrs. R. V. Ingram, Lancaster, Pa.
Dorothy H. Moore (Mrs.)	Art	1924-34	Hardin, Ky.
Lewis A. Moore	Agriculture	1918, 20-28	Hardin, Ky.
Anna H. Morse	Training School	1905-35	<i>Emeritus</i> , deceased, January 16, 1948
Orra E. Neal	English	1923-34	Claremont, Calif.
Edith E. Ragan	Training School	1909-39	<i>Emeritus</i> , Charleston, Ill.
Stanley C. Robinson	Business Education	1939-48	University of Illinois, Urbana
Robert A. Shiley	English	1931-42	Western Illinois State College, Macomb
Marvin F. Smith	Business Education	1940-47	Charleston High School
May Smith	Library	1931-43	University of Illinois, Urbana
Edson H. Taylor	Mathematics	1899-1944	<i>Emeritus</i> , Charleston, Ill.
Simeon E. Thomas	Social Science	1906-42	<i>Emeritus</i> , Charleston, Ill.
Olive L. Thompson	Training School	1937-42	Long Beach, Calif.
Frank L. Verwiebe	Physics	1934-41	Johns Hopkins Laboratories, Silver Spring, Maryland
Richard W. Weckel	Music	1931-36	
Annie L. Weller	Geography	1903-40	<i>Emeritus</i> , Charleston, Ill.
Grace M. Williams	Speech	1937-43	University of S. California, Los Angeles, graduate study
Roy K. Wilson	Public Relations	1937-42	National Education Association, Washington, D. C.

Former Students of Eastern Who Joined the Faculty

Name	Class	Department	Years
Ida E. Carothers	1902	Biology	1906-1907
Orra E. Neal	1901-03 (student)	English	1923-1934
Grace Geddes	1906	Training School	1915-1937
Leonard E. Davis	1908	Mathematics	1910-1914
Ruth Hostetler	1908	Mathematics	1929-
Emily R. Orcutt	1908	English, H.S. Principal	1928-1934
Myrtle A. Davis	1909	Mathematics	1910-1911
Ruth Carman	1910	Foreign Languages	1914-
Ruby M. Harris	1912	Geography	1923-
Emma Newell	1912	Training School	1917-1920
Helen Fern Daringer	1914	English	1918-1925
Esther W. Doty	1917	Library	1917-1919; 1920-21
Nellie Field	1919	Art ¹	1934-1936
Lucile Dryden	1921	Mathematics	1925-1926
May Smith	1921	Library	1931-1943
Mary M. F. Whalen	1923 (degree)	English	1923-1924
Florence Sutton	1923 (degree)	Mathematics	1926-1927
Myrtle N. Dunlap	1923 (diploma)	Library	1926-1929
Emma Chenault Kelly	1925 (diploma)	English	1946-
Harry R. Jackson	1926 (diploma)	Industrial Arts	1932-1936
Kathryn L. Sellars	1926 (degree)	English	1926-1927
Ica Marks	1927 (degree)	Botany	1932-
Hallie B. Whitesel	1927 (diploma)	Art ¹	1930-1931
Bertha M. Albert	1928 (degree)	English	1928-1929
Walter M. Scruggs	1928 (degree)	Zoology	1929-
Hazel I. Hicks	1927-28 (student)	Library	1929-1935
Alice McKinney	1929 (degree)	Art	1928
Irene Royce Phipps	1929 (degree)	Training School	1932, 1934-35
Samuel P. Mitchell	1927-29 (student)	Physics	1932-1934
Charles A. Eliot	1931 (degree)	Industrial Arts	1946-
Neal A. Adkins	1932 (degree)	Industrial Arts	1932-1933
Bernice I. Bankson	1932 (degree)	Training School	1933-1945
Margaret King	1932 (degree)	Training School	1932-1935
Norman A. Strader	1932 (degree)	Physics	1947-
Robert B. Thrall	1932 (degree)	Industrial Arts	1945-
Helen Phipps Van Deventer	1932 (degree)	Foreign Languages	1947-
Helen Louise Devinney	1935 (degree)	Home Economics	1943-
Otto J. Quick	1936 (degree)	Industrial Arts	1946-
Roy K. Wilson	1936 (degree)	Public Relations	1937-1942
Stanley Elam	1938 (degree)	Public Relations	1946-
Wendell Leroy Gruenwald	1938 (degree)	Social Sciences	1947-1948
Lester R. Van Deventer	1938 (degree)	Mathematics	1946-
Carl Edwin Shull	1939 (degree)	Art	1947-
Carolyn Gilbert	1940 (degree)	Health Coordinator	1948-
Esther Lumbrick Mirus	1940 (degree)	Physical Education	1945
John Owen Harlen	1941 (degree)	Industrial Arts	1944-1945
Ruth H. Gaertner	1945 (degree)	Home Economics	1947-
Luella Day Cooley	1946 (degree)	Library	1948-
James I. Giffin	1946 (degree)	Business Education	1947-
Andrew J. Sullivan	1946 (degree)	Physical Education	1947-1948
Robert C. Waddell	1947 (degree)	Physics	1948-

¹This table shows that twenty graduates of the school were on the faculty at the opening of the year 1948-1949. This was nearly one-sixth of the total faculty. The class of 1932 is the record future faculty class, with six Eastern teachers-to-be among its members. Three of this class are teaching at Eastern today.

Faculty Publications, 1899-1949

Books and pamphlets written by the teachers of Eastern while on the Eastern faculty.

Magazine articles and articles in journals, proceedings, etc., are not included except when reprinted in pamphlet form.

Dates after names give years of service at Eastern.

Allen, Fiske (1913-1942)

Junior High School Mathematics. First Book (with E. H. Taylor), Henry Holt and Company, 1919.

Junior High School Mathematics. Second Book (with E. H. Taylor), Henry Holt and Company, 1924.

The Training of Teachers at the Eastern Illinois State Teachers College. Charleston, E.I.S.T.C. Bulletin No. 98, 1927.

Alter, Donald Rhodes (1934-)

Illinois Curriculum and Course of Study Guide. Springfield, Office of State Superintendent of Public Instruction, 1946. Social Studies Section.

Andrews, Franklyn Lehman, (1929-1944)

Colseybur, A Collection of Poems and Quips (posthumous. Kevin Guinagh and Francis W. Palmer, compilers). Charleston, E.I.S.T.C. Bulletin No. 177, 1947.

Arnold, Myrtle (1930-)

Creative Work in English with Fourth Grade Children. Charleston, E.I.S.T.C. Bulletin No. 130, 1935.

Ashley, Lawrence F. (1918-1938)

Practical Arts at the Eastern Illinois State Teachers College. Charleston, E.I.S.T.C. Bulletin No. 109, 1930.

Beck, Florence M. (1900-1904)

The School Library, Charleston, E.I.S.N.S. Bulletin No. 7, 1903.

Beu, Frank Andrew (1927-1942)

The Junior High School. An Annotated Bibliography. Charleston, E.I.S.T.C. Bulletin No. 113, 1931.

Changes in the Student Body, 1925-1930 (with Ralph Haefner and Emma Reinhardt). Charleston, E.I.S.T.C. Bulletin No. 118, 1932.

An Introduction to Education (with Emma Reinhardt). Boston, The Christopher Publishing House, 1935.

The Legal Basis for the Administration and Control of the Publicly Supported Normal Schools and Teachers Colleges in the Territory of the North Central Association. Charleston, E.I.S.T.C. Bulletin No. 133, 1936.

Changes in the Student Body, 1925-1926 to 1935-1936, (with Emma Reinhardt.) Charleston, E.I.S.T.C. Bulletin No. 159, 1942.

Blair, Francis Grant (1899-1906)

Method of Teaching. E.I.S.N.S. Bulletin No. 2, 1901.

Booth, Mary Josephine (1904-1945)

List of Books in the Schoolroom Libraries of the First Six Grades in the Eastern Illinois State Normal School. Charleston, Illinois State Reformatory Print, 1909.

Material on Geography Which may be Obtained Free or at Small Cost. Charleston, E.I.S.N.S. Bulletin No. 46, 1914. Also Bulletins No. 54, 1916; No. 69, 1920; E.I.S.T.C. Bulletins No. 78, 1922, No. 81, 1923. Also published by author, 1927, 1931.

Lists of Material Which May be Obtained Free or at Small Cost. Chicago, American Library Association Publishing Board, 1915. Also E.I.S.N.S. Bulletin No. 50, 1915.

List of Books for the First Six Grades, Charleston, E.I.S.T.C. Bulletin No. 73, 1921

Index to Material on Picture Study. Boston, F. W. Faxon Company, 1921.

Briggs, Thomas Henry (1901-1911)

A Suggestion for Teaching Shakespeare's Dramas. Charleston, E.I.S.N.S. Bulletin No. 1, 1901.

Reading in Public Schools (with Lotus D. Coffman). Chicago, Row, Peterson and Company, 1908.

The Use of the Dictionary. Springfield, Mass. G. and C. Merriam Company, 1909.

A First Book of Composition for High Schools (with Isabel McKinney). Boston, Ginn and Company, 1910.

Caldwell, Otis William (1899-1907)

Suggestions to Teachers. New York, 1900 (To accompany J. M. Coulter: *Plant Structures*)

The School Garden. Charleston, E.I.S.N.S. Bulletin No. 5, 1902; Bulletin No. 20, 1907.

Carman, Ruth (1914-)

(Editor) *Alumni Register.* Charleston, E.I.S.T.C. Bulletin No. 106, 1929.

Cavins, Harold Maxon (1928-)

National Health Agencies. Washington, D.C., Public Affairs Press, 1945.

Christiansen, Alice Marie (1909-1912)

Schoolroom Gymnastics and Graded Games. Charleston, E.I.S.N.S. Bulletin No. 34 (1911).

Coffman, Lotus Delta (1907-1912)

Reading in Public Schools (with Thomas H. Briggs). Chicago, Row Peterson and Company, 1908.

The Social Composition of the Teaching Population. N. Y. Teachers College Columbia University, 1911.

Coleman, Charles Hubert (1926-)

- The Election of 1868.* N. Y., Columbus University Press, 1933.
Active Citizenship in Illinois (A revision of the 1930 edition by S. E. Thomas). N. Y. Longmans, Green and Company, 1938.
The Constitution Up-to-Date. Cambridge, Mass., 1938 (Bulletin No. 10 of the National Council for the Social Studies).
America's Road to Now (with E. B. Wesley). Boston, D. C. Heath and Company, 1939. 1942.
Shipbuilding Activities of the National Defense Advisory Committee and the Office of Production Management, July 1940-December 1941. Washington, D. C. War Production Board, Historical Reports on War Administration, Special Study No. 18, 1946.
Shipbuilding Policies of the War Production Board, January 1942-November 1945 (with William Chaikin). Washington, D. C. War Production Board, Historical Reports on War Administration, Special Study No. 26, 1947.

Colvin, Carl, (1915-1917, 1932-1933)

- An Outline for the Teaching of Agriculture in the Seventh and Eighth Grades.* Charleston, E.I.S.N.S. Bulletin No. 57, 1917.

Cook, Walter Wellman (1931-1938)

- The Measurement of General Spelling Ability.* Iowa City, the University of Iowa, 1932.
The Tax Problem in Illinois. Chicago, University of Chicago Press, 1934.
How to Obtain a Teaching Position. Charleston, E.I.S.T.C., 1936.

Crowe, Albert Blythe (1903-1939)

- Physics in the High School.* Charleston, E.I.S.N.S. Bulletin No. 13, 1905.

Daniels, Earl Richardson Knapp (1916-1924)

- New Poetry and the Composition Class.* Charleston, E.I.S.N.S. Bulletin No. 65, 1919.

Dickerson, Earl S. (1935-)

- Social Security Accounting Tests, Numbers 1 and 2.* Los Angeles, Charles R. Hadley Co., 1940.
Standard Test in Business Law on the Case Problem Method. Forms A and B. Charleston, Prather Printing Company, 1941.

Evans, William Monroe (1899-1904)

- Some of the Objects of Studying English Grammar.* Charleston, E.I.S.N.S. Bulletin No. 4, 1902.
Some Books for the Home and the School. Charleston, E.I.S.N.S., n.d. (1902)

Forbes, Caroline A. (1902-1913)

- Manual Training.* Charleston, E.I.S.N.S. Bulletin No. 6, 1903.

Gardiner, Florence E. (1913-1932)

The Use of Modern Poetry with Children. Charleston, E.I.S.T.C.,
Bulletins No. 94, 1926; No. 97, 1927.

Geddes, Grace (1915-1937)

Thirtieth Anniversary Bulletin (with Anna H. Morse). Charleston,
E.I.S.T.C. Bulletin No. 105, 1929.

Gill, Katherine (1901-1904)

Reading in the Grades. Charleston, E.I.S.N.S. Bulletins No. 195,
1904; No. 30, 1910.

Guinagh, Kevin (1931-)

Inspired Amateurs. N.Y., Longmans, Green and Company, 1937.

Latin Literature in Translation (with Alfred P. Dorjahn). N.Y.,
Longmans, Green and Company, 1942.

Search for Glory, N.Y., Longmans, Green and Co., 1946.

Greek and Roman Classics in Translation (with C. T. Murphy and
W. J. Oates). N.Y., Longmans, Green and Company, 1947.

Haefner, Ralph (1924-1929)

An Analysis of the Student Body for the Year 1925-1926. Charles-
ton, E.I.S.T.C. Bulletin No. 93, 1926.

The Educational Significance of Left-handedness. N.Y., Teachers
College, Columbia University, 1929.

Hankinson, Thomas Leroy (1902-1920)

Bird Study in the Rural School. Charleston, E.I.S.N.S. Bulletin
No. 11, 1904; No. 12, 1905; No. 53, 1916.

Biological Survey of Walnut Lake, Michigan. Lansing, Mich., 1908.

Distribution of Fish in the Streams about Charleston. Charleston,
E.I.S.N.S., 1913.

*The Vertebrate Life of Certain Prairie and Forest Regions near Charles-
ton, Illinois.* Urbana, Ill., 1915.

Notes on Oneida Lake Fish and Fisheries (with C. C. Adams).
N.Y., American Fisheries Society, 1916.

Harris, Ruby Mildred (1923-)

Geography for High Schools (sections on "Meteorology" and "Founda-
tions in the Elementary School"). Springfield, Ill., State
Superintendent, Public Instruction, 1946.

Teachers Manual for "Geography of Lands Overseas." Chicago,
Rand, McNally and Co., 1949 (in press, 1948).

Healey, William A. (1946-)

Physical Education Demonstrations Made Easy. Danville, Ill.,
Interstate Printing Co., 1949.

- Heise, Bryan (1937-)
Effects of Instruction in Cooperation on the Attitudes and Conduct of Children. Ann Arbor, University of Michigan Press, 1942.
Child Growth and Development Emphases in Teacher Education. Oneonta, N.Y., American Association of Teachers Colleges, 1944.
- Heller, Hobart Franklin (1931-)
Concerning the Evolution of the Topic of Factoring in Textbooks. . . . Berwick, Pa., Keystone Publishing Company, 1940.
- Hendrix, Gertrude (1930-)
Teaching Devices on the High School Level. Urbana, Ill., University of Illinois, 1931.
Plane Geometry and its Reasoning (with Harry C. Barber). N.Y. Harcourt Brace and Company, 1937.
- Hubbard, Clifford Chesley (1915-1919)
An Inquiry into the Methods by Which the State Normal Schools are Controlled. Charleston, E.I.S.N.S. Bulletin No. 58, 1917.
- Klehm, Walter H. (1935-)
Objectives and Characteristics of Industrial Arts in the Senior High School. Chicago, Washburne Trade School Press, 1940.
Industrial Arts. Springfield, Office of State Superintendent of Public Instruction, 1949 (in press 1948). Chapter VI.
- Koch, Friederick (1899-1938)
Musical Writing Book, 1909.
- Lawson, Elizabeth K. (1939-)
The Story of the Illinois State Guidance Project (with Mrs. A. W. Clevenger). Washington, D. C., Association of American University Women, 1942.
- Lewis, Ervin Eugene (1912-1913)
Arguments for Vocational Guidance. Charleston, E.I.S.N.S. Bulletin No. 38, 1912.
- McCrea, Roswell Cheney (1901-1902)
The Causal Idea of History. Charleston, E.I.S.N.S. Bulletin No. 3, 1902.
- McKinney, Isabel (1904-1945)
The Study of Literature in the Upper Grades. Charleston, E.I.S.N.S. Bulletin No. 17, 1906.
A First Book of Composition for High Schools. (with Thomas H. Briggs). Boston, Ginn and Company, 1910.
Course of Study in English for the First Six Grades. Charleston, E.I.S.T.C. Bulletin No. 74, 1921.

- Ways to Better English, Brief Course.* (with Thomas H. Briggs). Boston, Ginn and Company, 1924.
- Ways to Better English, Enlarged Course* (with Thomas H. Briggs). Boston, Ginn and Company, 1925.
- Junior High School English. Book I for the Seventh Grade* (with Thomas H. Briggs and Florence Skeffington). Boston, Ginn and Company, 1921; revised edition 1926.
- Junior High School English. Book II for the Eighth Grade* (with Thomas H. Briggs and Florence Skeffington) Boston, Ginn and Company, 1921, revised edition, 1926.
- Mr. Lord.* Urbana, University of Illinois Press, 1937.
- Messer, Grance E. (1920–1934)
- The Training of Public School Art Teachers.* Charleston, E.I.S.T.C. Bulletin No. 114, 1931.
- Metter, Harry Louis (1934–)
- How to Obtain a Teaching Position.* Charleston, E.I.S.T.C., 1941.
- Changes in the Student Body, 1925–1946* (with Emma Reinhardt). Charleston, E.I.S.T.C. Bulletin No. 180, 1947.
- Supervised Student Teaching at the Eastern Illinois State Teachers College.* Charleston, E.I.S.T.C., 1947.
- Some Responsibilities of Principals and Superintendents in Reducing the Shortage of Elementary Teachers in Illinois.* Springfield, Ill., Council on Higher Education, 1947.
- Morse, Anna Holden, (1905–1935)
- Teaching Children to Read.* Charleston, E.I.S.T.C. Bulletin No. 85, 1924.
- Thirtieth Anniversary Bulletin* (with Grace Geddes). Charleston, E.I.S.T.C. Bulletin No. 105, 1929.
- Reinhardt, Emma (1927–)
- Changes in the Student Body, 1925–1930* (with Ralph Haefner and Frank A. Beu). Charleston, E.I.S.T.C. Bulletin No. 118, 1932.
- An Introduction to Education* (with Frank A. Beu). Boston, the Christopher Publishing House, 1935.
- Changes in the Student Body, 1925–1926 to 1935–1936* (with Frank A. Beu and Ralph Haefner). Charleston, E.I.S.T.C. Bulletin No. 147, 1939.
- Changes in the Student Body, 1925–1926 to 1940–1941* (with Frank A. Beu). Charleston, E.I.S.T.C. Bulletin No. 159, 1942.
- Changes in the Student Body, 1925–1946* (with Harry L. Metter) Charleston, E.I.S.C. Bulletin No. 180, 1947.
- Scruggs, Walter Merritt (1929–)
- The Epithelial Components of the Teleost Pituitary Gland.* . . . Philadelphia, The Wistar Institute of Anatomy and Biology, 1939.
- The City's Water Supply. Suggestive Units in Science for Elementary Schools.* DeKalb, Ill., N.I.S.T.C. Industrial Arts Press, 1941.

Skeffington, Florence Vane (1905–1922)

English Composition in Secondary Schools. Charleston, E.I.S.N.S. Bulletin No. 16, 1906.

Junior High School English. Book I for the Seventh Grade, (with Thomas H. Briggs and Isabel McKinney). Boston, Ginn and Company, 1921; revised edition 1926.

Junior High School English, Book II for the Eighth Grade (with Thomas H. Briggs and Isabel McKinney.) Boston, Ginn and Company, 1921; revised edition 1926.

Slocum, Charlotte May (1899–1905)

The Relation of the Home and the School. Charleston, E.I.S.N.S. Bulletin No. 10, 1904.

Snell, Clara M. (1901–1906)

Fourth Year Geography in the Illinois Course of Study. Charleston, E.I.S.N.S. Bulletin No. 15, 1906.

Spooner, Charleston Stockman (1920–)

The Phylogeny of the Hemiptera Based on a Study of the Head Capsule. Urbana, The University of Illinois Press, 1938.

Sprague, DeWitt C. (1913–1915)

English Literature in Secondary Schools. Charleston, E.I.S.N.S. Bulletin No. 41, 1913.

Stover, Ernest Lincoln (1923–)

Trees and Shrubs of the Campus. Charleston, E.I.S.T.C. Bulletins No. 89, 1925; No. 117, 1932.

A Mesophytic Ravine, "Rocky Branch." Charleston, E.I.S.T.C. Bulletin No. 110, 1930.

An Exploratory Study of the Teaching of Botany in the Colleges and Universities of the United States (with others). Botanical Society of America, Publication 119, Miscellaneous series, 1938.

Achievement Tests in Relation to Teaching Objectives in "General Botany" by Clark Horton (with others) Botanical Society of America, Publication 128 Miscellaneous Series, 1939.

Adjustment of the College Curriculum to Wartime Conditions and Needs (with others) Washington, D.C., U. S. Office of Education, Biological Science Report No. 19, 1943.

An Introduction to the Anatomy of the Seed Plants. Boston, D.C., Heath and Company, 1949 (in press, 1948).

Taylor, Edson Homer (1899–1944)

Graphic Arithmetic. Charleston, E.I.S.N.S. Bulletin No. 8, 1903.

Mathematics in the Lower and Middle Commercial and Industrial Schools of Various Countries. . . . Washington, D. C., Government Printing Office, 1915. (U. S. Bureau of Education Bulletin 662).

School Algebra. First Course (with H. L. Rietz and Arthur Cra-thorne. N. Y., Henry Holt and Company, 1915.

- School Algebra. Second Course* (with H. H. Rietz and Arthur Cra-
thorne). N. Y., Henry Holt and Company, 1915.
- Junior High School Mathematics. First Book* (with Fiske Allen).
N. Y., Henry Holt and Company, 1919.
- Junior High School Mathematics. Second Book* (with Fiske Allen).
N. Y., Henry Holt and Company, 1919.
- Junior High School Mathematics. Third Book* (with Fiske Allen).
N. Y., Henry Holt and Company, 1924.
- Arithmetic for Teacher Training Classes*. N. Y., Henry Holt, 1927,
1937. Second revised edition, with C. M. Mills, 1949.
- Arithmetic Teachers in the Making*. Charleston, E.I.S.T.C. Bulletin
No. 101, 1928.
- An Introduction to College Geometry* (with G. C. Bartoo). Hastings,
Michigan, 1939. Revised edition, N. Y. The Macmillan
Company, 1949.
- Thomas, Simeon E. (1906–1942)
- Illinois Curriculum and Course of Study Guide*. Springfield, Office
of State Superintendent of Public Instruction, 1920. History
section.
- Lincoln-Douglas Debate. . . . Held in Charleston*. Charleston,
E.I.S.T.C. Bulletin No. 86, 1924.
- Active Citizenship in Illinois*. New York. Longmans, Green and
Company, 1930. Revised edition, with C. H. Coleman, 1938.
- Thompson, James Michael (1937–)
- Achievement Test for Use with "The Consumer Investigates."* Balti-
more, The H. M. Rowe, Company, 1939.
- Write for the Job and Get It*. Cincinnati, Southwestern Publishing
Company, 1940.
- Achievement Tests for Use with "Business Principles."* South
Pasadena, Cal., Commercial Textbook Company, 1941.
- Achievement Tests for Use with the "Business Life."* South Pasadena,
Cal., Commercial Textbook Company, 1942.
- The Yeoman Striker*. San Diego, Cal., U. S. Naval Training Center
Press, 1945.
- Timed Writings*. Cincinnati, Southwestern Publishing Company,
1948.
- Transeau, Edgar Nelson (1907–1915)
- A State Ecological Survey*. Illinois State Academy of Science, 1909.
- The Occurrence of the Rare Alga Gloeotaenium in Illinois*. Illinois
State Academy of Science, 1912.
- Van Horn, Paris J. (1935–)
- A Guide for Planning Facilities for Athletics, Recreation, Physical
and Health Education*, Chicago, Athletic Institute of Chicago,
1949.
- Weller, Annie L. (1903–1940)
- Some Suggestions for the Teaching of Geography in the Grades*.
Charleston, E.I.S.N.S. Bulletin No. 14, 1905.

Whiting, Mildred R. (1936-)

The Use of Art in the Teaching of Secondary School Subjects. . . .
Lincoln, University Nebraska, 1941.

Widger, Howard DeForest (1912-)

People of the State of Illinois vs. The Four Verb Brothers (a play).
Bulletin of the Illinois Association of Teachers of English,
Vol. 11, No. 3, 1918.

Everystudent's Progress (a play). Bulletin of the Illinois Association
of Teachers of English, Vol. 13, No. 8, 1921.

Burke's Speech on Conciliation. Boston, D. C. Heath and Company,
1931.

Champion Workbooks. Exercises in English for Grade VII. St.
Louis, Champion Publishing Company, 1935.

Champion Workbooks. Exercises in English for Grade VIII. St.
Louis, Champion Publishing Company, 1935.

Learning English, Grade 7. Fowler, Ind., Benton Review Publish-
ing Company, 1943.

Learning English. Grade 8. Fowler, Ind., Benton Review Pub-
lishing Company, 1943.

Wilson, Lester MacLean (1915-1921)

Training Departments in State Normal Schools in the United States.
Charleston, E.I.S.N.S. Bulletin No. 66, 1919.

Normal School and College Fees, 1899-1949

Years	Tuition ¹	Incidental (Registration)	Activities	Book Rental
1899-1913	\$ 7.00 a term	\$ 2.00 a term		\$1.00 a term
1913-1919 ²	21.00 a year	3.00 a semester		1.50 a semester
1919-1921 ³	7.00 a quarter	2.00 a quarter		1.00 a quarter
1921-1922	7.00 a quarter	2.00 a quarter	\$ 1.75 a quarter	1.00 a quarter
1922-1926	7.00 a quarter	2.00 a quarter	2.25 a quarter	1.00 a quarter
1926-1929	25.00 a quarter	5.00 a quarter	2.25 a quarter	1.50 a quarter
1929-1930	25.00 a quarter	5.00 a quarter	3.25 a quarter	1.50 a quarter
1930-1931	25.00 a quarter	5.00 a quarter	3.50 a quarter	1.50 a quarter
1931-1932	25.00 a quarter	5.00 a quarter	4.75 a quarter	1.50 a quarter
1932-1935	25.00 a quarter	5.00 a quarter	5.00 a quarter	1.50 a quarter
1935-1936	25.00 a quarter	8.00 ⁴ a quarter	6.00 a quarter	2.50 a quarter
1936-1937	25.00 a quarter	9.00 ⁵ a quarter	6.00 a quarter	3.50 a quarter
1937-1940	15.00 a quarter	10.00 a quarter	5.00 a quarter	3.50 a quarter
1940-1948	15.00 a quarter	10.00 a quarter	6.00 a quarter	3.50 a quarter
1948-1949	10.00 a quarter	10.00 a quarter	10.00 a quarter	5.00 a quarter

¹"Tuition is free to legal residents of Illinois." School Catalogue, 1948, p. 28.

²School was on a semester basis.

³School has been on a quarter basis since 1919.

⁴Included registration, \$5.00; library fee, \$1.50; materials fee, \$1.50.

⁵Included registration, \$5.00; library fee \$1.50; supplies, \$1.50; locker and gymnasium fee, \$1.00

Eastern's Graduating Classes, 1900-1948

Normal School Graduates		Teachers College Graduates	
(Normal School diplomas, 983)	(Junior College diplomas, 1,576)	(Senior College degrees, 1,682)	
1900— 4	1922— 69	3—(B.ofEd.)	
1901—11	1923— 76	6	
1902—13	1924— 71	7	
1903—25	1925— 91	10	
1904—26	1926—116	17	
1905—30	1927—108	15	
1906—24	1928—102	24	
1907—27	1929— 81	29	
1908—29	1930— 83	35	
1909—39	1931— 58	59	
1910—55	1932— 67	66	
1911—36	1933— 72	55	
1912—61	1934— 79	74	
1913—54	1935— 67	66	
1914—65	1936— 81	99	
1915—52	1937— 76	86	
1916—81	1938— 75	92	
1917—80	1939— 54	116	
1918—71	1940— 43	141	
1919—64	1941— 36	130	
1920—67	1942— 51	121	
1921—69	1943— 26	84	
	1944—	77—(B.S. in Ed.)	
	1945— 2	56	
	1946—	68	
	1947— 2	136	
	State College Graduates		
	(Junior College diplomas, 19)	(Senior College degrees, 408)	
	1948— 9	157—(B.S. in Ed.)	
	1949— 10	251	

Many of the degree graduates, especially in the first few years of the Teachers College, also were Normal School graduates. This was true of the three degree graduates of 1922. By 1929 eighteen degrees had been granted by the College to graduates of the Normal School.

*Graduating Class Presidents**Normal School*

- 1903 Arthur Lumbrick
 1904 Louis H. McDonald
 1905 Edgar Randolph
 1906 W. W. Baker
 1907 Warren L. Hagan
 1908 Charles W. Findlay
 1909 Harry L. Huber
 1910 Roscoe Snapp
 1911 Charles Hill
 1912 Ciney Rich
 1913 Paul George Ewald
 1914 William John Schernekau
 1915 Bernice Martha Gorzine
 1916 Stanley Crowe
 1917 Martin Otto Schahrer
 1918 Francis Berne Norton
 1919 Josephine Byers
 1920 Charles Prather
 1921 Vernon Barnes

*Junior College—
2 year (to 1940)*

- 1922 Perry Rowland
 1923 Luke Crouse
 1924 Keith Emory
 1925 Roy C. Stillions
 1926 Palmer S. Cox
 1927 Mary Bisson
 1928 Granville Hampton
 1929 Harold Middlesworth
 1930 Joseph Kirk
 1931 James Reynolds and
 Alvin Von Behren
 1932 Glen Titus
 1933 Roy Wilson
 1934 Don Neal
 1935 Donald Cavins
 1936 Glen R. Cooper
 1937 Glenn Sunderman
 1938 Wendell Brown

*Senior College—
4 year*

- Charles Prather
 Arthur Cecil Forster
 Alonzo Goldsmith
 Carroll Dunn
 Gordon A. Cook
 Ralph Edwards
 Hubert Wayne Cooper
 Ruel Elden Hall
 Charles C. Frye
 Verlon Ferguson
 Joseph Kirk
 Dawn Neil
 Glen Titus
 Herbert Vandeventer
 Jack Austin
 Glen R. Cooper
 Robert Anderson

1939	James Neal	William Owen
1940	Elbert Fairchild	Darrel Ryan
1941		Orvil Spurlin
1942		Paul Jones
1943		Marvin James Mizeur
1944		Bona Gene Moyer
1945		Lois Jean Williams
1946		Mary Jean Warren
1947		James Hanks
1948		William Lee Carter
1949		Howard Barnes

Class Memorials

- 1909—Large boulder north of Pemberton Hall
 1910—Round concrete seat north of Pemberton Hall
 1911—Sun dial in the school garden
 1912—Entrance columns at athletic field
 1913—Drinking fountain near the tennis court
 1914—Stone pillars at the main entrance to the front drive
 1915—Entrance columns to the west drive on Fourth Street
 1916—Iron gates and fence at the athletic field entrance
 1917—Pergola east of the Training School
 1918—Money toward outdoor theatre
 1919—Money toward outdoor theatre
 1920—Money toward outdoor theatre
 1921—Concrete seat at the main entrance to Pemberton Hall
 1922—Bronze statuette of Mary Stuart, Queen of Scots
 1923—Painting of Mr. Lord by R. M. Root
 1924—Desk, chairs, and typewriter for the *Warbler* and *News* staff
 room
 1925—Concrete tennis court
 1926—Chains along the walk in front of Pemberton Hall
 1927—Metal-frame bulletin board in front corridor
 1928—Ticket booth at the entrance to Schahrer Field
 1929—(Seniors) Score Board at Schahrer Field
 —(Sophomores) Replica of “The Appeal of the Great Spirit”
 1930—(Seniors) Bas-relief, “Sacajawea Leading Lewis and Clark to
 the Pacific Coast.”

The Teacher Placement Service of the College

	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	1948
Registered with Bureau.....					309	417	432	448	405	416	482	384	224	173	181	260	276	320
Non-registrants assisted.....					30								40	22	14	25	12	2
Total number of placements.....					223	285	342	324	305	330	390	269	182	146	127	205	192	197
Vacancies reported to Bureau.....					548	854	1161	835	786	950	1458	1618	1671	1384	1676	2537	1946	2424
College.....																		46
High school.....					341	540	633	430	501	540	811	965	970	856	1019	1292	1130	1303
Elementary grades.....					132	158	307	222	187	279	486	463	476	493	618	951	694	987
Rural.....					75	156	221	183	98	124	149	180	211	24	7	3	6	23
Miscellaneous.....										7	12	10	14	11	32	291	68	45
Credentials and/or recommendations sent.....					1303	1511	1661	1582	1587	1610	1979	1779	1950	2832	3326	3767	3380	3702
Vacancies for which no candidates Degree graduates.....	60	66	65	74	65	99	86	92	116	141	130	122	84	77	56	68	136	157
To graduate work.....					8	6	9	12	8	10	4	3	2	3	3	8	22	21
Placed in teaching.....	37	23	26	29	40	63	64	60	85	104	104	67	41	60	38	43	95	109
Percentage of graduates placed.....	62	35	40	39	62	64	74	65	73	74	80	55	49	78	68	63	70	69
Percentage of graduates placed of those not doing graduate work.....					70	68	83	75	79	79	82	56	50	81	72	72	77	80
High school—Number of placements.....					23	38	36	38	56	58	62	43	24	39	28	30	66 ¹	69
Jr. H.S.—Number of placements.....					4	4							4	2	3	4	5	10
Elem. school—Number of placements.....					13	12	20	18	21	39	33	18	13	15	7	6	16	26
Rural school—Number of placements.....						7	8	4	8	7	4	1		2				
Administration—Number of placements.....						2					5	1	2	1	2	2	2	7
In military service.....											10	26	20	1				
2-year diploma graduates.....	58	67	72	79	67	81	76	69	54	43	36	51	26					
Placed in teaching.....	30	35	37	49	47	73	73	66	52	41	35	49	23					
Percentage of graduates placed.....	52	52	51	62	70	90	96	96	96	95	97	96	89					
Percentage of graduates placed of those not returning to school.....					75	94	97	97	98	95	97	96	92					
Elem. school—Number of placements.....					15	15	22	20	16	12	13	23	11					
Rural school—Number of placements.....					32	58	51	46	36	29	22	26	12					
In military service.....												1						
Returning to school.....					4	3	1	1	1	1			1					
Placements not in Illinois.....										30	22	25	21	26	7	14	10	11
Placements not in Illinois.....										25	21	26	7	14	10	11	33	35

Compiled from data in Annual Reports of the Bureau of Teacher Placement, 1935-1948. Walter W. Cook, Director, 1934-1938 Harry L. Metter, Director, 1938-
¹Also one college placement in 1947.

Scholarship Awards to Eastern Students

	Florence Vane Skeffington English Scholarship	Livingston C. Lord Memorial Scholarship	University of Illinois Scholarship
1925-1926	Bertha Myrtle Albert—1928		
1926-1927	Ella Margaret Coon—1927		
1927-1928	Alice Elizabeth Kelly—1928		
1928-1929	Ella Mae Jackson—1930		
1929-1930	Kermet Chancil Dehl—1930		
1930-1931	Helen Irene Mayfield—1929		
1931-1932	Ruth Corley—1932		
1932-1933	No award		
1933-1934	Susie Phipps—1934		
1934-1935	Margaret Brandon—1935	William Byron Bails—1935	
1935-1936	Florence Elizabeth Wood—1936	Thomas Wilson Chamberlin—1936	
1936-1937	Edward Theron Ferguson—1937	Mary Rosalie Bear—1937	
1937-1938	Grace Eleanor Kortum—1940	Robert Gossett Rennels—1938	Geraldine Moon—1937
1938-1939	Reba Margaret Goldsmith—1940	Robert Edward Hollowell—1939	Leallyn Burr Clapp—1935
1939-1940	Grace Kortum Nees—1940	Albert Junior McHenry—1940	Robert Edward Hallowell—1939
1940-1941	Earl Lester Oliver—1942	Norma Janet Hollman—1941	Grace Genevieve Thompson—1940
1941-1942	Marguerite Little—1943	Joseph Zupsich—1942	John David Worland—1941
1942-1943	No award	Marguerite Little—1943	Earl Lester Oliver—1942
1943-1944	Kathryn Elizabeth Dively—1941	Rebecca Joan Henderson—1944	Marguerite Little—1943
1944-1945	Theodorsa Rae Ruhmann—1946	Willa Frances Lane—1945	Rebecca Joan Henderson—1944
1945-1946		Luella Day—1946	Willa Frances Lane—1945
1946-1947		Arthur Vallicelli—1947	Luella Day—1946
1947-1948		Charles Arzena—1948	Eleanor Rochat—1947
1948-1949		Jack Lee Sensintaffer—1948	Elizabeth Ruth Baughman—1948
1949-1950		James E. Gindler—1950	William Wright Campbell—1949

Note.—Year after name indicates year of graduation.

*Student Organizations, 1899-1948**General Student Activities*

- *Recreation Committee 1919-1936
- Men's Untion 1930-
- Women's League 1930-
- *Social Activities Board 1936-
- *Apportionment Board 1936-

Student Government

- Pemberton Hall Government 1917-1919, 1930-
- Student Council 1920-
- Student Board of Control 1926-1928

Social

- Delta Lambda Sigma 1928-1930 (men)
- Fidelis 1929-1941 (men)
- Phi Sigma Epsilon 1930- (men)
- Alpha Tau Nu 1939-1942 (women)
- Chi Delta Gamma 1939-1943 (women)
- Sigma Tau Gamma 1941- (men)
- Sigma Sigma Sigma 1942- (women)
- Delta Sigma Epsilon 1943- (women)
- Mu Gamma 1946 (men)
- Kappa Sigma Kappa 1946- (men)

Phi Beta 1946–1949 (women)
 Independent League 1946– (men and women)
 Chi Rho 1947–1949 (men)
 Delta Zeta 1949– (women)
 Sigma Pi 1949– (men)
 Interfraternity Council 1946– (men)
 Panhellenic Council 1946– (women)

Art

Domafian Art Club 1927–1933
 Art Club 1933–
 Palette 1937–1939
 Kappa Pi 1939–

Athletics

*Athletic Association 1899–1918
 Young Women's Athletic Association 1911–1913, 1916–1917,
 1920–1924
 *Athletic Council 1924–1936
 Varsity Club 1927–
 Women's Athletic Association 1932–
 *Athletic and Sports Board 1936–

Commerce and Business

Commerce Club 1939–1946
 Pi Omega Pi 1940–
 Business Club 1946–

Debating and Speech

Parliamentary Practice Club 1901–1905
 Speakers Club 1936–
 *Forensics and Dramatics Board 1936–
 Pi Kappa Delta 1940–

Dramatics

Dramatic Society 1920–1922
 Dramatic Club 1922–1925
 The Players 1925–
 *Forensics and Dramatics Board 1936–
 Theta Alpha Phi 1938–

Education

Kappa Delta Pi 1931–
 Country Life Club 1934–1946 (Rural)
 Alpha Beta Gamma 1941–1946 (Childhood)
 Arcadia Club 1946– (Rural)
 Association for Childhood Education 1946– (Elementary)

English and Journalism

Writer's Club 1930–
 Sigma Delta 1931– (Journalism)

Sigma Tau Delta 1932- (English)
 *Student Publications Board 1936-
 English Club 1948-

Entertainment Course and College Assembly

Student Entertainment Course Committee 1900-1915
 *Student-Faculty Entertainment Course Committee 1915-1936
 *Entertainment Board 1936-
 *Assembly Board 1947-

Foreign Language

Le Circle Francais 1930-1935
 Der Deutsche Verein 1933-1935
 French Club 1935-
 Lambda Tau Epsilon 1947- (Spanish)

Geography

Geography Club 1933-1948
 Gamma Theta Upsilon 1940-
 Geography Seminar 1948-

History and Social Science

History Club 1901-1902
 Forum 1930-
 New Voter's League 1932-1936
 Social Science Honor Society 1947-
 United World Federalists 1947-

Industrial Arts and Home Economics

Home Economics Club 1932-
 Industrial Arts Club 1932-
 Epsilon Pi Tau 1933- (Industrial Arts)

Mathematics and Science

Mathematics Club 1927-
 Science Club 1930-
 Kappa Mu Epsilon 1935- (Mathematics)
 Camera Club 1938-1939, 1947-
 Physics Seminar 1939-1941
 Zoology Seminar, 1939-
 Amateur Radio Club 1946-

Music

Men's Glee Club 1901-1906, 1921-1928, 1937-1943
 Women's Glee Club 1902-1906, 1922-1936
 Girl's Sextette 1924-1926
 College Orchestra 1924-
 Men's Quartet 1927-1929
 College Band 1927-
 Men's Chorus 1931-1935
 Men's Double Quartet 1932-1936

Music Club 1935-1945
 Women's Symphonic Choir 1936-1937
 Concert Band 1936-
 *Music Activities Board 1936-
 Bel Cantos 1937-1940
 A Capella Choir 1937-1944
 Cecilian Singers 1940-
 Eastern Illinois Symphony Orchestra 1940-
 Mixed Choir 1944-
 Music Education Club 1945-1947
 Varsity Band 1947-
 Music Educators Conference 1948-

Religious

Young Women's Christian Association 1900-1928
 Young Men's Christian Association 1900-1917, 1922-1928
 Catholic Study Club 1939-1940
 Newman Club 1940- (Catholic)
 Wesley Fellowship 1940- (Methodist)
 Gamma Delta 1941- (Lutheran)
 Christian Fellowship 1946- (Christian)

Service

Eastern State Club 1937-
 Alpha Phi Omega 1947- (Scouting)

*Organizations including both students and faculty members.

There have been a total of 112 student organizations formed since the opening of the school. The first was the Athletic Association (1899) which lasted until 1918. A total of 14 organizations were formed during the Normal School period. Two of them are still in existence (Pemberton Hall Government, 1917, and the Student Council, 1920). Of the 98 organizations formed during the College period 70 are in existence. Ten organizations are primarily social in their purpose. Among the departmental organizations music has the greatest number, nine. There are 14 departmental honor societies.

The School Paper

Year	Editor	Business Manager	Faculty Adviser
1915-1916 First issue Nov. 5, 1915	Ivan B. Goble (to issue of May 16, 1916)	Ernest R. Bails	H. DeF. Widger
	J. Edward McGurty		
1916-1917	John H. Hawkins	The editor	Widger
1917-1918	Lyman Ritter	Berne Norton	Widger
1918-1919	Charles Allen	Gage Carman	Miss Beryl Inglis
1919-1920	Truman May	Gage Carman	Miss Inglis
1920-1921	Oliver McNeilly	Verne H. Barnes	E. R. K. Daniels
1921-1922	Charles Prather	Robert Shoemaker	S. E. Thomas
1922-1923	Dale D. Coyle	Paul S. Hall	L. F. Ashley
1923-1924	Elsie Sloan	Roy C. Stillions	Ashley
1924-1925	Harold G. S. Emery	Starr Cochran	Ashley
1925-1926	Dean Hammond	Theodore Cavins	Ralph Haefner
1926-1927	Helen Woodall	Paul L. Spencer	Haefner
1927-1928	Maurice Sullivan	Marsdon Grubb	William Schneider
1928-1929	Genelle Voight	Marsdon Grubb	C. H. Coleman
1929-1930	Harold Middlesworth	Charles C. Frye	F. L. Andrews
1930-1931	Harold Middlesworth	Russell R. Tripp	Andrews
1931-1932	Paul Elliot Blair	Paul Tinnea	Andrews
1932-1933	Paul Elliot Blair	Dawn Neil	Andrews
1933-1934	Roy Wilson	John Black	Andrews
1934-1935	Alexander Summers	Lealyn Clapp	Andrews
1935-1936	Alexander Summers	Vincent Kelly	Andrews
1936-1937	Stanley M. Elam and Walton O. Morriss	W. Donald Cavins	Andrews
1937-1938	Stanley M. Elam and Robert Gibson	James Rice	Andrews
1938-1939	Reba Goldsmith	James Rice	Andrews
1939-1940	Reba Goldsmith	James Rice	Andrews
1940-1941	Edward Weir	John Worland	Andrews
1941-1942	Edward Weir	Earl Baughman	Andrews
1942-1943	James Hanks	Dale Williams	Andrews
1943-1944	James Roberts and Donald Mead	Ferrel Atkins	Andrews
1944-1945	James Roberts	Elizabeth Van Meter	Kevin J. Guinagh
1945-1946	James Roberts James Hanks (spring quarter)	Kathryn Weber	Guinagh
1946-1947	Eugene L. Price and Robert W. Black	Betty Carmichael	Francis W. Palmer
1947-1948	Robert W. Black	Betty Carmichael Monier	Palmer
1948-1949	Eleanore Moberly	George Muir	Palmer
1949-1950	Robert Sterling and Harrison Read, Jr.	Raymond Weber	Palmer
1915-1921	<i>Normal School News</i>		
1921-1939	<i>Teachers College News</i>		
1939-1947	<i>Eastern Teachers News</i>		
1947-	<i>Eastern State News</i>		

The School Annual

<i>The W'Apper</i>		<i>Business Manager</i>	
Year	Editor	Year	Business Manager
1913	Arthur Frazier	1913	James W. Shoemaker
<i>The Warbler</i>		<i>Business Manager</i>	
Year	Editor	Year	Business Manager
1919	Gage Carman	1919	Raymond Cook
1920	Truman May	1920	Floyd Wilson
1921	Verne H. Barnes	1921	Verne E. Barnes
1922	John Whitesel	1922	Arthur McCall

	<i>Editor</i>	<i>Business Manager</i>
1923	Albert Crowe	Paulina Mitchell
1924	Katherine McMunn and Harold G. S. Emery	Paul S. Hall
1925	Harry Mitchell	Roy C. Stillions
1926	Thelma White	Edgar Gwin
1927	Wayne Isley	Eugene Stillions
1928	Cleo Jefferies	Robert Lynch
1929	Julia Thomas	Keith Dorris
1930	Mildred Green	Joe Kirk
1931	Mary Abraham	James V. Reynolds and Dawn Neil
1932	Irvin Singler	Dawn Neil
1933	Louise Stillions	Harold F. Marker
1934	Evelyn Hallowell	Harold F. Marker
1935	Kathryn C. Walker	John Wyeth
1936	Stanley M. Elam	Charles O. Austin
1937	Aline Claar	Joe Kelly
1938	Reba Goldsmith	Robert C. Zimmerman
1939	Betty Ruth Swickard and Jane Stookey	Robert C. Zimmerman
1940	Stanley Gibson	John Worland
1941	Lee Podesta	Irvin Kirchofer
1942	Lee Podesta	Albert Goldsmith
1943	Margaret Rademaker	Eugene Price
1944	Madeline Sluder	Helen Lee Stevens
1945	Madeline Sluder Perfetti	Theodora Ruhmann
1946	Luella Day	Mrs. Mary Ryan Moore
1947	Everette H. Cooley	Emil K. Moore
1948	Shirley Middlesworth	Emil K. Moore
1949	Virginia Bullard	Carolyn Hill
1950	Marie Bell	Chester Adams

Beginning in 1930 the faculty adviser of the *Warbler* has been the same as the adviser of the *News*

"Homecoming" at Eastern, 1915-1947

<i>Date</i>	<i>Football Game</i>	
Nov. 6, 1915	Shurtleff 6, EI 52	Chapel, parade, decorations, game, reception, dance
Nov. 11, 1916	Carbondale 7, EI 19	Student "take-off" on chapel, at reception
Nov. 17, 1917	Normal 7, EI 13	"Circus" in evening. Proceeds to Athletic Association
<i>No Homecoming in 1918. War and Influenza.</i>		
Nov. 8, 1918	Millikin, 32, EI, 0	Dedication of Schahrer Field. Banquet replaced reception.
Nov. 6, 1920	Normal 20, EI 7	Dedication of Pem. Hall tablet to Mary E. Hawkins.
Oct. 29, 1921	Rose Poly. 0, EI 28	Class stunts following chapel. School band in parade.
Nov. 4, 1922	Normal 0, EI 0	Students impersonated faculty in the parade.
Nov. 17, 1923	Carbondale 0, EI 23	T. C. High football game. First sale of chrysanthemums.
Nov. 1, 1924	Normal 0, EI 3	Outdoor vaudeville at football game.
Nov. 7, 1925	Evansville 13, EI 0	Program announced over radio. College orchestra at chapel.
Nov. 6, 1926	St. Louis U. Fresh. 19, EI 0	H. S. game in morning. Bonfire night before game.
Nov. 12, 1927	Carbondale 2, EI 14	<i>The Players present</i> Vaudeville show after banquet.
Nov. 10, 1928	Normal 0, EI 19	You Never Can Tell
Nov. 15, 1929	Indiana State 6, EI 7	Three "folk tales"
Nov. 21, 22, 1930	Macomb 0, EI 23 (Two-day program. Homecoming	<i>Homecoming Queen</i> Ernestine Taylor
Oct. 16, 17, 1931	Carbondale 6, EI 0	Enter the Hero
Oct. 28, 29, 1932	Millikin 40, EI 0	Half an Hour
Oct. 13, 14, 1933	Normal 23, EI 6	The Romancers
		Frances Sudduth
		Margaret Irwin
		Beulah Haslitt

Date	Football Game	Players Present	Homecoming Queen
Oct. 26, 27, 1934	Indiana State 0, EI 19 (The last Homecoming Chapel)	The Importance of Being Earnest	Katherine Hall
Oct. 18, 19, 1935	Normal 13, EI 0	The Man Who Married a Dumb Wife	Elizabeth Irwin
Oct. 16, 17, 1936	Indiana State 0, EI 13	The Late Christopher Bean	Maxine Harrold
Oct. 22, 23, 1937	Normal 0, EI 0	Seven Keys to Baldpate	Vera Evelyn Carruthers
(High school bands first invited to take part in parade.)			
Oct. 28, 29, 1938	Macomb 18, EI 0	The Cat and the Canary	Martha June Jack
Oct. 20, 21, 1939	Normal 0, EI 0	Fashion	Donis Barber
Nov. 8, 9, 1940	Carbondale 6, EI 25 ("Pep dance" on Friday night)	Brother Rat	Helen Thomas
Oct. 17, 18, 1941	Normal 19, EI 0	What a Life	Jewell Emmerich
Oct. 23, 24, 1942	Macomb 45, EI 0	Out of the Frying Pan	Margery Thomas
Dec. 3, 4, 1943	No game. No team. (Homecoming Assembly, 1943, 1944, 1945)	Stunt Night	Geneva Weidner
Oct. 13, 14, 1944	Ill. Wesleyan 40, EI 7	Stunt Night	Thelma Whiteleather
Oct. 19, 20, 1945	Carbondale 0, EI 0	The Far Off Hills	Jeanne Volkmann
Oct. 26, 27, 1946	Normal 26, EI 13 (Burl Ives performance.)	Snafu Paul Sargent memorial exhibition.)	Martha Jean Tym
Oct. 24, 25, 1947	Normal 6, EI 13	Dear Ruth	Arlene Swearingen
Oct. 15, 16, 1948	De Kalb 6, EI 15	Blithe Spirit	Ruth St. John

Eastern's Football Record

Year	Coach	Games Won	Games Lost	Games Tied	Year	Coach	Games Won	Games Lost	Games Tied
1899	O. W. Caldwell	0	2		1924		5	3	
1900 ¹		3	3		1925		5	3	1
1901 ¹		6	0	3	1926		3	5	1
1902	T. Smallwood	2	4		1927		5	2	
1903	T. H. Briggs	5	2	2	1928 ⁴		7		1
1904	J. C. Brown	6	1	1	1929		6	1	
1905		1	6	1	1930		6	1	1
1906		2	1	1	1931		3	4	
1907		3	1	3	1932		1	7	
1908		6	2	1	1933		1	8	
1909			3		1934		3	4	
1910	Railsback	2	3	1	1935	W. S. Angus	1	7	
1911	C. P. Lantz	4	2		1936	G. Carson	4	4	
1912		6	1		1937		3	4	1
1913 ²		6	2		1938	H. Ave	5	3	
1914 ²		8		1	1939	G. Carson	4	3	1
1915 ³		2	2	1	1940		6	1	1
1916		4	3		1941			7	
1917		4		1	1942	C. M. Miller	1	6	
1918	(No games)				1943	(No games)			
1919		3	5	1	1944	C. P. Lantz	1	3	
1920		2	3		1945	J. F. Goff	1	4	2
1921		2	5	1	1946	M. O'Brien	2	6	
1922		4		2	1947		2	5	
1923		4	2	2	1948 ²		7	3	
Totals							167	147	31

Games won or lost, 314
Percentage won 53.2

¹Records fragmentary.

²IIAC Champions.

³Death of Paul Vernon Root, Eastern's only football fatality, Nov. 13, 1915, in game with Normal.

⁴Tied Millikin for IIAC championship.

Eastern's Basketball Record

Year	Coach	Games Won	Games Lost	Year	Coach	Games Won	Games Lost
1908-09	J. C. Brown	1	2	1928-29		7	4
1909-10		3	4	1929-30		8	10
1910-11	(No games)			1930-31		6	13
1911-12	C. P. Lantz	7	2	1931-32		12	10
1912-13		2	7	1932-33		10	10
1913-14		9	4	1933-34		8	11
1914-15		14	3	1934-35		11	9
1915-16		16	9	1935-36	W. S. Angus	7	12
1916-17		10	11	1936-37	G. Carson	3	14
1917-18	(No games)			1937-38		3	11
1918-19		4	9	1938-39		6	13
1919-20		9	10	1939-40		9	11
1920-21		3	6	1940-41		8	7
1921-22		3	12	1941-42		7	11
1922-23		5	12	1942-43	C. M. Miller	7	11
1923-24		7	9	1943-44	C. P. Lantz	7	8
1924-25		10	3	1944-45	J. F. Goff	7	11
1925-26		7	8	1945-46		13	13
1926-27		11	5	1946-47	W. A. Healey	17	8
1927-28		6	11	1947-48		16	7
				1948-49 ¹		23	6
Totals						322	337

¹Tied Western for I.I.A.C. Championship.

Eastern's Baseball Record

Coaches: A. B. Crowe, 1904-1911; C. P. Lantz, 1912 to date

Year	Games Won	Games Lost	Games Tied	Year	Games Won	Games Lost	Games Tied	Year	Games Won	Games Lost	Games Tied
1904 ¹	4			1919	2	5		1934	3	7	
1905	2			1920	6	2		1935	5	4	
1906	4	2		1921	4	4		1936	4	6	
1907	5			1922	3	4		1937	1	7	
1908	9	3		1923	2	4		1938	6	7	
1909	4	2		1924	6	3		1939	5	8	
1910	2	5	1	1925	4	5		1940	4	10	
1911	2	5		1926	3	7		1941	7	5	
1912	2	5	1	1927	5	4		1942	6	7	
1913	5	2		1928	1	9	1	1943	4	7	
1914	3	4		1929	2	5		1944	(No games)		
1915	3	4		1930	1	5		1945	3	6	
1916	3	3		1931	3	6		1946	3	7	
1917	1	5		1932	4	7	1	1947 ²	10	5	
1918	6	4		1933	5	6		1948	13	4	
								1949 ²	9	5	
Totals									189	214	4

¹Records before 1904 are fragmentary.

²I.I.A.C. champions.

World War I Service List

The names of the former students and teachers of Eastern who are known to have served in the armed forces during the first World War (1917-1918) are given in this list, which appeared in *The Warbler* for 1919. Names starred are those who died in service.

Students

Hugh Adams	Henry Davis	John Hughes
Ralph Adams	John Davis	Eugene Hutton
John Allison	James Dora	Torney Ivy
William Allison	*Andrew Dunn	Charles Jenkins
Earl Anderson	*Fred Dunn	Hubert Jenkins
Julian Anderson	Austin Edgington	Lawrence Jenkins
Russel Anderson	William Emery	Donald Johnson
Leo Ankenbrandt	Fred Endsley	Donald Johnston
Orla Ashby	Ralph Ewald	Howell Johnston
Forrest Ashworth	Otto Fearheiley	John Jones
Clifford Bails	Fred Ferguson	Varden Keene
Charles Baker	Ralph Fitch	Forrest Kelly
James Baker	Denna Fleming	Vernon Kern
Glenn Baker	Arthur Forster	Virgil Kibler
Marvel Baker	Arthur Frazier	Basil King
*John Balch	Donovan Freeland	Chester King
Joseph Barger	Vale Freeland	Ivan King
Doyt Barkley	Charles Freeman	Raymond King
Durward Barkley	Guy French	Robert King
Frank Beardsley	James Funkhouser	Edgar Kisner
James Bell	Taylor Funkhouser	Roy Kisner
John Belting	Paul Fye	Herbert Kruse
Harry Bigler	Victor Gabel	Leo Lanman
Walter Bigler	George Geffs	*Bruce Leamon
Paul Black	Palmer Giffin	Randall Lee
Marion Boulware	Earl Giffin	Frank Lindhorst
Alva Bowser	Richard Ginther	Cecil Linthicum
Brent Boyer	Harry Givens	Floyd List
Willard Boyle	Eugene Gordon	Charles Long
Alexander Briggs	Homer Gordon	William Long
Robert Briggs	Olin Gore	Russell Loving
Guy Brown	Horace Gray	La Vearl Lyons
Maurice Bryant	Howard Gray	Stanley MacGilligan
Cuyler Buker	Ralph Greeson	Byron Markle
Vere Byers	Harlan Groniger	Thomas Marshall
Chester Cadle	Glenn Hackett	Carl Mason
William Capen	Paul Hall	Clair McAlister
Charles Carothers	Louis Hardin	Merrell McCabe
Elwood Carrell	Elbert Hargis	Fred McChandlish
*Burth Chenoweth	Frank Harris	Elmer McDonald
George Chronic	Fred Harris	Emmet McGahey
Albert Clossen	Edgar Harris	Harold McGahey
William Coffey	J. Roscoe Harry	Frank McGurty
Leland Colvin	Otto Harwood	Luther McKee
Eric Comer	John Hawkins	Hubert McKenzie
Harry Connell	James Heinlein	Elmer Milburn
Joseph Connelly	Harry Helm	Harry Milburn
Charles Conrad	Malcolm Helm	Paul Milholland
Clarence Conrad	Frank Henderson	Floyd Miller
John Conrad	Lennie High	Byron Mitchell
Herman Cooper	Lester Highsmith	Daniel Mitchell
Joseph Corlew	James Hill	Homer Moats
Bruce Corzine	Hugh Hilsabeck	Warren Monfort
Harland Corzine	Coen Holsapple	John Montgomery
Gerald Cox	Harold Hood	Walter Montgomery
Dale Coyle	James Hood	Bernard Moran
Harry Crim	William Houser	Eugene Morrison
Stanley Crowe	Edgar Huber	Paul Mulliken

Ralph Mussett
 Raymond Nichols
 Levi Noakes
 Harold Norfolk
 Berne Norton
 Norton Parks
 William Parks
 *Fred Pearcy
 Ben Peck
 Thomas Pendergast
 Horace Pennell
 Andrew Percival
 Charles Perisho
 Andrew Phillips
 Thomas Phipps
 Jesse Porter
 Charles Prather
 Roy Pyatt
 Harry Pyle
 Glenn Randolph
 Merle Rankin
 Bruce Rardin
 Loyal Rardin
 Robert Reed
 Howard Rennels
 Ciney Rich
 Glen Richards
 Raymond Richmond

Lyman Ritter
 William Rucker
 Hal Ryder
 *Martin Schahrer
 William Schernekau
 Carl Schmaelzle
 Otto Schmaelzle
 Earl Scott
 Laurel Scranton
 Robert Serviss
 Trevor Serviss
 James Shoemaker
 Mark Shrader
 David Shroyer
 Fred Smith
 John Smysor
 Carl Snapp
 Roscoe Snapp
 Howard Snider
 Ora Staley
 Lawrence Stanberry
 Norman Starr
 Joel Stokes
 Floyd Story
 Newton Tarble
 Van Tarble
 Earl Taubeneck
 Clem Terry

Earl Thompson
 Hanford Tiffany
 Felix Tittle
 Ross Taylor
 Ronald Tremble
 Stephen Turner
 McKinley Turner
 Paul Vernon
 John Waibel
 *James Walling
 Clarence Weger
 Thomas Whalen
 Oren Whalin
 Clifford White
 Rono White
 Carl Wieland
 John Wieland
 Ira Wilcox
 Cecil Wilkinson
 Harry Willson
 Raymond Wiman
 *Ralph Winkleblack
 Muriel Winkleblack
 Walter Winkleblack
 Lorin Wood
 Ralph Zehner
 Dwight Zimmerman

Teachers

E. R. K. Daniels

E. N. Hopson
 L. A. Moore

C. A. Johnson

Eastern's Roll of Honor. Deaths in Service, World Wars One and Two

Name	Dates attended	Graduation	Branch of Service	Cause of Death	Place of death	Date of death
<i>WORLD WAR ONE (Normal School and Model School)—9 (5 Army, 3 Navy, 1 Marine Corps)</i>						
John Robert Balch	1912 (Normal S.)		Army	Killed in action.	France (Meuse-Argonne)	Sept. 26, 1918
Burt Bodewell Chenoweth	1903-1910 (Model S.)		Navy	Illness	Camp Perry, Ohio	Sept. 18, 1918
Andrew Dunn	1900-1908 (Model S.)	Model School 1908.	Army	Killed in action.	France (St. Mihiel)	Sept. 15, 1918
Fred Dunn	1901-1903 1909-1910 (Model S.)		Army	Killed in action.	France (Chateau Thierry)	July 10, 1918
James Bruce Leamon	1912-1914 (Normal S.)		Army	Killed in action.	France (Meuse-Argonne)	Oct. 14, 1918
Fred Eibert Peary	1913-1915 (Model S.)		Marines	Illness	Parris Is., S. C.	Apr. 28, 1918
Martin Otto Schabref	1913-1917 (Normal S.)	Normal School 1917.	Army	Killed in action.	France (St. Mihiel)	Sept. 15, 1918
James Arlar Walling	1913, 1916 summer terms (Normal S.)		Navy	Illness	Great Lakes, Ill.	Dec. 6, 1918
Ralph Carlis Winkleblack	1910-1911 (Normal S.)		Navy	Illness	Great Lakes, Ill.	Sept. 20, 1918
<i>WORLD WAR TWO (Teachers College and High School)—48 (38 Army, 5 Marine Corps, 4 Navy, 1 Canadian Air Force)</i>						
Howard Emil Ballard	1931-1935 (T.C.)		Army	Killed in action.	Germany	Nov. 4, 1944
Newton Bechtel	1928-1929 (T.C.)		Army	Illness	Ft. Sam Houston, Texas	Feb. 2, 1945
Ivan William Birdzell	1934 (T.C.)		Army	Killed in action.	France	June 11, 1944
John Kenneth Bisson	1925-1926 (T.C.)		Navy	Killed in action.	S. W. Pacific	Aug. 8, 1942
Evan Scott Brown	1938-1940 (T.C.)		Army	Killed in action.	France	Feb. 4, 1945
Robert Allen Butler	1937-1941 (T.C.H.S.)	T.C.H.S. 1941	Navy	Died at sea.	Pacific	Mar. 20, 1943
Everett L. Clinard, Jr.	1938-1940 (T.C.)		Army	Killed in action.	Germany	Feb. 4, 1943
Jack Couch	1938-1940 (T.C.)		Army	Killed in action.	Far East (CBI)	May 15, 1942
(John A. Phipps)						
Vernon Junior Crum	1939-1940 (T.C.)		Army	Airplane accident.	Hawaii	Jan. 8, 1944
William Dozier	1920-1921 (T.C.H.S.)		Army	Killed in action.	Italy	July 30, 1944
Guy C. Foley	1938-1939 (T.C.)		Marines	Died of wounds.	Pacific	Feb. 21, 1945
Arden Earl French	1935-1940 (T.C.)		Army	Airplane accident.	Brazil	June 8, 1945
Charles F. Green	1935 (T.C.)		Army	Airplane accident.	Washington State	Aug. 24, 1943
Crayton McGee Heinlein	1929-1932 (T.C.H.S.) 1932-1934 (T.C.)	T.C.H.S. 1932	Army	Killed in action.	Germany	Mar. 18, 1945
Leland C. Hendershot	1938-1941 (T.C.)		Army	Killed in action.	England	Nov. 13, 1943
Wilfred Hurst	1941 (T.C.)		Army	Killed in action.	Germany	Feb. 7, 1944
Jack Ingram	1933-1937 (T.C.H.S.) 1937-1939 (T.C.)		Army	Airplane accident.	Australia	Apr. 21, 1942

Bill Kirk Isbell.....	1939-1942 (T.C.).....	Army.....	Killed in action.....	Yugoslavia.....	May 31, 1944
Harris Waldo Joachim.....	1940 (T.C.).....	Army.....	Killed in action.....	Germany.....	Dec. 22, 1943
Ronald Harry King, Jr.....	1935-1939 (T.C.H.S.).....	Army.....	Killed in action.....	Japan.....	Jan. 28, 1945
John Edward Lathrop.....	1935-1939 (T.C.).....	Army.....	Illness.....	New Jersey.....	Mar. 29, 1944
Robert Lewis.....	1942-1943 (T.C.).....	Army.....	Died of wounds.....	France.....	Oct. 14, 1944
Forrest E. Liston.....	1941-1943 (T.C.).....	Army.....	Killed in action.....	Belgium.....	Dec. 18, 1944
Walter Daniel McCarthy.....	1939-1943 (T.C.H.S.).....	Marines.....	Died of wounds.....	S. W. Pacific.....	Jan. 30, 1945
Buford Mannin.....	1939-1940 (T.C.).....	Marines.....	Killed in action.....	S. W. Pacific.....	July, 1944
Harold Matsler.....	1939-1940 (T.C.).....	Army.....	Airplane accident.....	Texas.....	Aug. 18, 1942
Harley P. Meek.....	1936-1939 (T.C.).....	Army.....	Killed in action.....	Belgium.....	Jan. 15, 1945
Paul Monson.....	1938 (T.C.).....	Navy.....	Airplane accident.....	Norfolk, Virginia.....	Aug. 22, 1942
Paul E. Myers.....	1933 (T.C.).....	Navy.....	Killed in action.....	Pacific.....	Summer 1944
Herbert Nickerson.....	1938 (T.C.).....	Marines.....	Died of wounds.....	S. W. Pacific.....	Jan. 4, 1943
Donald Eugene Nixon.....	1934-1939 (T.C.).....	Army.....	Drowning accident.....	Hawaii.....	Dec. 20, 1943
Levi Wilson Pinkstaff.....	1936-1940 (T.C.).....	Army.....	Killed in action.....	S. W. Pacific.....	Jan. 1943
Dyson Price.....	1941-1942 (T.C.).....	Army.....	Killed in action.....	Germany.....	Mar. 7, 1945
Harlen Keith Robbins.....	1937-1941 (T.C.H.S.).....	Army.....	Killed in action.....	S. W. Pacific.....	Jan. 5, 1945
Frank E. Sallee.....	1938-1940 (T.C.).....	Army.....	Killed in action.....	England.....	Jan. 1, 1945
Arthur T. Schermesser.....	1939-1940 (T.C.).....	Army.....	Killed in action.....	Far East (CBI).....	May 26, 1945
Harold G. Schlesier.....	1938-1939 (T.C. Extension).....	Army.....	Airplane accident.....	New Guinea.....	Apr. 19, 1944
Paul W. Schneider.....	1938-1940 (T.C.).....	Army.....	Killed in action.....	Italy.....	Jan. 20, 1944
Wilmer Wayne Sherwood.....	1938-1940 (T.C.).....	Army.....	Killed in action.....	English Channel.....	Jan. 9, 1945
Earl Sieben, Jr.....	1941-1943 (T.C.).....	Army.....	Killed in action.....	Germany.....	May 4, 1945
Adrian P. Stroud.....	1939-1941 (T.C.).....	Army.....	Killed in action.....	Far East (CBI).....	Oct. 28, 1943
Mack Sweeney.....	1937 (T.C.).....	Army.....	Killed in action.....	Philippines.....	Jan. 15, 1942
Donald V. Treat.....	1938-1940 (T.C.).....	Army.....	Killed in action.....	Pacific.....	Jan. 12, 1944
Reuben Wade.....	1940-1942 (T.C.).....	Army.....	Killed in action.....	France.....	July 27, 1944
Max A. Waters.....	1939-1940 (T.C.).....	Marines.....	Killed in action.....	S. W. Pacific.....	Mar. 1945
Olin Lewis Wieneke.....	1939-1941 (T.C.).....	Army.....	Killed in action.....	Germany.....	Aug. 17, 1943
James Woolford.....	1936-1937 (T.C.H.S.).....	R.C.A.F.....	Killed in action.....	Germany.....	Jan. 18, 1943
John Gregory Zahnle.....	1937-1941 (T.C.).....	Canadian.....	Airplane accident.....	Illinois.....	Oct. 15, 1945
	1936-1939 (T.C.).....	Army.....	Airplane accident.....	Illinois.....	Oct. 15, 1945

Known Prisoners of War among Eastern's Men in Service, World War II

	Attended Eastern	
Clifford Elbert Cole.....	1932-1934	
Verl Duane Fisher.....	1939-1940	
Otto Harwood.....	1903-1907	Graduate
Warren C. Lowry.....	1933-1934	
Derrill McMorris.....	1939-1943	
Morris Paden.....	1938-1940	
Edward A. Perry.....	1937-1939	
Arlin C. Rennels.....	1936-1940	Graduate
James N. Sherrick.....	1934-1938	Graduate
Bradley Squires.....	1938-1941	Graduate
Lawrence W. Walker.....	1940-1942	
Wallace M. Wilson.....	1938-1941	

*Eastern Teachers and Former Teachers in Military Service, World War II**In the Army*

Rudolph D. Anfinson (music department)
 Allen P. Britton (music)
 Gilbert Carson (physical education)
 Leo J. Dvorak (music)
 Ewell W. Fowler (industrial arts)
 Donald E. Johnson (music)
 Ruth E. Paul (library, 1941-1942)
 Ora L. Railsback (physics)
 Walter M. Scruggs (zoology)
 Paris J. Van Horn (physical education)
 Eugene M. Waffle (English)
 Robert A. Warner (music)

In the Navy

Raymond S. Blake (physical education, 1941-1942)
 Norman Carls (geography)
 Donald C. Lowrie (zoology, 1943-1944)
 Stanley C. Robinson (commerce)
 Robert A. Shiley (English)
 James M. Thompson (commerce)
 Grace M. Williams (speech)
 Roy K. Wilson (public relations)

The School Song

“For Us Arose Thy Walls and Towers”*

Words by Isabel McKinney

Music by Friederich Koch

I

For us arose thy walls and towers;
 Their beauty, strength, and grace are ours,
 The hills and prairies at thy feet
 For us in lovely landscape meet.

Refrain:

So must our hearts remember thee,
 So may our lives our tribute be;
 Strong, true, and beautiful, and brave and free,
 So shall our hearts our hearts remember thee.

II

For gift of friends, for lasting gain,
 For hard won joys that long remain,
 For strength of victory possessed
 We thank the school we love the best.

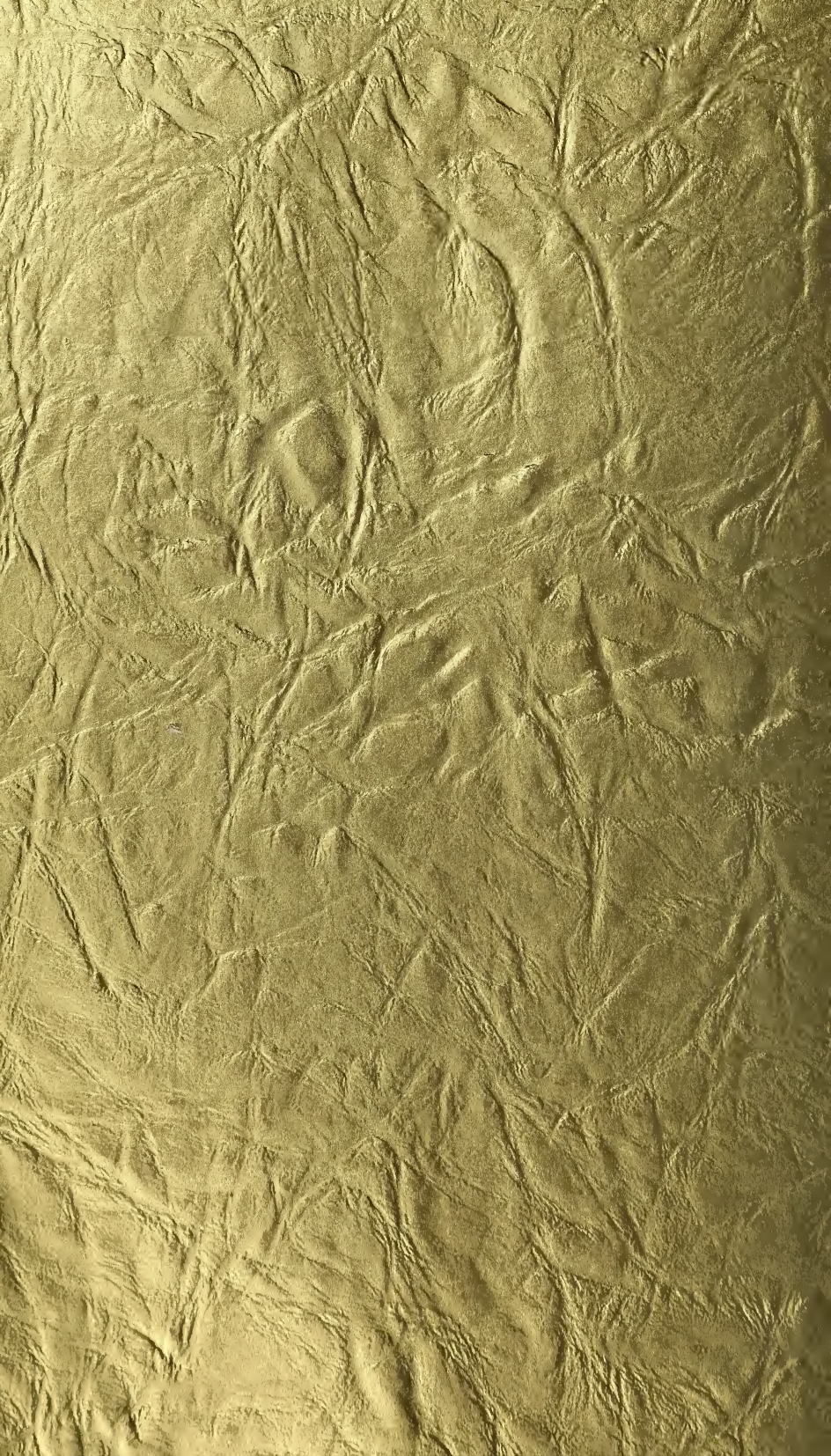
Refrain:

III

Across the years thy spirit burns,
 Across the land in love it yearns;
 Enkindled with the light of truth,
 Made perfect in eternal youth.

Refrain:

*Originally written to the music of “Wacht am Rhein.”



UNIVERSITY OF ILLINOIS-URBANA
C. IL6EEC C002
EASTERN ILLINOIS STATE COLLEGE CHARLESTO



3 0112 025410306