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History of the Southern Illinois State Normal University

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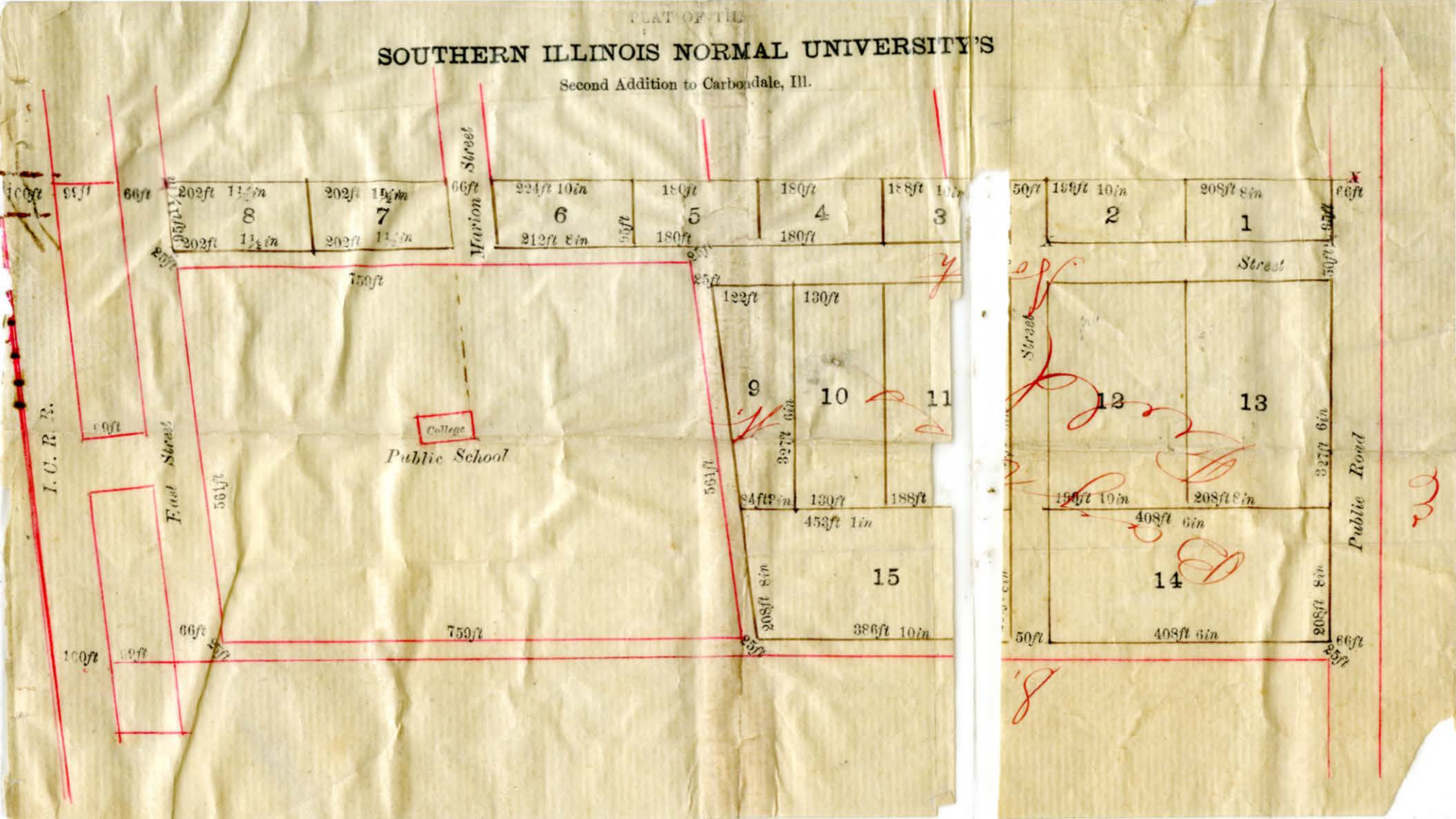
This volume is an unpublished manuscript in draft form, containing several pencil edit marks. It covers the history of Southern Illinois University from its founding in 1869 into the presidency of Henry W. Shryock (1913-1935), and includes brief biographies of early faculty and administrators.

PLAT OF THE

SOUTHERN ILLINOIS NORMAL UNIVERSITY'S

Second Addition to Carbondale, Ill.



HISTORY

of the

SOUTHERN ILLINOIS STATE NORMAL UNIVERSITY

by

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CHAPTER I.

A history of the Southern Illinois State Normal University must necessarily deal with facts; facts, however, which reflect the personalities and labors of those who made the school the most important fact of all. Figures and data present a fascinating story of the school, but back of these are the intangible things that somehow seem more important. To include all the details is impossible for many matters concerning the school still remain "skeletons in a closet" and the key has been lost; records are vague and incomplete; and the founders are all dead.

Sixty-three years have passed since the conception of a state Normal for Southern Illinois was consumated in a charter act by the General Assembly of Illinois. That act of March 9, 1869, which was the result of the earnest thought, the ideal hopes, the farsighted dreams, and the determined work of educators and public spirited men from the southern section of the state, was a noteworthy event in the educational history of ILlinois.

The state university at Champaign, then called the Industrial University, chartered in 1867, and the State Normal University, establised at Normal Illinois in October 1857, were functioning well as state educational institutions when Southern Illinois began its organized plea for a Normal. It had required four years, from 1853 to 1857, of persuasion before successive public conventions and many bitter contests in the legislature before the first state Normal was a reality; it took nearly ten

years more to give birth to the state university.

While the dreams of Northern and Central Illinois were being realized, a similiar interest was gaining momentum in "Egypt". At first, any desire for a down state Normal seemed barely more than a forlorn hope and it was only by the rigid perseverence and eagerness of a group of interested men that the movement was carried on to fruition.

Cooperative planning among the several educators of the southern district began in the spring of 1868. A teacher's institute met at Salem, Marion county, and passed a resolution accompanied by a circular signed by fifty teachers and friends of education in Southern Illinois calling for a convention to meet in September of 1868 to consider the educational needs of the district. A prominent motive of the convention was the specific intention of inaugarating a movement toward the establisnment of a Normal school for the southern half of the state.

A few days after the Salem institute, and without apparent knowledge of the meeting, a similiar circular was issued from Carbondale, Jackson county. This circular invited interested persons to an assembly in Carbondale the last of May or the first of June, 1868. This convention was held and attended by at least a thousand persons. Its objects were concentrated around the Normal idea; stirring addresses were made by Dr. Allyn of McKendree college, Professor Standish, and others and open discussions provided free interchange of views. A great deal of enthusiasm was aroused and publicity circulated regarding the movement. Active organized efforts in behalf of the proposed school may be said to date from this convention.

The Carbondale convention adjourned to meet again in Centralia the first of September with the leaders of the Salem institute. The attendence at the Centralia meeting was even larger and more animated that either of the two previous ones in Salem and Carbondale. Addresses were delivered by: Doctors Allyn, Gregory, Edwards, and Read; by Professor Sanborn Tenney, the superintendent of public instruction; and others.

The Centralia convention accomplished the definite measure of appointing fifteen leading men of Southern Illinois to act as a committee in the preparation of a memorial to the legislature asking for the incorporation and endowment of a Normal school in the southern part of the state.

The committee met in Odin, Marion county, on October 16, 1868 and added fifteen other gentlemen to serve with them. At the Odin conference a circular was prepared for presentation to the citizens of the interested section and a petition to the General Assembly in behalf of the proposed institution accepted.

According to Newton Bateman, superintendent of public instruction at the time, this circular was printed in nearly all of the newspapers of the region and "very materially contributed to make public opinion unanimous in favor of the proposed action." The circular was forcefully written and clearly stated the facts that confronted the movement.

Seven reasons were named in the circular as being essential proofs that a Normal for Southern Illinois was needed. After a brief introduction the circular proceeded to an elaboration of the points, a resumé of which follows:

The first item stated that "well trained and thourougly

taught teachers need not be argued," and that "the experience of all enlightened and civilized communities has demonstrated the expediency and economy of appropriating the means necessary to establish and maintain a sufficient number of Normal schools to supply the demand of teachers."

The second point answered an accusal of jealousy by affirming that: "This enterprise is undertaken in no spirit of envy or unholy rivalry of the excellent institution already established in the northern section of our great state."

Attention to the "peculiar shape and the immense size of our state" was demanded in the third and the obvious conclusion drawn that one Normal could not possibly satisfy the needs of such a state. The circular here presented statistics which claimed that since ten thousand free schools already existed "it could not be expected that one Normal university could long meet the wants of the whole of Illinois." Figures were also given to prove that inhabitants of the extreme southern section of the state would have to travel two hundred and fifty miles to reach the Normal university at Normal and "if large numbers so remote should avail themselves of the Normal school, their traveling expenses would in a few years endow another."

Strong prejudices had resulted in an unfavorable opinion regarding the appropriatness of Southern Illinois as a location for a school of higher learning because it was believed to have been sparsely settled by immigrants of questionable character and intelligence. The circular refuted all the unjust charges, admitting first that "the southern portion of the state was originally settled by emigration from states in which popular education had not been

so advanced or general as in some favored sections." But the westward tide of emigration had passed above or through the territory and the circular claimed that "it is coming to be understood that we have a population rich in all the native elements of good character, and capable, by the refining and enlightening influence of religion and education, of rising to the level of the highest and best forms of social life and civilization; the rough marble needing only the polishing hand of the artist to develop the beautiful marble of the statuary." The circular further insisted that "it was fast becoming known that for health, climate, mineral resources, fruitgrowing, grazing, and general agriculture, we have a country that will comply favorably with any other upon earth, and possessing some very decided advantages" and hence "our origin, history, and condition point to the need of such a Normal school."

A promise for a southern Normal made at the establishment of the first state Normal was recalled and fulfillment of that promise demanded. The statement read: "let us have this now in the north -- it will not be long till our great state will need another, and then you shall have it in the south."

In conclusion, the circular gave a few "practical suggestions as to the modes in which our influence may be put forth for the accomplishment of this purpose." Popularization of the idea was advocated; teachers were urged to talk of it in their classrooms and to discuss it in public meetings; citizens were asked to influence their legislators in its behalf; and newspapers were challenged to "wield the pen of a ready writer, to prepare articles which shall set forth the desirableness, the need, and practicability of such an institution." In pressing the legislators

with the importance of the issue it was advised that "our legislators" be told that "we are not satisfied with their proposition to give us a southern penitentiary. We will swap that for a Normal school. We prefer schools to prevent crime, to prisons for its punishment."

Following the final entreaty, "Let the voice of the people go up to their legislators 'like the sound of many waters.' What we ask is due to us, fair to others, and good for the whole state.", were the signatures of the illustrious men who served on the pioneer committee responsible for the circular and the legislative appeal:

Captain Daniel Hurd, Theodore Stezer, W.M.Peeples, J.W. Blair, Colonel D.H. Brush, O.B. Nichols, General E. Kitchell, Dr. R. Allyn, W.I.N. Fisher, James Dawson, Thomas W. Hynes, B.W. Henry, Colonel P. Pease, J.C. Tulley, Colonel J. Patridge, Hon. John Schofield, Hon. M. Crawford, Colonel F. Hecker, John S. Haywood, Governor C. Koerner, Thomas S. Ridgeway, Charles W. Beecher, Hon. S.L. Bryan, Hon. W.H. Green, Hon. W.R. Morrison, General John A. Logan, Hon. S.S. Marshall, General G.B. Raum, Hon. W.C. Flagg, Rev. E.M. West, Rev. W.H. Scott, Hon. J.F. Alexander, Thomas Quick, Hon. J.W. Westcott, Simeon Wright.

The appeal was successful; though it is not to be assumed that the mere publicity of the committee's circular caused the immediate fulfillment of the entire plan. The circular motivated the idea, accentuated activity, and caused many disinterested persons to become enthusiastic and valuable workers. Five months after the committee met in Odin, the dream of a Southern Illinois Normal became a reality by act of the state legislature.

The act, entitled "an Act to establish and maintain the Southern Illinois Normal University", was passed by the legislature and approved by the governor on March 9, 1869. Five trustees were appointed by this act, three of them for four years and two of them for two years, who were "entrusted with the selection of a site, the erection of a building and the organizatio and management of the institution." These charter trustees, as appointed by the governor, were: Daniel Hurd of Cairo, Elihu J. Palmer of Carbondale, Eli Boyer of Olney, Thomas M. Harris of Shelbyville, and Samuel E. Flannagan of Benton.

These trustess invited bids from Southern Illinois towns, the choice of location to be determined according to the desirability of the community, amount of subcription pledged toward the school fund by the town, and any other points the trustees believed worthy of consideration. The act specified that the new school be located south or within six miles north of the Alton and Terre Haute Railroad, now a part of the Big Four.

Much rivalry resulted among the towns desiring the school and the plan of receiving bids was in many ways detrimental to the school. From the contesting points twelve cities were chosen fo final consideration: Anna, Carlisle, Carbondale, Centralia, DuQuoin, Irvington, Jonesboro, Olney, South Pass (Cobden), Tamaroa, and Vandalia.

The governor's report to the legislature in 1871 states that: "The experience of this institution is a striking illustratio of the unsatisfactory results of inviting competition for location." Carbondale, Jackson county, was finally designated by the trustees as their choice for the new school site. No adequate reason explain

ing the selection of Carbondale was offered by the trustees and hence many speculations were allowed, some of which were manufactured by rival towns or prejudiced persons, while others indicated a possibility of truth.

In recent years, the fact that Carbondale is a railroad center has been attributed to its preference. But in 1869, Carbondale was not a railroad town. It was just a stop on the Chicago-Cairo line of the Illinois Central railroad; it could boast only a single track with four trains in each direction each day (excepting Sundays), and these four trains not only included passenger trains but also the daily express and freight trains. Carbondale had no other railroad of any consequence until 1880 when a short line was built from Carbondale to Murphysboro by the St. Louis Coal Railroad Company. This line was connected to the Belleville-Pickneyville line in 1881; and so, twelve years after the establishment of the Normal at Carbondale there were railroad facilities to St. Louis. A short line road between Carbondale and Marion was opened in 1871 by the Carbondale Shawneetown Railroad company.

One supposition regarding the location suggested that since Carbondale had early interested itself in education it would provide a more suitable environment for a Normal school than would any of the other contesting towns. As early as 1856 a movement to organize a city college had materialized in Carbondale; an appropriate building was constructed (on the site of the present Lincoln school, a public elementary school) and a college formally established. This college was favored with somewhat varying degrees of success until it was finally closed just prior to the Civil War.

After the Civil War a college of the Christian denomination, called the "Southern Illinois College", was established in the old city college building under the management of Rev. Clark Braden. The fame of this school grew rapidly and parallel with its publicity Carbondale became known as a place of education. According to a Jackson county history written by E. Newsome, the reputation of the town for temperance and education induced many families to make their homes in Carbondale, thus adding to the good order and prosperity of the place.

At the incubation of a Normal school idea for Southern Illinois, Mr. Braden used his influence in behalf of Carbondale, stressing the fact that the small college already in existence would serve as a splendid beginning for the proposed Normal university. He went so far as to offer the small building, library, student body, and faculty of the Southern Illinois College as temporary accomodations in order that a Normal might be organized immediately in Carbondale and that the work of the institution might be in progress while a proper building was being constructed. Mr. Braden's plan was similar to that successfully pursued in the case of the school at Normal Illinois. Dr. Bateman writes that by the suggested plan " classes would have been formed and the work well organized by the time a new edifice was completed, to which the school could have been quietly transferred and the work of instruction would have gone on almost without a break." It had been Mr. Braden's intention to merge his own school with the new state Normal and in return he quite naturally expected the president's chair in the new school.

However Governor Palmer decided that the Normal school could not legally be taught except in the house the state would

provide for that purpose; therfore Mr. Braden closed his school and the students sent home until a new Normal building should be finished; and hence four years of valuable time were lost.

It is interesting to note in passing that Mr. Braden did not become president nor even a member of the Normal University faculty. An old story, unauthenticated, relates that Rev. Mr. Palmer, who was a brother of the governor and a member of the Normal board of trustees, was not in accord with Rev. Mr. Braden's religious affiliation and therefore used his influence to keep Mr. Braden from receiving the appointment of president.

Another speculation concerning the choice of location points to the political prestige of John A. Logan, a Civil War General and a resident of Carbondale, who was an ardent enthusiast in the school movement. Rev. Elihu J. Palmer, the governor's brother and a Carbondale resident, is also mentioned in this consideration of favortism. That Carbondale's success was often claimed to be the work of these two men does not seem an unjust inference, for it is obvious that their home loyalty would demand a reasonable concern.

The transparent reason given in law for the location at Carbondale, again referring to the governor's report of 1871, stated that the trustees had been impressed by the "good supply of water which the city affords." According to the report an investigation showed that the town did not actually furnish a sufficient supply for the use of private families and hence a special well had to be dug for the use of the school. This well on the school location was twenty-six feet deep and ten feet through the solid rock and in dry seasons did not furnish drinking water for the workmen. Neither

the city supply nor the well could be depended upon for construction purposes such as the making of mortar; though finally a sufficient supply was obatined by "damming a ravine upon the ground" which was later dug out to form the present Lake Ridgeway.

Whatever the reason, Carbondale became the official site of the new school and obligated itself to furnish $100,000 in bonds and a tract of land to the enterprise. Twenty acres of ground on the southern border of the city, one half mile from the public square, were given for the campus site. The land had been a strawberry field operated by the late Dr. Forbes, famous entomologist, who here began his career as a market gardner.

The designs and specifications adopted for the building, to be ~~directed~~ constructed under the direction of the trustees, were furnished by a St. Louis architect, Mr. Thomas Walsh. Rev. E.J. Palmer was again favored by election to the position of superintendent of construction and all details of arrangement were placed in his hands Mr. Palmer advertised for bids and granted the construction contract to James M. Campbell, "a very reliable citizen of Carbondale."

"At this point," quoting Dr. Bateman's report, "a very grave mistake was made. The amount appropriated for the edifice by the legislature was only $75,000, while the trustees contracted for a building to cost $210,000. This was a most deplorable error of judgment, the evil consequences of which were far-reaching. But the original trustees are justly entitled to the benefit of this explanation: The funds and assets, including bonds, donations, subscriptions and such like, seemed sufficient; the trustees believed when they made the contract, that they would be able to build and equip the house without further aid from the state; and a responsible citizen, the lamented James M. Campbell,

Esq., actually bound himself by the covenants of the contract to erect and furnish the building for the sums subscribed and pledged by the corporations and citizens, together with the amount appropriated by the legislature. While these facts do not relieve the original trustees from the responsibility of a most unfortunate misjudgment, they do relieve them, entirely, from the implication of having knowingly resolved to erect a building that would cost vastly more than the resources at their command, presuming upon the liberality of the legislature to make up the deficit."

By the contract, Mr. Campbell was to construct the building as planned for sixty-five of the seventy-five thousand dollars appropriated by the state and all other assets in the shape of donations and subscriptions. The "other asstes" were, nominally: bonds of the city of Carbondale, $100,000; promised Jackson county bonds to the amount of $50,000; free freight transportation to the amount of $25,000 by the Illinois Central railroad company; lands valued at $53,500, which included property in the residential section as well as the campus proper; and $500 worth of stone for the foundation. Mr. Campbell therefore assumed the risk of securing claim deeds on the lands donated by the city which possessed defects in title as well as the risk involved in doubtful bonds.

Work began on the building in the early spring of 1870 and progressed so rapidly that the corner-stone was laid on the twentieth of the ensuing May. A fitting ceremony commemorated the event with addresses given by Dr. Robert Allyn, president of McKendree College, and President Edwards of the State Normal of Normal Illinois.

Construction was pushed forward vigorously until necessarily suspended by the lamentable death of the contractor,

Mr. Campbell, who was suddenly killed by a falling timber while directing his workmen. The contract by which he had assumed validity of doubtful bonds and property was therefore void and all work terminated. Mr. Cambell had been from the first vastly interested in the school and had not only given his valuable professional aid but had supported it financially to the extent of his personal fortune.

The state agreed to finish the construction of the building by action of the legislative session of 1871 and agreed to do the work under the same terms that Mr. Cambell had been been contracted. The order was subsequently issued to complete the building according to accepted modified plans; the modified plans were not, however, materially different from the original specifications. State commissioners were placed in charge and the building at last completed and turned over to the trustees on July 1, 1874.

The total cost of this first building of the Southern Illinois Normal University, according to the governor's report of 1871, was $225,786.40. This amount was accounted for as follows: assets in Mr. Cambell's possession, later claimed by the state, $110,000; appropriation by the charter act of 1869, $65,000; expended by the trustees in their building account, $5,278.40; and changes made in plans, $45,508.00. The present Main Building should not be confused with the building here described; a later chapter in this history describes how a fire destroyed the first building and how the Main Building was erected from its ruins.

Proud and happy were the men who had made possible this home of the coveted school which was to be the nucleous of a successful state college. As many prayers and as many hours of

earnest labor were represented in the achievement of this empty building as there were nails in its framework. It was not a mere structure of stone and wood, for, without the mellowness that comes from use, it was already consecrated by such illusive things as aspirations, dreams, and individual and concerted actions that had made possible its very being. More materially, it was a beautiful building, superb in its proportions. Newton Bateman's description protrays it better than any resume by one who has seen only a picture, (from his biennial report of 1873 and 1874 in his exact words):

"The building is of the Romaic-Gothic style of architecture Its length from north to south is two hundred and fifteen feet, with two wings -- one on each end -- projecting to the front and rear -- one hundred and nine feet. There are: a basement story in height fourteen feet, for the playrooms, furnaces, janitor's residence, and recitations, containing eight large apartments and four smaller ones, of good size however. A first story embracing also eight large rooms for classes and recitations, four teacher's private rooms and a large parlor or reception room, the height being eighteen feet -- a second story, twenty-two feet in the clear, containing the large Normal Hall, three fine study rooms, two class or library rooms, two rooms for the principal and one private room for a teacher -- and finally a Mansard story of nineteen feet in height, which is occupied as a large lecture hall, one hundred by sixty-one in the clear, capable of seating 1200 persons -- two large rooms for cabinets, or library, or art gallery -- two also for the meetings of societies, and two smaller rooms for laboratories, dissecting rooms, or work shops. The whole is surmounted by a flattened dome which affords a wide perspect

over the variegated country, from the hills beyond the Mississippi on the west, twenty-four miles, to the prairies of Williamson county on the east, and from the elevations of Union county on the south, to the plain of DuQuoin on the north. The corridors within the building, extending its whole length north and south, with two cross-sections in the wings from east to west, are fourteen feet wide and are laid with alternate strips of light and dark wood, and their four easy and ample stairways and three wide doors, give convenient acess to every part of the building, and impart to it an air of comfort and elegance. Externally, the edifice, being without spires or turrets, at first disappoints the eye, especially as for some unfathomable reason the good natural elevation of some ten or twelve feet was cut away, and the building set that distance below the ground. But a study of the fine proportions and harmonies of other portions of the structure relieves these unfavorable impressions. The basement is of brown sand-stone, hammered and laid in regular courses. Above the basement the walls are of pressed brick, trimmed with brown sand-stone and whitish lime-stone. The roof is a plain Mansard, covered with variegated slate and surmounted by an iron railing. The windows are arched Gothic in a variety of styles, giving richness to the exterior, which is fully equalled by the finish of the interior, in ornamental arches for doors and windows, and in heavy panels and finish for wainscoting and woodwork. It may be safely pronounced in no respect inferior to any other edifice of its kind in the United States. Its elegant Normal Hall will seat five hundred students and is now fitted with single desks and seats to accomodate over four hundred and fifty. It is a beautiful room, in keeping with the remainder of the building, admirable in pro-

portions, one hundred by seventy-six, and twenty-two feet in height. It, and indeed the whole edifice internally, is a visible inspiration to neatness, and to scholarly enthusiasm."

The same act that provided for resumption of building construction under a board of commissioners also abolished the first board of trustees. A new board was appointed by the governor and confirmed by the senate in September, 1873, which consisted of: Hon. Thomas S. Ridgeway of Shawneetown, president; James Robarts, M.D., of Carbondale, secretary; Edwin S. Russell of Mt.Carmel; Lewis M. Phillips, Nashville; and Jacob W. Wilkin of Marshall. Their first meeting was held at Carbondale on October 23, 1873 and met frequently thereafter to arrange "for purchasing furniture, for electing a faculty of instruction, for the acceptance of a course of study, and for the general management and opening of the school."

In November, 1873, the trustees elected Rev. Robert Allyn, D.D., then president of McKendree College, principal of the Normal University (the title was later changed to president). Dr. Allyn had had excellent experience as an educator in New England, as superintendent of public schools in Rhode Island, as professor of ancient languages at the Ohio University of Cincinnati, as president of Wesleyan Female College, as a member of the board of education of Cincinnati, and as president for eleven years of McKendree College. Dr. Bateman writes of him: "His earnest activity in all the movements for the improvement of education speak favorbaly for his capability to assume the charge of so important an enterprise and argues well for the wisdom of the trustees in their choice of him, from among many other dis-

tinguished men who might have been selected, and who would certainly have accounted the position one of rare honor and great opportunity for usefulness."

Dr. Allyn was a typical New Englander, born at Ledford Connecticut on January 25, 1817, a descendent of the best puritan stock. After studying a year at Bacon Academy in Colchester Connecticut, according to a biographical sketch written by Mrs. C.W. Parkinson, he "began his life work of teaching at the age of seventeen in East Lynn Connecticut." His college preparatory work was completed at Wesleyan Academy in Wilbraham Massachusetts and in 1837 he began his college work at Wesleyan University, Middletown Connecticut. Dr. Allyn graduated from Wesleyan University in 1841 with distinction, having received commendation for his work in metaphysics and mathematics. Dr. Allyn's Alma Mater has been called "the cradle of educational methodism in America" for Syracuse, Northwestern, and De Pauw universities, McKendree College and the "Wesleyans" of Ohio, Illinois, Iowa, and Kansas are "the offspring of this venerable institution."

Although Dr. Allyn devoted himself almost exclusively to ministerial work for several years and was for two years a member of the Rhode Island legislature, his life work seemed pre-destined to be that of teaching. His educational career, covering the exceptional long period of more than half a century included five states: Massachusetts, Connecticut, Rhode Island, Ohio, and Illinois. Among his eminent friends and co-workers was Horace Mann, also a New Englander, who innovated the normal school idea which has revolutionized educational methods. Dr. Allyn was a member of the National Educational Association and also of the National Council of Education "whose membership was limited to sixty of the most active and prominent educators of the nation."

In a reminiscence of Dr. Allyn, Professor William Felts, present head of the mathematics department of the school who attended the Normal as a student during Dr. Allyn's presidency, said of him: "Dr. Allyn was a classical scholar; he read Latin and Greek as we would read a modern foreign language. He was always dignified, tall and angular in stature, with a poise that suggested kindness as well as dominence. He seldom reprimanded a student, but when he did point his unusually long finger at an accused culprit, that student never forgot and rarely ever allowed a second offense call him to the carpet. The president knew us all by name, and though we were in awe of him, we loved and respected him."

Dean George D. Wham, now head of the department of education, spoke thus of Dr. Allyn at the fiftieth commencement exercises of the Southern Illinois State Normal University: "The fine portrait hanging in our auditorium shows him as he was, tall, bearded, ministerial in manner, and theological in his cast of thought, yet withal kindly in speech and act. If time allowed I could give you illustrations of what would seem to be the unique feature of his administrative method, that of giving lessons to the school as a whole: now on one occasion it was a lesson in the psychology of memory; now on another he tried to teach the students how he thought they ought to walk; now again he carried his hat to the rostrum with him and gave the young men of the school a lesson in the art of lifting the hat to a lady, as he understood the art; and how he frequently read to the school some gem of English literature in order to advertise the charm of books. I am certain that to those whose memories run back to this early period, every mental picture of the school will have in it the brooding presence of Dr. Allyn as he went about his daily task of helping to transform boys and girls of good ability but of limited opportunity into the

cultivated men and women who went out to give so good an account of themselves in the educational field of their day."

Other members of the faculty were equally well chosen with the praiseworthy result of assembling these excellent teachers and professors on the first faculty of the school:

Rev. Robert Allyn, D.D., principal and teacher of logic, mental science, ethics, and pedagogics.

Rev. Cyrus Thomas, Ph. D., teacher of botany, zoology, and physiology.

Charles W. Jerome, A.M., teacher of languages and literature.

Enoch A. Gastman, teacher of mathematics.

Daniel B. Parkinson, A.M., teacher of natural philosophy and applied chemistry.

James H. Brownlee, A.M., teacher of reading, elocution, vocal music and calisthenics.

Granville F. Foster, teacher of geography and history.

Martha Buck, teacher of grammar.

Rev. Alden C. Hillman, A.M., principal of the Preparatory school.

Miss Kate Henry, teacher of music.

Miss Julia F. Mason, teacher of the Model school and of drawing.

Dr. Thomas came to Illinois in 1849 from Tennessee where he was born and educated. He practiced law for several years but because of his "love for scientific pursuits" connected himself with the United States Geological Survey of the Territories. On this survey he studied the remains of pre-historic civilization and became so interested in the work that he determined to devote

the rest of his life to research and scientific work. He became head of the department of natural science at the Southern Illinois Normal University by invitation of the trustees in 1874 and held that chair for six years as well as the office of state entomologist. Dr. Thomas also served on the United States Commission to Investigate Locusts in 1877 and in 1882 was chosen to the department of ethnology in the Smithsonian Institute at Washington, D.C.

Professor Jerome was a native of New York state but was educated at McKendree College in Illinois, graduating in 1852. He entered the Union army in 1862 and served until 1865 as regimental quartermaster and first lieutenant. Professor Jerome was principal of the Bedford Male and Female Seminary in Shelbyville, Tennessee, when elected to the chair of ancient languages at the Normal. Professor Jerome had the reputation of being an excellent drill master in Latin and for sixteen years filled the position of head of the language department and also the office of school registrar.

Enoch A. Gastman never served on the Normal faculty though he had been elected by the Board and his name had appeared on the school's first catalogue. Mr. Gastman had an enviable record as an educator and one of those rare personalities that contribute so much wherever they go. The school lost a valuable man when Mr. Gastman decided to remain at his post as Superintendent of Schools at Decatur Illinois. He hadbeen present when Whittier's poem The Prayer of Agassiz was first read in Massachusetts, the summer of 1874; and those who knew Mr. Gastman always associated this poem with him for it seemed to permeate his whole character. At his funeral these lines of the immortal Prayer were read:

In the lap of sheltering seas
Rests the isle of Penikese;

But the lord of the domain
Comes not to his own again:
Where the eyes that follow fail,
On a vaster sea his sail
Drifts beyond our beck and hail.

Dr. Parkinson attended McKendree College while Dr. Allyn was president and graduated in 1868. The year of his graduation he was elected to the chair of mathematics and natural science in Jennings Seminary, Aurora Illinois. Dr. Parkinson served three years at the Seminary and then entered Northwestern university at Evanston Illinois to do special work in physics and chemistry. In 1874, on his acceptance of the position at Carbondale, McKendree conferred upon Dr. Parkinson the title of Master of Arts; and in 1897, the year following his election to the president's chair of the Southern Illinois Normal University, McKendree honored him with the degree of Doctor of Philosophy. A recital of Dr. Parkinson's term as president of the Southern Normal appears in a later chapter.

Professor Brownlee was another of McKendree's sons, having graduated from the classical course in 1870 and a few years later receiving his A.M. from the same college. He occupied the chair of elocution and literature of the Normal for eleven years and after a few years absence returned in 1891 to resume his former duties. However, his reputation as an elocutionist and teacher became ~~so well~~ known that he was invited by the Board of the Charleston Normal to serve on that faculty and in 1899 he accepted.

Granville F. Foster came to Illinois in 1865 from New Brunswick where he had received his education and had taught for

four years. Prior to his election on the Normal faculty he had taught in Sterling, Brighton, and DuQuoin. Mr. Foster held the chair of history and geography for nine years at the Southern Normal and in 1883 resigned to accept a position in Berkeley California.

Miss Martha Buck is the only member of the first faculty alive today. She was educated in Peoria Illinois and Chicago; she was a graduate and later a member of the faculty of Brown and Stratton Business College in Chicago. Miss Buck was a thorough grammar teacher and edited a text on the study of English. She was a favorite of the students for her home was always headquarters for social gatherings and impromptu good times. Miss Buck is now eighty-four years old and in declining health; she lives in Rio Linda California.

Rev. AldenC. Hillman, the first principal of the Preparatory School, came to Illinois in 1855 from New York where he had been educated and had received his Masters degree. Professor Hillman taught in the public schools for eleven years until 1866 when he was chosen Superintendent of Schools of Washington county. In 1871 he was chosen as president of the Illinois Agricultural College at Irvington but resigned in 1874 to accept the position offered him at Carbondale. Mr. Hillman left the Southern Normal in 1883, the same year in which Mr. Foster resigned, for Salina Kansas where he taught and filled the office of County Superintendent of Schools.

Miss Kate Henry

Miss Martha Buck, the last member of the first Normal faculty to die, was born in Cambridge, England, April 16, 1845 and died at Rio Linda, Sacremento County, California, February 14, 1932. Her parents moved to the United States while she was a baby and settled in Custer Park, Will county, Illinois.

Miss Buck was educated in the public schools of Custer Park and at Bryant Stratton Business College in Chicago. Her father operated an underground railroad for escaped slaves and she often told her Carbondale friends that when a girl it was her duty to take a bucket of food to the orchard each evening and to return the ~~following~~ each morning for the empty bucket.

Miss Buck's work in the professional field of teaching began shortly sfter she was graduated from Bryant Stratton Business College when she accepted an offer to teach English in that college. After serving several years on the faculty of Bryant Stratton and six years in the public schools of Illinois, Miss Buck was asked, in 1874, to teach grammar in the new Southern Illinois Normal at Carbondale. Miss Buck was the only woman on the first faculty of the Normal and she continued to teach in the English department for half a century.

While teaching at the Normal she wrote a grammar text and became known for her thorough drill technique in the teaching of grammar.

In 1929 Miss Buck moved to California with her niece, Mrs. Edna Fox, and never returned. After finding several California cities unsuitable, Miss Buck finally moved to Rio Linda where she lived the last years of her life in declining health. She was buried in Sacremento, California.

Miss Julia F. Mason was born in Polo Illinois, July 13, 1853, and graduated from the State Normal at Normal Illinois in June, 1872. The two years following her graduation she taught in the public schools of Winchester and Lincoln Illinois and in 1874 came to Carbondale to serve two years as a teacher in the Model school. On her resignation she married Professor D.B. Parkinson on December 28, 1876 and died three years later in San Jose California.

This splendid faculty, togetner with the new building, were formally recognized at the impressive opening of the university on July 1, 1874. The governor of the state, the faculty elect, numerous invited guests, and a large number of people from the surrounding country attended the memorable ceremony in which the building was dedicated and the president and the faculty inducted into office.

Hon. Thomas S. Ridgeway, president of the board of trustees, presided. Mr. Ridgeway introduced to the assemblage Dr. Richard Edwards, president of the State Normal University, who delivered the dedicatory address. By request Dr. Edwards first read a letter from Newton Bateman who, unable to attend the proceedings, had sent his congratulations and well wishes. Dr. Bateman, being intimately acquainted with all the problems of a state school, emphasized in his letter two things that have continued to warn all the succeeding administrations: "Keep the school close to its legitimate work," and " Keep the expenses within the appropriations."

Dr. Edward's own address was beautiful with sentiment and sympathetic understanding of this school whose purpose was to "open to all minds the light of an inspiring culture." His speech was in part:

> The dedication today indicates a nobler civilization. This building is to be solemnly set apart to the purpose of educating the people. The object of its building is that in all the region round about, men may become more knowing, more beneficent, more moral -- in short, wiser, better, nobler. It is planted here as a fountain of good influence -- as a generator of good forces. It is set up as a light, to illuminate and to warn the millions of our noble commonwealth; a light not to be concentrated or converged, but to be so widely diffused that the remotest nook shall glisten in the dawn of a new and more glorious day. For let it be known that of all institutions the Normal school is the most democratic. In the college only a small number may be instructed. According to a prominent educator in Massachusetts, not one boy in fifteen hundred ought to see the inside of a college. Higher education, as it is called, must be limited in its application. But the Normal school is for the training of the teachers of the whole people. The free school law provides teachers and some kind of instruction for every child, however poor, however uninfluential his parents may be. Now, this instruction may be, and often is, very inferior in quality. The rich man, for his money, may subsidize talent, may command the most shining abilities, the most extended culture in the teacher of his children. But the poor man, who is absolutely dependent upon the public school, has no alternative but to accept what the public supplies to him; and is in danger of being compelled to subject his children to imperfect training, to the tutelage of stupidity and ignorance. But here the state steps in, and, by the equipping of the Normal school, undertakes to say that that culture shall be fit, that the teacher of the public schools shall be well prepared, that the child of the poor man shall not only have instruction that is free, but instruction that shall be as good as the wealthiest can buy. Thus the two boys have a fair and equal start./

Dr. Edwards challenged the school with three aims: Meet the wants of Southern Illinois -- what the state wants is not systems or theories, but deeds; form the character of the pupils; supply the prospective teachers with a rich background of knowledge as well as teaching mechanics. To fulfill these aims Dr. Edwards advised that the institution do its work: by the culture it imparts to its pupils; by its contributions to the science of education; by kindling the enthusiasm of the students; and by motivating its pupils so that each one "would become a center of influence wherever he goes."

His Excellency, Governor Beveridge, presented by President Ridgeway, then briefly reviewed the facts which resulted in the establishment of the school, definitely explained his expectations of the faculty and trustees, and formally welcomed and inducted into office the president, Dr. Allyn. Governor Beveridge eloquently described the location at Carbondale:

> The university is located upon the Illinois Central railroad, a great thouroughfare of the state, in a country diversified with forest and stream, prairie, hill, and dale, and in a city noted for its thrift, its enterprise and its propperity; a city once the home of Illinois most highly honored and cherished sons; a city whose people are celebrated for their intelligence, refinement, and social natures; a city adorned with shade trees and beautiful homes, and free from many temptations which, in other places, beset the feet of the young.

Dr. Allyn received the key of the University from Governor Beveridge and responded with his Inaugral Address. Dr. Allyn's speech was inspiring and vibrant with his intentions, his hopes, and his belief in the possibilities of the school. He directed his words to the governor in accepting the chair of president, to the general audience id describing the intentions of the faculty, to the faculty in a specific description of the duties they were to perform and the ideals he wished maintained, and then to all he pledged himself and his faculty to the fulfillment of all their obligations in these solemn words:

> We hope, we intend, to kindle a fire here -- if we are compelled to use our bodies and minds as the fuel -- which shall be seen and felt better than a light-house, for generations to come, on every prairie and in every valley in the state, and which shall warn men away from dangerous rocks and breakers, and guide them by the shortest route to the best harbor of peace and honor, to havens of virtuous character, of social enjoyments and religious progress.

Other brief addresses were given by Rev. C.H.Fowler,D.D., president of Northwestern university, and other prominent educators

Following the formal ceremony a public barbecue was given to celebrate the occassion and to promote good will. Several hundred carcasses were barbecued in Logan Prk, where the Feirich home now stands; food and exhilaration combined with content in a task well done made the day a truly festive one. The event was both solemn and joyful and was undoubtedly the Red Letter day of the year for all Southern Illinois.

On July 2, 1874, the day following the dedication of the school, students were admitted to a Normal Institute which was opened and continued by the faculty for four weeks. Fifty one [illegible] students attended the Institute, the schhol's first enrollemnt. The courses offered were: botany by Dr. Allyn, physiology by Professor Jerome, natural history by Professor Foster, algebra and arithmetic by Professor Hillman, natural philosophy by Professor Parkinson, grammar by Miss Buck, and reading and elocution by Professor Brownlee. All students received instruction in spelling, writing, and singing. During the Institute four evening lectures were also given to the students and citizens.

The first regular session of the school opened on Monday, September 7, 1874. This first term lasted thirteen weeks, closing on December 4, 1874. According to Dr. Allyn's report, one hundred and fifty four students were enrolled, "among whom were two of African descent, for whose admission the law of the last legislature had made a way." One hundred of the students were enrolled in the Normal department and fifty-four in the Preparatory and Model schools.

Though one hundred names appeared on the Normal roll it is not to be assumed that all of these were college grade students; but to the contrary, most of them were engaged in strictly

elementary and preparatory work. The faculty conscientiously reviewed the ground studies, spending much time on spelling and the study of English in order that the students inadequately prepared might quickly reach the grade suitable to their age.

Two complete courses were offered in the higher branch of the school. One of these comprised four years of work and the other only three years by omitting Latin or Greek or by substituting German or French. Enrollment in either was optional. In describing the courses in his official report, Dr. Allyn writes:

"The Normal course embraces two thourough courses -- a classical and a scientific. Both include a large study of the English language and literature. It substantially completes a collegiate course of mathematics, of English, of art, of ancient languages, to which modern will be added, of physics, of chemistry, and of pedagogics. A post graduate year will be added which will include calculus, history, political econom , chemical analysis, dissecting and perserving specimens of natural history, field work in botany, and practical teaching with lectures on art, history, physics, and the like." Practical teaching in the Preparatory and Model schools were required of all students in the last year of either course.

At the close of the first term the grounds, which could not yet claim the name of campus, still lay "an open common, encumbered by the rubbish left by the builders." No trees had been planted, no attempt had been made to level the earth in readiness for the planting of grass, nor had any plan been so much as suggested for future plotting of the ground to insure its beautification. Not only was the outside of the school barren; the inside of the magnificient building was sadly empty of even the barest

necessities. A few books of reference were all that could be found on the library shelves; there was no apparatus for experiments; there was no chemical laboratory, nor a museum. In Dr. Allyn's words, "all these are needed as imperatively as are buildings and teachers for an institution of learning."

So it was that the founders of the new school discovered that the struggle did not end with the mere achievement of a state charter, nor with the construction of a building, nor even with the establishment of a faculty and a course of study. The future seemed to indicate an infinite number of things yet to be done; but the future also indicated unlimitied possibilities, and it was the challenge of these that gave courage and hope.

In conclusion of this first chapter of the history of the Southern Illinois Normal in which "a small beginning, formidable obstacles and anxious solicitudes marked the school's inception, [illegible] development, and completion", it is well to quote Dr. Allyn's summary of the school's first session:

"On the whole I am proud to report our first term a decided success. It is indeed below what I desired, but by no means so slow as I feared. The times have been depressing, and many of the more advanced, whom we hoped to have as pupils, were driven to teach schools or engage in secular enjoyments. The classes were compelled to perform elementary work, and by far too many of them found their primary education had been imperfect and superficial. Hence we have been doing the teaching which ought to have been done in the district school years ago. We trust we have shown by our example that such elementary and drudgery sort of work is not beneath the attention of the highest institution and best teacher, wherever the pupil needs it, and that it is our fixed determination to impress

on the minds of our students that their first business when they become teachers ought to be to deal with the simple things and to teach rudiments." /

CHAPTER II.

Dr. Allyn's eighteen years of service as president of the Southern Illinois Normal University was marked more by a courageous struggle against disheartening obstacles than by any great progress. A general survey between the years of 1874 and 1892 in Illinois would show the state neglecting, even hindering, educational interests; economic and social conditions combined with concentration of popular interest in other fields caused many schools, both public and private, to fail. It was a period of "the survival of the fittest" and the fact that the Southern Illinois Normal continued to function and to fulfill the purposes designed for it demands our sincere admiration for the school's efficient administrators.

In the first nine years of Dr. Allyn's administration the school was concerned with establishing itself, with proving to the state that as an educational institution it was justified. The school was justified, both because of the vital need in Southern Illinois for a Normal college and because the Southern Normal was adequately meeting that need. Then in 1883, when the school was seemingly ready for constructive progress, the building which had been erected at such a dear price was burned to the ground. The latter half of Dr. Allyn's presidency was necessarily one of reconstruction and readjustment. We marvel that, after the fire had robbed the Normal of its home, the school could so bravely begin again and could so patiently retrace the work of establishing itself.

The school enrollemnt of one hundred and fifty-four, mentioned in the last chapter, was gradually increased, giving evidence to the growing popularity and influence of the school. One hundred and eighty-five students, including the Normal, preparatory, and primary departments, were enrolled in the second term of the first year; and two hundred and eighty-six, just twenty less than double the enrollment of the first term, attended the third term, making a total of 629 for the year and representing 403 different students with an average attendance of nineteen weeks for each pupil. The second year enrollment totaled 723, an increase of ninety-four; though the number of individual students for the second year was less than the first, 362 as against 403, this condition was favorable when interpreted to mean that the average stay in school per pupil had increased twenty-five percent. The following table lists the enrollment for the eighteen years of Dr. Allyn's term of office. The enrollment for all departments is represented in each total.

Year	Total Enrollment For Three Terms	Number of Individual Students
1874-1895	629	403
1875-1876	723	362
1876-1877	648	340
1877-1878	776	408
1878-1879	868	428
1879-1880	779	388
1880-1881	769	394
1881-1882	751	407
1882-1883	1072	544
1883-1884	1069	540
1884-1885	927	465
1885-1886	987	486
1886-1887	1235	623
1887-1888	1296	687
1888-1889	1401	699
1889-1890	1423	736
1890-1891	1392	729
1891-1892	1356	698

In 1890 4,111 different students had been enrolled in the school during the sixteen years of its existence.

As promising as the figures above appear, many other facts must be considered before any conclusions may be made. Dr. Edwards,

president of the State Normal at Normal Illinois at that time, in his report to the State Board of Education in 1875 stated that there were enrolled in his school forty-two pupils from counties south of Fayette, an increase of twenty over the preceding year when the Southern Normal was not yet functioning. Thus we find pupils who should have been taking advantage of the new school in their own territory travelling to the older school in the north. This lack of support may be attributed in part to the disloyal sentiment found in the towns that were disappointed in the location of the school.

Still another discouraging fact was that large numbers of young people in the district were not availing themselves of any education. Despite graver financial problems the number of farmer's children enrolled in the school greatly exceeded the children of professional men. According to a report prepared by Dr. Allen, 348 students of the enrollment of the first year at the Southern Normal were children of farmers. The small representation from the professional occupations indicated a lack of faith that was decidedly unfavorable. Added to this evidence of the apparent low esteem in which the Southern Normal was held, especially by the residents of Southern Illinois towns, was the further fact that each student remained in the Normal, on the average, no longer than one year.

A more interesting set of data, in light of the college being a Normal training school, are the figures concerning the number of students who left the school and secured teaching positions. When the school was only two and a half years old and had graduated only five students, there were 263, almost forty percent of the enrollment of 1875-76, in the teaching field. The following table gives the available data on the number of graduates and teachers who had been trained in the Southern Illinois Normal.

Year	Number of Graduates	Number of Graduates Who Taught	Total of Graduates	Total Number of Teachers in Field Who Received Training at S.I.N.U.
1875-76	5	4	5	263
1876-77	4	3	9	
1877-78	13	9	22	525
1878-79	4	3	26	612
1879-80	10	7	36	682
1880-81	8	5	44	
1881-82	9	5	53	727
1882-83	10	8	63	992
1883-84	16	13	79	
1884-85	10	7	89	
1885-86	13	12	102	
1886-87	28	18	130	
1887-88	13	4	143	
1888-89	8	7	151	
1889-90	11	7	162	3230
1890-91	18	16	180	
1891-92	22	17	202	

The above table of figures shows two things: increasing number of graduates and the exceedingly large number of teachers as compared with graduates. This last suggests that teachers were accepting positions without sufficient training; but previous to the opening of the Normal there were very few teachers in the public schools who had had any education above the grammar school or the high school, and so any contribution to the training of teachers made by the Normal may be considered an improvement. The lack of any standards for teachers resulted in poorly educated pupils and the very low scholarship of most of the students who entered the first classes of the Normal testifies to the poor preparatory work that had been received by those students in the elementary schools.

~~Many~~ One criticism of the Normal stated that the school offered no higher courses than were found in most city high schools. It was true that the early Normal was forced to spend considerable time in purely elementary work, but the students enrolled in the Normal department during the first decade of the school were not capable

of carrying advanced work.

In a survey made by Dr. Allyn and summarized in his report of 1876 to the Superintendent of Public Instruction proof is given as to the comparatively low scholarship of students who were enrolled in the school as Normal grade pupils. In his summary he writes: "Lest, however, some should fail to appreciate the extent of the deficiencies (meaning the lack of preparation among the students) we are forced to see, and hence should fail to set in operation measures to supply those deficiencies, let me state a few facts concerning some of the special examination papers offered at the preliminary trials at the time of entrance." Dr. Allyn here quotes fifty words that were given to test the ability of seventy-one students in spelling. The words were chosen from a St. Louis daily newspaper and were selected on the basis of their common usage. According to Dr. Allyn's figures, of the three thousand five hundred and fifty words written in the examination, there were one thousand six hundred and thirty-six errors or three more than forty percent. Dr. Allyn writes that " only one person spelled every word correctly and one contrived to misspell forty seven and to make three errors in 'speseman'." In Dr. Allyn's opinion orthography was the most neglected of the branch studies as shown by the "complete, persistent, and perhaps conscious neglect of our candidates."

The students also showed a meager knowledge of geography. A similiar entrance examination was given in geography and Dr. Allyn writes of it: "At another examination to test our new scholars in geography, the task assigned was given in these words:'Write the names of the thirty seven United States (this was in 1875, it is to be remembered), using capital letters properly and making no abbreviations.' One hundred and sixty two attempted the lesson,

Three quarters of an hour was allowed in which to do the work. Not a single person was wholly correct, yet more than half of them had taught school, and nearly all showed impatience when they were advised to restudy geography. Ten only named the whole number of States, and such an array of errors would make the fortune of any teacher of the order of J.Billings, Esq. The State opposite to ours, over the river on the west, was called 'Misery' in more than one paper, and the one named after the river south of us figured in two papers as 'ohyO!'"

Dr. Allyn continued his discussion of the deplorable delinquincies by writing: "It is a pain to make allusions to these matters. They cause us great annoyance. They hinder our work. The public suffers on account of them. But until the community is awakened to demand an attention to them, proportional to their fundamental importance, nothing can justify silence on the part of those who know the facts, and whom men expect to do something toward correcting them.Let it be repeated, the scholars making such blunders are not most blamable. Neither should the teachers who have attempted to instruct them be burdened with all the censure which must rest on somebody. The public sentiment which neglects to provide a rigid examination each session of the district school, in these simple matters, deserves to be instructed until it is enlightened and made to follow school directors and teachers, till they are ashamed of the lax morality which suffers such deplorable ignorance and such inexcusable carelessness concerning the words of our simple mother tongue and the necessary facts of the geography of our native land. Nothing will so produce accuracy and propriety in all matters of the kind alluded to as home care and attention, and perhaps nothing else ever will secure a correct and

graceful use of good English. We desire to do our little part of this good work, and hence invite attention to it. Whatever we do must be done at a disadvantage and indirectly through the teachers whom we shall hereafter send out to instruct the children of the State. By these we desire to be judged. But we also desire to have it remembered that all this is slow work and one which needs not only the cooperation of the whole community, but the hearty encouragement of all who would have our children models of grace and propriety in the use of clear, true, and elegant speech and writing, as well as complete, varied, and accurate knowledge."

Each succeeding report made to the Superintendednt of Public Instruction by Dr. Allyn has a similiar plea for increased public interest in the lower educational branches; the minutes of the faculty meetings of that first period are devoted, more than to anything else, to considerations of plans that might adequately bridge the gap between the early deficiencies in learning of the students and their desire for higher education. There was a general disapproval of Normal schools in Illinois, as had been so forcibly demonstrated during the movement of organizing the Southern Illinois Normal University; this disapproval was somewhat accentuated when the Southern Normal refused to accomplish anything spectacular but was seemingly satisfied to plod along reviewing grammar school work.

The antagonism of the Southern Illinois cities that had been disappointed in the location of the school was continually rising and often endangered the very life of the school at the hands of the state legislators. These cities criticised every thing about the school, its administrators, its faculty, its programe, its discipline, its slow progress, and even the accomplishments that were made. Legislators from the Southern half of the state, prejudiced as they

were by the continuous stream of charges made by their electorate against the school, were more opposed to the ~~school~~ Normal than those from the North and hence the school was in danger at each biennial session of the legislature. The public refused to recognize a need for the kind of work the school was doing; but, despite the lack of support, Dr. Allyn and his faculty kept conscientiously at work following the plans they had outlined for themselves in the beginning.

The faculty and administrators could not ignore the forces opposing their work and in 1880 Dr. Allyn attempted to examine the objections raised against the school and to verify or repudiate the claims. The first point ~~considered by Dr. Allyn~~ made against the ~~school~~ Normal, indeed against all publicly supported schools, was that of cost. In answering the question of the cost of the two Illinois Normal schools to the state, Dr. Allyn writes: "Not far from $45,000 annually, and more than a fourth of this is derived from the college and seminary funds, donated by the General Government, and held as a sacred trust for the purpose of higher education. But as the equalized value of the property of the state is above $750,000,000, the rate at which the whole expense of the Normal school taxes the people raise to the sum of $45,000 would be exactly six hundredths of a mill on the dollar, or six cents on every thousand dollars -- a sum by far too little to be appreciable, unless it becomes unjust. Let it also be remembered that the college and seminary fund given to the State of Illinois by the United States has been for years in the State Treasury, and that if interest on the fund had been fairly accounted for, these funds would now amount to over half a million dollars. This had been repeatedly asserted by an intelligent lawyer, lately a State Senator, and has never, to my knowledge, been denied. The Normal schools, therefore, cost but little more than the interest

at the legally allowed rate of what the State properly owes to the Seminary fund."

The second objection as found by Dr. Allyn was that Normal schools are unnecessary because colleges, academies, high and common schools furnish teachers enough, and as good, if not better ones, than do the Normal schools. This charge had been made against Normal schools when they were first introduced in New York state. Dr. Allyn admitted that the schools mentioned were doing fine work but contended that the function of training teachers in such schools was merely subsidiary whereas "the Normal school on the contrary adopts the idea so popular among the people, and so philosophical, also, of educating the young, in part at least, for their future callings, either by an apprenticeship or schooling, or both."

Dr. Allyn's answer to the third objection, that persons educated in Normal schools do not teach, has already been suggested by the table prepared from his figures. Every student who entered the Southern Normal at any time could be accounted for and all students who had pledged to teach had fulfilled their obligation. In the same connection, a fourth complaint that Dr. Allyn found frequently made against Normal schools was that "owing to conceit of knowledge or training, Normal students do not teach as well as others." The observations made among the students of the Southern Illinois Normal who had taught indicated that they were invariably offered higher positions and better salaries than were teachers prepared in other schools and received higher praise from the school superintendents.

The last, and perhaps the most sincere, objection urged the injustice of educating at public expense any persons to prepare them for their calling or profession. Dr. Allyn here distinguished the teaching profession from that of most other professions by asserting that it was a "duty" and that the teacher becomes a "public servant" just as

the army or navy officer does on completing his free education at West Point or Annapolis.

Among the people particularly antagonistic to the Normal were: teachers, who because of no special teacher's training, were receiving lower salaries than those who attended the Normal or were asked to resign their position to a Normal trained teacher; those who, because they had no children to receive the advantages of public education, objected to any public expenditure on education; the demagogues, who desired ignorance among the people that they might rule by deceiving the masses; philosophers who believed it the responsibility of every parent to educate his own child; and lastly, a few ecclesiastics who objected to Normal schools because they do not teach religion.

The facts just summarized present a formidable list of obstacles facing the school and retarding its success. Despite these difficulties and numerous others, more trivial but the sum of which were equally detrimental, and despite the fact that the school seemed to make not outward progress there were strengthening forces at work within the school that helped to assure its permanence. Discipline had early been a problem in the school, but a perusal of the minutes of the faculty meetings under Dr. Allyn shows a gradually decreasing occurrence of serious misconducts. At that time it was the habit of the faculty to consider the case of each individual guilty of misconduct and the importance of the offense and the penalty to be inflicted were decided upon by action of the faculty meeting. It was usually the custom to require the students who were charged with improper behavior to appear before the faculty to state their own case and then to appear again at the request of the faculty to receive their reprimand. Often, when the offense was serious enough, the culprits were required to write a formal apology to be read by

the President before the student assembly. The regulations were strict but adherence to them made for better cooperation from the students and quite logically resulted in better scholastic work. The early catalogues included the following information regarding rules of conduct:

"Our rules of government are only few in number and very general in their application. They are embraced in the Golden Rule:'Do to others as you would they should do to you.' It is expected, of course, that they include:-

"1. Neatness of person and dress.

2. Purity of words and behavior.

3. Cleanliness of desks, books, and rooms.

4. Genteel bearing to teachers and fellow students.

5. Punctuality every day and promptness in every duty, not to the minute only, but to the second.

6. Respect for all the rights of others in all things.

7. Earnest devotion to work.

8. Quietness in all movements.

9. By all means be in school on the first day and remain till the last of the term.

10. Obedience to the laws of love and duty.

"If the spirit of these things can be infused into the soul and wrought into the habits, each student will for himself grow in goodness and truth, and for the State will be a power and a blessing."

To further the spirit of good conduct the trustees ordered in 1877 that a "Course of Lectures on Morales and Virtue" be established under the direction of the Principal and faculty. These lectures were given on Sunday afternoons and students were expected to

attend them as a part of their regular instruction.

The course of study included, beside the elementary courses already suggested, rhetoric, logic, history, philosophy, ethics, school law, pedagogics, zoology, botany, Latin, Greek, mathematics, geology, elocution, vocal music, calisthenics, astronomy, grammar, bookkeeping, penmanship, free-hand drawing, and geography. All students were required to take daily lessons in spelling until they became perfect in the work. All subjects in each course were arranged in the catalogue according to increasing difficulty and students were advised to begin with the first subject and work through to the more difficult ones. Each student's course of study was discussed at a faculty meeting at least once each year and a tentative program for each student outlined by the faculty. No student was granted a diploma from the school until he was carefully considered before a faculty meeting and his worthiness agreed upon.

The adopted course of study embraced four practical elements according to Dr. Allyn:

"1. A thourough understanding of those sciences -- reading, writing, arithmetic, language or grammar, geography, and history -- which the experience of the ages has found essential in order to enable the young to enter a business or to enjoy the treasures of civilization and refinement; and for our higher scholars and graduates we add a knowledge of languages, of mathematics, physics, chemistry, and especially mental science, logic and the science of education or theoretical and practical pedagogics, giving attention to the nature of the mind and its connections with the body in physiology, and, lastly, the laws of health.

"2.A rigid drill in all the acts and modes of thinking, speaking,

and acting such as shall enable him to use all his faculties of body and mind to the best adavantage, so that he can do his best work on every occasion, with least expenditure of force and smallest danger of failure.

"3. To afford so many opportunities for research and such habits of thoughtful investigation as shall be to the student himself a stimulus to aspire after the highest attainments in every line of science, in culture and in character, and such as shall also render him an influence to elevate all who come within his sphere.

"4. In fine, to impart such a training in practice teaching in our special training department, as shall afford to the graduate a fair comprehension of the difficulties connected with school-keeping and such a knowledge of plans and expedients by which obstacles may be most successfully removed or avoided, that he shall not be inexperienced in his duties when he steps upon the teacher's platform in the schoolroom to act as an independent governor."

In the year 1881-1882 a very important change was made in the course of study in the Normal department by the introduction of an extended course in professional training with special teacher training courses offered for first year students. This was valuable, due to the fact that students remained in the school on the average of a little less than a year and previously were allowed to enter the teaching profession without receiving the benefit of any pedagogical studies.

In 1877 the Board of Trustees obtained, under an act of Congress, the right to establish a department of Military Instruction and Practice at the school. Quoting the catalogue for the year 1877-1888 it was the aim of the new course "to qualify students for the intelligent discharge of duty in any and all active arms and

administrative corps of the army. To this end there will be: First, regular stated drills in the Infantry, Field Artillery, and Dismounted Cavalry tactics and theoretical instruction in mounted service, seige and sea-coast artillery drill, mortar practice, and grand tactics.

"Second, under the head of Military Administration and Staff Duties a course of lectures will be delivered referring to the organization, equipping, marching, encamping, and maintaining in the most effective manner an army in the field."

The course also included practice in military law and was considered an opportunity of high merit for the young men of the school. The course was not required, but those who enrolled in it were excused from the calisthenic classes and the drills were thought to be "healthful recreation from mental labor." The students enrolled were given the title of cadets and could, by diligent work, be advanced to the degrees of officers.

Captain Thomas J. Spenser, United States Army, was detailed for the leader of the military instruction and the course began in the fall of 1877. Captain Spenser was educated at McKendree College and at the University of Michigan, and, while in the latter college, he entered the Union army on May 28, 1861. Captain Spenser participated in the first battle of the war, June 11, 1861 at Rich Mountain, West Virginia, and was commissioned Second Lieutenant by President Lincoln on August 21, 1862. He served in twenty-two general engagements on the staffs of Generals Rosencrans, C.H.Thomas, W.B. Hagen, M.L. Smith, and William T. Sherman. He also served a term in Libby, Chattanooga, Knoxville, and Lynchburg prisons.

Other additions to the faculty during the first decade of Dr. Allyn's presidency were: Professor John Hull and Helen M. Nash in

1875; Nettie H. Middleton in 1876; George H. French in 1877; Essie C. Finley in 1878; Jennie Candee in 1879; Lt. Hugh T. Reed in 1880; Mary Alice Raymond and Mary A. Sowers in 1882; and Samuel M. Inglis, Inez Green, Lt. Charles G. starr, and John Bengel in 1883.

A further consideration of the factors that aided in the inner strengthening of the school should include a description of student activities. The first organized society for students was a young men's debating club which had been inaugrated during the registration for the first term of school in the fall of 1874. This organization was soon found to be too limited to meet either the social or the literary needs of the school and a literary society was suggested. The faculty favored the organization of a school literary society and, with the official approval obtained, the students began to formulate definite plans.

Dr. Allyn advised the students to organize two literary societies one for young men and one for young women. According to a society history written by Mary Buchanan in the Quarter Centennial record of 1899, this idea of two exclusive societies was unfavorable with the students. At the time there was only one woman on the faculty and when one of the girl students was asked to cooperate in the founding of a girl's literary society she is supposed to have said: "When you give us girls teachers of our own sex, and separate classrooms, I will do what I can to form a woman's society, but as long as the class-rooms are open to both sexes, with men as teachers, I will take no part in separating the social and the literary life of the school."

On September 9, 1874, a petition was presented to the faculty and trustees asking for permission to organize a literary society and asking for a room to be used for the society meetings. The petition was granted and the society began functioning at once.

Miss Buchanan's history states that the members of the society "bravely began work in the bare, carpetless room, with no chairs, no tables, no curtains and no lights but a borrowed lamp, and a school-room bench served for seating. The President has said there were many laughable things connected with the hardships of those days. At that time there were no lights in the halls, or brackets arranged to hold them, and those of us who came without lanterns felt our way through the halls and up two flights of stairs, being certain of one thing -- there was a light at the top, and this thought suggested many a quick idea and conception of the benefit of climbing to the light."

The name "Zetetic" was consequently chosen for the society; the name was chosen because the word "zetetic" means "to seek" and referred to the idea of "climbing to the light". The motto of the organization, "Learn to Labor and to Wait", was more a chance thought than a carefully chosen slogan; the society room was being decorated for an open meeting and to relieve the bareness of the room the words of the present slogan were made with evergreen and placed at the back of the platform. These words were left in the society hall until they soon seemed a part of the organization and so were accepted as the watchword.

The following spring, in 1875, a second student petition was sent to the faculty requesting permission to organize another literary society, this time for men. This petition was also granted and an empty room in the Mansard story designated as the home of the new society. The name "Socratic" was chosen and soon the constitution was amended to admit women.

These societies were important both because they offered a wholesome social atmosphere for the students and because of the

many fine projects they undertook for the school, most worthwile of which was the beginning of the Normal library. The two societies purchased books with money earned by public entertainments and individual members contributed books to the library. The faculty minutes of December 3, 1875 records a forty dollar gift to the library fund from the faculty. These gifts were supplemented by private contributions, especially by the generosity of Dr. Allyn who never returned from a trip away from Carbondale without several books and a new picture for the school.

Dr. Allyn intimated the value of the gradually growing library and of the other intangible factors of the school by writing: "Few, and they only the thoughtful, comprehend how long it takes to lay the foundation of a good school; what lines of public sympathy must be toilsomely spun out and fastened in the hearts of the people; what traditions of, achievements, attainments, and even idiosyncracies of teachers and students must have time to plant themselves; what trials, and perhaps defeats, what aspirations and vistories must have been cherished and gained; by these and gifts of libraries, curiosities, and cabinets collected and donated by the liberality or gratitude of loving hearts and by the selfsacrificing labors of teachers and scholars, a life is finally breathed into an institution of learning, and it, at last, becomes not merely a body corporate, as the law terms it, but a living soul. A Normal school in Southern Illinois could not be expected to be an exception to these conditions. Yet we think we have fairly established a foundation and have accumulated the resources from which a most useful institution shall derive support and be able to bless the State. Our library is the best, ~~it is~~ in its completeness of educational works, in the West, and in general and historical literature it

already exceeds any other in Southern Illinois, and the cost to the State has been comparatively little." In 1882 there were 7,900 volumes in the Normal library.

The museum, too, was built gradually by the work of students, faculty, and friends of the school. Dr. Thomas, head of the natural history department and State Entomologist, and Professor French, who latter filled both positions held by Dr. Thomas, made valuable collections for the school museum. Many of the cabinets were made by the students and nearly all were given gratuitously. The museum occupied a special well-lighted room in the Mansard story and was "supplied with elegant center and wall cases of best design and finish for display of specimens." In 1882 there were more than four thousand specimens in the museum including specimens of minerals, insects, birds, animals, and plants, and also Indian relics such as stone axes and pipes, disks, spear and arrow heads, and pottery.

Contributions were made by the school to several educational expositions where student work and the accomplishments of the college were displayed. In 1876, when the school was only two years old, the Southern Illinois Normal University was represented in the Centennial exposition at Philadelphia. No appropriation had been made for the educational department to use ~~toward~~ for the expenses of an exhibit at the exposition; and, in order that Illinois' educational interests might be represented, a fund was established by individual contributions and Dr. Allyn was placed on the committee on Finance. The Southern Normal gave a public entertainment to raise money for the fund. Dr. Allyn was selected chairman of the committee to prepare an exhibit of the Illinois school appliances and Dr. Thomas was placed on the Results Committee. Nine volumes of original student manuscripts, three volumes of drawings, and

photographs and plans of the building from the Southern Illinois Normal were displayed at the Centennial Exposition. The Pennsylvania School Journal commended the Illinois exhibit by writing: "The Illinois exhibit alone comprehends a complete school system."

As the library shelves were being filled, as the museum was growing, and as the name of the school was receiving notice in other states as well as in Illinois, plans were made and completed for the improvement of the Normal campus. The "open common" that had been so deeply regreted by Dr. Allyn in 1875 was converted into a delightful grove. Each county that was represented by students in the school planted trees and aided in the plotting of the grounds. Randolph county was represented by a group of trees planted in the shape of a capital R in the north east corner of the campus; this R was discernible for many years, but, because many trees died and because some had to be cut down when the Wheeler Library was built, the symbol was finally destroyed.

On the afternoon of November 26, 1883, a fire was discovered in the roof of the Normal building and in a few hours the flames had licked up the building, the museum, and the equipment that had been the work of several hundred persons over nearly a score of years. The spot where the fire originated was in the Mansard roof, directly over the museum and above the water tanks with which the building was supplied as a protection against fire, so no water could be thrown upon the fire from the school hose. Carbondale had no city fire department surficiently well equipped to cope with such a fire and the building was quickly destroyed.

A description of the fire in the school catalogue for 1883-84 claims that "in fifteen minutes the fire had so filled the large space over the Lecture Hall with smoke, that it was impossible for anyone to get near the fire with buckets of water. Before five P.M.

the immense building was a mass of smoldering ruins. By the heroic labors, and in some cases, the sacrifices of the teachers and students, aided by the citizens, the magnificent library of books, the most of the furniture of the building, and the apparatus for philosophic and chemical illustrations were nearly all saved in good condition."

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The citizens of Carbondale gave invaluable assistance to the school officials in the emergency. On the evening of the fire a town meeting was called to begin plans for a temporary school structure and business men offered their offices and vacant rooms for the use of recitations in the interval before ~~the structure~~ a building could be ready for occupancy. The temporary rooms were approved by the Board of Trustees and on the day following the fire a faculty meeting was called by President Allyn to make necessary arrangements for the beginning of school in the new quarters. The minutes of that faculty meeting of November 27, 1883, read in part: "Owing to this sad and overwhelming calamity the meeting of the faculty was called by Dr. Allyn to be held at his residence. Some time was given to a general discussion of the origin of the fire, the heroic conduct of the students in saving the apparatus, books, and furniture. The rooms rented by the Board of Trustees were assigned to the several teachers preparatory to beginning work on tomorrow morning." The city furnished the rooms so that school was continued with a minimum of interruption; the regular daily roll call was not omitted, even on the day following the fire, and classes were resumed the second day after the fire in the various rooms in the city. Three hundred and fifty pupils were instructed in seventeen small rooms; yet, according to Dr. Allyn, the recitations were creditably conducted and "every day's duties done as regularly and as thouroughly in what may properly be called temporary barracks, as they were when

insert

The Museum suffered the greatest loss for the fire originated directly above the Museum room and none of the collections arranged there were saved. In a report to President Allyn concerning the burning of the Museum, Professor French, curator of the Museum at the time, wrote: "Shortly after the fire an itemized estimate of the loss was made out for the Board of Trustees, the total loss footing a little less than $15,000. I am satisfied that this is as much as $5.000 too small when we take into account the labor and time expended in putting the things in the shape they were.

"About a month before the fire MR. W.O. Rice of Cobden, Illinois, deposited his collection of what may be denominated Cliff Dweller's Relics. For twelve years Mr. Rice had been working up this subject collecting materials from every cliff that could have afforded a rude shelter to a people, who, from being less fortunate than their neighbors, did not dwell in tents from lack of means, or who attended those who dwelt in wigwams and raised up mounds of earth and stone as sepulchres for their dead. The collection of bones, shells, broken pottery, food, such as corn and the bones of food animals, remnants of clothing, and arrowheads and other stone implements was extensive enough to enable a skilled Archeologist to form a pretty good idea of the habits and civilization of Cliff Dwellers. The whole of this material was lost. From a correspondence with Mr. Rice after the fire I learn that he placed a money value of $500 on the collection.

"The Fossils of Mammoth, d posited by Mr. John Bowyer, were also destroyed, as well as the valuable collection of copper specimens belonging to Mr. J.G. Allyn and a quantity of fish and other specimens deposited by myself."

Other losses listed by Professor French in the report just quoted included: a cast of an Indian image found in Union county, a

quantity of pottery, pipes, mortars and pestles, spades, spear heads, arrow heads, a number of geodes from Warsaw, a number of fossils that had been obtained by exhange of specimens, three hundred bird specimens, and several thousand species of insects. Replacement of these losses began at once and in later reports French described the new collections.

we occupied an edifice of much greater pretensions."

Four thousand five hundred dollars of the six thousand spent on the temporary building, used about two years, was contributed by Carbondale citizens. "Notwithstanding the unpropitious weather," according to the school catalogue of 1883-84, "in less than sixty days a building was completed and occupied." The structure was a "fine model for a convenient and cheap building for any school where land is plenty, and is built in the form of a Greek cross with the study hall in the center lighted from above and from the four corners." The study hall was capable of accomodating two hundred and seventy five students; there was a room for the Training department large enough to seat forty-five pupils; and there were fourteen other recitation rooms.

Criticisms from rival Southern Illinois towns were, again accentuated at the time of the fire, and the fact that Carbondale did not have a fire department capable of protecting the school was broadcasted over the state as a further reason why the school had not been wisely located. An attempt was made to move the school from Carbondale, the contention being that since a new building had to be erected for the school it was the opportune time to change the location. Though the opposition to Carbondale was quite pronounced it was unsuccessful and the city maintained its claim as a worthy college town by the excellent help it gave the school in the emergency following the fire.

The commencement of 1884 presented a serious problem to the homeless school. The only large room in the temporary building, the study hall, was crowded when only the school was present; there no large assembly halls in the city and none of the churches were capacious enough to accomodate a commencement audience. Sixteen

graduates, one of the largest graduating classes in the history of the school, were to receive their diplomas; and, because the students had been so loyal during the months of inconvenience caused by the cramped quarters, the school officials particularly wished to plan special programmes for Commencement week. After considering many suggestions it was decided to rent a large tent for the exercises.

Miss Martha Buck's description of the "Commencement in a Tent" in the Quarter Centennial Souvenir vividly describes the courageous manner in which all accepted the make-shift accomodations. "The use of a tent gave rise to many jokes on the seniors by the undergraduates; they persisted in calling it a circus, and assigning absurd parts to the various members of the graduating class as animals in the show, and to the faculty as constituting the company. This comical view of the situation was only the white cap upon the great wave of earnestness and good will with which all worked to make the exercises a success. At almost any time in the day Professor Brownlee could be seen under a large tree in the grove west of the campus, aiding some prospective orator to prepare for Commencement day or for one of the society entertainments. (It was the custom at that time for each graduate to deliver an original oration during Commencement Week.) Early and late, sounds harmonious and discordant, issued from Professor Inglis' room, where he trained the singers for the approaching gala days. All seemed anxious to do well and show to the world that the school yet lived, though its shell had been destroyed.

"Unfortunately for the use of the tent, Commencement week opened with strong indications of storm. Monday evening was the time for the annual entertainment by the undergraduates of the Socratic Literary Society. Undaunted by the threatening weather, the

people came and filled the tent. The program was about one-third completed when the storm broke, accompanied by a ferocious wind, which extinguished the lights, while the noise of the rain upon the canvas almost extinguished the speakers. As the light went out Richard T. Lightfoot, a student, was giving an oration. He paused until a lantern could be lit and put upon the platform; then in clear tones and perfect self-possession resumed the line of thought and completed the oration before an audience sitting in darkness. Spirits that had risen above the fire could not be conquered by the storm. By this time the wind was less strong, the lamps were lit and the program could be completed as intended. Next night the moon illuminated all the campus as the happy Zetetics gave their exercises untroubled by the fury of Æolus.

"Thursday was clear and hot; it was evident that old Sol would be present and have a warm interest in the proceedings. His smile was so bright upon our canvas roof that all eyes were dazzled. Look where you would -- at audience, faculty, class, or orators -- every one was squinting and smiling; the facial expression can better be imagined than described. Soon the heat became oppresive; white dresses hung limp on perspiring shoulders and high collars passed out of fashion. However, speakers overcame all difficulties, and all trials were cheerfully endured, as hope pictured before us the spacious new building which Illinois should cause to rise Phoenix-like from the ashes of the old. Three years later this dream was realized."

In view of the antagonism against the Normal there were some fears that there would be trouble in securing an appropriation from the State legislature for rebuilding purposes. There was some action, as already mentioned, by a few Southern Illinois towns asking that

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In view of the antagonism against the Normal there were some fears that there would be trouble in securing an appropriation from the State legislature for rebuilding purposes. There was some action, as already mentioned, by a few Southern Illinois towns asking that

the Normal be removed from Carbondale. Regardless of the many entreaties to deliberate before any permanent measure was made for the school, an appropriation for rebuilding the school in Carbondale was passed by the legislature in the early summer of 1885 and approved by the governor on June 27, 1885. The trustees at once advertised for plans, specifications, and drawings for the new school and, after careful consideration of several offered plans, selected those presented by A.L. Taylor, a St. Louis architect. The contract for construction was awarded to Parry and Deal of Peoria and work began at once.

The new building, which is known as the Main Building today, was a story lower than the original building but was better adopted to the needs of a Normal school. The general plan of the building conformed to the outlines of the old foundation.

The trustees had proposed to reconstruct the building upon the same foundation and basement of the ruined building for ~~they were~~ the foundation was considered uninjured when the first plans were made. It was estimated that $150,000 would cover the construction expenses and the appropriation of 1885 was for that amount. It was necessary to rebuild a large part of the foundation and hence the cost of the building was increased above the appropriation.

The new building was dedicated on February 24, 1887 with appropriate ceremonies and recitations were held there the following day. The new building was ready none too soon for the enrollment was increased by one hundred students in 1886-87.

Readjustment work was of major importance during the latter half of Dr. Allyn's administration; public approval and support had to be sought; political and local antagonisms had to be removed; the museum had to be rebuilt; and the activities of the school needed to be enlarged that they might compare with other

colleges. These objects were gradually accomplished and a general good will established for the school. It is not to be forgotten that the general opinion of Normal schools throughout the country was still unfavorable and that the slow progress of the Southern Normal was due to the strong opposing forces that were prevalent in Illinois.

The rebuilding of the museum, under the capable direction of Professor French, was perhaps the most spectacular of the school projects. A large room on the basement floor of the new building (hereafter called the Main Building) had been set aside for a museum. As the early museum had been directly under the origin of the fire none of it had been saved; but Professor French, the students and faculty, and school friends quicly formulated a program to fill the empty museum room. Soon valuable collections were being arranged on the shelves and these collections began in 1887 are still preserved in the basement room of the Main Building as one of the school's rare assets.

Two important achievements during the last two years of Dr. Allyn's official service were the improvements in the Training School Department and the introduction of a high school course. The Training School was under the direction of Professors John Hull and Ann C. Anderson and, in Dr. Allyn's words, served two purposes: "It affords at a small cost to the citizens of Carbondale a good select school for some of their small children; and it is of valuable assistance in the practical education of our Normal scholars. It must be reckoned as really the most valuable agency we have for helping to prepare teachers for the service of the State."

At the beginning of the school year of 1891-92 a high school was organized to accomodate pupils "otherwise properly qualified but

too young to enter the Normal school or not wishing to sign a pledge to teach in the schools of the State." This additional department made possible an introduction of advanced subjects in the Normal department since only the older, more mature students were now enrolled in it.

The State legislature made possible another incentive for good scholarship by offering in 1889 a five year certificate "to every graduate of the State Normal Schools who are recommended by the faculty." In 1887 a legislative action established compulsory education, either public or private, for all children in the state. This regulation emphasized the need of elementary education in the state and the Normal profited by the new requirement because fewer students came to the Normal with little or no elementary work.

Student interests received more consideration from the faculty as the school grew older and new privileges were granted to them. The literary societies continued to function as worthwhile social and literary organizations and were augmented by both Young Men's and Young Women's Christian Associations. Student excursions, under faculty chaperonage, were frequent, several trips being made to Cape Giradeau to visit the Missouri Normal there, to Grand Tower Illinois, and one to Cairo Illinois to attend an exercise in honor of Grant.

Vacations were granted each October that students and faculty might take part in or attend the annual Carbondale District Fair. The faculty established the custom of entertaining the entire school at a "sociable" at the close of each term; and the societies were permitted to have frequent parties and entertainments. School customs were becoming school traditions, many of which are observed today, such as: public entertainments given annually by each literary society, no smoking on the campus, respect for the faculty,

student government under supervision, and careful adherence to library regulations. The faculty early obligated itself to make frequent contributions to the library and art collection of the school and succeeding faculties have also made gifts. Faculty members under Dr. Allyn tooktheir place in community life as examples of refinement and good citizenship and were often asked to deliver speeches in nearby cities. It is recorded in the faculty minutes that on the death of President Garfield, in 1881, the faculty voted to wear mourning for a year.

The first school publication, "The Normal Gazette," was first printed in 1889 and was a monthly publication concerned with general educational material as well as Normal/school news.

As some mebers of the faculty resigned and others were elected to fill the vacated places there was continual change;and, as the school grew, more professors were required to fill the new positions necessitated by the enlarged enrollment and broadened curriculum. The additions to the faculty from 1884 to 1892 were: Alice Krysher and Lillian B. Forde, 1884; Matilda F. Salter and Mary Wright, 1885; George V. Buchanan, Charles Harris, Lt. James F. Bell, Ann C. Anderson, And Mary Robarts, 1886; Lizzie M. Sheppard and Mary C. McAnnally, 1888; William H. Hall, 1889; and George W. Smith and Clara B. May, 1890. Professor George W. Smith is a member of the present faculty.

At the close of the school year of 1891-1892 Dr. Allyn resigned the position of President that he had capably held for eighteen years. Because of his eleven years of experience at McKendree College, Dr. Allyn was acquainted with Southern Illinois conditions and needs when he accepted the position in Carbondale. Much of the credit of the Normal's survival, despite its many

trials, may be attributed to Dr. Allyn's efficient leadership. He was a theologian and a man of culture as well as an educator, and though these factors in his personality lent richness to his Normal career they also explained his lack of practicalness that is necessary for the complete fulfillment of a president's duties. He always desired the best and many pieces of furniture distributed over the Normal buildings today and a number of hand made cabinets in the museum reveal his taste for the beautiful. He had the old parlor, or reception room to his office, luxuriously furnished with a costly rug, heavy furniture, valuable busts and pictures, and ornate bookcases.

On receiving his resignation the faculty adopted the following resolution in honor of Dr. Allyn: "Whereas, Dr. Allyn, who has been Principal of the Southern Illinois Normal University since its beginning, July 1, 1874, now retires from the position. Resolved: that we, the members of the faculty, who have been associated with him, do hereby express our appreciation of his ripe scholarship, his wide range of information, and his untiring efforts to promote the growth and welfare of the University.

"That we express our regard for him as a Christian gentleman and appreciate his refining influence in forming the character of the young.

"That we hereby express our gratitude for his unfailing Kindness to us, his associates, and a sincere hope that though retiring from active school duties, he will still remain among us and give us the benefit of his large experience as an educator."

A portrait of Dr. Allyn, painted in 1889 by J. Conant of New York, was presented to the school by the Alumni in 1891. This portrait, of life size, was at first hung in the school parlor

and then on the completion of the Shryock Auditorium it was hung in a prominent position in the Auditorium where it may be seen today.

Professor John Hull was elected by the Board of Trustees as second President of the Southern Illinois Normal University and the title of "Regent" bestowed upon him. Regent Hull's short administration is fully detailed in the next chapter.

Dr. Allyn was seventy five years old when he resigned from official duty and after two years of retirement he died at his home in Carbondale in January of 1894. He had consecrated his life in a great service and because of his many accomplishments and because of the high ideals he maintained his memory will ever be cherished and revered by the school he cared for in its infancy.

"To live in hearts we leave behind
Is not to die."

The following resolution concerning the death of Dr. Robert Allyn was adopted by the faculty:

"Whereas our beloved friend and esteemed co-laborer, Robert Allyn, L.L.D., has closed his earthly career and has entered upon the rest and enjoyment of the life beyond:

"Resolved:- That we gratefully acknowledge the immeasureable value of his services in the various phases of educational work which were contributed through a long and active life; and especially do we recognize the inestimable worth of his labors as Principal of this Institution, which began with its dedication and continued through eighteen successive years leaving the indelible impress of his personality upon the character of the school and the hearts of the multitude of students who have come under the enobling influence of his spirit.

"Resolved: That in the removal of Dr. Allyn from the scenes of earth, the cause of education in both the State and the Nation has suffered the irreparable loss of a wise counselor, an energetic worker, a devoted friend, and an enthusiastic advocate of all progressive measures. That to his labors, possibly, more than to those of any other man, is due the vast progress made in educational thought and activity in Southern Illinois, during the last generation.

"Resolved: That the cause of Christianity, by this dispensation of Providence, has been bereft of a warm supporter, a stalwart champion, a faithful servant, and a consecrated life.

"Resolved: That the example of Dr. Allyn in his intense interest in the affairs of the community, of the commonwealth, and of the nation, in his benevolence toward the needy and in his zeal in the cause of philanthropy; in his ripe scholarship, broad literary culture, benign influence, and beautiful Christian character, is commended to the young men and young women of this institution as his chosen field of labor, as worthy of their admiration and emulation.

"Resolved: That we the faculty of the Southern Illinois Normal University extend to the bereaved family our sincere sympathy in the time of sorest trial, that we rejoice with them that their loved one was permitted to accomplish such grand and imperishable results for his fellows and for his Maker and was granted so peaceful an exit from this life and so abundant and triumphant an entrance to the next by the records of a long and useful life. That we commend these bereaved ones to the same source of comfort and consolation upon which he relied in the hours of deep affliction."

Chapter III.

The resignation of Dr. Allyn in 1892 presented to the Normal Board the difficult problem of selecting a new head for the school. With the usual precision and conscientiousness the board met and deliberated the question; many names were considered for the position; many discussions concerning the advisability of choosing another churchman for the presidency were held; and there was some political pressure brought into the matter. Finally, Professor John Hull, who had been a member of the Normal faculty for seventeen years, was honored with the office and the title of Regent bestowed upon him.

Professor Hull was born in Marion county Illinois, February 6, 1839. According to Dr. C.M. Galbraith's biography of President Hull printed in the Twenty-Fifth Anniversary Souvenir, "the home of his parents was near Salem, not far from the homestead of William Jennings Bryan. He was fortunate in the fact that kind providence saw fit to place him, in the beginning of his career, in one of the strongest counties, educationally, in Illinois; a county which has furnished more students, to, which has had more graduates to its credit, and has taken more honors in the Southern Illinois Normal University than any other county, save Jackson. Here, in a log school house with the then usual puncheon benches, and the stern, spectacled "master," with his rule, hickory switch and ink-horn, John Hull learned the elements of education and laid deep and firm the foundation for an honored and influential career."

Regent Hull graduated from the State Normal School in Normal Illinois in 1860 and after teaching a few years in the Salem

Illinois public schools was asked in 1865 to teach on the department of mathematics at the Illinois State Normal. Mr. Hull was for a time in charge of the western agency of the Brewr and Tiliston Publishing company. In 1868 he founded The Schoolmaster, a monthly teacher's publication, afterward called The Chicago Schoolmaster, and finally The Illinois Schoolmaster.

During the years from 1869 to 1875, Professor Hull was county superintendent of schools of McLean county, one of the best educational fields in Illinois at the time. In the fall of 1875 Professor Hull was offered a position on the Southern Illinois faculty as a teacher of mathematics; and he came immediately to Carbondale on his acceptance of the offer. For seventeen years Professor Hull served on the Normal faculty and was superintendent of the training school for ten years, from 1882 to 1892. The training school was always a favorite department of Professor Hull's and he concentrated much of his interest there, rather than in the Normal department. In 1867, the year following his acceptance of the Carbondale position, Mr. Hull received a Master degree, pro merito, from the Illinois Wesleyan University.

Mr. Hull became regent in an unopportune time and his short one-year term was in no way progressive. The state was politically upset and the nation was economically depressed; these general conditions affected the stability of the school and Professor Hull's personality seemed to antagonize these forces. He did not seem temperamentally suited for the presidency though he was an excellent scholar and teacher.

Dean Wham's word picture of Regent Hull well describes the man: "The second president of our school was Professor Hull, who after many years of service as a teacher succeeded to the presidency in

the spring of 1892. No one who ever saw Professor Hull could ever forget him, short and stocky in figure, broad shouldered, broad-faced and bearded, with his rapid, rocking step as he walked. In the opinion of discerning students, Professor Hull was an able and skillful teacher, unsurpassed in the art of arousing thought; but in the opinion of everybody he lacked the qualities of leadership, the inborn traits of the successful administrator. He did not, and it is probable that he could not, command the sympathetic and united support of either his faculty or his students. At any rate, the facts are inconvertible that the school in his one year of administration lost rather than gained both in enrollment and in the size of its graduating class, as compared with the years immediately before and after. Perhaps, out of justice to the memory of Professor Hull, it should be stated that a change in political administration made it impossible as things went in those days, for him to continue in office."

Professor Hull was selected president by the Normal Board of Trustees under Governor Fifer in the last year of his administration. In the election of 1892 the Democratic party carried Illinois for the first time since the establishment of the Republican party. At that time the state normal schools were important factors in political campaigns and educational men were necessarily something of politicians. It was logical that Hull should support Fifer in lieu of the fact that the governor had been partly responsible for Hull's appointment to the school presidency. Mr. Hull was a stern, unsympathetic, willful man who never invited the advice of others, but always went his own way. Because he was uncompromising, he refused to change his political views even when it would have been better for his own good.

There was also a great deal of personal apposition aroused against Mr. Hull due to his extreme positiveness and his uncompromising nature. Perhaps only a few knew the scholar because he had a habit of withdrawing within himself, and the more social people resented his isolation. This personal animosity coupled with his political disfavor resulted in a three fold antagonism from the public, faculty, and student body.

The public did not approve of his political affiliations and resented his reserved attitude. The faculty did not approve of his unsympathetic leadership nor of their forced subordination. The student body did not enjoy his rigid discipline nor his coldness and publicly announced their preference for Professor Inglis who was also politically popular and later was elected State Superintendent of Schools in 1894. Each of the three opposing forces fanned up the disfavor of the others until a highly exaggerated opinion was generated about the president. In this atmosophere of uncordiality and very little cooperation Hull was expected to preside as the head of the Normal.

With the advent of the new political party there was no difficulty in finding justifying arguments for Hull's removal from office. The charges were unfair, but it is doubtful if Hull would ever have made a successful Normal president.

The most important contribution made to the school's welfare during Hull's administration was the Normal exhibit at the Columbian World's Fair in Chicago in 1892 and 1893. Regent Hull personally supervised the Southern Normal entry to the state educational exhibit. Specimens of student work composed the larger part of the exhibit and were supplemented with pictures of the school and records of the school activities and faculty. It was

necessary that someone be in Chicago during the full period of the exposition to care for the Normal exhibit so President Hull devised a schedule whereby students could be sent as caretakers. There were always two students at the exhibit, each student appointed for four weeks. The appointments changed every two weeks so that there was always one student experienced in the required duties to assist the newcomer. This plan also made it possible for the students to alternate hours of duty in order that they might all take advantage of the entire Exposition.

Miss Buck described the Exposition by saying, "Our cases were arranged around the sides of the space alloted us, thus forming in the center a pretty room; here were put chairs, desk, writing material and other comforts for the convenience of friends who called. It made a delightful home for Southern Illinois people who were visiting the great exposition. The praise and awards received by our school exhibit were very gratifying to the people of Egypt. At the close of the Fair the cases and matter were brought home, and are now a part of the material used in the departments to which they belong."

The Illinois Normal exhibit at the Exposition, including both the Southern and Northern Normals, received a merit recognition from the World Fair Board of judges. The Southern Normal exhibit particularly attracted the attention of the educational world. Though the value of this excellent school publicity received from the Exposition was generally appreciated, President Hull was frequently criticised because it was charged that he had spent much of his valuable time on the project that should have been spent on school details at home. The true results from the World's Fair were ultimate rather than immediate and in later years Hull's fine work has been better understood.

Regent Hull was ambitious for an improvement in scholarship of the school and demanded exact work from the students. His severe methods were often criticised, but had they been given a longer trial the results might have been more far-reaching.

Hull was fully aware of the limitations of the school. He advocated a state-wide change in the Normal school plan, the primary reform being a localization of Normal schools. He suggested the establishment of a number of new Normals for the state with a definite district assigned to each school. By the plan each Normal would admit only students from its own district and hence each school could specialize in the problems peculiar to its district. This plan was later partially adopted and suggests that Hull was advanced beyond his contemporaries in some respects.

Hull also advocated an university extension idea in order that county schools and institutes might be accomodated by the services of a special Normal professor. According to Hull's plan, a special member of the Normal faculty would devote all his time during the fall and winter months to the extension duties. This special faculty member would then be free to return to the Normal in the spring when the enlarged enrollments always made it necessary to open a number of new classes. Hull believed the plan would not only benefit the outlying institutes, but would also serve as a means of spreading publicity of the school.

It was in Regent Hull's administration that a football club was first suggested by the students and very firmly opposed by the faculty. Hull's faculty also deliberated on the choice of school colors and a school design as are recorded in the special chapter. One student asked for the privilege of publishing a small school paper and "after some discussion" the faculty voted to advise the would-be editor to "discontinue his hopes." These

instances of faculty concern about trivial matters suggests why there was little time for consideration of more important needs of the school. It is no wonder that a faculty busy with a serious debate on the question of whether the school colors should be green or red would have time for measures to improve the major phases of the school.

The enrollment of the school and the size of the graduating class were smaller for the year of Hull's presidency, 1892-93. Yet this decrease in numbers is not necessarily indicative of any great departue from the ordinary school trends, because throughout the history of the school the enrollment has fluctuated considerably.

Two new faculty members, Professors W.F. Rocheleau and John Pierce, came to the Normal in the fall of 1892. Four members of the faculty left the Normal in the spring of 1893, probably due to the change in state affairs; they were: Esther Finley, George Victor Buchanan, Ann Catherine Anderson, and William Herbert Hall.

Regent Hull severed his connection with the Normal in the spring of 1893 and accepted a position as president of the State Normal School at River Falls, Wisconsin. His presidency at this school lasted only one year because his declining health made it imperative that he move westward.

Miss Ann C. Anderson, who for seven years had been principal of the Southern Normal Model school, went to River Falls Normal at the same time Professor Hull accepted the presidency of the school. At the close of their year of service at River Falls, Professor Hull and Miss Anderson were married and moved to New Whatcom, Washington, where Professor Hull edited a city paper for a while. Hull's eyesight became poor and he needed outdoor life so he moved from Whatcom to an island in Puget Sound. He died there November 23, 1921 and was brought back to Carbondale and buried in Oakland cemetry.

The change in state policies in the fall of 1892, just after Hull's appointment as Regent resulted in a complete change in the Normal Board of Trustees through the appointments made by the new governor, John P. Altgeld. This board had as its first duty the task of selecting a new president for the school to succeed Hull. The board was a democratic one under the direction of a democratic governor, so it seemed an indisputable prediction that the school's next president would be a democrat. However, there were religious factions at work in those days, nearly as powerful as the political parties.

The first president of the school had been an ordained Methodist minister, the second had been a very loyal member of the Presbyterian church. The Christian church concluded that the time had come when the Christian denomination should be represented next in the president's chair of the Normal. One member of the democratic board was W.R. Ward of Benton, a very influential man and a member of the Christian church. Through Ward's influence Dr. H.W. Everest, a Christian ordained minister and a man with an excellent educational record, was selected to be the third president. Dr. Everest was well qualified for the position but there was some public comment about the choice for Everest was a republican and Hull had been ousted because he was a republican!

Dr. Everest was born in Sussex county, New York State, in the Adirondack mountains. His early education was received in the common schools of his community; and at the age of sixteen he exchanged the pupil's bench for the teacher's platform. For two years he alternated teaching with attendance as a student at Crown Point on Lake Champlain. At the age of eighteen he moved to Ohio and attended Geauga Seminary, a secondary school at Chester Cross Roads.

One of the students at Geauga Seminary was James Abram Garfield who became an intimate friend of Mr. Everest's. The two young men, about the same age, formed a very strong friendship that lasted until the assasination of President Garfield.

After attending the Seminary for a few terms, Everest came to Illinois to teach near the present city of Rock Island. In 1853 he returned to Ohio as a student at Hiram College. After two years at Hiram he opened a select school in Ohio but closed it after one term. He next entered the minister's profession and served for a few years at the Christian church of Rome, Ashtabula county, Ohio.

While at Rome Everest was offered a scholarship at Bethany College, West Virginia, by the Christian church organization. He went to Bethany College at the beginning of the slave controversy and because of his northern sentiment was many times threatened by pro-slavery mobs until he finally left the school to return to Hiram College as a teacher of natural science.

He remained at Hiram College as a professor until 1860. During his years on the faculty, Garfield was president of the college and the friendship started in student days between Everest and Garfield was renewed. In 1860 Everest entered Oberlin College as a senior and graduated in the spring of 1861. Before his graduation Everest had married Miss Sarah A. Harrison of Painesville, Ohio.

Civil War had broken out in the early part of 1861 and Garfield left Hiram College to answer President Lincoln's call for troops; Garfield was made lieutenent colonel and then colonel of the forty-second Ohio Volunteers, a company recruited largely from Garfield's former students. At Garfield's resignation Everest accepted the position of president of Hiram College and served until 1864. He

resigned the headship of Hiram College to accept the presidency of Eureka College in Illinois where he remained for eight years. In 1872 he left college work to accept the position of minister at the Christian church of Springfield Illinois.

After two years service at Springfield, Everest was called to the president's chair of a Kentucky university in Lexington. He served two years in Kentucky and in 1876 returned to Illinois to take charge of the Christian pastorate at Normal. He remained in Normal only a year for in 1877 he was aked to again fill the president's office at Eureka College and this time he remained five years.

In 1881 he accepted the presidency of Butler University, Indianapolis Indiana, where he remained six years. In 1887 he was invited to become the first president of the new Garfield University at Wichita, Kansas. According to Professor G.W. Smith's account of Everest, this position in Kansas was "the most flattering educational field in which Dr. Everest had ever labored." However, financial conditions were not favorable to the life of the young school and it soon had to close its doors despite Dr. Everest's attempts to continue the work.

Following the failure of the Garfield University Dr. Everest became minister of the Christian church in Hutchinson Kansas. It was from Hutchinson that the Normal Board called Dr. Everest to the president's chair of the Southern Normal in 1893; the title of Regent that had honored Hull was bestowed upon Everest and he began his duties in the fall of 1893.

"Dr. Harvey Everest was the third president of our institution," again quoting Dean Wham's address at the fiftieth commencement exercise of the school, "beginning in the fall of 1893

and continuing four years to the spring of 1897, when like Professor Hull he was deprived of his office by a change in the state administration. Like Dr. Allyn, Dr. Everest was an ordained minister and carried with him unmistakable evidence of the fact in his clerical dress and manner and in the theological bent and content of his mind. Unlike Professor Hull who had no power in public address, Dr. Everest was an effective public speaker in his fashion, being able to command with his use of language the attention even of those who had no particular interest in the subject of the discourse. No one ever doubted the honesty or sincerity of Dr. Everest or that he possessed a certain type of ability, but it must be recognized, I think, that his previous training and experience had not been such as to equip him with a sympathetic understanding of public school education, or with a mind receptive to the new educational ideas that were rising like a tide in his day. Certain it is that at seventy-one he was too old to begin to make radical readjustments necessary in his case to fit him for the presidency of a teacher's college."

Regent Hull had been criticised because he listened to no voice other than his own; Everest was criticised because he listened to anyone and everyone who offered advice. Dr. Everest lacked positiveness and Hull had been over supplied with it. Both were placed at the head of the school when progressive direction was needed and the personality of neither was capable of such leadership.

An example of Dr. Everest's inability to see the value of new progressive ideas and his presistent loyalty to the theories of the past is well exemplified by the following paragraph taken from his report to the Superintendent of Public Instruction, written in

1894: "There is a vague idea that there is a vague something in the wind that we may vaguely call the 'New Education'; but we believe that the old education has much in it of value. The great men of the past and the present were nourished by it, but what the new education will do remains to be seen. There may be little truth in the idea that the progress of the race is epitomized in that of the child, that the child is a minature savage; but it will not do to press the analogy too far. 'Learning by doing' is a good educational maxim, but it must not be pushed to the extreme. If this were the only road to learning it would be a very long one, and we could not avail ourselves of the labors of others. We shall have to receive the alphabet, as well as many iother things on authority. It may generally be best that children should study what pleases them, but would this give them a systematic growth, and would it prepare them for the hard and unpleasant duties of life? The relaxation of discipline may lighten the burden of the teacher, but where shall the youth form the habit of subordination to law, human and divine?"

However, despite Dr. Everest's conservative ideas, there was a noticeable increase in the enrollment of the school. The enrollment of 1893-94 included students from forty-eight counties of Illinois, from eleven other states, and from Indian Territory. In a summary of the enrollemt Dr. Everest wrote: "The whole number of students enrolled since the opening of the University, thirty years ago, is 5,204. Of these, 241 have been graduated. Eight per cent of the graduates have been professional teachers; and the average time of teaching, for the whole number, is three years. A large proportion of these who did not graduate have also taught; it is evident, therefore, that the University must have exerted

a great influence on the public schools of the state." The attendance, numbering 497, during the spring term of 1894 was the largest in the history of the school at that time.

The growth in attendance was attributed by Dr. ~~Parkinson~~ Everest to an increase in the popularity of the school due to planned advertising. The policy of spreading publicity of the school was a new thing introduced in Dr. Everest's administration. Advertisements of the school were published in county papers throughout the Southern Illinois district; faculty members were urged to accept any lecture invitation offered them that they might "talk up" the school. Dr. Everest himself did a great deal of lecturing; and no matter what the topic of his address, he managed to include a favorable mention of the school. Dr. Everest also directed the students to act as recruiting officers in their home communities. An advertisement appearing in the holiday issue of the Southern Illinois Herald, printed in Carbondale on December 23, 1893, reads:

> The Southern Illinois State Normal University
>
> New teachers, forces reorganized, and the school well prepared for superior work. Three departments:
>
> A Normal Department -- training teachers for the schools of the state.
>
> A High School Department -- preparing for college or business.
>
> Preparatory Department -- fitting for Normal School or high school.

A footnote of the advertisement gave directions for securing a school catalogue.

Faculty members gave their services gratuitously to county

institutes in Southern Illinois and to teacher's associations with the two-fold purpose of accomodating the organizations and at the same time informing the interested persons in the district of the advantages of the Normal. Special letters were written regularly to county superintendents concerning the school in an attempt to encourage more friendly relationships between the Normal and community schools. .

Some changes were made in the curriculum of the school during Dr. Everest's presidency. The practice teaching work was systemized so that every graduate of the Normal was required to have three terms of supervised practice teaching. Practice teaching included preparation of teaching plans, attendance at regular teacher's meetings, and actual class room teaching. Previously, only a minimum amount of practice teaching had been required and the amount varied from to time as a result in fluctuation of enrollment in the training school or in number of practice teachers seeking appointment in a given term. The science courses were changed to include half time laboratory work as a supplement to the ordinary class work. A number of special science courses were taken out of the curriculum because the number of students enrolled did not seem to make the courses worthwhile. Special emphasis was placed on teaching of English; and the rhetorical exercises that had been a part of the literary socieities were transferred to a required course in composition.

According to Dean Wham's account of Dr. Everest's term "the chief educational event ..... was the acquisition to the faculty of a young man who was to mean so much to the future of the school, Mr. H.W. Shryock." Mr. Shryock became a member of the Normal faculty in 1894 and at once entered into the work of the school with the ambitious enthusiasm that has always characterized his successful

career. Other additions to the faculty during the period from 1893 to 1897 were: Arista Burton, Samuel Bettes Whittington, Samuel Ernest Harwood, Thelda Gildemeister, Irene Ferguson, Mary Caldwell, Carlos Eben Allen, Hans Ballin, James Kirk, and Jennie Hopper.

The most significant addition to the equipment of the school since its organization was the erection, during Dr. Everest's term, of the Science Building. After the completion of the Main Building, the temporary structure that had served two years as a school building for the Normal, was used as a gymnasium. The structure was inadequate as a gymnasium because it was neither equipped nor large enough, and the heating accomodations were very poor. The library and science department were crowded in the Main Building and with the growing school enrollment there was also an increasing need for additional classrooms.The addition to the Normal campus of the Science Building satisfied these needs and provided encouragement for a still more concentrated form of popularization of the school.

The first action taken on the matter of constructing a second Normal building was made by the faculty on November 20, 1894 when a committee composed of Dr. Everest, Professors Ballin, Rocheleau, Parkinson, Caldwell, French, and Smith was authorized to inform the Board of Trustees of the need for a new building and to co-operate with the Board in the formulation of necessary plans.

Regent Everest read at a faculty meeting held on March 5, 1895, the bill calling for a new building for the Southern Illinois Normal as introduced into the General Assembly by Hon. E.J. Ingersoll. Less than four months work had been required to prepare the bill and secure political men to back it; this quick disposal

of the preliminary details was a striking contrast to the difficulties encountered in the preparations for the first Normal building in 1869. The bill aprropriating $40,000 for a science building was passed by the thirty-ninth General Assembly in the spring of 1895 and was approved by the governor on June 7, 1895.

The building was designed to follow the castellated architectural style peculiar to the public buildings erected during Governor Altgeld's administration. The Normal catalogue of 1895-96 describes the proposed building by saying that it "will be located just northwest of the present building(the Main Building), and near enough to accomodate those who frequent the library and the gymnasium. The main entrance will front east. It will be built of the best material, brick and stone, and as near as may be, fireproof. The first story will contain the library, fifty by sixty feet,; the physical laboratory with recitation room attached; the gymnasium, eighty by forty-eight feet; cloak rooms, bowling alley, corridors, and the like. The second floor will have the museum, fifty by sixty feet, two recitation rooms, a work room, a laboratory, and all necessary adjuncts. The tower will have space for a room with out-look on all sides which may be used for an observatory in which our telescope will find a suitable place."

The Science Building was dedicated December 21, 1896 and the mid-winter term opened with the library, museum, science clsses, and a few other classes installed in the new building. Other additions to the equipment of the school included the growth of the library and the continued enlargement of the museum. In 1896 the library numbered nearly 15,000 volumes. The museum collection had been extended by Professor French to exceed the size and value of the previous collection lost in the fire of 1883. Addition to the laboratory apparatus of the science department made the equipment

modern and as nearly complete as that found in any college in the Middle West. In 1894 the Normal began a program emphasizing physical training; this program was accelerated by the addition of modern equipment in the new gymnasium. Educational gymnastics were taught and served the double purpose of improving the physical fitness of the Normal students and at the same time preparing them to teach at least the minimum requirements of physical education in public schools.

Many activities were sponsored during Dr. Everest's administration to provide cultural opportunities for the students, faculty, and townspeople. Hon. A.E. Stevenson, vice-president of the United States, delivered the Commencement address of 1895. A faculty club was organized in the early fall of 1895 for the purpose of sponsoring a series of lectures for the school. The plan adopted by the club authorized at least one lecture each term to be given by some outside speaker, at least one lecture each term by the president of the Normal, and that other members of the faculty be scheduled to speak in the intervening time so that lectures would be given every third week during the school year. Two new literary societies were approved, the Christomathian and the Platonian. These two societies together with the older Zetetic and Socratic societies fostered special programes and exhibits; and because of the rivalry among the societies the results of their special entertainments were especially praiseworthy due to society pride. Before a required composition course was added to the English course, the societies gave regular rhetorical exercises.

A plan, beneficial both to the Normal and high schools of the Southern Illinois district, was inaugrated by the Normal in 1894; a

plan of listing accredited high schools in the district after the plan used by the University of Illinois was adopted. The plan was undertaken in an attempt to regulate the placement of high school graduates in the Normal and with a hope of raising the standards of the surrounding high schools. All high schools accepted by the University of Illinois as accredited were accepted without investigation by the Normal; a group of less qualified high schools were listed as second class schools; and the remaining schools were investigated by Normal authorities and recommendations made concerning the changes needed for qualification. The list of accredited high schools was published in the Normal catalogue; and students entering the Normal with a high school diploma from any of the accredited schools were credited with one year's work on any course except the professional course. Additional credits were given to students who had completed a four year Latin course in any of the accredited High schools.

In April of 1895 the faculty formulated definite entrance requirements so that it was no longer necessary to consider each applicant individually in a faculty meeting. As written and approved in the minutes of the faculty for April 7, 1895, the rules were:

"1. Persons having completed their sixteenth year may be admitted to the Normal proper, upon passing an examination equivalent to the requirements for a second grade certificate, or upon presentation of a certificate to teach granted by a county superintendent, or by appointment of a county superintendent.

"2. Persons having completed their sixteenth year, not able to enter the Normal proper by reason of a lack of preparation, may be admitted to the Preparatory course for two terms, but not for a longer period except upon payment of tuition.

"3. Graduates from accredited high schools may be admitted to advanced standing in either the High School or Normal courses."

It is to be noticed in the quotation just cited that the high school course was placed on the same scholastic level as the Normal course; the seemingly only difference between the two was in the fact that the Normal course was professional. The year following the formulation of the rules quoted, in April of 1896, a supplementary rule was passed which read: "That pupils who have completed the eight grades be admitted, whether they have completed their sixteenth year or not, to the first year in the preparatory course; that those under sixteen not taking the teaching pledge nor having free tuition be admitted to this preparatory course." These rules did not represent revolutionary reforms; they were merely formal statements of policies practiced from the first. Previously, every applicant had been passed upon by the faculty and individually assigned the privilege of entering the school; qualifications of age and preparation had been decided arbitrarily by the faculty. A complete reorganization of the Normal and high school departments was needed that the students of the Normal department might claim college prestige. However, Dr. Everest, with his apparent dislike for details, disregard of new educational trends, and antagonism toward change, was not the man to assume leadership in such a reorganization.

Dr. Everest explains his inaction with regard to raising the standard of the Normal department by writing in an historical sketch this paragraph: "Normal schools are often very unjustly estimated. Our graduates who have only completed our three or four years course are compared with college graduates and university specialists. This is unfair, for we do not profess to do all this higher work. Ours is a humbler task; to prepare teachers for the

public schools, and not to fully educate any man's children. We have to seek the average attainments that will be most profitable to the children and the State. It is ours to raise the level of school teaching efficiency as much as possible; we have to begin at the bottom and toil up the slope. We should not be criticised because we are not at the summit, but commended rather if we have done well and are still in the upward way."

There were many persons interested in the school who were ambitious and who wished to see the school "on the summit." These people were found among the faculty members, on the Normal Board, and in the community; and all were willing to criticise Everest's unalertness and slowness. Though Everest had been a fine, scholarly influence on the school, he had not been able to cope with the needs; he was also in declining health and in 1897 he left Carbondale. At the last faculty meeting of the school year of 1896-97, Vice-president Parkinson presided and during the summer of 1897 Parkinson was elected to succeed Everest.

Dr. Everest accepted the position of Dean of the Bible College in Drake University following his resignation from the Normal. He served for __ years at Drake University and in __ died at __.

While serving as Regent of the Normal, Dr. Everest wrote a book entitled The New Education. He also began another book in Carbondale that was finished while he was at Drake called The Science and Pedagogy of Ethics. The Divine Demonstration was written by Everest before he came to Carbondale. A review of The New Education published in the Southern Illinois Herald for May 30, 1896, states that the books treated of eight pedagogical and psychological subjects and that "the reader will readily discern the Doctor's shyness in accepting the new until it proves to be better than the old, and yet he is ready to acknowledge merit wherever it may be recognized."

Dr. Everest accepted the position of Dean of the Bible College of Drake University, DesMoines, Iowa, following his resignation from the Normal. Dr. Everest served for three years at Drake and on May 29, 1900, while still Dean, he died in DesMoines. The Normal faculty, on learning of his death drew up the following resolutions:

"Whereas he was for more than half a century an earnest teacher in the schools of the land, and by his devotion to the sacred calling of the teacher was an inspiration and a guide to all who came within the range of his influence,

"Therefore be it resolved, that in the death of Dean Everest the cause of education has lost an able advocate, the home a devoted husband and loving father, the state a noble and patriotic citizen.

"Resolved that we extend to the family of the deceased our tenderest sympathy in our bereavement, and assure them we shall hold in grateful remembrance the noble qualities of head and heart of him whom we loved and respected as President of this institution.

Resolved that the foregoing be spread upon the Faculty records and that a copy be forwarded to the family of the deceased."

1869

Act of 1869 establishing the Southern Illinois Normal University:

Section I. Be it enacted by the People of the State of Illinois, represented in the General Assembly: That a body politic and corporate is hereby created, by the name of the Southern Illinois Normal University, to have perpetual succession, with power to contract and be contracted with, to sue and be sued, to plead and be impleaded, to receive, by any legal mode of transfer or conveyance, property of any description, and to have, hold and enjoy the same, with the rents and profits thereof, and to sell and convey the same; also, to make and use a corporate seal, with power to break or change the same, and to adopt by-laws, rules and regulations for the government of its members, officers, agents and employes: Provided, such by-laws shall not conflict with the constitution of the United States or of this State.

Section 2. The objects of the said Southern Illinois Normal shall be to qulaify teachers for the common schools of this State by imparting instruction in the art of teaching in all branches of study which pertain to common school education, in the elements of the natural sciences, including agricultural chemistry, animal and vegetable physiology, in the fundamental laws of the United States, and of the State of Illinois, in regard to the rights and duties of citizens, and such other studies as the Board of Education may, from time to time, prescribe.

Section 3. The powers of the said corporation shall be vested in and its duties performed by a Board of Trustees, not exceeding five in number, to be appointed as hereinafter provided.

Section 4. Upon the passage of this act the Governor shall nominate, and with the advice of the Senate, appoint five citizens of the State as trustees of said institution, two of whom shall serve for two years, and three for four years, and until their successors are appointed and enter on duty, and successors ib each class shall be appointed in like manner for four years: Provided, that in case of a vacancy, by death or otherwise, the Governor shall appoint a successor for the remained of the term vacated: Provided, that notmore than two members shall be residents of any one county.

Section 5. The said trustees shall hold their first meeting at Centralia, within one month after the passage of this act, at which meeting they shall elect one of their body as President and another as Secretary; and cause a regular record to be made of their proceedings. The said board shall also, whenever his services shall be required, appoint a treasurer, not a member of the board, who shall give bonds to the People of the State of Illinois in double the amount of the largest sum likely to come into his hands, the penalty to be fixed by the board, conditioned for the faithful discharge of his duties as a treasurer, with two or more securities; the treasurer may also be required to execute bonds from time to time as the board may direct.

Section 6. The treasurer shall keep an accurate account of all moneys received and paid out; the account for articles and supplies of every kind purchased shall be reported so as to show the kind, quantity and cost thereof.

Section 7. No member, officer, agent or employe of the board shall be a party to or interested in any contract for materials, supplies or services other than such as pertain to their positions and duties.

Section 8. Accounts of this institution shall be stated, and settled annually with the Auditor of Public Accounts, or with such person or persons as

may be designated by law for that purpose. And the trustees shall, ten days previous to to each regular session of the General Assembly, submit to the Governor a report of their actions and proceedings in the execution of their trust, with a statement of all accounts connected therewith, to be by the Governor laid before the General Assembly.

Section 9. The said board shall meet quarterly at such places or place as may be agreed upon, and until the buildings are completed, as much oftener as may be necessary; and thereafter the meetings shall be at the university.

Section 10. The trustees shall. as soon as practicable, advertise for proposals from localities desiring to secure the location of said normal university, and shall receive, for not less than three months from the date of their first advirtisement, proposals for points situated as hereinafter mentioned, to donate lands, buildings, bonds, moneys, or other valuable considerations, to the State in aid of the foundation and support of said university; and shall, at a time previously fixed by advertisement, open and examine such proposals, and locate the institution at such point as shall, all things considered, offer the most advantageous conditions. The land shall be selected south of the railroad, or within six miles north of said road, passing from St. Louis to Terre Haute, known as the Alton and Terre Haute railroad, with a view of obtaining a good supply of water and other conveniences for use of the institution.

Section 11. Upon the selection and securing of the land aforesaid, the trustees shall proceed to contract for the erection of buildings in which to furnish educational facilities for such number of students as hereinafter provided for, together with the out-houses required for use, also for the improvement of the land so as to make it available for the use of the institution. The buildings shall not be more than two stories in height, and be constructed upon the most approved plan for use, shall front to the east, and shall be of sufficient capacity to accommodate not exceeding three hundred students, with officers and necessary attendants. The outside walls to be of hewn stone or brick, partition walls of brick, roofs of slate, and the whole buildings made fire-proff, and so constructed as to be warmedd in the most healthy and economical manner, with ample ventilation in parts. The out-houses shall be so placed and constructed as to avoid all danger to the main buildings from fire originating in any one of them. The board shall appoint an honest, competent superintendent of the buildings and improvements aforesaid, whose duty it shall be to be always present during the progress of the work, and see that every stone, brick and piece of timber used, is sound and properly placed, and whose right it shall be to require contractors and their employes to conform to his directions in executing their contracts. Provided however, that said board of trustees may appoint any one of their number such superintendent; And Provided, further, that the buildings aforesaid may be erected and improvements made under the direction of the board and its superintendent without letting the same to contractors.

Section 12. The said board of trustees shall appoint instructors, and instructresses, together with such other officers as may be required in the said Normal university, fix their respective salaries and prescribe their several duties. They also shall have power to 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. They shall also prescribe text-books, apparatus and furniture to be used in the university and provide the same, and shall make all regulations necessary for its management.

Section 13. All the counties shall be entitled to gratuitous instruction for two pupils for each county in said Normal University, and each representative district shall be entitled to gratuitous instruction for a number of pupils equal to the number of representatives in said district, to be chosen in the following manner: The superintendent of schools in each county shall receive and register the names of all applicants for admission in said Normal University, and shall present the same to the county court, or, in counties acting under township

organization, to the Board of Supervisors, as the case may be, shall, together with the superintendent of schools, examine all applicants so presented, in such manner as the board of trustees may direct; and from the number of such as shall be found to possess the requisite qualifications such pupils shall be selected by lot, and in representative districts, composed of more than one county, the superintendent of schools and county judge, or the superintendent of schools and chairman of the Board of Supervisors in counties acting under the township organization, as the case may be, of the several counties composing such representative district, shall meet at the clerk's office of the county court of the oldest county, and from the applicants so presented to the county court or Board of Supervisors of the several counties represented, and found to possess the requisite qualifications, shall select by lot the number of pupils to which said district is entitled. The board of trustees shall have discretionary power, if any candid 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, to require (the) candidate to provide for the payment of such fees for tuition as the board may prescribe.

(Repealed.)

Section 14. To enable the board of trustees to erect buildings and make the improvements preparatory to the reception of pupils in said institution, and to supply the necessary furniture for the same, the sum of seventy-five thousand dollars is hereby appropriated out of the State treasury, payable on the orders of said board, as required for use, in sums not exceeding ten thousand dollars per month. The first payment to be made on the first day of June next, and subsequent payments shall be accompanied by an account sustained by vouchers, showing, to the saitisfaction of the Auditor, the expenditure of the previous payment.

Section 15. The expense of building, improving, repairning, and supplying fuel and furniture, and the salaries or compensation of the trustees, superintendent, assistants, agents and employes, shall be a charge upon the State treasury; all other expenses shall be chargeable against pupils, and the trustees shall regulate the charges accordingly.

Section 16. If the buildings and improvements herein provided for shall be ready for reception of pupils before the next regular session of the General Assembly, the Governor is authorized to make orders on the Auditor, directing him to issue warrants at the end of each quarter of the fiscal year for amounts sufficient to pay the expenses chargeable against the State, and the Auditor shall issue warrants accordingly, which shall be paid by the Treasurer.

Section 17. The trustees of this institution shall receive their personal and traveling expenses, and the Auditor is hereby authorized to issue his warrants quarterly, upon taking the affadavit of the trustees as to the actual time employed, and their personal and traveling espenses.

Section 18. This act shall take effect and be in force from and after its passage. (Approved March 9, 1869.)

CHAPTER IV.

Dr. D.B. Parkinson, fourth president of the Southern Normal, was born on a farm near Highland Illinois, September 18, 1845. According to a short biography written by Miss Helen Bryden and published in the 1899 Quarter Centennial Souvenir, Dr. Parkinson's early life on a farm did much to mold kindness and understanding into his character. During the winter months of his boyhood he walked two miles to a district school; though it was a poorly organized country school that he attended, Parkinson seemed to find real happiness there.

As written in the brief mention of Dr. Parkinson in the first chapter, he entered McKendree College when he was eighteen. It was at McKendree that Parkinson first came under the influence of Dr. Robert Allyn who was president of McKendree at the time. Mr. Parkinson's duties on his father's farm made it impossible for him to attend college other than the winter terms. In 1865 he taught his first school in the rural district near his home; but he continued his college course, attending every term that did not conflict with his teaching position. He graduated in 1868 from McKendree and at once accepted the principalship of the Carmi public schools.

Mr. Prkinson began his career as a college professor in the fall of 1869 when he was elected to the chair of mathematics and natural sciences at Jennings Seminary, Aurora Illinois. After three years at the Seminary, Mr. Parkinson enrolled at Northwestern university as a special student in physics and chemistry. In 1874 he was offered the chair of natural philosophy and chemistry on the

first faculty of the new Southern Illinois State Normal University. Mr. Parkinson served on the Normal faculty during Dr. Allyn's long administration and under Regents Hull and Everest. For eighteen years Dr. Parkinson was secretary of the Normal faculty and in 1896 was elected vice-president of the faculty. In 1898 it was fitting that Parkinson should be offered the presidency of the school he had served so well from its very beginning. McKendree College had conferred an honorary A.M. on Mr. Parkinson in 1874 following his election to the Normal faculty; and in 1897 McKendree again hornored Parkinson by awarding him an honorary Doctor of Philosophy.

Dr. Parkinson became president at a time when the office entailed far more advantages than could have been claimed by any of his predecessors. Dr. Parkinson had seen the school grow from a teacher's institute of fifty four students to a well organized Normal college; he knew, as well as anyone could, the inner secrets of the school's successes and failures; he had taught Normal students, cooperated with the Normal faculty, and been directed by Normal trustees for nearly a quarter century. Twenty-four years of working acquaintance with the school made it possible for Dr. Parkinson to assume the presidential duties with thourough understanding and a definite guiding purpose.

Reading the faculty minutes for Dr. Parkinson's administration and Dr. Parkinson's own biennial reportsof the school it is at once evident that what Dr. Parkinson wished to achieve for the school was accomplished as he had planned it. Dr. Allyn had been concerned with immediate needs and obstacles, both Hull and Everest had been handicapped by short terms, while Dr. Parkinson hadtwenty four years of experience when he accepted the president's chair and ~~thirteen~~ sixteen

years before him in which to accomplish much for the school. Dr. Parkinson was not a domineering man, but he was definite in everything he did and once he had made a decision he allowed no interference. He was far-seeing and capable of making plans that provided for the needs of the future as well as the immediate ones. It is easily concluded that Dr. Parkinson was a doer, yet what he accomplished was done quietly. An excellent illustration of Dr. Parkinson's ability and method of securing an improvement for the school is to be found in his efforts to provide a woman's building.

Early in his administration, Dr. Parkinson often mentioned the value of school dormitories. These casual remarks concerning dormitories in general became more and more specifically identified with the Southern Normal. Dr. Parkinson was wise in preparing the people and the trustees with the value of his idea long before he made any definite requests. In 1908 he decided it was time to formulate his plans and in his report to the state superintendent of public instruction for 1908 he summarized his idea for a woman's building and briefly sought the influence of the superintendent with the Normal Board. This was followed in the next report by a more detailed account of the need and concluded with the terse statement; "This institution ahould have a dormitory at once." This single and emphatic sentence was set off in a paragraph of its own to further impress upon the state superintendent the importance of the request. Dr. Parkinson never lost an opportunity to speak or write of his plan and he was finally rewarded, as his presistent efforts always were, with success. The General Assembly made the desired appropriation and the building was nearly completed before the close of Dr. Parkinson's administration.

It is not to be concluded that all the measures, or any of them, made for the improvement of the school were entirely the results of Dr. Parkinson's work alone, because, though Dr. Parkinson was usually the instigator, there were many other faculty members as well as the Board of Trustees consistently at work for the progress of the school. It is indeed true that Dr. Parkinson was a splendid leader but he would have accomplished but little had it not been for the cooperation and aid of many others.

There were many additions made to the physical equipment of the school in Dr. Parkinson's presidency. The first new building added to the campus was a conservatory erected in 1901 from funds "that were accumulated by the economical use of the incidental funds for a number of years, and not by a special appropriation by the General Assembly." Dr. Parkinson includes the following description of the conservatory in his report of 1902 to the state superintendent of public instruction:

"Within the past year the board of trustees has erected a conservatory, at a cost of about $1,800. With this added facility to the department of botany, we are able to propogate many plants and preserve such as are desirable through the winter months. In the erection of the conservatory we were able to utilize our regular working force. All the stone was dressed by our head janitor who is a first class stone cutter. He also put down the granitoid paving within the building. The plans for the conservatory were prepared by Mr. Ward C. Rapp of Chicago. The structure is modern in all of its appointments, and is indeed a great addition to the group of buildings on the campus." The conservatory was first placed near the new science building but was later moved.

Nothing was done to improve the grounds during the first years of the school other than the planting of trees and grass. In 1903

a liberal appropriation was made the school by the General Assembly for the improvement of buildings and grounds. The money was used at once and the desired changes immediately noticeable. In 1910 the Board of Trustees made additional plans for improving the campus by securing Mr. Howard Evarts Weed, Chicago landscape gardener, who made a working plan for laying out the grounds of the institution according to an artist's idea. Mr. Weed's plans included suggestions for immediate improvement and also for the location of future buildings, walks, shrubs, and the like. Mr. Weed's drawings were used as a model so that all improvements that were later undertaken might be in ahrmony with a unified plan.

The Normal campus that had begun with one building was enlarged to include four major buildings while Dr. Parkinson was president for, besides the Main Building and the Science Building, a library and a model school building were erected. A fifth, the woman's building, was begun in Dr. Parkinson's term of office.

The library that had been cramped in the Main Building was even too large for the room provided for it in the new Science Building. Twenty-five thousand dollars were appropriated to the Southern Normal by the state legislature in 1903 and other funds raised by the Normal Board of Trustees made it possible to construct a library large enough to accomodate future needs. The mere approval of the appropriation by Governor Yates at a time when he found it necessary to veto a number of bills passed by the General Assembly in order to maintain equilibrium in the state budget was a compliment to the school.

Work was commenced on the library in July of 1903 and the building was completed and ready for use in May 1904. The formal dedicatory exercises were held in the afternoon of June 7, 1904

as a part of the twenty-ninth commencement program. The school was particularly proud of its new library building because it was the first library built on any Normal campus in the state and the second Normal library in the West.

This third building to be placed on the Normal campus was built of red brick and completed a triangle of buildings that made the campus impressive and beautiful. The interior of the library, as described by Dr. Parkinson in his report for 1904, included a stack room "supplied with modern steel stacks of superior pattern and quality. The floors of the lower story are covered with an excellent grade of linoleum. It was thought best for the present to use the furniture previously provided for the former room, even though it shows more or less of wear. A new cabinet for the catalog cards was purchased; also a set of chairs for the librarian's private office. Ample provision was made for light both by day and night."

Eighteen thousand books were moved into the library building. When it is remembered that this number grew during twenty nine years from a few books contributed by faculty members and friends it must be recognized as a remarkable collection both in quantity and quality. By 1912 the library had grown still larger making it necessary to install an upper story of steel stacks. After the new stacks were ready for use all of the books in the library were re-catalogued in the most modern and approved plan and the books arranged on the shelves in accordance with the catalogue.

From the beginning of the school the training department had been in the basement floor of the Main Building. The rooms were not ideal in any respect because the arrangement did not make for unity. The training school children attended the same building as the college students and it was difficult to differentiate the

activities of the two departments. The General Assembly ~~made it possible~~ provided the means in 1908 to better these conditions by erecting a model school building for the training department. This building was planned as a model elemntary school building with model equipment and served the double purpose of housing the training school and exemplifying to Southern Illinois the ideal school building.

The state architect, Mr. Zimmerman, designed the Model School building with the two-fold purpose of teaching convenience and pupil comfort the most important consideration. Little emphasis was placed on the architectural attractiveness and, though the architect concentrated on the function of the building rather than on elaborate design, the building was pleasing to the eye in its simplicity of line. The corner stone was laid on June 3, 1908 and the completed building dedicated January 11, 1909. The building was named the "Allyn Building" in honor of Mr. Robert Allyn who, in the words of Dr. Parkinson, for the first eighteen years of the school was its president and who by his ripe scholarship and genuine culture left a lasting impress upon the character of the institution which has permeated the enitre region of Southern Illinois and even beyond its borders, as former students of the school are scattered throughout the nation, and in the uttermost parts of the globe."

The Allyn Building is sixty-two feet by one hundred and twenty-five feet, two stories besides the basement, and contains ten class rooms, one assembly hall, five offices, boys' and girls' play rooms, closets, and cloak rooms. The equipment has been consistently modernized so that a visitor may at any time inspect the building and observe the newest and most efficient elementary school equipment.

A custom of naming buildings on the campus in honor of some

educator interested in the Southern Normal had grown out of the desire to make those names live throughout the history of the school. The body of water on the southeast corner of the campus that had been dammed up to furnish water for construction purposes at the time of building the first Normal building and later improved to form a lake as a part of the campus landscape was given the name of Lake Ridgeway. The Honorable Thomas S. Ridgeway of Shawneetown had been the first president of the board of trustees and had served for eighteen years. The Library was named the Wheeler Library in honor of Judge Wheeler who had served on the board of trustees for nineteen years, the last nine years as president of the board. The naming og the model school building in honor of the school's first president was both a fitting tribute to the man and a continuation of a school custom.

The number of young men enrolled in the Southern Normal had always been large, usually about fifty per cent, and for many years little was done to provide recreation for these young men. The twenty acres of the campus was nearly all occupied with the buildings, Lake Ridgeway, flower beds, and trees so that there was no space available for an athletic field. The administrators realized that if the school wished to keep a large number of young men in attendance, some interest must be provided for them. To answer this need the board of trustees decided in 1904 to appropriate a tract of ground, donated to the institution at the time of its location, situated just east of the public school grounds of the Carbondale Lincoln school, for an athletic field. This field consisted of about ten acres and was graded, a running track provided, and rows of shade trees planted on each side.

Athletics at once became one of the most popular activities

so much so that
of the school. There was soon an urgent need for seating facilities to accomodate spectators. The General Assembly appropriated in the spring of 1907 a thousand dollars for the erection of a grand stand. This grandstand was dedicated on October 25, 1907 with an athletic program including games in la crosse, baseball, and football, The success of the occassion led to the adoption of an annual field day held the fall term of each school year. The state superintendent of public instruction, Alfred Bayliss, had been chiefly responsible for the action of the General Assembly establishing the athletic field and grandstand, and, at the suggestion of the president of the Normal board of trustees, the field was named Bayliss Field in honor of the superintendent.

Bayliss field, popular though it was, had the disadvantage of being nearly a mile from the campus proper. The field was used during the remainder of Dr. Parkinson's administration and in President Shryock's term was sold and the money used to develop the present-day athletic field. The modern athletic field has never been given a name though it would have been well to have retained the name Bayliss Field.

A fifth building begun in Dr. Parkinson's administration and finished in President Shryock's was the woman's building. Dr. Parkinson's ideal for a woman's dormitory materialized, by his persistence, into a $75,000 appropriation. As was described at the first of the chapter, Dr. Parkinson began planning for a woman's building in the early years of his presidency and despite opposition never relinguished his hopes until he had accomplished his purpose.

School attendance during Dr. Parkinson's presidency did not make any astounding increases in numbers, the total enrollment

for all departments generally averaging btween 500 and 700 students. However, these students came from a wide territory, signifying that the influence of the school was spreading. In the school year of 1901-1902 thirty seven Illinois counties and the four states, Indiana, Kentucky, Arkansas, and Missouri, were represented on the Southern Normal roll call. In 1904 the states of Kentucky, Missouri, Montana. Ohio, Tennessee, and the territory of New Mexico sent students to Carbondale; in 1906 students from eight states other than Illinois came to the Normal including these named for the year 1904 and Arkansas and Oklahoma; in 1908 students were enrolled from forty-one Illinois counties and six other states; and in 1910 students came from thirty-eight counties and six other states. This open door policy made it possible to accomodate students from states not provided with Normal schools; but the plan made it impossible for the Normal to specialize in local problems.

A unique difference in the attendance of the Southern Normal as compared with the attendance of the other Illinois Normal schools was in the large number of young men enrolled at Carbondale. Mr. Parkinson discussed this phase of the Normal attendance in his report of 1912 to Superintendent Blair by writing:

"The comparative large per cent of young men in attendance continues to be one of the characteristic features of the institution. This is accounted for, in part, from the fact that so many young men in Southern Illinois live in communities not provided with high schools, and come to Carbondale from the eighth grade, a goodly number with Normal scholarships. After entering upon their elementary courses they become interested in the work of teaching and remain longer than they at first contemplated. It is a matter of regret, however, that for a number of years the demand for

a number of years the demand for teachers in this part of the State has been so great that the county superintendents are driven, by necessity, to urge the employment of teachers who have had but a few terms of preparation; and after once beginning teaching they find it difficult to stop and prepare for a higher grade of work; and the difference in compensation for the services of an average graduate and an average non-graduate does not appeal to them, and besides the earning af a diploma in illinois does not exempt them from the teacher's examination -- one of the inconsistencies of the school law of the State; the result being the graduating class is less in numbers than should be under more favorable conditions. There are some gains in having only students of high school preparation, but there are some decided gains in having a goodly number of young men enter even without this preparation provided they remain long enough to catch the teaching spirit from being in a pedagogical atmosphere, and leading them to the calling of a teacher.

"On the whole, we are not uncomfortable over the situation that leads so many youngmen to come to the Southern Illinois Normal School for they are good material out of which to evolve excellent teachers, and besides this one feature there are others. With all due regard to the value of the presence of young ladies in the class room, in the literary halls, in the Christian associations and in the social circles, it must be conceded that the presence of a goodly number of young men imparts a vigorous and sturdy element that is wholesome and in accord with the ideal community and institutional life."

Dr. Parkinson was gravely concerned throughout his administration with the delinquency in the state regulation governing Normal graduates. He was positive that "after the State has expended its funds so freely, it should in some wise way recognize

its own product." Dr. Parkinson led a cooperative campaign of the Illinois Normals to secure some means by which the Normal diploma could be exchanged for a certificate to teach. He never lost an opportunity to speak of the inconsistent state educational law; again and again he forcefully insisted that " it seems incongruous that much of the stress and effort of the State Normal courses of study are not made a part of the basis upon which county certificates are granted. There should be some concert of action among those who prepare teachers for their service, and those who certificate them for their duties. Since the State department recognizes the special work of the State Normal schools, in determining the character of the state examinations, surely the county superintendents should allow at least a liberal concession. It is needless for me to state that Illinois stands among a few of the 'back number' states in almost wholly ignoring the work done in the training schools for teachers. In at least three-fourths of the progressive states of the Union more or less of recognition is given to students who have given a number years of honest effort to the preparation for the duties of the school room. It is at such times as these, when the various vocations and professions are offering such inducements for enterprising young people to enter their fields of activity, that the cause of education may be at a disadvantage. But few lawyers or doctors would consent, after receiving their diplomas, to subject themselves to an examination every year or so. They would resent such treatment and turn their enterprise into an avenue where such snnoying experience would not likely occur. If the courses of study and the training or practice work is not such as to warrant some reasonable concession of work done, then these should be so modified as to justify some such recognition. This is urged, not that the training schools may have a larger attendance,

but that there may may be a reasonable encouragement for teachers to obtain a larger measure of preparation for their duties. One of the most difficult obstacles in the way of legislation relative to this matter is the old cry of special legislation that favors one class of interests at the expense of another. When it is acknowledged that it is the duty of the State to offer special preparation for the work of teaching, and the educational world is a unit in the claim that teaching should be made a profession, there could not be a rational objection to giving the work done in the professional school more recognition than the laws of Illinois now grant."

Although Dr. Parkinson persistently attacked the regulations governing certification and though his efforts had much to do with awakening many educators to the need of a new law, the desired bill was not passed until Mr. Shryock's presidency in 1913, and Dr. Parkinson did not have the pleasure of granting diplomas that contained the power of exempting the graduates from certificate examinations. A bill providing for the granting of teachers certificates without examination to Normal graduates was introduced into the General Assembly as early as 1901 but it was not passed, nor were its many successors until 1913 when the act was approved to go into effect in 1914.

Since a large number of Normal students entered the teaching profession after a few terms of training at the Normal, a special one year state course was added to the Normal curriculum. This special course was a one-year course based on the Illinois State Course of Study, and was mainly professional. The course included academic knowledge of the common branches as well as special teaching methods, pedagogy, and practice in teaching. At the completion of the course, students received a "certificate of preparation" and

were permitted to take the county examination for a teacher's certificate.

Another special course was introduced in 1904 for graduates of four year high schools. When the Normal was first organized eighth grade graduates could enter the first year Normal classes; but with the change in standards, the Normal department became more than a high school and often high school graduates who wished higher training but who could not afford to enter a university sought entrance at the Normal. For some time credits submitted by high school graduates were translated to Normal credits and the students given advanced standing in the Normal department. This plan was most unsatisfactory because it was difficult to evaluate high school credits and it was also difficult to place such students in their proper Normal rank. The special two-year course for high school graduates was organized by Mr. Parkinson's faculty with the idea of flexibility that the course might be adjusted to the varying needs of the pupils enrolled in it.

Normal scholarships were established in 1908 by a bill introduced into the General Assembly by Cicero J. Lindley which made it necessary to add another special course of study at the Normal. The bill, called the Lindley Bill, authorized county superintendents to grant one free four year scholarship in each township each year. The scholarships were granted eighth grade graduates on a basis of superiority in special examinations. Students awarded one of these scholarships were permitted to attend a Normal for four years exempt from all fees and at the end of the period, if acceptable scholarship had been maintained, they would receive a Normal diploma. So many of these scholarship people entered the Normal schools that the rooms became crowded and advanced students were hampered by the slow

progress of the so-called Lindley students.President Parkinson organized a "C" course for these special pupils in preparatory work and arranged a four year course particularly adapted to their needs. When Mr. Shryock became president he required the Lindley people to take two years of regular high school work at the Normal followed by three years of college work, making it necessary for them to attend the Normal five years before receiving a diploma. These students were all older than eighth grade graduates today and hence their maturity made it possible for them to attempt some advanced work. The scholarship was dated from the day the examination was taken and ~~were~~ was not valid after four years from that date. However, in the present period there are some students taking advantage of the free tuition offered by the bill and, after taking the special examination on completing the eighth grade and then attending high school for four years, request four years of free tuition at the Normal. These requests are granted merely out of courtesy because the four years of high school work intervening between the eighth grade and college invalidate any obligation on the part of the Normal to accept those students. In the winter term of the school year 1931-1932 there were twenty-five Lindley students enrolled in the Southern Normal.

The most advanced change in the Normal course of study was the acceptance of the offer granted by the General Assembly in 1908 that Normal schools might confer educational degrees on completion of a prescribed course. The following rules regarding the Normal degree were adopted by the presidents of the State Normal schools of Illinois at a meeting held at Macomb, May 7, 1908:

"First -- The degree conferred by the Illinois State Normal Schools shall be known as the Bachelor of Education.

"Second -- The graduates of Illinois State Normal Schools or other State Normal Schools of equal rank, shall be admitted to the Illinois State Normal Schools to two years of graduate work leading to a degree.

"Third -- The graduates of colleges whose graduates are admitted to the graduate schools of the University of Illinois, the University of Chicago, or Northwestern University shall be admitted to a course of graduate study of one year leading to a degree.

"Fourth -- The requirements for each year's work in graduate study shall consist of four courses, each a year in length, five hours a week.

"Fifth -- Normal School graduate candidates for a degree shall be permitted to take three of the eight courses in absence, provided that the course be taken under the direction of the faculty of the Normal School and that the final examination be taken at the Normal School directing these courses.

"Sixth -- The work done by Normal School graduates in approved colleges as defined in rule three may be accepted as an equivalent of four of the eight courses required for a degree; the other four courses must be taken in residence at the school conferring the degree."

Pedagogical courses and teaching were required for the degree and graduates of the English course, or the students presenting what is now termed a major in English, were required to take two years of Latin before receiving the degree. Professor G.D. Wham, who had been a member of the Normal faculty for a year, completed his graduate work in the spring of 1908 and received the first degree conferred at the Southern Illinois Normal University at commencement week in June, 1908. Miss Lillian Teeter was awarded the

Bachelor of Education degree in June, 1909. One of the most amusing incongruities in the state law governing certification of teachers arose when it became possible for Normal schools to grant degrees. The degree graduates, representing four years of work above the eighth grade known as the Normal course and two years of graduate work, were required to take the same teacher's examination required to receive a teaching certificate as did eighth grade graduates.

Many requests for special agricultural courses and domestic science had been refused at the Southern Normal because of lack of equipment and trained faculty. After the erection of the Wheeler library new rooms were assigned to the department of physical and biological sciences and a new teacher, Professor G.W. Brown, employed. This department cooperated with the work of Professor French that included many original investigations in the study of horticultural and agricultural problems. However, there was little opportunity for student work in agriculture. Professor French's investigations, particularly his unique collection of mushrooms that was the most nearly complete of any in the United States, attracted the interest of the Farmer's Institute. Due to the location of the Normal at Carbondale the work of the Farmer's Institute in Southern Illinois gradually became centralized in Carbondale.

A number of short courses in agriculture were offered at the Normal soon after the Farmer's Institute located in Carbondale; the short courses were for the benefit of Southern Illinois farmers and students at the Normal. In October of 1909 a permanent "Short Course in Agriculture" was added to the course of study; out of the interest derived from this course grew the desire for an experimental agricultural station or farm. In 1910 a four year course in agriculture was adopted.

Officers of the counties of the twenty-fourth andtwenty-fifth congressional districts met to discuss the agricultural needs of Southern Illinois in the spring of 1910 and voted that the members of these two organizations should unite in an effort to secure the location of an experiment station at Carbondale in connection with the Normal school. The Legislature of 1912 appropriated money to purchase a sixty acre farm adjoining the campus and to equip laboratories for teaching agriculture. This tract was enlarged in the ~~early~~ early part of Mr. Shryock's term to include ninety-eight acres. Standard demonstration plots were laid out, treated with various fertilizers, and a four year crop rotation started. Other plots were used for experimental purposes to test seed, fertilization, and methods of combatting insects. Farm machinery and farm animals were purchased and the whole made as nearly a model farm as was possible.

The four year course in agriculture offered at the Normal made it possible ~~that~~ for a large number of young men interested in farming ~~might~~ To study the scientific and modern methods used in agriculture. The Normal teacher training function was never lost sight of, and this course in agriculture was not merely vocational for it taught the students the what and how of teaching agriculture themselves. In many of the rural schools of the Southern Illinois district young men teachers needed to have a knowledge of agriculture and in some schools the agricultural course was required. A short two year agricultural course was also offered at the Normal for those who did not wish to devote four years to the study. Electives in the agricultural course were allowed, such as substituting two years of foreign language for two years of an agricultural course, thus making it possible for students enrolled in the agricultural course to plan a liberal or cultural course.

At the time the Farmer's Institute first became interested in establishing an agricultural department at the Normal it also urged the government to place a weather observation station at the school. This request was granted and the station has served the double purpose of teaching students in geology the procedure of forcasting and of warning local farmers about weather conditions.

Systematic work in domestic science was not begun until 1902 and then emphasis was placed on sewing alone. By action of the General Assembly, appropriations were made from time to time increasing the equipment of the house-hold arts department until in 1913 the catalogue listed a complete four year course. The household arts course prepared a prospective teacher to teach both cooking and sewing.

Parallel to the growth of the domestic science department was the development of the manual training course. In the 1913 catalogue of the Normal a four year course in manual arts was offered. The course was introduced for training young men preparatory to the teaching of manual training but was sufficiently specialized as to be vocational.

Two general courses in library science were offered, one course for juniors and one for seniors. These courses did not aim to train librarians, but rather to acquaint the students with a working knowledge of the modern library for their own use and to teach them how to evaluate books. Students completing these two courses were capable of managing a high school library, of selecting and purchasing books for a high school library, and in assisting pupils in the appreciation of books.

The regular liberal arts and professional teaching courses were continued with changes made when needed. The emphasis placed on elementary subjects in Dr. Allyn's presidency had not been entirely

lost for spelling was still required of "all students known to need further drill in orthography" and of "any student of the Normal classes who shall misspell five words in any written exercise submitted by a teacher."

The faculty was enlarged from eighteen members serving in Dr. Everest's last year to thirty-seven members on the faculty of 1913, the last year of Dr. Parkinson's presidency. These faculty members are listed and a resumé of their careers recorded in the special faculty chapter.

Recognition of the Southern Illinois Normal University from two universities, the University of Illinois and Chicago University, was received by the faculty in Dr. Parkinson's presidency. In 1901 Chicago University offered a free scholarship to any graduate of the Normal designated by the president as worthy. Following the enactment of the bill permitting Normal schools to grant degrees the University of Illinois credited Normal credits at the University making it possible for a Normal degree student to complete any University of Illinois course in two years or less.

Special cutlural activities held at the school were mainly sponsored by the Faculty Club. The club was organized by members of the Normal faculty for the purpose of discussing educational questions of the moment. Regular meetings were held once a month and each meeting was devoted to a reading and discussion of a specially prepared paper presented by a member of the faculty. One faculty member was assigned as leader for each meeting, the assignments being made according to the order of appointment to the faculty. Each leader was responsible for presenting an original paper on some educational topic.

In addition to the programmes of the regular meetings, general Normal lectures presented before a Normal assembly were introduced.

Special appropriations were secured and used to invite noted speakers to come to Carbondale. The usual plan provided for six lectures during the school year by outside speakers and three each year by members of the faculty.

Art exhibits were given at the Normal as frequently as two a winter in Parkinson's term of office. These exhibits were given to promote art appreciation among the students and in the community. Small entrance fees were charged and the fund thus raised was used to purchase pictures for the Normal halls and recitation rooms.

A school council, organized by members of the Normal faculty and county superintendents, met annualy at the Normal for the purpose of furthering cooperation and understanding between the college and the outlying schools. Important educational problems were discussed at these meetings; and in 1901 Professor Shryock read a paper on "English in the Public Schools" that received much praise. By an unanimous vote of the council and later by the Normal board of trustees, this paper was published and distributed throughout the state. The council was disbanded in 1910.

The Southern Normal affiliated itself with the Educational Commission of the state and was represented by Mr. Shryock. The purpose of this commission was to prepare bulletins bearing upon the educational policy of the state.

Invitations were extended to the Southern Normal to become a member of a Normal League composed of the Illinois Normals, but the Southern Normal refused these invitations under Dr. Parkinson. The school cooperated with the Southern Illinois Teacher's Association and in 1911 it was suggested that the headquarters of the organization be located in Carbondale. This suggestion was favorably acted upon and in years following the annual meetings have been held at the Southern Normal.

The practice school children contributed their part in the improvement of the school by undertaking the care of the school grounds in 1900. The children designed flower beds, planted and cared for the flowers, and at the same time developed their own aesthetic natures. Vegetable gardens were also planted and the children taught how to properly care for them. The children were aided by experienced teachers and encouraged by such excellent results that in the following years more elaborate designs were attempted.

Another innovation in the training department was the organization of a Mother's Club in 1901. The superintendent of the training department, J.A. Ellis, organized the society for the purpose of promoting good will between the school and home life of the children. This organization was a forerunner of the modern Parent Teacher's Association.

Statistics concerning the number of students trained in the Southern Normal and entering the teaching field in Dr. Parkinson's term of office prove that the percentage continued high. Students at that time had no difficulty in securing positions; there were more empty teacher's chairs than trained teachers to fill them and the placement problem was one of getting teachers, not of getting positions.

In 1901 five young men graduates of the Southern Illinois Normal were located as teachers on the Phillipine Islands. One of these young men sent for his bride and she, also a graduate of the Southern Illinois State Normal, assisted him in teaching. These teachers had been asked by the superintendent of public instruction, Alfred Bayliss, to accept the positions and after serving three years, as required by their contracts, all accepted renewed contracts.

As a result of sending these students to the Isalnds, the school received a request from Mr. John Gambill, one of the five Normal teachers in the Phillipines, that one of his native teachers be permitted to come to the United States and attend the Southern Normal with a view of preparing himself for better service among his own people. Dr. Parkinson summaraized the letter from Mr. Gambill in a report to Superintendent Bayliss by writing: " Mr. Gambill asks that the Southern Illinois Normal University offer his Phillipine friend some inducements to come to Carbondale for the purpose named. Since the institution has such a creditable delegation to those islands, it would be adding to our usefulness there could we give one of their native teachers some special training for his work. I have recommended to the board of trustees a favorable consideration of Mr. Gambill's proposition." In 1904 a letter was received by the Normal faculty from Captain Eugene Barton in the Phillipine Islands relative to educating some Phillipine students in the schhol. Apparently do definite action was ever taken in either case because no mention is made in the records of admitting any Phillipine student to the Normal.

Many students who attended the Normal were financially unable to continue thier school course without help. Faculty members and interested Carbondale friends often made loans and gifts but many needy students were not reached and were forced to leave school when it was a serious loss to them. In 1901 Dr. Parkinson's faculty voted to take some formal action on this question and after investigation and discussion perfected a plan establishing a student loan fund. This fund was accumulated from proceeds earned on entertainments given by departments and organizations of the school. The loaning of money and collecting of the loans was made a business-

like and systematic procedure and hence students could take advantage of the fund without embarrassment.

Besides the organized faculty work, individual members of the faculty were winning recognition for themselves in their special fields and indirectly spreading favorable publicity for the school. Professor French's museum collections and his entomology experiments received wide approval. Mr. Shryock had written several papers on English that were published. Professor G.W. Smith published a history of Illinois suitable for a school text that was instantly commended by educators and installed in schools throughout the state. Mr. Louis Peterson published a bulletin on manual training that was accepted as an authority on the teaching of the subject and in 1911 a request for a copy of the bulletin was received from Moscow Russia. In 1908 two women members of the faculty, Miss Salter and Miss Hollenberger, were granted leaves of absence for study in Europe. The summer of 1907, Professor Shryock also studied abroad, studying special work in English.

Four national expositions occurred while Dr. Parkinson was president and the Southern Normal was represented in each by an exhibit. The Pan-American Exposition held at Buffalo, New York, in 1901, the Louisiana Purchase Exposition held at St. Louis, Missouri, in the summer of 1904, the Lewis and Clarke Exposition held at Portland Oregon in 1905, and the Jamestown Exposition in 1907 were the four expositions to which the Southern Illinois State Normal sent contributions to the Illinois educational exhibits. None of the Southern Normal exhibitions were as elaborate as the those sent to the Columbian Exposition had been; but all were representative of the school and served to place before the world the aims and accomplishments of the school.

School advertising continued under Dr. Parkinson in much the

same manner that it had been inaugrated by Dr. Everest. Newspaper advertisements concerning the school were inserted in papers in the district; a committee was appointed by the president responsible for the appearance of news items concerning the school in local papers; faculty members were encouraged to address as many Southern Illinois audiences as possible and were particularly requested to advertise the school at county teacher's meetings; and students were urged to interest their friends in the values of the school. A new sort of advertising was introduced by President Parkinson's administration, that of inviting high schools to the Normal for athletic and oratorical contests. The first of these contests was sponsored by the Normal in 1899 and proved so successful that they became an annual affair. Invitations for the contests were sent to all the high schools in the Southern Illinois district and from the first contest of 1899 the attendance grew steadily. The contests encouraged superior work in the high schools by submitting the work in competition with the other high schools in the district; and it also brought to Carbondale for a few days large numbers of high school students who later came to the Normal because of the many attractions they observed in the school during the contests.

A similiar event known as the May Day Festival and participated in by Normal students was established in 1913. The director of women's physical training, Miss Hollenberger, introduced the festival that has continued to be observed ever May. The Festival was a display of the physical training work of the school and included athletic contests. Attempts were made to present the Festival as attractively as possible and as the public was invited the event served as a fine opportunity for exhibiting an important phase of Normal work.

Another form of valuable Normal publicity was the twenty-fifth

anniversary of the school in 1899. The Normal Alumni Association assumed the responsibility of making all arrangements for the celebration of the quarter-century birthday of the school. A special commencement program was planned for 1899 and three important projects ventured by the association. The first of these propositions insisted that measures should be made providing for a permanent summer session at the Southern Illinois Normal. The Association realized the value of summer school to teachers who wished to continue their education while holding winter teaching positions, and the value of the summer session as a means of school publicity was also appreciated. In 1900 the summer session was established as a permanent school term.

The second proposition, as presented by the Alumni Association, stated that at least one member of the Board of Trustees should be a Normal alumnus. Though many of the Normal boards have included members from the Normal alumni there has never been any definite action passed requiring the appointment of an alumnus on the board.

The third and most successful proposition advocated the publication of an anniversary souvenir book "setting forth the salient features in the history of the school." This proposed book was published by the Association and much valuable information concerning the history and the influence of the school and the records of faculty members was printed in the book. The Anniversary Souvenir, as it was called, is often referred to in this history as a source of data and is relied upon as being authentic. The Alumni Association had some difficulty with the expenses of the publication and in September of 1899 the faculty voted to assist the Association by offering it a fifty dollar gift.

The Anniversary Souvenir was very popular and its publication

suggested that a school annual would be worthwhile. At that time only the more prosperous schools edited annuals and the faculty of the Normal voted down every request from the students for such a publication.

Politically, the Illinois Normal schools were not as important as they had first been; aspirants to public office no longer made rash promises concerning appropriations for their home Normal. Political issues became more complex and the Normals were allowed to continue their educational work with much less political interference than previously. However, the Southern Normal faculty concerned itself with the political issues of the day and in some instances were actively associated with certain measures. According to the faculty minutes of March 31, 1908, "an invitation was received from the anti-saloon committee asking the school to march in a procession on the day of the election, April 7, 1908. The invitation was accepted and the President, Professor Harwood, Professor Black, and Miss Hollenberger were constituted a committee to arrange for said march." Previous to this action, in the fall of 1907, Dr. Parkinson addressed his faculty calling "attention to the effort being made to suppress the whiskey traffic of Carbondale," and suggesting "that members of the faculty, who had not already done so, contribute to a fund which was being raised for the purpose of aiding in such suppression." Again, in March 1910, the faculty moved "to adjourn school on the day of the annual town election, and to take part in the parade of the temperance forces on that occassion."

At other times the faculty, by joint action, identified itself in favor of an anti-cigarette bill, a Local Option bill, and naturally with every attempt to pass a law granting teacher's certificates to graduates of state Normal schools.

Dr. Parkinson's faculty cooperated with a number of civic enterprises. In 1903 a monument was erected in Murphysboro to the memory of General John A. Logan, perhaps the most influential man working for the placement of the Southern Illinois Normal at Carbondale. The Normal faculty contributed to the monument fund and took part in the unveiling exercises. In 1906 the faculty raised a fund to send the SanFrancisco earthquake sufferers. In 1908 the school purchased a bronze tablet with Lincoln's Gettysburg Address inscribed on it; and on February 12, 1909 a Licoln Centennial exercise was held at the Normal for the entertainment of Normal students and the public.

After serving sixteen years as president of the Normal, Dr. PArkinson resigned at the close of the spring term of 1913. The Normal board of trustees bestowed the title of President Emeritus on Dr. Parkinson, signifying that his connection with the school had not been entirely severed. The new president, Professor H.W. Shryock, presided for the first time as head of the faculty on June 10, 1913.

Dr. Parkinson held the title of President Emeritus for ten years until his death in 1923. Dr. Parkinson was buried in Oakland cemetery very near the graves of his predecessors, Regent Hull and Dr. Allyn. In closing the record of Dr. Parkinson's successful career as president of the Normal it seems appropriate to again quote Dean Wham's adress delivered at the fiftieth commencement exercise of the school, for he excellently summaraizes all of the qualities in Dr. Parkinson that we do not wish to forget:

"On the professional side two marked and significant movements took place (in Dr. Parkinson's administration), the extension of the acquaintanceship of the school and the improvement of the teach- technique of the school. As I have heard President Shryock describe

them, the sixteen years of Dr. Parkinson's presidency were placid years, so different from the recent feverish years of crowded enrollments and overloaded classrooms. The smaller school of Dr. Parkinson's time meant smaller classes and fewer of them and thus a chance for forming close and intimate friendships such as are impossible in a larger institution. Likewise there was a better opportunity for teachers to absent themselves from the school on educational errands. Dr. Parkinson, differing from some of his predecessors, interposed no bar between his teachers and the lecture field, and thus a knowledge of the school was carried to hundreds of communities, and friendships were formed therein, friendships which have operated from that time to this to increase our attendance and our financial support. So also the smaller classes made a favorable condition for the study of ways by which stronger teaching might be done, with a great resulting gain in the worth and prestige of many departments of the school. Thus while the school grew but little numerically, we may be sure that Dr. Parkinson's administration was an era of basic development, -- of inner growth and of the forming of friendships, -- all in preparation for the spectacular growth soon to follow.

" So near are we to the life and personality of Dr. Parkinson that eulogy from me is unnecessary and out of place, yet I cannot forbear a word of sincere appreciation of the quality that made him unique, his courtesy and his fine consideration for others. President Shryock has told me that when he first came to Carbondale as a teacher, Dr. Parkinson, although at that time not president of the school and thus under no official obligation to meet a new member of the faculty, nevertheless met him at the train, and saw that he was introduced to others and made to feel at home. This is

only an example of his unwearied acts of helpfulness. Anyone in need or distress could be certain that Dr. Parkinson would soon appear at his door to make careful inquiry and offer such assistance as could be given."

(Faculty Chapter)

These biographical sketches of the faculty are necessarily brief because of the limited space and, in many cases, because of a dearth of information. The names of the faculty members are listed here in the order of their appointment to the Normal faculty. No mention is made of the first faculty because an account of their lives is to be found in the first chapter; neither is any mention made here of the presidents of the Normal as the biography of each president is written in the chapter concerning ~~the~~ each respective administration.

GEORGE HAZEN FRENCH:

Professor George H. French, who became a member of the faculty in 1877, was educated in a Normal school in the state of New York. Professor French had had several years of experience as a school superintendent and college teacher of science as well as a number of years of professional scientific training when he accepted the position in the department of science of the Normal as curator of the museum in 1877. Professor Cyrus Thomas resigned his position as head of the Natural History department in 1880 and the office was offered to Professor French; for thirty-six years Mr. French held the chair of Natural History and at the same time served as State Entomologist. The Normal museum was largely the work of Professor French and under his direction it became one of the best collections of its kind in the state. Mr. French wrote many articles for newspapers and magazines on the subject ~~of~~ of entomology and also performed many original experiments and conducted many investigations in his special subject. Two of his published

books are: Butterflies of the Northwest and Laboratory Manual In Biology. Professor French served on the Normal faculty for thirty-nine years. He is now living in Herrin Illinois.

ESTHER C. FINLEY:

Miss Finley, daughter of a McKendree College president, graduated from the Presbyterian Academy at Jacksonville Illinois in 1861. She taught in a Lebanon private school, in the Illinois Female College at Mt. Vernon Illinois, and was principal for six years of the Richview public schools before she was elected to the Normal faculty. Miss Finley received her A.M. from Illinois Wesleyan in 1876 and was elected to the chair of geography in the Southern Illinois Normal in 1878. She retired, after fifteen years on the Normal faculty, in 1893.

JENNIE CANDEE:

Miss Jennie Candee, educated at Galesburg Illinois, became a member of the Normal faculty in 1879 as a teacher of penmanship and drawing. In 1882 Miss Candee resigned and married Mr. S.T. Brush of Carbondale.

LIEUTENANT HUGH T. REED:

Lieutenant Hugh T. Reed, of Richmand Indiana, was detailed to the military Department of the Normal as a professor of military science and tactics in 1880. Lt. Reed graduated from West Point in 1873 and in 1879 was made First Lieutenant. He wrote a number of books on military science that was considered authoritative for his time.

MARY ALICE RAYMOND:

Miss Mary Alice Raymond, born in SanFrancisco,California, and a graduate of McKendree College in 1873, accepted the position of teacher of writing and drawing in the Normal in 1882. Miss Raymond taught for two years and in 1884 was married to Dr. D.B. Parkinson, the fourth president of the Normal.

MARY A. SOWERS:

Miss Mary A. Sowers graduated from the Southern Illinois Normal University with the class of 1881 and was asked to assist in the training department of the school in 1882. Miss Sowers resigned in 1884 when she married J.C. Scott of Carbondale.

SAMUEL M. INGLIS:

Professor Samuel M. Inglis, a Carbondale resident, who for three years had been a member of the Normal Board of Trustees and later a member ex-officio of the Board, was elected to the chair of mathematics at the Normal in 1883. Professor Inglis remained on the faculty for eleven years until his election in 1894 to the state office of Superintendent of Public Instruction. Professor Inglis died in May of 1898.

INEZ L. GREEN:

Miss Inez L. Green was chosen to fill the chair of geography in 1883 that was left vacant by the resignation of Professor Foster. Miss Green taught fourteen years in the Normal and in 1897 accepted the principalship of the Mt. Vernon High School.

LIEUTENANT CHARLES G. STARR:

Lieutenant Charles G. Starr, a graduate of West Point in 1878, was detailed to the Military Department of the Normal in 1883. At the close of his detail, in 1886, Lt. Starr returned to his regiment in the First Infantry. He was later placed on the staff of General Chaffee with the rank of Lieutenant Colonel.

JOHN BENGEL:

Mr. John Bengel was elected to the chair of modern languages of the Normal in 1883, following the resignation of Professor Granville Foster. Mr. Bengel taught German and French for three years and in 1886 resigned from the faculty. A few months after he left the Normal Mr. Bengel died in St. Louis, Missouri.

ALICE KRYSHER:

Miss Alice Krysher, a graduate of the Southern Illinois Normal University in 1882, succeeded Miss Mary Sowers as assistant in the training department in 1884. Miss Krysher taught four years at the Normal. She married W.H. livingston and is now living in California.

LILLIAN B. FORDE:

Miss Lillian B. Forde was chosen to teach penmanship and drawing in 1884 following the resignation of Miss Raymond. Miss Forde was educated in Boston, Massachusetts, her home. She served only one year on the Normal faculty.

MATILDA F. SALTER:

Miss Matilda F. Salter was head of the department of penmanship and drawing at the Normal for fourteen years, from 1885 to 1899.

Miss Palter was educated at the Bettie Stuart Institute at Springfield, Illinois, and at the Cooper Institute of Art in New York City. She had served one year as assistant principal of the Chester Illinois High School before she became a member of the Normal faculty.

MARY WRIGHT:

Miss Mary Wright, a graduate of the Southern Illinois Normal University in the class of 1876, assisted in the teaching of reading and arithmetic in the Normal for two and a half years, from 1885 to 1888. Miss Wright's home was in Cobden, Illinois.

GEORGE V. BUCHANAN:

Mr. George V. Buchanan, a graduate of the Southern Illinois Normal University in the class of 1884, succeeded Mr. Brownlee in the chair of mathematics in 1886. Mr. Buchanan had been a successful teacher before he completed his course at the Normal and, in the interval of two years between his graduation and election to the Normal faculty, he had been superintendent of the public schools in Salem, Illinois. In 1893 Mr. Buchanan resigned his position on the Normal faculty to accept the superintendency of schools in Sedalia, Missouri.

CHARLES HARRIS:

Professor Charles Harris, A.M., was given the chair of modern languages in 1886 following the resignation of Mr. Bengel. Professor Harris was educated at Oberlin College, Oberlin, Ohio. He served two years on the Normal faculty, teaching French and German, and resigned in 1888 to study modern languages still further. He was the author of several German text books.

LIEUTENANT JAMES F. BELL:

Lieutenant James F. Bell was the last officer detailed to the Military Department of the Normal. Lieutenant Bell was placed in charge of the Military Department in 1886 and at the completion of his three years service, the department was disbanded. Lieutenant Bell was promoted during the Spanish American War to the rank of Major General because of his active service in the Phillipine Islands.

ANN C. ANDERSON:

Miss Ann C. Anderson came to the Southern Illinois Normal in 1886 as principal of the Model School. Miss Anderson had been principal of the Nashville Illinois High School previous to her election on the Normal faculty. She resigned in 1893 ~~to~~ to accept a position in the River Falls Normal School of Wisconsin. Miss Anderson taught a year at River Falls and then married John Hull, former president of the Carbondale Normal.

MARY A. ROBARTS:

Miss ~~Amry~~ Mary A. Robarts, a graduate of the class of 1885 from the Southern Illinois Normal University, was chosen in 1886 to assist in the teaching of reading, writing, and arithmetic on the Normal faculty. In 1893 Miss Robarts resigned to marry M.H. Ogden of Carbondale.

LILLIAN M. SHEPPARD:

Miss Lillian M. Sheppard, of the Normal graduating class of 1880, was placed in charge of the Grammar School when it was separated from the Primary grades in 1888. Miss Sheppard resigned in 1892 to marry Dr. J.K. Miller of Greely, Colorado.

MARY C. McANNALY:

Miss Mary C. McAnnaly, a graduate from the Southern Illinois Normal in 1878, was engaged as an assistant in grammar and arithmetic in 1888. Miss McAnnaly taught one year and resigned in 1889 to marry Mr. Normal A. Moss of Mt. Vernon, Illinois.

WILLIAM H. HALE:

Mr. William H. Hale, a Normal graduate in the class of 1888, was given the chair of arithmetic in 1889. Mr. ~~Hall~~ Hale served as superintendent of the Carbondale public schools in the year following his graduation from the Normal. Mr. ~~Hall~~ Hale accepted to office of business manager of Lewis Institute in Chicago after a short term on the Normal faculty.

GEORGE WASHINGTON SMITH:

George Washington Smith was born near Greenfield, Green county, Illinois, November 13, 1855. Mr. Smith received his elementary education in the country schools near his home and in 1874 entered Blackburn University at Carlinville, Illinois. Mr. Smith alternated attendance at college with teaching and in 1884 was awarded a life certificate for teaching. In 1892 the Board of Trustees of Blackburn University honored Professor Smith by conferring on him the honorary degree of Master of Arts. Mr. Smith's teaching experience includes six years of teaching in rural schools, principal of White Hall High School, superintendent of schools at Perry, Pike county, and superintendent of schools at White Hall. In the summer of 1890 Professor Smith became a member of the State Normal faculty at Carbondale. In 1897 he was made head of the department of History on the Normal faculty.

Professor Smith is the author of History of Illinois and Her

People; he arranged the work in history for the state course of study published by the State Teacher's Association; and he is also the author of a text on Illinois history. Professor Smith served many years on the faculty as secretary and from the time of his entrance on the faculty has taught continuously at the Normal.

MRS. CLARA B. WAY:

MRS. Clara B. Way came to the Normal in 1890 from Mt. Vernon to fill the chair of Latin and Greek following the resignation of Professor Jerome. Mrs. Way taught at the Normal until 1894 when she resigned to accept a position in the Cairo Illinois High School.

WILLIAM FRANCIS ROCHELEAU:

Professor W.F. Rocheleau was offered the position left vacant by the promotion of Professor Hull to the presidency in 1892. Professor Rocheleau taught mental science and pedagogics for three years at the Normal, from 1892 to 1895, and then resigned that he might move to a climate better suited to his health. Professor Rocheleau was the author of several books.

JOHN MARTIN PIERCE:

John Martin Pierce was born December 21, 1859 at Okawville, Washington county, Illinois. He received his college education at a number of colleges including the Southern Illinois Normal University, Washington University where he received his A.B. degree and was made a University Scholar in Psychology , Harvard where he received his A.M., Bowdoin where he was awarded a prize for his Dissertation on Phiolosophy, Massachusetts Educational Museum where he was custodian, the University of Chicago where he was made a Fellow in Germanic Philology, and summer school at the University of Geneva, Switzerland. Professor Pierce entered the Normal faculty in 1892 as a teacher of German; during the five years between 1894 and 1899 Professor Pierce was absent from school and on his return in 1899 has taught continuously until the present. He has taught Latin, French, Spanish, Psychology, and History of Education as well as German.

MINNIE JANE FRYAR:

Miss Minnie Jane Fryar, a graduate in the class of 1886 from the Southern Illinois Normal, was elected librarian at her Alma Mater in 1892. Miss Fryar had taught six years in the schools of Anna, Carbondale, and Clinton, Iowa, before becoming a member of the Normal faculty.

SAMUEL E. HARWOOD:

Professor Samuel E. Harwood received his elementary education in a log school house three miles north of Carbondale and his college education at the Terre Haute Normal and Indiana University. Professor Harwood received his Master Degree from Indiana University in 1892. Before his appointment as head of the ~~dcprtment~~ department of mathematics at the Southern Illinois Normal in 1893, Professor Harwood had taught in the public schools of Carbondale and for eleven years in the public schools of Indiana.

ARISTA BURTON:

Miss Arista Burton, a graduate of the Southern Illinois Normal University in the class of 1877, was appointed to the Normal history staff in 1893. Miss Burton had taught for several years in the high schools of the state before her appointment at the Normal. Miss Burton taught four years at the Normal and in 1897 accepted a position at Colorado Springs, Colorado.

SAMUEL B. WHITTINGTON:

Samuel B. Whittington was elected to the Normal faculty in 1893 as assistant in mathematics; and in 1896 he was offered the

headship of the Physical Training Department. Mr. Whittington was educated at Ewing College, at Danville, Indiana, and in the Milwaukee Normal School for Physical Training. Mr. Whittington had had nine years of experience as school superintendent in the schools of Benton, Illinois, Ava, Illinois, and Mt. Vernon, Illinois.

THELDA GILDEMEISTER:

Miss Thelda Gildemeister was chosen in 1893 as principal of the first six grades of the practice school and served until 1897 when she accpeted a similiar position in the State Normal at Winona, Minnesota.

IRENE FERGUSON:

Miss Irene Ferguson was appointed as assistant in the Practice School of the Normal in 1893; Miss Ferguson taught four years.

MARY CALDWELL:

Miss Mary Caldwell was a graduate of the Southern Illinois Normal and became a member of the faculty in 1893 as a teacher of physical education. Miss Caldwell's brother had been one of the first graduates of the school. Miss Caldwell resigned to marry Mr. Easterly of Carbondale.

CARLOS EBEN ALLEN:

Carlos Eben Allen, ~~graduated~~ a graduate from the classic course at Carleton College, Northfield, Minnesota in 1894, was elected to the chair of languages at the Southern Illinois Normal in 1894.

HANS BALLIN:

Hans Ballin, a native of Germany, came to the Normal in 1894 having previously taught at Erie, Pennsylvania, and at Sandusky, Ohio. In 1896 Mr. Ballin left Carbondale to accept a

position in Little Rock, Arkansas.

JAMES KIRK:

Professor James Kirk was born in Ireland of Scotch-Irish parentage and was brought by his parents to the United States in his infancy. He was a graduate of Eureka College in 1871 and at once entered the teaching profession.. He was principal of schools at Maroa, Metamona, and Minonk, Illinois. In 1876 he returned to Eureka College as a teacher of natural and physical sciences and continued as a member of the faculty for eight years. In 1881 Mr. Kirk was was made county superintendent of schools of Woodford county; in 1889 he became superintendent of schools in Pekin, Illinois; and in 1891 was made assistant state Superintendent of Public Instruction under Henry Raab. Professor Kirk came to the Southern Normal in 1895 as superintendent of the Training School. He wrote many articles for educational journals and was for some time a regular contributor to the School News and the Practical Educator. He revised the outline of work for the Illinois state course of study in the subject of United States history and wrote the outline of Morals and Manners. For several years he had been a member of the standing committee on the State Course of Study and was a member of that committee at the time of his death. He was elected president of the Central Illinois Teacher's Association in 1885. He died January 25, 1912 after teaching a full day so it may be said of him that he lived and died in his chosen profession.

JENNIE HOPPER:

Miss Jennie Hopper was secretary during the four years of Dr. Everest's administration.

ADA P. WERTZ:

Miss Ada P. Wertz, who was elected to the faculty in 1897 as principal of the Primary school and training teacher of the first six grades of the Practice School, was educated at Bloomington, Illinois, and at the University of Minnesota. Miss Wertz taught for twelve years at Bloomington and for five years as supervising principal of schools at Minneapolis before she came to the Southern Normal in 1896 as a student in pedadody. After attending the Normal for a year as a special student, Miss Wertz was asked to accept a position on the faculty.

ELIZABETH PARKS:

Miss Elizabeth Parks, another of the Normal's own graduates to

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be chosen to the faculty, was elected in 1897 as critic teacher in Training Department. Miss Parks graduated from the Normal in the class of 1889 and then taught a year at Coulterville, Illinois, followed by four years teaching in the public schools of DuQuoin, Illinois, before she was offered the position on the Normal faculty.

WASHINGTON BEATY DAVIS:

Washington Beaty Davis, selected as principal of the Grammar School of the Normal in 1897 and later appointed to the chair of science, was a graduate of Wabash College, Crawfordsville, Indiana. Following his graduation from college in 1880 he was principal at Firendsville two years, superintendent at Wakomis three years, principal of the Preparatory School and head of the History Department at Blackburn University, Carlinville, Illinois, for five years, and superintendent at Pittsfield, Illinois, two years. Mr. Davis was particularly interested in institute work and is to be remembered by his splendid accomplishments in this field while at the Normal.

FRANK H. COLYER:

Frank Colyer, born in Albion Illinois, December 4, 1863, entered the Normal faculty in 1897 as an assistant in mathematics and history. Professor Colyer received his A.B. degree from Indiana University and his M.S. from the Univeristy of Chicago. Prior to his acceptance of the position at Carbondale Mr. Colyer had taught for three years in rural schools, was superintendent of schools for three years at Albion, and had taught for two years at

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MARY M. McNEILL:

Miss Mary M. McNeill was asked to fill the chair of instrumental music at the Normal in 1897. Miss McNeill was a graduate of Almira College, Greenville, Illinois, and had received

(Frank Colyer)

Paoli, Indiana. Mr. Colyer has taught at the Normal continuously since 1897 in nine month terms for thirty five years. Since 1911 Professor Colyer has been head of the department of geography. He has written for the Illinois Academy of Science and for the pub lication of the National Council of Geography.

private music instruction at St. Louis and at the College of Music in Cincinnati. Before her election to the Normal faculty, Miss McNeill had taught studio music for several years.

AUGUSTA McKINNEY:

Miss Augusta McKinney, educated at the Southern Normal and having several years of experience in professional stenographical work, was chosen in 1897 as stenographer and clerical assistant to the Normal faculty.

HARRY J. ALVIS:

Harry J. Alvis, a graduate of the Southern Normal in the class of 1898, was chosen in 1899, following a year of experience as principal of the high school at Nashville, Illinois, to serve on the Normal faculty as an assistant in the Latin and Mathematics departments. In 1900, Mr. Alvis was placed in charge of the Grammar Grades of the Practice School.

JOEL MORGAN BOWLBY:

Joel Morgan Bowlby was elected to the Normal faculty in 1899 as an instructor in arithmetic and bookkeeping.

MABEL KATHERINE PETERS:

Miss Mabel Katherine Peters was elected to the faculty in 1899 as an instructor in the ninth grade. Miss Peters attended Hillmuth college in Canada and Vassar for one year; she finished her education at the Southern Normal.

BESSIE MILNER THOMPSON:

Miss Bessie Milner Thompson was chosen as Normal librarian in 1899. Miss Thompson was a graduate of the Southern Normal.

LEOTA KEESE:

Miss Leota Keese was elected to the faculty in 1900 as an instructor in vocal and instrumental music.

JACOB TAYLOR ELLIS:

Jacob Taylor Ellis was elected to the faculty in 1900 as a critic teacher in the Grammar department of the Model School and later was made principal of the high school. Mr. Ellis was educated at the Southern Illinois Normal and at the University of Chicago.

AMANDA ESTHER WILSON:

Miss Amanda Estner Wilson was elected to the faculty in 1900 as a critic teacher in the primary department.

ARIZONA LUFKIN:

Arizona Lufkin was elected to the faculty in 1901 as director of physical science.

WILLIAM TROY FELTS:

LULA PEAY:

Miss Lula Peay was chosen in 1901 as stenographer and clerical assistant to the Normal staff.

GEORGE M. BROWNE:

George M. Browne was born November 30, 1857 in Dana, Massachusetts. He was educated at the Massachusetts State Normal at Westfield and an Harvard University and has two years of research work in chemistry at Tufts College. Before coming to Carbondale Mr. Browne taught in the Cook County Normal and at the State Normal in Oshkosh, Wisconsin. In 1903 he came to Southern Normal as a teacher of chemistry and biology; in the years 1913 to 1929 Mr. Browne was head of the Normal department of chemistry. He has written a number of important articles on chemistry for special

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INEZ L. HOLLENBERGER:

Miss Inez L. Hollenberger, Ph.B., was elected in 1903 as Director of physical training for girls. Miss Hollenberger received her A.B. degree from Coe College and she also attended the University of Chicago and the University of Minnesota.

(George M. Browne))

magazines, most of which were translated into German by Dr. A. Michael of Tufts College. In 197 with adama and Currens he edited a General Chemistry Laboratory Manual, in 1895 he published a Syllabus of Anatomy, Physiology, and Hygiene, and in 1915 A Laboratory Guide in Chemistry. At the close of the spring term of 1932 Mr. Browne retired from the teaching profession after serving twenty seven years on the Southern Normal faculty.

RICHARD V. BLACK:

Richard V. Black, Master of Accountancy, was elected to the faculty in 1903 as an instructor in vocal music, heavy gymnastics, writing, and spelling. Professor Black was later placed at the head of the Commercial department and was an assistant in men's physical training.

BESSIE BRUSH:

Miss Bessie Brush was elected in 1904 as an instructor in the Normal high school.

EDNA A. HESTER:

Miss Edna A. Hester was elected Normal librarian in 1905. Miss Hester was educated at Pamona, California and after a few years in the Normal library returned to Pamona to beome head librarian of the community library there.

CORNELIA A. HYPES:

Miss Cornelia A. Hypes was elected assistant librarian in 1905 Miss Hypes was a graduate of the Southern Illinois Normal . She became head librarian and ~~resigned to~~ marry Mr. Charles Whitney; she moved to Conneticut.

GEORGE D. WHAM:

Dean George D. Wham was born and lived his boyhood near Salem, Marion county, Illinois. He is a graduate of the two-year and four-year courses of the Southern Illinois Normal University and received the first degree conferred by the Southern Normal. Mr. Wham supplemented his Normal school education with two summers of work at the

University of Chicago and one summer of work at the University of Illinois. In addition to Professor Wham's twenty-six years of service on the Normal faculty he taught for twelve years in the public schools of Illinois, including ten years as principal of high school and superintendent of schools at Olney, Illinois; he also taught the summer term of 1906 at the Northern Illinois State Normal Univeristy before he accepted the position on the Southern Normal faculty in the fall of 1906. Mr. Wham has the distinction of holding three major offices on the Normal faculty: Dean of Faculty, Head of the Education Department, and chairman of the Placement Committee. In each of these capacities he has distinguished himself and the school; particularly do the placement

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LELIA B. STAFFORD:

Miss Lelia B. Stafford was elected to the faculty in 1906 as an instructor in physical training, writing, and spelling. Miss Stafford was a graduate of the University of Chicago.

HELEN BRYDEN:

Miss Helen Bryden, A.B., was elected in 1906 as an instructor in English and manual training. Miss Bryden received her training at the Southern Normal and taught for six years on its faculty.

H.G. MILBRADT:

H.G. Milbradt, A.B., was elected in 1907 as instructor in Latin, German, and French. Mr. Milbradt was a graduate of the Valpariso, Indiana, Normal and attended the University of Chicago.

IRA M. ONG:

Mr. Ira M. Ong was elected in 1907 as instructor of vocal music and as orchestra director; he served one year.

(George D.Wham continued)

records prove his influence becaue the Southern Normal has maintained an excellent percentage of graduates placed in teaching positions. Besdies his work on the Normal Faculty Dean Wham was president of the Southern Division of the Illinois State Teachers Association in 1905 and president of the Illinois State Teachers Association in 1929. He has established a wide contact with the educational public through teachers' meetings, institutes, and school commencements for he is well known as a lecturer.

MYRA M. LASALLE:

Miss Myra M. Lasalle was elected in 1907 as an instructor in manual training.

EVA McMAHON:

Miss Eva McMahon, B.L.S., was elected in 1907 as assistant librarian. Miss McMahon is now librarian at the Normal at DeKalb, Illinois.

MARY M. STEAGALL:

Miss Mary M. Steagall was born at Golconda, Illinois, November 22, 1867. Miss Steagall received all of her college education at the University of Chicago having received a Scholarship of Education, a Bachelor of Education, a Bachelor of Philosophy, a Master of Science, and a Doctor of Philosophy from that university. Previous to her entrance on the Normal faculty in 1907 as a critic teacher, Miss Steagall had had had three years elementary teaching experinece, seven years high school experience, and eight years experience on the faculty of the Upsilanti Michigan Normal Schoo. Miss

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FLOYD A. POWERS:

Floyd A. Powers was elected in 1908 to the music department as an instructor in voice, theory, and public school music. Mr. Powers received his education in New York, his home state. He served on the Normal faculty for five years.

LOUIS C. PETERSEN:

Professor Louis C. Petersen was born in 1878 in Denmark. He attended Northwestern University where he received his Bachelor

(Mary M. Steagall continued)

Steagall has written extensively in her field including educational articles in School News, "What Ate the Mullein?" in Education Teacher and "Distribution of Illinois Ferns", "Distribution of Earthworms", and "Acid to Soil Acidity" in the Academy Science Publication. She has held the following positions: President of the Illinois Oratorical Association, Vice President of the Illinois Academy of Science, Worthy Matron of the O.E.S., member of Sigma Xi national academy of science, President of the Elementary Section of the Southern Illinois Teachers' Association, President of the Southern Illinois Science Club; and President of the Carbondale Woman's Club.

of Science degree; he has done graduate work at Harvard University and at Cornell University. Before coming to the Southern Normal in 1908 Mr. Petersen had taught at the State Teacher's College at Edmond, Oklahomo.He has written two pamphlets: Manual Training in the Public Schools and Studies in Construction ; he has also written two books: Educational Toys and 101 Metalworking Projects. In addition to his educational work, Mr. Petersen has served as judge of numerous exhibits and on programs to address teachers of teacher training institutions; and has studied in Europe.

GRACE L. BURKETT:

Grace L. Burkett was elected in 1908 to the art department as supervisor of drawing.

MAUD E. DICKENSON:

Miss Maud E. Dickenson was elected in 1908 as assistant librarian.

GRACE E. JONES:

Miss Grace E. Jones was elected in 1909 to the department of Household Arts. Miss Jones was educated at Columbia university and served for twenty years as head of the Normal Household Arts department. She is now residing in New Jersey.

BEULAH N. ELLIS:

Miss Beulah N. Ellis, Ph. B., Ed.B., was elected in 1909 as an assistant in the English department. Miss Ellis was educated at the Southern Normal and received her A.B. from Chicago University and her A.M. from Columbia. She taught four years at the Normal.

EUGENIA J. MARSHALL:

Miss Eugenia J. Marshall was elected assistant librarian in 1909.

CHARLES HERBERT ELLIOT:

Charles Herbert Elliot, A.M., was elected superintendent of the training school in 1910. Mr. Elliot is a graduate of Old Normal and received his A.B. and his A.M. from Columbia University. He taught four years at the Normal and is now State Superintendent of Public Instruction in New Jersey.

FLORENCE R. KING:

Miss Florence R. King was elected critic teacher of the first and second grades in 1910.

CHARLOTTE E. TRUMAN:

Miss Charlotte E. truman was elected critic teacher of the seventh and eighth grades in 1910.

ELIZABETH K. WILSON:

Miss Elizabeth K. Wilson was elected critic teacher of the fifth and sixth grades in 1910. Miss Wilson taught one year at the Normal.

CAROLINE BENGTSON:

Miss Caroline Bengtson, A.M., was elected high school teacher of the ninth and tenth grades in 1910.

JOHN P. GILBERT:

John P. Gilbert, A.M., was elected to the department of biology and agriculture in 1910. Mr. Gilbert is a graduate of the Southern Illinois Normal and received his B.S. and his M.S. from the University of Illinois. He taught for seven years at the Normal as head of the science department .

RENZO MUCKELROY:

Renzo Muckeleroy, born in Jefferson county and educated at the University of Illinois and the University of Wisconsin, came to the Normal in 1911 as an assistant in biology. Previous to that time Professor Muckeleroy had taught for seven years in the Mt. Vernon Township high school. He received his B.S. degree from the University of Illinois and his M.S. from the University of Wisconsin. Professor Muckeleroy has done much to establish agriculture as a scientific study; he has proven by his demonstrations on the State Farm and on his own farm that the scientific study of agriculture results in practical value rather than ~~in mere~~ theory.

HELEN WINTERS:

Miss Helen Winters was elected in 1910 as an assistant in the Music department.

ETNA PHILLIPS:

Miss Etna Phillips, Ph. B., was elected in 1910 as Normal librarian.

ANNA LOIS GRAY:

Miss Anna Lois Gray, A.B., entered the Normal faculty in 1910 as an assistant librarian.

SIMEON L. BOOMER:

Simeon L. Boomer, born at Buncombe, Illinois, October 14, 1874, was educated at the Southern Illinois Normal University and at the University of Illinois; he has His A.B. and A.M., both conferred from the University of Illinois. Professor Boomer came to the Normal in 1911 as head of the mathematics department and in 1913 was transferred to the headship of the physics and astronomy department, the position he now holds. Before becoming a member of the Normal faculty Mr. Boomer had taught in two rural schools in Gallatin county.

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LUCY K. WOODY:

Lucy K. Woody, born at Mt. Vernon, Indiana, came to the Normal in 1911 to teach in the Household Arts department. Miss Woody was educated at the Indiana State Normal at Terre Haute and at the Teacher's College at Comlubia University; she received her B.S. and her M.A. degrees from Columbia university. She taught two summers at the Teacher's College at Columbia University before she began her career at the Southern Normal where she has now taught for twenty-one years. When Miss Grace E. Jones resigned her position on the Normal faculty in 1929 Miss Woody was placed at the head of the Household Arts department.

LYDIA C. PARSONS:

Miss Lydia C. parsons was elected an assistant in the music department in 1911.

EMMA L. BOWYER:

Miss Emma L. Bowyer, born in Carbondale, Illinois, August 28,

(Simeon E. Boomer continued)

Illinois, was principal for a year of the Winona, Illinois, high school, was pricipal for four years of the Tonica Illinois high school, was superintendent for a year at Franklin Grove, Illinois, was superintendent for two years at Rutland, Illinois, and for two years was an instructor at the University of Illinois. Mr. Boomer has travelled widely in America and Europe.

1885, was educated at the University of Chicago where she received both her A.B. and her A.M. degrees. Before teaching on the Normal faculty Miss Bowyer taught at the Robinson Township High School and at the Harrisburg Township High School. Miss Bowyer became a member of the Normal faculty in 1913 as a teacher in the University High School, she soon transferred to the college English department and is now at the head of her department. Miss Bowyer's family is an old one in Jackson county and has done much to promote the welfare of the school; her great-uncle, Mr. Campbell was the gentleman who undertook to build the first Normal building by accepting all liabilities and the contractor who was killed while

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HAZEL E. KILIAN:

Miss Hazel E. Kilian was elected in 1911 as assistant librarian. the building was under construction. Miss Bowyer attended the Normal in her undergraduate days and her scholastic records are preserved in the old faculty minute books. She has contributed to School News and to other magazines. For several years Miss Bowyer has successfully held the office of Freshmen sponsor and has has increased her popularity by her fine personnel work.

(Special Chapter)

While collecting material for this history of the Southern Illinois State Normal University more than the vital facts written into the previous chapters as a formal record was discovered. There were flares of humor that appeared in the most serious persons at unexpected times, there were absurd situations, there were bits of antagonism and rivalry, there were amusing and pathetic occurrences that lasted only an instant but seemed momentous at the time -- the sort of thing that made of the Normal faculty a group of men and women rather than an organization of rabots and that made the Southern Normal pulsate with life and caused it to be more than any mere institution.

Newspaper accounts of school incidents written in the bombastic style peculiar to the journalism of the latter part of the nineteenth century, Normal catalogues eloquently presenting the school's many advantages in a "put-the-best-foot-forward" manner, and, most of all, the minutes of the faculty meetings precisely recording the most trivial faculty actions reflect the innermost activities of the school. These records tell a story more vivid, if not so significant, than do the formal reports to the state superintendent of public instruction and the records of school appropriations made by the General Assembly.

Excerpts from these three sources, newspapers, Normal catalogues, and Normal faculty minutes, are written here in a sympathetic attempt to fill in the gaps necessarily left when putting together the major structures of the Normal story. This chpater is not written with any thought of saracasm, nor with an

idea of poking fun at the school, but rather with the hope of recording a true and complete picture of the Southern Normal.

It may be recalled, by referring to the first chapter of the Normal history, that as many as twelve Southern Illinois towns were intense rivals for the location of the school. To recount any of the bitter statements made by the different towns against their competitors before the selection of the site would be unfair; but to quote what was said of the selection after the final decision was reported by the committee would be of interest. The Carbondale weekly newspaper, The New Era, for September 7, 1869, announced the choice of Carbondale as the home of the new state Normal school with a satisfaction and pride that can be excused by considering the intensity of the contest; and the local item is followed by a column of quotations taken from other Illinois papers and called "Gatherings from Our Exchanges on The Normal School Location." A few of these were:

From The Jonesboro Gazette: "We are pleased to announce that the Commissioners appointed to locate the Normal School met last Tuesday, and upon ballot located the Normal at Carbondale; three voting for Carbondale, one for Tamaroa, and one for Olney. The grounds selected for the University are opposite the Southern Illinois College, and one quarter of a mile south of the city limits. We should have preferred to have the Normal located in Union County; but we are well pleased to have it located at Carbondale rather than farther north. We now have the Normal school at Carbondale, in the adjoining county, and the Insane Asylum at Anna, in this county. These State Institutions will be very beneficial to Southern Illinois, and will be an additional inducement for the speedy completion of the Cairo and St. Louis

Railroad. This railroad will run through Murphysboro, a distance of eight miles (by Mount Carbon Railroad) from Carbondale, and Jonesboro, only one and a half miles from the Insane Asylum. We are therefore rejoiced that the State Institutions are located down here in the pocket of Egypt, for they will not only bring us more railroads, but a vast immigration, who will settle here, and improve our rich and productive country. The location of these Institutions will add to the value of land in Jackson and Union counties."

From the Marion (Williamson Co.) Friend:"We are pleased to note that the Commissioners have exercised good judgement and located the Souhtern Normal University at Carbondale. There were thirteen towns aspiring for the honor. Hurrah for Carbondale!"

From the Springfield Journal: "The Commissioners for the location of the Southern Illinois Normal University met at Tamaroa on Monday last, and at the first ballot selected Carbondale as the location for the University. The location is a good one, being among an enterprising community, and in a beautiful, healthy, and easily accessible town."

From the Cairo Bulletin: "We learn by special telegram that Carbondale has been selected as the site for the Southern Illinois Normal School. We are not advised as to the details, but presume that the vote stood: Carbondale three, Tamaroa two, the matter being determined by the vote of Col. Boyer, who, heretofore, voted for Olney.

"Well, the selection is a wise one; and we heartily congratulate the Carbondalians on their success."

From the Chicago Evening Post: "The Southern Illinois Normal School Commissioners met at Tamaroa, this morning, and on the

first ballot, located the University at Carbondale. Messrs. Hurd, Harris, Flannegan, and Bowyer voting for it. They are now to determine the site of it and prepare for laying the foundation this fall. This location will give general satisfaction to Southern Illinois, as it is a very beautiful, healthy and accessible location, and has always been regarded as the most dangerous competitor."

From the Maroa Tribune: August 31st., the Commissioners of the Southern Illinois Normal University voted to locate the Institution at Carbondale, Jackson county -- the home of John A. Logan. Carbondale was made a city last year; has been in existence about a dozen years; has some 3,000 inhabitants; never had a licensed saloon; is a healthy and accessible town and is worthy its new acquisition. A residence of several years in Jackson county, together with reports from there confirm us in the belief that, if it could only get rid of certain other drawbacks, it would be equal to any county in Southern Illinois."

When the Normal was first organized there were eight members on the Normal faculty, all deeply concerned with their duties as the faculty of a Normal school. The faculty meetings of that first period were grave affairs, the most insignificant matters receiving the solicitous attention of the faculty and often a trivial problem became the subject of a lengthy and laborious debate. This conscientious faculty never considered the value of their own time and would spend from one to four hours discussing some immaterial matter.

Perhaps the one concern that demanded more attention of the faculty than any other was that of the scholastic standing of the students. It was not believed sufficient that each member of the faculty should organize his own course, prepare his own examinations,

grade his own papers, and evaluate his own students. Instead, each course offered in the school was planned by the entire faculty, texts for each course needed first the approval of the faculty and then the board of trustees, monthly examination questions for all courses were framed at faculty meetings and the examination papers graded and compared at subsequent meetings. It is recorded in the minutes of October 9, 1874 that the "matter of arranging some uniform method of criticising the examination papers was first before the faculty." After a lengthy discussion of possible plans, a somewhat elaborate scheme was adopted based upon a grading scale of ten points and including eight symbols "indicating matter: In--incomplete, C--Complete, A--answer, Im--imperfect, P--perfect, Ex--expression, F--faulty, and G--good." It was not infrequent that "after looking over a few of the examination papers, it was decided to return the papers to the students for the purpose of re-writing them and to be looked over again."

As no systematic course was outlined, the first meeting of each term was devoted to the examination of the work each student to see whether "each one had the proper amount." In the minutes of January 22, 1875, it is recorded that "the entire evening was occupied in looking over the examination papers and the list of students to see if all were at their work;" and in October of 1875, "owing to the apparent indifference on the part of some of the pupils the Faculty considered it necessary to re-examine the amount of work of each student." The minutes describe the work of examining the student work by writing into the record: "In this work of looking over the work of the pupils, each one's name is taken up in turn and the several teachers report what studies are persued by said pupil."

The candidates for graduation received more attention than did the other students; each graduate's name was brought individually before the faculty for discussion. Not only were the grades and courses of the candidates reviewed, but also their chatacter, conduct records, and whether or not they were worthy of a diploma from the Southern Illinois Normal decided upon. Many times there would be some disagreement among the faculty as to the qualifications of a particular student and until the faculty voted unanimously in favor of the person in question no diploma could be granted.

Another custom regarding scholastics as formulated by the faculty was "that those who were not succeeding in their studies, if persisted in, should have the honor of being sent to the President for council."

Spelling matches were sponsored by the faculty for the purpose of encouraging "diligent ~~stduy~~ Study" in the subject. The words for each match were "selected and arranged" by the faculty and "to encourage those who were already good spellers, and those who had missed ten words, they should have their names read out before the school."

Problems of student mis-conduct were seriously examined by the faculty. Usually, grave offenders were required to present to the faculty a formal, written apology "beseeching forgiveness", and when the president thought it wise these letters were read before the school assembly as a warning to other students and as punishment for the culprit. One of these letters preserved in the faculty records reads:

Carbondale, Illinois

December 18, 1890

To the Faculty of the

Southern Illinois Normal University:

It is my purpose in this paper to say that the language I

used to a fellow student in the corridors, last Friday, was improper and not such as one student should use to another. I, therefore, recall the offensive words then used; and would by this writing express my determination to avoid the use of like words in the future.

Respectfully,

Signed.

Often the misdemeanors were serious enough that the faculty advised the guilty student "to retire from the institution." Other offenses varied in seriousness, but no matter what the offense it was individually acted upon by the faculty. On March 8, 1876, "Professor Hillman reported two gentlemen for throwing ink around the room. The faculty decided that they be required to remove the stains before entering classes again."

A particularly amusing case of student mis-conduct is recorded in the minutes for February 10, 1879. Quoting verbatim, the minutes read: "Faculty met at close of school. A number of young gentlemen were called before the Faculty to be questioned as to the disturbance on Sabbath afternoon. After an examination they were dismissed with a rebuke for joining in the laugh, though not guilty of the groaning. Adjourned." The incident may be explained by remembering that Sunday afternoon lectures on Morals were given at the Normal each Sunday, and, since students were required to attend them against their wishes, there were often annoying disturbances in the audience. In April of 1882 a student petition was received by the faculty "denouncing the hissing done on last Wednesday;" this petition indicates that though some of the students were unmannerly, not all of them were.

The faculty regulated the literary society activities with the same rigid control they exercised on all school organizations. In

March of 1896 it was ordered "that hereafter all public performances by the societies or by the students shall be presented to the Faculty for their approval; and so long before-hand as to afford opportunity to examine and criticize and change if thought advisable ; and the failure to ask permission for the use of the Hall for such purpose at least one month previous to the performance, shall be good reason for refusing its use." In December, 1885, the faculty found it necessary to pass the following society rule: "Resolved that hereafter, no dramas or plays shall be permitted to be acted or used by the literary societies at any public entertainment."

Another regulation governing the societies ruled that an assigned faculty member was to visit each meeting of the societies and "to report the order of the business therein." When the reports were not favorable the societies received a letter from the faculty requesting improvement. Many alumni society members can recall how society debates often ended in physical combats and the many times questions were settled by force rather than by society vote. Parlimentary rule was easily dicarded and quicker, if somewhat noisy, procedures adopted. Faculty society visitors were responsible for quieting such situations and because of the frequency of such disorderly meetings, the faculty spent much time attempting to solve the society problem. The faculty was aware, according to the minutes, that neither the societies nor the individual members were "intentionally mischievous" but "one word led to another" and the officers were incapable of stopping the "avalanche until the momentum had increased to the force of an actual battle." Lengthy faculty discussions were held over the society problem and though there wide variations in the suggested plans for correcting the society conduct, the faculty never once moved to disband the

societies. No students or visitors under sixteen years of age were allowed to attend the meetings; and it became a rule that society meetings should be held the same night as faculty meetings. The order of the societies was improved by this plan of meeting at the same time as the faculty, because the members were much less likely to go rampant with the entire faculty in session directly below them.

A special faculty meeting was called May 12, 1879 to discuss an entertainment to be given by the Socratic literary society and "the faculty decided that they considered it not best for the Socratic Society to have refreshments after their Exhibition."

School social events received as much attention as did weighty administrative problems. The faculty responded to a student petition "for a party" in the spring of 1876 by giving a "school sociable." The president appointed committees for the affair and formal reports from these committees were read at faculty meetings. In the fall of 1877, after an extended discussion on the value of "sociables", the faculty voted to hold one at the close of each school term. Trips were planned for the students to Cape Giradeau to visit the Missouri Normal there, to Cairo, Grand Tower, and other near places of interest; in each instance faculty members made arrangements for trains, entertainment, handled the expenses, and were responsible for chaperonage.

Faculty action in regard to a trip to Cairo resulted in the following motion on April 14, 1880: "A meeting was called by Professor Jerome to consider the question of allowing the students to go to Cairo to join in the demonstrations in honor of General Grant on next Friday. It was decided to grant them permission to go; and that the examinations be deferred till next Monday. It was also voted that Professor Brownlee be excused from his school duties on that occassion, and he be requested to accompany the students."

The custom was established in the fall of 1883 of dismissing school for a day in October of each year that the students might attend the Carbondale District Fair. These special privileges to the students prove that, despite their claim to severity, the faculty members were always anxious to make the students happy.

Requests made by students for excuses from school during regular school hours for the purpose of taking music lessons or other special work were usually granted. However, no request was passed upon by the President or any other single member of the faculty; always the requests must be considered by the complete faculty in session.

A peculiar style of writing minutes is at once noticed when reading the early Normal faculty records; the style is peculiar, that is, in comparison with the way we would expect to find them written today. The meetings were always held "persuant to adjournment" or "persuant to an established custom the Faculty convened at 9:30 a.m. to consider such matters pertaining to the interest of the school as needed attention." When a motion was passed, the action was written in this manner: "The sense of the meeting was taken in favor of ....."

On the occassion of the death of President Garfield in Sepetmeber, 1881, the faculty held a special meeting and these minutes recorded:

"The sad news of the death of President Garfield reached us in this A.M. The Faculty were called together at this hour to decide upon what action to take in regard to paying respect to the honored dead.

"Agreed to dismiss school on the day designated by the proper authorities. Agreed to hold some service or take some action as a school.

"The teachers agreed to wear crape for thirty days."

Because in the early days of the Normal the attendance was small, the faculty knew all of the students personally and there were formed many fine friendships that did much to mold the character of the students. It is true that the early faculty was dignified and formal in all of its actions but they were also kind and personally helped the students whenever possible. In return, the students respected the faculty and in many ways expressed their admiration. On May 6, 1892, the faculty was in "solemn conclave" in a regular faculty meeting when a knock "sounded at the door" and the president gave permission for "the person without to enter." "Miss Athela Sprague came in and placed on the table a basket of most delicious apples. A unanimous vote of thanks was tendered Miss Sprague for her kind consideration of the Faculty." Miss Sprague evidently knew that her "delicious apples" would be well received and though other such gifts are not recorded in the faculty minutes, it is known that the faculty, individually and as a group, received many student gifts. Dr. Allyn, during his years of presidency, presented the men's houses on campus with turkeys every Thanksgiving.

Young men students of the school became interested in football in 1891 and formed a football club. The club was not given faculty approval but was not at first considered a school activity and no restrictions were placed on it. The young men merely met in available lots and played the game in a decidedly amateur fashion for they had no instructor and relied upon newspaper and magazine articles for rules and procedures of the game. Frequently a young man came to Carbondale who had played or had seen the game played elsewhere and would advise the club. In October of 1892 it is recorded in the faculty minutes that a "request was received from the foot ball club that they be permitted to arrange for match games

with a similiar club of McKendree College. On motion by Professor Inglis it was voted that their request br granted provided each member secures the permission from parents or guardians."

The club usually played high school teams because there were few organized college football teams at the time and the Normal team was not proficient enough to play a trained team. In 1896 the Normal club played the Mt. Vernon High School and in the Southern Illinois Herald, a Carbondale weekly paper, for December 12, 1896, appears the following account of the game followed by a clipped account from the Mt.Vernon News:

Southern Illinois Herald:"Saturday last our foot ball team added new laurels to those already gained this season when they met the Mt.Vernon High School eleven at the fair grounds in this city. Our boys outplayed the visitors from the start, although the Mt. Vernons played good ball and played gamily until time was called, when the score stood 30 to 0 in favor of Carbondale. The game was noticeable for the absence of any 'roughness' on the part of the players. The visitors conducted themselves in a most gentlemanly manner during their stay here, and we would be glad to have them come again."

Mt. Vernon News: "The Mt. Vernon High School foot ball eleven who went to Carbondale Saturday to buck against the university team there returned at night rich in experience and covered with mud and blushes, but not with glory, as the Carbondale fellows sat down on our boys to the tune of 30 to 0. They report a good time, however, and say they were handsomely treated by the Carbondale folks."

The faculty considered the game of football exceedingly rough and dangerous and from time to time cautioned the young men belonging to the club. Finally, in December of 1896, the faculty definitely opposed the club and its activities by passing the follow-

ing rules:

"First: That the faculty will not recognize the game as in any way having connection with the school.

"Second: That no game of foot ball will be allowed upon the university grounds.

"Third: That no student will be permitted to go to any other town to engage in a game of foot ball, nor will any student be permitted to belong to a team known as a Normal team."

These regulations were severely enforced and as a consequence of disobedience to them a number of young men were asked to leave the school. During the period of restriction, a nephew of Mr. Parkinson's attended the school; this young man came to Illinois from California and knew a good deal about football, and was immediately drafted by the local young men to coach them in the game. The matter was immediately brought before the faculty and no leniency was allowed the gentleman because of his relationship with Professor Parkinson.

Despite faculty disapproval and control of activities in football, the popularity of the game spread and in the fall of 1898 the faculty was forced to recognize the game as a legitimate school activity. A faculty meeting held on November 15, 1898, was called for a reconsideration of the football regulations; the matter was seriously debated for many members of the faculty were still unpersuaded that the game possessed any merits. However, the meeting resulted in a resolution authorizing the President and the instructor in physical culture to formulate rules governing the game. The following rules were drawn up and approved:

"1. Members of the Foot Ball team must be in Physical Culture or must have satisfactorily completed it.

"2. The team or teams must be under the immediate control and management of the Director of Physical Training.

"3. No student who is not doing satisfactory class work will be allowed to stay in the team.

"4. The membership of the Normal team or teams must consist of bona-fide students of the Normal.

"5. No student of the Normal will be allowed to join any foot ball team not organized under the above restrictions.

"6. No match game shall be played by the Normal team or teams without the presence of the Director of Physical Culture or some one delegated by him."

These rules did not sponsor or in any way encourage the organization of a football team; they were formulated for the purpose of regulating any team organized by the students. The director of physical culture was not obligated to serve as a coach for any student football team, but was merely assigned the responsibility of enforcing the faculty rules with regard to football. However, the physical director, Professor Black, became interested in the game and helped the boys in every way he was capable. Normal students were not allowed to play the game on city teams unless all the faculty requirements were first met.

A Basket Ball Club was organized by the Young Men's Christian Association in 1893. This club received the sanction of the faculty. It was not organized for inter-school contests but rather as a means of recreation for the young men of the school. However, out of this club and the enthusiasm for the sport generated in it, developed the desire for a school basketball team.

School supplies were always ordered by the faculty, and often considerable time was used in deciding whether the school stationery should be lined or unlined, whether Illinois should be abbreviated or written out in full in the letter head, and whether red or blue pencils should be used in marking examination papers. The wishes

The faculty early formed the custom of celebrating important days such as birthdays of famous men, holidays, and the like. Oftentimes school was dismissed a half day or longer, and at other times special programes presented. One of the unique events sponsored by the school was the exercises commemorating the closing of the nineteenth century; December 4, 1900 was devoted to the exercises. In May, 1910, at the time of the appearance of the "magnificent spectacle, Halley's Comet," special lectures were prepared by faculty members explaining to the students the "conduct of the celestial visitor."

When church, political, or organization conventions were held in Carbondale the school always extended invitations to the delegates to visit the Normal, and often school was dismissed a half day that the students might take advantage of special lectures. It is recorded on April 12, 1911, that "on account of the occassion of the marriage of Miss Clea Hypes, formerly librarian of this school, the Faculty agreed to adjourn Wednesday noon, April 26, for the remainder of the school day."

On the faculty minutes for April 13, 1904 appears this paragraph: "On this day the ground is covered with snow three or four inches deep. This is a rare thing for this latitude." Six years later, ~~April 24, 1910,~~ a similiar, unusual weather condition is reported: "On the morning of the 24th. of April, 1910, there was a very general snow storm in Southern Illinois. The snow was about three inches deep in the locality of the school." Such items in the faculty minutes were not uncommon. Often faculty meetings were dismissed after a very short session due to threatening clouds and the necessity for some members of the faculty to reach their homes in time to close windows; at other times the meetings were dis-

missed "due to the discomfort of sitting at the meeting in wet clothing, the faculty having come to the meeting in a downpour."

The minutes of March 18, 1908 have this account: "an amusing letter was read by the President relative to a trunk which a traveling man said had been taken from the Baggage room at the depot by one of the students."

A somewhat unusual procedure was followed by the faculty on matters to be decided by the president. In addition to the authorized powers of the president, the faculty often referred certain questions to the president with the power to make decisions. However, in nearly all such cases the faculty first took a straw vote to inform the president of "the general faculty opinion." Even in matters where the president had the sole jurisdiction, the faculty often called for a straw vote of its members. No mention is made of the effect these votes had on the president's decisions, but he could hardly have disregarded them entirely.

It had been the custom since the school was first organized to use the title of professor for all men faculty members. Many members of the faculty were not entitled to the honor because they were merely Normal school graduates themselves. This usage was retained until 1909 when Dr. Parkinson suggested that "the word Mr. instead of the word Professor" be used "when addressing the male members of the faculty." The faculty took no formal action on the suggestion because some members had become so accustomed to the title of professor that they were unwilling to discard it. However, the use of Mr. gradually took the place of the former Professor. When names of the students were written into the faculty minutes, full names were used prefaced by Miss or Mr.

In 1895 the Young Women's Christian Society began a campaign against the use of alcholic drinks by Normal students. Inasmuch as

the faculty had many times announced its sympathy with the Anti-saloon League and against whiskey traffic, the campaign by the young women was enthusiastically encouraged. The minutes of June 15, 1895 state that "permission was given to the Young Women's Christian Association to use a Roll of Honor in getting the signatures of young men pledging abstinence from the use of alcoholic drinks, tobacco, and profanity." No mention is made of the success of the campaign nor of the number of names secured for the Roll of Honor.

The early Normal catalogues were always boastful of the exceptionally low student expenses of the school. The catalogue for 1875-76 advertises that free tuition could be had by signing a certificate promising to teach in the schools of Illinois three years, or, at least, as long as gratuitious instruction was received; incidentals, in addition to the tuition to the amount never exceeding three dollars a term was sometimes charged and payable by all students. Regular tuition in the Normal department was listed in 1875 as ten dollars for a thirteen week term in the Normal department; eight dollars in the Preparatory department; and four dollars in the Model department. Living expenses in Carbondale were advertised from $2.50 to $5.00 a week. In 1876 the tuition was lowered from $10 to $6 in the Normal department and from $8 to $4 in the Preparatory department. The 1879-80 catalogue informed all prospective students that by organizing boarding house clubs it was possible to reduce the cost of room and board to one dollar and fifty cents a week per student, and claimed that this amount would cover all living expenses.

The catalogues were quite effusive in praising the advantages of the school. Under "Special Suggestions" printed in all the catalogues for the first twenty years, appears these two eloquent paragraphs:

"We do earnestly and affectionately recommend to all our students, and to those who may be in charge of them, or who have influence over them in any way, by advice or authority, that they fix as a rule never to leave the institution before the end of the term, and, if possible, that they complete a full year. Fragments of an education are indeed of much worth, just as the fragments of a diamond are valuable. But how much more profitable are they when united! Do not be absent from school a day. The regular calesthenic exercise or the military drill, will give you health for consecutive study, and by habitual application you will acquire facility for labor, and will accomplish more than you would have believed possible.

"Every young lady should be provided with an umbrella, a water proof cloak, low-heeled walking shoes of ample size, and good rubber overshoes. Young men also need umbrellas and overshoes."

To entice students to Carbondale, the Normal catalogues contained this inviting description of the school location:

"Carbondale is a city of 3,000 inhabitants, healthful and beautiful with a refined and cultured people. It is easy of access, and offers inducements for board and social advantages beyond most places. It has, perhaps, fewer temptations to idleness and dissipations, and combines religious and educational privileges in a degree greater than the average of towns and cities. Parents may be assured that their children will be as safe as in any school away from home, and scholars may come here and be certain that economy and industry will be respected and assisted by all. The Illinois Central, the Carbondale and Grand Tower, and the Cairo Short Line Railroads afford ample facilities for convenient access."

In addition to these interesting paragraphs lifted from the faculty minutes, catalogues, and newspapers, there are the numerous verbal stories that are as much a part of the complete Normal

history as are the written records. Some of the faculty and Carbondale residents remember incidents and school events that are colored with uniqueness, others have heard tales that were told them by parents or old friends -- and all of these have value. Yet, as is the way with all recollected stories, it is impossible to distinguish the factual from the imaginary. Therefore, it is impossible, for the sake of authenticity, to include any of this rich, hearsay material.

Since history is a living thing, the future as important as the past, there is no way of bringing finality to this record. What is here written is an accumulation of the known data of the past history of the Southern Illinois Normal University. To place a period at the close of this sentence and call the history closed would be a violation of the laws of progress; it would seem better to stop with a semicolon, leaving a plenty of space for the imprint of the history that shall be Southern Illinois Normal University's tomorrow.