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# History of the Southern Illinois Teachers College: 1874-1913

Leo Barker

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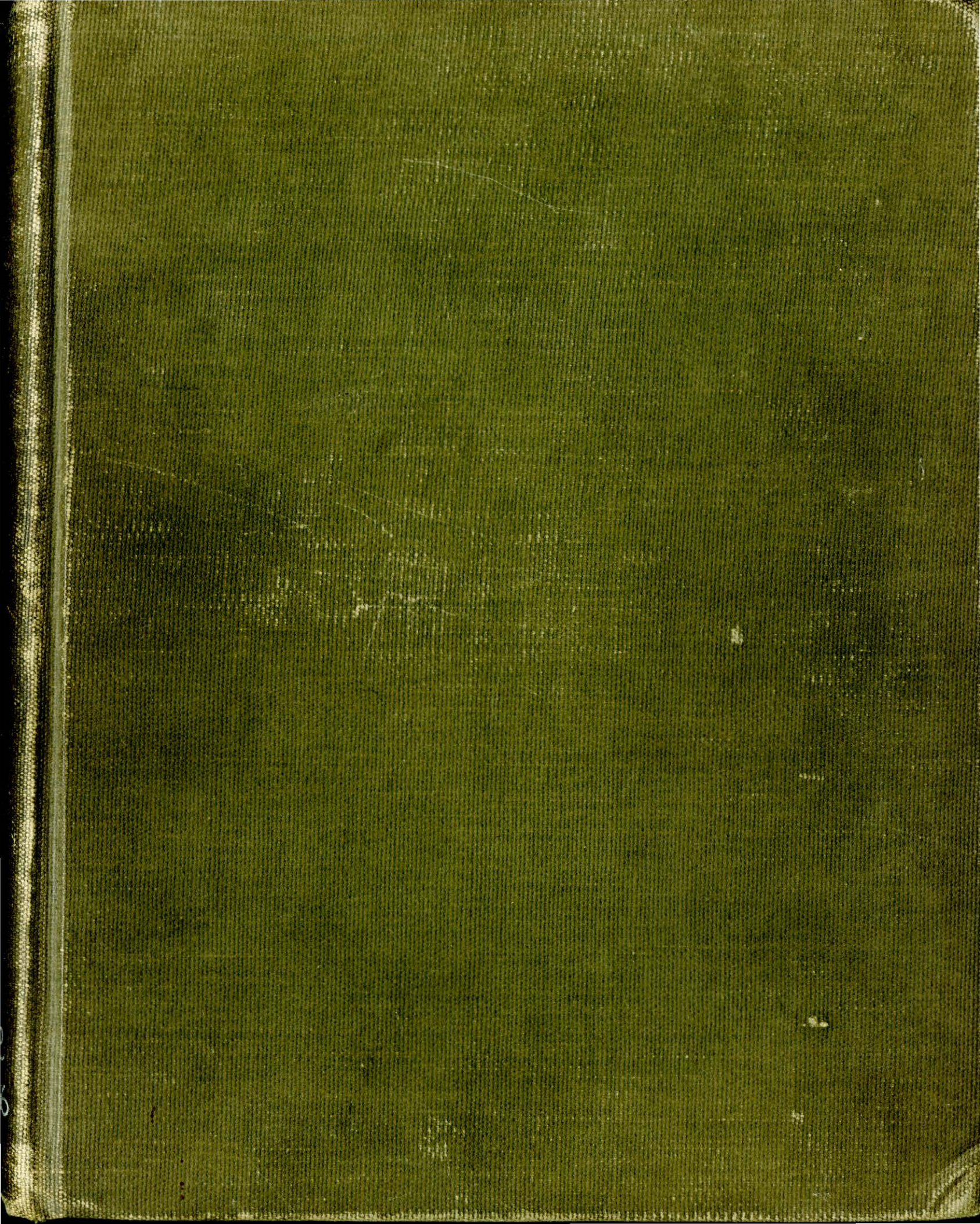
A thesis submitted in partial fulfillment of the requirements of the degree of Master of Art, in the Department of History, in the Graduate College of the State University of Iowa.

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**HISTORY OF THE SOUTHERN ILLINOIS TEACHERS COLLEGE**

**1874-1913**

by

**Leo Barker**

SA2  
1936

A thesis submitted in partial fulfillment of the requirements  
for the degree of Master of Arts, in the Department  
of History, in the Graduate College  
of the State University of Iowa.

August, 1936

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## PREFACE

The Southern Illinois Normal University (usually referred to to-day as the Southern Illinois Teachers College) opened in Carbondale, Illinois, in 1874. The purpose of this study is to trace the founding, organization, and early development of the institution. When the present work was begun, little had been done on the history of the school except in the way of short narratives on its organization and a few sketches on unrelated phases of its early years. Most of that material seems to have been based on reports written later by people who were among the first students.

The first four chapters are chiefly narrative in form, consisting of (1) a detailed study of the early growth of Southern Illinois to show the need of a college in that territory; (2) a discussion of the first building; (3) the story of the school to and including the fire of 1885; and (4) the reorganization following the fire, with the main events to 1913 told in broad strokes. The second main division consists of an analysis of the trends, especially in the latter

part of the period, in the faculty, the curriculum, the equipment, including the library, and the student body.

The present study ends with 1913 because of the definite break in the school's history with the beginning of the administration of the late President Shryock, an administration lasting until his death in 1935. The writer hopes that he may be able to record, in the near future, the almost phenomenal progress of the institution since 1913.

To Professor W. T. Root the writer wishes to express sincere thanks for his words of encouragement and advice, and for the free hand which he has given the author in the preparation of the following pages. To President Pulliam, Dr. Richard L. Beyer, Head of the History Department, and the late H. W. Shryock, all of the Southern Illinois Normal University, he owes acknowledgement for their many valuable suggestions. To the Wheeler Library at S. I. N. U., the State Historical Library at Springfield, Illinois, and The Carbondale Herald he acknowledges a debt of gratitude for liberal aid in finding materials. Last, but very important, he wishes to thank those who have very generously helped with the typing, preparation of tabulated data, and checking during the various stages of its development.

L. B.

Iowa City, Iowa  
July, 1936

## CHAPTER I

### The Land and its People

The early settlers of Illinois "perhaps formulated their reasons for leaving their old homes in the somewhat vague phrase, 'We can do better in Illinois'". To achieve this hope they may have been looking for better and cheaper lands or for better social and educational advantages. "But whether formulated or not, there was undoubtedly an underlying conviction that they were escaping from a land that for the poor, at least, had nothing better than intellectual bondage, to a region that gave promise of intellectual freedom." Their early struggles to fulfill this hope is a dream unfolding the struggles and disappointments of a people seeking knowledge and culture, but this early phase is an act with which we can not deal at present in great detail, although it must be sufficiently sketched to aid in understanding later developments.

Various factors worked to prevent a rapid growth in educational progress. First, there were

Normals in Illinois, 1936



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numerous obstacles to immigration and settlement.<sup>2</sup>

One writer sums up the difficulties in the statement:  
"In addition to the inability to secure land titles on account of unsettled French claims, to the presence of Indians and to the discontent with the government of the Indiana Territory almost every cause which made settlement in the frontier difficult was found in the Illinois country in its most pronounced form, because Illinois was the far corner of the frontier."

The same writer emphasizes the handicap of the "unsettled condition of the slavery question."<sup>3</sup>

It is no doubt true that a considerable number of immigrants to Illinois came from the East and that many from both the East and South came because of economic motives.<sup>4</sup> However, the majority of the settlers came from the slave-holding states, where public education was unknown.<sup>5</sup> Those coming from Virginia and Maryland were induced to emigrate by the glowing descriptions of the Illinois country given by the soldiers of George Rogers Clark, whose followers sometimes led the first group.<sup>6</sup> In 1816, a dry season in eastern North Carolina caused many planters to go north-west, and for some years it seemed that Kentucky was to become a source of popu-

7  
lation. Important among the reasons for migration  
from the South was the increase of slavery, with  
its resulting changes in industrial and social conditions. 8  
Many left the Carolinas because members of the Quaker  
Church and people of Scotch-Irish birth opposed slavery. 9

When Illinois became a state in 1818, the  
immigration was still largely Southern in origin, a  
fact illustrated by the prominence of Southern men in  
Illinois politics. One reason for this was that the  
natural routes from the South led to or near Illinois.  
Another explanation was that many left to join large  
numbers of friends and relatives who had gone from  
Virginia, Maryland, Kentucky, Tennessee, the Carolinas,  
and Georgia. 10

Beginning with 1815, there had been a rapid  
increase in the production of cotton, accompanied by  
an upward trend in the selling price, which meant  
a growth in the plantation system and its slaves,  
thus stimulating the antagonism between pro- and  
anti-slavery groups. This led, as Boggess suggests,  
to a migration of four classes of people: (1) the  
anti-slavery group; (2) those not wishing to change  
from small to plantation farming; (3) the poor whites,  
disgraced but having at least a buyer for what land  
they may have owned; and (4) the slave-holder desiring  
a larger tract of virgin soil. 11

This explanation of the Southern migration to Illinois is of interest to us because of its influence in the settlement, usually delaying it, and the future reaction caused in educational and political circles by the pro- and anti-slavery argument, the basis for which was well established in the early years.<sup>12</sup>

Even when some of the obstacles to immigration and settlement were overcome,<sup>13</sup> and in spite of an optimistic verbiage describing the state in 1848 -- that "the prairies were filled up by a progressive population which flowed in from every corner of the new and old world"<sup>14</sup> -- there were still numerous drawbacks to progress. However, the beginning of towns and cities was an indication of the rapid development to come.<sup>15</sup>

Material progress was too fast for corresponding social and cultural advancement. The conditions of these towns would signify either that education was much needed or that it would be hopeless to attempt education in such environments, for "every city had its hog nuisance or some equivalent. The streets, squares, and parks seemed public hogpens; hog holes with all their filth met the eye and nose

at every turn. Springfield wrestled with this problem long and earnestly; the controversy came to a climax in 1853, when an ordinance allowing hogs to run at large was successively passed and repealed, followed by the requirement that they be rung if allowed to run at large.<sup>16</sup> It was no wonder that Springfield was very slow in starting a system of public schools.<sup>17</sup>

Cairo, at the extreme southern tip of the state, and about fifty miles from what was later to be the seat of the Southern Illinois Teachers College, was "Illinois' great city of prophecy.... expected to dominate commercially the Ohio, Wabash, Tennessee, and Cumberland Valleys as well as the great northwest." In 1850, however, it was a settlement of 242 inhabitants, living largely in wharf boats and small temporary shanties, waiting for the marshy bottom lands to be reclaimed. With the beginning of active work on the Illinois Central, rapid developments took place, and by 1860 the town had an enthusiastic population of 2,188.<sup>18</sup>

A community of considerable interest and importance, particularly to the development of Southern Illinois, was Shawneetown,<sup>19</sup> "a sort of center from

which emigrants radiated to their destinations."

It owed much to its location. Being on the main route from the Southern states to St. Louis, the center for the salt works on Saline Creek, and the seat of a land-office, the town had a business which was out of all proportion to the number of its permanent inhabitants. In 1817 it consisted of about thirty log houses, a log bank, and a land-office.<sup>20</sup>

At the beginning of the fifties, the state boasted eighty-one private schools, although many towns did not have a single public school, and none existed in the rural regions. Even in the counties of Northern Illinois, including many New England settlers, educational facilities were inadequate. Still no one pushed the idea of establishing a system of common schools.<sup>21</sup>

As late as 1870, Illinois was backward in many ways, and large sections had made but slight advancement over conditions of the early frontier. Communication was limited, and schools lacked endowments and equipment. As a whole the state still needed the application of forces necessary to promote cultural activities.<sup>22</sup>

However, some progress had been made in the establishment of "institutions of higher learning." In 1827 what is now Shurtleff College opened at Alton, and in 1828 McKendree College, at Lebanon, opened for instruction. The next year Illinois College, at Jacksonville, made its bow. The next few years saw the beginnings of several schools which have played significant parts in Illinois' educational circles: Knox College, at Galesburg (1837); MacMurray Women's College, at Jacksonville (1846); Rockford Women's College, at Rockford (1847); Illinois Wesleyan, at Bloomington (1850); Monmouth College, at Monmouth (1856); Lake Forest University, at Lake Forest (1857); Wheaton College, at Wheaton (1860); North Central College, at Naperville (1861); St. Viator College, at Bourbonnais (1868); Blackburn College, at Carlinville (1869); Crab Orchard Academy, in Williamson County; Creal Springs College, in Williamson County; and Ewing College, in Franklin County.

Most of these schools were located in various parts of the state, but the last four were definitely in Southern Illinois, and five of the others were in the upper edge of the territory. At times the anti-slavery feeling in many of the denominational colleges caused much confusion in their administration.

Colleges in Illinois in 1869



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The existence of numerous and, for the most part, successful denominational schools delayed the process of establishing state institutions of higher learning. As late as 1867, one writer says, there was only one in the state which had been founded on a basis altogether non-denominational. For a generation or more the higher educational interests of the state had been in sectarian hands, and several of the earlier institutions had been aided by the college and seminary funds, derived from the sale of state and federal lands.

By 1850 the "university and seminary"-fund had reached nearly \$150,000, and a general demand was made that practical use be made of the money. The denominational colleges proposed that the money be divided among them and that they be erected into a university subject to the control of the state.

Following the passage of a law in 1851 "for the incorporation of academies and seminaries of learning," these institutions increased in number and improved the facilities offered to their patrons. Many people had come to the conclusion that the time when it was necessary to foster a state college had passed, because the established colleges of Illinois were in such prosperous condition.



Such interest as there was in the founding of a state institution at this time centered in the demand for a manual arts and agricultural college. Jonathan Turner, shortly after his resignation from the professorship at Illinois College in 1847, made his first notable appeal (in 1850) for an advanced education for farmers and mechanics.<sup>28</sup> It is not strange that Turner's plans found a ready response in many parts of the United States. Theories of an advanced learning differing from that of the traditional academy and college had found expression long before<sup>29</sup> in polytechnic schools and among laboring classes. The University of Illinois (or Industrial University, as it was at first called) was established in 1867 as the result of the movement for industrial and agricultural education,<sup>30</sup> but the final steps in the process grew out of the much larger movement for the measure known as the Morrill Land Grant Act.<sup>31</sup>

The public school system at last began to show signs of progress. In 1850, the federal census gave a list of 4,054 schools and an attendance of 125,790. At the same time, however, there was concern over the illiteracy returns, which showed that 41,283 persons over twenty years of age, seven-eighths of

whom were native born Americans, could neither read nor write. These were mostly residents of Southern Illinois, the counties south of Springfield having five-eighths of the illiteracy. There was not a single academy in the older communities in Logan, St. Clair, and Wayne counties, "where true Egyptian darkness prevailed."<sup>32</sup>

The first thing done to develop a state-wide plan for education was the passing of a law providing for a state superintendent to hold office for two years, beginning with the election in 1856. In spite of opposite advice by the first incumbent, the legislature retained the district system. Important advances, however, were made in the provisions for a state school tax, for unlimited local taxation, and for a free school in every district for six months in the year.<sup>33</sup> In two years, 1857 and 1858, three thousand schools were built, bringing the total well over 8,500. Nearly two thousand school districts were organized with a total enrollment of 440,339, leaving only one child of school age in fifteen not in attendance. The average school term increased to six and five-sixths months.<sup>34</sup>

The insufficient supply of teachers and the necessity of importing from the East those needed, furnished the basis for the argument that normal schools were necessary. Many of those already engaged were from the New England states, and because of the growing demand the National Educational Association sent to the West "well-trained classes of eastern young women as missionaries in the cause of education." There was much objection to this importation. Certain politicians pointed out that these teachers represented abolitionism, and would convert the children of Illinois into New England demagogues. In addition, Secretary of State Cooley, in his educational report of 1851, suggested that such teachers would be out of sympathy with western customs and feelings. This criticism, although unwarranted, furnished an argument for a local supply of teachers. The colleges of the state could not provide an adequate number, and their graduates were not trained for the teaching profession. Few were able to pass the examinations for which the new laws called, although before 1850 anyone with a slight knowledge of the most common branches was accepted.

As we have seen, educational progress in the state had been slow. Nevins explains it in part in the following statements:

"It is true that the State was narrow in dealing with all forms of education. The constitution of 1818 did not, like those of many States, assert the propriety of encouraging colleges and seminaries, nor did any down to 1870 recognize the establishment of schools as a proper public function. For years the State, with its rural apprehension of religious instruction and of large corporations... granted no charters without narrow restrictions. No professor of theology was to occupy any college chair, no theological department of any sort was to be created, no religious tests were to be countenanced in selecting trustees, no college was to hold more than one square mile in perpetuity."<sup>39</sup>

"Though abuse of the Federal funds for higher education was common no fund in the Northwest was so abused as that of Illinois."<sup>40</sup>

"The fact that the University was not incorporated until 1867 speaks plainly the want of interest in public higher education that was to handicap its growth for so many years. Illinois was the last state of the Northwest Territory, and one of the last in the Middle West, to found a State University."<sup>41</sup>

Meantime, although most educational progress seems to have been in the northern part of the State, Southern Illinois, in spite of the designation

"Egyptian Darkness," showed some enlightenment and hope. As early as 1866 we note an advertisement of a "Southern Illinois College," at Carbondale, which taught the common English branches and a list of eleven "Higher English branches." All the instructors were experienced "self-educated teachers."<sup>42</sup> In 1867, this same Carbondale newspaper discussed the advantages of the town as the location for the Southern Illinois College,<sup>43</sup> and in 1868 it became alive to the possibility of its community as an educational center when it tried to arouse the citizens to the importance of the Educational Convention to take place there in June. The convention had been advertised in all the papers of Southern Illinois, and as far north as the Terre Haute, Alton, and St. Louis Railroad, in addition to the thousands of circulars that were distributed in those counties. There were to be free tickets on the Illinois Central.<sup>44</sup> At this meeting it was planned to organize a Southern Illinois Educational Association, and to discuss the necessity of a Southern Illinois Normal University. The journal implored its citizens to have a general rally in "Egypt" in the cause of education.<sup>45</sup> Two weeks later the paper printed the program to be given,<sup>46</sup>

and some time after that a report of a committee of this meeting expressed the opinion that the time had fully come when the educational interests of Illinois demanded more than one normal school, claiming that the people of Southern Illinois were ready to sustain such an institution. It passed a resolution asking that the county superintendents of that part of the state unite in activities necessary to secure an act from the next legislature to establish a normal school. This group agreed to press the organization's claims and promised not to relinquish its efforts until the hope was a reality.

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Statements at the meeting of conditions in the schools of Southern Illinois merited an awakening of interest. Jackson County, in which Carbondale is located, reported eighty-five school districts and two graded schools, and that one district only had not kept school during the past year. In Alexander County, in the extreme southern part, there were graded schools in Cairo, but the teachers in other parts of the county did not take much pride in their profession. In Saline County, the second county east of Carbondale, there were three or four

normal school graduates who were exerting a great influence for good. This county had sixty districts in which there were two graded schools. Franklin County, north and east of Carbondale, reported about sixty-five districts, with no normal school graduates or students as teachers. Williamson County, later known as "Bloody Williamson", just east of Carbondale, had seventy-three districts and seventy-five teachers. Some were said to be very incompetent, but improving. There was little school equipment, but the spokesman added that they were erecting some good buildings, and he felt much encouraged.

On October 16, 1868, the committee of fifteen, appointed by the Southern Illinois Educational Association to advance the cause of a Southern Illinois Normal, met in Odin, about one hundred miles northeast of Carbondale, and decided to instruct the Secretary, the Rev. Thomas W. Hynes, to prepare an address to the people of Southern Illinois on the subject of "Normal Education and a Normal University."

Similar hopes and plans were voiced at a meeting in Centralia, about sixty miles north of Carbondale, September 1-3, and a local newspaper noted that the school at Bloomington was crowded to the

full extent of its capacity. Its immediate enlargement, or the building of similar institutions in other parts of the state, it continued, was demanded by public necessity. The second possibility appealed to the people of the lower part of the state, and Centralia claimed that no point in Southern Illinois could offer more advantages of location and convenience of access.

A committee of the Southern Illinois Educational Association admitted that the southern portion of the state was originally settled by emigration from states in which popular education had not been as advanced or general as in some more favored sections, but insisted that the "circumstances of our past history have only retarded the march of education and high intelligence." The extreme southern inhabitants had to travel two hundred and fifty miles to reach the normal school at Bloomington. "If large numbers so remote should avail themselves of this Normal School their traveling expenses would in a few years endow another. But the trouble is you cannot induce a sufficient attendance from such a distance." 50

The trend of discussions and reports for the next few years was along the same lines of demands and



explanations, with the exception that there was added the journalistic arguments among the towns as to which had the perfect setting for the location of the institution for which the legislature provided the next year.

The following table shows the amount of money expended for the purpose of the institution for the years 1890, 1891, 1892, and 1893.

Year	1890	1891	1892
Expended	70,000	100,000	100,000
Balance	10,000	20,000	30,000
Total	80,000	120,000	130,000

The following table shows the amount of money expended for the purpose of the institution for the years 1894, 1895, 1896, and 1897.

Year	1894	1895	1896	1897
Expended	100,000	100,000	100,000	100,000
Balance	20,000	30,000	40,000	50,000
Total	120,000	130,000	140,000	150,000

Footnotes to Chapter I

1. The same writer continues: "So it came to pass that as soon as they were settled in their new homes they began to build school houses and in an earnest though crude, way to strive for better things." H. W. Shryock, "Influence of S. I. S. N. U.", Quarter Centennial Anniversary Souvenir of the Southern Illinois Normal University (hereafter referred to as Anniversary Souvenir), Published by the Alumni Association, 1899, p. 48.

2. C. A. Boggess gives these figures from the U. S. Census Reports:

	1790	1800	1810
Kentucky	73,677	220,955	406,511
Ohio	-----	43,365	230,760
Illinois	-----	2,458	12,262

"These figures show how conspicuously small was the immigration to Illinois." -- Settlement of Illinois, 1778-1830, Chicago Historical Society's Collections, Chicago, 1908, Vol. V, p. 91.

3. Ibid., pp. 90 et seq.

4. Ibid., p. 92.

5. H. W. Shryock, in Anniversary Souvenir, pp. 48-49.

6. Boggess, op. cit., p. 91.

7. Ibid., p. 120-121.

8. Ibid., p. 121.

9. Ibid., p. 92.

10. Ibid., p. 127.

11. Ibid., p. 122.

12. Pro-slavery men and anti-slavery men as well were still in doubt as to the ultimate fate of slavery in Illinois. This had a deterrent effect upon immigration. -- Ibid., p. 127.

13. Population of Illinois: 1850--851, 470; 1860--1,711, 951. -- Arthur Charles Cole, Era of the Civil War, 1848-1870, Centennial History of Illinois, Chicago, 1922, Vol. III, p. 8.

14. Ibid., p. 1.

15. In 1850, there were in Illinois only ten incorporated cities--Chicago, Alton, Springfield, Beardstown, Pekin, Quincy, Peoria, Bloomington, Galena, and Rock Island. "Inasmuch, however, as several of these had been insignificant hamlets in 1840, this represented a remarkable development toward a more highly civilized commonwealth. There were in addition, moreover, towns of from three to five thousand inhabitants in places to which ten years before not so much as a trail led." Ibid., pp. 1-2.

16. Ibid., pp. 4-5.

17. Ibid., pp. 6-7.

18. Ibid., pp. 7-8.

19. Shawneetown is about seventy-five miles south-east of Carbondale, while St. Louis, Missouri, is about 100 miles north-west of Carbondale.

20. From the chapter "Transportation and Settlement, 1809-1818", Boggess, op. cit., pp. 125 et seq.

21. Cole, op. cit., p. 230.

22. Ernest Ludlow Bogart and Charles Manfred Thompson, The Industrial State, 1870-1893, The Centennial History of Illinois, Chicago, 1922, Vol. IV, p. 186.

23. "No less than two dozen institutions of higher learning were incorporated in the period from 1848 to 1860 of which six or eight succeeded in becoming permanent colleges." Included in this group was Northwestern University, established by the Methodists in 1851. -- Cole, op. cit., p. 237.

24. "The strong New England atmosphere of educational circles and the idealism of the instructional staffs made the colleges of the state hotbeds of anti-slavery feeling. Reverend Howard Malcolm was elected president of Shurtleff College, the Baptist Institute..., after he had been compelled to resign the presidency of the college at Georgetown, Kentucky, because of having voted in favor of the gradual abolition of slavery. President Blanchard of Knox was one of the most active abolitionists in the state, "and as a result was almost ousted. The entire faculty of Jacksonville College "were aggressive anti-slavery men. In 1857 they went so far as to expel a student who persisted ...giving a political anti-republican address upon a public occasion." Ibid., p. 239.

25. Bogart and Thompson, op. cit., p. 189.

26. Cole, op. cit., p. 24.

27. "Illinois College at Jacksonville suffered a \$25,000 loss by fire in 1853, but the amount was replaced by local subscription and the institution continued out of debt with a generous endowment; \$50,000 was added to its endowment as a result of a two years campaign started on 1858." Knox College "had buildings and ground worth \$120,000 being 'said to be the third institution of learning in point of wealth, in the United States'". Ibid., p. 236.

28. Allan Nevins, Illinois, American College and University Series, New York, 1917, pp. 14-15.

29. Rensselaer Polytechnic Institute had been founded in 1824; Oneida Institute of Science and Industry in New York, 1827; Oberlin College as a manual labor school, 1833. In Illinois, Knox Manual Labor College (later, Knox College) had been established in 1836; and McKendree College had established a manual training shop in 1836. Similar proposals had sprung into life all over the country. Ibid., pp. 18-21.

30. Ibid., p. 1.

31. Nevins gives credit for this act to Turner of Illinois and not to Morrill. Ibid., pp. 12-13.

32. Cole, op. cit., p. 230.

33. Ibid., pp. 232-233.

34. Ibid., p. 234.

35. The National Educational Association's agent, ex-Governor Blaine of Vermont, made regular visits to Illinois, "bringing sixteen young women to the state in 1847 and eighteen in 1848, thirty per cent of the entire number sent west. The fourteenth class of teachers was sent west in September, 1853, and the work continued through the decade...."--Ibid., pp. 234 et seq.

36. The Federal Government had granted to Illinois, as a result of the Ordinance of 1787, certain lands which were to be sold and the money "exclusively bestowed upon a college or university." This money had been borrowed by the state in such a way that no interest had to be paid until such a time as the state should establish a university. The normal school was established at Bloomington in 1857, "and thereafter practically all the interest on the funds was appropriated to it." Nevins, op. cit., p. 6.

37. Cole, op. cit., p. 235.

38. Bogart and Thompson, op. cit., p. 190.

39. Nevins, op. cit., pp. 9-10.

40. Ibid., p. 4.

41. Ibid., p. 2.

42. The New Era (Carbondale, Illinois), November 11, 1866.

43. Ibid., May 23, 1867.

44. Ibid., June 3, 1868.

45. Ibid., June 3, 1868.

46. Ibid., June 17, 1868.

47. Ibid., July 8, 1868.
48. Ibid., November 4, 1868.
49. Ibid., November 4, 1868.
50. Ibid., December 2, 1868.

CHAPTER II

The Location of the College

The meetings of educators mentioned in the last chapter aroused considerable public approval in favor of a school for Southern Illinois. This resulted in petitions to the General Assembly, and the whole culminated in an act of legislation, approved March 9, 1869,<sup>1</sup> providing for the founding of the Southern Illinois Normal University, commonly referred to to-day as the Southern Illinois Teachers College. The act empowered the governor (then Palmer) to appoint five trustees, who should fix a location, erect a building, and employ teachers for the school.

It was, perhaps, wise that the governor appointed men who represented different sections of the territory rather completely: Captain Daniel Hurd, of Cairo; General Eli Boyer, of Olney; Colonel Thomas M. Harris, of Shelbyville; the Rev. Elihu J. Palmer, of Belleville; and Samuel Flanigan, Esq., of Benton. An array of military titles, we note, has crept in; but perhaps the date of which we write explains this without attaching to it any other significance.<sup>2</sup>

EX-11  
 THE STATE OF ILLINOIS  
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 CHICAGO, ILL.

First Trustees<sup>2</sup>



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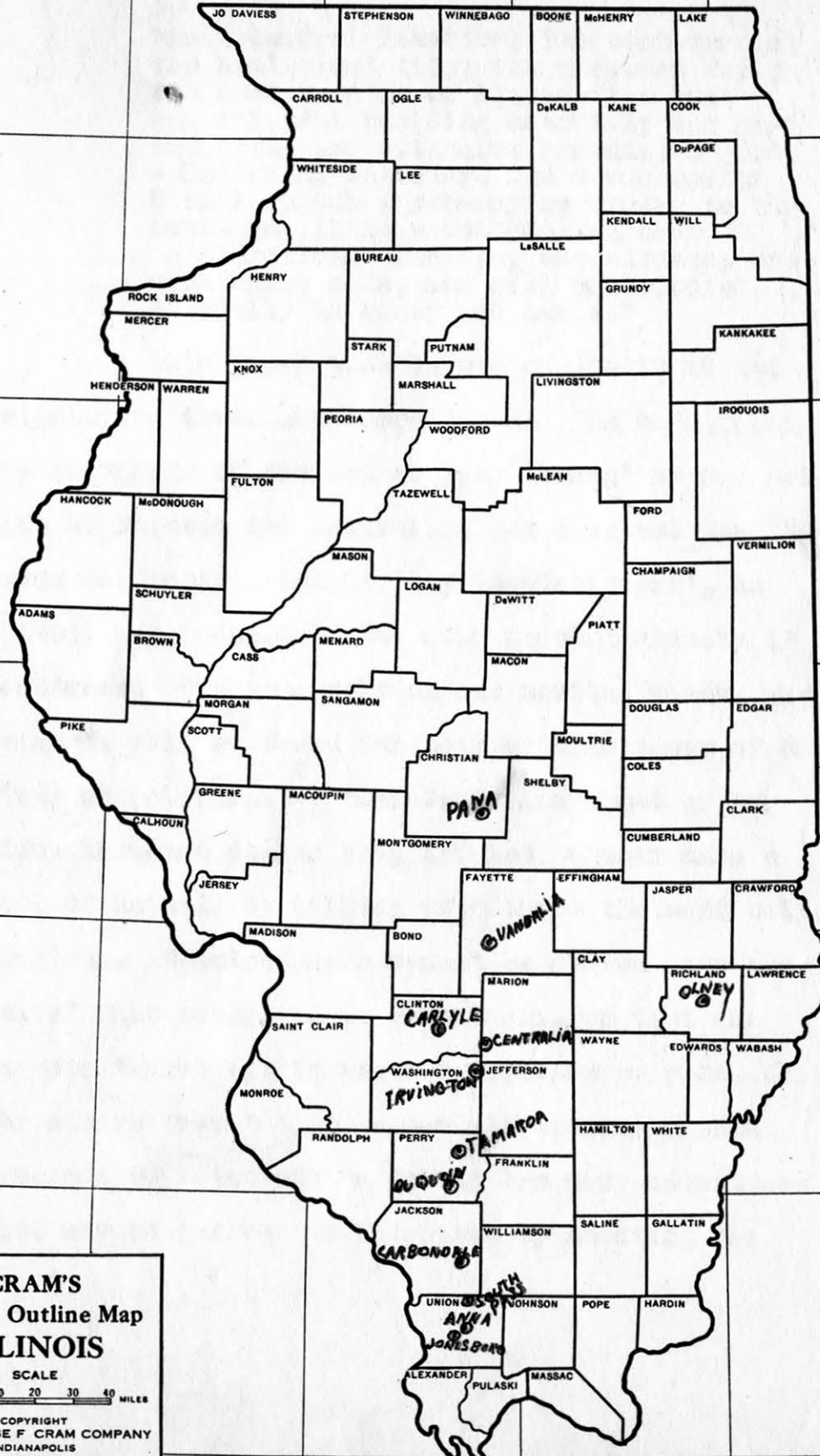
The first task of the committee was to select a location for the embryonic educational institution. Their first efforts consisted of advertising in the newspapers and stimulating competition among the towns and cities in the central part of Southern Illinois.<sup>3</sup> The clamor in and among the various towns indicated more than mere competition. It was expected that there would be liberal bids from Cairo, Anna, Jonesboro, Carbondale, Duquoin, Ashley, Richview, and Centralia. It could not be located farther south than Cairo and, according to the plan, should not be north of Centralia.<sup>4</sup>

Several newspapers immediately began to picture the glories of their towns in ecstatic terms, and the journals of competing towns at once took issue. Nothing in the way of requirements seemed lacking in any community, according to the press which became its spokesman. Carbondale very early put forth its claims, sometimes without giving other places full credit for any advantages which they may have had. "Carbondale holds the trump cards that will win that prize. We've got the land, the money and the will.... and with a fair showing, are far ahead of any competitor."<sup>5</sup> Carbondale boasted the

STATE OF ILLINOIS  
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Towns bidding for College <sup>28</sup>



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"most central location; the best morals; the healthiest city; the cheapest fuel; the lowest rates of living; the best and cheapest building material; the most beautiful and extensive grounds; a good substantial building, and a successful Normal school (probably referring to the Southern Illinois College) already in operation. Besides, our citizens are abundantly able, and will contribute liberally in money and lands."

This paper then throws an insult at its neighboring towns and competitors: "We have, also, the privilege of issuing as many 'bonds' as our neighbors at Duquoin and Centralia. We have not the means nor inclination to 'buy Commissioners', as Duquoin has boasted." But with careful modesty it continues: "We go simply on our merits, which, when weighed, will be found far heavier than those of our windy competitors." "Let Centralia boast of her fifty thousand dollar bid, and let Duquoin make a fool of herself by talking of a three thousand dollar donation. Commissioners cannot be gulled into the belief that swampland is greenbacks, or that the Duquoin 'Park' (!) is worth a fraction over one dollar per square foot." The Carbondale spokesman then proceeds to point out "a few of the many advantages that may be derived to the State by locating the

Normal School at Carbondale." First, it claims that Carbondale is within four miles of the exact center of the district which the school is proposed to serve, and that Carbondale is also the railroad center of the southern territory. Second, it emphasizes the high moral standards of the town, claiming that it has never had a saloon, nor even a billiard room. Third, the paper proposes that the building and grounds of thirty acres of the Southern Illinois College be offered as a part of the donation -- "and the grounds (estimating at the Duquoin figures) would purchase the cities of Centralia and Duquoin."<sup>7</sup>

The press continued what must have been interesting sarcasm for even that day. "Because we have not been blowing and gassing worse than a cryer of mock auction shops as they have been doing, they fancied Carbondale would not compete with them.... Instead of replying to our arguments, they resorted to the never-failing device of beaten disputants. They called us names, and villified and abused us."<sup>8</sup> Carbondale must have felt a righteous indignation. "The Centralia Sentinel, in its attempt to make Centralia the centre of Southern Illinois runs clear north of the centre of the State."

Thus the neighbors to the north are accused of distorting the geography; but they were evidently weak in other ways, too. The same issue continues:

"In our remarks on comparative mortality we touched our neighbors on a sore spot. Now they wince and clamor! Carbondale was laid out by temperance men, on a prohibitory basis.... When any of our citizens want a spree, they go to Duquoin or Centralia where such things are fashionable.... One of the citizens of Duquoin who made the boast that 'they had bought one or more of the Commissioners' is among your wealthiest and most influential men.... The talk about the Duquoin 'park' is sickening. The representative of Duquoin assured the Commissioners that it contained thirteen acres, others said from thirteen to fifteen acres. They know it contains but seven acres including the streets, and that there is but five acres inside the fence!! This paltry patch of swampland with its few sickly sugar trees, is valued at \$100,000 or \$200,000 per acre!"

A few communities, however, were willing to have the proposed institution located in a town other than their own. The Rev. A. Wright, of Vienna, advocated Carbondale for the location, but he admitted that he was remembering its proximity to Johnson County, of which Vienna is the county seat, when he so advocated. <sup>10</sup> The Cairo press suggested Jonesboro as the center. "With our present avenues of travel Jonesboro is more accessible than any of the towns

contesting for the location." Every place must have been something of a haven of plenty and a refuge of optimists in those days. "The time when Cairo will number her population by the tens of thousands is within the next decade; and when that time does come the excess of territory beyond Jonesboro will be fully counterbalanced by an excess of population on this side." Such optimism would have made them fit speculators in the markets in 1929, for the atlas of to-day tells a different story of their progress! "We do not know how much money Jonesboro proposes to offer. None will be required to counterbalance the purer water, the balzier atmosphere, the more picturesque hills and fertile valleys of any other locality, for in all these particulars she excels." <sup>11</sup> But what did Carbondale answer to this seemingly perfect spot on earth? "We have better railroad facilities, as good and pure water, finer scenery, better health, and not least by any means, a town free from the pernicious effects of liquor." <sup>12</sup> Carbondale was apparently leading the argument just now! But the Cairo paper was insistent in its opposition. A few days later it came out in favor of Duquoin or Jonesboro. "By adding a tier of counties lying north

of the O. & M. railroad...Duquoin becomes a central location.... The citizens of that location offer large donations, the location is healthy, the town is prosperous and the people enterprising."

Jonesboro offered a "most beautiful, healthful,  
romantic location," an ideal for future collegians. <sup>13</sup>

The Cairo plan was sanctioned by others, at least in part. It was thought by one writer that the Southern Illinois Normal University could not supply the demands for its graduates, no matter where located. Keep the Southern Illinois College at Carbondale, said this proponent, and build the normal school elsewhere. <sup>14</sup> Carbondale's answer to this argument was brief: "We have the Normal school, let us have State aid to support it." <sup>15</sup> Marion, seventeen miles east, came out in favor of Carbondale as the proper place to locate the school. <sup>16</sup>

What further inducement did Carbondale offer the proposed institution? "We can afford to give City bonds for \$100,000. We can afford to give county bonds for \$50,000. We can afford to give the present College and lands \$75,000. We can afford to give other lands -- \$25,000." <sup>17</sup> An attempt was made to arouse the enthusiasm of the populace to the advantage of improving the local educational facilities.

This same issue of The New Era gave a call for a "Grand Rally of Friends of Education." It called upon "citizens of Jackson, Union, and Williamson Counties... to meet in Carbondale on Saturday, June 19th, at 2 o'clock p. m., in the Grain House, to discuss and devise means to secure the location... at Carbondale." To give all possible encouragement to a mass meeting, General Logan and others were to address the audience.

Logan was a popular local leader of Civil War fame, and his promised appearance threw a bombshell into the competing camps. Centralia, on the north, felt that such was not right--that her own claims on the General had not been relaxed: "Rumor says that General John A. Logan is using the weight of his influence to secure the location of the Southern Illinois Normal University at Carbondale. We can hardly believe it to be true, for the General's fame and influence are not confined to the locality of Carbondale; they belong to the State and Nation; and Centralia has just as much right to claim their use, in behalf of a great public improvement...."

Nor could Duquoin, Carbondale's neighbor to the north, much closer, however, than Centralia, feel at



ease about the rumor: "We have heard of certain influences being brought to bear on the location of the Southern Normal University by the General but we do not believe them, and we hope some one who may speak with authority will put a quietus on rumors that are calculated to do General Logan great harm throughout Southern Illinois." <sup>20</sup> Perhaps his taking sides was not good politics.

We have no record of Logan's address to the mass meeting of June 19. Possibly he was called out of town. We are sure, however, that in an address to the students of the Southern Illinois College on June 25, he made no mention whatever of the proposed <sup>21</sup> normal.

Carbondale went outside its corporate limits to get help. It appealed to the people of its hinterland, the citizens of Jackson County.

"The people of Carbondale and the eastern part of the county appeal to you for help.

"It is proposed. . . the county of Jackson authorize the issuing of fifty thousand dollars in bonds to assist in securing the location....

"The argument may be used that the bonds thus issued are not legal. It may be so; and if so, nothing will be to pay. But other counties have voted to issue such bonds, and Jackson county ... must not be behind." <sup>22</sup>

Was this a resort to trickery, or was it merely a political campaign in promises, practically none

of which they expected to keep? Future developments indicate the latter possibility.

A week later Carbondale presented its case to the people of Southern Illinois, asking for the co-operation of their neighbors. The intimation was that that section had carried a considerable burden of the entire state's expense and had received little or nothing in return.

23

One great argument was emphasized by Carbondale, and perhaps rightly, in view of the transportation facilities and requirements of the time. It suggested that the university should be on the Illinois Central Railroad, because it crossed Southern Illinois from north to south, entering it at Odin, near the center of the northern boundary and terminating at Cairo, "our commercial metropolis, and the point where all southern and northern travel leaves and enters our State. Nearly all the railroads in Egypt connect with the Central as their main trunk line." The New Era continues with the usual argument as in previous issues, ending, however, with a list of twenty-two reasons, requiring a column and a half, for the new college and why it was needed in Carbondale in particular.

24

In the meantime the trustees appointed by the governor had met at Centralia for the purpose of organization, at which time Eli J. Palmer was selected as president and S. E. Flanigan as secretary. They planned at this meeting to make a visit to Terre Haute, Indiana, for the purpose of examining the Terre Haute Normal. They planned also to visit Duquoin on August 3, and then other places desiring the location of the institution.

After a time the Board of Trustees gave notice of their organization and readiness to accept bids. They invited propositions offering donations of lands, money, bonds, or other valuable considerations, by way of inducement for the location of the university. All the property offered was to be considered on a cash basis. All the bids were to be examined at Carbondale, August 2.

Carbondale made one last plea before the selection of the location, a plea for fairness:

"We have not followed the example of other places and descended to the filthy depths of personal abuse and calumny.... Spies have been in our midst, eavesdropping, and trying to find vulnerable points for assault....  
'Were it not for Carbondale, we have

a certainty,' cries Centralia. "Carbondale, with no whisky ships, stands directly in our way," shrieks Duquoin. --'We have the healthiest place, the finest scenery, and the best location of any --except Carbondale, 'groan out Anna and Jonesboro.... And so it goes. We are the especial rival of each contending point, and no wonder our cup of abuse is full to the brim."<sup>27</sup>

The trustees concluded that Carbondale  
<sup>28</sup>  
 was the logical location. Then came the gloating triumph: "The news was good--just what every reader of the New Era desired to hear-- and traveled with the speed of lightning. Yes, we are the lucky  
<sup>29</sup>  
 people; we have now the golden prize...."

From other parts of the state Carbondale received evidence of satisfaction with the location.

From Jonesboro came the comment: "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.... We should have preferred to have the Normal located in Union County, but are well pleased to have it located  
<sup>30</sup>  
 at Carbondale rather than farther north." Marion added its voice of approval: "There were thirteen towns

aspiring for the honor, Hurrah for Carbondale!"<sup>31</sup>  
From Springfield came agreement: "The location is a  
good one, being among an enterprising community, and  
in a beautiful, healthy and easily accessible town."<sup>32</sup>

From Decatur came an acknowledgement of its  
preference, from which we get also an idea of the  
incentives offered: "The contest for the location  
between different Egyptian towns has been exceedingly  
lively, but for some time it has been evident that the  
choice lay between Tamaroa and Carbondale, the former  
offering 3,100 acres of land and \$50,000 in bonds,  
and the latter \$100,000 in bonds." The Decatur  
spokesman then expressed its satisfaction with the  
selection of Carbondale.<sup>33</sup> From Cairo came an opinion  
on the vote, and agreement with the decision.<sup>34</sup> From  
Maroa, a town north of Decatur, came complimentary  
remarks. The trustees decided to locate the school  
at Carbondale, "the home of John A. Logan. Carbondale  
was made a city last year; has been in existence about  
a dozen years; has some 2,000 inhabitants; never had  
a licensed saloon; is a town healthy and accessible  
and is worthy its new acquisition...."<sup>35</sup>

Even the Chicago press took an interest,  
suggesting, however, a slightly different vote, but

expressing satisfaction. The Commissioners, "on the first ballot, located the University at Carbondale; Messrs. Hurd, Harris, Flanigan and Bowyer voting for it.... This location will give general satisfaction in Southern Illinois, as it is a very beautiful, healthy and accessible location...." 36

Meantime, Carbondale was attempting to make good its boast of being an educational center. Invitations went out during the summer to teachers of Southern Illinois to attend a conference in the Southern Illinois College in Carbondale, August 9 to August 20. Tuition would be free as an extra incentive. The same issue of the Carbondale newspaper announced that Jackson County wanted an institute all its own, to be held in Carbondale. 37

The trustees fixed the site for the college on a lot of twenty acres, three-fourths of a mile south of the station of the Illinois Central railroad. 38 The land selected had recently been a strawberry field. 39 The contract for the building was let to James M. Campbell, who assumed the responsibility of completing it for the sum of \$225,000, to be obtained as follows: \$65,000 from the state's appropriation of \$75,000, and the balance from the city of Carbondale and the county

of Jackson. The corner-stone was laid on May 17,  
1870, and the work was rapidly pushed forward.<sup>40</sup>

Then came a tragic delay. During the erection of the building in the following spring, Campbell was killed by the fall of a timber. This necessitated the appointment by the state legislature of a Building Commission to complete the structure, the legislature thus assuming the contract.<sup>42</sup> The Commission, appointed under a legislative act approved April 15, 1871, was also to have charge of the new Insane Asylum being built at Anna. Of these three commissioners, two were to be practical builders, "of whom one was to take charge of the work at Anna and the other at Carbondale, while the third was to be Secretary and Treasurer of the Board."<sup>42</sup>

The handicaps of completing the building were intensified by three things: the death of the contractor, J. M. Campbell; the appointment of a new committee to replace the original trustees; and the financing of the building.

Campbell's contract to erect the building included the receipt of lands and bonds donated by Carbondale and Jackson County. It was necessary for

the Commission of 1871 to take over the assets and records from the old Board of Trustees, a task made more difficult by the death of the contractor. In addition, defects had developed in titles to lands, causing delay and a decreased valuation. Bonds originally valued at \$100,000 were finally returned to Carbondale for \$28,000 in cash. In short, the plans drawn for the building called for some \$200,000, while the amount of money on hand was almost insignificant. Originally it had been hoped that the school might be opened in September, 1871. The new board, however, reported on November 2, 1871, that it would need \$109,752.50, in addition to the \$10,883.15 on hand. The Carbondale bonds were then sold at their depreciated value. On December 6, 1872, the commissioners reported that they would need a little over \$85,000, to complete and equip the building. Of course there was a delay in receiving the necessary appropriations, during a part of which time the commissioners were in debt to the contractors. At one time they made some slight changes in the original plans to reduce the expenses, and one winter they paid



an extra amount to have the unfinished building enclosed from the elements because a lack of funds<sup>43</sup> made it impossible to continue with the regular work.

It is interesting to note that the state superintendent deplored the errors on the part of the trustees, who originally contracted for the building, but he explained in his report that the errors were of judgment,<sup>44</sup> and nothing more.

The building was finished in time for<sup>45</sup> dedication July 1, 1874. It was described at the time as a structure of brick "in the Norman style of architecture, with trimmings of sandstone, in two colors. It is 215 feet in extreme length, and 109 in extreme width." It had a basement, later used for classes, and two stories. The basement at that time was used for the heating plant and for laboratory and dissecting rooms. On the top floor were rooms for a lecture hall, library, museum, art gallery, and literary societies. The total cost of the building<sup>46</sup> was about \$275,000.

The dedication exercises were considered of significance to the cause of education in Southern Illinois. They supposedly gave promise of a new era in school matters in these regions. The program of the

day included a dedicatory address by Dr. Edwards of the State Normal University at Normal; the reading of a letter from State Superintendent Newton Bateman, regretting that he could not be present; and speeches by several others, including the governor, the president of Northwestern University, and the inaugural address by President Robert Allyn.

The work of the institution began with the opening of a special session on July 2, continuing six weeks. The first regular session opened September 6, and closed June 17, 1875, with an enrollment of 396.

Footnotes to Chapter II

1. Eighth Biennial Report of the Superintendent of Public Instruction, 1869-1870, pp. 87-93; Ninth Biennial Report of the Superintendent of Public Instruction, 1871-1872, pp. 178-83; Laws of Illinois, Twenty-Seventh General Assembly, 1871-1872, p. 274; and The New Era (Carbondale, Ill.), June 22, 1869. The Annual Catalogue of the Southern Illinois Normal University, 1875-1876, pp. 20-21, gives April 20, 1869, as the date of approval of this act, but this is evidently an error.
2. Annual Catalogue, 1875-1876, pp. 20-21.
3. Ibid., 1875-1876, pp. 20-21. The Board of Trustees gave notice of their organization and readiness to accept bids, "and do invite propositions by donations of lands, money, bonds, or other valuable considerations, by way of inducement for the location of said Normal University." ---The New Era, June 22, 1869.
4. Southern Illinois Teacher, quoted in The New Era, March 24, 1869
5. The New Era, March 24, 1869.
6. Ibid., April 28, 1869.
7. "Why It Should Be Located at Carbondale," The New Era, April 28, 1869.
8. The New Era, May 11, 1869.
9. The title of the land was to revert to a school fund if liquor were sold. -- Ibid., May 11, 1869.
10. The Vienna Artery, edited by the Rev. A. Wright, quoted in The New Era, May 25, 1869.
11. The Cairo Bulletin, quoted in The New Era, May 25, 1869.

12. The New Era, May 25, 1869, in reply to the quotation reprinted from the Cairo Bulletin.
13. Cairo Bulletin, quoted in The New Era, June 1, 1869.
14. Southern Illinois Teacher, quoted in The New Era, June 1, 1869.
15. The New Era, June 1, 1869.
16. The Vienna Artery commenting on an article in Peoples' Friend (Marion), quoted in The New Era, June 8, 1869.
17. Editorial in The New Era, June 15, 1869.
18. The New Era, June 15, 1869.
19. The Sentinel (Centralia), quoted in The New Era, July 13, 1869.
20. The Tribune (Duquoin), quoted in The New Era, July 13, 1869.
21. The New Era, June 29, 1869.
22. Ibid., June 22, 1869.
23. Ibid., June 29, 1869.
24. Ibid., June 29, 1869.
25. The Tribune (Duquoin) of April 21, quoted in The New Era, May 4, 1869.
26. Ibid., June 22, 1869.
27. Ibid., July 27, 1869.
28. Eighth Biennial Report of the Superintendent of Public Instruction, 1869-1870, p. 87.
29. The New Era, September 7, 1869.
30. Gazette (Jonesboro), quoted in The New Era, September 2, 1869.

31. People's Friend (Marion), quoted in The New Era, September 7, 1869.

32. The Journal (Springfield), quoted in The New Era, September 7, 1869.

33. The Republican (Decatur), quoted in The New Era, September 7, 1869.

34. The Bulletin (Cairo), quoted in The New Era, September 7, 1869.

35. The Tribune (Maroa), quoted in The New Era, September 7, 1869.

36. The Evening Post (Chicago), quoted in The New Era, September 7, 1869.

37. The New Era, July 27, 1869.

38. Annual Catalogue, 1875-1876, pp. 20-21; Eighth Biennial Report of the Superintendent of Public Instruction, 1869-1870, pp. 87-93.

39. Anniversary Souvenir, p. 6.

40. Annual Catalogue, 1875-1876, pp. 20-21; Eighth Biennial Report of the Superintendent of Public Instruction, 1869-1870, pp. 87-93.

41. Annual Catalogue, 1875-1876, pp. 20-21; Anniversary Souvenir, pp. 6-7; Ninth Biennial Report of the State Superintendent of Public Instruction, 1871-1872, pp. 178-183.

42. Anniversary Souvenir, pp. 40-41; Ninth Biennial Report of the State Superintendent of Public Instruction, 1871-1872, pp. 178-183; Laws of Illinois, Twenty-Sixth General Assembly, 1871-1872, p. 274.

In this study the words "trustees" and "commission" are used somewhat interchangeably because they were used in that way in reports and discussions of the time, although "trustees" was used in the

legislative act of 1869 and "commissioners" in the act of 1871. A new Board of Trustees was appointed in 1873. -- Anniversary Souvenir, p. 41.

43. Eighth Biennial Report of the Superintendent of Public Instruction, 1869-1870, pp. 87-93; Ninth Biennial Report of the Superintendent of Public Instruction, 1871-1872, pp. 178-183; Laws of Illinois, Twenty-Seventh General Assembly, pp. 274 et seq.

44. Tenth Biennial Report of the Superintendent of Public Instruction, 1873-1874, p. 157.

45. Annual Catalogue, 1875-1876, pp. 20-21; Tenth Biennial Report of the Superintendent of Public Instruction, 1873-1874, p. 161.

46. Annual Catalogue, 1878-1879, p. 19.

47. Anniversary Souvenir, p. 9; Tenth Biennial Report of the Superintendent of Public Instruction, 1873-1874, pp. 161-161.

48. Anniversary Souvenir, p. 10.

## CHAPTER III

### The Early Organization

It was a diverse group which gathered for the first time on the Southern Illinois Normal University campus, recently a strawberry field, in the land of "Little Egypt". There were the learned and the unlearned -- those who seemed to live that they might pass on their knowledge and experience to others, and those who came from the backwoods regions of what was sometimes deprecatingly called "dark Egypt." Several of the faculty were quite well-educated for those days, but, according to the reports of the faculty, the preliminary preparation of many of the pupils had been much neglected.

The early reports of the faculty and the subjects they were to teach indicated an ambitious beginning. The report made to the state superintendent in the fall of 1874 gave a list of eleven teachers, the list found in the Minutes of the Faculty gives nine, and that given at the quarter centennial celebration gave eleven. The apparent discrepancy seems to

have been brought about by the fact that a Mr. Gastman was offered a place, but after a year's consideration he rejected the offer; and A. D. Luff's position as "Dean of the Law Department" was later omitted from the plan.<sup>1</sup>

The ambitious program called for the following teaching courses in the original plan: Allyn, mental science, ethics, and "Pedagogics"; Thomas, natural history and physiology; Jerome (registrar), languages and literature; Hull, mathematics; Parkinson, natural history and philosophy; Brownlee, reading, elocution, and phonics; Foster, history and geography; Hillman, principal of the high school and teacher in the "Normal Department"; Martha Buck, grammar and etymology; Julia F. Mason, "Principal of Primary and Model School"; and A. D. Luff, "Dean of Law Department."

On July 2, the first day of the first session, the faculty "met in the President's Room at 8:30 a.m." and decided "to organize the Institute into Sections and give each a short exercise in the several branches of study selected for the Institute Course."<sup>2</sup> This first day, however, was a busy one, and the faculty met for the second time that day at three in the after-



noon "at Prof. Jerome's Residence", when the "entire meeting was devoted entirely to the selection of Text Books for the Institute, and the general work of the University for the present year." On July 6, D. B. Parkinson was elected Secretary of the Faculty.

Behind this scene we might find the power and influence of a Board of Commissioners (commonly called Trustees) -- and sometimes they did not keep entirely in the background, as we shall see incidentally from time to time. T. S. Ridgway became the President of the Board in 1873 and served for eighteen years, when his term expired, and the newly-elected Governor appointed an entirely new Board. The members appointed in 1873 rather adequately represented the sections of Southern Illinois.

Most of the affairs of the school, however, were left to the management of the authorities on the campus. This responsibility and authority was not, in the early years of the school, accepted nor directed by the titular head. The faculty resolved itself into an executive board, with the head (known at first as the Principal) as the guiding force only, by which all activities of the school were controlled -- activities ranging from petty problems of discipline,

through the forming of the course of study, to general management.<sup>7</sup>

Many were the meetings in those early days, and many and important were the problems. Every question, though seemingly trivial a half century later, required a careful decision, whether the meeting was held in the heat of July or adjourned from a cold room to a chilly room in the dead of winter. There was evidently no dictation from their leader; everyone had, or should have had, his say. The school was run by agreement and not by command. Such was possible, however, in view of the size of the institution and the paucity of raw materials and raw recruits.<sup>8</sup>

The fee which a student must pay was decided, among other things, at the first meeting. It set the amount at three dollars "for each pupil who shall attend for more than one half the entire term. And one dollar and fifty cents (\$1.50) for those who shall attend for less time than one half," and it was voted to "appropriate a portion of the funds collected as tuition in purchasing some stationery for the use of the Faculty."<sup>9</sup> In the afternoon a meeting was held for the selection of text books for the "Institute" and to a discussion of the general work of the term.<sup>10</sup>

The next day the faculty met in the president's room "for the purpose of arranging classes for the Institute, and other minor matters."<sup>11</sup>

The faculty met "in the usual place. The object of the meeting was to arrange a course of Study for the several Departments of the University."<sup>12</sup> Then picture them, in these July days, meeting "in the usual place for three successive days in maturing plans for the general interest of the University."

No requirement seemed too slight for their combined interest and decision. To arrange for the general exercises of the coming week, a meeting was called at 3 p.m.," at which time they also decided "to procure some Stationery for the University use (but faculty stationery was voted for on July 2!)"<sup>13</sup> and "to procure a Registrar's and Secretary's Book."

The meetings and decisions were less burdensome for a few days, until they met "for the purpose of discussing and adopting a system of Rules for the Government of Students." A few "general Provisional Rules for the 'Self-Government' of the School were decided upon; and the Registrar advised to have them inserted in the circulars which were already in the hands of the printer."<sup>14</sup>

Thus they worked through that first session in the summer of 1874. With the opening of the first fall term came the question of whether there should be one or two sessions each day. "After a lengthy discussion the question was put to a vote, resulting un-  
animously in favor of one session, followed by a vote as to the hours from 8 to 1." Everyone had a voice in such arrangements. <sup>15</sup> A busy day it was, and they had other work to do. Two students were picked to do work in the Model Department, over which Brownlee volunteered "to take the general oversight... until a permanent teacher could be procured." "Dr. Thomas" desired to make a change in one of his text books, and the change was made. "Dr. Thomas and Prof. Foster were appointed to complete the examinations on the morrow. Prof. Brownlee to arrange in classes those in Reading. Prof. Jerome those in Latin, Miss Buck those in Grammar. Prof. Hillman and Parkinson those in Arithmetic and Algebra." The meeting adjourned, and we glimpse the paucity of the curriculum offered, as well as how it was arranged.

There were so many lines to draw in designating each student's classification that it was almost impossible to make any separation, especially in view

of the small size of the teaching force and the few rooms available. "After some little discussion pro and con it was decided to seat the three Departments Normal, High School, and Preparatory all in the Normal Hall; but in different parts of the building," and this was done "by arranging the Order of Recitations."

There is usually, as we have intimated, a feeling that the trustees are not far in the background, even in some matters rather small. The faculty voted, for instance, "That Dr. Allyn be instructed to recommend in behalf of Faculty -- to the Board of Trustees at their coming meeting -- that Prof. Brownlee take charge of the Vocal Music in the absence of Miss Henry".<sup>16</sup> In December of the first year, the faculty made a new course of study and agreed to submit it to the trustees for approval.<sup>17</sup>

The question of written examinations occupied much of the time of faculty meetings for several months. They met on numerous occasions to decide when to give the examination, to make out the questions, to decide upon a system of grading, and to check the papers.<sup>18</sup> They met to look over the names of students of the previous term, "to ascertain the studies and grade of

each." <sup>19</sup> At one time, at least, it was decided to re-  
turn the papers to the students for the purpose of  
re-writing them. <sup>20</sup> Upon one occasion the question was  
brought before the group as to whether a monthly exam-  
ination was a sufficient test for passing or failing  
a student. The vote seems to have ended in a tie <sup>21</sup>  
and the decision to have been postponed for a time.

Problems of conduct and routine matters came  
before the teaching staff. In council assembled,  
they decided that one young man present a suitable  
apology to the faculty for his misconduct during  
calisthenics. <sup>22</sup> A few months later they discussed  
the general discipline of the school and decided to <sup>23</sup>  
advise four young people to "retire from the Institution."  
They decided to have all excuses turned in to the  
president at the end of the day, and monitors were  
appointed to help check the rolls at general exer-  
cises. <sup>24</sup> It is interesting to observe also that at  
one of these early meetings the faculty decided that  
at opening exercises the order of the program should  
be the reading of a selection from Scripture, singing,  
and prayer <sup>25</sup> -- and that the plan has been followed  
until at least recent days. These faculty meetings were  
perhaps boresome, for we note at one time they adjourned <sup>26</sup>  
to visit a program of the literary society. Of course

this may have indicated a special interest in student activities.

Thus far little has been said about Robert Allyn, the guiding hand of the institution, who very frequently called in his assistants in an attempt to rule in the style of a true democracy. Allyn was an experienced man in the field of teaching before going to Carbondale. Born in Connecticut, and graduated from Wesleyan University, Middletown, Connecticut, for a time he taught mathematics at Wesleyan Academy, Massachusetts, and served two years as principal. In 1848 he became principal of Providence Conference Seminary, in Rhode Island. In 1857 he began teaching languages in the university at Athens, Ohio. In 1859 he became president of Wesleyan Female Academy at Cincinnati. In 1863 he went farther west and became president of McKendree College at Lebanon, Illinois. Allyn was a minister for a time in his home state and did ministerial work his first year in Lebanon. This latter phase of his work no doubt accounts for numerous activities in which he participated while in Carbondale.<sup>27</sup> Much of his influence during his years at Carbondale undoubtedly resulted from his early years of training for

the ministry and his continuation in that field, from his early connection with a school advocating practice teaching, and from his wide acquaintance and direct contact with educators, the last involving at least <sup>28</sup> five states.

The personnel of the early faculty ran along on a rather even keel for some time. With the exception of adding a teacher or two the first year, one of whom was to take the place of Gastman, there were no important changes until 1879. In that year Thomas was made "professor emeritus" and Jennie Candee replaced Miss Nash as instructor in penmanship and drawing. In 1880 First Lieutenant Hugh T. Red, 1st Infantry, U. S. A., replaced Captain Thomas J. Spencer <sup>29</sup> as instructor of military theory and practice. There is no evidence, however, to indicate that any of these early changes resulted from any reason other than logical movements which would occur from time to time. By 1883 there were fourteen on the teaching staff, including at least five of the first faculty.

The early requirements for admission to the school sound somewhat stringent at first glance. The age rule for entering the "Normal Department" (the highest of three classifications for a long time) was sixteen for girls and seventeen for boys. "They

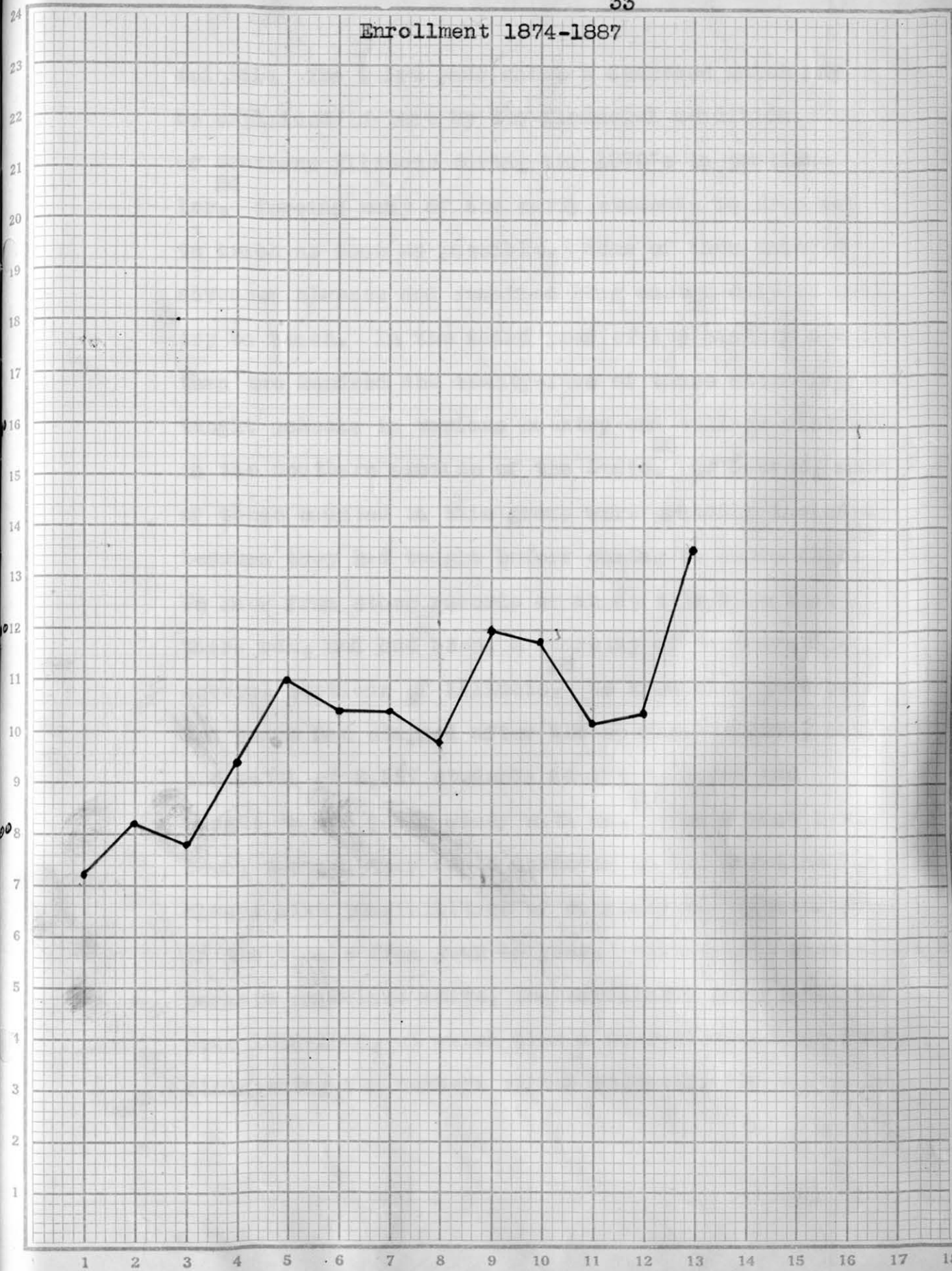


must be of good moral character, and a certificate to this effect will be required." To obtain free tuition (or, really, exemption from fees) the student signed an agreement to teach in Illinois for three years, or at least as long as he had received gratuitous instruction. The scholastic regulation stated that they were to pass "an examination either before the county superintendent, or examiners, or before the Faculty of the University, such as would entitle them to a second grade certificate." In addition to these specifications, the administration insisted that they promise "to obey all reasonable requirements, as to order, promptness, cleanliness and genteel behavior." 30

These rules for admission continued, according to several volumes of the Annual Catalogue, for several years, with slight changes in phrasing or emphasis. 31 At one time a suggestion was made to students that they give up "Dancing Schools, as most demoralizing to scholarly habits; and all dancing parties, as leading to dissipation and often quarrelsomeness, as well as vice and worthlessness." 32

The growth in the attendance of the school during its first few years is shown on the inserted graph. 33 The enrollment for the first year (1874-1875)

Enrollment 1874-1887



1875 1876 1877 1878 '79 '80 '81 '82 '83 '84 '85 '86 '87

and 141. The third year shows a decrease which may be explained in part by the financial condition of Southern Illinois during the 1870's in particular, forcing many of the early students to drop out to teach as soon as possible. Some of them entered advanced classes and remained long enough only to qualify to teach. In the third year of its history not less than two hundred and twenty-five of those attending had taught schools in various country and village districts in the Southern section of the State. Of course, some of those counted in this group were probably included because they had taught before coming to Carbondale. We know from other records of about this time that there was, and had been, a scarcity of teachers in several sections of Illinois. We know also that before ten years had elapsed after the opening in 1874, out of the total of 2,257 students admitted, 1,324 had taught "since their study with us." There must have been, then, a very rapid turnover in the enrollment, always with possibilities of considerable fluctuations in the totals from year to year. With slight exceptions, perhaps explained above, the enrollment grew until the year 1883-1884, at which time a near-disaster occurred, diminishing the numbers rather radically for two years.

An explanation for this will be attempted in a later chapter.

The bulletins of the early period of the school emphasized always the fact that the graduates, and many before reaching that stage, went out to teaching positions. There was always the effort to justify the existence of the school on this basis. It is, therefore, small wonder that the work of the practice department received an increased stimulus. Of course, all conditions leading to the organization of the institution -- the early demands for a teacher training institution, and the requirements of the public school system, in Southern Illinois -- pointed to this particular emphasis. We must remember, too, that President Allyn had had early experience in a school in which there was a practice department.

In the first year of S. I. N. U.'s history there were twenty-six pupil teachers, in spite of the comparatively small enrollment. In the period to 1863 the smallest number of practice teachers was twelve and the largest number was thirty-eight. In his report to the state superintendent on October 1, 1878, Allyn stressed the fact that "our last year has more than doubled our strictly professional work," and explained that it was possible partly because of the age of the school,

more students having had time to complete the elementary work. He stated further that increased facilities in general instruction permitted more time for the professional course. Two years later it was necessary for him to report that the model school had been temporarily abandoned, because the distance of the building from the center of the town made it impossible to secure enough children paying a tuition sufficient to support a teacher. "This was following the spirit of the General Assembly, which, for two sessions, has made it a condition that none of the appropriation should be used to sustain such a department." He endeavored, however, to make the entire school "a field for practical observation to all whom we instruct in methods"<sup>42</sup>. In a few years the model department was again in operation and by 1885 no mention of such limitation was put upon appropriations granted by the legislature.<sup>43</sup> The practice teachers were required to conduct classes in "several of the common branches" in the model school, in which they were supervised by the head of that particular department, "receiving thus some practical experience along with judicious advice and stimulation." In fact, the theory was that they learn the elementary subjects with the idea of teaching them, not merely for the sake of the subjects

themselves.

Although the course of study called for a rather complicated array of subjects, most of the time during the first few years seems to have been devoted to drilling on the fundamentals. For instance, orthography was stressed, and the student was expected to be able to spell and use three thousand words. He must know also "how to pronounce and write the words of the reading lessons, the grammar, the geography and the arithmetic, in fact of all the sciences pursued." These qualifications applied not to the model department but to the people who were doing practice teaching -- or who would be as soon as they knew enough about the basic elements.<sup>45</sup>

An early experiment by President Allyn will illustrate the deficiency in preparation of entering students, and perhaps help to explain the emphasis on the fundamentals. He gave to a group of seventy-one students a list of fifty words, taken from a St. Louis newspaper, making a total of 3,550. In the analysis of the papers he found that there were 1,636 errors, or an error of approximately fifty-six per cent.<sup>46</sup> There is little wonder that the following year he bewailed the lack of preparation given in the elementary schools:

"Many persons appear to think our school is a place in which to teach boys and girls the simplest elements of knowledge.... Will not superintendents and teachers, and parents interest themselves in this simplest, and really most elegant of all our school accomplishments, and see that children early learn to spell? It may be proper that we should show how spelling should be taught-- and that practically. But it is not profitable for the State that we should be compelled to do so much elementary work. Yet far less profitable it would be if we should leave this elementary work undone. This is a duty of the elementary schools.... Here is one imperative need of our schools, and the public must tolerate us in repeated warning in regard to it. We are sent here to teach those who are to instruct our schools, and we must ask to be allowed to emphasize the important parts of our work and invite co-operation with our efforts. Three thousand words compose the body of our daily speaking and reading. Most of these words are very simple.... Why do not our county superintendents demand good spelling of our teachers? Shall we be obliged to say to those who come to us deficient in this point that they shall do nothing but study spelling till they know it? We also appeal to teachers.... Is it best for them to neglect children of eight and ten, and let them come to us at twenty, and then be drilled like those in the primary schools?"47

Science courses, along with methods and fundamentals, received early stress. Much of this work seems to have been based upon the establishment of a museum. Cyrus Thomas had been appointed by the first Board of Trustees, before the reorganization by the act of 1871, and several years before the opening

of the school, in order that he might begin the work of collecting natural science materials. It is interesting to note, however, that his salary was to start with the opening of the first regular session. 48

Soon after the first year the museum was a subject for complimentary, if not boastful, remarks. It was located on the top floor, and was supplied "with elegant centre and wall cases of best design and finish for display of specimens." Some cabinets were supposedly well supplied with minerals and rocks, and the student of Zoology and Botany found "thousands of specimens from land and sea, an invaluable aid in his studies in Natural History." The school solicited at that time, as it did in years to come, "its friends and the friends of Education to aid in building up a museum worthy of Southern Illinois." 49 We shall note later something of the response to this call.

Other phases of science were not neglected even in the beginning. In chemistry, for example, a laboratory had been set up and was fairly well equipped for those days. The student was supplied with "good Bunsen burners, a full line of reagents, and a suitable stock of chemical compounds." The purpose of the course was to make the student familiar with the different processes of detecting the presence of ordinary



substances, and to make him familiar with the laboratory apparatus.  
51

We shall go into some detail later in regard to the acquisition of equipment, but it is in place to mention here that early efforts were made to build up a library, and that in a few years the total number of volumes reached 7,500.  
51

One phase of the early curriculum was a departure from the usual routine of normal schools. The year 1877-1878 began with a course in military training, provided by an act of congress. The federal government sent a Captain Spencer from the regular army and furnished the students with the necessary drilling equipment. Emphasis was placed by the school authorities on the value of the new department as an aid to physical culture and for its value in defending the country, if need should arise. Military training was not compulsory, but was expected of most students. The uniform to be worn could be bought in Carbondale, and was of such design that with a change of buttons, it could be worn in civilian life. The department was discontinued in 1891.  
52

Footnotes to Chapter III

1. Anniversary Souvenir, p. 9; Tenth Biennial Report of the Superintendent of Public Instruction, 1873-1874, p. 131; Minutes of the Faculty, (Manuscript found in President's Office, S. I. N. U.), April 2, 1875; "Historical Sketch of the Southern Illinois Normal University," in History of Jackson County, Illinois, Published by Brink, McDonough & Co., 1878, p. 64.

2. Minutes of the Faculty (first meeting recorded), July 2, 1874.

3. Ibid., second meeting, July 2, 1874.

4. Ibid., July 6, 1874.

5. Anniversary Souvenir, p. 8.

6. The following is a list of the first trustees, where they were from, and the years they served: Hon. T. S. Ridgeway, Shawneetown; Dr. James Roberts, Carbondale, 1873-1884; Edwin S. Russell, Mt. Carmel, 1873-1883; Lewis M. Phillips, Nashville, 1873-1880; Jacob W. Wilkins, Marshall, 1873-1883. Anniversary Souvenir, pp. 46-47.

7. Several bound volumes of Minutes of the Faculty record the activities in vari-colored ink, in cramped or flourishing penmanship, and in a diversity of spelling.

8. The general tone of the Minutes and the places mentioned for meetings tell an interesting story.

9. Minutes of the Faculty, July 2, 1874.

10. This meeting was held at the home of Prof. Jerome. -- Ibid., July 2, 1874.

11. Ibid., July 3, 1874.

12. Ibid., July 6, 1874.
13. Ibid., July 7, 1874.
14. Ibid., July 24, 1874.
15. Ibid., September 7, 1874.
16. Ibid., September 8, 1874.
17. Ibid., December 1, 1874.
18. Ibid., Nov. 20, 1874; October 27, 1874;  
October 9, 1874; January 22, 1875.
19. Ibid., December 11, 1874.
20. Ibid., October 16, 1874.
21. Ibid., September 16, 1874.
22. Ibid., November 23, 1874.
23. Ibid., March 12, 1875.
24. Ibid., September 12, 1874; September 16, 1874;  
April 9, 1875.
25. Ibid., September 12, 1874.
26. Ibid., December 4, 1874.
27. John W. Cook, Educational History of Illinois,  
published by the Henry O. Shepard Company, 1912, pp.  
235-237; History of Jackson County, Illinois, p. 64;  
Tenth Biennial Report of the Superintendent of Public  
Instruction, 1873-1874, p. 161; Anniversary Souvenir,  
pp. 54-62.
28. Anniversary Souvenir, p. 53.
29. Annual Catalogue, 1879-1880, p. 4.
30. Ibid., 1875-1876, pp. 24-25.
31. Ibid., 1882-1883, p. 29.

32. Ibid., 1879-1880, p. 21.
33. Graph prepared from a chart inserted in Annual Catalogue, 1923-1924 (Bulletin July, 1923).
34. Annual Catalogue, 1880-1881, p. 18; History of Jackson County, Illinois, p. 66; Report of President Allyn, quoted in Thirteenth Biennial Report of the Superintendent of Public Instruction, 1879-1880, pp. 161-176.
35. Annual Catalogue, 1876-1877, p. 19.
36. Report of President Allyn, 1876-1877, quoted in History of Jackson County, Illinois, p. 66.
37. Ninth Biennial Report of the State Superintendent of Public Instruction, 1871-1872, p. 261.
38. Annual Catalogue, 1883-1884, p. 26.
39. Ibid., 1876-1877, p. 19 (and later issues); Report of President Allyn quoted in Twelfth Biennial Report of the Superintendent of Public Instruction, 1877-1878, pp. 187-189; Report of President Allyn, 1876-1877, quoted in History of Jackson County, Illinois, p. 66.
40. Anniversary Souvenir, p. 10; Annual Catalogues, 1875-1883.
41. Twelfth Biennial Report to the Superintendent of Public Instruction, 1877-1878, pp. 178-89.
42. Ibid., 1879-1880, pp. 161-76; Laws of Illinois, approved April 8, 1875.
43. Laws of Illinois, 1865, pp. 25-27; Anniversary Souvenir, pp. 14-15.
44. Twelfth Biennial Report of the Superintendent of Public Instruction, 1877-1878, pp. 187-189.
45. Ibid., pp. 188-189.
46. Eleventh Biennial Report of the State Superintendent of Public Instruction, 1875-1876, pp. 223-224.
47. Report of Robert Allyn, 1876-1877, quoted in History of Jackson County, Illinois, p. 65.

48. "Southern Illinois Normal University,"  
Ninth Biennial Report of the State Superintendent of  
Public Instruction, 1871-1872, pp. 175-83.

49. Annual Catalogue, 1877-1878, p. 30.

50. Ibid., 1879-1880, p. 31.

51. Ibid., 1881-1882, p. 53.

52. Anniversary Souvenir, p. 11; Annual Catalogues,  
1877-1878, pp. 28-29; 1880-1881, p. 39; 1884-1885, p. 51.

## CHAPTER IV

### The Reorganization After the Fire

What promised to be the first serious break in the school's early development occurred in 1863. On November 26 the "once grand structure, the pride of Southern Illinois" became a "mass of smoldering ruins."<sup>1</sup> The origin of the fire was in the roof directly over the museum, "and higher than the water tanks specially provided in case of accident."<sup>2</sup> The following evening the faculty spent some time in "a general discussion of the origin of the fire, and the heroic efforts of the students in attempts to save something from the threatening flames."<sup>3</sup> Citizens and teachers gave generous aid, and thus "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 and in good condition."<sup>4</sup>

Other towns might have taken advantage of the calamity and attempted to carry away the prize to their own territories if there had been any delay in the reorganization of the school. Carbondale, however, hesitated not as to what to do. Whether

because of true patriotism or from some selfish  
motive, the citizens of the town, on the evening of that  
same day, began plans for building temporary quarters.<sup>5</sup>  
On the following evening, in the meeting called be-  
cause of "this sad and overwhelming calamity," members  
of the faculty subscribed to the building fund. The  
citizens at once offered rooms for immediate use,  
but their patriotism was limited by a mercenary  
spirit, as is shown by the fact that the teachers  
were assigned to "rooms rented by the Board of Trustees  
... preparatory to beginning work on tomorrow morning."<sup>6</sup>

Within a few days school was again in  
session, classes meeting in vacant rooms in various  
business houses about the town. It was necessary  
at one time to hold a faculty meeting in the room  
over Mr. Bridge's grocery store, known as "Prof.  
Brownlee's room", where a decision was made to "hold  
opening services every morning in the Baptist church  
at 9 o'clock." Students were assigned definite  
seats which they were to occupy regularly at each  
morning roll-call. Students and teachers worked  
together in assorting and arranging water-soaked books,  
reclaimed from the burning building, in order that they  
would dry and thus be used as soon as possible.<sup>7</sup>

Meantime work on the temporary building was under way. The ladies of the town gave a festival to raise money, but it must have added merriment to the town's activities for it lasted three days. To the fund thus raised "friends added subscriptions until \$6,000 was realized for the erection of a temporary home in the northwest corner of the normal campus.... a free-will offering of a people heartily in sympathy with the institution, and determined that it should live." Isaac Rapp, as architect and builder, provided a surprising amount of comfort for this sum, in the opinion of the enthusiasts of the time.

In less than sixty days the school moved into the temporary quarters, built in the form of a Greek cross, with the center as a study and assembly hall, "a large room lighted by a skylight and four windows.... In the arms were eleven class-rooms, the President's office and a room for the model school." It was admitted, however, that the building was not perfect, for the paper walls were "too light to stop elocution and music from becoming mixed with arithmetic and grammar," and "the aisles in assembly hall were so narrow as to remind us of 'Fat Man's Misery' in Mammoth Cave." Even the skylight tower "was crowded with property there stored." The following year, while waiting for more permanent quarters, "some of the most



trying features of our hastily built home had been removed" and the time passed quickly, "filled with incidents laughable and perplexing, but cheered by favorable reports of the progress of the bill asking for an appropriation for rebuilding."<sup>10</sup>

The approach of the commencement of '84 illustrates the handicaps of lack of space and the humorous, if serious, situations resulting. "No hall in town could hold the people who would attend the Commencement exercises.... The public had always been welcomed, and we were desirous of having all come in this, our hour of adversity.... After careful consideration, it seemed best to obtain a large tent in which to hold the week's exercises." This situation was too much for the wits among the undergraduates. They thought the whole affair a circus and persisted in "assigning absurd parts to the various members of the graduating class as the animals in the show, and to the faculty as constituting the company." However, 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. 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."

To make a long story short, the week of commencement arrived with prospects of disagreeable weather. Undaunted, the people filled the tent on Monday night, the time set for the program of the Socratic Literary Society. The storm broke, "accompanied by a furious wind, which extinguished the lights, while the noise of the rain upon the canvas almost extinguished the speakers." When the lights went out, a youthful speaker waited until a lantern could be brought to the platform, and then continued his oration "before an audience sitting in darkness." The following night the Zetetic Society gave its program in the midst of a moon-illuminated campus. By Thursday a sweltering heat prevailed for the climax of commencement exercises, but "speakers overcame all difficulties, and all trials were cheerfully endured."

The humor in the situation of "roughing it" was on the surface, but there was apprehension among

the authorities, patrons, and students in regard to the future. It is true that the students there at the time of the fire remained and were "an unanswerable argument in favor of its continuation." It seemed doubtful that the vacancies caused by graduates and those who dropped out temporarily to teach would be filled by incoming people. It was feared that these recruits, instead of coming to a place of such poor accommodations, would go to a place where more was offered at the same cost. "This was the true crisis in the life of the Southern Normal. If the year opened with greatly reduced numbers, a spirit of restlessness and dissatisfaction would be apt to appear, which would be detrimental to good work. This would result in the loss of the best students, and ultimately in ruin to the school." The members of the faculty did much during the summer to keep the spark of existence alive. They worked in county institutes more than usual, making many new friends, and endeavoring to persuade some of them to attend the institution they represented. <sup>12</sup> The graph of attendance in the preceding chapter shows that there was a considerable decline for a time. In the year of the fire, 1883-1884, the enrollment in the normal department was 475; the next year, 379; the second year, <sup>13</sup> 370.

Meantime, a bill passed the legislature (approved June 27, 1885) appropriating \$152,065 for a new building. This time the law makers attempted to curb any undue optimism on the part of the trustees or contractors by specifying that "no contract shall be made and no expense incurred for any building, requiring for the completion of the same a greater expense than is provided for in the appropriation made in this act." At the same time there was appropriated for the next biennium for ordinary expenses per annum \$15,866.44, in addition to one-half of the interest on the college and seminary fund, \$2,650 of which was to be used for repairs, library, museum, expenses of trustees, and care of grounds. The same legislature appropriated for the Bloomington school \$21,500, in addition to one-half of the interest on the college and seminary fund.<sup>14</sup> This school had been under way for several years, of course.

The twelfth year opened with greater promise. Classes were "large and enthusiastic, for from the windows could be seen men working on the ruins, cleaning away the debris from the uninjured foundation," and, although it was evident the new building could not be ready during the coming year, the plans were "the topic of greatest interest." Again commencement passed

Programme of Recitations 1st Term, 1874-1875  
(Minutes of the Faculty)

	Allyn	Thomas	Jerome	Parkinson	Brownlee	Poster	Buck	Hilliman	Mason
8:00- 8:30	Opening Exercises, Spelling, Writing, and Drawing								
8:30- 9:15	Logic	Arith. (a)	Caesar	Arith. (d)			Arith. (c)	Arith. (b)	
9:15- 10:00		Geog.	Virgil	El. Alg. (c)	Reading	Univ. Alg. (a)		Univ. Alg. (b)	
10:05-10:25	Calisthenics and Singing								
10:25-11:10	Eng. Lit.	Zool- ogy	Begin. Latin	El. Alg. (c) <sub>2</sub>	Reading	U.S. Hist.	Gram. (b) <sub>1</sub>	Gram. (a)	
11:10-11:25	RECESS								
11:30-12:15			Lat. Read.		Reading	Phys. Geog.	Gram. (b) <sub>2</sub>	Gram. (a)	
12:15- 1:00	Pedagog- ics	Anyt. Geom.	Latin Begin.	Philos.	Reading				

Model School

John W. Cook says that "the later years of Dr. Allyn's presidency were somewhat clouded by differences of opinion between him and his Board of Trustees as to the management of the institution."<sup>20</sup> There is no reason to believe from a study of the records that the development of the school was in any way handicapped by the differences. We have observed that the enrollment in the fall term of 1890 had reached 525. It is true that the enrollment of the "Normal Department"<sup>21</sup> of the Bloomington school was 677 for the same year, but we must remember that the latter had been in operation fourteen years when the former began. We have also mentioned that the state legislature was granting to the Southern school appropriations quite comparable to those at Normal. There were fourteen members of the Southern faculty in 1891, showing a growth<sup>22</sup> of five members since the beginning, although this number had not increased since 1883.<sup>23</sup>

President Allyn was succeeded by John Hull, who had gone to Southern Illinois Normal as<sup>24</sup> instructor of mathematics. He had attended school at Normal, and had been superintendent at Salem. In 1866 he founded The Schoolmaster, which later became The Chicago Schoolmaster. He also served as county superintendent of McLean County for six years. Hull

retained the presidency for one year. There is reason to believe that his ability as an administrator was not equal to his competence as a teacher. There is reason to believe that politics had something to do with his leaving.<sup>25</sup> The enrollment for the fall term of 1891 was 457; the fall of 1892 when Hull took charge, 453; and the fall of 1893, 411. It was not until 1895, when the enrollment reached 462, that much gain was made.<sup>26</sup> When Hull left Carbondale he went to the presidency of the River Falls Normal School in Wisconsin, where he remained but one year,<sup>27</sup> perhaps indicating his lack of administrative ability.

Dr. Harvey Everest went to Carbondale, to succeed Hull, in the fall of 1893. He took with him a varied and extensive experience. He was born in the state of New York, and taught in various places while acquiring an education. He had been president of Hiram College in Ohio, of Garfield University, in Kansas, of Butler University in Indiana, of Eureka College in Illinois, and had taught in Kentucky University. He had served also as pastor of several Christian churches, including one at Normal, Illinois, and one in Hutchison, Kansas, where he was serving when chosen as head of the normal at Carbondale.<sup>28</sup> G. W. Smith, at

the time a member of the Southern Normal faculty and only recently retired, says that for four years Everest "directed with rare tact and good judgment the interests of the school." He left his administrative duties, partly, at least, because of ill health, to teach Bible in Drake University. 29

One outstanding achievement of President Everest's administration was the erection of what is now called the "Old Science Building." There was a demand for more room, especially for the library, for laboratory facilities, and for a modern gymnasium, all of which the new building contained for a time. 30  
The legislature appropriated \$40,000 for its construction. 31  
The building was dedicated on December 21, 1896, and at its next meeting the legislature appropriated \$6,000 to be used in equipping it. 32 A year later the school was boasting of its improved facilities especially for instruction in the science department. 33  
Governor Altgeld has been given credit for the castle-like architecture of the building. 34

The enrollment during Everest's four years began another increase, although it did not show a radical growth. The number in the faculty increased to eighteen by the end of his administration. 35



D. B. Parkinson became president of the Southern Illinois Normal in 1897. Parkinson was born near Highland, Illinois, in 1845. He attended McKendree College, at Lebanon, Illinois, where he first came into contact with Robert Allyn, and Northwestern University. His work had included teaching in rural schools, the principalship of the Carmi, Illinois, public schools, and teaching in Jennings Seminary at Aurora, Illinois. His experience had been exclusively in Illinois.

Parkinson's first work at Carbondale was that of teaching natural philosophy and chemistry. For eighteen years he served as Secretary of the Faculty.

The enrollment during Parkinson's administration made no radical advancement, but there was a steady growth. The physical achievement of the school during this period centered in the erection of two new buildings and in the appropriation for a third. The Wheeler Library became possible by an act of legislature in 1903, with an appropriation of \$23,000. The building was erected during the school year of 1903-1904, at a cost of \$30,000. An appropriation of \$50,000 was made in 1907 for a "Modern Model School Building," later named the "Allyn Building"

39

after the first president of the institution.  
In 1911, the state legislature appropriated  
\$75,000 for a girls' dormitory (later known as  
Anthony Hall).<sup>40</sup> It was expected that the building<sup>41</sup>  
would be ready for occupancy by the fall of 1913,<sup>42</sup>  
but it was not quite complete by that time, and  
certainly not ready by the time Parkinson relinquished  
his duties and became president emeritus.

During President Parkinson's tenure of  
office the teaching staff increased to almost forty.  
(In the summer of 1913, thirty-four people had been  
appointed for the coming year, but the list was in-  
complete.)<sup>43</sup>

At the commencement on June 4, 1913,  
eleven people received recognition of having completed  
the Latin Course, during the year, four the German  
Course, fourteen the English Course, two the House-  
hold Arts Course, one the Agricultural Course, and  
six the High School Course. One had conferred upon her<sup>44</sup>  
the degree of Bachelor of Education.

In this chapter there has been no attempt  
to give the details of the development of the  
Carbondale normal except as they were related to the  
crisis resulting from the burning of the first building

and the necessary reorganization. A broad outline of the changes in administration and the achievements in the physical growth have been sketched, however, in order to give some continuity to the progress which was really just beginning.

In the following chapters an attempt will be made to give brief but analytical studies of the trends of development and progress in the following phases: (1) the faculty, (2) the curriculum, (3) the equipment, and (4) the students and student life. These will be discussed with particular reference to the period from 1883 to 1913, and will give, no doubt, the real story of the school's life during that period.

Footnotes to Chapter IV

1. Minutes of the Faculty, November 27, 1883.
2. Annual Catalogue, 1883-1884, p. 24.
3. Minutes of the Faculty, November 27, 1883.
4. Annual Catalogue, 1883-1884, p. 24.
5. Ibid., 1883-1884, p. 24.
6. Minutes of the Faculty, November 27, 1883.  
At a faculty meeting some two months later a committee was appointed to prepare resolutions "expressing thanks to the friends of the school who had offered their rooms for the use of the school while up in town," indicating, perhaps, that some rooms were used for which rent was not paid or that the owners had been lenient with the amount charged. -- Minutes of the Faculty, February 1, 1884.
7. Ibid., November 30, 1883; Anniversary Souvenir, pp. 29-30; Annual Catalogue, 1889-1890, pp. 5-6.
8. Anniversary Souvenir, pp. 30-31; Annual Catalogue, 1883-1884, p. 24.
9. Anniversary Souvenir, p. 33.
10. Ibid., p. 35.
11. Ibid., pp. 32-4.
12. Ibid., pp. 34-5.
13. The Anniversary Souvenir, written in 1899 by people who should have known, says that the first day of the eleventh year (which was the first year after the fire) "set all fears at rest, as old students returned from the various counties, bringing their friends with them to enter upon a course of study. Their bright, hopeful faces dispelled all doubt, and the work of the year was begun in a spirit of confidence that the life of the school was assured." --pp. 34-5. This seems to be an exaggeration.

14. Laws of Illinois, Thirty-fourth General Assembly, 1885, pp. 25-7. We referred to this "college and seminary fund" in an earlier chapter. One-half the interest on the fund, in 1911, amounted to \$6,493.56 -- Laws of Illinois, Senate Bill No. 76, approved May 26, 1911.

[In the early years of the existence of the normal at Normal (near Bloomington), Illinois, the legislature had appropriated to that school all, or most of, the interest on the college and seminary fund. In fact, as late as 1875, one year after the beginning of classes at Carbondale, the Bloomington institution received for the next biennium all of the interest. -- Laws of Illinois, Twenty-Ninth General Assembly, 1875.

15. Anniversary Souvenir, pp. 34-5.

16. This building stands near the center of the campus to-day as the "Main Building," and, except for breaking up the hall a few years ago, remains much as the description given just before its completion: "There will be a ... Normal Hall or Study Room in the third story and fine Society Halls; recitation rooms in each story; a Library Hall in the second story, and a Laboratory and a Museum in the lower story. The recitation rooms are, including those belonging to the Training Department, in number seventeen, and are arranged and furnished in the most satisfactory manner .... The Museum of Natural History... and practical work of the students." Plans were made by I. S. Taylor of St. Louis, and a contract was made with Parry and Deal of Peoria, Illinois. -- Annual Catalogue, 1885-1886, p. 25.

17. Anniversary Souvenir, p. 36.

18. From a graph of attendance, Annual Catalogue, 1923-1924 (Bulletin, July, 1923).

19. Annual Catalogue, 1889-1890, p. 6.

20. Cook. op. cit., p. 234.

21. Charles A. Harper, Development of the Teachers College of the United States, published by McKnight & Mc Knight, Bloomington, Illinois, 1935, p. 91.

22. Annual Catalogue, 1891-1892, list of faculty.
23. Ibid., 1892-1893, list of faculty.
24. Ibid., 1875-1876, p. 6.
25. Cook, pp. 238-239; Dean George D. Whan, Commencement address, "Fifty Years of the S. I. K. U.", quoted in The Obelisk of 1926, p. 11; Anniversary Souvenir, pp. 63-65.
26. Southern Illinois Herald, (Carbondale, Ill.), October 19, 1895.
27. Cook, p. 236.
28. Cook, pp. 239-40; Anniversary Souvenir, pp. 66-70
29. Anniversary Souvenir, pp. 69-70.
30. Anniversary Souvenir, 1895-1896, pp. 69-70
31. Ibid., 1896-1897, pp. 74-75.
32. Laws of Illinois, Fortieth General Assembly, 1897, p. 77.
33. Southern Illinois Herald, December 11, 1897.
34. Southern Illinois Herald, October 12, 1895.
35. List of faculty in Annual Catalogue, 1897-1898.
36. Anniversary Souvenir, pp. 70-74; Cook, pp. 240-242.
37. Graph inserted in Annual Catalogue, 1923-1924 ( Bulletin, July, 1923).
38. Annual Catalogue, 1905-1906, p. 6.

39. Ibid., (Bulletin, July, 1907), p. 6.
40. Laws of Illinois, Forty-Seventh General Assembly, 1911 Senate Bill 75, approved May 29, 1911.
41. Annual Catalogue, (Bulletin, July, 1912), p.10.
42. Southern Illinois Herald, September 18, 1913.
43. Ibid., June 4, 1913.
44. Program of "Thirty-ninth Annual Commencement, June 4, 1913."

## CHAPTER V

### The Faculty

If we were able to ascertain the previous training and experience of faculty members, their relations to campus and student life, their contact with the community which they served, and the tenure of their positions as it influenced the stability of the staff, we should have a rather clear picture of the intellectual center of an educational institution. Some of this required information in regard to the Southern Illinois Normal is at hand in reports complete and accurate; some of it is vague and probably untrustworthy. Most of the present knowledge of the earliest faculties is found in eulogistic biographical sketches, perhaps, in most cases, written from memory or unconfirmed oral reports.

Our main difficulty in forming an adequate picture of the training of the faculty of the first fifteen years is that the degrees held by those teaching there were not recorded in the Annual Catalogue numbers until 1892. Even the Anniversary Souvenir publication of 1899 gave very few as having degrees. Many of them,



of course, especially those connected with the practice department, had no degrees.<sup>1</sup> Some had honorary degrees<sup>2</sup> which had been conferred by the smaller institutions. Perhaps the best key we have to their capabilities is that most of them seem to have taught in a variety of places before going to Carbondale. Five of them before 1889 were from the New England states and one was originally from Germany, which gives an indication of the geographic influence. A few of the others were from states adjoining or near Illinois.<sup>3</sup> The fact that in the days before the fire the enrollments were small, made possible a close relationship between students and teachers. The faculty took an active interest in student activities, and at one time the group adjourned in a body to a meeting of the literary society.<sup>4</sup>

Beginning with 1892, the Annual Catalogue appended to the faculty list the degree held by each.

Eight of these were given credit for having master's degrees, while nine had none. There were none with doctor's degrees.<sup>5</sup> In the following year President Everest was given credit for having a master's degree and a doctor of law degree. When President Parkinson took office in 1897 the size of the faculty had not increased although the enrollment had gradually grown. In that year there were nine instructors listed without degrees, at least four of whom were connected with the

training school. There were two with bachelor's degrees and four with master's degrees, not including the honorary degrees held by Parkinson.

In the meantime the activities of the faculty were not confined to classroom work. A knowledge of the school was being carried to more or less remote regions. An authority of the school commented in 1894: "Last summer, each professor gave a week's gratuitous work in some teachers' institute, and some of them were regular instructors in several county institutes of the state. The professors attend many associations of teachers, and they have delivered a great many educational lectures during the session. The University is becoming more and more... an educational power in this part of the state. Professor Martha Buck has published recently a series of English Grammars, which still further extends the influence of the school."

A careful check of a weekly newspaper published in Carbondale in 1895 shows that the instructors participated in lecture work, mostly at institutes and commencements, in ten adjoining and near-by counties, in addition to nine lectures in Carbondale and five in the remainder of the county. Fifteen different teachers took part in this work. Parkinson, who two years later was to become president, led the schedule

by delivering lectures in no less than thirteen places in Jackson, Johnson, Lawrence, Saline, Massac, and Union counties, most of which were fairly close to Carbondale. H. W. Shryock, who was to become noted as a lecturer a few years later, spoke during the year in Saline, Johnson, and Williamson counties, and during the summer spent several weeks in institute work in Central Illinois. The summary gives an idea of the scope, and particularly the geographic extent, of this lecture work in Illinois during 1895. There were, of course, a few trips into near-by states not considered as significant in the present discussion.

The activities of the year just mentioned seem to announce the approach of a widening interest and influence on the part of the faculty. Dean Wham, a co-worker of President Parkinson for a time, has said, "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." <sup>9</sup> By 1901, four years after Parkinson had become president, there was a somewhat

marked advancement in this activity. An analysis of the data, collected from the same publication and in the same way as for 1895, shows a geographic expansion in the region near Carbondale and the addition of a few counties at a distance. Perhaps the most significant advancement along this line was the inclusion of St. Clair County, from which in later years came numerous students. In this year Parkinsou's lecture trips had become much less frequent, possibly because of his executive duties. On the other hand, H. W. Shryock, who was to become president of the school in 1913, was leading the schedule. During the year he made no less than twenty-three lectures of which the newspaper columns took note.

10

Shryock had been on Carbondale's teaching staff for a few years only, but was rapidly gaining a reputation over a territory much greater than Carbondale and its environment. The Southern Illinois Herald commented in its news columns: "Prof. Shryock... is building up an enviable reputation in the lecture field and receiving many encomiums from the Southern Illinois press." The same paper followed this remark by quoting from other newspapers to prove the statement. That in the Advocate (Belleville, St. Clair County, Illinois) is illustrative: "The great feature of the meeting was the lecture by Prof. H. W. Shryock.... His address was

pronounced one of the ablest and most admirable ever<sup>11</sup>  
delivered before the teachers of St. Clair County".  
Shryock delivered addresses during the year in Gallatin,  
Jackson, Saline, Marion, Washington, White, Union,  
Alexander, Williamson, Perry, Madison and St. Clair  
counties, in the last of which he spoke no less than  
four times. All in all, most of the faculty members  
seem to have taken part in some lecture work at some<sup>12</sup>  
place in the state during the year of 1901.

In addition to trips out of town to speak at  
teachers' institutes and commencements, they took an  
active part in meetings of teachers and county superin-<sup>13</sup>  
tendents in Carbondale, either the president or a  
representative instructor or two regularly attended<sup>14</sup>  
conventions of teachers elsewhere. On one occasion,  
a teacher substituted for President Parkinson in a  
three-day meeting of institute instructors and normal<sup>15</sup>  
school presidents at Springfield. Miss Wertz, a training  
teacher, was invited during the summer to open one<sup>16</sup>  
of the discussions at N. E. A. convention in Detroit.

For the benefit of the school and the community  
in general the faculty instituted a series of "Univer-  
sity Lectures" in which speakers from the outside  
were called in, and for which season tickets were sold.  
The entertainments evidently became rather popular, for

we find that some of the students were capitalizing on their own foresight by selling tickets to less fortunate people at considerably higher prices. <sup>17</sup>

The teachers had their own lecture course, too, as a part of the "Faculty Club," at the meetings of which various members presented papers or gave talks. These were often of an abstract nature, as, for example, when "Dr. Everest presented a very excellent outline of the mental faculties, and Prof. Harwood discussed the 'Unknown'. The papers were short and spicy (sic!) and the discussions long and spicier." <sup>18</sup>

The Faculty Club was, no doubt, an outgrowth of the frequent faculty meetings, mentioned in a former chapter. Those meetings had controlled a multitude of detailed activities, but the idea of the faculty meeting as an executive board for such things was gradually dying. <sup>19</sup>

The plan was still in effect in 1895, however, for we find that the faculty issued in the year "the edict that the students will not be allowed to organize or connect themselves with a foot ball team which shall leave the city to meet other teams, and no games are to be allowed on the University campus." <sup>20</sup> This edict was given in spite of the fact that high schools in neighboring towns were playing football. <sup>21</sup>

In order that all students might be kept informed of current events, the faculty instituted a plan of having different members take a few minutes after the regular chapel exercises to give information to the students on current events. The first discussion seems to have been for the purpose of calling the attention of the students to "a few of the features of President Roosevelt's message."<sup>22</sup>

The contact of the faculty with other educators was not neglected. We have seen that they attended numerous teacher's institutes, including occasionally the N. E. A. conventions. Important educators attended educational events at Carbondale, as on the occasion of a "School Council" meeting when State Superintendent Bayliss, President Felmsley of Bloomington, and President Lord of Charleston, President Cook of DeKalb were present.<sup>23</sup> There was the occasion, too, when the presidents of the normals and the Southern faculty were entertained by Mrs. Ingersoll and Mrs. Allen, at the home of the latter.<sup>24</sup>

As we have noted, the faculty had grown in numbers from nine members in 1874 to eighteen in 1897, a period of twenty-three years. By the last year of Parkinson's administration, there were thirty-seven on the staff, one of whom was on a leave of absence. In the list given for the school year 1912-1913, the president has the only doctor's degree (which we recall

is honorary). There were eight instructors with master's degrees, and an additional group of nine with bachelor's degrees. The others were listed without any degrees whatever. Of this last group most of them were "assistants" in different departments or to have been connected with the training school. In other words, the faculty grew in numbers with the gradual increase in the enrollment, and the scholastic standing improved slightly. In 1897 about one-third had held no degrees, and the proportion had dropped to about one-fourth in 1913. The proportion of master's degrees remained about the same, indicating that any improvement was in the lower brackets.

25

The tenure of office of a teaching staff given some indication of the stability of an institution. In the Southern Illinois Normal in 1913, two people were on the faculty who had started with the school in 1874. One had been there thirty-six years; one, twenty-eight; one, twenty-three; two, nineteen; two, sixteen; one, fourteen; one, twelve; three, ten; two six; four, five; and two, four. The remainder had been there three years or less. When we remember that the number of teachers had quadrupled since 1874, we must admit that several of them had aided in increasing the stability of the school .

26



Footnotes to Chapter V

1. Pages 148-58.
2. McKendree College at Lebanon, Illinois, for example, conferred upon D. B. Parkinson a master's degree in 1874 and a doctor's degree in 1897. -- Anniversary Souvenir, pp. 72-4.
3. Anniversary Souvenir, pp. 154-64.
4. Minutes of the Faculty, December 4, 1874.
5. List of faculty, Annual Catalogue, 1892-1893.
6. Ibid., 1897-1898.
7. "Outside Work by the Faculty," Annual Catalogue, 1894-1895.
8. From a tabulation made from notes on faculty and normal activities in columns of Southern Illinois Herald during the calendar year of 1895.
9. Commencement address, Obelisk, p. 14.
10. From a tabulation made from notes on faculty and normal activities in columns of Southern Illinois Herald during the calendar year of 1901.
11. November 9, 1901.
12. See footnote 10.
13. Southern Illinois Herald, January 26, 1901.
14. Ibid., March 2, 1901.
15. Ibid., March 23, and March 30, 1901.
16. Ibid., April 27, 1901.
17. Ibid., October 12, November 2, November 23, and December 14, 1901.
18. Ibid., October 26, 1895.
19. D. B. Parkinson served as Secretary of the Faculty for eighteen years, and the plan was continued for a time.
20. Southern Illinois Herald, December 14, 1895.

21. Ibid., November 23, 1895.
22. Ibid., November 23 and December 14, 1901.
23. Ibid., November 9, 1901.
24. Ibid., November 16, 1901.
25. List of faculty in Annual Catalogue, 1912-1913 (Bulletin, July, 1912).
26. List of faculty, and dates of service, in Bulletin, April, 1914, pp. 17-25.

## CHAPTER VI

### The Curriculum

The average public sees building, enrollment figures, and perhaps, the record of the football team, when it sees an educational institution. As in the case of a dramatic production, however, the real story is told behind the scenes. To ascertain the true value of a college or university one must examine carefully its curriculum.

To obtain an idea of the paucity of what we consider today as college work, let us examine an early report made by Principal Robert Allyn:

"The course of study had been arranged with two purposes in view -- 1. To give a strictly Normal course of training to fit teachers for the public schools, and 2. To give examples of methods of teaching. It therefore goes over the whole curriculum of school studies, from the alphabet to nearly the completion of a collegiate education, and gives especial attention to those branches which require the use of the observing and perceptive faculties, without neglecting those which demand the use of the imagination and reason. Practical attention is devoted to physics, Chemistry, natural history, surveying, and language; and the student is not only taught to know,

but to do the work of the branches which he pursues. He is also required to give instruction in all that he learns, so that when he begins his life-work, either of teaching or laboring in a secular employment, he may not be wholly inexperienced in the very beginning of his career.

"The course of instruction also embraces lectures by the Principal on the history and science of Pedagogy, and on the methods both of Learning and Teaching."<sup>1</sup>

It is clear that the basic idea was to learn a subject so that it might be taught. The student was actually required to give instruction in what he learned from day to day. In the program at the beginning of the second year no less than fifteen classes, out of thirty-five offered, were definitely of an elementary character, being listed by such titles as "Reading" and "Arithmetic." Other classes were no doubt of ordinary high school difficulty. There were two classes offered in elocution, one in rhetoric,<sup>2</sup> two or three in Latin, and one in beginning Greek. A revised program for the third term of the first year provided for spelling in three sections, fifteen minutes each, and made provision for "Singing,<sup>3</sup> Writing and Drawing."

An examination of the "Tabular View" of studies found in Allyn's report for 1876-1877 shows that



"t" indicates time when the study is to be pursued.

"0" indicates a special class in the study-- generally for teachers.

A class in Methods begins the Arithmetic each fall term and continues two terms.

Classes in Methods of Teaching Reading, Grammar, Geography and History of the United States are taught every spring.

Spelling, Writing and Drawing are carried on till the students are perfect and are excused. Vocal music is the same.

Calisthenic exercises each day during the course.

the school was divided into two main parts, the preparatory and the normal, each consisting of three years of work. In the first year of the normal ten courses were offered, in all three terms; in the second year, twelve classes; and in the third year, thirteen classes. The footnotes appended to this table of courses are of particular interest. A class in methods began the study of arithmetic each fall term and continued two terms. Classes in methods of teaching reading, grammar, geography, and history of the United States were taught every spring. Spelling, writing, and drawing were "carried on till the students are perfect and are excused. Vocal music is the same. Calisthenic exercises each day during the course." It was in this same report that Allyn spent considerable time, as we explained in an earlier chapter, discussing the lack of preparation, especially in spelling, on the part of students arriving at

<sup>4</sup>  
S. I. N. U.

Observation of teaching, as a part of the required work, began with the opening of the school in the fall of 1874, with Miss Julia Mason in charge of the model school.<sup>5</sup> This first period of the model school's existence ended about 1877, because the legislature had decided that the model school must be run from tuitions paid by its members, and the enrollment

at S. I. N. U. was not large enough to provide the required finance.

In the meantime, however, greater stress had been put on the professional courses of the school. In fact, Allyn stated that the emphasis had been doubled. Students were required to write reports of observations of teaching, and were asked to teach "several of the common branches." When the model school was temporarily discontinued, work in methods and observations received a much greater proportion of the student's time.<sup>6</sup> By the time of the fire in '83 the model school had been reorganized, and the appropriation in 1885 did not provide the limitation that the model school should exist by its own tuitions.<sup>7</sup>

With the closing of the model school all of the regular practice teaching must have been done for a time in the preparatory department, for an Annual Catalogue states: "In all cases of graduation one year's work of teaching in the Preparatory Department, for one hour a day, will be required for a Diploma. A certificate will be given for each year of study completed in consecutive order in this department."<sup>8</sup>

The number of pupil teachers increased from twenty-three in 1875 to thirty-eight in 1883, and to eighty-seven in 1897.<sup>9</sup> An effort was made by the school "to afford to those preparing themselves to teach, a place where they may observe the best methods in operation,



and where...they may practice in the calling of a teacher.... This practice work and observation is receiving each year more attention with us, and is one of our most valuable advantages."<sup>10</sup>

After its reorganization, emphasis was again placed upon observation and teaching in the lower grades. By 1894, the model school regularly enrolled from seventy-five to a hundred children, classified into eight grades as in the public schools. Its purpose was to furnish tests of the methods advocated in other courses and to give opportunity to observe child nature. The aim was to make it "a model school for, in the best sense, the development of model teachers."<sup>11</sup>

The preparatory department did not exist merely for practice work. It was, in reality, a preparatory school. When pupils without the necessary preparation desired to enter the college, they were placed in classes doing a lower grade of work. Preparatory classes in reading, arithmetic, grammar, geography, and history of the United States were formed every term. Students were to remain in these classes until the subjects were mastered. There were also elementary classes in the sciences, knowledge of which was required for a first grade certificate. The student who took the Latin course in the normal department began his work in the second year of the preparatory work. Classes in algebra were offered in the spring term for those who had been teaching during the year."<sup>12</sup>

The work of the school was to train teachers, and by 1883, of the total of 2,257 students who had enrolled in all departments, 1,324 had taught since entering the school.<sup>13</sup>

A criticism made by the school authorities was that too many wanted to begin with the higher studies. The advice given was that they should take an examination of the lower courses, and find out where they stood. "It has been found by our experience of thirteen years that a large number of students come to the school lacking in the arts of reading, spelling, and writing. Let these be taken as your first studies. We will pass you on, as soon as you have proved you are master of the arts fundamental of all the practice of learning and teaching."<sup>14</sup>

By 1883 the school had a preparatory department of two years and a normal department of four years. The courses given in the normal were in the classical course, logic, ethics and criticism, mental philosophy, pedagogy (five terms), school law, practice teaching, seven science courses of one and two terms each, six terms of mathematics, one course in reading and phonics, five terms in English (including one in elocution and two in literature), two terms in geography, one term in history, one term in the constitution of the United States and Illinois,

one term of penmanship, two terms of drawing, one term of bookkeeping, and six terms each of Latin and Greek. Vocal music and calisthenics were to be taken daily until the pupil was excused. French and German were entirely optional and might be taken at any time. The courses in the preparatory department were quite similar, being, evidently, merely more elementary in nature. None of the first six subjects listed in the normal course above was given in the preparatory department. Military drill was to be given three times a week in both departments. The English course in the normal department required three years and omitted the languages.

Two years later a so-called "Short Course" was offered, requiring work of two years in the normal department and one in the preparatory department. This course omitted all work in languages. A year later three groups of courses were offered in the normal department: "the Short, the English, and the English and Latin." The last course required four years of three terms each.

During these years the plan of final examinations, conducted and graded by the faculty, had been continued. They were however, occasionally aided by a committee of graduates and county superintendents.

While the school was in temporary quarters, following the fire of '83, the authorities dispensed with the regular examinations.

The early requirements for admission to the normal had involved the passing of an examination, a test of the student's ability to acquire information and to pass it on to others. In one course the requirement was the ability to translate Cicero and Virgil "with clearness and grace, a knowledge of Latin Grammar; and Trigonometry, Surveying and Logarithms."

There were few changes in the courses offered, or the requirements for admission, in the years immediately following the fire. There were slight variations in the terms required for different subjects, but these did not alter the general trend of the curriculum. By 1893 the work in the normal was divided into five main courses. The English course admitted a student who was sixteen years old and who had obtained a certificate to teach in the public schools or who was a high school graduate. He was supposed to be able to complete the course in three years or less. It consisted of "a thorough training in all the branches taught in the common schools, a good course in English language and literature, an extended course in mathematics, and all the professional work." The English-Scientific course required four years. It included all the studies of the English course, gave double time to the natural

## English Course of Study

		2 yrs. Preparatory Terms offered	3 yrs. Normal Terms offered
I	Rhetoric		1
	Logic		1
	Const. of U. S. & Ethics		1
	Theoretical Pedagogy & Teaching		1 3
II	Elem. Botany	1	
	Higher Botany		1
	Elem. Zoology	1	
	Higher Zoology		1
IV	Practical Pedagogics		3
	Elem. Algebra	2	
	Higher Algebra		3
	Elem. Geom.		2
	Trigon. & Survey		1 & 2 hrs.wk.
	Gen. Geom. Calculus		3 optional
V	Elem. Natural Philos.	1	
	Higher Natural Philos.		1
	Chemistry		2 & 1 optional
	Geology		1
VI	Same as Classical		
VII	" " "		
VIII	" " "		
IX	" " "		
X	" " "		
XI	" " "		
XII	" " "		
XIII	" " "		
XIV	" " "		

## Classical Course of Studies

		2 yrs. Preparatory Terms offered	4 yrs. Normal Terms offered
I	Rhetoric		1
	Logic		1
	Const. of U. S. & Ethics		1
	Theoretical Pedagogics		1
II	Elementary Botany	1	3
	Higher Botany		1
	Elem. Zoology	1	
	Higher Zoology		1
III	Latin Gram. & Reader	3	
	Caesar & Sallust		3
	Virgil		1
	Cicero		1
	Tacitus		1
	Greek Beginning		2
	Anabasis & Gram.		2
	Memorabilia & Socrates		1
	Homer		1
IV	Practical Pedagogics		3
	Elem Algebra	2	
	Higher Algebra		3
	Elem. Geometry		2
	Trigonometry & Survey		1 & 2 hrs.wk.
	Gen. Geom. & Calculus		3 optional
V	Elem. Natural Philos.	1	
	Higher " "		1
	Chemistry		2 & 1 optional
	Geology		1
VI	Reading & Phonics	1	1
	Elucution		1
	Eng. Literature		2
VII	U. S. Hist.	2	1
	General Hist.		1
	Elem. Physiology	1	
	Higher "		1
VIII	Arithmetic	3	1
	Astronomy		1
IX	Grammar	3	1
	Eng. Analysis		1
	Book-Keeping		1
	Word Analysis		1
X	Pennmanship	1	1
	Drawing	1	2
XI	Geography	2	1
	Physical Geog.		1

Classical Course of Studies (Cont.)

	2 yrs. Preparatory Terms offered	4 yrs. Normal Terms offered
XII	Vocal Music Calisthenics	Daily for 1 yr. & till excused Daily drill & exercises
XIII	Spelling	Daily till perfect in the work
XIV	Military Instruction and Tactics	Three times a wk. for 2 yrs.

"Military Instruction and Practice will occupy such times as may be found convenient."  
(Nothing said about "voluntary.")

sciences, added two terms of mathematics, and allowed time for some additional studies. The English-Latin (or German) course required four years. It was the same as the English course except that it added four years of Latin or German. The Professional course was to be completed by a "college Graduate, or any one equally well qualified," in one year. The course gave an opportunity to review all of the common school subjects, and included psychology, pedagogy, practice teaching, drawing, and method work in various elementary subjects.

The fifth division in the courses offered in that year represented, perhaps, the greatest change in the program. This was called "The High School Course" and included most of the English course. It omitted the professional courses, but provided two years of Latin and two years of German. It provided for nothing not included in the other division. The Annual Catalogue boasted of the possibilities in these words, "Students ...may pass from the completion of this course to their chosen business in life, or into the college or the university for still higher training. Graduates from this course will be admitted to the best colleges."

Under the new schedule, the emphasis of the training department was on three lines of thought:

(1) a study of psychology, pedagogy, school law, and



practical ethics; (2) weekly meetings of practice teachers for the study of instruction and management of classes; and (3) actual teaching in the model school, under supervision. Nothing is said about the use of the high school for practice work, and it is taken for granted that, at that time at least, it was not used for that purpose. The emphasis was still on preparing teachers, but the basic knowledge given them seems to have been somewhat broadened. At least the aims stated expressed that hope: "Hence we aim first to insure a broad and thorough culture, and second to make all the professional work very prominent." Even yet, however, drills upon the elements were "made a specialty" in the normal department.

The requirement for admission to the normal department was based to a great extent upon the maturity of the student. The preparatory department again made its appearance, in place of the high school, to care for boys and girls who had completed the work of the eighth grade but who were not mature enough to enter the advanced classes. At that time the work of the preparatory department was to require "about one year's work." In the four-year Latin (or German) course for 1895, four terms of drawing, eight terms of mathematics, and two terms of reading

were possible, in addition to the usual professional, scientific, and language studies. At the same time bookkeeping and vocal music were offered every term, and one term of each was required.<sup>21</sup>

In 1897 physical training was required in the preparatory department and in the first year of the normal. Spelling and writing were required in the preparatory until the pupil was excused. Greek and advanced Latin were offered upon demand only, indicating that they were beginning to lose considerable prestige. The preparatory work at this time required about one year, but the pupil had a chance to specialize in one of three fields: The English course, the Latin (or German), or the Professional.<sup>22</sup>

In 1901 the divisions of the school again changed, but mostly in name only. The "Sub-Normal Department" made its appearance, and seems to have been for the purpose of caring for the pupils who had finished the nine grades which the model department had at that time, but who were too immature to take the regular normal school work. It required one year for completion. A high school course was once more one of divisions, this time requiring four years.<sup>23</sup> A course in

instrumental music had been established shortly before, but was emphasized in the school publication for the first time. Students paid an extra fee of four to five dollars a term for the privilege of receiving this instruction. Vocal music, too, was receiving more emphasis, and the aim was to give the pupils a knowledge of terms, scales, symbols, and tones. The address of a prominent educator on the subject of music as a necessity in the public schools, and the reminder that it was emphasized in the East, seems to have aided in the adoption at  
<sup>24</sup>  
S. I. N. U.

In the following year plans were made for the introduction of manual training. Before that time, the little work done in this field had been in connection with the making of apparatus in the department of physics.  
<sup>25</sup> A few years earlier, the state legislature had passed a law providing that an election for or against a manual training department in a high school might be called upon the request of fifty legal voters of the district. If the proposition carried, it was the duty of the high school  
<sup>26</sup>  
board to establish the department.

In 1905, a Modern Language course was offered which consisted in substituting German in the

first three years of the Latin course, and French for  
Latin in the fourth year.<sup>27</sup> In 1907, reference was  
made to the degree of bachelor of education, by stating  
that such candidates were required to take two years  
of Latin, or , by special permission, two years of  
German. In the same year a "State Course" of one  
year was offered in which the subjects were rather  
elementary in nature, but included one term of  
pedagogy.<sup>28</sup> In 1911, a course of four years in Applied  
Science and Arts, a Vocational course of four years,  
and a Vocational course of two years were offered.  
The degree course required two years, evidently beyond  
the regular normal work. In 1912, there was an  
Agricultural and Biological course of four years and  
a Manual Training course of four years.<sup>29</sup>

The main advances in the past few years  
had been in the offering of a degree course<sup>30</sup> and in  
the active recognition of the advantages of high school  
work, illustrated by the fact that in 1912 a student  
holding a diploma from a high school "well and favor-  
ably known" was granted a credit of one year in the  
normal department.<sup>31</sup> Although by the end of the period  
(1874-1913) discussed in this study the degree course

had been offered for at least six years, the 1913 commencement had one student only finishing the course.

32

In the totals of graduates for various years, it is difficult to ascertain the relative values of the departments. A Catalogue a few years later says that in "a period of thirty-eight years, 676 people were graduated; but this number includes all of those who finished merely the four-year high school course. It is a conservative estimate to say that twenty-five per cent of the 676 were only high school graduates and should never have been classed with those finishing the junior college course."

33

Thus far in this discussion of the curriculum nothing has been said about the work of the summer terms. Details of the work are hard to follow in the Catalogues, for the programs in the early years were given indefinitely or omitted. The first few summers seem to have been devoted exclusively to institute programs for teachers. In most cases the faculty gave its services gratuitously. In enrollments for the first twenty-five years were quite small, but after 1900 there was a considerable increase. Beginning with that time, the work offered appealed more to the ordinary student attempting to earn credits towards graduation.

34

35

However, it must be remembered that in all these years a large number of the students during theyear had previously taught.

Footnotes to Chapter VI

1. Report of 1876-1877 "to trustees and to the public," quoted in History of Jackson County, Illinois, p. 65.

2. Minutes of the Faculty, Vol. I, p. 35.

3. Ibid., I, 27.

4. Third Annual Report, 1876-1877, quoted in History of Jackson County, p. 65.

5. Tenth Biennial Report of the Superintendent of Public Instruction, 1873-1874, p. 161.

6. Thirteenth Biennial Report of the State Superintendent of Public Instruction, 1878-1880, p. 163; Twelfth Biennial Report . . . , 1877-1878, pp. 188-9.

7. Laws of Illinois, 1866, pp. 26-7.

8. 1877-1878, p. 28.

9. Lists of pupil teachers, Annual Catalogues, 1875-1878 to 1897-1898.

10. Annual Catalogue, 1888-1889, p. 19.

11. Ibid., 1894-1895, p. 17.

12. Ibid., 1882-1883, p. 53.

13. Ibid., 1883-1884, p. 26.

14. Ibid., 1886-1887, p. 37.

15. Ibid., 1883-1884, pp. 33-34.

16. Ibid., 1885-1886, p. 33.

17. Ibid., 1886-1887, pp. 38-40.

18. Ibid., 1883-1884, p. 31.

19. Ibid., 1877-1878, p. 27.

20. Ibid., 1893-1894, pp. 7-14.

21. Ibid., 1895-1896, pp. 16-21.
22. Ibid., 1897-1898, pp. 20-23.
23. Ibid., 1901-1902, pp. 17-22.
24. Ibid., pp. 11, 60-63.
25. Ibid., 1902-1903, p. 14.
26. Laws of Illinois, 1897, p. 293.
27. Annual Catalogue, 1905-1906, pp. 24-30.
28. Ibid., 1906-1907, (Bulletin, July, 1907), pp. 24-8.
29. Ibid., 1911-1912 (Bulletin, July, 1912), pp. 21-30.
30. "The last General Assembly of Illinois granted to four of the State Normal Schools the power to confer degrees upon the completion of courses of study equivalent to those prescribed by similar institutions." -- Annual Catalogue, 1907-1908 (Bulletin, July, 1907), pp. 20-9.
31. Ibid., 1911-1912, (Bulletin, July, 1912), p. 16.
32. Commencement Program, June 4, 1913.
33. Annual Catalogue, 1923-1924 (Bulletin, July, 1923), p. 13.
34. Bulletin, April, 1914, pp. 36-7; Minutes of the Faculty, July 3, 1874; Annual Catalogues, 1879-1880; p. 46, and 1880-1881, p. 77.
35. Bulletin, April, 1914, p. 37; Annual Catalogue, 1900-1901, p. 75.
36. Annual Catalogue, 1881-1882, p. 47.
37. Ibid., 1881-1882, p. 48.

## CHAPTER VII

### The Equipment

In an attempt to improve upon the Hopkins-Garfield, log, it was necessary for the institution at Carbondale to begin an accumulation of equipment as soon as possible. In fact, before the school became even more than a name, Cyrus Thomas had been appointed to begin the collection of a museum.<sup>1</sup> Henceforth it became one of the outstanding features for praise and publicity.

Shortly after the work of the school was under way, the museum was advertised as a large, well-lighted room, supplied with "elegant centre and wall cases of best design and finish for display of specimens." It was supposed to contain ample illustrative material for the work in zoology and botany. At the same time the school solicited from its patrons and friends assistance in building up "a Museum worthy of Southern Illinois." It included in this list of desired objects minerals, birds, insects, animals, plants, and Indian relics.<sup>2</sup> Two years later, an authority of the school expressed in print the school's thanks for the many valuable things which had been contributed for that purpose.



At that time, more than two thousand objects had been collected and arranged.<sup>3</sup> Still two years later, the statement was made that more than four thousand specimens had been gathered and classified.<sup>4</sup>

The work in the physical sciences did not receive as much attention, but there was an attempt to build up the laboratories to increase their efficiency. This equipment, although simple in nature, was fairly complete from the first. The chemical laboratory was supplied with bunsen burners, a full line of reagents, and a stock of chemical compounds. The purpose of the course was to make the student familiar with the apparatus and to teach him the processes of detecting the presence of ordinary substances.<sup>5</sup> A little later the school claimed to possess the most complete and extensive set of apparatus in the state south of Chicago, "with a single exception, which is annually increased by the appropriations of the General Assembly."<sup>6</sup>

In the legislative appropriation of 1875, one part only, an amount of \$1,500, had been "for the purchase of a library and chemical and philosophical apparatus."<sup>7</sup> It was necessary, then, that the equipment be built up on a small amount of money, or that many things, as in the museum, be contributed.

In the meantime, the library had made a small beginning. The first collection was begun

with a fund raised by the literary societies.<sup>8</sup> By the next year the announcement was made that the school had "commenced foundations of libraries."<sup>9</sup> A call was made to the friends of the institution for old books, pamphlets, and maps.<sup>10</sup> Numerous volumes were contributed, and in 1861 the number had grown to 7,500." In the year of the fire there were 7,900<sup>12</sup> volumes.

When the building burned in 1883, most of the books, furniture, and laboratory apparatus were saved. No record is made, however, of any such good fortune with the museum.<sup>13</sup> After the fire, friends again contributed abundantly, and in the following year it was claimed that the materials at hand would "illustrate<sup>14</sup> nearly all points in Natural History." Although the publications of the next few years, during the time the school was in temporary quarters, read as they did before the fire, it is evident from a general study of the period that comparatively little equipment was added for a time.

With 1890 the facilities increased. The "Astronomical Department" purchased, for \$450, a telescope direct from the factory of Clark and Son. It had a five inch object glass and eye-pieces varying in power from 100 to 300 diameters.<sup>15</sup> The physical

science apparatus included a Toepler-Holtz electrical machine, an air pump with accessory attachments, a compound microscope, a thermo-electric pile and galvanometer, an electrical rotator, an induction coil, and a stereopticon with views of scientific subjects. The chemical laboratory was equipped with water, gas, reagents, and apparatus. The department of mathematics had a surveyor's transit and compass for use in classes in trigonometry and surveying. The natural science materials included "thousands of specimens from land and sea, an invaluable aid in...studies in natural history."<sup>16</sup>

The museum continued to grow, a variety of objects arriving from a variety of places. It received a bat from North Carolina and one from California,<sup>17</sup> and an ant eater from South America. A member of the class of '85 sent a curious Mexican plow and a pair of Mexican sandals.<sup>18</sup> At one time a collection of one hundred specimens of minerals, a series to illustrate the geological ages, was added, presumably by purchase.<sup>19</sup> Prof. French, who had charge of the museum, received a stuffed deer from the taxidermist of a university in Ohio.<sup>20</sup>

In 1895, the trustees asked the legislature for an appropriation of \$60,000 for a new building

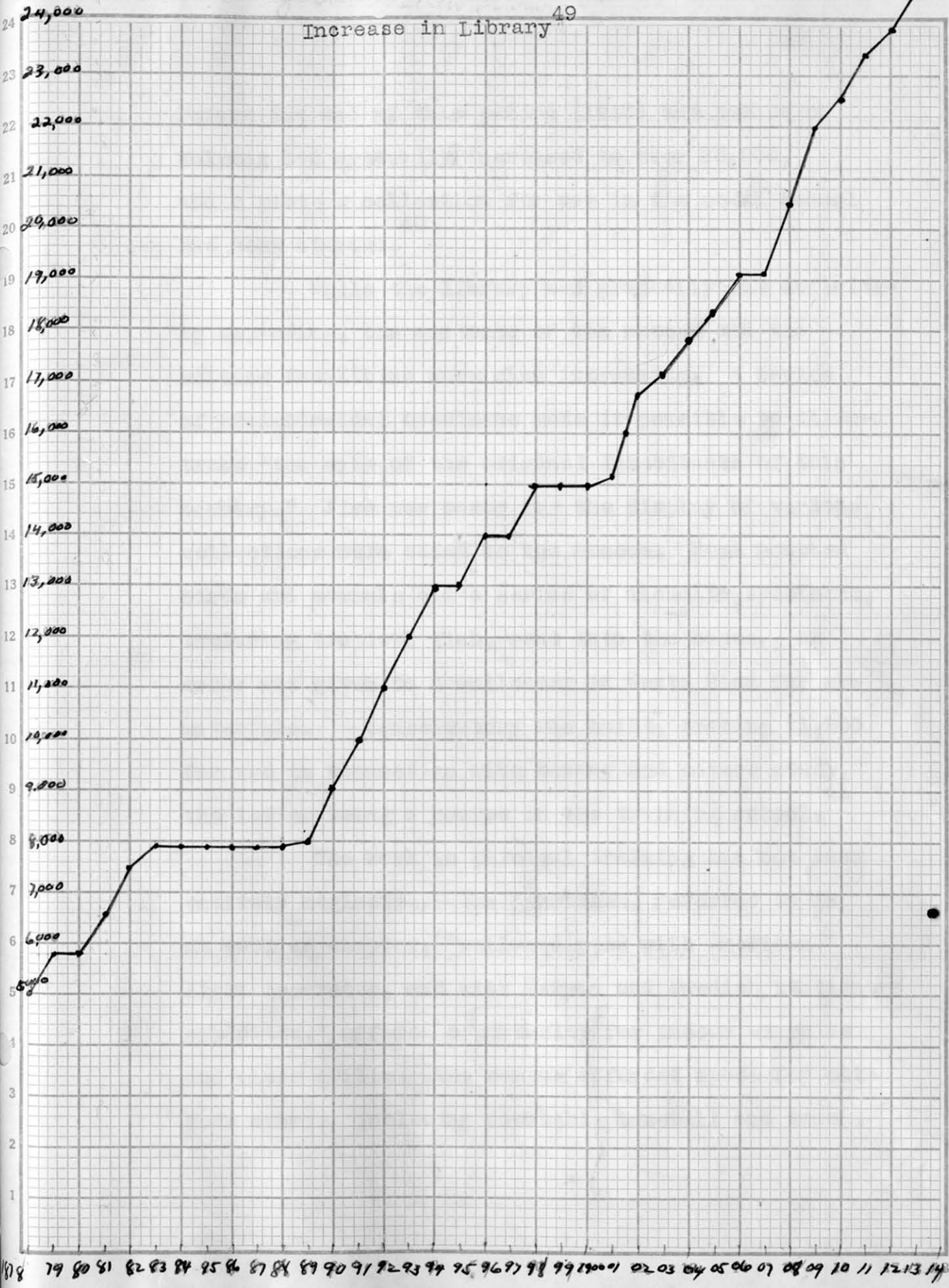
to include the museum, gymnasium, and society halls.<sup>21</sup>  
In the summer following an appropriation of \$40,000  
for the erection of such a building, and at the same  
time allowed \$22,116 per year for two years for the  
expenses of the school.<sup>22</sup> The building was dedicated  
in December, 1896. The legislature was asked for  
more cases and apparatus.<sup>23</sup>

During these years the library continued  
to grow. In 1884, the school claimed "a greater  
number of books on Pedagogical Science and Practice  
than any one in the West." Teachers close enough<sup>24</sup>  
to Carbondale were permitted the use of these books.  
By 1889 the library contained 9,000 volumes and 2,000  
pamphlets.<sup>25</sup> In the year 1890-1891 about 300 books  
were added,<sup>26</sup> and in the following year about 1,000,  
raising the total to 10,000.<sup>27</sup> In 1893-1894, the claim  
was made that the number of those drawing out books<sup>28</sup>  
had more than doubled that of the previous year.  
The following year a list of rules and regulations ap-  
peared. The library was not to be used as a regular  
study hall, except when other books must be consulted.  
Most of the books might be taken out for a week, but a  
few were allowed out for one night only. In the same  
year the classification of the books according to

the Dewey-decimal system was completed, and a catalogue of subjects was being prepared for student use. The library contained 12,000 volumes and about seventy current magazines and papers. In one week, a short time later, 126 books were added to the library, and this in the middle of the school year. In the latter part of the year, the library committee decided to invest \$200 in periodicals and \$150 in new books. They began to bind the periodicals at the close each year, and place them on the shelves with the books.

The supply of books increased gradually during President Parkinson's administration (1897-1913), and improvements were made in library facilities and methods. The room was open all of each school day and from eight to twelve on Saturdays, and Poole's Index for magazine articles was added. The librarian began the practice of giving talks to the student on the use of the index and reference system used. Later, new students were formed into classes at the beginning of each term and instructed in the use of the library. The new Wheeler Library was ready for occupancy in 1904. It had cost \$30,000, although the appropriation was for \$25,000. It had a stack room with a capacity of 30,000 volumes. Some public documents had been collected, but they were not in usable shape.

Increase in Library



Before the end of this period (1913) the number of volumes had gradually increased to over 23,000, and a picture collection for use in the model school had been started.<sup>40</sup>

While the library was gradually but definitely expanding, the contents of the museum and the science facilities were also increasing. A series of archeological specimens made it possible to illustrate "the arts of the original inhabitants of this country." Five new cases for the display of various collections were added to the museum. Some mounted birds and mammals and a series of alcoholic specimens, including tropical fish, went into the cases. An order was given to a collector in Costa Rica for new materials. A conservatory was built, costing \$1,800 for use in connection with botany and nature study, the latter being a course in the training school.<sup>41</sup>

The work in physical training had not been entirely neglected. The gymnasium, referred to in an earlier chapter, "well-equipped with American light apparatus, and with German and Swedish stationary apparatus," offered opportunity for indoor exercise and class drills. The campus afforded space for outdoor sports, including football, baseball and track.

Individual students were required to furnish themselves with "gymnasium slippers" and the girls wore a special costume which gave "the necessary freedom of movement" and saved their usual wearing apparel. <sup>42</sup>

Plans were made as early as 1903 for the extension of manual training work to the normal department. <sup>43</sup> In 1906, some equipment was installed, <sup>44</sup> but it was not until 1910 that there were added eleven lathes and a band saw, run by electricity, and twenty work benches supplied with tools. <sup>45</sup> Along the same line of instruction, three rooms were set aside for work in household arts, and the rooms equipped "with all the approved appliances for such instruction." <sup>46</sup>

Shortly before the end of President Parkinson's administration, an experimental farm was introduced. A farm of about sixty-five acres, adjoining the campus on the south, was purchased, and in 1913 it was being <sup>47</sup> equipped with buildings and the necessary tools.

Whether or not the occasional, and sometimes frequent, additions of equipment were as valuable as they might have been, local observers claimed that it would "compare favorably with like departments in other schools." <sup>48</sup>



Footnotes to Chapter VII

1. Ninth Biennial Report of the Superintendent of Public Instruction, 1871-1872, pp. 178-83.
2. Annual Catalogue, 1877-1878, p. 30.
3. Ibid., 1879-1880, p. 43.
4. Ibid., 1881-1882, p. 53.
5. Ibid., 1879-1880, p. 31.
6. Ibid., 1882-1883, p. 60.
7. Laws of Illinois, Twenty-Ninth General Assembly, 1875, approved April 8, 1875.
8. Annual Catalogue, 1875-1876, p. 26.
9. Ibid., 1876-1877, p. 24.
10. Ibid., 1879-1880, p. 43.
11. Ibid., 1881-1882, p. 53.
12. Ibid., 1882-1883, p. 61.
13. Ibid., 1883-1884, pp. 24 et seq.
14. Ibid., 1883-1884, p. 60.
15. Ibid., 1890-1891, p. 13.
16. Ibid., 1892-1893, p. 11.
17. Southern Illinois Herald, February 2, 1895.
18. Ibid., February 9, 1895.
19. Ibid., April 20, 1895.
20. Ibid., October 19, 1895.

21. Ibid., February 9, 1895.
22. Ibid., June 8, 1895.
23. Annual Catalogue, 1896-1897, pp. 74-75.
24. Ibid., 1884-1885, p. 55.
25. Ibid., 1889-1890, p. 14.
26. Ibid., 1890-1891, p. 14.
27. Ibid., 1891-1892, p. 13.
28. Ibid., 1893-1894, p. 62.
29. Ibid., 1893-1894, pp. 60-62.
30. Southern Illinois Herald, January 26, 1895.
31. Ibid., December 14, 1895.
32. Annual Catalogue, 1897-1898, p. 81.
33. Ibid., 1899-1900, p. 15.
34. Ibid., 1898-1899, p. 13.
35. Ibid., 1901-1902, p. 65.
36. Ibid., 1903-1904, p. 64.
37. Bulletin, July, 1907, p. 6.
38. Annual Catalogue, 1905-1906, p. 6.
39. Ibid., 1905-1906, p. 73.
40. Ibid., 1911-1912, p. 80.
41. Ibid., 1901-1902, p. 12.
42. Ibid., 1902-1903, pp. 56-57.
43. Ibid., 1902-1903, p. 14.

44. Ibid., 1907-1908, p. 14.
45. Ibid., 1909-1910, p. 16.
46. Ibid., 1909-1910, p. 18.
47. Southern Illinois Herald, June 12, 1913.
48. Ibid., June 12, 1913.
49. From a table in Bulletin, April, 1914.

## CHAPTER VIII

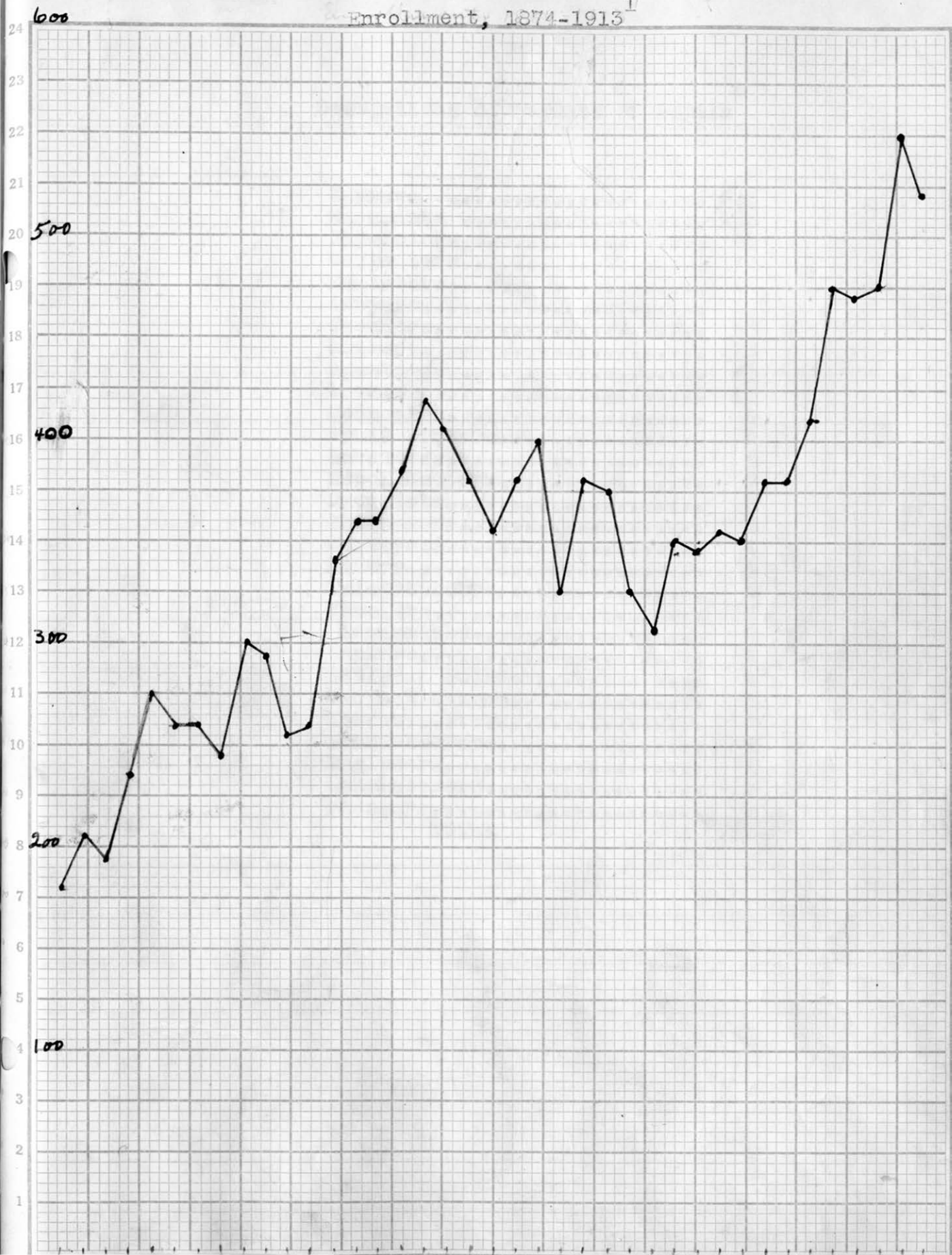
### The Students

We have noted that the development of the faculty, the curriculum, and the equipment were somewhat gradual, for the most part, in the history of the Southern Illinois Normal University from 1874 to 1913. It would be reasonable to suppose, therefore, that the growth in the enrollment would be the same. A study of the graph of attendance shows that in fourteen different years the enrollment had a more or less definite decline, while in seventeen cases it showed a slight or greater increase. The other years showed an attendance almost exactly that of the year before. The increases, in general, were, of course, greater than the declines. The periods in which there were any drops of importance were 1884-1887, 1892-1895, the year 1897, and 1899-1902.<sup>1</sup> The first drop is explained by the burning of the building and the consequent necessity of living in temporary quarters until 1887. The drops from 1892 to 1895, and again in 1897, may be explained in part by the panic of 1893 and the years of depression immediately following. In 1895, however,

conditions in Southern Illinois improved somewhat,<sup>2</sup> and the enrollment increased a little in 1896. It will be recalled from an earlier chapter that there were changes in administration which may have played some part in the enrollment fluctuations. John Hull had served in the year 1892-1893, and was admittedly a poor executive. Everest had served during the years 1893-1897, perhaps causing another break in the stability of the school.<sup>3</sup> The science building had been completed during these years, however, and a second building and more equipment may have offered some inducement to students after 1897. At any rate, the enrollment increased for a year. It is extremely difficult to check accurate enrollments in the 1890's and the early 1900's because of the changes in the comparative standings of the high school and preparatory courses offered during these years. Some of the decreases were no doubt actual, but in some cases it is probable that classifications of students caused some apparent fluctuations in enrollments which did not actually exist.<sup>4</sup> It was not until 1913 that a rather uniform and permanent system of classification was used.

Who were these pupils who went to the Southern Illinois Normal? From whence had they come?

Enrollment, 1874-1913<sup>1</sup>



Occupations of Parents of Pupils

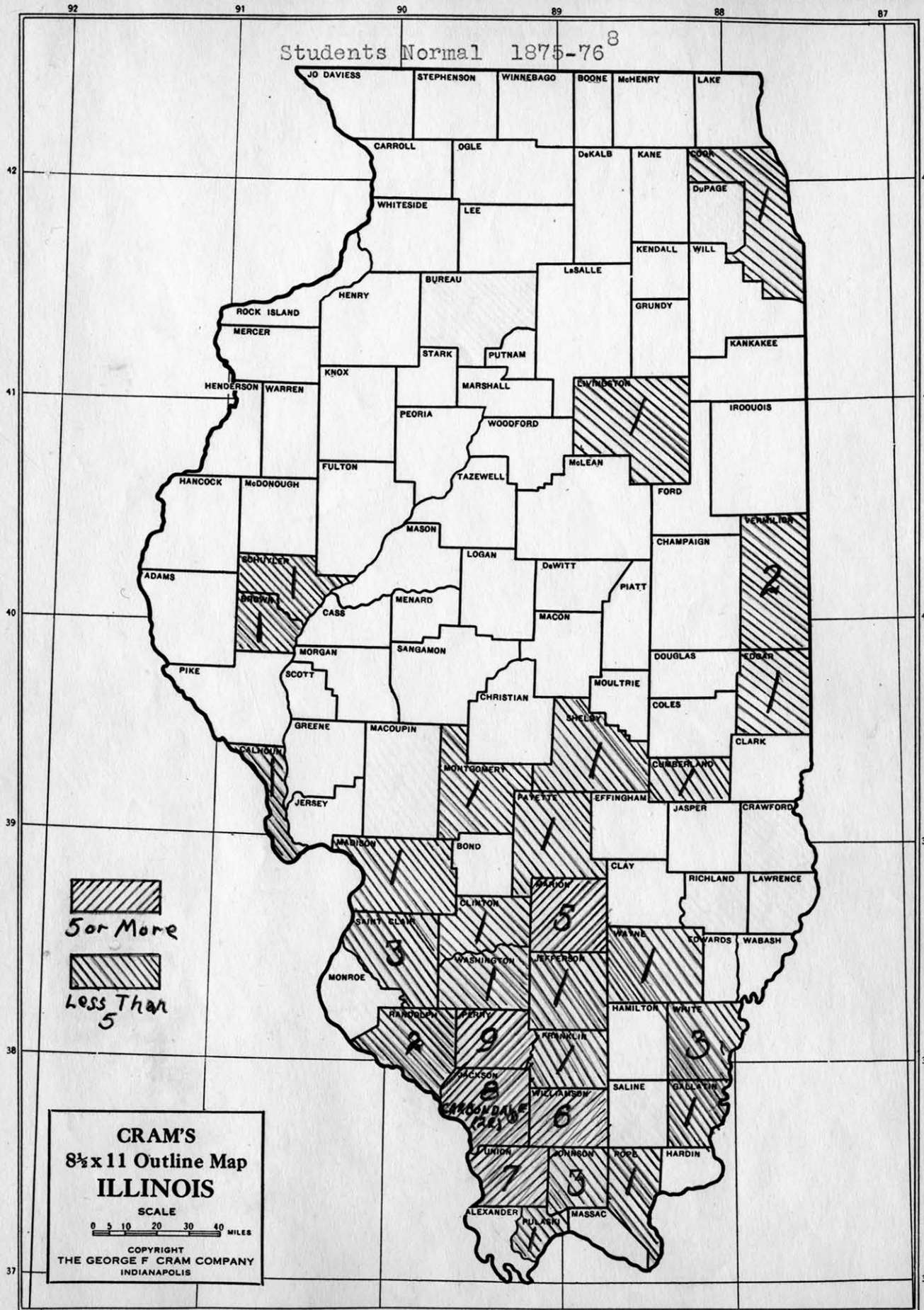
Farmers .....	381
Merchants .....	105
Physicians.....	56
Carpenters.....	26
Ministers.....	23
Lawyers.....	21
Teachers.....	20
Millers.....	19
Agents .....	11
Traders.....	11
Mechanics.....	9
Fruit Growers.....	8
Laborers.....	8
Hotel Keepers.....	7
Druggists.....	6
Shoemakers.....	5
Surveyors.....	4
Miners.....	4
Telegraphers.....	4
Jewelers.....	3
Blacksmiths.....	3
Bankers.....	2
Railroad Builders.....	2
Cabinet Makers.....	2
Masons.....	2
Manufacturers.....	2
Engineers.....	1
Upholsterers.....	1
Painters.....	1
TOTAL	<u>747</u>

A table inserted in this chapter shows the occupations of the parents of the pupils in the normal during its first two years. <sup>6</sup> A glance at the table will show that a little more than one-half of the students came from farm homes, and that almost one-seventh came from homes of merchants. Of the total of 747, there were 120 from the homes of the combined professions of medicine, law, ministry, and teaching. Most of the remainder came from the homes of skilled workers, with a few from those of laborers. A similar list given a few years later shows approximately the same variations in occupations of fathers. <sup>7</sup>

The map showing the counties of origin of the pupils in the normal department during the year 1875-1876 gives a good idea of the geographic region served by the school at that time. <sup>8</sup> The town of Carbondale, of course, led the enrollment with twenty-two students. From Jackson County, outside of Carbondale, there were eight more. Perry, Union, and Williamson counties, adjoining Jackson, sent the next highest number. Marion County, the only one of the upper group not adjoining Jackson, sent five. Note that St. Clair County, later to aid materially in increasing the enrollments, sent three. The other



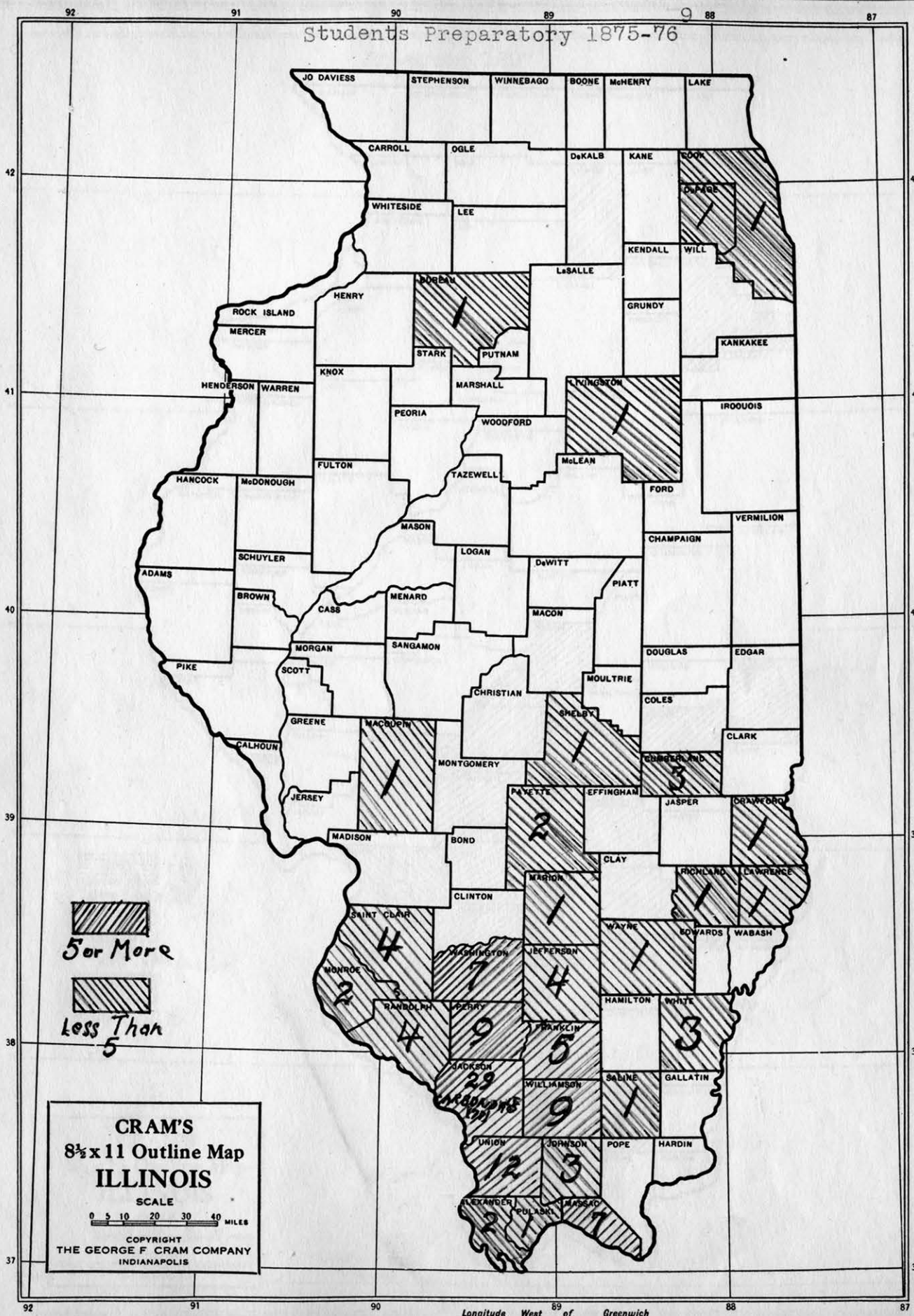
# Students Normal 1875-76<sup>8</sup>



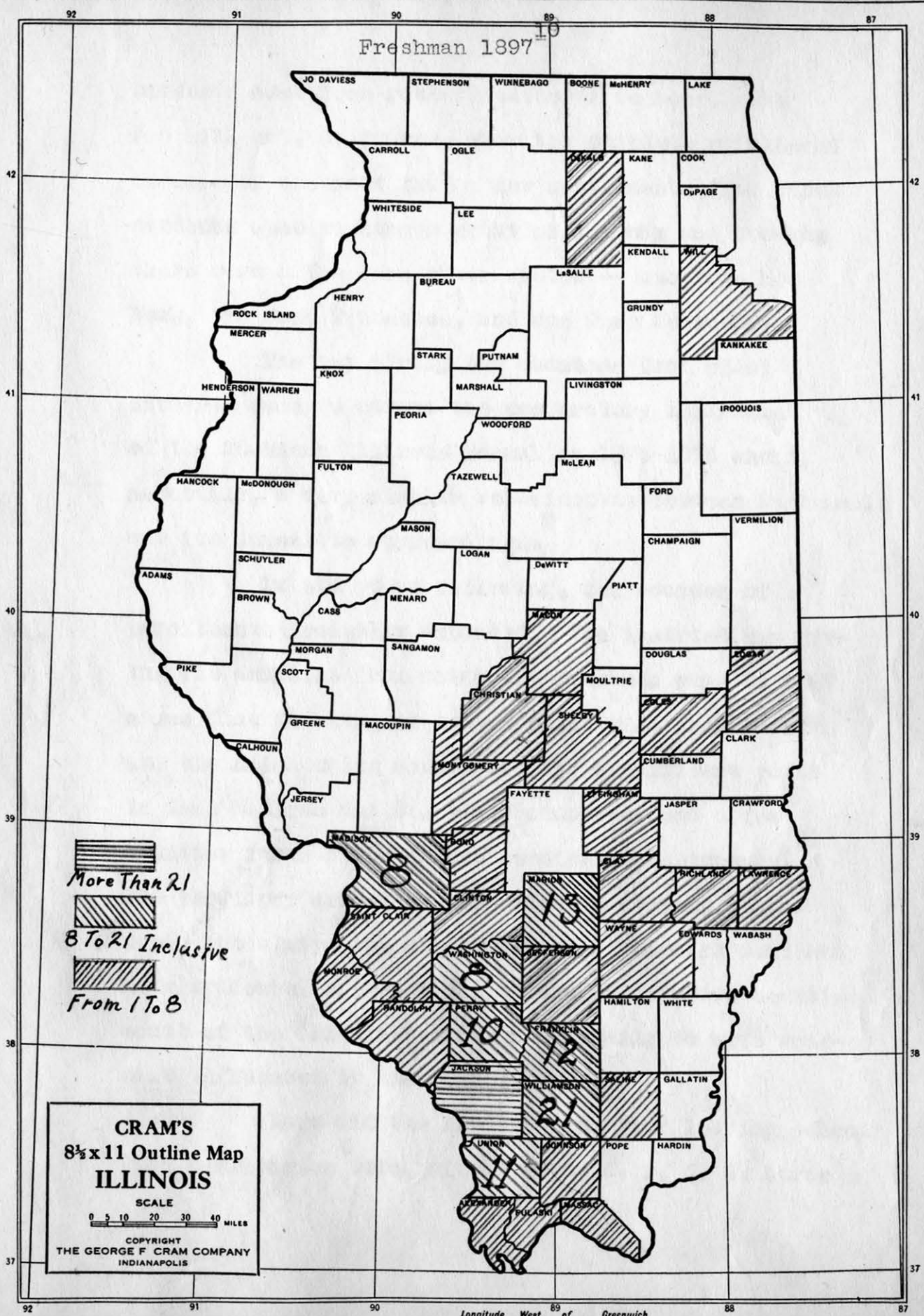
5 or More  
 Less Than 5


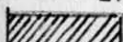
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Students Preparatory 1875-76



Freshman 1897<sup>10</sup>



-  More Than 21
-  8 To 21 Inclusive
-  From 1 To 8

**CRAM'S**  
**8 1/2 x 11 Outline Map**  
**ILLINOIS**

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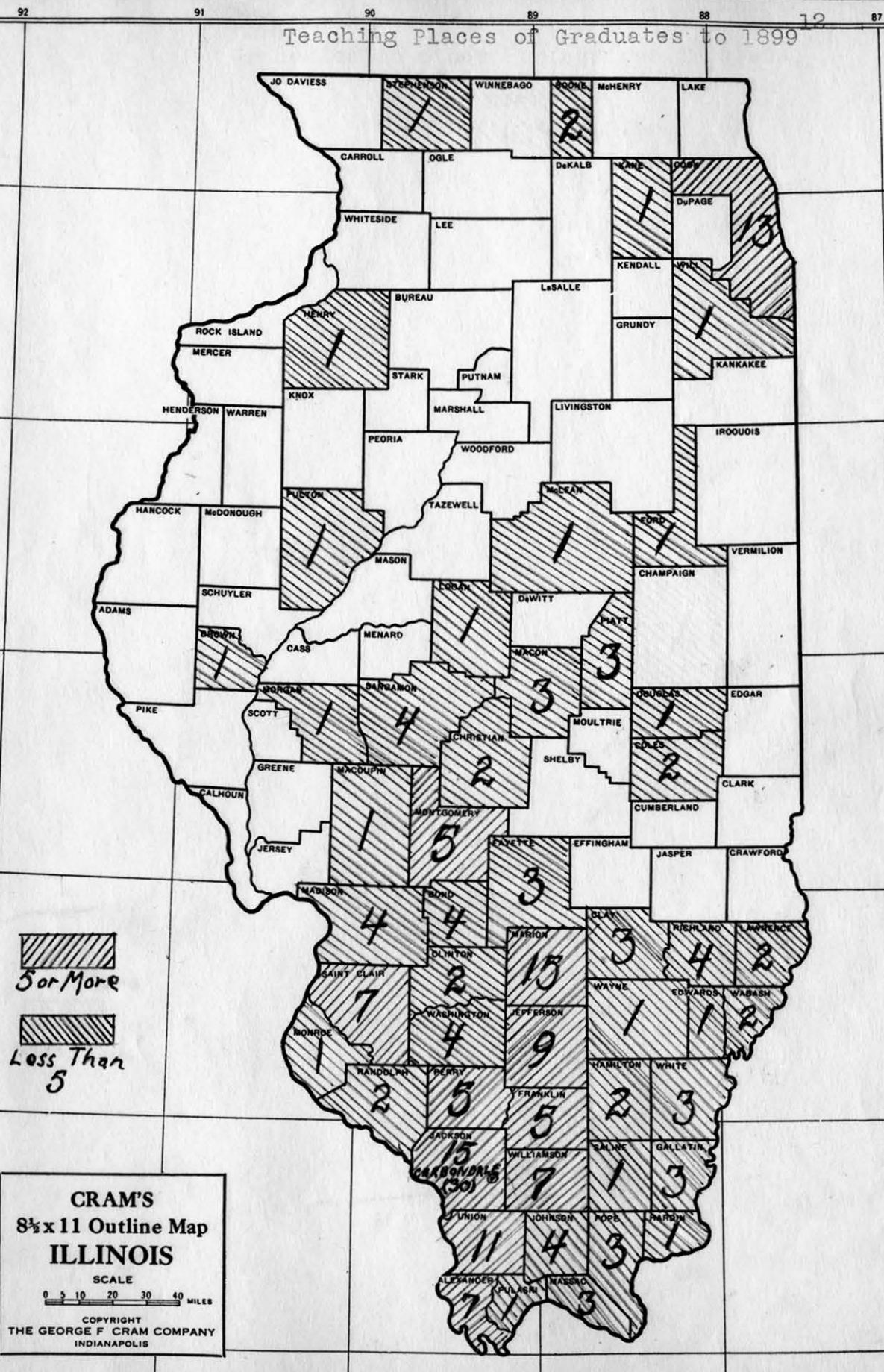
students came from rather scattered regions. The map will not, of course, show the complete enrollment because of the fact that a few settlements from which students came no longer exist on any map and because there were a few from other states -- one from New York, two from Tennessee, and one from Kentucky.



The map giving the counties from which students came to attend the preparatory department of the Southern Illinois Normal in 1875-1876 shows, naturally, a very similar relationship between Carbondale and its immediate surroundings.<sup>9</sup>

In the years following, the sources of enrollments gradually expanded. The inserted map giving the counties from which the freshmen came in 1897 shows that the largest number still came from Jackson and the neighboring counties. The significant point is that Madison and St. Clair counties, and a few counties farther north were sending more students.<sup>10</sup> The territory served by the school continued to expand, but always the region around Carbondale sent many more students, although all of the thirty-five counties south of the old Alton-Terre Haute Railroad were somewhat influenced by the school.<sup>11</sup>

Where did the students go after leaving school? What territories were influenced by S. I. N. U. through

Teaching Places of Graduates to 1899



 3 or More  
 Less Than 5

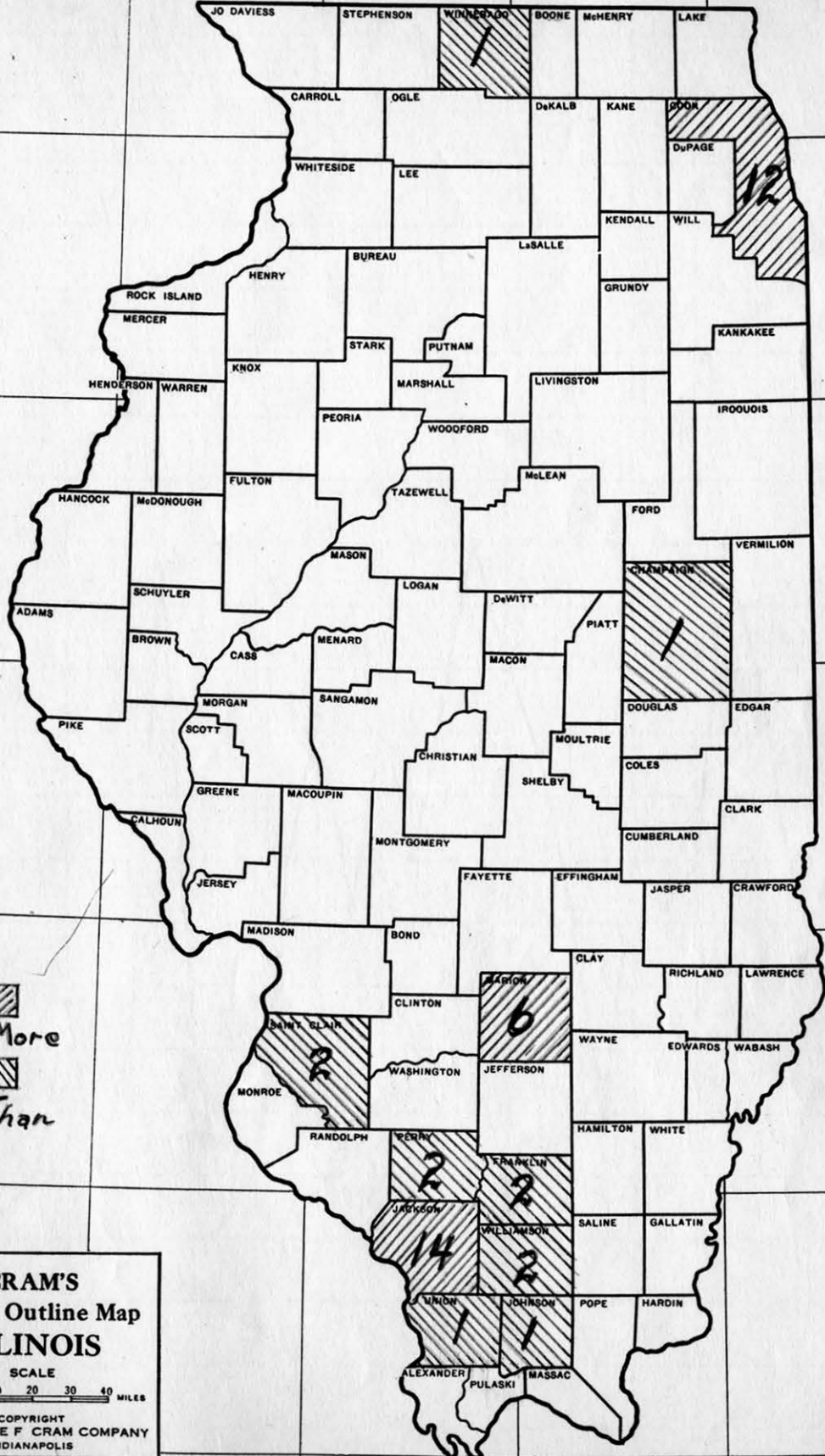
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# Graduates in other Professions in state. <sup>13</sup>

92 91 90 89 88 87

42  
41  
40  
39  
38  
37

42  
41  
40  
39  
38  
37



 5 or More  
 Less Than 5

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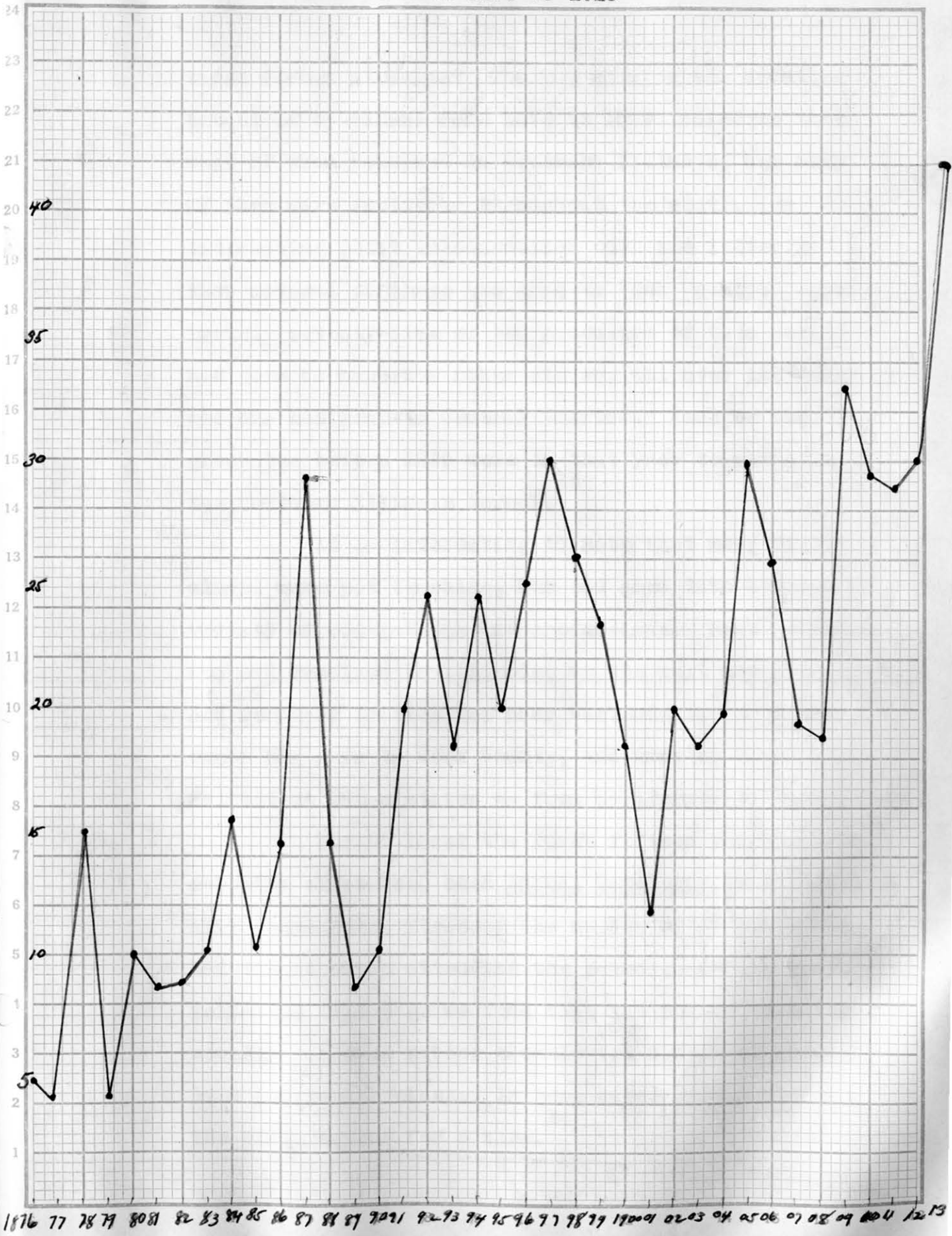
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### Graduates from 1876 to 1913



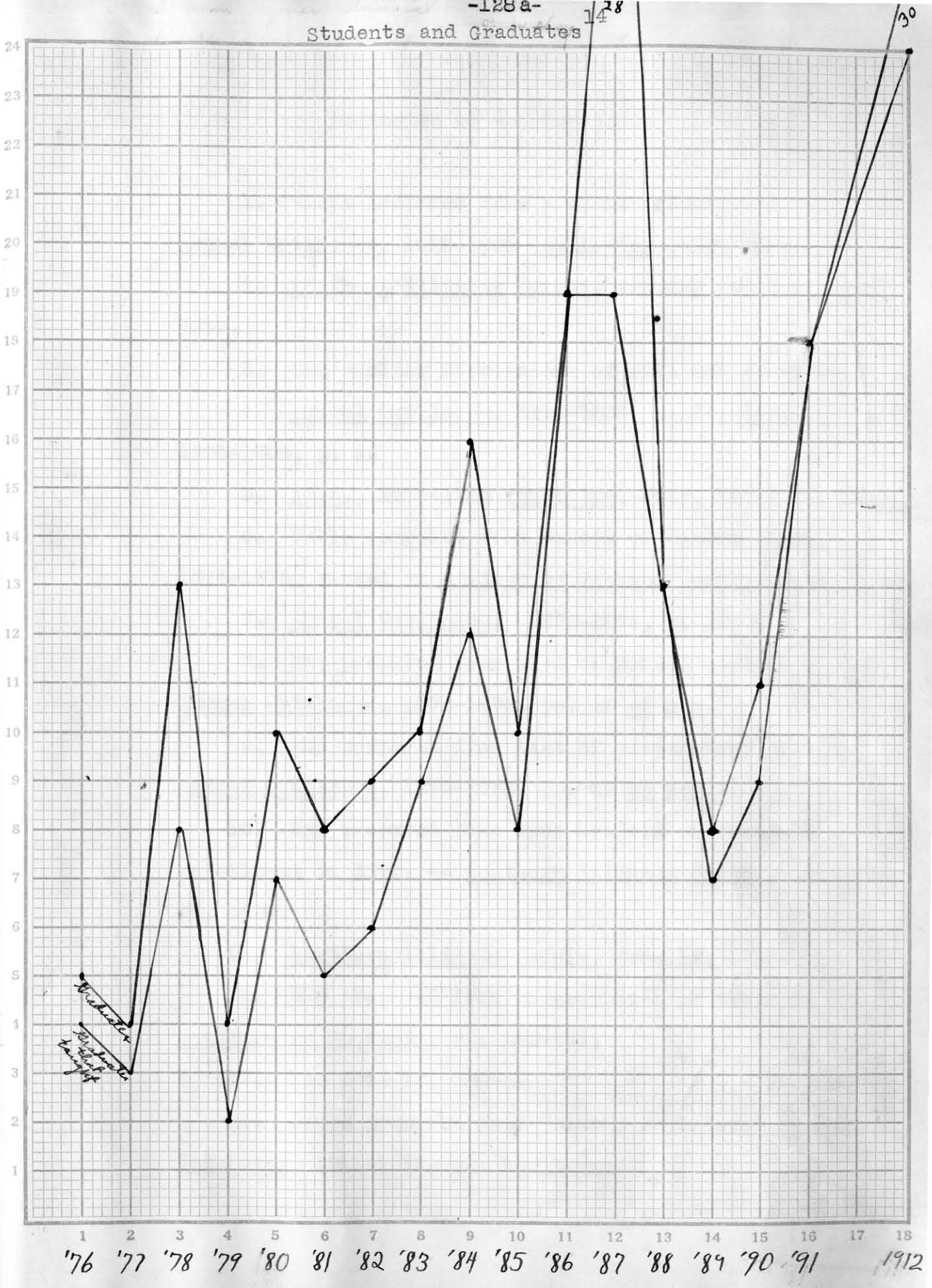
these former students? The map showing the counties taught in by alumni from 1876 to 1899 indicates that most of them remained in Southern Illinois, but many of them were scattered throughout the state. An interesting point in connection with the latter is that several of these had gone to Cook County. Approximately seventy-five of the graduates of this period had gone to numerous other states, all over the country, and one had gone to Central America. Four of the graduates before 1899 were in that year teaching in the Southern Illinois Normal.

It is interesting to note that many of the alumni were not teaching, but had gone into a great variety of occupations and professions. Most of these who had remained in Illinois, as the next map shows, had remained in counties near Carbondale. An even dozen had gone to Cook County, and many of them had drifted to other states -- from California to Connecticut.

For at least the first fifteen years of the school's existence, each Annual Catalogue, and occasionally thereafter, stressed the number of students who had taught since attending the school. On the graph following this page we find that the number teaching usually followed rather closely the number of graduates in a particular class. In some cases each number of the class taught for a time.



-128a-  
Students and Graduates



Footnotes to Chapter VIII

1. Graph prepared from a chart inserted in Annual Catalogue, 1923-1924 (Bulletin, July, 1923).
2. Southern Illinois Herald, January 26, and May 4, 1895.
3. See earlier discussions of Hull and Everest.
4. Annual Catalogue, 1892-1893, p. 10; Ibid., 1901-1902, p. 9.
5. Ibid., 1923-1924 (Bulletin, July, 1923), p. 13.
6. Table compiled from Report of Robert Allyn, 1874-1876, quoted in History of Jackson County, Illinois, p. 66.
7. Annual Catalogue, 1878-1879, p. 20.
8. Map prepared from list of normal students, Annual Catalogue, 1875-1876, pp. 12 et seq.
9. Map prepared from list of preparatory pupils, Annual Catalogue, 1875-1876, pp. 12 et seq.
10. Map prepared from news article on freshman enrollment in 1897. -- Southern Illinois Herald, September, 25, 1897.
11. Southern Illinois Herald, June 12, 1913.
12. Map prepared from biographical sketches in Anniversary Souvenir, pp. 165-191.
13. See note 12, above.
14. Graph prepared from "Alumni Register," Annual Catalogue 1911-1912, pp. 24 et seq.

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