

12-8-1919

# Minutes of the Normal School Board of the State of Illinois

Illinois Department of Registration and Education

Illinois Normal School Board

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MINUTES  
OF THE  
NORMAL SCHOOL BOARD  
OF THE  
STATE OF ILLINOIS



December 8, 1919

(Printed by Authority of the State of Illinois.)

(32967-500)



ILLINOIS PRINTING CO., DANVILLE, ILL.

STATE OF ILLINOIS  
DEPARTMENT OF REGISTRATION AND EDUCATION

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THE NORMAL SCHOOL BOARD

EX-OFFICIO MEMBERS

FRANCIS W. SHEPARDSON, Director of Registration  
and Education, Springfield, *Chairman*

FRANCIS G. BLAIR, Superintendent of Public  
Instruction, Springfield, *Secretary*

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APPOINTED MEMBERS

1917-1921

FRANK E. RICHEY, LaSalle  
HENRY A. NEAL, Charleston  
ELMER T. WALKER, Macomb

1917-1923

FRANK B. STITT, El Paso  
LEROY A. GODDARD, Chicago  
WILLIAM B. OWEN, Chicago

1919-1925

ROLAND BRIDGES, Carbondale  
CHARLES L. CAPEN, Bloomington  
JOHN C. ALLEN, Monmouth

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PRESIDENTS OF NORMAL SCHOOLS

DAVID FELMLEY, A. B., LL.D., L. H. D.,  
State Normal University, Normal.

HENRY W. SHRYOCK, Ph. B.,  
Southern Illinois State Normal University, Carbondale.

J. STANLEY BROWN, A. B., LL. D.,  
Northern Illinois State Normal School, DeKalb.

LIVINGSTON C. LORD, A. M., LL. D.,  
Eastern Illinois State Normal School, Charleston.

WALTER P. MORGAN, A. B., A. M.,  
Western Illinois State Normal School, Macomb.

## NOTE

With the enactment of the Civil Administrative Code by the Fiftieth General Assembly, the five separate boards of trustees in charge of the State normal schools were succeeded by the State Normal School Board, consisting of nine members appointed by the Governor, and two ex-officio members—the Director of the Department of Registration and Education, who is designated as Chairman of the Board, and the Superintendent of Public Instruction, who is designated as Secretary of the Board.

This law became effective July 1st, 1917. Governor Frank O. Lowden appointed the following members who, together with the ex-officio members, constituted the first State Normal School Board. In June, 1919, Mr. Brown retired from the Board, being succeeded by Frank B. Stitt, of El Paso.

For term expiring 2d Monday, January, 1923.

|                       |         |
|-----------------------|---------|
| J. Stanley Brown..... | Joliet  |
| Leroy A. Goddard..... | Chicago |
| Wm. B. Owen.....      | Chicago |

For term expiring 2d Monday, January, 1921.

|                      |            |
|----------------------|------------|
| Frank E. Richey..... | LaSalle    |
| Henry A. Neal.....   | Charleston |
| Elmer T. Walker..... | Macomb     |

For term expiring January, 1919.

|                       |             |
|-----------------------|-------------|
| Roland Bridges.....   | Carbondale  |
| Charles L. Capen..... | Bloomington |
| John C. Allen.....    | Monmouth    |

The law requires that the Board should hold at least five meetings each year, one at each of the five normal schools.

FRANCIS G. BLAIR, *Secretary*.

### STANDING COMMITTEES

#### *Buildings and Grounds*

Mr. Richey  
Mr. Neal  
Mr. Allen  
The Chairman  
The Secretary

#### *Rules and Regulations*

Mr. Goddard  
Mr. Capen  
Mr. Walker  
The Chairman  
The Secretary

#### *Administration and Finance*

Mr. Stitt  
Mr. Owen  
Mr. Bridges  
The Chairman  
The Secretary

## MINUTES OF THE MEETING OF THE NORMAL SCHOOL BOARD

Carbondale, Illinois,  
December 8, 1919.

The State Normal School Board met at eight o'clock in the normal school building at Carbondale, Illinois, Monday morning, December 8, 1919. The following members were present:

Messrs. Allen, Bridges, Capen, Goddard, Neal, Owen, Richey, Shepardson, Walker, and Blair.

Mr. Stitt was absent on account of illness.

All of the normal school presidents were present.

The minutes of the previous meeting were read and approved.

President Shryock presented his report, which is made a part of these minutes.

One of the interesting features of this report is the detailed statement of the work done by the members of the faculty outside of the classrooms of the school.

The Board formally accepted the resignation of Miss Alice Parkinson. President Shyrock was authorized to employ Miss Elizabeth Cox to take her place if after an interview she proves worthy. He was also authorized to employ Miss Fay Miller instead of Miss Emma Bowyer while she is on leave of absence.

Carbondale, Illinois,  
December 8, 1919.

*To the Chairman and Members of the State Normal School Board:*

GENTLEMEN: I submit the following report of the Southern Illinois State Normal University;

### I. ATTENDANCE.

There is practically nothing new to report under the head of attendance. Our enrollment at present is as follows:

|                             |     |
|-----------------------------|-----|
| Normal Department.....      | 537 |
| High School Department..... | 207 |
| Total.....                  | 744 |

### II. FACULTY.

Miss Alice Parkinson has closed her services as a member of the Faculty of this school, although her resignation does not take effect until the 15th of December. I wish to recommend for her position Miss Elizabeth Cox, Wellsville, Kansas. The following is a brief summary of her training. She was graduated from Emporia, Kansas, State Normal School, 1919, receiving Life Certificate; A. B., Kansas State University, 1913; A. M., Kansas State University, 1914; Teacher, Country school,

1904-06; Principal of High School, Edgerton, Kansas, 1907-08, 1909, and '10; Principal of Graded Schools, Riverside, California, 1910-11; Teacher in Hardin College, 1914-1918; Critic Teacher, River Falls State Normal School, 1918-19.

For Miss Bowyer's place for the Winter term I wish to recommend Miss Fay Miller, Gilman, Illinois. A. B., and A. M., University of Illinois.

The members of the Faculty have been called upon to do a considerable amount of outside work as indicated by the paragraphs following:

MR. F. G. WARREN:

Nov. 7 Referee, Basket Ball G. Marion.  
 Nov. 8 Referee, Football G. Marion.  
 Nov. 14 Instructor, Massac Co. Teachers' Association.  
 Nov. 15 Referee, Football G. Cairo.  
 Nov. 21 Referee, Football G. Olney.  
 Nov. 22 Referee, Football G. Flora.  
 Nov. 29 Referee, Basket Ball G. Carterville.

MR. G. D. WHAM:

Nov. 3-5 Institute, Macoupin Co., Carlinville.  
 Oct. 13 Men's Meeting, Anna.  
 Nov. 6-7 Institute, St. Clair Co., East St. Louis, Ill.  
 Nov. 12 Institute, Clay Co., Louisville.

MISS FADRA HOLMES:

Nov. 3-7 Institute, St. Clair Co.  
 Nov. 8 Story Club, Marissa, Illinois.  
 Nov. 24-28 Institute, Perry County.

MR. W. A. FURR:

Oct. 11 Institute, Metropolis.  
 Oct. 31 Institute, Harrisburg.  
 Nov. 3-4 Institute, E. St. Louis.  
 Nov. 28 Institute, Mound City.  
 Dec. 5 Parent Teacher Meeting, Grand Chain.  
 Nov. 20-21 Miss Sue Hutchinson, High School Conference, Urbana, 1 1-2 days.  
 Nov. 28 Miss Lulu R. Clark, Teachers' Institute, Mound City, 1 day.  
 Oct. 13-17 Mr. F. H. Colyer, Jackson Co. Annual Institute, 5 days.  
 Oct. 11 Mr. G. W. Smith, Roosevelt Memorial Drive, Makanda, 1 day.

MR. R. E. MUCKELROY:

Oct. 8 Farmers' Institute, Greenville, Bond Co.  
 Oct. 10 Farmers' Institute, Salem, Marion Co.  
 Oct. 11 Sat. Farmers' Institute, Salem, Marion Co.  
 Oct. 22 Farmers' Institute, Columbia, Monroe Co.  
 Oct. 23 Farmers' Institute, Albers, Clinton Co.  
 Oct. 24 Farmers' Institute, Golconda, Pope Co.  
 Oct. 25 Sat. Farmers' Institute, Rosiclare, Hardin Co.  
 Oct. 29 Farmers' Institute, Brownstown, Fayette Co.  
 Oct. 30 Farmers' Institute, McLeansboro, Hamilton Co.  
 Nov. 5 Farmers' Institute, New Burnside, Johnson Co.  
 Nov. 6 Farmers' Institute, Vienna, Johnson Co.  
 Nov. 8 Sat. Farmers' Institute, Metropolis, Massac Co.  
 Dec. 5 Farmers' Institute, Evansville, Randolph Co.  
 Dec. 6 Sat. Farmers' Institute, Evansville, Randolph Co.  
 Nov. 21 Miss Helen Baldwin, H. S. Conference, Urbana, 1 day.  
 Sept. 27 Mr. F. G. Warren, Referee Football game, Flora, 1 day.  
 Oct. 4 Mr. F. G. Warren, Flora, 1 day.  
 Oct. 15-17 Mr. F. G. Warren, Instructor, Gallatin Co. Teachers' Association.  
 Oct. 18 Mr. F. G. Warren, Referee F. B. G. Harrisburg.  
 Oct. 24 Mr. F. G. Warren, Referee F. B. G. Herrin.  
 Oct. 25 Mr. F. G. Warren, Referee F. B. G. Murphysboro.

## MR. J. P. GILBERT:

|          |   |
|----------|---|
| Oct. 10  | Lecture, Carterville.                           |
| Oct. 23  | Lecture, Junction.                              |
| Oct. 15  | Lecture, La Prairie Institute.                  |
| Oct. 16  | Lecture, Golden.                                |
| Oct. 22  | Lecture, Columbia.                              |
| Oct. 24  | Lecture, Golconda.                              |
| Oct. 30  | Lecture, Villa Ridge.                           |
| Dec. 2-3 | Lecture, Chicago.                               |
| Dec. 2-3 | Arranging program for State Farmers' Institute. |
| Dec. 4   | Lecture, Olney.                                 |
| Dec. 5   | Lecture, Shelbyville.                           |

## MR. W. P. LODGE:

|         |                                  |
|---------|----------------------------------|
| Oct. 17 | Football, official, Murphysboro. |
| Nov. 15 | Football, official, Harrisburg.  |
| Nov. 27 | Football, official, Olney.       |

## MISS GRACE L. BURKET:

|         |                       |
|---------|-----------------------|
| Dec. 10 | Talk on Art, Marissa. |
|---------|-----------------------|

## MISS GLADYS WILLIAMS:

|         |  |
|---------|--|
| Oct. 17 | Talk, Home Culture Club, Carbondale.                   |
| Oct. 17 | Chairman of Fatherless Children of France, Carbondale. |

## MR. W. T. FELTS:

|            |  |
|------------|--|
| Oct. 17    | Teachers' Institute, Murphysboro, 1-2 day. |
| Oct. 30    | Teachers' Institute, Litchfield.           |
| Oct. 31    | Teachers' and Farmers' Institute, Marion.  |
| Nov. 2     | Address Men's Brotherhood class.           |
| Nov. 20-21 | High School Conference, Urbana.            |

## MR. S. E. BOOMER:

|            |   |
|------------|---|
| Oct. 30-31 | Teachers' Institute, Saline Co. 1 1-2 days. |
|------------|---|

## MR. G. C. BAINNUM:

|            |   |
|------------|---|
| Nov. 24-27 | Perry Co. Teachers' Association, DuQuoin.     |
| Nov. 28    | Williamson Co. Teachers' Association, Marion. |

## MISS STEAGALL:

|                 |  |
|-----------------|--|
| Nov. 1, Oct. 18 | Forestry Work at Alto Pass and Fountain Bluff. |
| Oct. 22         | Talk before Wednesday Club.                    |
| Oct. 2          | Talk before Civics and Suffrage Club.          |
| Dec. 3          | Talk Yale Theatre for Red Cross.               |
| Sept. 22-26     | Forestry Work Fountain Bluff.                  |

Since Oct. 1st Mr. G. M. Browne has sent out nearly 1,000 letters and circulars gathering data for our Military History.

## III. ORGANIZATION.

Nothing to report.

## IV. CURRICULUM.

We are planning to modify our six-year course so that the first four years will provide only the number of credits required for graduation from High School.

## V. BUILDING AND GROUNDS.

I take pleasure in calling your attention to two interesting tables in a report sent out by the Head of the Department of Engineering. Table one shows that the per capita consumption of coal for the year ending September first, nineteen hundred eighteen, was lower at Carbondale than at any other State Institution, the Carbondale, per capita consumption being \$2.50, the highest per capita, \$16.60 at the Chester Penitentiary. The highest per capita cost of coal for the Normal Schools was \$14.00 at DeKalb. The second table exhibits the per capita cost of machinery

repairs. It ranges from twenty-one cents at Carbondale to \$9.40 at Geneva. The low cost of coal at this school may be largely explained by the fact that Carbondale is close to its coal supply and that the winter is shorter than in the northern part of the state. The low cost of machinery repairs here is due in my judgment, at least partly, to the fact that our men have been in our service for a long time and feel a personal interest in our equipment.

#### VI. AUXILIARY ENTERPRISES.

We are still furnishing room and board at Anthony Hall at \$5.50 per week.

#### VII. STUDENT LIFE.

Nothing to report

#### VIII. MISCELLANEOUS.

Nothing to report.

#### IX. SUMMARY.

Nothing to report.

Respectfully submitted,

H. W. SHRYOCK, *President.*

President Felmley and President Lord submitted reports on the results of questions answered by the student body on what factors helped to determine their coming to the school. It was decided that all the normal schools should make a test on the same questions and that these should be summarized by the Normal School Council for publication in the minutes.

### REPORT OF THE RESULTS OF THE QUESTIONNAIRE ON, "WHY STUDENTS ATTEND THE NORMAL SCHOOL."

Charleston, Illinois,  
December 8, 1919.

Total blanks returned—292

1. In what school grade were you when you first seriously entertained the thought of becoming a teacher?

| Total answers—185 | Grade        | 3                | 4 | 5 | 6                 | 7  | 8  | 9                | 10 | 11 | 12 | N.S. | Rural School | Junior Nor. Sch. |
|-------------------|--------------|------------------|---|---|-------------------|----|----|------------------|----|----|----|------|--------------|------------------|
|                   |              | 2                | 3 | 6 | 18                | 25 | 60 | 15               | 10 | 13 | 13 | 12   | 1            | 2                |
|                   | Grade        | Senior Nor. Sch. |   |   | 9th Yr. Nor. Sch. |    |    | No definite time |    |    |    |      |              |                  |
|                   | No. of cases | 2                |   |   | 1                 |    |    | 2                |    |    |    |      |              |                  |

2. What person or persons influenced you in this?

| Total answers—204 | Person       | Parents                   | Teacher | Alumnus           | Brother or sister | Relative | Friend |
|-------------------|--------------|---------------------------|---------|-------------------|-------------------|----------|--------|
|                   | No. of cases | 81                        | 54      | 17                | 13                | 7        | 7      |
|                   | Person       | Prin. or Supt. of schools |         | Nor. Sch. Teacher | Every one         | No one   |        |
|                   | No. of cases | 3                         |         | 10                | 1                 | 11       |        |

3. Did you come to the Normal School because, having decided to teach, you thought it the proper thing to attend one of the schools established by the State to train teachers?

| Total answers—215 | Answer       | Yes | No | Partly |
|-------------------|--------------|-----|----|--------|
|                   | No. of cases | 157 | 57 | 1      |

4. Was it through the influence of some teacher of yours who had attended the Normal school?

| Total answers—241 | Answer       | Yes | No  | Partly |
|-------------------|--------------|-----|-----|--------|
|                   | No. of cases | 61  | 164 | 16     |

5. Was it because you were urged to come by some friend or relative, not your teacher, who had been here?

| Total answers—250 | Answer       | Yes | No  | Partly |
|-------------------|--------------|-----|-----|--------|
|                   | No. of cases | 122 | 129 | 8      |

6. Were you influenced by any address given by a member of the Normal School faculty?

|                   |              |     |     |        |
|-------------------|--------------|-----|-----|--------|
| Total answers—226 | Answer       | Yes | No  | Partly |
|                   | No. of cases | 19  | 206 | 1      |

7. Were you influenced by any literature from the Normal School? If so, what?

|                   |              |     |     |           |           |                       |
|-------------------|--------------|-----|-----|-----------|-----------|-----------------------|
| Total answers—254 | Answer       | Yes | No  | Bulletins | Catalogue | Book of views Warbler |
|                   | No. of cases | 16  | 160 | 30        | 39        | 8                     |

8. Did you come because you lived near the Normal School, and believed that it offered the easiest road to a respectable and profitable occupation?

|                   |              |     |     |        |
|-------------------|--------------|-----|-----|--------|
| Total answers—250 | Answer       | Yes | No  | Partly |
|                   | No. of cases | 140 | 102 | 8      |

9. Did your home school board or superintendent promise you employment if you should attend a normal school for one or more years?

|                   |              |     |     |
|-------------------|--------------|-----|-----|
| Total answers—229 | Answer       | Yes | No  |
|                   | No. of cases | 2   | 226 |

10. Did you come because you regarded this as a pleasant place?

|                   |              |     |    |        |
|-------------------|--------------|-----|----|--------|
| Total answers—234 | Answer       | Yes | No | Partly |
|                   | No. of cases | 142 | 72 | 20     |

11. Did you come because urged by your superintendent to attend a normal school?

|                   |              |     |     |        |
|-------------------|--------------|-----|-----|--------|
| Total answers—224 | Answer       | Yes | No  | Partly |
|                   | No. of cases | 27  | 196 | 1      |

12. Did you come because it was most conveniently located?

|                   |              |     |    |        |
|-------------------|--------------|-----|----|--------|
| Total answers—273 | Answer       | Yes | No | Partly |
|                   | No. of cases | 193 | 77 | 3      |

13. Did your county superintendent advise you to come here?

|                   |              |     |     |
|-------------------|--------------|-----|-----|
| Total answers—239 | Answer       | Yes | No  |
|                   | No. of cases | 50  | 189 |

14. State any other cause, not listed above, that influenced your coming.

|                   |     |                                       |     |  |
|-------------------|-----|---------------------------------------|-----|--|
| Total answers—100 | No. | Answer                                | No. | Answer   |
|                   | 19  | Desire for higher education           | 1   | Pemberton Hall                                       |
|                   | 18  | This is a good school                 | 1   | Excellence in teaching in this school                |
|                   | 1   | Success of relatives as teachers      | 2   | Wanted to be teachers                                |
|                   | 3   | Interest in methods of teaching       | 2   | Opportunity to work way through school               |
|                   | 1   | Living in Charleston                  | 2   | Cheaper than other schools                           |
|                   | 1   | Wanted history training               | 14  | Athletics  |
|                   | 4   | Good for university preparation       | 1   | Began in Training School, continued in Normal School |
|                   | 4   | School is well spoken of              | 1   | Friends in school here                               |
|                   | 6   | Opportunity for high school education | 1   | Opportunities in music                               |
|                   | 10  | Scholarship                           | 1   | Other schools full                                   |
|                   | 1   | Elective courses                      | 1   | To prepare for teachers examination                  |
|                   | 1   | Teaching more attractive than farming | 1   | Success of graduates                                 |
|                   | 1   | Better people to associate with       | 1   | To get renewal of teachers certificates              |
|                   | 1   | Good manual training                  | 1   |  |

15. If several of the foregoing contributed to your decision, number them in the order of their importance—the strongest first.

|                   |                                      |   |    |    |   |    |   |   |    |   |    |    |    |    |    |
|-------------------|--------------------------------------|---|----|----|---|----|---|---|----|---|----|----|----|----|----|
| Total answers—101 | Question                             | 1 | 2  | 3  | 4 | 5  | 6 | 7 | 8  | 9 | 10 | 11 | 12 | 13 | 14 |
|                   | No. of times it is given first place | 2 | 12 | 33 | 6 | 16 | 1 | 0 | 20 | 0 | 1  | 0  | 3  | 1  | 6  |

16. State any arguments that were presented to you in opposition to your coming to the Normal School.

|                  |     |   |     |  |
|------------------|-----|---|-----|--|
| Total answers—93 | No. | Answer  | No. | Answer                                 |
|                  | 1   | Normal University more prestige                                 | 4   | Dancing here                           |
|                  | 7   | Good only for training teachers                                 | 1   | Poor opportunities in music            |
|                  | 11  | Teaching does not pay   | 2   | Expense                                |
|                  | 2   | Teaching not a desirable occupation                             | 1   | Bad reports by boys not students       |
|                  | 1   | Wanted other kind of work                                       | 3   | Credits not accepted by college        |
|                  | 1   | Not so good as college course                                   | 1   | Cigarette smoking by students          |
|                  | 4   | Normal school education not necessary to get teaching positions | 2   | Teaching is hard work                  |
|                  | 9   | Work in normal school is too hard                               | 1   | An education does not pay              |
|                  | 1   | Graduates do not get good places                                | 2   | Object to junior high school course    |
|                  | 3   | Does not prepare for high school teaching                       | 1   | No business course                     |
|                  | 4   | Not a good place for secondary education                        | 1   | Millikin University a better school    |
|                  | 4   | Gives no high school diploma admitting to college               | 1   | Only a two-year course                 |
|                  | 1   | High schools have more student government                       | 1   | No better than local high school       |
|                  | 1   | Too few boys for athletics                                      | 1   | Should attend home high school         |
|                  | 16  | None  | 2   | Objects to practice teaching           |
|                  |     |   | 1   | Does not train manual training teacher |
|                  |     |   | 1   | Does not train athletic directors      |
|                  |     |   | 1   | No special advantages for men teachers |

Respectfully submitted,

L. C. LORD, *President.*

President Brown presented his report. which is made a part of these minutes.

REPORT OF THE RESULTS OF THE QUESTIONNAIRE ON, "WHY STUDENTS ATTEND THE NORMAL SCHOOL."

DeKalb, Illinois,  
December 8, 1919.

1. In what school grade were you when you first seriously entertained the thought of becoming a teacher?
 

|                    |     |
|--------------------|-----|
| 8th grade.....     | 39  |
| 7th grade.....     | 9   |
| 6th grade.....     | 10  |
| 5th grade.....     | 2   |
| 4th grade.....     | 5   |
| Primary grade..... | 23  |
| High School.....   | 120 |
| Out of school..... | 13  |
| Normal School..... | 1   |
2. What person or persons influenced you in this?
 

|                                  |    |
|----------------------------------|----|
| Principal of Grammar School..... | 1  |
| Mother.....                      | 39 |
| Parents.....                     | 50 |
| Relatives.....                   | 22 |
| Teacher.....                     | 37 |
| Miscellaneous.....               | 25 |
| County Superintendent.....       | 1  |
| Normal Faculty.....              | 1  |
| Supertendent of High School..... | 1  |
3. Did you come to the Normal School because, having decided to teach, you thought it the proper thing to attend one of the schools established by the State to train teachers?
 

|          |     |
|----------|-----|
| Yes..... | 195 |
| No.....  | 32  |
4. Was it through the influence of some teacher of yours who had attended the Normal School?
 

|          |     |
|----------|-----|
| Yes..... | 44  |
| No.....  | 174 |
5. Was it because you were urged to come by some friend or relative not your teacher who had been here?
 

|          |     |
|----------|-----|
| Yes..... | 105 |
| No.....  | 111 |
6. Were you influenced by any address given by any member of the Normal School faculty?
 

|  |     |
|--|-----|
| Yes.....                                       | 10  |
| No.....  | 221 |
| Mr. Gilbert's address. Doctor Brown's address. |     |
7. Were you influenced by any literature from the Normal School? If so, what?
 

|                        |     |
|------------------------|-----|
| Catalog.....           | 52  |
| The Norther.....       | 4   |
| Northern Illinois..... | 2   |
| No.....                | 175 |
8. Did you come because you lived near the Normal School and believed that it offered the easiest road to a respectable and profitable occupation?
 

|          |     |
|----------|-----|
| Yes..... | 99  |
| No.....  | 132 |
9. Did your home school board or superintendent promise you employment if you should attend a normal school for one or more years?
 

|          |     |
|----------|-----|
| Yes..... | 12  |
| No.....  | 115 |
10. Did you come because you regarded this a pleasant place?
 

|          |     |
|----------|-----|
| Yes..... | 119 |
| No.....  | 107 |
11. Did you come because urged by your superintendent to attend a normal school?
 

|          |     |
|----------|-----|
| Yes..... | 41  |
| No.....  | 187 |
12. Did you come because it was most conveniently located?
 

|          |     |
|----------|-----|
| Yes..... | 162 |
| No.....  | 75  |
13. Did your county superintendent advise you to come here?
 

|          |     |
|----------|-----|
| Yes..... | 28  |
| No.....  | 200 |
14. State any other cause, not listed above, that influenced your coming.
 

|   |    |
|---|----|
| Able to secure college credit.....                | 16 |
| My own desire.....                                | 5  |
| Better education.....                             | 2  |
| Better opportunity for practice teaching.....     | 2  |
| Chance for development.....                       | 1  |
| Personal acquaintance with member of faculty..... | 1  |

|   |    |
|---|----|
| Thorough training with very little expense.....           | 2  |
| Success of Normal graduates.....                          | 4  |
| Special courses offered here.....                         | 10 |
| Relatives living here.....                                | 2  |
| Making up deficiencies in college preparatory course..... | 3  |
| Thorough music course offered.....                        | 2  |
| Not certain what else to do.....                          | 2  |
| Earn enough by teaching to go to college.....             | 5  |
| Reputation of school.....                                 | 4  |
| The dormitory.....  |    |
| Too young to teach after graduation from High School..... | 3  |

15. If several of the foregoing contributed to your decision, number them in the order of their importance—the strongest first.

Question 12 comes first; then Question 3; then Question 8.

16. State any arguments that were presented to you in opposition to your coming to the Normal School.

Kindergarten College (couldn't specialize here)

College graduates preferred these days.

Larger salary in office work.

The work here was too difficult.

Teaching does not pay well.

If one does not have a friend on the School Board it is difficult to secure a position. In other words, "No pull—no job."

No necessity of Normal work in order to obtain high salaries.

Compensation not sufficient for cost of education.

Social position lowered if one attends a Normal School.

Normal students are usually narrow-minded.

A Girls' Seminary.

Heard it was an Old Maid's Institution.

Dull routine of normal work.

Close confinement of pupils.

Could not specialize here.

Teaching demands that one should have three month's vacation.

College life more attractive.

Teaching is too hard on the nerves.

One teaches so long that he soon forgets how to do anything else.

When one has taught as long as he is able he is cast out of consideration to humanity.

Credits secured here are not accepted in the universities.

Courses impractical and too theoretical.

No chance of advancement.

Normal School spoken of unfavorably in University communities.

A girls' school would be more refining.

One would ruin health by carrying such heavy work.

So little class or school spirit.

Social and athletic life poor.

Unsympathetic faculty.

Breaks up college career.

A small school.

Colleges would not accept two years' work here as full two years' work in their courses.

Respectfully submitted,

J. STANLEY BROWN, *President.*

President Morgan presented his report, which is made a part of these minutes.

He presented the results of the questionnaire on the attendance of students on the normal school.

Macomb, Illinois,  
December 8, 1919.

*To the Chairman and Members of the State Normal School Board:*

GENTLEMEN: I submit the following report of the Western Illinois State Normal School:

#### I. STUDENTS.

##### 1. Attendance

Fall term, 1919.

2. This was reported at the October meeting. Since that time there have been no new enrollments.

3. The distribution of students who were enrolled in the school during the school year of 1918-1919 is as follows:

This table shows the distribution by counties in Illinois and by other states as well as by residence students during the regular year, the mid-spring and summer terms, and by correspondence and extension students:

|                     | Regular<br>Year | Mid-spring<br>Term | Summer<br>Term | Correspond-<br>ence and Ex. | Total |
|---------------------|-----------------|--------------------|----------------|-----------------------------|-------|
| Illinois:           |                 |                    |                |                             |       |
| Adams County.....   | 17              | 5                  | 77             | 54                          | 153   |
| Brown.....          | 3               | 2                  | 13             | 3                           | 21    |
| Bureau.....         | 1               |                    | 3              | 40                          | 44    |
| Carroll.....        |                 |                    | 1              |                             | 1     |
| Cass.....           | 1               |                    | 14             |                             | 15    |
| Cook.....           |                 |                    |                | 1                           | 1     |
| Fulton.....         | 17              | 1                  | 53             | 54                          | 125   |
| Greene.....         |                 |                    | 2              | 1                           | 3     |
| Hancock.....        | 24              | 3                  | 49             | 16                          | 92    |
| Henderson.....      | 8               |                    | 12             | 1                           | 21    |
| Henry.....          | 3               | 3                  | 15             | 2                           | 23    |
| Jersey.....         |                 | 2                  | 1              | 15                          | 18    |
| Knox.....           | 16              | 4                  | 45             | 36                          | 101   |
| LaSalle.....        |                 |                    |                | 3                           | 3     |
| Logan.....          |                 |                    |                | 2                           | 2     |
| McDonough.....      | 314             | 11                 | 175            | 4                           | 504   |
| McLean.....         |                 |                    |                | 4                           | 4     |
| Madison.....        |                 |                    |                | 1                           | 1     |
| Marion.....         | 1               |                    |                |                             | 1     |
| Mason.....          |                 |                    | 2              | 19                          | 21    |
| Menard.....         |                 |                    | 1              |                             | 1     |
| Mercer.....         | 4               |                    | 24             | 3                           | 31    |
| Morgan.....         | 2               |                    |                |                             | 2     |
| Peoria.....         |                 |                    |                | 17                          | 17    |
| Pike.....           | 6               | 3                  | 24             | 25                          | 58    |
| Rock Island.....    | 2               | 1                  | 20             | 11                          | 34    |
| Sangamon.....       |                 |                    |                | 1                           | 1     |
| Schuyler.....       | 27              | 4                  | 28             | 20                          | 79    |
| Scott.....          | 1               |                    | 2              | 40                          | 43    |
| Stark.....          |                 | 1                  | 4              | 12                          | 17    |
| St. Clair.....      | 2               |                    |                | 1                           | 3     |
| Tazewell.....       | 1               |                    |                |                             | 1     |
| Warren.....         | 20              | 3                  | 19             | 2                           | 44    |
| Whiteside.....      |                 |                    | 1              |                             | 1     |
| Woodford.....       |                 |                    | 1              | 1                           | 2     |
| Arkansas.....       |                 |                    | 1              |                             | 1     |
| Iowa.....           | 2               |                    | 1              |                             | 3     |
| Indiana.....        |                 |                    |                | 1                           | 1     |
| Missouri.....       | 1               |                    |                |                             | 1     |
| Nebraska.....       |                 |                    | 1              |                             | 1     |
| North Carolina..... |                 |                    |                | 1                           | 1     |
| Wisconsin.....      |                 |                    | 1              | 1                           | 2     |
| Philippines.....    | 1               |                    | 1              |                             | 2     |
| Total.....          | 474             | 43                 | 591            | 392                         | 1500  |

## II. THE FACULTY.

There is nothing new to report.

## III. THE ORGANIZATION.

3. We are having more requests for correspondence work than usual.

The Extension enrollment is much larger than last year. Two members of the faculty have all of their time occupied by it while each of three other members has one Saturday class every two weeks. By this means there are extension classes at twenty-three centers. There is a combined enrollment in the correspondence and extension departments of 575. A fuller report will be given at the close of the year.

## IV. THE CURRICULUM.

There is nothing to report.

## V. BUILDINGS AND GROUNDS.

1. The repairs to the buildings have been largely in painting and redecorating. The cost of this exceeded \$4,000. There is still some repair work to be done on the roof and cornice. This will amount to less than \$1,000. The contract has been let.

The walks and drives have not been put in about the new School of Arts although the contract has been let at \$2,363.00. This work can not be undertaken now until spring.

## VI. AUXILIARY ENTERPRISES.

1. Monroe Hall has all its rooms occupied. There is a "waiting list" with several names on it. The price of board has not been increased since the middle of last school year.

The Cafeteria is much appreciated by the students and up to the present time has furnished all of the food stuffs for the domestic science department and has sold the cooked products to its patrons.

2. Our school garden conducted by the training school has paid all expenses and from its accumulations of several years has bought a phonograph.

## VII. STUDENT LIFE.

Our students seem to think the school would be more appreciated if more social life were provided or at least permitted. Some of them would be glad to have fraternities and sororities. Our calendar committee has reported that there is something arranged for almost every Friday night during the year and some school functions have been allowed on Saturday nights although this is very inconvenient for the janitor force. I do not believe in fraternities nor sororities in normal schools, colleges, or universities during the freshman and sophomore years and I am not sure that they are wholly helpful even for the upper classes. A change in our attitude towards the social side of our school life might increase the attendance.

## REPORT OF THE RESULTS OF THE QUESTIONNAIRE ON, "WHY STUDENTS ATTEND THE NORMAL SCHOOL."

## WESTERN ILLINOIS STATE NORMAL SCHOOL.

1. In what school grade were you when you first seriously entertained the thought of becoming a teacher?

## ELEMENTARY

|                |    |
|----------------|----|
| 1st grade..... | 7  |
| 2nd grade..... | 0  |
| 3rd grade..... | 4  |
| 4th grade..... | 7  |
| 5th grade..... | 5  |
| 6th grade..... | 10 |
| 7th grade..... | 21 |
| 8th grade..... | 39 |

## HIGH SCHOOL

|               |    |
|---------------|----|
| 1st year..... | 28 |
| 2nd year..... | 17 |
| 3rd year..... | 33 |
| 4th year..... | 43 |

## NORMAL

|               |   |
|---------------|---|
| 1st year..... | 5 |
| 2nd year..... | 1 |

## COLLEGE

|               |   |
|---------------|---|
| 1st year..... | 1 |
|---------------|---|

2. What person or persons influenced you in this?

|                            |    |
|----------------------------|----|
| Parents.....               | 92 |
| Teachers.....              | 41 |
| Relatives.....             | 35 |
| Mother.....                | 19 |
| Friends.....               | 10 |
| Father.....                | 9  |
| Alumni.....                | 5  |
| Director of Education..... | 2  |
| County Superintendent..... | 2  |

3. Did you come to the Normal School because, having decided to teach, you thought it the proper thing to attend one of the schools established by the State to train teachers?

|          |     |
|----------|-----|
| Yes..... | 167 |
| No.....  | 53  |

4. Was it through the influence of some teacher of yours who had attended the Normal School?

|          |     |
|----------|-----|
| Yes..... | 52  |
| No.....  | 168 |

5. Was it because you were urged to come by some friend or relative not your teacher who had been here?

|          |     |
|----------|-----|
| Yes..... | 108 |
| No.....  | 112 |

6. Were you influenced by any address given by any member of the Normal School Faculty?  
 Yes..... 11 (Mr. Van Cleve)  
 No..... 209
7. Were you influenced by any literature from the Normal School? If so, what?  
 Catalog..... 27  
 Summer Announcement..... 1  
 Bulletins..... 2  
 No..... 192
8. Did you come because you lived near the Normal School and believed that it offered the easiest road to a respectable and profitable occupation?  
 Yes..... 96  
 Yes (to first part)..... 4  
 No..... 120
9. Did your home school board or superintendent promise you employment if you should attend normal school for one or more years?  
 Yes..... 5  
 No..... 215
10. Did you come because you regarded this as a pleasant place? Yes.... 121  
 No..... 99
11. Did you come because urged by your superintendent to attend a normal school?  
 Yes..... 22  
 No..... 198
12. Did you come because it was most conveniently located?  
 Yes..... 165  
 No..... 55
13. Did your county superintendent advise you to come here?  
 Yes..... 26  
 No..... 194
14. State any other cause, not listed above, that influenced your coming.  
 Preparation for teaching service..... 23  
 Lindley scholarship..... 14  
 Academy considered better than high schools..... 14  
 Offers courses desired..... 5  
 Desire for further education..... 5  
 Good reputation of school..... 5  
 Went through training school..... 4  
 Opportunity to stay at home..... 4  
 Opportunity to get college credits..... 4  
 Course can be completed in shorter time with less expense..... 3  
 Too young to teach; normal training great value in teaching.... 3  
 Desire to come..... 3  
 Relatives and friends in town..... 3  
 Able to secure B. S. degree in home town, also special diplomas  
 Fellowship and courtesy extended by faculty and employees.... 2  
 State Law regarding renewal of certificate..... 1  
 Curriculum offers a good foundation for junior and senior college work..... 1  
 Interested in welfare and development of country schools as community centers..... 1  
 Good chance for a football team..... 1  
 Never could be anything but a school teacher..... 1

15. If several of the foregoing contributed to your decision, number them in the order of their importance, the strongest first.

| Question | 1st | 2nd | 3rd | 4th | 5th | 6th |
|----------|-----|-----|-----|-----|-----|-----|
| 2        | 35  | 25  | 3   | 1   |     |     |
| 3        | 45  | 33  | 11  | 14  |     |     |
| 4        | 9   | 18  | 9   | 4   | 1   |     |
| 5        | 9   | 20  | 31  | 12  | 4   |     |
| 6        | 0   | 2   | 2   | 2   |     |     |
| 7        | 1   | 4   | 2   | 4   | 3   |     |
| 8        | 11  | 17  | 22  | 14  | 3   |     |
| 9        | 0   | 1   | 1   | 3   |     |     |
| 10       | 0   | 7   | 23  | 18  | 10  | 4   |
| 11       | 1   | 4   | 4   | 1   |     |     |
| 12       | 26  | 33  | 28  | 18  | 10  | 1   |
| 13       | 1   | 2   | 4   | 3   | 1   | 1   |
| 14       | 53  | 6   | 4   | 4   | 1   | 1   |

16. State any arguments that were presented to you in opposition to your coming to the normal school.

- Lack of school spirit..... 29  
 Lack of social life..... 17  
 No spirit in athletics..... 9  
 Teaching does not pay..... 7  
 College graduates secure better positions and higher salaries.... 4  
 Normal School is non-religious and might lower one's morals.... 3  
 Not easy to specialize; too professional..... 3  
 Normal credits not given full value at university and college.... 2  
 Greater advantages in a larger town..... 2  
 Normal school does not have the standing that a college or uni-

|  |   |
|--|---|
| iversity has. . . . .  | 2 |
| Too far from home. . . . .   | 2 |
| Too practical. . . . .   | 1 |
| Difficult to get board and room. . . . .   | 1 |
| Deals too much with practice in teaching and too little with the<br>actual knowledge of subject. . . . . | 1 |
| I may not always wish to teach and the time and money may be<br>wasted. . . . .                          | 1 |
| Work is gone over too fast; not thorough. . . . .  | 1 |
| No desire to be a teacher. . . . .   | 1 |
| Work too heavy. . . . .  | 1 |
| Too much stress on elementary school work and not enough high<br>school method courses. . . . .          | 1 |

Respectfully submitted,

W. P. MORGAN, President.

President Felmley then presented a formal report on how to get more students into the normal schools. It proved to be an interesting statement and aroused considerable discussion. One of the points which was considered at some length was the matter of social activities in the normal schools. It was the unanimous opinion of the Board that while certain uniformities were desirable and some of them were necessary, it was unwise to try to secure any kind of uniformity in the social activities of the pupils in the various schools; such matters should be left to the determination of the president of the school and his faculty. This report is printed as a part of these minutes.

Out of these discussions arose the question of the desirability and possibility of transforming the five normal schools into five colleges of education of the State University under the control of the same board that controls the University.

On motion a committee, consisting of Messrs. Shepardson, Lord, and Owen, was appointed to investigate the matter and to present their findings and conclusions to the Board.

## HOW TO GET MORE STUDENTS INTO THE NORMAL SCHOOLS

The major problem is how to secure teachers of better training for the schools of Illinois. It is only because the normal school is the state's chief agency for training teachers that the problem with us assumes this form.

Most teachers are women. Few of either sex enter upon teaching for the purpose of following it as a life career. It is regarded by most beginners as a temporary occupation. Consequently they will not spend much time or money in preparation unless there are inducements in the way of salary, congenial employment, or professional or social recognition.

If these attractive features are attainable without attending the normal schools, these institutions will stand empty.

In the high schools, the most attractive field of teaching from all points of view, positions cannot be secured without a sort of teacher training. The State University and the North Central Association are able to coerce every ambitious and self respecting community into employing high-school teachers with degrees. Nearly sixty per cent of all Illinois high-school teachers are graduates of colleges only.

High-school teaching is the most attractive field of teaching—

1. Because the salaries are better than in the elementary schools.
2. Because the high school is an upper-class institution. Young people, especially young women, value social position; hence prefer contact with the well-to-do families of the community.

3. High-school teaching is to most teachers more congenial. Adolescent pupils are optimistic, idealistic, usually eager to explore the great world of learning that is opening up its boundless vistas. Their social instincts are ripening; they are quick to appreciate social courtesies and to learn the forms of etiquette. The high-school teacher finds agreeable companions in her pupils.

4. High-school teaching is less laborious. The instruction is usually given to a small class of twenty segregated pupils. The elementary teacher deals with forty or more restless children with little power of self-direction. The problem of discipline is always present. The high-school teacher is busy five or six forty-minute periods. The elementary teacher five or six hours with the additional room responsibility before and after school.

The high-school teacher holds the strategic position in determining where her students shall go to prepare for teaching. Herself a college-bred woman, she honestly holds the traditional opinion of her class, that normal schools are inferior institutions lacking in sound scholarship, and social culture.

With these conditions, the attractiveness of high-school teaching, the standard of preparation set up by the college and university, and the propaganda of the high-school teachers, is it strange that bright, ambitious, high-school graduates, looking to a teaching career, enter the colleges and universities if they are financially able to do so?

Every college and university in our state makes the preparation of teachers a part of its business. At first they ignored or belittled professional preparation. Now they make a show of providing something of the sort—classes in the history of education, pure psychology, occasionally a course in principles of teaching—with practise in the city schools, or in teaching college classes now and then, sometimes in the absence of the professor.

In the case of the normal schools there is no coercion that can be brought upon school boards to employ the normal-school product. Our graduates must sell on their merit. A school board may pay to any sort of teacher, the highest salary in its elementary schools and no outside authority may disapprove. The facts that many school boards will employ only normal-school graduates in their elementary schools, and that others discriminate in their favor in their salary schedules is a distinct tribute to the reputation that our graduates have made for us.

But the vast majority of the 12000 school boards care nothing for our work. If a teacher has a legal certificate and *experience*, she is amply qualified.

The remedy is clear; we must either demonstrate unmistakably to all school boards the manifest superiority of our product, or we must by legal enactment require real professional preparation for teaching. The first of these is difficult. The young woman who has spent \$1200 and two years time at the normal school expects a proper salary. School boards think it is good business and possibly good politics to make a record for economy. Hence the young woman with two years of high-school work who has obtained a second-grade certificate by examination is employed. The normal graduate with most school boards never gets a chance to demonstrate what she can do.

If the people of Illinois really believe in professional training, they should not only train their teachers, they should see that these teachers are employed. Iowa enacted a law last winter providing that all normal-school graduates should receive not less than \$80 per month the first year; college graduates one hundred dollars. If such a law were enacted in Illinois, some school boards would avoid porter-house as long as neck or liver were to be had.

Would it be unwise to require all teachers newly employed in elementary schools under boards of education after 1922 to have at least one year of training in a state normal school, and to require in all cities of more than 10,000 inhabitants that normal-school graduates be employed? If equivalents are allowed they should be genuine equivalents with thorough education in educational psychology, principles of teaching, and school management with observation and practise teaching, and also extended study of the subjects that the student is to teach. No teacher should be reappointed for the fifth year in such schools unless she has secured a first grade certificate. If such certificates are to be obtained by examination, such examination should be more exacting and comprehensive than at present.

Pending legislation that shall fill the normal schools, we may consider what other measures may be taken.

1. Enlisting our graduates. The survey of our students, just taken, shows that at least 26 per cent of our students have been influenced to come by teachers who had been normal students. At Normal five years ago we asked many of our graduates then teaching in Illinois to send us the names with a personal description of one or more prospects. These prospects were assigned to different members of our faculty who wrote personal letters to them. The alumnus cooperated. We brought about thirty per cent of them to Normal.

2. Enlisting our present students. Pledge them so far as possible to secure one new student for the normal school next year. Secure from them the names of people to whom literature may be sent or letters written.

3. Enlisting city superintendents. These officials are constantly writing us for finished teachers. Let us ask them to reciprocate by sending us some good raw material. Let us urge them to select students from the upper two thirds of the graduating class and guarantee them employment as teachers in the local system after graduation.

4. Enlisting the county superintendents. Our survey shows that a few county superintendents are active in behalf of the normal schools. The majority of them, while not unfriendly, do not show any strong conviction of the value of our work, nor of their duty actively to promote it. The annual meeting of county superintendents at the normal schools ought to be made of large service.

5. By providing for gatherings of teachers and students at the normal schools.

1. Divisions of the State Teachers' Association.

2. Home coming in October.

3. Athletic and Oratorical meet in May.

4. Choral contest in May.

5. Shorthand and typing contest in May.

6. By advertising.

(a) By a News Bulletin, sent to a special list of newspapers, superintendents, school boards, etc.

(b) By a framed group picture of buildings, campus scenes, etc.

(c) An illustrated booklet handsomely printed sent to high-school seniors.

(d) The development of strong athletic teams as an advertising asset.

(e) Letters to Community Leaders on the question of teacher shortage, the menace of the untrained teacher, and the need of adequate salaries on the one hand, a supply of teachers in training on the other.

(f) Advertising Posters for railway stations, bulletin boards in high schools and public buildings, etc.

7. By securing adequate recognition of our courses at the state university. The chief argument used to influence our people to go elsewhere is that normal-school diplomas and degrees have low standing in higher university circles. Probably making the normal-schools, teachers colleges, branches of the state university, is the best solution of this problem.

8. By public addresses by members of the faculty. These serve to keep the normal schools before the people, especially before parents. Our survey, however, does not seem to show that these addresses have much direct influence upon young students.

9. By improving the social life of the school and such features as especially appeal to young people. Here belong parties, clubs, societies, etc.

DAVID FELMLEY, President.

On motion, Messrs. Shepardson and Blair, the ex officio members of the Board, were made a committee to investigate the relation of low salaries paid to teachers to the low enrollment in the normal schools.

The Board makes record of the pleasure it had at the dinner arranged at the hotel for meeting the members of the faculty and the luncheon arranged at the school.

The Board adjourned.

FRANCIS W. SHEPARDSON, *Chairman*

FRANCIS G. BLAIR, *Secretary*.

Approved January 12, 1920.

