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## The first half century of the Oshkosh Normal School. 1921

Oshkosh, Wisconsin: The Faculty, 1921

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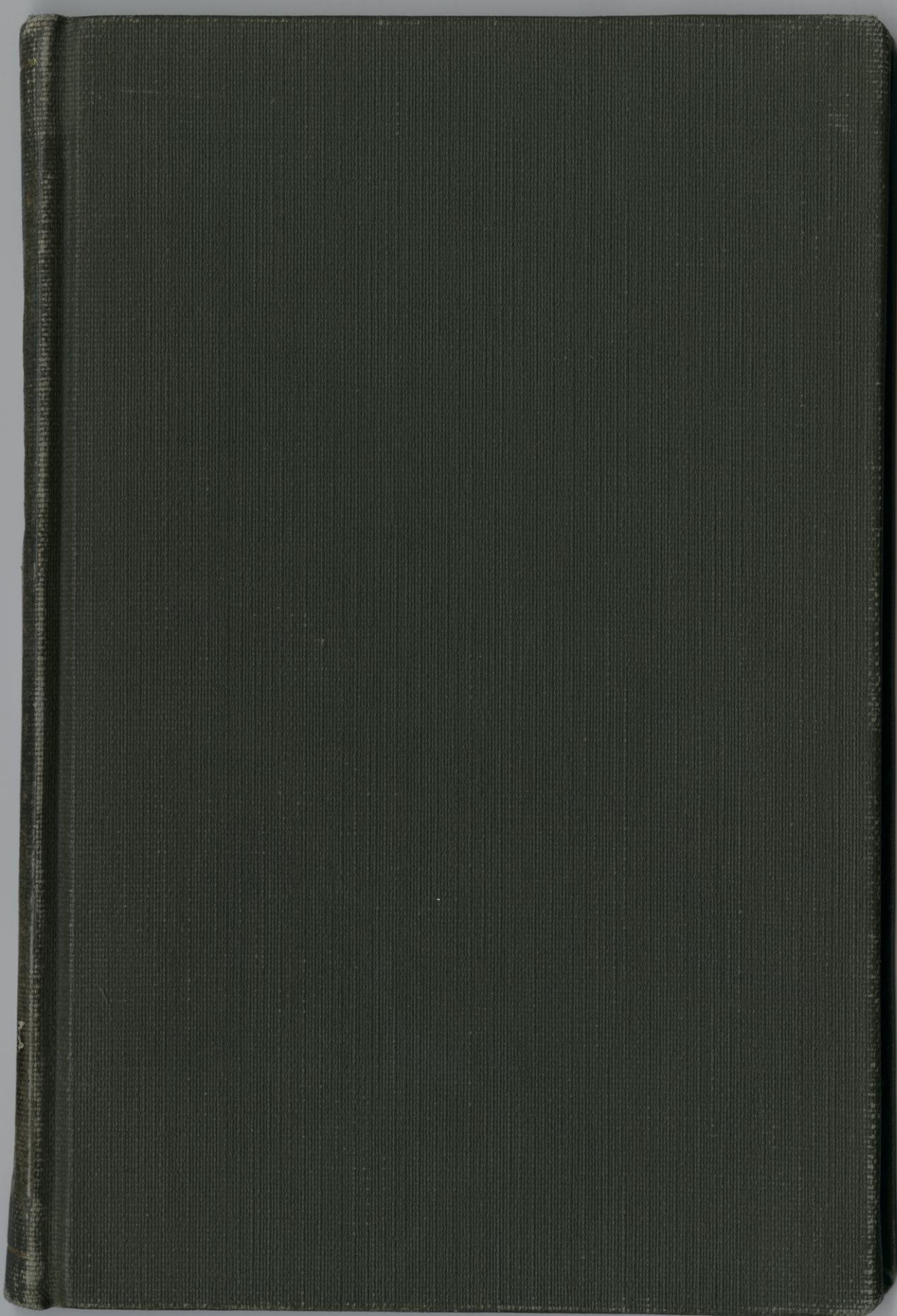
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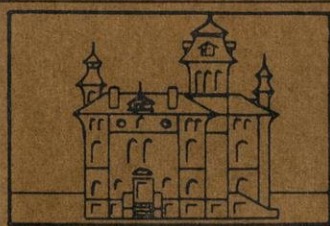




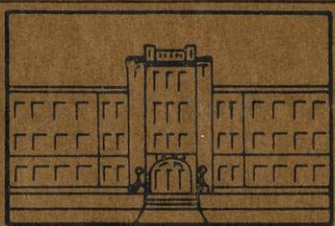








1871



1921

SEMI-CENTENNIAL



**BULLETIN**  
OF THE  
**STATE NORMAL SCHOOL**  
OSHKOSH, WIS.

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# The First Half Century 3464 of The Oshkosh Normal School

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Published by the Faculty

OSHKOSH, WISCONSIN

1921

### *Resident Regents*

	Date of Appointment
HENRY LINES . . . . .	1867
SAMUEL P. GARY . . . . .	1870
CHARLES A. WEISBERG . . . . .	1873
S. M. HAY . . . . .	1876
JOHN W. HUME . . . . .	1891
A. E. THOMPSON . . . . .	1895
JOHN HARRINGTON . . . . .	1904
EDWARD J. DEMPSEY . . . . .	1914



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WITHDRAWN

## PREFACE

NO claim is made that this sketch is a history in the serious meaning of that term. Much of what is here recounted is too near the present to be fully understood. Furthermore, the Oshkosh Normal School has grown up as one of the Wisconsin system of state normal schools, and at many points in its career can be understood only as a part of that system. The history of the system will be written sometime, and then against that as a background the happenings at Oshkosh may be seen and narrated in their true perspective. When that time comes material will doubtless be found in Oshkosh for a number of intensive studies in the history of education. For instance, the courses of study, which make a subject of great importance, are scarcely touched on in these pages, being too intricate for satisfactory treatment in the time available

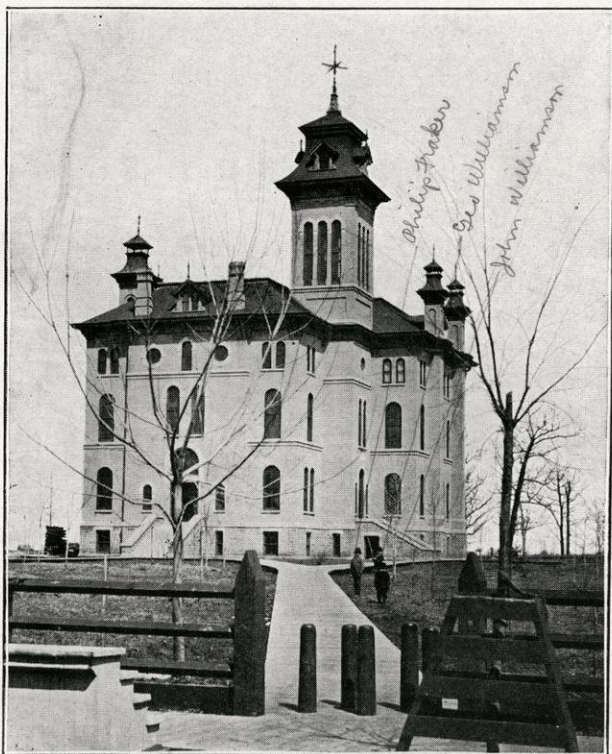
The committee which has prepared this sketch expects to continue its work with a view to issuing later and revised editions. Readers are therefore invited to call attention to any errors which they may find in these pages or to any sources of information which seem to have been overlooked.

### *Committee:*

H. A. BROWN, Chairman  
J. O. FRANK  
EMILY F. WEBSTER  
F. R. CLOW  
CLARA A. TROTTER  
JOSEPHINE HENDERSON

WITHDRAWN  
October 10, 1921.

35854  
WITHDRAWN



## Our Alma Mater, 1871

*Thou art the Mother of an eager host,  
As restless as the shining, sifting sand  
That strews the meeting place of sea and land  
When breakers roll along a pleasant coast.  
And this relationship is still a boast  
Among thy sons and daughters as they stand  
Throughout the world, in one devoted band,  
Ready with joyous hearts to give thy toast.*

*O Mother ! let our faces turn to thee,  
Still deep thy radiant beacon burning bright,  
Calming the billows of the unknown sea,  
Robbing of all its fears the dubious night,  
Shining with inspiration, so that we  
May shape our course, according to thy light.*

PERRY AVERY '14



# PRELIMINARIES

1866 — 1871

The Wisconsin Board of Regents of Normal Schools was created by an act of the legislature passed in 1857, and it was given control of a fund derived from the proceeds of the sale of the swamp and overflowed lands which Congress had given the state in 1850. In 1866 the Board was incorporated by the legislature, and it decided to start a normal school in each of three congressional districts. Cities and towns were invited to offer sites and buildings for consideration by the Board, or sums of money with which to procure the same. Platteville already had a site and building, and its normal school was opened in the fall of that same year. Whitewater secured the second normal school, which opened in 1868. Oshkosh began proceedings promptly toward the same end. On March 3, 1866, there was a joint meeting of the city council and the board of education of the city. The superintendent of schools, Mr. K. M. Hutchinson, presented the draft of a memorial to the Board of Regents setting forth the claims of this place to consideration. His proposal was adopted by the meeting and a committee was appointed, of which he was a member, to act in behalf of the city. Two other members were Henry Lines and S. M. Hay, each of whom later served as resident member of the Board. Nine days later the committee offered to furnish a site of from four to eight acres of land and \$25,000 for the erection of a building. But after another five days, suspecting that rival cities were bidding higher, the committee raised its cash offer to \$30,000. The Board met in Milwaukee May 10, and accepted the offer of Oshkosh.

The choice of a site within the city led to controversies which lasted for two years and a half. The story is too long and has too little of educational interest to find a place here. Several sites acceptable to the Board were either defective in title or displeasing to local interests, which were strong enough to block proceedings. In March, 1868, the legislature passed a special act requiring the city to take a popular vote on May 12 "For the Normal School" or "Against the Normal School." The vote was 1,043 for and 498 against. The special tax to raise the city's contribution was levied and collected in the fall. A committee of



the Board then selected the site, the date of the deed conveying it being December 8, 1868.

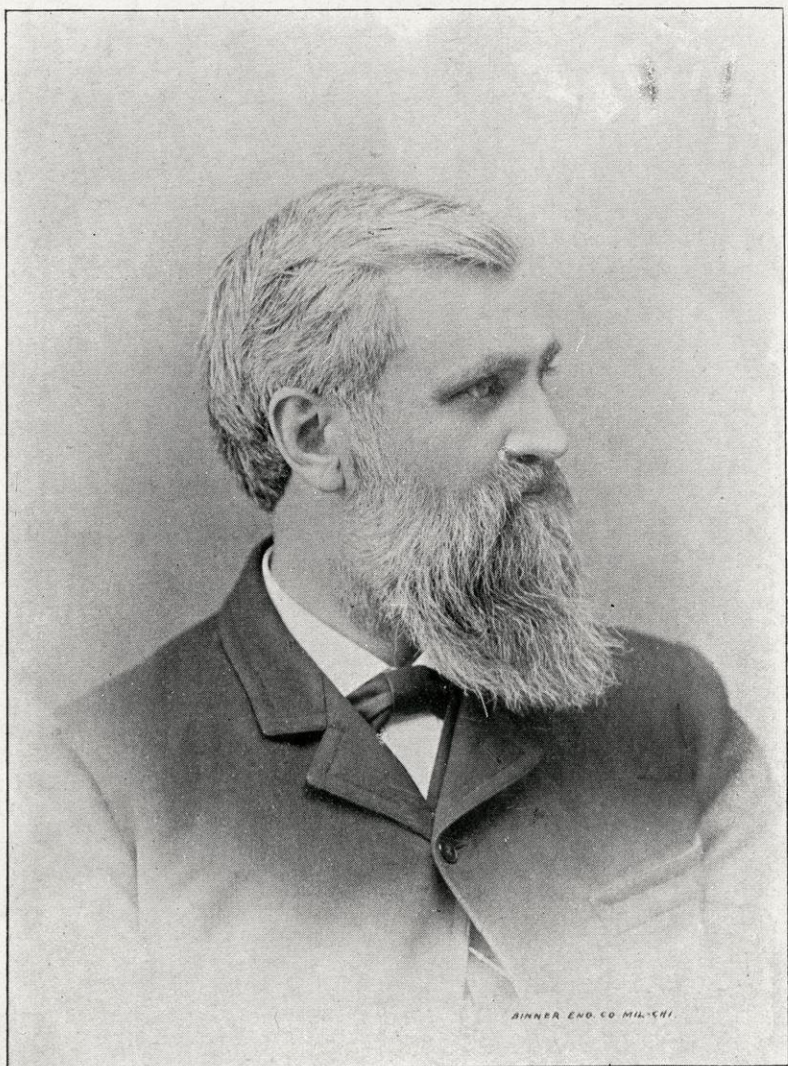
Then for a time developments came rapidly. Plans and specifications for the building were adopted December 10. Notice was given in the papers that bids would be received until January 9, 1869. The contract was let January 26 for the stone and brick work, the cost to be \$43,300. The building was completed in the summer of 1870 at a total cost of \$70,000.

The building consisted of three full stories, with a high basement like that under the present auditorium, and with space on the fourth floor suitable for storage. On the northeast side there was a two-story extension containing recitation rooms, two on each floor. In all there were eighteen rooms usable for offices and classrooms, six on each floor.

Then there was another delay. More money had been put into the building than had been planned at first, and perhaps the cost of maintaining the other two schools had exceeded expectations. The Board found itself in the summer of 1870 with a new building on its hands and not enough money to maintain a school. The building stood vacant for a year. By January, 1871, however, when the income of the Normal School fund for the preceding year became known, it became apparent that the Oshkosh school could open the next year. In May the resident regent had the grounds cleared, walks built, and shrubbery set out. On June 6 the Board took the important step of electing a president. Its choice fell upon Superintendent Albee, of Racine.

George Sumner Albee was born in Allegheny County, N. Y., in 1837. He began teaching at the age of eighteen, entered the University of Michigan in 1861 and graduated from the classical course in three years. He served as high school principal at Peoria, Ill., for one year, and at Kenosha, Wis., for three years. Then he was city superintendent of schools at Racine for three years. Such had been the training of the "strong, patient, earnest, quiet man" who came to Oshkosh in August, 1871, to begin his career of twenty-seven years as the builder of the Oshkosh Normal School.

At the meeting of the Board of Regents, July 12-14, four teachers for the new school were elected. One of them was



**GEORGE SUMNER ALBEE**  
President

1878—1891

1 8







Robert Graham, who had succeeded Mr. Albee at Kenosha and was at that time president of the Wisconsin Teachers' Association. Two other teachers were elected soon after.

September 12 was set as the date for the opening of the school. But President Albee did not wait until then to put the new building to use. He arranged to have a teachers' institute held there during the weeks immediately preceding, conducted by himself and his newly chosen staff. This was of course a splendid way to advertise the new school, But Miss Webster who attended the institute remembers it chiefly as a help in preparing for the entrance examinations; in fact, examinations for entrance to the Normal School were made a part of the institute.

## **II. GROWTH: PRESIDENT ALBEE, 1871 - 1892**

President Albee opened the school on Tuesday, September 12, 1871, with forty-three students and six teachers besides himself. The catalogue for that year names eight teachers, one of whom was Miss Rose C. Swart, "teacher in primary department," who was added to the faculty in December. There were 173 students, only eighty-six of whom were members of the regular first year class; seventy-two were in the preparatory class because they were unable to pass the entrance examinations, and fifteen were in the institute class in the fall, which lasted for six weeks. Then there was a model department of sixty-two. The total enrollment for the year was 314. The very first year, therefore, was one of rapid growth.

This growth in numbers continued throughout President Albee's administration almost without interruption. In the year 1891-92 there were twenty four teachers, including the president, and 585 students. Of the students, 139 were preparatory. The Model Department had 238 pupils. The total enrollment was 823.

One reason for this growth is found in the location. As Oshkosh was at that time the second city in size in Wisconsin, it made a large local constituency for the school, such as the Normal School at Milwaukee has had in recent years, while Platteville, Whitewater, and River Falls, in which the competing normal schools of that time were located, were small rural towns. Oshkosh is favorably situated for communication both by water

and by rail, especially with the great growing region toward the north. Even after the sixth normal school was established at Stevens Point in 1894, and the seventh at Superior in 1896, both farther north, Oshkosh continued to be the most accessible for students living in the northeastern quarter of the state, and in upper Michigan as well, until that state opened a school at Marquette.

But the most substantial reason is found in the character of the school itself as it developed under the administration of President Albee. A paper by him, dated December 24, 1892, summarized the growth and the features of his policy which had contributed to it. One of these features was requiring professional work at the very beginning of the curriculum, instead of leaving it all for the latter part as was usual in the normal schools of that time. "We believe that professional training," he said in his inaugural address, "is best secured by facilitating a wide distribution of its phases throughout the entire course in such kind as the mental discipline of students allows." The first catalogue gives as one of the studies for the fall term of the first year "Management of Schools and Art of Teaching." This means that the student who could attend only one year or one term before going out to teach and earn money for more schooling, was initiated into the spirit of teaching, and as a teacher in some rural district he became at once an effective propagandist for the Oshkosh Normal School.

Another feature was the institute conductor. In the fall of 1872 the state institute conductor suddenly resigned, leaving a vacancy in a series of institutes, and Robert Graham of the Oshkosh faculty filled his place. The sequel is best told in Mr. Albee's words:

Upon completion of this fall's service, the president of the school felt there was a favorable opening for cementing the normal school interests more closely with the sympathies of many communities, if a professor detailed from each normal school should meet all requirements in the wide institute field. The plan was laid before Hon. William Starr, president of the Board of Regents, and became a rule of that Board. Prof. Graham was appointed as conductor of the First, or Oshkosh Normal, District, and Prof. Duncan McGregor as conductor of the Second, or Platteville Normal, District; and in the subsequent year Prof. Salisbury was called to a like position in connection with the Whitewater Normal. The great pioneer work in this important field done by these first three men cannot well be over-rated whether it be estimated from the standpoint of institute or normal school interests.



Mr. Graham held his place at Oshkosh until he became state superintendent in 1882. His successor for three years was Wesley C. Sawyer. Then came Lorenzo D. Harvey, who served until he resigned in 1892 to become president of the Milwaukee Normal School. His successor was Walter C. Hewitt, who is still with us.

In 1880 President Albee and Mr. Graham invited the county superintendents of the Oshkosh Institute District to meet in a convention at the Oshkosh Normal School. When Graham became state superintendent he promoted similar conventions. Finally the legislature made it a requirement that all county superintendents should attend such conventions, their expenses being paid by their respective counties.

The same Robert Graham was the first to teach music as a regular branch of study in a normal school in Wisconsin, although he had been employed to teach theory and art of teaching and to be director of the Model School. When President Albee asked the Board for a teacher of music "a demur was at once made, but he was permitted to exercise such 'moral suasion' as possible in that direction," which probably means that he was at liberty to induce some of the teachers he already had to teach music. The first catalogue has music in the course of study throughout the first year. Mr. Graham's teaching of music, Mr. Albee's paper states, "was marked by successful results, warranting admission to curriculum of all normal schools and ultimate employment of special teachers." When Mr. Graham left in 1882 the work in music was continued by Miss Carrie E. McNutt, who had graduated from the school in 1890 and had been teaching music in the Model Department. Her successor, Mrs. E. L. Blakeslee, served for ten years until ill health forced her withdrawal in 1896. She is remembered by the students and teachers of that time for the expressiveness of the singing which she secured from them at morning exercises.

Drawing was another branch in which President Albee thought teachers ought to be trained, but for which a trained instructor could not be had for some years. In the first catalogue Miss Martha E. Hazard is named in the faculty as "teacher of drawing, penmanship, and calisthenics." For eight years, beginning with 1876, Miss Amelia E. Banning taught drawing and



penmanship. In 1884 Miss Harriet Cecil Magee became the teacher of drawing, and under her strong and cultured leadership the "Art Department," as it was called, became a prominent feature of the school, with much influence on education in the state. She made a trip to Europe one summer and brought home a large collection of photographs for use in her course on the history of art. At the convention of county superintendents held in 1895 Miss Magee and the Junior Drawing Class gave a reception in honor of the superintendents, to which the seniors and faculty were invited.

Physical training was another hobby with President Albee, and in this he did real pioneer work. Let him speak for himself:

After successively inefficient years in "calisthenics" and ineffectual efforts to secure a realization of specific need of physical training, the Oshkosh Normal students and president agreed to contribute voluntarily to the entire support of a teacher of gymnastics, and for five years regular and efficient teachers were employed by us to carry on the work. At the close of this period the Board of Regents appropriated \$250 to each school for this purpose; but the Oshkosh students not deeming the sum sufficient for their needs, continued to add a like sum annually for the sustaining of a worthy work. In the summer of 1888 the work in the Oshkosh school had so far approved itself to the Board that the first lady teacher employed to devote her entire time to the physical training of all students was given to the Oshkosh Normal by the Board at a salary of \$600. Suffice that from these beginnings the authorities controlling the normal system appear to realize the value of such work and have incurred the expense of a teacher for each school. Besides giving Oshkosh a full time teacher in 1888 the Board also gave \$5000 for a gymnasium. That building is the one now used for an auditorium, the only one remaining of those erected in the time of President Albee. Until then the gymnasium had been in the attic of the second unit of the old building, in a space never intended for anything more than storage room. As soon as the gymnastic apparatus was removed, this space was occupied by Miss Magee and her Art Department.

Mr. Albee may also be allowed to tell how laboratory work was begun with chemistry and biology:

When the Oshkosh school was established every school was guiltless of any working laboratory, and the literature of the branch was the *piece de resistance* which each student was required to grapple with. In 1872 a request for a small appropriation for establishing of laboratory work in connection with the study of chemistry was made by the president, we having succeeded in obtaining a thoroughly trained man

from the Columbia School of Mines as instructor. In response to courteous request of authorities to furnish an estimate, the sum of \$500 was named with specification needed; but the estimate was deemed preposterously large, and we were promptly ruled out. In 1875 we returned to the attack, but warned by experience, named \$150 for some pine tables and chemical reagent ware. This time that amount was granted in deference to our persistence; and for twelve years this was made to do excellent duty, while municipalities in many of the smaller towns of the state were building and equipping laboratories costing many times the amount. But laboratory work was begun, and right foundations for prosecution of the study laid with the primitive grant. Under this same professor, Dr. W. A. Kellermann (now in State Univ., Columbus, O.) the true method of biological study was begun, against great prejudice on part of some officers and many good citizens, who were sure that the nature of students must be coarsened and hardened by contact with flesh and blood in scientific study. These reminiscences are milestones in the path of progress in one generation, which arouse but a languid interest among those who are of to-day, but which had to be contended for single-handed at every step.

Of the introduction of the kindergarten, said to be "the first kindergarten officially and directly connected with any state normal school in the United States,"\* he writes:

If memory serves aright, the first recommendation for establishment of a Kindergarten in connection with other departments of the School of Practice, was made by president of the Oshkosh Normal in 1876, in his report to Board of Regents. At that time he found two faithful advocates among the members of the Board, but no success. There was little reason to expect, when all his teachers were either opposed or indifferent to its merits and schools generally saw little in common, much less any necessity to them, of any such preliminary training of a child, that men in other vocations and but incidentally related to pedagogic reflection should welcome whims like this, when expenditures were involved. But persistent application in the educative process resulted in a bare majority of the Board consenting to the experiment in 1880, and the first kindergarten was organized at the Oshkosh Normal and very successfully conducted for five years—five years of great profit to the students. In 1885, two staunch friends having passed from the administration in the Board, and one hostile having entered, the resolution to suspend 'the experiment' was carried by half a vote majority, and in the temporary absence of one strong supporter. To all appearance this pioneer effort had miscarried; but in the minds of its friends there was no such fear. Majorities may co-operate with or obstruct progress but that is the most they can do; they cannot create or annihilate. During the year just closing, the same authority, under the spell of progressive thought, has freely organized a training school for kindergartners which

\*The Kindergarten in American Education, by Nina C. Vandewalker, 1898, p. 22.



promises, from the spirit and generosity of its foundation to become the most important of its class in the country; and the battle for this, one of the most philosophically and skilfully developed of all systems of education ancient or modern, may be said to have been finally won for the normal system of Wisconsin.

Here is his account of the way in which a year was added to the curriculum:

When the Oshkosh school was founded, the maximum course of study prescribed was one of three years, in which space of time a very wide range of subjects was attempted to be covered, resulting in superficial knowledge for all but the ablest minds. Early in the history of this school the faculty moved for an extension in time, in behalf of more thorough scholarship rather than for any further extension of curriculum. This move was begun with the students as well as with Board of Regents, and in the third year every member of the highest class cordially consented and the first class of the Oshkosh Normal completed a four years' course, the first in any school in the state to do so. The Board of Regents had, however, taken action subsequent to the action of the Oshkosh class, and at suggestion in report of the president in summer of 1874, authorizing a course of four years and an elementary course of two years, graduation from these respectively to have, after preliminary experience, a legal value corresponding to the two grades of state certificate.

One other feature of that period to which President Albee attributed the growth of the school was library readings. This was an arrangement, begun in 1889, by which the students of the Normal Department were divided into sections of a dozen to twenty each, meeting once a week with a teacher to report on books which had been read. The books were selected by the teacher of literature "so as to meet the presumable mental attainment and taste of each section."

Each student read at least four volumes a year, and gave a resumé before his section of one of these. Not an extensive amount, one would say; but to our surprise a very large number had no habit of digestion between that of absolute tasking of the mind with numberless details and the superficial ranging, which left but very, very feeble trace. Teachers, too, were too much given to such critical questioning as to press the ambitious into the attitude of task learners, thereby placing unintended burdens upon students without engendering any change of mental habit in the presence of great and voluminous authors.

The nine causes of the growth of the Oshkosh Normal School which President Albee named in his paper of course do not tell the whole story. There were other causes for which he was responsible, but which he did not name, and still others for which



other persons were immediately responsible, or which grew impersonally out of the system.

One important part of the system throughout the half-century has been the department in which children are taught. In the first five catalogues it was called the Model School. In 1876-77 it was called the School of Practice, but for the remainder of the Albee administration it was known as the Model Department. It has always contained these three sub-departments: Grammar, Intermediate, and Primary. Until 1875 Robert Graham was nominally "Director," but his numerous other duties and interests left the direction mostly to the three teachers in immediate charge. Then for three years M. T. Park was the nominal director, also teaching bookkeeping and calisthenics. In 1878 Park retired, and calisthenics went with him. Lydon W. Briggs came to be director of the Model Department and teacher of bookkeeping. In 1883 Mr. Briggs became "Teacher and Critic of the Grammar Grade," and there was no director again for more than twenty years. When Mr. Briggs was questioned about this change in his title, he said that it meant nothing, for he had given most of his attention to the Grammar Room before. The Board objected to paying the salary of a person to "direct" the Model Department. The president was supposed to be the director, and Mr. Briggs continued as before to collect the fees for him from the entire department. From the very first, President Albee had given much attention to it, making the course of study, supervising the practice teachers, and holding the bi-weekly meeting of critic and practice teachers Monday afternoon in alternation with the faculty meeting.

Now it is necessary to go back to the beginning again and note that Miss Rose C. Swart came December 8, 1871, at the beginning of the second quarter to take charge of the Primary Department. In the spring of 1872 she introduced practice teaching in her department, and President Albee was so pleased with the results that he extended it to the other departments of the Model School the next year. In 1874 Miss Swart went "upstairs," and for the next ten years she had no official connection with the Model Department. For five years she taught geography, with penmanship or German in addition. The year 1879-80 she taught in St. Paul, but the next year saw her back in Oshkosh to remain permanently. She resumed her former subjects, geography and

German, and took the art of teaching as a new one. In November, 1883, President Albee asked her to assist him in supervising the practice teachers. She did so, and in February was appointed inspector of practice teaching, and taught only the theory and art of teaching. This combination of practice and theory lasted for ten years. As the growth of the school absorbed more of the president's attention, from this time on he placed more responsibility on the critic teachers, trusting to Miss Swart to supply whatever of unified management was necessary to keep it running efficiently. She took his place, for example, in presiding at the bi-weekly meeting of the practice teachers.

In 1885 the president's impaired health led him to have Mr. Briggs appointed vice-president and transferred to the Normal Department to help in the administration of the school. From then on to the end of the half-century, whatever title Mr. Briggs had in the catalogue, he was always the president's right-hand man — literally so at the assembly — ready to preside at a moment's notice or perform any other routine duty ordinarily devolving upon the president. In advising about business matters his valuable qualities were his shrewd common sense, his adherence to safe policies, and his acquaintance with business men. In faculty meetings a tangled situation was often cleared up by a few measured words from him, or a tense situation relieved by a humorous remark.

Notice may be taken here of the way the Grammar Department grew into what is now known as the Junior High School. Early in its career the school found itself with two very different groups of students for whom no suitable classification could be made in the regular curriculum. There were those who came from the rural schools so poorly prepared that they could not pass the entrance examinations. For such the Preparatory Department was established at the very outset and maintained for twenty-four years. The enrollment remained below one hundred until 1882, and reached the highest figure, 143, in 1890-91. The students who were too backward even for the Preparatory were enrolled and seated in the Grammar Room. They were usually known as the Sub-Preparatory. When sufficiently advanced, they were promoted to the Preparatory.

Then there were the pupils who graduated from the Model



Department and desired to go on into the Normal. As the most of them were only fourteen or fifteen years old, they were too immature to appreciate the professional view, and it was a rule of the Board not to admit students younger than sixteen. The few who were both old enough and mature enough in mind were promoted directly to the Normal Department. But up to 1878 the others were promoted to the Preparatory Department. There the work was not adapted to them, the social atmosphere was foreign to them, and they were not welcomed by either students or teachers. In 1878 a special class called the Academic Class, was formed for them in the Preparatory Department. Suitable work could now be given them, but the other misfits continued. In 1879 an Academic Class was also formed in the Grammar Room. One pupil of that time remembers that Mr. Briggs would sometimes give the graduates of his department the liberty to choose the room in which they would sit. In 1880 there was only one Academic Class, and it was in the Grammar Department, and there it remained for six years. Most of the reciting was done in the rooms and to teachers of the Normal Department. The catalogues after 1886 contain no mention of the Academic Class, but the persons who were here then say that it continued to exist. The catalogues for 1888-89 and subsequent years represent the Grammar Department as including the Ninth Grade (not however in all parts of the catalogues until 1891).

A practical situation thus brought the seventh, eighth, and ninth grades together in the Oshkosh Normal School, and they have so remained ever since. The acceptance of this arrangement on theoretical grounds was helped along by a paper which Charles W. Eliot read at the meeting of the National Educational Association in 1892, with the title, "Shortening and Enriching the Grammar School Course." The grammar grades at Oshkosh had elementary science, European history, Latin, and a modern language. They had concrete geometry in the seventh grade, algebra in the eighth, and more algebra and arithmetic in the ninth. They had formal graduation exercises in the spring at the end of the third quarter of each year from 1889 to 1911, usually consisting of a dramatization of the works of some author whom they had been studying. This feature was discontinued in 1912, because there was a prospect that a year would be added to the course. These exercises were of such high quality as to

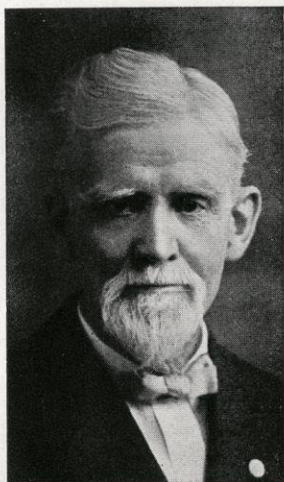


bring out not only relatives of the children participating but also citizens generally in so large numbers as to tax the capacity of the room. President Albee and Miss Swart, of course, gave their support to all of this, but most of the credit for it should go to the two women who were at the head of that department. Miss Carrie S. Hanson, after teaching in the school in other positions for four years, was made principal and critic of the Grammar Department in 1887, and continued for two years and two months. She unexpectedly resigned in November, 1889. President Albee came to Miss Swart and asked what should be done. "I'd put Jennie Marvin in there tomorrow morning," was the reply. Miss Marvin had received the diploma of the school in 1888 and had been at once made principal of the Preparatory Department. "Can she do it?" Mr. Albee asked. "I think she can," Miss Swart replied. Miss Marvin was given the chance, and has been principal of the Grammar Department ever since.

The high **morale** of the school during this period is shown by the activities which were maintained by voluntary contributions. One of these is mentioned in the very first catalogue: "The students and faculty have organized a Reading Room, where the leading periodicals are furnished at a nominal cost to each pupil." A student was employed to put the newspapers in the holders and otherwise keep the room in order.

The employing of a librarian to catalogue the books and assist students in using them was likewise begun by voluntary contributions. Stimulated by this example, the Board in 1888 authorized librarians at Platteville, Whitewater, and Oshkosh at salaries of \$125 **per annum**. In 1891 the Board granted "\$500 for clerical work and services as librarian in the Normal School at Oshkosh."

How teachers of gymnastics were for years paid by voluntary contributions has already been told. The \$5000 gymnasium, erected in 1888, contained no facilities for bathing. The trained teacher who came to direct the use of it began to talk about baths. In 1891 the president secured permission to arrange for them in the basement "provided that all apparatus pertaining thereto be supplied without expense to this Board." The equipment was put in at a cost of \$500, which amount was contributed by the students.



LYDON W. BRIGGS

1878-1921

VICE PRESIDENT

1885-1921





How this same spirit characterized the faculty is shown by the alumni banquet, which was begun in 1885 at the invitation of the "faculty and resident alumni," and has been held annually since. The faculty and alumni paid the bill at first. But the difficulty of collecting the quotas from the alumni scattered over Oshkosh and its vicinity was so great that the faculty soon assumed the entire expense, raising the money by a pro rata assessment on their salaries. The younger teachers might murmur about it—one of them told the collector that it was a "unique" custom—but there was never an open protest. The murmuring, however, reached the ears of the alumni, and they voted, after the custom had persisted for a quarter of a century, that the expense of the banquet be met by a charge per plate.

Because of this fine spirit of loyalty, the school could be run efficiently with a very simple system. President Albee had a wonderful memory and wide grasp of details. The tradition is that he never forgot any person with whom he had conversed. Up to the year of his death he attended to the formalities of entering new students, making out their programs, etc. A hundred of them might enter in one day, yet any time thereafter he seemed able to address each by name. Being with the school continuously from the beginning, he never had either to learn or to create a system. Whatever of system there was, simply grew up as a body of habits—with himself, his teachers, and the students. The school was like a large family under a wise, firm, kind father, who looks after everything.

Although there was a director of the Model Department until 1883, Mr. Albee inspected the practice teaching during that time, but after Miss Swart was appointed inspector the next year, he withdrew from that work. The office work he seems to have done alone, or with the help of student assistants whom he paid out of his own pocket, until Mr. Briggs became vice-president in 1885. Mr. Albee early had a typewriting machine at his home, which he operated himself. In February, 1892, the Board authorized the purchase of one for the school. In July of the same year the Board authorized "a typewriting clerk for each president, at a salary for each not exceeding \$400, for eleven months' service," and "typewriting machines at purchase or rent, and necessary supplies for use of each clerk."



The simplicity of the organization through which the school was operated is further shown by the informality of the relations between the members of the faculty. There was a faculty meeting lasting from an hour and a half to two hours every other Monday afternoon. Little or no formal business was transacted and no attention was paid to parliamentary rules. Mr. Albee presided with the calm, dignified, genial, unhurried manner which always characterized him. Some of the women of the faculty did fancy work. Most of the time was spent in informal talk about students whose work was unsatisfactory, about the problems which individual teachers brought up, or any features of school policy which had come to any ones attention during the preceding fortnight. The formalities of democracy—voting and committees and the like—were almost totally lacking, but nearly everyone felt that he had as much influence on the policy of the school as he was entitled to: there was abundant opportunity to get his views across to the faculty, and the president would always listen attentively to what anyone had to say, seeming to be pleased to get new views even though they were not in harmony with his own.

And then there were the purely social functions. Mr. Albee entertained the faculty at dinner at his home once a year, and others of the faculty did so occasionally. There were frequent evening receptions by the president and others, to which the faculty and citizens who were interested in the school were invited.

The focus of the school was the daily assembly—morning exercises or opening exercises was the name then—held at a quarter before nine. For a long time there were no eight o'clock classes, and when they were begun they were for library readings or something out of the regular order. The assembly was held until 1894 on the second floor of the original building in the room which was used after that date as a study for the young women. As the room seated less than three hundred, it must have been nearly always filled. The platform, only two steps high, was against the wall at one side, and was barely large enough to provide room for a desk, a piano, and seats for a dozen or fifteen teachers. When President Albee spoke in conversational tone he could be heard by every one present. He

would read a passage from the Bible and offer prayer; then he would talk—about some feature of the school which might be improved, some great principle involved in studying or teaching or character building, or some topic of general educational interest. As the Bennett Law, passed by the legislature in 1890, eliminated the Bible reading and prayer, thereafter his talks were longer, being usually prefaced by the reading of a paragraph or two from some book or periodical to provide a text. Many students of that time mention those morning talks as the factor which contributed most to the **morale** of the school and to the shaping of individual character.

The esteem in which President Albee was held by the teachers was shown by the observance of the fiftieth anniversary of his birth, May 23, 1887. About \$300 was contributed, and a reproduction in colors of Munkacsy's Christ before Pilate was procured. The picture was hung in his office during morning exercises, and a note was left on his desk stating that it was the gift of the faculty.

**III. TRANSITION: PRESIDENT ALBEE, 1892-1898**

The school continued to grow to the very end of President Albee's administration. The enrollment of the Normal Department in this period was as follows, three years being omitted:

Year	Enrollment	
1890-91-----	536	Including Preparatory Class
1891-92-----	585	
1894-95-----	613	
1896-97-----	662	Not including Preparatory Class
1897-98-----	727	

In comparing these figures with those for later years it should be remembered that they do not include the summer school. For the Normal Department in the regular school year from September to June, the 727 of 1897-98 is the high-water mark in the entire history of the school. This quantitative change was one factor in forcing qualitative changes upon the school, thus helping to make the short period which is here marked out worthy of its name. The larger attendance led to enlargement of facilities, and these in turn made it possible to accommodate a still larger attendance.

One qualitative result was raising the standard for entrance.



The catalogue of 1888 mentions the discontinuance of the Sub-Preparatory Class, but the Grammar Department continued to promote from forty to seventy pupils a year to the Preparatory Department. The president's report of 1890 refers to the large number of applicants who were sent home. In 1892 he reported that four hundred persons annually sought admission, only one-fourth of whom could enter at once. Another one-fourth entered after further preparation while the remaining half had to go home. Graduates of high schools were a growing contingent. The catalogue of 1889 sets forth a new plan for admitting them and their names in the list of students are marked by asterisks. Being students of a different type from those in the long course, their influx as shown by the following figures meant a great change:

Year	Number	Year	Number
1888-89	29	1893-94	71
1889-90	28	1894-95	121
1890-91	52	1895-96	126
1891-92	82	1896-97	160
1892-93	74	1897-98	222

To make room for the one or two hundred more high school graduates the Preparatory Department had to be eliminated. Within a year after the completion of the addition of 1894 the school was again overcrowded. In the fall of 1895 lease was secured of an old public school building which had been moved to within two blocks of the Normal. Two men were put in charge, one who had received his diploma the preceding June, and the other who was to receive his the following June. At first only the sub-preparatory and junior preparatory classes were sent there, but in the spring of 1896, at the beginning of the fourth quarter, the senior preparatory class went there too. The Academy, called the "Jack-Pot" in the slang of the students, was a private enterprise, supported by tuition fees, though under the supervision of the Normal, because the only end for which it existed was to prepare its students to pass the entrance examinations.

At the beginning of this period, President Albee saw that the school must raise the standard of its own teaching force to meet the new conditions or else relative "deterioration was imminent." There must be, he said, "a large advance from original lines of the system." But instead of being able, as salaries then were,

to get better teachers, the good ones he already had "were being taken one by one from our work to more lucrative posts in other states."

In the latter half of this year 1892-93 an incident occurred which added to the influence already at work to start the school on a new period of its history. That was the offer to Mr. Albee of the presidency of the University of Oregon. After considerable correspondence he made the trip to Oregon to meet members of the board of regents and of the faculty of the university. The results seemed to be satisfactory on both sides: the position was his if he cared to take it. But meanwhile the Wisconsin phase of the incident was developing. Oshkosh alumni, prominent educators, and other citizens of the state bestirred themselves to do whatever might be necessary to retain President Albee. The Normal Regents promised to make an addition to the Oshkosh building and to increase the president's salary from \$2800 to \$3000, although they had given notice to all of the schools that there could be no increases in salaries that year. Assurances were given that the next session of the legislature would provide funds requisite for a general increase in the salaries of normal school teachers, and for more teachers. Most effective of all, doubtless, was the unbroken chorus of appeals that President Albee continue at his old post and of promises that loyal support would be forthcoming. June 16 he sent a letter and a telegram to Oregon declining the offer from that state, alleging as his chief reason that "unanimity of views regarding the qualities demanded in your president" did not exist there, but his post in Wisconsin was one "around which no doubts linger." In the same letter he recommended another candidate in the person of Dr. Charles H. Chapman, an Oshkosh graduate of 1888 and later of Johns Hopkins University, who was the institute conductor of the Milwaukee Normal School. Chapman became president of the University of Oregon and kept up a correspondence with President Albee until the latter's death.

The promises were faithfully kept. July 18 the Board appropriated \$19,000 for building. This gave an extension of the original building toward the southeast, which extension contained the auditorium of the school for the next twenty-two years. The next day it appropriated \$2,465 for repairs, and authorized the collection of one dollar from each student to pay for periodi-



cals and of two dollars to pay an assistant librarian. Reports of the next two years contain many expressions of delight with the new equipment: telephones, modern toilets, individual lockers, an electrically controlled ventilating system, a new heating plant, and **more room**. "Now we wonder what we did before." The legislature of 1894 made a large addition to the funds of the Board. The amount paid out for salaries at Oshkosh grew as follows:

Year	Salaries
1892-93-----	\$25,254
1893-94-----	27,394
1894-95-----	28,493
1895-96-----	35,638

The list of the faculty, in the catalogue of 1895, gives for the first time the institutions in which some of the members had prepared. President Albee had always sought teachers possessing college degrees as well as natural ability, especially for the Normal Department. Now he adhered more rigidly to this policy, because the higher salaries made it possible to get and to retain such teachers. Five of those engaged during this six-year period are still in the faculty. The new teachers, all being specialists, increased the number of branches in which the school could offer teaching of college quality. Formerly all of the natural sciences demanded the attention of one man; now physics, chemistry, biology, and geography each received the entire attention of a man. Similarly psychology, rhetoric, literature, history, and economics were henceforth taught by teachers who had spent several years in studying just those particular subjects. The catalogues, beginning with the one of 1894, describe the facilities and work in the different branches of study; thirty or forty pages are devoted to "Work in Departments." The old teachers as well as the students felt the inspiration of this new atmosphere of scholarship. They took trips to Europe, attended university summer schools, and did things in the school which they had never done before. The result was a great broadening and deepening of the life of the school.

During the first year of this period one of the new teachers, Mr. W. C. Hewitt, proposed that a summer school be held. The proposal received favorable acceptance and he was authorized to try the experiment in the summer of 1893. It was successful, and there has been a summer school ever since. In 1896 Presi-

dent Albee in his report to the Board showed at some length the advantage of such schools to teachers and urged that three Normal Schools be designated each year as places for summer schools. These early summer schools were simply private co-operative enterprises on the part of the instructing staff, maintained more from public spirit than for profit. The share to each teacher for the five weeks of work was about fifty dollars.

Mr. Hewitt also gave the initial push which started athletics. He secured a former Ripon player to coach the football team in the fall of 1894, with the result that it defeated the Lawrence team. The Athletic Association was an active organization. Its excursion to Clifton in June, 1896, was reported by **The Advance** as an annual event, and with a favorable result "both socially and financially." Basket ball was begun in 1897.

The starting of **The Normal Advance** was another venture to which Mr. Hewitt contributed by being the business manager for the first two years. Miss Henderson of the English Department was the editor-in-chief. The first number appeared in October, 1894. But the teacher who served as the next business manager contended that **The Advance** ought to be a student enterprise. Accordingly the first number issued in the fall of 1897 bears the names of a full staff of students. During the first three years of its existence it had been a bi-monthly, appearing five times a year. The students staff at once took a forward step by making it a monthly, with the result, however, that the balance of one hundred dollars received from the last faculty manager was soon dissipated, and the epoch of financial embarrassment was begun.

The Browning Club was organized in the fall of 1897 under the leadership of Miss Peake, and has kept up its bi-weekly meetings ever since.

The Friday afternoon rhetoricals entered a new phase. Students in the two lower classes were to give declamations or recitations; those in the two higher were to give orations or read essays. At the beginning of the third quarter in the winter of 1895 the school was divided into three sections. Two members of the faculty were drafted to assist with each section, one to preside and the other to write a criticism of each number on the program, awarding honorable mention to one or two of the best.



The criticisms were handed to the teacher of composition or the teacher of reading, who had charge of rhetoricals, and they, after making note of the same would deliver them to the respective students about whom they were written. Then once a month the best parts from all the programs of the three sections for the preceding three weeks were repeated before the whole school.

Oratorical contests between the two literary societies, the Lyceum and the Phoenix, began in the spring of 1894. The faculty put up a large plaster bust of Lincoln to be contended for as a prize. The winning society kept the bust as a trophy for a year. Then another contest was held to determine the possession of the bust for the next year. The irrepressible Mr. Hewitt was the originator of this plan. These contests lasted until the bust was destroyed in the fire of 1916.

In December, 1895, the Oratorical Association was organized, with 160 members, for the purpose of holding a free-for-all contest to choose persons to represent the school at an inter-state contest, to be held at Warrensburg, Mo., and at a state contest to be held at Whitewater. The Association contributed \$25 toward prizes, and the faculty \$50. The total was divided so as to make a first prize of \$40, a second prize of \$25, and a third prize of \$10. The Warrensburg contest occurred first. Contestants entered from five schools, representing the states of Wisconsin, Illinois, Iowa, Kansas, and Missouri. The Oshkosh contestant won first place. The afternoon he returned home the school suspended its regular work. Faculty and students were in a crowd at the railroad station to meet him with a band and draw him about town in a carriage. The procession ended at the Normal building, and a pow-wow was held in the auditorium. Never before had the school suspended its regular work just to give vent to its enthusiasm.

Another new form of student activity was self-government. One of the new teachers, Dr. A. Ross Hill, proposed to abolish the old practice of having a teacher sit at the desk of each study room each hour of the day. His reasons were three: it was a wasteful use of the time of high-priced teachers; adult students should, on moral grounds, be made responsible for their own conduct; and a normal school should set a better example of school government. He gave a talk to the school on the sub-



*Normal School Building, 1888-1900*





ject, and the students at once began to form an organization to take over the supervision of the study rooms. This happened while President Albee was away. On his return he was not pleased to find that such a radical move had been started, but he refrained from interfering. A committee of students drafted a constitution, which they submitted to the president and to a committee of the faculty. The entire school, faculty and students, adopted a constitution, and the new plan of government went into operation at the beginning of the third quarter in the spring of 1896. The system suffered many changes, but survived in some form for twenty years.

This account of the extra-curricular activities of the students must be still further extended. **The Advance** for October, 1895, contains lists of the officers of the four classes. This was something new, because formerly a class organized itself only when it was preparing for graduation. In December the students of German formed an organization called *Der Deutsche Literarische Kreis*. This society flourished for many years, occasionally attracting more attention than usual by putting on a fine performance of some German play. In the same month the students taxed themselves to provide a rug for the newly equipped office of the gymnasium. In connection with commencement in June, 1896, there were two splendid pieces of student work. One was the performance of "Midsummer Night's Dream"—so well done that its repetition was given in two out-of-town places. The director of the play was Miss Harriet E. Clark, a member of the class of 1875, who as teacher of reading gave tone to all of the public speaking of the students for many years. The other piece of student work was the decoration of the room in which the alumni banquet was held—pronounced by many the finest of the kind that the school has ever seen. The chairman of the committee executing it was a first-year student who had been in the preparatory classes the earlier part of the year.

That there were jarring notes in all of this new activity has already appeared in the account of the self-government system. The new teachers were not so careful as the old ones to be in their places at morning exercises, taking it for granted that they were at liberty to remain in their rooms during that period if they had urgent work on hand. One morning President Albee glanced at the three vacant chairs in the front row, over at his



right just beyond Mr. Briggs, and, as **The Advance** reported, he "announced with much solemnity that the faculty had suffered a serious loss," and referred to possible funerals, with the suggestion that students conduct "the defunct professors' classes." The students saw the joke, and the absent professors heard about it.

An incident which shows how the new teachers were less ready to defer to the president's wishes occurred on one of the annual occasions when the faculty as a body was called upon to vote, namely, the election of salutatorian and valedictorian for commencement. There was a gifted young woman in the class whom he wanted to have chosen valedictorian, but the faculty selected a man for that place and the young woman for salutatorian. The older members said that such action by the faculty was unprecedented.

During the year 1895, when the school was very much crowded and the new status of the preparatory students was under consideration, President Albee raised the question in faculty meeting: "What shall we do with them?" One of the new women members piped up promptly, "I wouldn't have them at all." The discussion went on and no attention was paid to her remark at the time, but at morning exercises not long afterward the president in his talk likened the teacher's calling to that of the missionary whose feeling is that every soul must be saved if possible. Then he referred to teachers who do not care to teach the boy fresh from the country, with his uncouth garments, gawkish manners, primitive ideas, halting speech, and perhaps foreign brogue, and ended by saying that such a teacher has no place in a normal school. The victim of this public lashing took her punishment gaily, but one of her colleagues, a woman of more somber mind, said to her as they passed from the rostrum, "Aren't you mad!"

Throughout this transition period, with all of its momentous changes, the Model Department kept on its way undisturbed. It shared in the room which the addition of 1894 gave, so that the number of pupils it enrolled could be allowed to increase as follows:

Year	Number	Year	Number
1892-93	220	1895-96	250
1893-94	229	1896-97	248
1894-95	241	1897-98	273

The great difficulty was to provide enough classes for the practice teachers. It was often necessary to assign two teachers to a class and let them alternate between teaching and observing.

Miss Swart, being warned by a severe and prolonged illness in 1894, gave up her class in the theory and art of teaching, and for the next twenty-one years confined herself to supervision of the practice teachers. For five years longer she did that supervision alone, with no stenographer, and assisted only by a student helper in the office to keep records and read the written work of pupils after the practice teachers had read it. The number of practice teachers at a time was about two hundred. The highest number was 256, and much of the time it was above 220. In the morning Miss Swart would make out a program of her day's work of about twenty inspections, which would include writing a criticism during each inspection and leaving it with the teacher at the close, holding conferences, reading all of the criticisms written by her student assistant and looking over all of the written work of the Department after the student had made corrections. Two characteristics run through all of her work, namely, force and precision. In 1897 the Wisconsin Teachers' Association recognized Miss Swart's achievements by electing her to the office of president.

It must be recorded, therefore, that these six years of transition passed without anything approaching disorganization. The students stood around in larger groups in the opening week of each quarter, waiting to get to the president to obtain his approval of their personal programs. There was more time wasted during the second week in trying to divide classes or change their hours so as to avoid conflicts. The president's morning talks became less effective, partly because of his own failing strength, partly because he could not be heard distinctly in all parts of the new auditorium, and partly because the newer types of students and teachers were less interested. There was open criticism of his policy of keeping so much of the administration in his own hands. But there was no decline in the loyalty of either students or teachers toward the school, or in the esteem and support of the public.

One occasion in this period may be selected as the climax of President Albee's career, and of much more than a quarter-



century of the school's history, and that was the observance of the twenty-fifth anniversary, which came in connection with the commencement exercises in 1896. Two events in that occasion have already been mentioned, the presentation of "Midsummer Night's Dream" and the decoration of the banquet room by the students. Every other event was of the same high quality. The gathering of alumni was the largest ever seen up to that time, and perhaps it has not been surpassed since. It was a splendid outpouring of loyalty to the school and of affection for its president. One incident of the banquet was the presentation to Mr. Albee of a sterling silver vase twenty inches high, of special design and made by hand. The speaking that evening was most impressive, and the singing likewise. The guests lingered long after they had risen from the tables, felicitating one another and congratulating Mr. Albee. Such were the triumphal notes which closed the first quarter-century of the school.

In the spring of 1898 Mr. Albee had to leave school and take refuge in a sanitorium. Commencement exercises were held without him. He returned home in June a little improved, but still a sick man. As the time approached for the school to open again, he expected to program the students as usual; but when the day came, it was Mr. Briggs who had to do the work. Mr. Albee died September 4, the Sunday after school opened.

The Board made Mr. Briggs acting president, but as such he assumed responsibility for only the routine work of the office. The teachers tried to keep their work running as before, not daring to make changes while they had no leader. The presidency was filled late in December, 1898, by the election of Superintendent Halsey, but his duties did not actually begin until January 31, 1899.

Within three weeks after Mr. Albee's death the faculty discussed "the subject of erecting some kind of a memorial," and appointed a committee to represent it "in anything of the kind that may be undertaken." During the months following, this committee, working in conjunction with alumni and others, decided that the memorial should be a marble bust, that the bust should be made by Miss Helen Farnsworth Mears, who had formerly been a student in the school, and that it should be unveiled at a memorial meeting held in the auditorium of the school on

the first anniversary of Mr. Albee's death. Contributions were invited by sending out a circular to all of the former students of the school and other friends of Mr. Albee who could be reached. There was no personal solicitation. The contributions amounted to \$942.

The memorial exercises brought an audience that filled the auditorium to its capacity. The bust met all expectations. The addresses consisted, for the most part, of estimates of Mr. Albee's work. The most competent testimony, perhaps, was that of President Salisbury, of the Whitewater Normal School, who said that "for the twenty years preceding his death George S. Albee was easily the foremost man among those who developed and solidified our present system of Normal instruction."

#### **IV. STABILIZATION: PRESIDENT HALSEY, 1889-1907**

Rufus Henry Halsey was born at Blooming Grove, N. Y., in 1856. Two years later his parents removed to Brooklyn, where he grew up, receiving his early education in the public schools and Adelphi Academy. He graduated from Williams College in 1877, then taught one year at Newtonville and five years at Adelphi Academy. In 1883 he came to Oshkosh as principal of the high school, and in 1891 he became superintendent as well. In 1896 he left Wisconsin to take charge of the schools in Binghamton, N. Y., where he was serving at the time of his recall to Oshkosh.

Some one has said that the spirit of President Halsey's administration was co-operation, just as paternalism was the spirit of the preceding period. Another has said that Mr. Halsey had a genius for companionship. He was, no doubt, to the average person the most companionable of the four presidents that the school has had. Both by nature and by training he was at his best when associating with other people as his equals. He was an ideal gentleman to the young men of the school: they admired him and wished to become like him. Not a strong administrator, only moderately versed in the history and theory of education, but familiar with the world's best literature, a fine conversationalist, and meeting others in an easy, kindly way which brings out the best that is in them, he thought of education as a

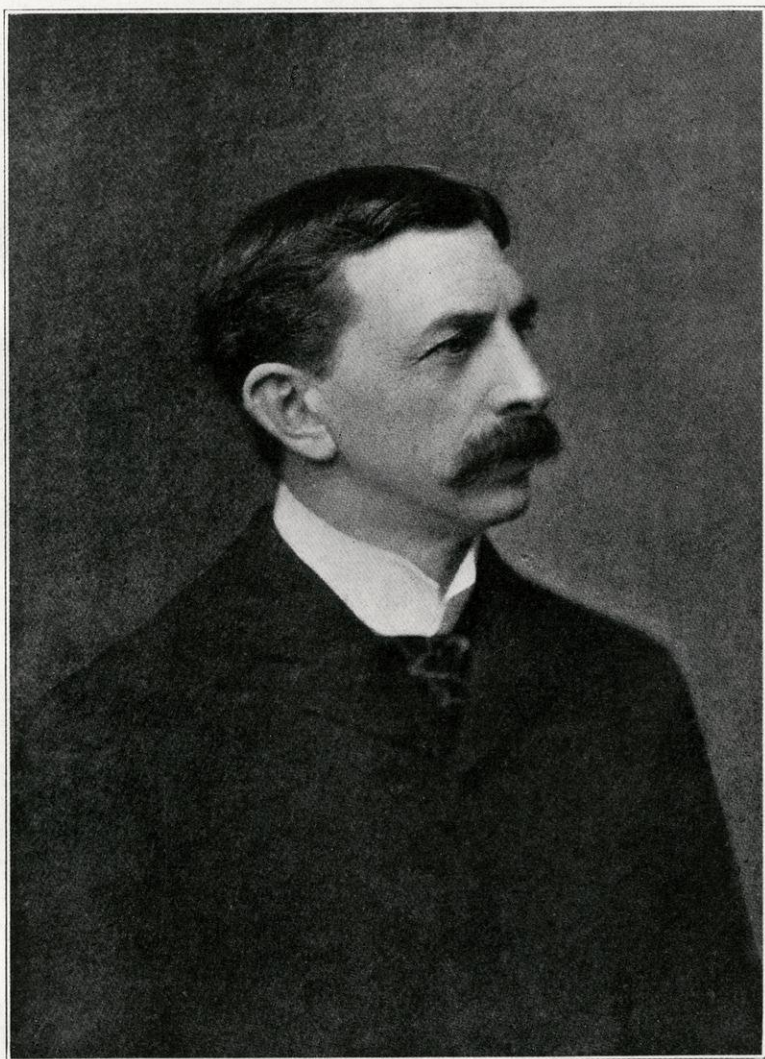


process which goes on unconsciously whenever one person meets another. A school, in his mind, was a place to bring young people in contact with one another and with cultivated teachers, under surroundings that are as wholesome and elevating as they can be made.

This ideal was carried out, first of all, within the faculty itself. The organization for social purposes was named the Half-Hour Club. Each picnic, boatripe, evening party, or other gathering, was under the management of one person called the "Grand Slav," who had the power to appoint as many "little slavs" as necessary. If the invitation was to "the larger faculty," that meant that each teacher was at liberty to bring the members of his family or any guests whom he chose to invite. Expenses were apportioned equally per person present. The last official act of the grand slav was to appoint his successor. Many of these outings were held, especially in the fall. For years Miss Webster invited the faculty to the home of her parents in Winneconne at the time when apples were at their best. Mr. Summers had a cottage on the shore of the lake at Paukautu and often invited the faculty there for a corn roast. The result was that the faculty, although increasing in size from thirty-two to thirty-seven, continued through this period to be what the sociologists call a primary group: each one was well acquainted with all of the others. In the fall the women teachers and the wives of the men teachers would get out on the first fine Saturday afternoon to call on one another, and especially on those who had been recently added to their number. All of this promotes contentment and harmony in work with a minimum of mechanism.

Prominent citizens of Oshkosh and of Wisconsin were often invited to these faculty functions. Several were always invited to the banquet which the faculty gave to the alumni on the evening of commencement day. In return these citizens did much for the school. Several of them entertained the faculty at their homes, and one of them for several years in this and the succeeding period took the faculty for an annual ride in his yacht.

The contribution by the faculty of fifty dollars toward prizes to the best orators, begun in 1896, was continued until one prize winner went down town with his friends and celebrated at a saloon. Then instead of a cash prize a picture in honor of the



**RUFUS H. HALSEY**  
President

1899—1907

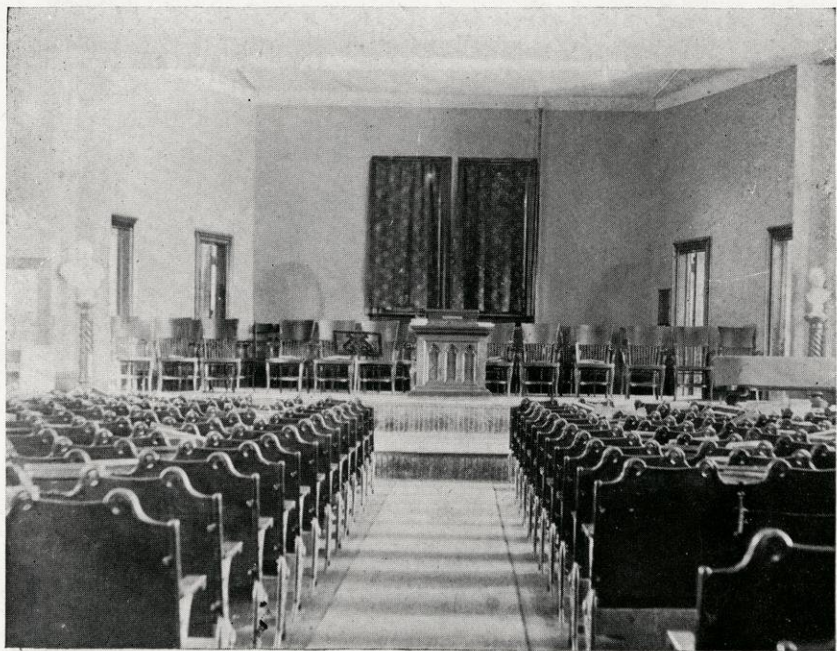


winner was given to remain in the school as a trophy. These trophy pictures were at first put in the auditorium so as to cover the blackboard. As a trophy was erected whenever the school won a victory in either oratory or debate with another school, a few years sufficed to obliterate the blackboards and put a frieze of large photographs of the world's masterpieces of architecture entirely around the auditorium.

In January of 1905 some of the ladies of the faculty gave a play in the auditorium, based upon Mrs. Gaskell's story of **Cranford**. The play in itself made a fine occasion for the school and its friends in the city, and the proceeds were used to furnish a room on the first floor for social purposes. On one of the walls was hung a large reproduction of Millet's **The Sower**.

The Girls' League was organized in 1904, the members being all the women of the faculty and all the girls in the student body. Its purpose was to promote good housekeeping, especially in the girls' study rooms, and to make those rooms attractive by furnishing them with works of art—reproductions of masterpieces in sculpture and painting. The means were raised by the efforts of the members, principally by giving entertainments, and largely from the proceeds of a novel fair held in the gymnasium, at which there was an appropriate booth for each of the twelve months. As a result of these efforts a reproduction of the **Canterbury Pilgrims** and a colored print of Corot's **Morning** were placed in the senior study, and a scheme of decoration was carried out in the Ladies' Study suggested by Thomas Wentworth Higginson's essay on the Greek goddesses, in which he points out their significance in the life of every woman. Statues and busts of six goddesses were placed upon the wall spaces and a bas-relief of dancing nymphs was placed above the rostrum. The pictures chosen were photographic reproductions of Edwin Abbey's Holy Grail pictures painted for the Boston Public Library, this series being selected because they depicted the life of Sir Galahad, the highest type of young manhood.

The member of the faculty who was most closely associated with the Girls' League, and who might be regarded as the typical teacher of the Halsey administration, was Miss Lillian C. Kimball. She taught grammar and much else besides. Refinement in manner, clearness in thought, accuracy in speech, distinctness



*The Old Assembly.*





in enunciation, and appreciation of the world's finest products in literature and art, radiated from her—in conversation, in her rostrum talks, in her class room, and wherever she might be placed.

Two other teachers who found new recognition in this period were Harry R. Fling, the biologist, and Frank E. Mitchell, the geographer. Convivial by nature and ready of wit, they were always centers of interest on social occasions. Mr. Fling was also a musician, and so were all of his family, and throughout his connection with the school he was always ready to contribute to the enjoyment of others. Mr. Mitchell acquired some fame and fortune as the inventor of the pendant globe. One winter he promoted his fame but not his fortune by making a skating rink on one corner of the school grounds.

During the eight and a half years of President Halsey's administration the attendance declined a little. It was his theory that personal acquaintance of the kind to benefit individual students could not be had with large attendance. At the regular meeting of the Board in February, 1902, a resolution was passed limiting the size of each school "in accordance with the facilities of that school." The limit for Oshkosh was five hundred. The enrollment declined from the 726 of 1897-98 to 705 in 1899, and 551 in 1905; then it increased to 619 in 1907. It must be borne in mind, however, that the decreased enrollment did not necessarily mean decreased attendance. The high school graduates, who came from more well-to-do homes and who were the growing element in the student body, were less likely to drop out during the year to teach or to earn money in other ways.

A new plan was introduced to facilitate the personal contact between faculty and students. As soon as enrollment lists could be made out, the students were divided into groups of twenty each, and a member of the faculty assigned to each group as adviser. A group might be interested in the same kind of outside activity, such as debating or athletics. Each faculty adviser usually entertained his group once a year.

During Mr. Halsey's first semester, members of the faculty were appointed to serve on committees for administrative work. Some of the committees have been dissolved, others merged into the work of the department heads, and the duties of still others



have been taken over by the Dean of Women. But the school has had faculty committees ever since. Here are the titles in that first list: Student Records, Course of Study, New Business, Graduation, School and Platform Entertainments, and Student Contests. Later in the fall of 1902 Mr. Halsey appointed Miss Emily F. Webster as the faculty member who might pass upon the eligibility of excuses for absence for the women students. This might be called the beginning of the office of dean of women. In his own hands he kept such matters as "helps to determine the general policy of the school," and "such as most intimately concerns the welfare of individual students."

This organization of the faculty fostered the growth and prosperity of school societies, strengthening several of the old ones, and starting new ones: the Philakean, 1899, Alethean in 1900, Marquette in 1907.

Dancing was tabooed during the first thirty-five years of the school's existence. President Albee was severe on either teachers or students who went to dances, characterizing them as "light in toe and head." But attendance at dances grew, especially with the growth of the high school graduate element in the student body. A teacher of dancing would sometimes establish himself in a vacant building near the school. Groups of students would go off to some hall and have a dance. One reason why the annual excursion across the lake to Clifton was such a great event for a dozen years was because it was the one school event in the year which included dancing. President Halsey at first confined his disapproval to public dances and to dancing parties under the auspices of school organizations; but in time he came to favor a change in policy, feeling that the students might better do their dancing in school than surreptitiously outside of it. A majority of the faculty arrived at the same opinion, and on September 27, 1906, a resolution to introduce dancing was read in assembly. The first of the six dances to be allowed that year was held on October 6 in honor of the football team from Stevens Point.

In the early years of the school there was usually a teacher connected with it who gave lessons in instrumental music, receiving fees for such services in lieu of a salary. The first orchestra seems to have been organized early in the eighties. But



MISS ROSE C. SWART



its life was short because its rival, the madolin and guitar club, enjoyed greater popularity. In 1897 an orchestra was organized under the direction of a student, and before the close of the school year it had a membership of fifteen. Each annual **Quiver** for the next four years gives a picture of an orchestra. Then after an interval of a year there is another. After 1904 none appears again until 1911. A mandolin club was mentioned in 1897. For the five years, 1903-1907, a mandolin club appears each year.

Athletics was not overshadowed by the foregoing activities. President Halsey himself was an athlete and encouraged football, basketball, and track meet, so that the Oshkosh Normal School ranked high in the state. In 1906 the basketball season closed with a championship record over all schools and colleges in Wisconsin except the State University. The girls' basketball teams were organized, and the first game with an outside school was played in 1902 by the Atlantas, a freshman team, and a girls' team of Ripon. Hockey and tennis were introduced anew. The faculty-senior baseball games played every year promoted the good fellowship between faculty and students, which was a feature of the school throughout President Halsey's administration. When the seniors won, it was their privilege to take possession of the platform and conduct morning exercises or hold a mock faculty meeting. The teachers then had the opportunity to see themselves as students saw them.

Courses of study were developed extensively and intensively. In the catalogue of 1900 a daily program was printed for the benefit of the students. In 1906 the catalogues no longer contained the mere statement of the course of study, but set forth carefully planned courses, showing the desirable sequences and groupings.

The Kindergarten Department, which had been dropped in 1885, was reintroduced in 1901. Mr. Halsey as superintendent had introduced kindergartens into the public schools of Oshkosh. In 1900 as president he furthered the movement again in his biennial report with his sincere belief that it should have a place in the Normal School. A few months later the Board granted his wish in this respect

The ability of the state to afford better educational facilities for its youth was shown in this period, first, by the increase in

the faculty, which has already been mentioned, and also the enlargement of the building. In 1901 an addition was built which was known during its short existence of fifteen years as the Science Wing. Like the rest of the old building it consisted of three stories and a basement. The first floor was especially designed for physics, and also to accommodate the second primary department, which comprised grades three and four. The second floor had five recitation rooms, and also a large room that was used during Mr. Halsey's administration as a study room by the senior girls. The third floor was especially designed for chemistry and biology. The basement provided room for the introduction of manual training.

The beginnings of the Industrial Education Department of today were laid in 1902 when Livingston L. Summers came with his vision of the manual arts taught in every grade from the kindergarten up. Students became interested, and teachers saw the merits of the idea, so that the committee of the Board which came to investigate gave an encouraging report. In December 1903, Mr. Summers was made Director of Manual Training. The course included bench work, knife work, book binding, sheet metal work, clay modeling, weaving, basketry, free paper cutting, and rough wood work. Mr. Summers tried to extend this work into the public schools of the state by lectures and exhibits. President Halsey supported him in this, saying in his report to the Board in 1906:

We need now to engage in a systematic campaign within the State for arousing an interest in Manual Training in the smaller towns and villages, and in the rural districts as well. The result was an appropriation to pay the traveling expenses of Mr. Summers and his exhibit.

The summer sessions, begun at Oshkosh in 1893 and held annually ever since, had been found to meet the need of the public school teachers. For the first twelve years they were supported wholly by tuition fees and the patriotism of the teachers. In 1905 the Board was urged to aid them, but without immediate result. Finally in 1907 the Board authorized summer schools at Whitewater, Superior, and Oshkosh, with five hundred dollars of state aid for each. Mr. B. Mack Dresden, the teacher of German, was the director of the summer school at Oshkosh for sev-



eral years. In 1907 the enrollment was 392 instead of ninety-seven in 1899 and the seventy-six in 1893.

At the annual meeting of the Board of Regents in 1907, Regent Harrington presented the need of a new gymnasium and asked for the appropriation of \$40,000 for such purpose. His request was granted with an understanding that the building should contain manual training and domestic science rooms, as well as a gymnasium.

The last report made by President Halsey to the Board of Regents was made on June 26, 1907. He discussed the lack of academic training in the Normal School, and in order to remedy this asked for more freedom of election for mature students. He spoke, also, of the growing need of the designation of a special Normal School for the preparation of commercial teachers.

A few weeks later, on July 26, President Halsey was accidentally shot and killed while on a vacation at Lake Gogebic in Upper Michigan. The great loss felt by the students and the citizens of Oshkosh was shown in the early plans for a Halsey memorial.

The plan for the "Halsey Memorial Fund" was started by a committee of Normal School teachers. At first it was proposed to raise a fund to purchase works of art from time to time for the Normal School and the High School of the City, but the final judgment was in favor of a lecture fund. The indenture creating the "Board of Trustees of the R. H. Halsey Lecture Fund" (as it finally became known) is dated December 2, 1908, and the next day it was recorded in the office of the Register of Deeds of Winnebago County. The trustees consist of the president of the Oshkosh Normal School, the principal of the Oshkosh High School, the president of the board of the Oshkosh Public Library, and two citizens of Oshkosh selected by these three. A fund of \$1000 was given to these trustees to be invested by them, and they are to use the income to provide free public lectures in the city of Oshkosh.



S. P. ENG. CO.

*A Familiar Picture of the Old Building.*





## CHAPTER V. ENLARGMENT: PRESIDENT KEITH.

1907 - 1916

John Alexander Hull Keith was born in Illinois in 1869 and received his later education in the Illinois State Normal University, from which he graduated in 1894. After receiving his degree of Master of Arts from Harvard in 1900, he held for six years the position of professor in pedagogy and assistant in psychology in the Northern Illinois Normal School at DeKalb. It was at this time that Miss Swart, while visiting Miss May Moulton in DeKalb, heard Mr. Keith give a talk to teachers, and was much impressed. Through her, Regent Harrington heard of him and soon after they became personally acquainted. That year the presidency at Stevens Point was to be filled and Regent Harrington suggested Mr. Keith; however, the resident regent at Stevens Point had already determined upon another man, who was chosen. In 1906 Mr. Keith was appointed Head of the Training Department of the Illinois State Normal University, at Normal. When, a year later, the vacancy occurred at Oshkosh, Regent Harrington knew at once whom he wanted. Mr. Keith was elected by the Board of Regents on Oct. 16, 1907, and took up his duties in November.

The gymnasium, for which an appropriation of \$40,000 had been made in 1907, was the first unit to receive the attention of the new president. This was the first building to be built without a basement, the ground floor being fully finished and equipped as the first floor. Since then the new level has been carried out in all new units, for as Regent Harrington said, "The State of Wisconsin is now rich enough so that it does not have to require its students and teachers to work in basements."

The gymnasium, at that time the second largest in the state, was opened for use during the early part of 1909. Half of the first floor was fitted up with benches and machines for the Manual Training Department, thus relieving congestion in the old quarters in the basement of the Science Wing and allowing for an extension of the work. The other half was utilized for dressing rooms and fitted up with marble shower baths. On the second floor was located the gymnasium proper, adjacent to which were offices for directors. The third floor contained lecture and examination rooms. The first equipment of the gymnasium consisted only of basketball racks and bar-stalls, but as time went on booms, horses, mats, spring-boards, ropes, rope-ladders, etc. were added, until the equipment was considered very complete.

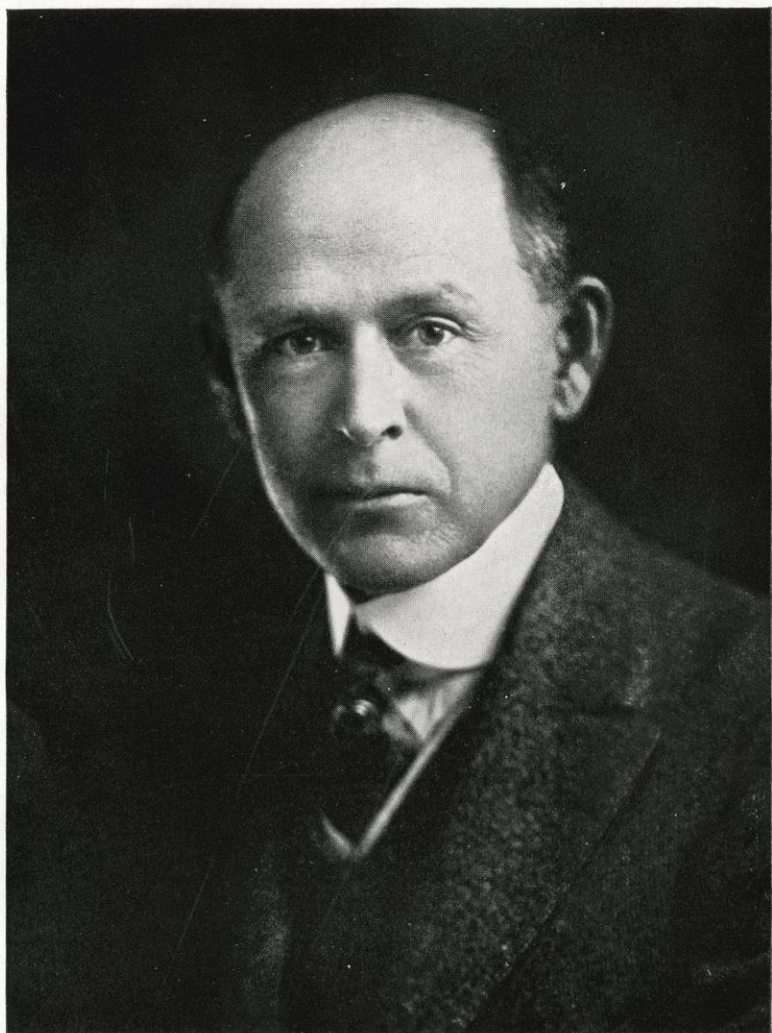


In 1910 the public was invited to a formal opening, at which the students' ability on apparatus, in drills, games, and "stunts" was demonstrated. The Gymnastic Department was in charge of two women, who instructed both men and women students. One year's work was required of all. The course included "drills for the personal benefit of the student, lectures on hygiene and theory of gymnastics, and practice teaching in the gymnasium and Training Department. Showers and lockers were furnished free of charge. Students having serious or noticeable defects were examined by the instructor, and aided or advised in remedying them. The instructor, although fully realizing the necessity of physical examination for every student, was unable to do the work alone because of time limitations and the great number of students, and so she constantly urged the necessity of a doctor for this purpose. In 1913 this was made possible by the Board of Regents, and a physician was engaged to do this work in all the Normal Schools of the state.

Up to 1913 the coaching of men's athletic teams was a side line for any members of the faculty who could be drafted for the purpose. Because of the growing importance of athletics in the school, an instructor was engaged to devote his entire time to this work, and, to conduct classes for men in gymnastics and in exercises with heavy apparatus.

Upon the removal of gymnastic work to the new quarters, room was vacated which could be used for domestic science. Various courses in sewing and cooking were given in the Normal proper and in the Training Department. The two rooms above the kindergarten were furnished as kitchen and dining room. The kitchen contained mosaic-topped working desks, which were equipped with small gas stoves, and cupboards and drawers for utensils. There was also a gas range and a pantry for provisions. The dining room was furnished with a large mission table and chairs, a china cabinet, and lockers for holding sewing work. The equipment was suitable for entertaining small parties, and during the first year dinners were served to parents, teachers, and regents.

The old heating plant, which badly needed modernizing, was steadily proving inadequate for the needs of the school. The boilers were antique and the smoke and dirt were a nuisance;



JOHN A. H. KEITH

President

1907 - 1916



also for some time there had been a desire on the part of the Board to have the boilers removed from the building to insure greater safety. In 1908-9 an appropriation of approximately \$16,000 was received for this purpose, and work was begun. The old outdoor gymnasium, mostly used for housing bicycles, being in the way, was sold for the lumber it contained, and the proceeds were used for purchasing apparatus.

The new power house was built with a deep foundation to enable a large supply of coal to be dumped from wagons driving over the bunkers. This saved much handling. In 1912 an electric motor was installed in the power house at a cost of \$3,500, in order to furnish the Industrial Building, with power for running its machines. Since then the electric lights of the entire school have been supplied from this source.

The manual training, which began in 1902, grew in favor in the school and the state. In the fall of 1909, in connection with the annual meeting of the Wisconsin Teachers' Association in Milwaukee, an organization was formed called the "Wisconsin School Arts and Home Economics Association." Of this Mr. Karnes has written:

Mr. L. L. Summers, then head of our manual training department, was a moving force in that organization, and probably more than fifty per cent. of the charter members were graduates of our school—both men and women. The first president was a member of our graduating class of 1907, and for six years our graduates held the offices of secretary and treasurer.—**Normal Advance**, December, 1917.

The addition of Mr. R. E. Gruenhagen to the Oshkosh faculty in 1910 marked an approach of manual training toward vocational education. The students could now learn the trade of cabinet maker, and their projects might include the making of sizable pieces of furniture. In 1912 the Department of Industrial Education was established, to continue the training of teachers and supervisors of manual training for grades and high school, and also to train teachers for vocational and industrial schools. The aim of this new department was thus stated by President Keith:

The use of the term Industrial Education indicates that the work in manual training in the upper grades of the public school and in the high school should have reference to industry. It means that the mechanical drawing shall be taught in connection with, and equip one for, participation in mechanical drawing as an aspect of industrial work. This same is true of cabinet making, of turning, of foundry, forge and machine shop practice. It will be extremely difficult to get this ideal realized in public school work. Therefore, it ought to be realized as

fully as possible in a school which trains teachers for this work, and the effort has been to plan the new building and to organize the courses in such a way as to afford the best possible equipment in these particulars within the time limits.

Mr. Hans W. Schmidt was appointed head of this department and he remained until he was called to become inspector of manual training in the schools of the State. He was of great value in forming plans for the new building and in selecting machines. The growth of the department by 1914 is seen in the increase of teachers from one to seven and of students from less than half a dozen to seventy-six. Among the fine achievements of this department was the construction of an exhibit of furniture which was shown and put to use in the Wisconsin section of the Panama-Pacific Exposition in 1915. It received a medal of honor.

The Industrial Building was the first to be located on the newly acquired land to the northwest of the original grounds of the Normal School. It was put on the Libbey property, which was acquired in November, 1911. The land extended from Algoma Street to Elm Street. The Libbey House, facing Algoma Street, was for a time used to house the growing Industrial Department. When that department moved into its own new building on Elm Street, the Domestic Science Department took entire charge of the Libbey House. The first floor was remodeled so as to provide a living room, dining room, office and kitchen; the second floor was made to accommodate several sewing rooms. The department showed its appreciation of its new quarters by nearly trebling its numbers during the year 1914-15. In addition, the Libbey House furnished a home-like place for small parties and banquets, where students and teachers could cook and serve the "eats" themselves.

In 1913 the Hooper-Oviatt residence was purchased, with its beautiful grounds, and later fitted up as a dormitory. The tables for it were constructed by students of the Industrial Department. Twelve girls made their home there, and twenty more joined them for meals. Miss Eleanor Sheldon, of the faculty, also resided there.

The next purchase of land comprised the large vacant lot on the corner of Algoma and Forest Avenue. This has since been used by the school as an athletic field, where football practice

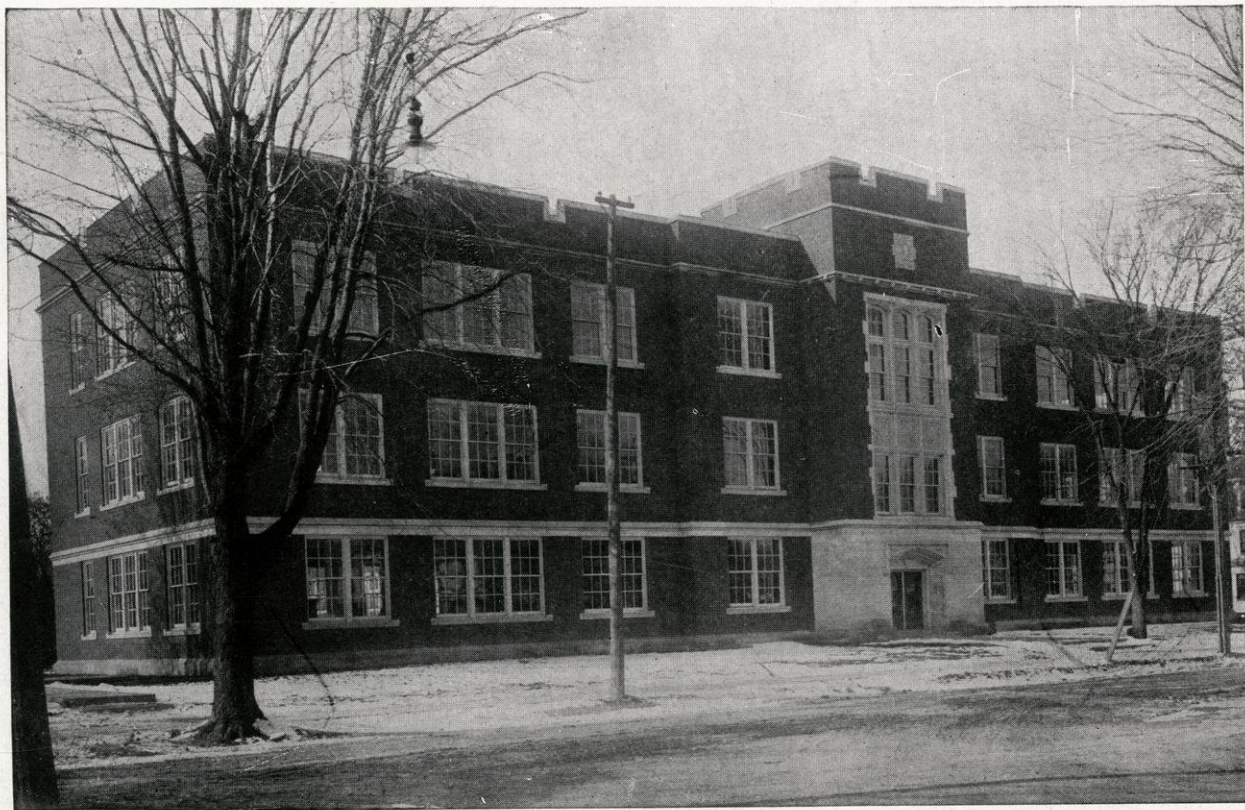


and field events are held. The school now possesses the entire stretch of land fronting Algoma Street from Normal Avenue to Forest Avenue with the exception of the Mainland residence.

These purchases of land were the initial steps in a comprehensive plan of rebuilding which was being worked out by President Keith and State Architect Mack. During the fall of 1915 the foundation of a new unit, to be known as the Science and Administration Building, was laid directly in front of the old building, with the expectation that the portion of the old building which faced Algoma Street would be torn down as soon as the new unit was completed.

While these large plans were being matured, a movement was started to raise funds by private subscription for what it was proposed to call the Student Building, since it was to be a place for receptions, banquets, and society meetings, and to constitute a social center for the school. The original suggestion came from Mr. Keith. Miss Swart proposed that the building be finished by 1921 so that the dedication might be a part of the celebration of the fiftieth anniversary of the opening of the school. Mr. R. E. Manchester, the teacher of algebra, told of such a building at the University of Michigan and was so enthusiastic over the project that he was made chairman of the committee which was appointed to raise the funds. Mr. M. H. Small, the teacher of psychology, was appointed secretary to handle the details of the campaign. The movement received much support. Members of the faculty promised annual contributions averaging ten or twenty dollars each, simply for expenses, their gifts for the building itself to come later. Cash gifts were received for the building fund amounting to fourteen hundred dollars, and pledges for several thousand dollars more. Then three events combined to put the project on the shelf: the fire of 1916 destroyed the record of pledges; the war came with its urgent demands; and in 1918 the two officers of the committee withdrew from the school. It now remains for others to push the project along, or for some other disposition to be made of the fund.

During the eight years from 1908 to 1916 the enrollment decreased from 643 to 607, a fact which must be charged chiefly to the dropping of the Elementary Course. But the number of diplomas granted increased from 180 to 218. The faculty of 1908



*Industrial Arts Building.*





consisted of thirty-six members, to which number nine had been added by 1916. When president Keith came, he noticed that the teachers were too heavily loaded with work to get the best results, and one of the goals toward which he worked was to get a faculty of adequate size. It should be remembered, too, that the decreased enrollment did not necessarily mean decreased attendance. The making of students' programs for the semester instead of the quarter, begun in 1911, together with other causes heretofore mentioned, helped to promote continuous attendance for at least a year.

A measure which was to increase the enrollment of the school and make extension of its facilities necessary was the authorization by the Board in 1911 of two years of college work. This college course has combined with the industrial course to attract more men than a normal school ordinarily does. The proportion of men at Oshkosh soon became as great as in the colleges of Wisconsin. This helps to make the student body more cosmopolitan, lends variety to the social life, and gives a personnel for athletics, oratory, and debate.

Although this sketch is not attempting to describe the courses of study, there were two other changes of such great importance that they must find mention here. In 1910 the Elementary Course was abolished, and in 1911 the Four-Year Course also. In the earlier part of its career these two courses had enrolled all of the students of the school except those in the Preparatory and the Model Departments. It had taken the high school graduates about twenty years to displace entirely the students of the older type. Oshkosh was the second Normal school in the state to be established on the basis of requiring four years of high school training of all entrants except those of the Country School Course. In 1914 the Board of Regents adopted the plan of having Normal school courses provide for more specialized training of teachers for different grades. Two-year courses were established for the training of primary, intermediate, grammar, and state graded teachers, and three-year courses for the training of high school teachers. In the Oshkosh Normal this plan was more fully carried out than elsewhere, and became the foundation upon which all teaching was done, outside of the industrial and college courses. Hereafter no diplomas were to be



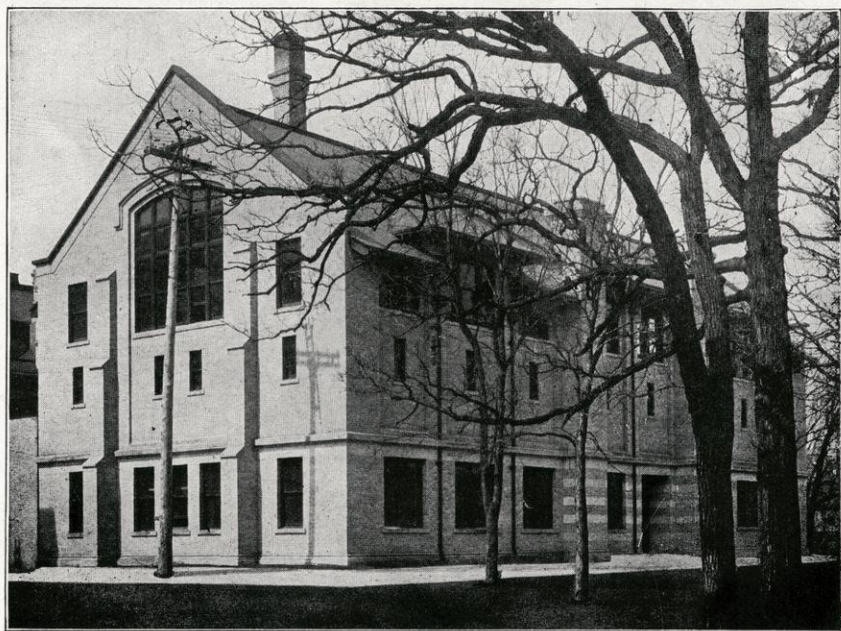
granted for teaching in general, but only for special kinds of teaching.

The extra-curricular work of the school was more varied and active in this period than at any other time in the half century. The Pageant of 1911, characterized as "a stupendous production which awoke Oshkosh to the fact of the Normal's existence," was under the general direction of Miss Aleida Pieters, an instructor in the History Department. It was presented June 7th and 8th on the front campus, with the natural scenery as a background, and with as much reality as costumes, animals, weapons, and action could give it. A large section from Algoma Street to the building was enclosed by a canvas wall inside of which rows of ascending seats were erected in a semicircle for the audience, which totaled over 3,000 people. The story represented was that of the early history of Wisconsin and of the Fox River Valley in particular, and was based upon historical facts. One hundred and fifty characters took part. Among these were noble lords and ladies dressed in gorgeous array, who served to brighten the court by their graceful execution of the minuet. Champlain and his hardy explorers were dressed in buckskin and carried fire-arms, which, when discharged wrought the greatest consternation among the Indians. There was a village of wigwams, in which the natives could be seen scraping skins, mending weapons, tending fires, or just playing or watching the others. Sly traders intoxicating the Indians with rum in order to obtain their furs were in contrast to kindly black-robed priests. Soldiers, dressed in French or English uniform, brought vividness to the scene, especially when they fought in bloody battle or rescued a victim tied to the stake and surrounded by flames. The drama consisted of seven episodes: the court of Henry IV, when Champlain was made geographer; his arrival in a Huron village; the coming of Nicolet; the coming of the traders; the coming of the missionaries; the taking possession of territory at Sault Saint Marie; war; the cession of land by treaty with Chief Oshkosh. Following the last episode there was a grand procession with all the characters in full costume.

The next great outstanding event of this kind was the May Festival under the direction of Miss Hannah Cundiff, presented in the gymnasium on May 7-8, 1914. A temporary stage was erected to accommodate the huge Festival Chorus and the Symphony or-



*Libbey House.*



*Gymnasium.*





chestra of St. Paul. Boughs of apple blossoms decorated the stage. The audience filled the remainder of the room and the balcony. The first program was given by the children of the Training Department, at which they sang songs with and without accompaniment, and told the "Story of the Crocus" in dramatic dancing. The second program was presented by the Festival Chorus of two hundred and fifty Normal students assisted by the Symphony Orchestra. The last program was given by the chorus and orchestra, assisted by noted soloists, before a packed house, and closed an event which "exceeded by far anything ever undertaken by this Normal or any other, and which was the greatest musical treat ever offered to any city in this section of the state. After the concert every one went home, happy in the proud consciousness that he had been making musical history, not only in the annals of Oshkosh, but in all the cities of Wisconsin."

In addition to the outstanding occasions just described, there were annual events of great importance to the school. One of these was the Triangular Debate, a system for which was established in 1911 by Oshkosh for Wisconsin, Normal, Illinois, and Terre Haute, Indiana. Each school prepared two teams, the affirmative to stay at home and meet the opposing team from one of the rivals, and the negative to go to attack the other rival. These are thought to be the first triangular debates in which any Wisconsin Normal School engaged. Each year Oshkosh succeeded in winning at least one side of the question, and in 1914 and 1916 we won both sides. But after the debate of 1916 Terre Haute withdrew and the League disbanded.

Another was the annual Junior Debate with the Stevens Point Normal, from whom we won the victory every year from 1908-1915 with the exception of '09 and '13.

In 1914 our greatest year in public speaking contests, the school was victorious in another line, for at the Oratorical Contest in Milwaukee, Oshkosh received first place. There was a great bonfire on the evening of March 22nd to celebrate the victory.

Inter-society debates and declamatory contests were held throughout this period, generally during commencement week. Each society entered the auditorium with its champions, ban-



ners, and members, and did its best to out-do the other not only in the main features of the program, but also in songs, yells, and parodies. The declamatory contests generally took place between Alethean and Philakean, and between Lyceum and Phoenix; the debates were held between Lyceum and Philakean, and between Lyceum and Phoenix.

Further entertainment was furnished by the dancing parties throughout the year. The first one to be given in the new gymnasium occurred Feb. 19, 1909. A Saturday morning dancing class was organized in 1910 so that the number of persons enjoying this form of entertainment might increase. At that time the number of dances given during the year was limited to six. As time went on it was found necessary to increase this number to accommodate the organizations, which found this the most desirable means of entertainment, and the most successful way of raising funds for various purposes.

During this period the movement for building up societies and forming new ones was remarkably strong, and although a few of them did not last very long, the majority did fine work along their respective lines.

The faculty in 1910 began a system of auditing the books of all organizations, which resulted in increased responsibility and accuracy. This system has been used every year since.

Among the societies which carried on from the former period were Alethean, Philakean, Phoenix, Lyceum, Current Topics Club, German Circle, Browning Club, Shakespeare Club, Students' Christian Association, Glee Club, and Oratorical Association. In December, 1911, Alethean gave its first Christmas Romp to one hundred poor children of the city, since then each Christmas season it has been repeated. The Students' Hand Book, an annual publication by the Christian Association containing valuable information about the school and city, was issued for the last time in 1911. Each year the Association gave an "anti-lonesome" party at Thanksgiving time for the students who were unable to return to their homes. The Glee Club during this period annually presented concerts and operettas, some of which were "Sylvia," 1910, "The Chimes of Normandy," 1914; "Wind-Mills of Holland," 1915. The Oratorical Association was divided into an active membership and an associate membership,



*The Dormitory.*





consisting of the entire school. The various contests in which the school took part were financed by levying a small tax upon each member. In 1913 the management of **The Quiver**, which up to this time had been published by the junior class was turned over to the senior class. Since the average attendance of students was only two years, and the juniors merely had a chance to get acquainted during the first year, the change was deemed advisable.

This was the period when new organizations of students sprang up in greater number than at any other time in the history of the school. The Marquette Club was organized in 1907 for the purpose of bringing the students of Catholic faith together. In December, 1909, the senior girls, not to be outdone by the boys with their Current Topics Club, organized the Atheneum for the study of current events, with the librarian, Miss Louise F. Encking, as leader. The next year the young women of the other classes organized the Current History Club. In 1911 the Eurythmean was established to furnish opportunity for students to discuss mathematics and the problems connected with that study. In 1913 the Dramatic Club was formed and it soon justified its existence by presenting "Twelfth Night" in 1914, "The Rivals" in 1915, and "Green Stockings" in 1916. In 1913 the Girls' Gymnastic Society was organized, with every girl taking gymnastic work as a member, to assume financial responsibility for the towels and shower baths, and for the salary of a matron for their locker room. It raised money by giving an annual fancy dress party. In 1914 the girls who were interested in domestic science organized the Penelope Club and held meetings Saturday afternoons. That same year the Geography Round Table came into existence and began to hold bi-monthly meetings and to take trips for the study of natural geographic features. In 1915 the Demetrian Club was organized for the more extensive study of agriculture, and the Country Life Club was started to bring together the students of the Rural School Department. The Industrial Arts Society, formed in 1914, soon grew into a vigorous organization. Its annual excursion up the Fox River has become one of the social events of the year, similar, though on a smaller scale, to the excursion across the lake which the Athletic Association formerly managed.

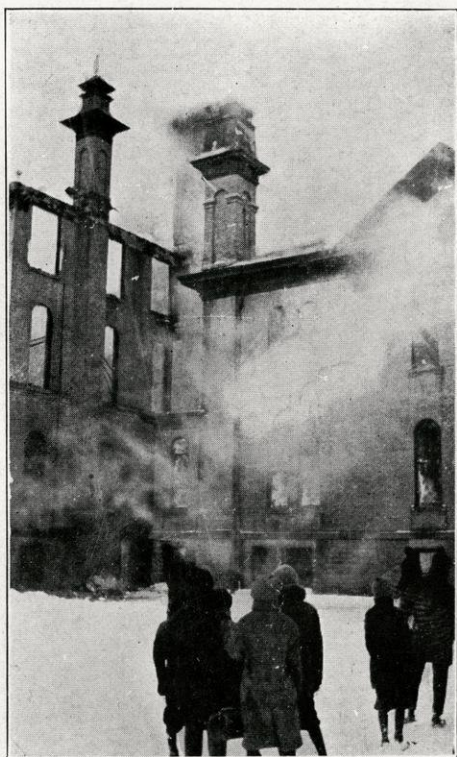


This period brought increased interest in athletics and greater success in contests with other schools. In 1908 Oshkosh defeated Lawrence College in football for the first time since 1899, and celebrated the event with a bonfire. In 1911 the players were supplied with blankets decorated with large yellow O's, and of course it was up to them to win the championship of the State Normals. At this time also the faculty began the practice of awarding the letter O to members of the team. Of the 1912 season **The Quiver** states, "It is evident the University of Wisconsin is the only institution in the state that can boast of a team which was superior to ours." In basketball Oshkosh defeated Lawrence in 1909. For the four years '10, '11, '12, and '14 our basketball team was undefeated, and held the championship among the normal schools and colleges of the state. In 1913 the school elected its first cheer leader, and since then it has been the custom to have a "pep" meeting to practice cheering and arouse enthusiasm for a coming athletic event.

In 1913 the first Northeastern Wisconsin Basketball Tournament for high schools was held in our gymnasium. In January, 1912, the first Fox River Valley Indoor Track and Floor Meet was held for competing high schools, President Keith awarding the trophies. These events contributed to make the Oshkosh gymnasium and school known throughout this part of the state.

Outdoor track work began to receive attention in 1912. In 1915 there was a system of inter-normal meets which aroused much interest. There was a good baseball team in 1908, but thereafter the lack of a suitable ground for practice and the low funds of the Athletic Association in the spring made efforts in that direction unavailing. Many students played lawn tennis in spite of the fact that the courts were not very good. There was a Racquet Club to arrange for tournaments and to take care of such equipment as there was. In 1912 the girls began to play hockey and indoor baseball. But their greatest interest was in basketball. Each winter there was an inter-class tournament, for which they organized six or eight teams. A silver cup was awarded to the winning team.

There was an orchestra in 1911 composed entirely of students, similar to the one which had existed a dozen years before. With the coming of Mr. J. O. Frank, in 1912, to teach chemistry and



*The Fire.*





biology in the newly established College Course, a new epoch opened for instrumental music. He reorganized the orchestra and before the end of that year it grew to an organization of thirty-five instruments. For more than two years it supplied music for school dances and played at assembly every Thursday. Mr. Frank also organized a band, something which the school had never had before. This organization accompanied the football teams to nearby schools, appeared at all home games, and went with our orator to the annual state oratorical contest. It also gave two formal concerts each year.

## **VI. REBUILDING : PRESIDENTS KEITH AND BROWN 1916-1921**

About half past four on the morning of March 22, 1916, the Normal building was found to be on fire. The fire was in the southeastern end, up in the gable and roof of the 1894 addition. Efforts to check it availed little until it reached the northeast wall of the Ladies' Study and the rooms below. The three-story original building was destroyed, and the additions of 1874, 1894, and 1902. The two-story portion of the original building, next to the addition of 1888, was so badly damaged, and would have been so useless by itself that it was torn down. There were left the addition of 1888, put up originally for a gymnasium, but the larger part of it then used as a locker room for the wraps of the ladies, the new gymnasium adjoining it on the northeast, the heating plant, the new industrial building, the janitor's cottage, the recently acquired Libbey House in use for domestic science and the Hooper-Oviatt House used as a dormitory.

The salvage from the burned building consisted of the most valuable of the records of the office, the catalogues, and about one-third of the books of the reference library, the records and furniture of the Grammar Room, and two upright pianos. Nothing was saved from the science rooms, the art room, the textbook library, the Primary and Intermediate Rooms, and the offices of Mr. Briggs and Miss Swart. By ten o'clock ropes were drawn about the smoking ruins to keep the crowd out of danger from falling walls, and President Keith was riding about town to visit churches and church officials and to arrange for quarters in which the school could continue its work.



The president called a faculty meeting for one-thirty at his house. Here he announced the arrangements for continuing school the next day, and while the meeting was in progress a reporter came to get them for the evening paper. A few additional classes were assigned to the Gymnasium and the Industrial Building. Some of the science classes were accommodated in the laboratory rooms of the old High School building. But the greater part of the classes and departments were assigned to these five churches: Presbyterian, First Methodist, Baptist, Plymouth Congregational, and First Congregational. The Presbyterian Church was used for assembly purposes. The next day at eight o'clock in the morning the entire school was running again. Orders went off at once for more books and other supplies. Sections of the slate blackboards, taken from the rooms of the old building, which did not burn, but which had to be demolished, were mounted on rough wooden frames so that every teacher had a blackboard of some kind. And so the work of the school continued to the end of the year.

The next year the city High School adopted a half-day schedule, and let the Normal have its building in the afternoon. The Normal assembly met at 3:20 in the High School Auditorium. For the Primary and the Intermediate Departments the Barracks, which still stand between the Hooper-Oviatt barn and the Libbey House, were erected. Of course work was pushed on the first unit of the new building, the foundation for which had been laid in the fall of 1915, but it was not ready for use before June, 1917. The Library unit was started in 1917 and finished in 1918. The upper floor of the Library unit was equipped for the Grammar Department—the Junior High School as it was then named. The old gymnasium, which the Grammar Department vacated after a year's use, was seated with opera chairs to serve as an auditorium. In the summer of 1919 the building was remodeled at a cost of \$10,000. The old room at the ground level at the southeast end of this building is still used by the Kindergarten as it was before the fire as far back as 1901, when that feature of the school was restored. In fact the Kindergarten is the only department of the school which now occupies the same quarters as it did twenty years ago.

While the fire hastened the erection of the Library unit and so has given the school a splendid room for a library, it was none

the less a great disaster. Many of the teachers lost material which it had taken years to collect. The books in the reference library have not yet been restored to their former number or quality, and the cataloguing is still far behind after the lapse of five years.

Through the spring of 1916 the spirit of the school kept up surprisingly well. It was an interesting stunt for both teachers and students to see how much they could accomplish without the usual equipment. We won both of the inter-state debates. **The Quiver** was up to standard, although much manuscript and other material for it were lost in the fire. The inter-society debates and declamations were excellent. The Glee Club put on a splendid performance of the oratorio "The Prodigal Son," with soloists from the faculty and students of the school. The presentation of "Der Neffe als Onkel," by the German Circle, was reported in **The Advance** as a "great success." Any one would award the same verdict on reading the text of the baccalaureate address by President Keith, the class day exercises, and the commencement orations, for they all seem to support this couplet from the class poem:

But though the stately buildings in utter ruin lie,  
The spirit of the Normal lives, it cannot ever die!

But it was evident that there was a decline in the quality of the regular work. The old habits as to hours and places of study were broken up, and time was necessary to form new habits; but since the new conditions were much less favorable than the old, the old efficiency could not be restored. During the transition, students wandered around in groups looking for places to study, with the result that some of them lost the habit of study and formed the habit of just wandering around. Here is the way one expressed the situation:

I walk about from church to church  
I do this every day.  
I do not mind it in the least,  
But just the same I pray

that God will give us another home next year. And another:

I go to the Baptist Temple  
Early in the day,  
In the Congregational parlors  
I later say my say.  
To the Presbyterian Church  
I go for conversation,  
Then the Methodist Church  
Is my next destination.

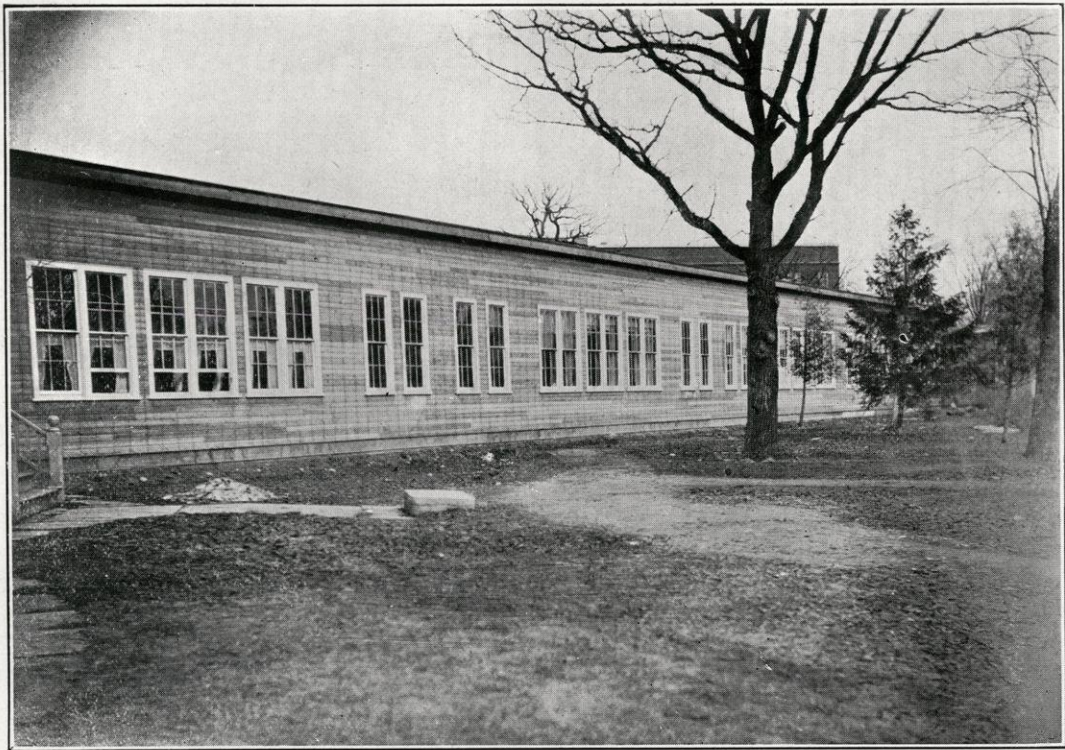


This year of long-distance wandering between our own buildings and the High School building was still in progress when the United States entered the war in April, 1917. The Oshkosh Normal School suffered the disruptions which were the common lot of hundreds of educational institutions. Fifty men of the school at once began regular military training under the command of Mr. Fred S. Byerly, of the city, and Mr. Forrest R. Polk, a teacher in the Industrial Department. They kept at work until the close of school in June. During the summer so many of them enlisted, including Mr. Polk, that there were not enough of them to reorganize when school opened in September.

No adequate study has yet been made of the share which the Oshkosh Normal bore in the war. Mr. Polk entered as a lieutenant of artillery and served over-seas throughout the war. Mr. A. I. Roehm, teacher of German, became the head of the educational system of Camp Oglethorpe, Ga., with the rank of captain. Miss Evelyn G. Oster, director of physical education for women, resigned in November, 1917, and went abroad for war work. The list of students which was compiled for the service banner June 8, 1918, contains thirty-seven names. There is "a partial list," as it is entitled, compiled by Dr. M. H. Small and dated December 30, 1918, of the persons in military service who had ever been connected with the school in any way. This contains 247 names. However, names have been added to this list, mostly in the handwriting of Mrs. Riordan, bringing the number up to 415. The following are known to have given their lives:

Barlow, Guy	Pickett, Lee
Cook, Atley	Richards, Archie
Dopp, Daniel G.	Sperbeck, Earl G.
Hurlbutt, Charles	Wallrich, Caspar
King, George C.	Wells, Cooper
Krause, Arthur	Wenz, John
Peterson, Ludwig M.	Williams, Morgan
Ziegelbauer, Waldemar	

During the year and a half of the war the school vibrated with patriotism. Assembly periods were largely devoted to war talks and "drives." On November 15, 1917, Mr. Hewitt took charge, and in ten minutes had pledges aggregating seven hundred dollars for the Y. M. C. A. fund, and six hundred dollars more was added by student organizations. Fifty-two Christmas boxes



*Barracks.*





were sent to the boys from the school who were in the army. December 21 the school went on record for a one hundred per cent Red Cross membership. In March the Industrial Department constructed fifteen tables for the War Department for use in a South Carolina Y. M. C. A. cantonment. The girls of the school spent several hours a week in the Libbey House making pads and bandages. Among the speakers were former student and faculty members, prominent war-workers of this country, and foreign representatives, especially Frenchmen.

On August 21, 1918, President Brown received a telegram from Washington stating that a unit of the Students' Army Training Corps was to be established in the Oshkosh Normal School, beginning September 16. Notice was sent throughout this part of the state. The enrollment in the company consisted of ninety-five men with a captain and three lieutenants. The Training School Barracks were turned into barracks for the men, and the Hooper-Oviatt barn was equipped to serve as bath and toilet rooms. Meals were served at Trinity Guild Hall. Headquarters were in the Gymnasium. The parade ground was just in front of the building facing Elm Street, and for drill the company went to the opposite corner of the block at the corner of Algoma Street and Forest Avenue, where the athletic field of the school is situated. Trenches were started in the rear of the Industrial Building. Mr. E. A. Clemens represented the school in its relations with the company, and also taught some of the special classes. There were S. A. T. C. men, however, in some of the regular classes along with normal students. After the signing of the Armistice the company held together in fairly good form until it was discharged in December.

The men of course almost disappeared from the student body during 1917. Two capable ones remained to help keep the organization going, one of them lame and the other minus an arm; and then there were the boys under military age, some of them with the stature and ability of men. The number of women students in the school went down also because of the new demands which business and the various forms of war work added to those of the schools for teachers, and often at salaries surpass-





H. A. BROWN  
President

ing all precedents for normal school graduates. These figures show how the Oshkosh Normal School was hit by the war:

Year	Enrollment
1915-16.....	607
1916-17.....	554
1917-18.....	465
1918-19.....	461*
1919-20.....	463
1920-21.....	533

\*Including 95 members of the S. A. T. C., 61 of whom did not enroll for regular work after being discharged.

During the fall of 1918 the Spanish influenza came as another disturbing factor. The health authorities issued more and more stringent orders to prevent its spread. For several weeks no society or assembly meetings were held. Students were required to have their temperatures taken every morning before entering classes. From November 13 to December 3 school closed entirely, except the S. A. T. C. classes, and again from December 13 to January 6. The Libbey House was used as a hospital for the S. A. T. C.

Then within five months of the outbreak of the war came a change in the presidency of the school. In February, 1917, a call came to President Keith from the State Normal School at Indiana, Pa. That state was then beginning a reorganization of its entire system of eighteen normal schools. The school at Indiana was one of the largest. Naturally this call seemed like an invitation to a larger opportunity. After deliberating for a time he declined because of "certain things about the management." A later interview with members of the board removed his objections and he accepted.

The next president, Harry Alvin Brown, was born in Liberty, Maine, in 1879. He graduated from Bates College in that state in 1903, and from the University of Colorado in 1907. He did graduate work at Harvard University during the summer of 1914. His teaching experience in rural schools and in town and district superintendencies qualified him to be chosen as assistant state superintendent in New Hampshire for a period of four years. In connection with this work he was appointed inspector of the two state normal schools and devoted much time to the study of their needs and problems. While assistant state superintendent,



President Brown made an exhaustive study of the problems involved in the teaching of reading in the elementary schools of the state. As a result of this study he was appointed Director of the State Bureau of Educational Research, established by the Rockefeller Foundation. Under his direction the Bureau made a real contribution to Educational progress in connection with the "Teaching of Latin in High School."

In connection with his work in New Hampshire he was elected to membership in the Scholia Club, an organization of twenty-five of the leading educators of New England. In addition he gave courses in education and psychology in the summer sessions of the two state normal schools. During the summer of 1921 he was invited by Dr. Judd to give two graduate courses in the School of Education at the University of Chicago entitled "The Organization and Administration of State Normal Schools" and the "Criticism and Supervision of Instruction in Elementary Schools."

During his first semester in Oshkosh, President Brown let the school run in the old grooves and devoted himself to studying the situation. He visited classes, observed the work of the teachers, familiarized himself with the existing organization of the school, attended educational gatherings, and became acquainted with the educational system of Wisconsin. During the second semester he initiated the most radical reorganization which the school has ever had.

President Brown depends on system in administration more than any of his predecessors. Eleven members of the faculty are designated as directors of their respective departments, and upon them devolves most of the routine work, such as the programming of students. Then there are faculty committees for all occasional or extra-curricular functions. In this way the president frees himself from the details of administration, so that he may give attention to the larger features of policy. Throughout the history of the school up to 1918 most classes had met daily; only a few had met less than five times a week. President Brown introduced some two or three hour classes.

The progress of development along all lines of scientific education in recent years has created a demand for a specific type of preparation and training on the part of the teaching personnel

graduating from our state normal schools. It is recognized as an impossible task to prepare students in a two-year course to teach competently all subjects in all grades of the elementary school. To meet this need, during the past four years, President Brown has reorganized the Normal School on the basis of differentiated curricula designed to prepare for specific types of teaching service. There were established differentiated curricula for training teachers for (a) primary grades, one to three inclusive; (b) intermediate grades, four to six inclusive; (c) upper grammar grades, seven and eight; (d) state graded principals and rural schools; (e) junior high schools, grades seven to nine inclusive, three-year course; (f) high schools, four-year course.

The primary, intermediate, and grammar grade curricula are so organized as to give a comprehensive grasp of the problems pertaining to the work of the grades involved in each curriculum.

The junior and the senior high school curricula are designed to meet the demand for teachers of special subjects, and are arranged on the basis of major and minor sequences of required and elective subjects. Transfer from the three-year to the four-year course may be made without loss of credit.

A differentiation in the type of subject matter offered in the various curricula is a feature of the reorganization which contributes largely to the thorough preparation and training within each field; for example, the history in the grammar grade curriculum is unlike that in either the primary or the intermediate curriculum.

The courses in education and observation form a unit of work, being closely interwoven from day to day, covering problems of teaching technique pertinent to each curriculum. These courses are of strictly college grade, the purpose of which is to lay a broad foundation of scholarship and appreciation for prospective teachers.

One of the strongest features of the reorganization is the plan of combining three responsible phases of administration under one person. The Director of the Course for Training Teachers for the Intermediate Grades is also the Supervisor of Practice Teaching in that department and conducts the courses in Education and observation given in connection with the intermediate



curriculum. This plan also applies to the Primary Department and the Junior High School Department.

This grouping of administrative responsibilities makes possible a strong unification of a wide variety of departmental problems.

The reorganization of the curriculum under President Brown's administration has looked toward making the Training School the hub of the Normal School wheel. The aims of the present training school are threefold: to train teachers more effectively, to demonstrate the best known educational procedure, and to serve as a laboratory for classroom experimentation. To help realize these larger aims of training, President Brown and Miss Laura Johnston, who was elected in 1918 head of the Training Department, have worked unsparingly together with a carefully selected training school faculty, to increase the efficiency of the department.

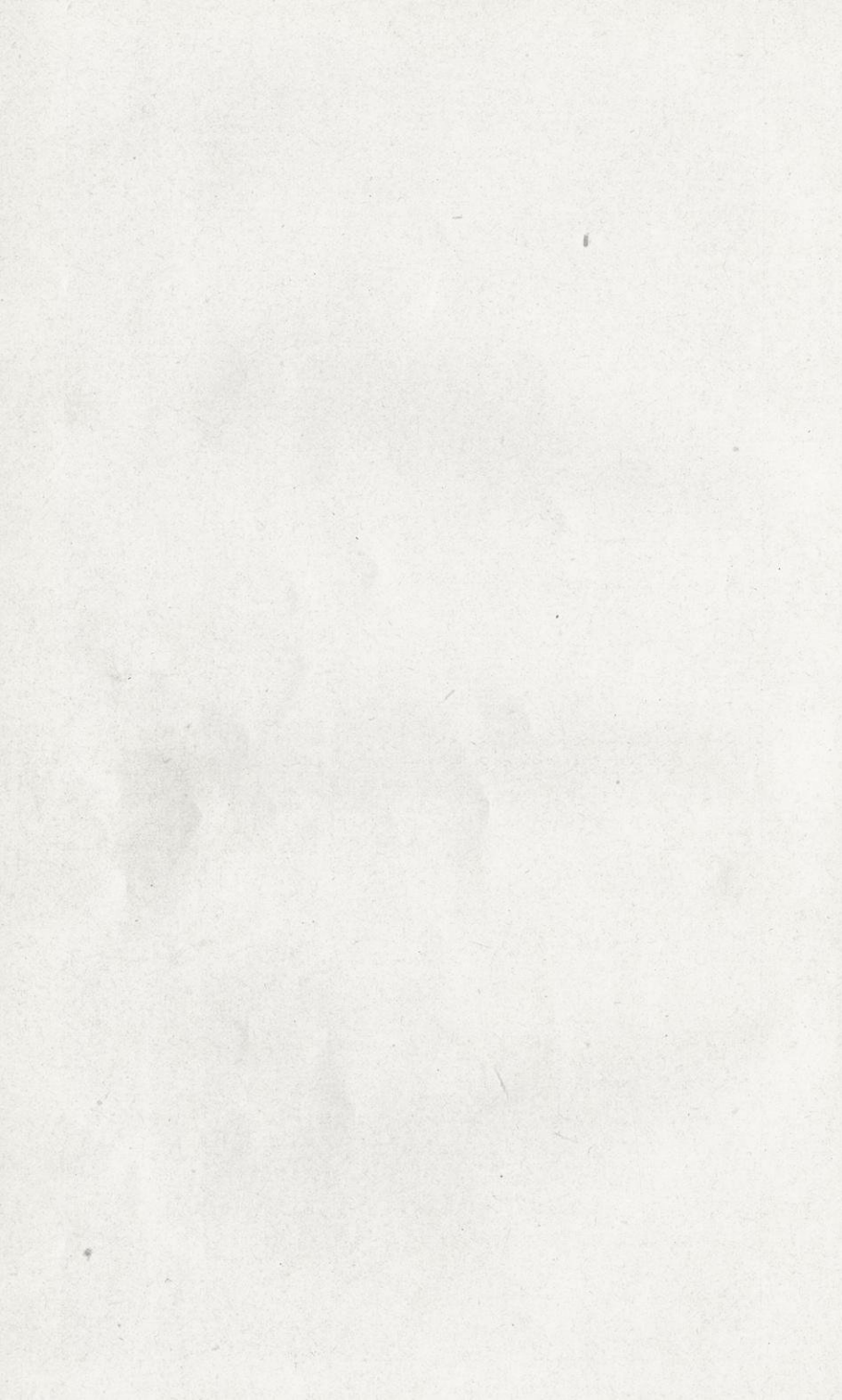
In order to prepare each student more effectively, the present plan of training seeks to do away with the usual separation between the academic and the training departments by introducing the student during the first semester of his Normal School Course to work in the training school. He passes through three stages of preparation before being finally recommended to the schools of Wisconsin: apprentice work designed to acquaint him with class room routine, apprentice teaching, which offers introductory training in handling small groups of children, and supervised teaching. The period of supervised teaching is one of intensive training in a situation which aims to parallel the average public school. The student in many ways is a real teacher with large responsibility in the varied problems of his class. Below the Junior High School the supervised teacher has charge of a room of his own for a half day during the eighteen weeks of training. These levels of training cover a period of two years, during which all students carry courses in education and observation taught by the departmental supervisor. To further insure the highest results in training, the standard of requirements for entrance has been raised until no student can now program for supervised teaching who has not earned a rank of 80 per cent in four-fifths of his academic subjects.

To make the new plan of training possible it was necessary



*Main Building, 1921*





to have more pupils and closer supervision. Tuition fees were reduced with the result that the enrollment for 1920-1921 was 368, an increase of 157 over that of 1916-1917. The department now has one critic teacher for each grade, a principal for the Junior High School, a supervisor for each of the three departments, and a director. The change in the training school faculty from seven four years ago to seventeen at the present time indicates the corresponding change to a more highly specialized type of training, which President Brown characterizes as intensive and extensive experience in teaching.

In its demonstration and laboratory efforts, the Training Department is more active each successive year. City and county superintendents begin early in the fall to call upon the Oshkosh Normal School for demonstration work, and they send teachers in large numbers to observe special phases of work for which they have asked and to confer with critics and supervisors. Last year seventy-five Waupaca county teachers with their superintendent and supervisors spent two days in the Training School, and Green Bay, Appleton, Neenah, Menasha, Fond du Lac, and Oshkosh all sent groups of visiting teachers throughout the year. Besides these special days of demonstration work requested by teachers in the field, the Training Department offers its services in conducting experiments, such as the present one in phonics for the State Reading Committee.

The department of Industrial Education, the course in which the Oshkosh Normal specializes, naturally challenged President Brown's attention soon after entering upon his duties as president of this school. Several causes had contributed toward reducing the number of men seeking teacher training in this department. Principal among these was the fact that the war had called so many men who might otherwise have remained in school. There were times in 1918-19 when the attendance fell below thirty.

During the year 1919-20, a heavy campaign for students was undertaken. This was carried on through general advertising, personal follow-up letters, and personal interviews. Many ex-service men were undecided whether to re-enter school or not. This course, coupled with athletic opportunities in connection with it, offered a strong appeal to the natural disposition of young



men at this time. The Federal Board for Vocational Education through its Department of Rehabilitation had appointed F. M. Karnes as counselor for the Oshkosh district. At this time, also, Mr. Karnes had been promoted to the position of Director of Industrial Education following the resignation of Mr. H. W. Schmidt.

Before mid-year, more than 70 students had been enrolled in the department. The increase has been steady. In 1920-1921, the maximum enrollment was 163. About one-third of these were Federal Board men who were following only trade courses for rehabilitation purposes. In the fall of 1921, it was evident that the enrollment for regular teacher training would be so great that it would be impossible to continue any students except those following the regular teacher training courses. With the opening of school approximately 125 students enrolled for the course. It is interesting to note that during 1920-21, the growth of the Industrial Department brought men to the school in such numbers that the student body was made up about equally of men and women—a condition never even approached before.

During the year 1918-1919 it became apparent that there would be a demand for special training of disabled soldiers under what was termed "The Rehabilitation Act." Realizing this need, the school offered its services to the Federal Board for Vocational Education. Representatives of the Board came to visit, familiarizing themselves with the physical conditions, courses offered, and the type of instruction available for taking care of the special training, which it was apparent would be demanded.

In due time, the school was recognized as a training center to which placement officers working under the auspices of the Federal Board might send young men qualified to receive special training under the Rehabilitation Act.

During the spring of 1919 one man was assigned to training in the Industrial Department. It soon became apparent that a very large percentage assigned to this school would be assigned to courses in the Industrial Department. However, there have since been enrolled six men, who have been variously assigned to courses in industrial chemistry, college work, and regular teacher training courses. Each man is assigned by the placement officer with what is termed as a definite "job objective." Most

of the men assigned to the Oshkosh Normal have, therefore, been assigned to "Machine Shop", "Drafting", or "Pattern Making," as this school is in position to specialize in that sort of work.

In the fall of 1919 men came more regularly, and by mid-year there were enrolled a dozen rehabilitation students. The maximum was twenty in that year. During the year of 1920-1921 there was assigned a total of seventy students in the various courses. During the time these men have been in the school, a number have seen fit to transfer to regular industrial teacher-training courses, or to take considerable academic and professional training to qualify to teach in vocational schools of the state. Before coming to school many of them have had sufficient trade experience to qualify under the Smith-Hughes law.

As the state legislature of 1911 authorized the normal schools to offer two years junior college work, a substantial appropriation was made for additional teachers and scientific apparatus. Oshkosh received funds for new apparatus and two new teachers, who began work in the fall of 1921.

As a means of bringing the various courses of the Normal schools to co-ordinate more closely with the corresponding courses in the University, representatives from the various departments of the Normal Schools met with representatives from the University, and the work given by the University, was outlined. The courses in Chemistry, Economics, and Sociology, Geology, English, Physics, and Mathematics were discussed. The result was that the normal schools were able to offer work of standard college grade. From the fall of 1912, the work offered in the College Course has not varied to any great degree. The work of the first two years of the courses in the College of Letters and Science, Journalism, Commerce, Agriculture, and Home Economics has always been offered at Oshkosh.

Mr. A. I. Roehm, head of the German Department, was appointed Director of the College Course by President Keith in 1912 and continued to act in this capacity until he was called to Camp Oglethorpe in 1917 as a Director of Education. He was succeeded by J. O. Frank, the present director. The College Course did not have a large enrollment during the first few years. During the first five years the average enrollment was approximately fifty students; at present ninety.



The summer session at Oshkosh reached the low-water mark in 1917, when 344 students were enrolled. The following year there was only a slight increase, the number enrolled reaching 360. From this point the summer schools have increased rapidly in attendance. In 1919, 443 were enrolled, in 1920, 550, and in 1921, 800. This was the largest enrollment in the history of the school.

The summer schools at Oshkosh have been very popular with teachers throughout the state, on account of the high character of the professional work offered. In the summer school the attempt has been made to offer courses which are of distinctly practical value to teachers, but which at the same time embody the newer ideas which have been worked out in education. One of the especially valuable features has been new courses in elementary and secondary education, educational psychology, educational tests and measurements, and educational sociology. In the 1919 summer school a group of courses were given by Miss Margaret K. Roberts, dealing with the psychology and pedagogy of backward children and the testing of intelligence. Courses in the technique of teaching have grown rapidly until it has become necessary in recent summer schools to have one teacher devote her entire time to such a subject as *The Technique of Primary Reading*.

In the past, state normal schools have been criticized somewhat severely for their failure to produce educational literature of a high quality containing constructive discussions of school problems. This criticism can hardly be made of the Normal School at Oshkosh. A number of books, monographs, and magazine articles have come from members of the faculty during the past four years. One of these is a book entitled "*Educational Sociology*", by Dr. F. R. Clow, which has been acceptably received. He has written a report entitled "*Sociology in Normal Schools*," which was published in *The American Journal of Sociology*, and also reprinted as a bulletin of the State Normal School at Oshkosh. This describes the courses in sociology in the various normal schools of the country.

A second volume which has been issued from the State Normal School at Oshkosh is President H. A. Brown's monograph entitled "*A Study of Ability in Latin in Secondary Schools*."



*Library Reading Room.*





The material for this book was gathered before President Brown came to Oshkosh, but the book was written during his first two years as president and published at the end of the second year. Another publication by President Brown along this same line is entitled "A Survey of Instruction in Latin in New Hampshire Secondary Schools." In the winter of 1919-1920 President Brown wrote a series of articles for The Elementary School Journal with the following titles: "The Normal School Curriculum", "Professional Courses in the State Normal School," and "Practice Teaching in the State Normal School." These were later published by the Normal School as a separate monograph entitled "Normal School Organization." At the meeting of the Department of Superintendence of the National Education Association, in 1920, President Brown delivered an address entitled "The Formulation of Method in Reading." This was later published under the same title as a bulletin of the Normal School.

Mr. J. O. Frank has published a somewhat noteworthy volume entitled "The Teaching of Chemistry in High Schools." Other publications by Mr. Frank are entitled "A Brief Outline of Qualitative Analysis", "A Manual of Quantitative Chemical Analysis".

Perhaps the publication which will have the widest circulation is that of Mr. F. E. Mitchell's entitled "The Great Lakes-St. Lawrence Deep Waterway." Another publication by Mr. Mitchell, which is well worthy of note, is his "Course of Study in Geography for Upper Grades and Junior High Schools."

Mr. W. H. Fletcher has issued three monographs of high quality which have been widely recognized throughout the country. The first of these is "Concrete Geometry in the Junior High School." This was first published in **The School Review**, in 1919. In this monograph, Mr. Fletcher describes a reconstructed type of mathematics for upper grades and junior high schools which is finding wide application throughout the country. This monograph is essentially a description of the work as given in the junior high school connected with the training department of the State Normal School at Oshkosh. Another publication along the same line is "Exercises in Mathematics", which he wrote at the request of the editor for one chapter of The Nineteenth Year-book of the National Society for the Study of Education, which deals



with the best ideas along the line of new materials of instruction which could be found anywhere in the country. Mr. Fletcher also published an article in the Journal of Educational Psychology, January, 1920, dealing with "The Translation Method of Teaching Latin." This has since been reprinted in monograph form.

Among the organizations maintained by the students, this period has been no less one of change. A new Dramatic Club was formed in 1918 to replace the old one, which had failed to reorganize after the fire. Several short plays have been presented. Early in the fall of 1917 the old Lyceum and Phoenix societies were reorganized, the former limiting its membership to men and the latter to women. The Girls' Athletic Association in 1919 took the place of the Girls' Gymnastic Society, with a more complete organization and a broader field of activity.

In oratory the year, 1921, placed Oshkosh at the front among the normal schools of the state—for the first time since 1914 and the third time since the contests began in 1896. The arrangement for debates has been changed several times during this period. Indiana State Teachers' College withdrew from the triangular league after the double beating of 1916. That left Illinois State Normal, University, in her old place, held from 1899 to 1910, as the only antagonist in another state for Oshkosh to meet.

Athletics was greatly handicapped by loss of equipment and the scattered condition of the school for two years after the fire, and the teams of that period brought home few victories although they were a credit to the school in the fighting spirit that they displayed. In 1916, football practice started in May, and a squad of twenty-five men assembled a week before school opened in the fall for pre-season practice. The results did not warrant a repetition of this effort. The men of the S. A. T. C. organized a football team under the coaching of Mr. Karnes, and in spite of a daily program that left little time for recreation, it was a credit to the school.

As in the fall of 1919 there came a larger influx of men, and it was evident from the first day that the athletics of the year would be of a high standard. Both the football and the basketball teams won second place in the inter-normal conference.

With a large number of the old men back, the 1920-21 schedule opened with bright prospects, nor was the early optimism unwarranted, for after a brilliant season the state championship in both football and basketball was won from River Falls in hard fought post season games.

## **VII. RETROSPECT, 1871 - 1921**

The connecting thread running through the foregoing chapters has been the line of presidents and their respective policies. But presidents have come and gone, involving change of policies. In the background there has been a group of teachers, throughout the half-century, who have made the school an institution, giving it continuity and keeping it running even in the in-



**MISS EMILY F. WEBSTER**

tervals when there has been no president. The personnel of this group has changed, and it would be difficult to determine the membership at any time, but it has changed so slowly that it has retained certain characteristics and impressed them upon the entire school. Four persons stand out pre-eminent. They will be mentioned here in the order of their coming.

Miss Emily F. Webster was one of the forty-six students who entered the school when it opened on September 12, 1871, and she graduated in that first class of 1875. The catalogue of 1874-



75 names her as a member of the Fourth Year Class, and also in the faculty as assistant in mathematics, the Board having appointed her to supply during the illness of Miss Ladd, the regular teacher. In the next eight catalogues Miss Webster appears as teacher of Latin, and once with mathematics added. In 1883 Miss Ladd retired, Miss Apthorp came to teach Latin, and Miss Webster became teacher of mathematics, and has so continued to date, although narrowing to arithmetic later when men teachers came who could take the algebra and geometry. In 1902 President Halsey delegated her to sign the absence excuses of the women students, and she continued to perform that function until 1918, when written excuses were no longer required. She has been treasurer of the Alumni Association since 1912, constituting in these years the official link between the school and the alumni. But aside from official position of any kind, Miss Webster's personality has radiated loyalty to school and country and God, hardihood and perseverance in the face of difficulties, with plenty of good cheer and common sense. It was her class which set before the school in December, 1917, the example of one hundred per cent membership in the Red Cross.

The next member of that group of four to arrive was Miss Rose C. Swart, whose connection with the school has been given in several places in the foregoing pages. In 1915 she retired from the supervision of practice teaching because the work was too hard, and became a teacher of English. In 1918 she became Dean of Women as well. But every one who has met Miss Swart knows that her influence is not measured by any or all of the positions which she has held.

While Mr. Albee was in Kenosha as principal of the high school he found a congenial spirit in the county superintendent, Lydon W. Briggs, who had been elected to that office on his return home from the war. In 1867, at Albee's suggestion, Briggs went to Racine to become one of the principals under Superintendent John G. McMynn. The next year the two became colleagues again when Albee succeeded McMynn. When Albee came to Oshkosh he invited Briggs to come too, but the latter remained a year longer at Racine and then took a position as principal in Green Bay. The two continued to meet and to exchange views by correspondence. The offer of a position in the

Oshkosh Normal was annually extended to Mr. Briggs until he finally accepted in 1878. For the next twenty years the two were the closest of co-workers, each trusting the other implicitly, each receiving from the other the finest kind of help and inspiration.

Although the catalogues list Mr. Briggs as vice-president for only the last three years, he held that position from the year 1885 when President Albee had the Board elect him to it. Although listed as treasurer for a time, he never was appointed to that position. In the earlier years when the money for salaries came in one check to the resident regent and he wrote his personal checks for the different teachers, Mr. Briggs made out the pay roll for each month and took it around to be signed by each employee of the school. He also collected all fees—from the Model School after he came in 1878, and from the rest of the school after he became vice-president. But the collecting of fees, like the making out of the pay roll, he did in behalf of the president, who alone was responsible to the Board. As an administrator in matters requiring perfect accuracy Mr. Briggs never had a peer in the faculty. Then his keen insight into human nature made him supremely valuable when candidates for positions were being weighed. He carried on an extensive correspondence with the alumni, assisting them to better positions and advising them in their difficulties. On the three occasions when a new president has been chosen, Mr. Briggs and Miss Swart have been the members of the faculty with whom the resident regent has advised, and in 1907 it was they who supported Regent John Harrington in selecting John A. H. Keith against the preference of the rest of the Board. Although not a fluent speaker and never indulging in anything like oratory, Mr. Briggs was always able to get close attention from students and teachers alike when he conducted general exercises. He often brought the view of the business man or member of the school board, perhaps about some commonplace which is usually overlooked. Here is the substance of a talk which he gave one morning, speaking slowly and distinctly, as always, so that his hearers caught every word:

If I were working for a man I would work for him, not for myself or anyone else. I receive my pay from him and I owe him the best service I can render; if I give him any less than that I am a cheat. If I don't like him, or don't believe in his work, I owe it to him, and to myself too, to sever the connection between us. In no other way is it possible for us to maintain right relations with our employers, whether they be business men, or school boards, or school superintendents.



This principle of loyalty he always upheld among his colleagues on the faculty, especially when a new president was being fitted into his job. Anyone who indulged in unfavorable criticism of the school or of its president was sure to call forth a remark from Briggs which would make the speaker feel ashamed of himself.

The fourth person whose service extends through all five periods of the history of the school is Miss Jennie G. Marvin, who entered the Elementary Department as a student in 1885. How she became principal and critic of the Grammar Room in 1889 has already been related. The most obvious result of her work is found in the hundreds of people who were once her pupils, some of whom hold positions of much responsibility in Oshkosh. Many of the practice teachers did their final work in Miss Marvin's room, where they sensed in some measure the wholesome spirit which pervaded it and got an insight into the means by which such a spirit could be maintained.

The influence of these four persons on the school is beyond calculation. They have counted not simply as individuals, but always together as members of a team, understanding one another, relying on one another, helping one another, all to further the interests of the school. These four have never been the whole team; at any one time there have always been others who have identified themselves with the school to an equal degree and worked in harmony with these. The terms of service of the others have been shorter, yet still comparatively long in some cases, as witness Messrs. Hewitt, Clow, and Mitchell, and Miss Peake, whose four terms aggregate one hundred and five years, and Miss Josephine Henderson who left in 1918 after a quarter century of service and is now back again. The two chief care-takers of the school plant, Messrs. Evan A. Vincent and L. W. Vosburg, came respectively in 1893 and 1895. This permanence of the school's staff was favored by the general increase in salaries in 1894, as it doubtless will be in the future by that of 1920. Now this slowly changing staff, with the four as a nucleus, who pulled together for from thirty-six to fifty years, and for from ten to twenty-seven years under the leader who chose them, gave a continuity to the policy of the school, making it conservative in the sense that every feature which has been worked out in the past is presumed to be good and can be discarded only af-

ter most thorough consideration. Every new member of the school from the very first year, even a president, found the need of working in harmony with this group. Some—a very few, though including individuals of brilliant attainments—who could not conform to that need did not remain long.

One result has been the absence of anything approaching a serious quarrel within the faculty; there has never been a schism. There have, however, been times when conditions existed which might have brought on such a catastrophe. The three changes in the presidency mark such times, although in each case the most serious disturbing conditions were ones for which the new president was not responsible. In each case the "old guard" stood for harmony. The most discontented members of the faculty have always been among the more recent additions; the older members might not always all agree with the president's policies, but they would keep still and tend to their individual duties, and enjoin similar conduct on their colleagues. Any one who has ever tried to raise a revolt against the established order has never been able to get a following.

That this conservatism of the faculty has not been a bar to progress, the foregoing chapters are doubtless sufficient evidence. One more example, however, must be presented here, and in its several aspects.

During the first half of its existence the school was, as has already been noted, what the sociologists call a primary group—the members meeting every day and all knowing one another with considerable intimacy. This was eminently true of the faculty: its organization was nearly as simple as that of a family. The curriculum was simple so that all of the teachers, except the one who taught foreign languages, knew all of the students. There was no specialization, and little chance for any. The aim of the school was simple—to develop character and inculcate high ideals of what a teacher should be and do. During the transition period the school outgrew this simple system—outgrew it in numbers, in size of plant, and in the specialization which new members of the faculty brought. President Albee wore out under the strain. President Halsey introduced some organization, but in the main he kept to the ideals of his predecessor: he wanted to keep the school small so that it could be



a builder of character. He too was wearing himself out when an accident cut him off. President Keith was an organizer by instinct. He did not try to put his stamp on five hundred students by means of personal interviews, or even on forty teachers. He dispatched the administrative work with machine-like rapidity and precision, and then laid the plans for a big school—getting the land, starting the new building program, adding to the faculty, and deepening the specialization of the departments. President Brown has moved still further in the same direction, leaving the ideals and methods of the small school still further behind. The faculty is no longer a primary group, and there is no longer any reason why it needs to be such, since each department has its own special function to perform. The Oshkosh Normal School has an organization now which is capable of indefinite expansion as additional students may come to it and as funds are provided to advance the building program.

The handling of absences is a good example of this change. In President Albee's time every student who was absent from any exercise for which he was programmed had to present to the president a written request for an excuse. On this request, filled out on a blank form furnished by the school, the president affixed a word or symbol indicating his judgment of the case. The student then took the paper to each teacher from whose class he had been absent and received the teacher's signature. The last step was to leave the paper in the office. In President Halsey's time, as has been heretofore noted, the young women might go to Miss Webster for judgment on their excuses. In President Brown's time the "pink slips" were abolished, and each teacher is now required to hand in a list of his absentees to the office each day. This latter system was proposed during the first year of President Halsey's administration, but it was rejected because the one clerk in the office could not compile the returns.

The school now keeps fuller records of other things as well as of absences. The Board requires more frequent and much fuller reports from the school. Some of these entail hours of work on each teacher, besides what they impose on the office staff. These fuller records and reports have come, not only because there has been a demand for them—some such demand



*Corridor Main Building.*





probably always existed—but, also, and perhaps chiefly, because there are mechanical devices to facilitate them: typewriters, mimeographs, filing cabinets, card indexes, and so on. In February, 1892, the Board bought a typewriter for the school, though Mr. Albee had one at his home before this, which he operated himself. Then the mechanical devices must have persons to operate them. In July, 1892, the Board provided a clerical assistant who was also to be the librarian. She was probably the first stenographer he had. In 1897 a professional librarian was provided. The president's secretary continued to be the only stenographer in the school until President Keith's time, and she kept the records as well. In 1908 Mrs. Mabel Riordan, of the class of 1902, came to keep the records, and she has created the office of registrar, which she now holds. A stenographer and office assistant for the Training School came next, then one for the Industrial Education Department, and finally a second one for the president's office. The administrative work of the school now takes nearly all the time of nine persons: the president, the director of the Training School, the registrar, the librarian and one assistant, and four stenographers. Several other teachers give from one-fourth to one-half of their time to administrative work.

Another aspect of this change is the declining importance of the assembly, or "morning exercises" as it was formerly called, or "chapel" as a new teacher fresh from college sometimes has called it. Its focal place in President Albee's time has already been noted, together with its decline after 1894 because he could not be heard in all parts of the larger auditorium. Presidents Halsey and Keith had better voices and could be heard well if the room was quiet. President Halsey made more of reading, sometimes giving selections from the same author for several mornings in succession. To hear his morning readings for two years was equal to a course in literature. His favorite author was Matthew Arnold. With President Keith the talk was again the feature. His penetrating voice, aided by the penetrating look of his eye, rarely failed to give his hearers the meaning of his crisp sentences. For two or three years after he came he discoursed on a wide range of topics without ever a repetition. Thereafter, he used the assembly period chiefly to dis-



pose of the increasing administrative details, or to comment on current events. .

For over thirty years one feature of the morning exercises was the talks by members of the faculty. In 1876 Miss Swart and Miss Moody went to the Centennial Exposition at Philadelphia by way of the Great Lakes, the St. Lawrence River, and Boston. After passing through Boston they visited the normal school at Bridgewater, Mass. There at the general exercises they heard an address by one of the women teachers. Miss Swart at once remarked to her companion that Oshkosh ought to have something like that. "Don't tell President Albee, for if you do he will want it, and I don't want to make a speech." But Miss Swart did tell President Albee, half to tease Miss Moody. There was some discussion of the proposition, and finally Mr. Albee asked Miss Swart if she would be willing to give the first talk. She consented, and from that time till 1907 each teacher of the Normal Department regularly gave at least one talk a year. In President Halsey's time Tuesday morning was the one regularly set apart for the "faculty rhetoricals," as the students sometimes called them. When President Keith came he found that a majority of the teachers were opposed to the plan, and it was not continued.

As the faculty became larger, and especially after the Industrial Building was in use, the attendance of teachers at assembly became less regular. After the fire, while the assembly was meeting in the Presbyterian Church or the High School Auditorium, the teachers did not sit on the platform, and most of them attended irregularly; many students followed their example; and the poor acoustic properties of the room detracted from the effectiveness of the speakers. Putting the assembly at the end of the day instead of the beginning also diminished its importance. President Keith early started the practice of communicating with teachers in writing. When President Brown came, the old gymnasium as an auditorium was not easy of access while the Library unit was under construction. He therefore had the assembly twice a week, on Tuesday and Fridays, instead of five times a week as always before. That required still more dependence on written communication to hold the school together, with the result that the teachers attended still less frequently when as-

sembly did meet. And so this feature of the school now takes less than half as much time as formerly, and is retained as an occasion for announcements to students and by students, for "pep" meetings in preparation for contests with other schools, and perhaps half of the time with a somewhat formal address by the president, a member of the faculty, or an outside speaker. The assignment of seats to students and the recording of absences are all that remain to distinguish general assembly at the Oshkosh Normal from what it is at the universities.

The succession of good chorus directors that the school has had throughout most of the half-century has made good singing another feature of the assembly, and with good singing it was inevitable that the school should have songs of its own to voice its distinctive school spirit. Two such songs have been produced. One is "The White and Gold," written by Miss Kimball during the last year of the Albee administration, and sung to the music of the recessional, "On, Brothers, on!" in use in the Episcopal Church. It consists of three stanzas and this refrain:

Cheer, Oshkosh, cheer for the white and gold,  
Proudly we honor our colors fair;  
Long may their glory in song be told;  
Cheer, Oshkosh, cheer.

The other is "The Normal Toast," written by Miss Swart and Miss Cundiff, and sung to a tune by Lemare. When they submitted it to Mr. Keith, he changed one word, substituting **raise** for **lift** in the second line:

We hail thee, dear Normal,  
To thee we raise our song.

The song was then submitted to the faculty, May 18, 1914, and met with approval. On the morning after the fire, when the school assembly met in the Presbyterian Church, the first announcement by President Keith was, "I can think of nothing more fitting than for us all to rise and sing the school toast." The occasion was so impressive that Miss Cundiff had the single stanza sung a second time. That suggested to the two authors that there was not enough of their song, and so they composed a second stanza.

These songs, with their note of affectionate loyalty, take us back to the beginning of this chapter where we find the school



spirit exemplified in persons whose habitual co-operation reaches through the half-century. Loyalty in the members of a group who possess varied talents and perform diverse functions, means simply team work—the work of a trained organization which selects definite objectives, and by co-ordination of resources makes solid progress towards one goal after another. The concerted action here, however, comes, not from the stern discipline of the army, but from the kindly discipline of a family or of a fraternity. It is the discipline which develops personality rather than represses it. We are all greater individuals because we have borne our respective shares in the work of this great school. In the words of “The White and Gold”—

Backward we turn to the years that are gone,  
Scanning their pages for progress past,  
Lo! they are filled with victories won,  
Bright with achievement from first to last.

Forward we gaze to the future years;  
Glorious the vision our eyes behold;  
Never a shadow of wrong appears,  
Darkening the fame of the white and gold.

Ours in the present to guard that fame,  
Higher to lift it and plant it secure;  
Ours to rejoice in the pride of its claim;  
Ours to transmit it unsullied and pure.

# FACULTY

Alphabetically arranged, giving date and time of service, and positions held. If no month is given, the date of arrival was the opening of school in the Fall, and the date of departure the close of school in June.

ADAMS, ALICE	1919-May, 1920	BOSWELL, LOUISE E.	1920-
Critic for First Grade.	1921-	Critic Teacher for Fourth Grade.	
ADLER, FREDERICK H. H.	1917-1918	BOUCHER, NETTALIE	1909-1919
German.		Leave of absence 2nd semester 1916	
ALBEE, GEORGE SUMNER	Aug. 1871-Sept. 1893	Assistant, Grammar Grades.	
President; Mental and Social Science, School Management, Psychology, Didactics, Pedagogy, History and Science of Education, School Economy, School Government.		BOWEN, HENRY C.	1871-1874
		Natural Sciences.	
ALBEE, FRANCES E.	1871-1883	BOWMAN, ELSIE L.	1904-1908
Intermediate Grades.		Associate in Drawing.	
ALDEN, MARGARET J.	1895-1897	BRADBURY, VELVA M. Nov. 1919-	
Assistant Librarian.		Geography, Nature Study, English.	
ALVORD, Katherine S.	1896-1908	BRANOM, MENDEL E.	1914-1915
History, Mathematics, Latin.		Geography, Geology.	
ANDREWS, LUCY C.	1878-1880	BREITKREUTZ, IDA M.	1908-1909
Mathematics, Geography.		Stenographer, Secretary.	
APTHORP, MARY E.	1883-1912	BRIGGS, LYDON W. 1878-Sept. 14, 1921	
Latin, Word Analysis, Grammar, German.		Director, Model Department, 1878-83; Principal and Critic, Grammar Grades, 1883-85; Executive Work, 1885-88; Executive Assistant, 1888-89; Treasurer, 1894-1912; Vice-president, 1918-21; Bookkeeping, 1878-98; Penmanship, 1884-1902; Civil Government, 1881-82; Civics, 1889-1919; School Law, 1900-21; School Management, 1913.18.	
ARMSTEAD, ELIZABETH B.	1877-1880	BROMBERG, PAULINE.	1909-1912
Primary Grades.		Assistant in Physical Training.	
ARNETT, LONNA D.	1903-1904	BROWN, ELIZABETH	1897-1898
Observation, Methods.		Second Primary.	
ARNOLD, LIZZIE M.	1903-1905	BROWN, HARRY ALVIN	1917-
Assistant Critic and Teacher in Grammar Grades.		President; Secondary Education.	
BAGLEY, RUTH G.	1909-1918	BROWNE, GEORGE M.	1889-1897
On leave of absence, 1913-1914; 1916-1917		Natural Science, Biology, Chemistry.	
English.		BRUCE, LILLIAN L.	Dec. 1920-
BANNING, AMELIA E.	1876-1884	Assistant Librarian.	
Drawing, Penmanship.		BURKE, FRANCES M.	1910-Aug. 1917
BARDEN, CARRIE	1905-1908	Stenographer, Secretary.	
Associate in English.		CADWALLENDER MARGUERITE,	1917-1918
BATEMAN, MRS. HELEN E.	1872-1884	Critic, Intermediate Grades.	
Reading, Grammar, Orthography, Composition, Rhetoric.		CARPENTER, FRANCES A.	1884-1885
BEHRENS, HAZEL A.	1919-1921	Assistant, Grammar Grades.	
Kindergarten.		CARTER, EDNA	1899-1904
BELL, ELOISE A.	1902-1903	Associate in Mathematics, Civics, Physics.	
Assistant in Grammar Grades.		CARTER, HESTER P.	1912-1914
BERRY, EMMA L.	1892-1893	Director of Physical Education for Women.	
History.		CASTEEN, MARIE L.	1916-1917
BEYE, MARIAN	1907-1909	Domestic Science.	
English.		CAVANAUGH, CATHERINE	1911-1914
BJURMAN, BEDA H.	1920-	Assistant Supervisor of Practice.	
Drawing.		CHALLONER, W. R.	1916-1919
BLAIR, WM. R.	1899-1902	Machine Shop Practice.	
Associate in Mathematics, Athletic Coach.		CHAMBERS, IDA N.	1919-1920
BLAKESLEES, Mrs. E. L.	1886-1896	Drawing.	
Vocal Music, Grammar.		CLARK, ANNA	1874-1878
BOLINGER, MRS. GRACE B.	1917-1919	Instrumental and Vocal Music.	
Domestic Science.			
BOOM, SARA L.	1919-Oct. 2, 1920		
Critic for Fifth Grade.			



# FACULTY

(continued)

CLARK, CLARA L.	1895-1896	DARLING, GRACE	1884-1892; 1905-1906
Second Primary Grades.		History, English Literature,	
CLARK, ESTHER A.	1893-1894	History of Education.	
Teacher and Critic, Primary		DARLING, NANCY	1891-1892
Grades.		Teacher and Critic, Intermediate	
CLARK, HARRIET E.	1882-1910	Grades.	
Voice Culture, Elocution, Read-		DAVENPORT, FRANCES ISABEL	
ing, Rhetoric.		Assistant in Grammar Grades.	1900-1902
CLARK, MYRTES E.	1911-1912	DAVIS, NANCY M.	1880-1897
Assistant Supervisor of Practice.		Mathematics, Geography.	
CLAUSSEN, MALVINA C.	1918-	DEN BLEYKER, ANNE	-920-April, 1921
Librarian; Teacher, Librarian		Critic Teacher for Sixth Grade.	
course, Library Methods.		DENNIS, WALDO	1879-1881
CLEMANS, EARL A.	1906-	Natural Science.	
Chemistry, Nature Study, Agri-		DESMARAIS, HOMER A.	1916-1918
culture, Physics.		French, Latin, Spanish.	
CLEMANS, MARY A.	1893-1897	DICKINSON, M. VIRGINIA	
(m H. N. Goddard, Dec. 1895)		French, English, Educational	
Pianist, Instrumental Music,		Sociology.	1917-Aug. 1920
Voice Culture.		DILLON, CHESTER C.	
CLOW, FREDERICK R.	1895-	Sept. 1920-Jan. 1921	
History, Economics, History of		Director of Physical Education	
Education, Sociology, Money		for Men.	
and Banking.		DINIUS, LILLIAN	1913-1914
COCHRAN, MRS. L. L.	1877-1888	Teacher and Critic, First Pri-	
Principal, Preparator Department.		mary Grades.	
COFFMAN, MILDRED A.	1910-1913	DOE, VANIE C.	1880-1883
Associate in English.		Grammar Grade.	
COLCORD, FANNIE C.	1882-1885	DOPP, KATHARINE E.	
Kindergarten.		Critic, Intermediate Grades, As-	
COLVER, MARY C.	Dec. 1895-1896	sociate Inspector of Practice	
Associate in History, English.		Teaching, Associate in Peda-	
COMPTON, MRS. MARY S.	1913-1914	gogy.	1893-1895; 1899-1900
English.		DORN, EMILY M.	1906-1908
CONLEY, EMMA	1912-1913	Drawing.	
Director of Domestic Science.		DOWLING, DENNIE G.	1892-1893
COOLIDGE, WALTER F.	1902-1906	Intermediate Grades.	
Assistant in Mathematics, Ath-		DOWNING, ADELYN S.	1903-1905
letic Coach.		Musical Director, Vocal Music.	
CROWLEY, MARY E.	1919-	DOYLE, M. EILEEN	1918-1921
Critic in Junior High School.		Assistant, Junior High School	
CRUM, EMILIE L.	1917-1919	Latin.	
President's Stenographer.		DRESDEN, BENJAMIN MACK	1896-1910
CULLEN, HOPE E.	1918-1920	German, Associate in Pedagogy.	
Critic Teacher, Grades Three		DRESSER, DORA	1890-1891
and Four.		Assistant in Model Depart-	
CUNDIFF, HANNAH M.	Feb. 1908-1918	ment.	
Leave of absence 2nd semester 1912		DUFFIES, LILLIAN	1880-1882
Director of Music.		Grammar, History, English Lit-	
CURTISS, ANNA IRENE	1909-1912	erature.	
Assistant in Music.		DUNLAP, LINNIE BLAIR	1894-1896
CURTISS, IRENE	Jan. 1916-1917	First Primary Grades.	
Kindergarten Critic.		DUNN, MARY S.	1888-1890
CURTISS, MRS. MAUD B.	1901-1903	Gymnastics, Hygiene.	
Director of Kindergarten.		DYNES, SARAH A.	1888-1892
DARLING ELIZA	1882-1884	Assistant, Preparatory Room.	
History.		EDSALL, BESSIE E.	Feb.-June, 1916
DARLING, EMMA	1917-1918	Assistant, Grammar Grades.	
Stenographer, Training Dept.			

# FACULTY

(continued)

EDWARDS, MRS. (See McNutt.)		
ENCKING, LOUISE F.	Dec. 1908-1918	
Librarian; Library Methods.		
EWING, CONSTANCE L.	1907-1909	
Associate in Drawing.		
FAIRWEATHER, C. A.	1909-1910	
Algebra.		
FARLEY, ALLISON A.	1907-	
Observation, Methods, History of Education, Educational Psy- chology.		
FARLEY, BESS LOU	1914-Dec. 1915	
Kindergarten Critic.		
FERGUSON, FRANK	1909-1914	
Physics.		
FISHER, LAURA	April-June, 1880	
Kindergarten.		
FISHER, MARGARET E.	1907-1912	
Director of Physical Training. Lecturer on Hygiene.		
FLETCHER, WALTER H.	1918-	
Mathematics, Elementary Science.		
FLING, HARRY R.	1896-1919	
Biology.		
FORSTER, KATHARINE E.	1913-1914	
English.		
FOSTER, G. A.	1909-1910	
Stenographer, Secretary.		
FRINK, EUNICE E.	1881-1882	
History.		
FRANCHERE, LUCILLE C.	1920-	
French.		
FRANK, JOSEPH O.	1912-	
Chemistry, Biology.		
GARVER, MADISON M.	1881-1882	
Natural Science.		
GATES, ELVA B.	1918-1919	
Assistant, Physical Education.		
GILBERT, IRENE E.	1876-1877	
Primary Department.		
GLOTFELTER, J. H.	1913-1918	
Principal of Training School.		
GODDARD, HENRY N.	1893-1906	
Chemistry, Nature Study.		
GODDARD, MRS.		
(See Clemans, Mary A.)		
GRAHAM, ROBERT	1871-1881	
Director of Model School, Music, Reading, Conductor of Insti- tutes.		
GRANDY, MARY	1886-1888	
Assistant Principal, Preparatory Department.		
GROVES, HARRY C.	1918-1919	
Mechanical Drawing.		
GRUENHAGEN, RICHARD E.	1910-	
Assistant in Manual Training.		
GUENTHER, EMMA H.	1906-1909	
Associate Supervisor of Practice.		
GUION, FRANCES D.	1896-1903	
Reading, Associate in Elocution and English Language.		
HABER, JACOB P.	1877-1878	
Preparatory Classes.		
HALSEY, CORA M.	1908-Jan. 1910	
History.		
HALSEY, RUFUS H.	Feb. 1899-July, 1907	
President; School Supervision.		
HAHM, BERTHA E.	1917-1918	
Secretary and Clerk.		
HAMILTON, ADELLE	1891-1897	
Secretary, Librarian, Stenogra- pher.		
HAMPTON, ELEANOR	1905-1908	
Intermediate Grades.		
HANCOCK, HOWARD J.	May, 1921-	
Director of Physical Education for Men.		
HANSON, CARRIE S.	1883-1889	
Intermediate Grades, Assistant Preparatory Department, Gram- mar Grades.		
HARMON, LOLA M.	1909-1910	
Assistant Supervisor of Practice.		
HARNER, DAISY I.	1910-1912	
Domestic Science.		
HARRINGTON, (MISS) B. W.	April-June, 1917	
English.		
HARRIS, HANNAH, J.	1916-1917	
English.		
HARVEY, LORENZO D.	1885-1892	
Political Science, School Econo- my, Conductor of Institutes.		
HASKELL, ALFARETTA		
Teacher and Critic, Second Primary Grades.		
	1883-1893; 1898-April 18, 1903	
HAY, EARL D.	1913-1918	
Mechanical Drawing, Cabinet Making.		
HAZARD, MARTHA	1871-1875	
Drawing, Penmanship, Music, Calisthenics.		
HEBERLING, RALPH H.	1912-1917	
Forge Work, Cabinet Making.		
HEILIGER, ELLA	1914-1918	
Supervising Critic, Merrill School.		
HENDERSON, HELEN W.	1919-	
Household Arts.		
HENDERSON, JOSEPHINE	1892-1918	
Leave of absence 1911-1912		
Rhetoric, Composition, English, Grammar.		
HENLEY, FAYE	1903-1911	
Director of Kindergarten.		
HEWARD, GRACE	1896-1903	
Vocal Music.		



# FACULTY

(continued)

HEWITT, WALTER C.	1892-	KIDDER, MARTHA.	1874-1875
Mathematics, School Economy, Political Science, Civics, Con- ductor of Institutes.		Teacher and Critic, Primary De- partment.	
HILL, A. ROSS	1895-1897	KIMBALL, LILLIAN G.	1893-1910
Psychology, Pedagogy.		English Language, Assistant in Preparatory Room.	
HILL, JOHN	1912-1914	KING, IRVING	Feb.-June, 1903
Latin and French.		Psychology, Pedagogy.	
HILL, MARIA S.	1871-1880	KNIGHTS, BERTHA	1896-1897
Grammar Department.		Second Primary Grades.	
HINDS, FLORA M.	1898-1899	KNOWLTON, RUTH	1914-1917
General Assistant.		Assistant Librarian.	
HINKEL, MARTHA E.	1910-1912	LADD, MARY H.	1871-1881
Reading.		Mathematics, Latin.	
HOLMES, REV. DAVID C.	1871-1872	LANE, MABEL R.	1912-1918
Natural Science.		Physical Education for Women.	
HOLMES, MRS. D. E.	1871-1872	LEEMHUIS, HENRY	1887-1888
Geography, History, Drawing.		Gymnastics.	
HOLMES, MYRTLE	1910-1913	LE ROUX, JESSIE L.	Jan., 1919-1920
Associate in English.		Critic Teacher for Second Grade.	
HOOKER, THEODORA A.	1890-1891	LEVENS, BELLE	1901-1902
Gymnasium, Hygiene.		Teacher and Critic, Primary Grades.	
HOUSEHOLDER, F. F.	1913-May, 1914	LEVENS, LORA	1912-1913
Physics.		Associate in English.	
HOWE, MARY S.	1889-1891	LEVINGS, EMMA P.	1898-1900
Pianist, Instrumental Music.		Assistant Librarian.	
HUBBARD, ANNA G.	1898-1899	LIBBY, KATHLYNE J.	1905-1906
Librarian.		Second Primary.	
HULBURT, L. ISABELLE	1918-1919	LIBIS, MRS. META M.	1897-1898
Kindergarten Critic.		Pianist, Instrumental Music.	
HUNT, NETTIE J.	1892-1894	LOOK, SUSANNE A.	1900-1902
Reading, Algebra, English, Lit- erature, Library Readings.		Director of Gymnasium, Lec- urer on Hygiene.	
HUNTER, J. RUFUS,	1891-1893	LOUGH, JAMES E.	1898-1901
Physics, Mathematics.		Psychology, Pedagogy.	
HYDE, MARIE E.	1916-1918	LOWD, EDNA B.	1903-1904
Assistant Physical Education.		Assistant in Art Department.	
JACOBI, CAROLYN B.	1918-March, 1921	McCAFFEREY, IONE	1909-1910
Elementary Education.		Stenographer, Secretary.	
JAYNE, VIOLET D.	1889-1891	McCONNELL, WALLACE	1913-1914
Grammar, Composition, Rhetoric.		Geography, Geology.	
JOHNSTON, LAURA M.	1918-	MACE, MRS. (See Milne, Ruth.)	
Director of Training School.		McFADDEN, MARY I.	1901-1906
JONES, JENNIE L.	1881-1882	Associate Supervisor of Practice.	
Kindergarten.		McINTOSH, GRACE K.	1914-1915
JONES, THERESE E.	1884-1889	Supervising Critic, Read School.	
English Grammar, Composition, Rhetoric.		MACKENZIE, RHODA C.	1908-1909
JUST, FRED E.	1920-	Assistant, Grammar Grades.	
Machine Shop Practice.		McMAHON, ALMA W.	1892-1893
KARNES, FRANK M.	Feb. 1914-	Assistant in Preparatory Room.	
Supervisor of Practice and Di- rector, Industrial Arts Depart- ment.		McMILLAN, WALTER	1908-1911
KEITH, JOHN A, H.	Oct. 1907-Aug. 1917	Algebra, Athletic Coach.	
President.		McMURDO, MELLIE	1885-1886
KELLERMAN, WILLIAM	1874-1879	Assistant, Grammar Grades.	
Natural Sciences.		McNUTT, CARRIE E.	1878-1886
KELTY, MARY G.	1915-1918	(m R. H. Edwards, 1885)	
Critic, Read School, Fifth Grade.		Vocal and Instrumental Music, Assistant in Preparatory Grades.	

# FACULTY

(continued)

MAGEE, HARRIET CECIL,	1884-1906	MOREY, LOUISE	1897-1899
Drawing, Social Culture, Reading.		Associate in Mathematics.	
MANCHESTER, RAYMOND E.	1910-1919	MOULTON, MAY B.	1897-1900; 1908-1919
Algebra.		Drawing.	
MANNY, FRANK A.	1898-1900	MUMPER, WILLIAM	1885-1889
Director of Observation and Methods.		Natural Science.	
MARCHANT, MRS. FANNIE M.	1885-1887	MUNGER LOIS E.	1918-1919
Grammar Grades.		Music.	
MARIN, HENRY	1875-1876	MURRAY, BEULAH	April-June, 1917
German.		Assistant Librarian.	
MARK, ELVIRA E.	1907-1908	NEFF, MARIETTA WRIGHT.	1910-1911
Associate in History.		English.	
MARLOR, MADAME HORTON		NORTON, GRACE	1911-1914
French.	Jan.-March, 1920	Assistant Supervisor of Practice.	
MARSTON, A. N.	1882-1883	NOYES, LUCY A.	1875-1876
Natural Science.		Primary Department.	
MARVIN, CLARA E.	1897-Dec. 1907	O'KEEFE, MARY A.	1908-1911
Stenographer, Secretary.		Teacher and Critic, Intermediate Grades.	
MARVIN, JENNIE G.	1888-	OSTER, EVELYN, G.	Sept.-Nov. 1918
Principal and Critic, Grammar Grades.		Director of Physical Education for Women.	
MARVIN, JULIA R.	1893-1897	PALM, ANNA E.	1914-1916
Gymnastics, Hygiene.		Assistant, Physical Education for Women.	
MEAD, GRACE	1903-1905	PALMER, CECIL, M.	1905-1906
Second Primary Dept.		Assistant, Grammar Grades.	
MERRITT, ROSINA	Feb. 1915-1919	PARK, MORTIMER T.	1875-1878
Teacher and Critic, First Primary.		Bookkeeping, Calisthenics, Director of Model School.	
MEYER, ARTHUR,	1912-1918	PARMELE, ELLA G.	1899-1909
Director Physical Education for Men.		Librarian.	
MEYER, HELEN	1914-1915	PARSONS, ADELAIDE, M.	1898-1905
Teacher and Critic, First Primary Grades.		Teacher and Critic, Intermediate Grades.	
MILLER, PERSIS K.	1889-1900	PEAKE, ELLEN F. P.	1895-
Assistant, Grammar Grades.		English Literature, Library Readings.	
MILNE, RUTH S.	Jan. 1918-	PIETERS, ALEIDA J.	Jan., 1910-1918
(m Aaron J. Mace, Dec. 1920)		Associate in History.	
Director Physical Education for Women.		POLK, FORREST R.	1915-
MITCHELL, FRANK E.	1897-	Leave of absence for government service, Aug., 1917-Feb., 1921	
Geography, Geology.		Manual Training.	
MONROE, JESSIE B.	1911-1912	POND, ADDIE C.	1900-1903
Music.		Associate in Drawing.	
MOODY, ANNA W.	1871-1881	POOR, VINCENT C.	1906-1908
Rhetoric, Grammar, Composition, History, English Literature.		Mathematics, Athletic Coach.	
MOORE, BARBARA C.	1906-Jan. 1908	POTTER, LUCY A.	1900-May, 1914
Vocal Music.		Assistant Librarian.	
MOORE, MARIE	1919-	PRESTON, MYRTA L.	1894-1895
Secretary to President.		Associate in History, Latin.	
MOREHART, GERTRUDE	1909-1912	QUANTZ, JOHN O.	1901-Jan. 24, 1903
Teacher and Critic, Second Primary Grades.		Psychology, Pedagogy.	
MORLEY, CLARA E.	1917-1919	RADLEY, OLIVE	1917-1918
Literature.		Assistant in Grammar Grades.	
		REED, LULA A.	1912-1913
		Teacher and Critic, First Primary Grades.	



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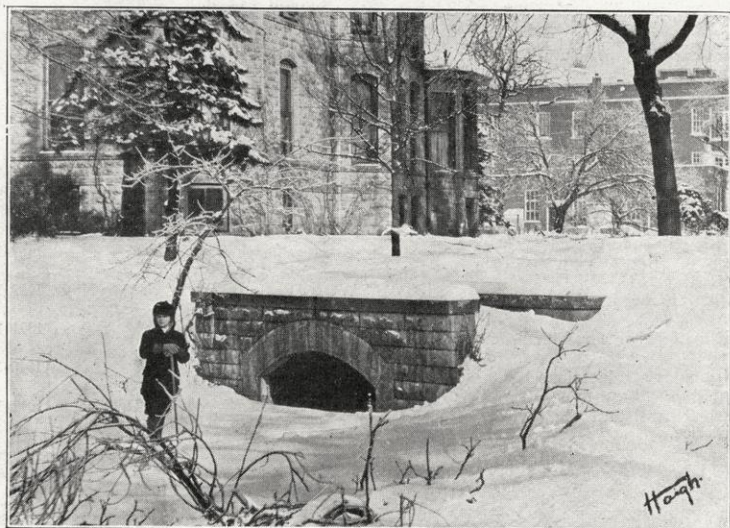
REID, BERNICE	1917-1920	SHRUM, HERBERT T.	1919-
Assistant Librarian.		Automobile Mechanics.	
RICH, MARY E.	1906-1909	SKINNER, MARIE AMELIA	1897-1898
Second Primary.		Librarian.	
RICHARDSON, PERSIS	Sept.-Dec. 1919	SLOSSON, FLORA	1885-1887
First Grade Critic.		Intermediate Grades.	
RIORDAN, MABEL H.	1908-	SLOTTERBECK, MAY G.	1891-1892
Assistant Clerk, Assistant in		History, Literature.	
Physics, Registrar.		SMALL, MAURICE H.	1903-Dec. 1919
ROBB, MARY E.	1912-1913	Psychology, Pedagogy.	
Assistant Supervisor of Practice.		SMITH, FLORENCE L.	1913-1917
ROBERTS, MARGARET K.	1918-Feb., 1921	Teacher and Critic, Intermediate Grades.	
History.		SMITH, HOWARD C.	1914-1916
ROBEY, ELLSWORTH E.	1913-1914	Latin and French.	
Director of Country School Course.		SMITH, NELLE ADAMS	1909-1919
ROEHM, ALFRED I.	1910-1918	Associate in Drawing.	
German.		SMITH, NELLIE L.	1891-1893
ROWEKAMP, C. LOUISE	1920-1921	Pianist, Instrumental Music.	
Assistant Librarian.		SMITH, RUBERTA N.	1917-
ROONEY, ANNIE L.	1903-1909	Director of Course for Primary Teachers.	
Assistant in Elocution and English, Reading.		SNYDER, L. GRACE	1906-1908
ROPES, ALICE H.	1912-1917	Assistant, Grammar Grades.	
Associate in Music.		SPARKS, RUTH	1918-
ROSE, KATHRYN,	1917-1918	Clerk and Stenographer.	
Kindergarten.		STAATZ, THERESA M.	1919-
ROSE, LILA M.	Jan. 1921-	Assistant Physical Director.	
Music.		STAFFORD, MARGARET	1914-1921
ROUNDS, MINA DE HART	1891-1893	Composition, Director Rural School Course.	
English Literature, History of Education.		STARK, MABEL C.	1912-1913
RUND, EMMA	Feb.-June, 1909	Associate in Geography.	
Reading.		STEVENS, ELIZABETH	1902-1912
RUPPLE, FRANCES	1918-	Teacher and Critic Primary Grades.	
Stenographer, Training Department.		STONE, BENNIE	1920-
SAGE, ADOPHUS, H.	1893-Dec., 1909	Critic in Junior High School.	
Physics, Geology.		STONER, ELIZABETH R.	1899-1900
SAWYER, WESLEY C.	1882-1885	Director of Gymnasium, Lecturer on Hygiene.	
Literature, Political Science, German, Conductor of Institutes.		STRONACH, ADDIE B.	1894-1895
SAXE, EMMA G.	1887-1897	Assistant Librarian.	
Assistant in Grammar Grades, Associate in Mathematics, Principal or Preparatory Room.		STRONG, FRANCES L.	1900-1901
SCHMIDT, HANS W.	1912-1919	Associate in Pedagogy, Associate Supervisor of Practice.	
Director Industrial Education Department.		STRUM, ARTHUR L.	1919-1920
SEWALL, HARRIET	1911-1912	Physical Director for Men.	
Assistant in Geography.		SUMMERS, LIVINGSTON L.	1902-1912
SHAMEL, MAUD	1905-1906	Director of Manual Training Department.	
Music.		SUTHERLAND, SARAH	1913-1917
SHARRARD, KATE	1914-1917	Domestic Science.	
Assistant Supervisor of Practice.		SWART, ROSE C.	Dec. 8, 1871-
SHELDON, ELEANOR	1911-1917	Leave of Absence, 1879-1880	
Composition.		Director of Course for Primary Teachers; Geography, Penmanship, German, Art of Teaching.	
SHEPARDSON, GRACE L.	1902-1908	Supervisor of Practice, English; Dean of Women.	
Director of Gymnastics, Hygiene.			
SHERMAN, FREDERIC D.	1896-1897		
Psychology, Pedagogy.			

# FACULTY

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TALBOT, HUGH W. Biology, Algebra.	1919-	WALSH, FRANK W. Drafting and Mathematics.	Jan. 1920-
TALCOTT, RUTH W. French.	1919-	WASHINGTON, LUCY Kindergarten.	1885-1886
TALMAGE, NELLIE Kindergarten.	1880-1881	WEBSTER, EMILY F. Mathematics, Latin, English.	1875-
TALYOR, FRANCES Drawing.	1875-1876	WHEATON, NELLIE Primary Grade.	1880-1883
THOENE, CHRISTINE A. Teacher and Critic, Intermediate Grades.	1911-1913	WHITING, PHILINDA Intermediate Grade.	1887-1890
THOMPSON, ELLEN Stenographer for Training De- partment.	1913-1917	WHITNEY, HARRY H. Supervisor of Manual Arts, Bas- ketball Coach.	1920-
TOWER, BESSIE Director of Gymnasium, Lecturer on Hygiene.	1896-1899	WICKERSHAM, FLORENCE B. Critic Intermediate Grades, Su- pervisor Junior High School.	1918-
TOWER, FRANCES E. Mathematics, Grammar.	1879-1880	WILLCOCKSON, MARY Critic Teacher for Second Grade.	1920-
TRETTIEN, AUGUST W. Director of Observation and Methods.	1900-1907	WILLCOCKSON, RUTH Critic Teacher for Fifth Grade.	Jan. 24, 1921-
TROMANHAUSER, HENRIETTA Intermediate Grades.	1895-1898	WILLIAMS, HELEN GLENN Music.	Dec., 1916-1920
TROTTER, CLARA A. Critic Second Primary Grades, Director Intermediate Course.	1912-	WILLIAMS, JENNIE Teacher and Critic, Primary Grades.	1896-1901
TURNER, JULIA E. Associate in English.	1904-1905	WILSON J. M. Natural Science.	1883-1885
VAN SISTINE, EVA J. Critic Teacher for Third Grade.	1918-	WOLTERS, JOSEPH F. Woodworking.	Nov., 1919-1920
VAUGHN, INEZ Elementary Education.	1918-1920	WOODS, HELEN A. Gymnastics, Hygiene.	1891-1893
WALKER, ELLIS J. Second Assistant Supervisor of Practice.	1908-1911	YOUKER, HENRY S. Supervisor of Practice.	1910-1912
		YOUNG, ELIZABETH D. Director of Kindergarten.	1911-1914





*Campus Scene.*

















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