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The Architecture of Eastern's Old Main

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EASTERN'S OLD MAIN

aesthetics, education
and politics



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November 20, 1999 – January 16, 2000

*Presented on the Centennial of the Opening of
the
Livingston C. Lord Administration Building
"Old Main"*

Tarble Arts Center
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INTRODUCTION AND ACKNOWLEDGEMENTS

After one hundred years Old Main remains an imposing architectural structure. From the west, on Route 16, the silhouette of its towers can be seen from miles away, the only building visible on the horizon. There is a wonderful irony in this fact, since Old Main is now physically dwarfed by other buildings on Eastern's campus and Illinois Route 16 was created for the convenience of commuters and students many decades after the building was constructed. As physically dominant as Old Main is now it is difficult to imagine the overwhelming presence of its stone towers and battlements when, as the lone building on the hill, standing on the periphery of Bishop's Woods, it marked the southern edge of Charleston – before the rest of the campus was built, before the many subdivisions were created south of Lincoln Avenue, before there even was a Lincoln Avenue, and before Sixth and Seventh Streets became the grand boulevards connecting the Courthouse square with the newly established normal school that has become Eastern Illinois University.

Over the last one hundred years Old Main has come to be taken for granted. Its purpose has changed, its interior spaces subdivided, much of its decoration painted over or removed, its fenestrations altered. Most of these physical changes have not been flattering to the architecture. Old Main has evolved into a logotype that stands for EIU but seems largely devoid of meaning unto itself.

Beyond serving as a symbol and workspace, Old Main is a product of its time and speaks of the aspirations and purpose of its founders while echoing aesthetics both contemporary and Medieval.

Almost everything around us involves aesthetics – the buildings we live and work in, the photographic images we look at, even the computers we use and the cars we drive. We are products of our environment and much of that environment is shaped by artists in the form of architects and designers of all types. Our ability to recognize and appreciate the aesthetics of our cultural landscape effects how we think and feel.

This exhibition and accompanying catalogue examine and place in historical context the architectural style of Old Main and the other Gothic Revivalist architecture which formed Eastern's original quad. They show how the architecture reflects various conditions and influences, and how, through study, architecture can impart history and meaning. Presented on the centennial of the building's opening and at the beginning of the 21st century, the exhibition looks backwards at Old Main's creation in anticipation of its place in the new millennium.

Old Main's architecture symbolizes and embodies attitudes at the turn of the last century. Late 19th and early 20th century attitudes concerning politics, economics, higher education, and health, as well as aesthetics and functionality, served to shape the design and development of Old Main and Eastern's early architecture. A shift

in these attitudes and factors is marked by the Modernist buildings which have dominated the campus architectural style since 1950. Like all works of art, Old Main is reinterpreted by each generation as attitudes and situations change. This exhibition is intended to enrich the appreciation for and understanding of what has become a venerated symbol; to restore, at least in part, some of the originating concepts and context of its symbolism.

This project would not have been possible without many individuals, foremost of whom are: Dr. Bailey Young whose idea planted the seed which grew into this exhibition; Dr. Terry Barnhart who first suggested the possibility of a joint project between the Historical Administration Program of EIU's History Department and the Tarble Arts Center, and whose research for Eastern's centennial laid much of the historic ground work for this exhibition; Dr. Nora Pat Small who served as primary curator of the exhibition and provided the important link between art and history; Richard Riccio, under whose direction the exhibition took physical form; Robert Hillman, Archivist of Booth Library's Archives and Special Collections, who opened the Archives to faculty and student researchers alike; and James K. Johnson, Dean of the College of Arts & Humanities, who served as a sounding board and generally encouraged the project throughout its evolution. A special thanks goes to Norma Winkleblack (EIU annuitant and alumna), of the Coles County Historical Society, who provided invaluable research on Eastern's early buildings.

Many people and entities provided objects for exhibition. In addition to Eastern's Archives these are: Dr. William Smith, whose incredible post card collection of Eastern and Charleston provided important visual information as well as artifacts for the exhibition; the Coles County Historical Society; Steve Rich and the EIU Alumni Association; and Nancy Shick, who also provided background information regarding the history of Charleston. Also providing exhibition objects and photographs are: EIU alumni Gary Brinkmeyer, June Giffin, and Linda Bagger; Betty Lee Turner, niece of Newton E. Tarble; Dr. Fredrick Preston and Dr. Robert Sterling, English faculty and emeritus History

faculty members, respectively; Barbara Krehbiel, of the Charleston Public Library, who provided access to the original edition of the 1898 Charleston Directory; Dr. Laura K. Kidd and the SIUC Historic Costume Collection, Clothing & Textiles Program, Department of Workforce Education and Development, Southern Illinois

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University-Carbondale; and the archives of Northern Illinois University, Illinois State University, Southern Illinois University-Carbondale, and the University of Illinois'

Champaign/ Urbana. Our thanks to all the alumni and friends of the university who offered their photographs and other artifacts for the exhibition, regardless of whether or not the objects were selected for the exhibition.

Two groups of Historical Administration graduate students worked on the project over two years. From the class of 1999 were Tracy Anderson, Rick Bray, Jennifer Carroll, Stephanie Chontos, Neil Dahlstrom, Beth Kowalski, Beth Loecke, Haleema Mini, Maureen Ransom, and Lisa Studts. Charles Backus, Margret Brown, Elisabeth Engel, Ryan Gilbert, Mark Hawks, Erin Russel, Amy Steadman, Andrew Stupperich, and Joel Zwart are the current class of 2000. Guided by the History faculty, these students conducted research, scanned and photographed artifacts, planned the exhibition, wrote the explanatory text, and designed and fabricated the exhibition. This is their exhibition as much as it is anyone's.

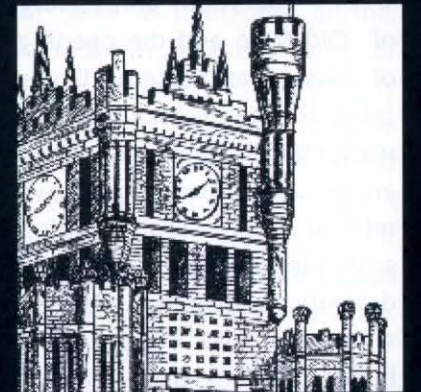
A number of individuals from Eastern less directly associated with the project also provided important services: Bev Cruse and the staff of Media Services provided photographic and scanning services and equipment; Facilities Planning and Management architect Steve Shrake provided access to architectural plans and drawings; Safety Officer Gary Hanebrink led the treasure hunts to the nether regions of Old Main and other buildings; and Jackie Schutte and her staff at Property Control moved the large artifacts to the Tarble for exhibition.

And *The Architecture of Eastern's Old Main* would have remained just an intriguing idea without the financial support of the members of the Tarble Arts Center, Illinois Consolidated Telephone Company, and grants from the Illinois Arts Council, a state agency, and the Illinois Humanities Council with support from the National Endowment for the Humanities and the Illinois General Assembly.

When this project was first discussed there was some thought of comparing student life from the birth of the modern university in Europe circa 1000AD and the opening of Old Main in 1900, and student life from 1900 to our present time one hundred years later. We speculated that there has been greater change over the last one hundred years than over the previous nine hundred. It is difficult to speculate what changes will take place in the next one hundred years, but it is reasonable to assume that Old Main will remain the living symbol of Eastern Illinois University. Even in cyberspace.

Michael Watts
Director
Tarble Arts Center

THAT
"NOBLE PROJECT":
THE FOUNDING OF
EASTERN
ILLINOIS
UNIVERSITY
AND THE ORIGINS OF
OLD MAIN,
1895-1899



Terry A. Barnhart

“Old Main” stands today as a tangible link to the past and present of Eastern Illinois University. The building’s history and architecture embody the ideas, values, and personal visions of those who willed the university into existence in 1895, and the construction of Old Main as its first building in 1899. Those voices and visions became an enduring part of Eastern’s heritage, which we appropriately commemorate in 1999. The 100th anniversary of Old Main and the opening of classes at Eastern Illinois State Normal School (as EIU was originally known) is indeed an occasion for substantive reflection. Eastern’s mission and identity have changed dramatically over the years, yet withal we have continued to build on time-honored traditions. As Eastern has grown into the regional university of today, it continues to draw strength from its past. Each generation of faculty and students who have taught and attended EIU has added to that experience and left its signature in history.

Today the faculty and students of Eastern Illinois University are poised at the end of one millennium and the beginning of another. It is important that we look backwards as well as forwards on this occasion and that we reaffirm as scholars, teachers, and students that we are stewards of intellectual traditions and a collective experience that predate us and will succeed us. Our associations with Eastern have connected us individually and collectively to something larger than ourselves — the experiences of earlier generations who once taught and studied here. As the student editors of the 1975 *Warbler* mused, “The combination of the buildings, the people, the events, and the experiences is what makes EIU. No one aspect stands alone as the single definition of Eastern; they all fit together to form a complex, indescribable part of life that will not be forgotten. Regardless of whether you like it or not, you are a part of Eastern. The question is, is Eastern a part of you?”¹ For those entrusted with nurturing the university and with keeping its history fresh and alive, the answer to that question is a resounding yes. It is well met that we commemorate the centennial of Old Main and the arrival of Eastern’s second century with a backward glance.

Few occurrences tell us more about the aspirations and self-perceptions of a community than its efforts to become a county seat, a state capital, or the seat of a college or university. That is certainly true of the histories of Charleston and Mattoon, Illinois, and their quests to become the site of a state normal school in 1895. Indeed, much of the rivalry between these two communities stems from the contest to become the seat of Illinois State Normal School. The Charleston-Mattoon rivalry preceded that event and would have continued for other reasons, as local rivalries do, had the normal school been established elsewhere in east-central Illinois. But the fact that the denizens of Mattoon had spearheaded the movement for a normal school in Coles County, only to have the prize go to Charleston in the twelfth hour, has become part of the oral traditions of those communities and has ensured that their rivalry would continue apace.

Yet the coming of a state normal school to eastern Illinois was far more significant an event than the contest between Charleston and Mattoon.

The effort to lobby the state legislature and to organize support for the movement in both communities represents an important episode in the intellectual and cultural history of Illinois. Normal schools originated and evolved within a specific vision and embraced certain social values that both transcended and defined the places where they were established. Although normal schools were not without their critics, the value of those established at Normal, Illinois, in 1857 and at Carbondale in 1869 were generally proclaimed by the Illinois educational establishment and politicians alike. The founding of Eastern Illinois State Normal School at Charleston in 1895 was the localized version of a national movement, and the history of Eastern fits the broader pattern in which Midwestern normal schools and those in other regions of the United States were established. There were significant local variations and nuances, to be sure, but the normal school movement played a major role in the education of the republic throughout most of the nineteenth century, and its influences continued into the early twentieth century.²

If the educational system of Illinois was the “fine mother of our stoutest virtues,” as Illinois Senator T. V. Smith once called it, then normal schools were her handmaidens. The mission of normal schools was to train the residents of their region to educate their own. Normal schools prepared students intellectually and socially for the rigors of teaching in township schools and city school districts, be they one-room school houses like the Greenwood School or the local school districts of Charleston and Mattoon. Normal schools were to normalize the teacher-training process, inculcate prescriptive social values, and impart skills for the classroom. Normals embraced a core set of values regarding useful and practical learning, and were exponents of a democratic culture and a populist vision of teacher training.

The chain of events leading to the establishment of Eastern in 1895 dates to a committee report of the Illinois Senate in 1887, which recommended the establishment of additional normal schools in the state of Illinois. Only two such institutions existed in Illinois at the time (those at Normal and Carbondale), while neighboring states were forging ahead with the normal school movement at the expense and

embarrassment, it was argued, of Illinois. Missouri already had three normal schools, Minnesota four, and Wisconsin five. The Illinois Teachers Association recognized the need for more normal schools in the state during its annual meeting at Springfield in 1892, creating a normal school committee of seven. Some of those members expressed the opinion at the 1893 state meeting that Illinois would benefit from the establishment of three to five more normal schools in different parts of the state. It was manifestly obvious to those residing in the eastern counties of Illinois that they could benefit from a normal school and that their educational needs were just as critical as those in other areas of the state.

Two years later the movement for a normal school in eastern Illinois began with a group of local boosters at Mattoon, Illinois. Their efforts would ultimately be successful, but events would unfold in a way that they neither envisioned nor controlled. The first step was taken when John L. Whinsard, Superintendent of

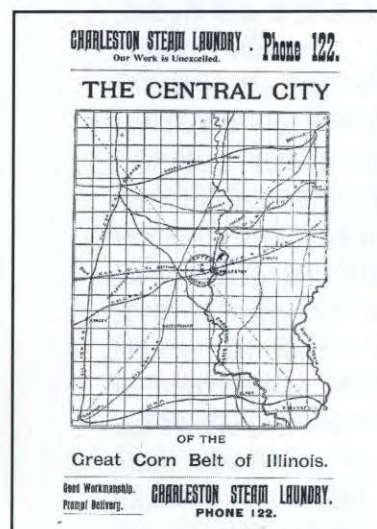


Fig. 1. "The Central City of the Great Corn Belt of Illinois." Map of Coles County, from the *Charleston City Directory* (1898-99). Local businesses touted Charleston's location within the geographic center of Coles County as one of the communities many advantages. Nearby Mattoon, however, was more populous and was served by more railroads. (Charleston Public Library)

Schools in Coles County, appointed Dr. J. T. Montgomery of Charleston, C. E. Watson of Mattoon, and Eli Dudley of Ashmore to a committee charged with investigating the expediency of a normal school in Coles County.³ Interest in the idea continued at a county teachers meeting held at Mattoon on January 26, 1895, where Professor Charles A. McMurray of the Illinois State Normal School discussed the need for more normal schools in the state and that Mattoon was well situated for such a school. His suggestion was well heeded, for on February 2nd B. F. Armitage, the Mattoon Superintendent of Schools, C. T. Feagan, former County Superintendent, and John F. Scott, a Mattoon lawyer, called a meeting in the chambers of city council to promote the idea of a state normal school in Mattoon. A committee of five, consisting of L. L. Lehman, Scott, J. H. Clark, C. E. Wilson, and J. J. Beall — what the *Mattoon Weekly Gazette* described as a "committee of hustlers" — was appointed to push the matter with the legislature.⁴ The hustlers moved with dispatch, contacting the Coles County members of the Illinois General Assembly.

Educators, legislators, and community leaders in Mattoon forged an alliance to lobby for legislation that would establish a new state normal school in eastern Illinois. On February 7, 1895, Senator Isaac B. Craig of Mattoon and Representative W. H. Wallace of nearby Humboldt introduced bills in their respective houses for the school's establishment.⁵ On May 22nd of that year, Governor John Peter Altgeld (1847-1902) signed the act of the Illinois General Assembly which appropriated \$50,000 for the establishment of Eastern Illinois State Normal School.⁶ The act stipulated that the object of the new school "shall be to qualify teachers for the common schools of this State by imparting instruction in the art of teaching in all branches of study which pertain to a common school education, in the elements of the natural and the physical sciences, in the fundamental laws of the United States and of the State of Illinois, in regard to the rights and duties of citizens." The mission of the new school was clear enough, but its location in eastern Illinois was left undecided. That would be the job of the five-member Board of Trustees of Eastern Illinois Normal School which had also been established by the legislative act of May 22nd.

The contest to become the seat of the new normal school began immediately. Mattoon, Paris, Danville, Shelbyville, Effingham, Kansas, Olney, Oakland, Palestine, Lawrenceville, Tuscola, and Charleston all vied for the honor and the economic and cultural opportunities that the school would bring into their midst. Mattoon had clearly seized the initiative and had every reason to believe that it would become the seat of the normal school. The Mattoon initiative began earlier than Charleston's, and Mattoon had a population of some 9,622 compared to Charleston's 5,488.⁷ Mattoon sat astride rail lines that ran north-south and east-west, while Charleston was serviced by an east-west line only. [Fig. 1] State Senator Isaac B. Craig of Mattoon was a member of Governor Altgeld's own political party, and it was Craig who introduced legislation in the Illinois Senate for the establishment of a normal school in eastern Illinois. The economic and political dimensions of the situation seemed to clearly favor Mattoon. The *Mattoon Weekly Gazette* exhorted the community to get behind the idea, reassuring its readers that if the matter were pushed insistently "there is every opportunity of winning."⁸ The location of the school in Mattoon would be an economic boon to everyone and worthy of the attention of those who could afford to contribute something to "the noble project" at hand.⁹

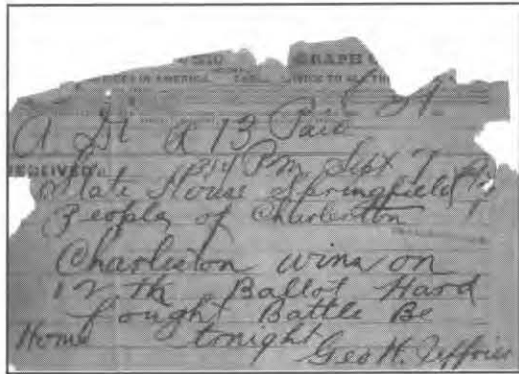
That noble project continued in Mattoon for many more months, but in the end it was Charleston that carried the day. The first call to action in Charleston came from the Charleston Commercial Club, which met on April 18, 1895 to discuss the prospects of having a normal school in Charleston. The following evening J. W. Henninger, Superintendent of the Charleston Schools, chaired a public meeting which appointed a Normal School Committee that eventually numbered eight members. It included R. S. Hodgen, a real estate dealer; Mayor W. R. Patton; George H. Jeffries, another real estate dealer; and Henry A. Neal, an attorney and committee chair.¹⁰ The Charleston Normal School committee raised \$75,000 in pledges for attracting the normal school to Charleston.¹¹ The contest with Mattoon had been enjoined and would be promoted vigorously through Charleston's daily and weekly newspapers.

The *Charleston Scimitar*, for example, called attention to the importance of securing a normal school and urged prompt and vigorous action in the matter. An editorial of May 24, 1895 was aimed squarely at those in Charleston who seemed indifferent as to whether the school went to Mattoon or to Charleston.

THOSE few people in this city — fortunately there are VERY few of them — who are saying that they would just as soon that Mattoon should have the Normal school, as Charleston, are very, very foolish, especially if they are property holders in this city. Don't you know, Mr. Citizen, that if Mattoon gets that Normal school, property in this city can reasonably be expected to depreciate fully twenty-five per cent, and that the balance of population . . . will immediately set toward the city on the west side of the county and Charleston will be left high and dry on the strand of blasted ambition.

Material interests were clearly involved in the contest and Mattoon's lead was

Fig. 2. George H. Jeffries' Telegram, September 7, 1895. George H. Jeffries, a real estate agent and a member of Charleston's Normal School Committee, sent this telegram from Springfield when the Board of Trustees made their final decision on the site of the new normal school: "To the People of Charleston: Charleston wins on the twelfth ballot. Hard fought battle. Be home tonight."



disconcerting to boosters in Charleston. The *Scimitar* did not hesitate in saying "that it would be the worst possible business catastrophe [sic] that could happen to Charleston" should the Normal School be located in Mattoon.¹²

Charleston entered the competition for the new normal school in dead earnest when it presented a comprehensive proposal to the Board of Trustees. If the normal school was located within two miles of the Coles County courthouse in Charleston, the city would donate 40 acres of land and \$35,000 to \$45,000 dollars to the school, depending upon the value of the site selected; run city water to the site, provide at least four fire hydrants, and supply the school with water for fifty years at five dollars a year; pave or gravel a street from the courthouse to the edge of campus and provide adequate sidewalks; furnish incandescent electric lights to the school for twenty five years at the rate of ten cents per thousand watts and at half the regular rate for arch lights (a true bargain); provide up to \$5,000 dollars worth of freight to the school on any of the rail lines of the Cleveland, Cincinnati, St. Louis, and Chicago Railway Companies; provide free freight on the rail line of the Toledo, St. Louis, and Kansas City Railway Companies for materials used in the construction of buildings; provide the school with various grades of coal for heating at fixed rates until July 1, 1901; and furnish all gravel needed for walkways, roads, and driveways on school grounds, and bring the materials free of charge to Charleston.¹³

That offer would out distance all competitors. Charleston was selected as the site of Eastern Illinois State Normal School on September 7, 1895, and from that day forward the histories of Charleston and Eastern were inextricably entwined. Charlestonians received the news in a telegram from George H. Jeffries, a member of Charleston's Normal School Committee, who was lobby-ing at the statehouse in Springfield when the Board of Trustees made their final decision: "To the People of Charleston: Charleston wins on the twelfth ballot. Hard fought battle. Be home tonight."¹⁴ [Fig. 2] Celebrants greeted the returning Jeffries contingent at the Charleston depot at 11:30 that night, escorting them to the town square where they cheered their victory in an exuberant

celebration that lasted until well after midnight. The more perceptive of the celebrants at Charleston realized that the coming of the new Normal School would change their community significantly. As Henry A. Neal, a member of Charleston's Normal School committee observed, "It's the turning point in the history of our city."¹⁵ [Fig. 3]

The reaction in Mattoon was somewhat different, where the headline of the *Mattoon Weekly Gazette* derisively proclaimed: "Charleston Gets It. The New Reform School Located at Catfishville."¹⁶ The citizens of Mattoon were stunned and angry. According to the *Charleston Courier*, a great amount of labor was lost in Mattoon's preparations to celebrate the location of the normal school in that city. "The newspapers had it all written up for the occasion, with spread eagles, roosters, and flags lavishly [sic] displayed, great headlines heralding the many qualities of the coming [new] Chicago." Instead of preparing to glory in their wonderful achievement "they had better been engaged in making a monster coffin in which to bury their wrath." That wrath soon expressed itself in a petition to the State Attorney at Springfield for a writ of quo warranto. The proceedings challenged the authority of Samuel M. Inglis, State Superintendent of Public Instruction, to act as a trustee of Eastern Illinois State Normal School and to vote on the selection of the site. Bribery was also charged.¹⁷ The *Charleston Courier* regarded the action as a personal insult to Charleston and spoke contemptuously of the editor of the *Mattoon Gazette* (who had allegedly insulted the trustees) as "a dirty cur."¹⁸

The contest between Charleston and Mattoon for the location of the Normal School had been a plucky and determined one in which local pride, boosterism, and hyperbole played their part. Months of incessant labor had "strained every nerve and exerted every possible influence, political or otherwise" among all communities that had vied for the honor being chosen,¹⁹ but most especially in Charleston and Mattoon. Nothing ever came of the quo warranto proceedings, which would have had to overturn the unanimous vote of the trustees in selecting Charleston in order to have been successful. There was little time for such an annoyance anyway, for the city of Charleston moved quickly

Fig. 3. "Charleston, The Normal School City," *Charleston Courier* (September 12, 1895). The banner headline, "Victory[,] Its Ours," informed Charlestonians that they had won the contest to be the site of the new normal school.

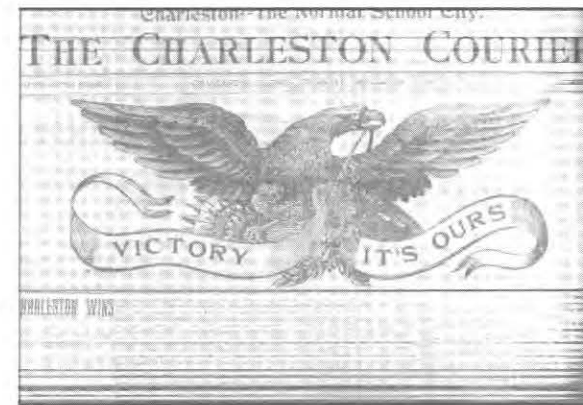
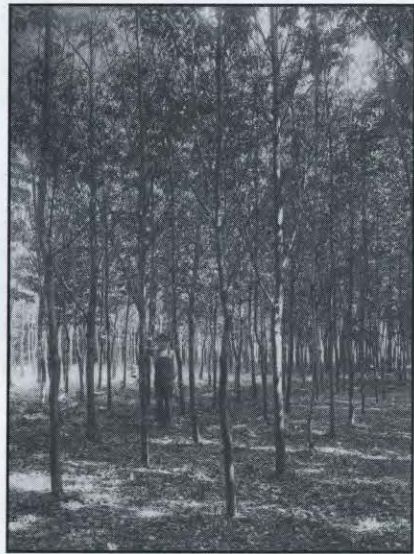


Fig. 4. Bishop's Woods, ca. 1925. The original forty acre site of the Eastern Illinois State Normal School was purchased from Virginia M. and Charles E. Bishop on September 14, 1895 for 3,000.



and confidently to make good its promise to support the normal school it had worked so diligently to secure. On September 9, 1895 (only two days after announcing the location of the Normal School), the trustees visited Charleston and selected the actual site of the school — a forty-acre tract of land lying about three quarters of a mile south of the center of Charleston and roughly equidistant from the Normal Schools at Bloomington and Carbondale. The land was purchased from Virginia M. and Charles E. Bishop on September 24th for \$3,000.²⁰ [Fig. 4]

Plans for transforming “Bishop’s Woods” into the grounds of Eastern Illinois State Normal School began immediately. The trustees contracted the services of the Indianapolis architectural firm of McPherson and Bowman to design the first building, accepting their plan on October 5, 1895. The plans were not to the liking of Governor Altgeld, who appears to have had his own ideas of how a normal school should look. Altgeld insisted that the trustees abrogate their contract with McPherson and Bowman. The firm came up with a new plan which was ultimately rejected in favor of another design by the Bloomington architect, George H. Miller. Miller made alterations and modifications to the original design scheme of McPherson and Bowman. Bedford limestone from Indiana would now be used in the construction of the building instead of “Ambraw stone” quarried locally as called for in the original plan.²¹ It is Miller’s name that appears on the granite cornerstone of Old Main as the supervising architect, but other architects and contractors would play a significant role in shaping the building that gradually rose from Bishop’s Woods.

The \$86,000 contract for the construction of the Normal School Building, as Old Main was first known, went to the Chicago firm of Angus and Gindele on December 12, 1895. The superintendent of Angus and Gindele, F. W. Watts, and the construction foreman, G. F. Auld, arrived at the site on March 24, 1896. The building was lined out and excavation commenced on the 25th. The first stone of the brick and limestone edifice was laid on April 11th.²² Altgeld is usually credited with having influenced the final appearance of Old Main, as well as a number of other public buildings designed and constructed

during his tenure as governor from 1893 to 1897. There is no doubt that he took a personal interest in the construction of these buildings and that he attempted to have his views on architecture reflected in them. [Fig. 5]

Altgeld expressed those views in his second biennial message to the Illinois legislature. He believed that too little consideration had been given to matters of architectural design in the construction of Illinois’ public buildings. Aesthetics should be a primary consideration, for the exterior of public institutions should be “commanding” or “impressive.” Legislative appropriations should be made for ornamenting their exteriors as well as for making them spacious and fireproof.

After an examination of the subject I became satisfied that the most inexpensive, as well as the most impressive architectural style of buildings that are to stand alone in a grove, or in a field, is what has been called the Tudor-Gothic style, as the effect is produced by simply carrying the mason work, that is the wall, above the cornice line, and there breaking the lines in such a way as to produce small towers, battlements, etc. This style has consequently been adopted in most of the buildings that have been erected in the last two years, and is found to be very effective. Had we possessed large appropriations so that Grecian columns, Roman arches, and other forms of ornamentation could have been indulged in, it is probable that some other style of architecture would have been selected; but for the money which the State has expended it would have been impossible to get the same desirable effects in any other style.²³

Aesthetics, education, politics, and money all informed the context in which Old Main and other public buildings of its era were designed and constructed. Altgeld believed that the style of architecture he identified as “Tudor-Gothic” provided the most cost efficient means then available to provide the state with appropriately imposing and edifying buildings. What is perhaps the clearest expression of his views on the subject were made in a speech given at the laying of the cornerstone of the Rock Island Hospital For The Insane in the fall of 1896.



Fig. 5. Governor John Peter Altgeld (1847-1902). Governor Altgeld signed the act of the Illinois General Assembly which appropriated \$50,000 for the establishment of Eastern Illinois State Normal School. Altgeld promoted the Gothic revival styles found on several Illinois campuses, including Old Main. How directly he was involved in the design of Old Main, however, remains uncertain. (Illinois State Historical library)

You have observed that the style of architecture adopted is what has been called Tudor-Gothic and has something in common with some of the famous castles found in Europe. I am told that as a traveller ascends the Rhine and views some noted castle situated on a hill-top he is regaled with an account of the marauding baron who lived there centuries ago and with a small band of retainers emerged from time to time to rob and plunder his weaker neighbors. In the centuries which are to come, as the intelligent traveller shall ascend the great Father of Waters [the Mississippi] and see this magnificent structure commanding a view of the surrounding country, he will exclaim: "There stands a monument to the intelligence, the civilization and the humanity of the people of northwestern Illinois."²⁴

The same can be said of the architecture of Old Main, for clearly its picturesque towers and battlements were intended to evoke the same historical associations and to serve the same edifying purpose. As one of Altgeld's biographers has

noted, "A few survivals of what came to be known in Illinois as the 'Altgeld style of architecture' are still to be found in that State."²⁵ Altgeld Hall at Northern Illinois University, Cook Hall at Illinois State University, Altgeld Hall at Southern Illinois University-Carbondale, and Old Main at Eastern Illinois University are all, in a popular sense, Altgeld's castles. One still occasionally hears them referred to as such when visiting those campuses. But the popularity of the Gothic-revival style on American campuses at the close of the nineteenth century urges caution, lest we attribute too much credit to Altgeld. He was embracing an architectural style that appealed to many of his contemporaries as well. The Gothic-revival style of Old Main was part of a larger architectural movement that embraced many public buildings.

Whatever Altgeld's role in the actual design of Old Main was or was not, there is no question that he approved of the structure that gradually arose from Bishop's Woods. On May 27, 1896, he participated in laying the granite cornerstone at the northeast corner of the building before an approving crowd that reportedly numbered 15,000. The proceedings were conducted under the auspices of the Grand Lodge of Masons of Illinois, with all their rights and ceremonies. Combined bands from Sullivan, Mattoon, Shelbyville, and Charleston began and closed the ceremonies, which were punctuated throughout with songs by a Shelbyville glee club. Addresses of welcome were extended by H. A. Neal, Mayor of Charleston, and F. M. Youngblood, President of the Board of Trustees of Eastern Illinois State Normal School, while formal addresses were delivered by State Senator I. B. Craig of Mattoon and Samuel M. Inglis, State Super-intendent of Public Instruction and a trustee of the Normal School. Governor Altgeld gave the oration of the day, speaking of the educational advantages which the Normal School was certain to bring to Illinois and the city of Charleston.²⁶ [Fig. 6]

The founding of an institution marks an upward step of the people. It marks a forward stride by the state and it marks an era on the tablets of time. Our people have now set themselves to founding on the highest plane and building for all time, those educational institutions which shall mould [sic] the intellect and shape the character of the youth for all generations

*to come To-day we lay the corner stone of an institution that shall train teachers. . . . My fellow citizens, the character of the institution will depend upon the people who surround it. It will be what you make it. . . . The responsibility is upon you to see that only learning, ability, character, and superior merit shall secure any connection with this university. . . . With the hope and with the belief that this university shall shed luster over our land through the centuries that are to come, we dedicate it to posterity.*²⁷

Among the items enclosed in the cornerstone was an invitation to the cornerstone ceremony, the program of activities for the day (which included an engraving of the original architectural conception of Old Main), a copy of the legislation establishing the school, the signatures of the governor and the first board of trustees, and those of some of the architects and contractors who had raised the magnificent building amidst the trees of Bishop's Woods.²⁸ The Mayor of Charleston, Henry A. Neal, characterized the laying of the cornerstone as "a red letter day in Charleston history." Charleston had donated \$56,216.72 to the Normal School,²⁹ but Neal believed it would prove of greater benefit to the community than even its warmest supporters had realized. Charleston from that day forward was entering into a new and unprecedented era of prosperity. "On this 27th of May, the spirit of improvement has seized upon our people, . . . and everybody has faith in our future. Hoping that thousands of efficient teachers may go forth from the School to better the schools of our state, we deposit this paper with the best wishes of the City of Charleston for the success of this institution."³⁰

Another Charlestonian, John Auld, shared the sense of fulfillment and patriotic fervor that attended the laying of the cornerstone, which he memorialized in the *Charleston Courier* with the following lines.

*The long expected day has come,
The time of waiting gone
And preparations are complete*



Fig. 6. Program for the Corner Stone Ceremonies, May 27, 1896. The crowd attending the corner stone ceremonies reportedly numbered 15,000. The proceedings were conducted under the auspices of the Grand Lodge of Masons of Illinois, with all their rights and ceremonies. Governor Altgeld gave the oration of the day, speaking on the educational advantages which the Normal School was certain to bring to Illinois and the city of Charleston.



Fig. 7. Old Main Under Construction, ca. Fall of 1897. The familiar lines of Old Main begin to emerge in this photograph, which was taken sometime after the cornerstone ceremonies of May 27, 1896. It probably dates from the fall of 1897, when Charleston contractor and stone mason Alexander Briggs was hired to complete the abandoned contract of Angus and Gindele. (Coles County Historical Society)

For the laying of the stone.

*And Charleston has adorned herself
With drappings rich and rare
Of varied hue—red, white, and blue,
The nation's pride and care. . . .
Transformed from all the cares of life
Man's heir and Heaven's rule,
They come to manifest their love
For Charleston's Normal School*

*And witness the proceedings which
Shall mark this day of grace
And hand it down for time to come
To their successor race. . . .*

*They gather round the sacred spot,
Upon the Normal base,
And hear the worlds of intellect,
Which time can not erase.*

*And see the stone set on its base
By true Masonic skill,
Conform to plummet, square and rule,
Their minds with wonder fill.*

*And then in glare of flying fire,
Against the azure blue,
The record read that Charleston has
Fulfilled her promise true.³¹*

Further work on the Normal School Building came to a grinding halt in the fall of 1897, when the firm of Angus and Gindele became "financially embarrassed" due to the failure of the Illinois National Bank of Chicago. The firm forfeited the contract after having received \$69,826.74 for their services.³² Under Angus and Gindele, the walls had

been raised and were nearly ready for the installation of the roof. An appropriation of \$75,000 was made by the legislature in May of 1897 and a contract for \$14,000 drawn with Alexander Briggs (1855-1924),³³ a Charleston stonemason and contractor, to complete the abandoned contract of Angus and Gindele. Another contract of \$59,959 to complete the building was made with the Charleston firm of Briggs and Fuller on September 7, 1897. [Fig. 7] The trustees hired Charles Ward Rapp of Chicago as the supervising architect and John Voss of Peoria as superintendent of construction under Briggs and Fuller.³⁴ It was during this final stage of construction that Charleston made good its earlier pledge to connect the town to the grounds of the school, authorizing the paving of a street from the railroad tracks to Lincoln Street. Sixth Street (formerly Jackson Street) ended directly in front of the Normal School Building and in time became a new corridor of growth for Charleston. Gradually, part of the community would reorient itself toward the Normal School. The "Bishop's Heights" addition, for example, was being promoted even before the Normal School Building had been completed. [Fig. 8]

By December of 1898, the Normal School Building was essentially complete and ready for furnishing. The frescoing and installation of electrical fixtures and telephones was all that remained to be done. "We believe we have a first class building in every respect; that no brick, stone, or piece of building material of any kind unfit to be in the building can be found therein, and that all the work was done in a first class manner."³⁵ As of yet, however, the Normal School had neither a president nor a faculty. The Board of Trustees chose Samuel M. Inglis (1841-1898) of Greenville, Illinois, as Eastern's first president on April 12, 1898. Inglis, the State Superintendent of Public Instruction and a trustee of Eastern Illinois State Normal School, had been a major supporter of normal schools in Illinois and among those who voted to locate Eastern Illinois State Normal School in Charleston. Inglis accepted the position but died on June 1st before assuming office. [Fig. 9] It was Inglis' successor who would shape the first faculty at Eastern and much of its destiny in the process. On December 8, 1898, the trustees selected Livingston Chester Lord (1851-1933) as the new

Fig. 8. "The Normal School Town," *Charleston Daily Courier* (May 26, 1896). Charleston real estate agent George H. Jeffries promoted "Bishop's Heights[,] the Normal School Addition to Charleston" adjacent to the Normal School Grounds. Jeffries had been a member of Charleston's Normal School Committee in 1895.

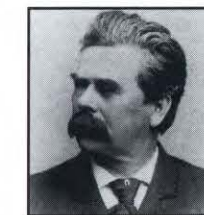
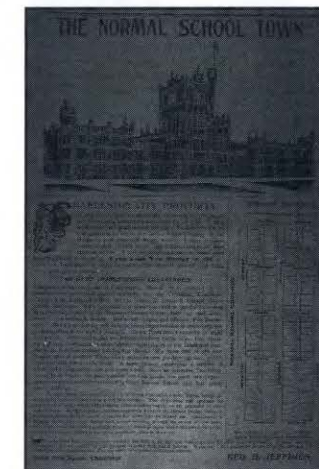


Fig. 9. Samuel P. Inglis (1841-1898). Samuel P. Inglis of Greenville, Illinois, State Superintendent of Public Instruction, was hired as the president of Eastern Illinois State Normal School in April of 1898, but died before assuming office.



Fig. 10. Livingston Chester Lord (1851-1933) at his desk in Old Main, ca. 1899. Lord was previously the president of Moorehead Normal School in Minnesota. The photograph of Lord at his desk is believed to have been taken shortly after the commencement of classes in September of 1899.

president of Eastern Illinois State Normal School. Lord had been president of Moorehead Normal School in Minnesota for the previous ten years. [Fig. 10]

The event that heralded Eastern's eminent arrival was the formal dedication of the Normal School Building on August 29, 1899. The *Charleston Daily Plaindealer* declared that "This is the day of days with Charleston. It consummates a great triumph. It opens a new era in her history. It marks an epoch in this section of the great commonwealth of Illinois."³⁶ Imposing and impressive ceremonies attended the dedication, including "A Great Throng" variously estimated at 25,000 to 30,000 celebrants.³⁷ The building we have affectionately come to know as "Old Main" (officially the Livingston C. Lord Administration Building) differed significantly from the architectural design depicted on the program of the 1896 cornerstone ceremony and in the *Charleston City Directory* for 1898-1899. That was a far more elaborate structure than the one actually built, although the two designs have an elemental affinity between them. Even so, the castle at Bishop's Woods was an edifying structure.

Excursionists from Mattoon, Paris, and Peoria came to Charleston in order to admire the finished structure and to participate in the festivities attending its dedication. Crowds made their way along Sixth and Seventh Streets to the dedication ceremony and participated in the dedication parade at Sixth and Harrison Streets. [Fig. 11] The presence of the Mattoon contingent was particularly appreciated by the *Charleston Daily Courier*. "Mattoon did nobly yesterday and our citizens were delighted in consequence. It is estimated that our neighbor sent fully 8,000 of her residents to participate in and attend the day's exercises. . . . Charleston has absolutely no cause to complain of Mattoon's interest in the Normal and the occasion of its dedication."³⁸ Indeed, it did not. Mattoon's "noble project" had become Charleston's noble prize. The decision of the trustees to award the Normal School to Charleston instead of Mattoon was eventually forgiven, but never forgotten. Although the healing process was already under way by the time of the building's dedication, the charges of foul play and a corrupt

bargain continue in the oral traditions of the two communities to the present day.

Governor John Riley Tanner participated in the parade and the dedication ceremony, along with the Normal School's new president, Livingston Chester Lord. The dedication ceremonies fulfilled long-standing aspirations and promised future benefits for the teachers and students of eastern Illinois.³⁹ Those in attendance listened attentively as Lord simply but effectively stated what the new school aspired to be and do. "I want this school to cause its pupils to teach, in turn, their pupils to think, to move, to be obedient, and to be patriotic."⁴⁰ As a society we are far more ambivalent today about the role of patriotism in the public schools, or what might be perceived as indoctrination of any kind, than we were at the close of the nineteenth century. At normal schools the teaching of patriotism—America's civil or secular religion—was a prime directive. It was inextricably interwoven into teaching the fundamental laws of the state and the nation and the rights and duties of teachers and students as American citizens. Patriotic fervor was particularly acute in 1899, however, as the United States was then embroiled in the Spanish-American War.

The most important address given during the dedication of Eastern Illinois State Normal School was that delivered by Dr. Richard Edwards (1822-1908) of Bloomington. Edwards had been president of the Illinois State Normal University at Normal from 1862 to 1875 and State Superintendent of Public Instruction from 1887 to 1891. He spoke with great passion and eloquence on the origin, progress, and mission of the American Normal School. Edwards drew attention to important considerations in the history of normal schools in the United States, their value to society, and how they should be managed. Teacher training, like other forms of higher learning, aimed at imparting knowledge, but especially concerned itself with shaping the character of those who by precept and example would shape the character of others. The fundamental maxim of normal schools, said Edwards, should always be that "Character is the most powerful molder of character."

Moreover, the normal school idea was decidedly a populist conception. Normal schools were to prepare teachers to educate the masses, not just a particular class of people. Normals were called into existence to ensure that public education rested firmly upon democratic values.

*There was danger that by the prevailing systems of education the people would be divided into classes whose interests would clash. There was danger that an aristocracy would be developed. There was danger that the masses of the people would be relegated into a position of inferiority. There was danger that the power conferred by culture would be used to exalt the few at the expense of the many. It is not too much to say that the normal school idea, and the normal school as an institution, have been potent factors in removing this danger. Indeed, among the influences that have tended to make education universal in the United States, it clearly seems that the normal school stands foremost.*⁴¹



Fig. 11. Dedication Day Parade, August 29, 1899. Crowds made their way from the Charleston courthouse to the dedication ceremony at the Normal School Building along Sixth and Seventh Streets, and participated in the dedication parade.

The ends of normal schools were further reflected in the characteristic manner in which they were organized and managed. Of this idea, Edwards strongly approved. Everything should be arranged around the systematic study of the methods of teaching, their underlying principles, and their application in Model or Practice Schools. This was the field of activity where the great and important work of normal schools was done. The practical or applied nature of the normal school curriculum was its most distinguishing feature, where educational theory was always submitted to the test of professional practice. The instructional principles and methods which normal schools imparted to their students were directed at actual conditions existing in public schools. Normal schools were to be engaged in their communities and not just with their students and faculty. They existed in order to illustrate the best methods of instruction in the ordinary branches of learning, but in a manner that linked theory and practice into every step of the learning process.

*It is a universally accepted principle that general principles can only be thoroughly taught by being practically applied. Our views of general truths are filmy. The effort practically to apply them helps our conception of them wonderfully. This is really the basis for the establishment of practice schools. The normal student in his normal class may be led to see the value of a process in instruction, and the soundness of the principle on which it is based. And yet his knowledge of the subject may be vague. Only practice can make that knowledge thoroughly reliable.*⁴²

Edwards concluded his dedication address with an elaboration of the mission of Eastern Illinois State Normal School and its responsibility to the people of its region. A more complete statement of the original purpose of Eastern is not wanted. The ideas and values embodied in his words would be recapitulated in the annual catalogues of Eastern Illinois State Normal School for years to come. The force of Edwards' convictions and the power of his sentiments can still be felt a full century later.

And let it be remembered that the normal school is, in a peculiar sense, for the use of the whole people . . . It is not to be the instructor of a class, nor of children of a class. It is the culminating achievement of universal education . . . And the idea of universal education has at its basis the great principle of human equality. Let the teacher go forth from the normal school fully inspired with this grand idea. Let him say to himself in serious earnestness that his business is the elevation, intellectually and morally, of the entire community . . . No higher service can be rendered to humanity than that which is rendered by the true teacher. And this must be rendered to all without favoritism or undue discrimination . . . The teachers that go forth from these halls will have such duties to perform as will make the right kind of characters an essential element in their work. The normal school is not here merely to furnish information, which may be used for good or for evil. It is here to furnish, as far as possible, true ideas of living. It is here for the purpose of molding souls whose characteristics shall be fit to be reproduced in those that come under their charge. I do not mean to say that a large amount of time shall be devoted to the enforcement among pupils of right conduct. Not that. But there must be in the institution an ethical energy that shall make itself felt for the good. I think

*the institution ought to hold itself responsible for this. If there is any place on earth where the highest ideals of character should be insisted upon, it is in the normal school. The very essence of a normal school is that it is a fountain from which streams of influence shall go forth . . . Go forth, inspired by the thought that it is possible for you here to do the grandest work for humanity which is ever permitted to human energy.*⁴³

Classes began at Eastern Illinois State Normal School on September 12, 1899 with a faculty of 18 and a student body of approximately 125.44 The first graduating class of 1900 consisted of four students, one woman and three men. [Fig. 12] Lord remained at the helm of Eastern until 1933, leaving an indelible imprint upon the schools' early culture. Eastern remained a normal school for twenty-two years, conscientiously and scrupulously preparing elementary and secondary teachers for Illinois schools. The school did not then offer bachelor's degrees, but qualified individuals to teach after completing a varied course of study and served as a laboratory for future teachers. Charleston children, for example, could attend Eastern's Model or Practice Schools run by experienced "critic teachers" and "practice teachers" (students). The Model School was originally located in Old Main, but moved to the Training School Building, which was constructed in 1913 and renamed Blair Hall in 1958. [Figs. 13 & 14] The Model Schools were the forerunner of the later "lab" school attended by the children of Charleston residents and university faculty.

Eastern's last year as a normal school was 1921, when the school boasted 1,667 students and a faculty of ⁴⁴. [Fig. 15] But changes were already afoot as Eastern Illinois State Normal School became Eastern Illinois State Teachers College that same year, offering a four-year bachelor's degree for the first time in its history. It remained a state teacher's college until 1947 when it became Eastern Illinois State College, which now also offered non-teaching bachelor degrees.⁴⁵ Another change in name and mission occurred in 1957, when Eastern Illinois State College became Eastern Illinois University. By the 1973-'74 school year, the faculty had grown to nearly 600, the student body to 8,000, and the campus had expanded dramatically. [Fig. 16]



Fig. 12. First Graduating Class of Eastern Illinois State Normal School, Class of 1900. From left to right: Marion Nelson Beeman (Robinson), Lloyd Goble (Westfield), Guy Jink Koons (Oakland), and Bertha Volentine (New Douglas).



Fig. 13. Role Playing in the Second Grade of the Model School, Second Floor of Old Main, 1912. The Model School moved to the new Training School Building in 1913, which became Blair Hall.



Fig. 14. Manual Training Class, Model School, Third Floor of Old Main, 1912. The stairs in the background lead to the tower.



Fig. 15. Graduating Class of Eastern Illinois State Normal School, ca. 1916. Standing in the background are Eastern's first Greenhouse (1903) center, the back of Old Main (1899) center, Pemberton Hall (1909) left, and the Training School Building (1913) right—renamed Blair Hall in 1958. The smoke stack rises from Eastern's original powerhouse (1899) which was located directly behind Old Main. (Alumni Association, Eastern Illinois University)

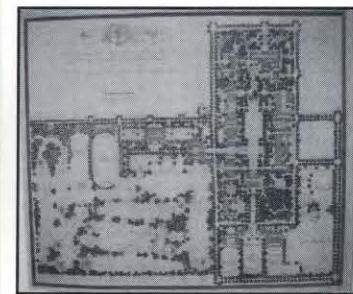


Fig. 16. Chance S. Hill, "A General Plan Showing Design for Campus of Eastern Illinois State Teachers College, Charleston, Illinois, December 16, 1944." C. Herrick Hammond, Supervising Architect, State of Illinois. Charles S. Hill, a landscape architect in Oak Park, Illinois, prepared this plan as a guide for a twenty-five year building program.

Growth remained a hallmark of the Eastern experience over the next quarter century. The student body increased to more than 10,000 students and the curriculum broadened in response to societal change. As Eastern's president Gilbert Courtland Fite observed of those changes in 1974, "As an institution we draw strength from our history and traditions, but must not be bound by them. The needs of students change as society changes."⁴⁶

Teacher training remains an essential part of Eastern's mission, but today its success is also measured by the expanded number of degree offerings both within and without the field of education. Eastern has emerged as a comprehensive university. But we may still take pardonable pride in the sense of purpose and public service that originally called the university into existence. As the trustees of Eastern Illinois State Normal School noted in 1898, ". . . no expenditure brings so large a return as money expended for education. Our public schools and our normal schools are of immediate and direct benefit to the State and should receive a liberal support. While primarily the duty of educating the child devolves upon the parent, secondarily it is upon the State, as the ignorance of one endangers all."⁴⁷ That was the educational vision of those who founded Eastern Illinois State Normal School, and teaching teachers was its prime directive:

*The function of the State in education extends of necessity to the training of teachers. A rational system of public education implies provision for securing efficiency in the teaching office. Public Normal Schools are the natural outgrowth of a policy of public education. The State is the only agency competent to meet the demands for qualified teachers imposed by its own attitude toward the instruction of its people. The object of a State Normal School is not to expand the earning power of one class of persons at the public charge. It is to give a culture and learning dedicated in a special way to the general welfare. It exists not primarily for the benefit of its students, but for the benefit of the whole people. Such a conception is fundamental and determines questions of organization, courses of study, and methods of instruction in State Normal Schools.*⁴⁸

The faculty at Eastern during its early years shared a sense of accomplishment and fulfillment that came with nurturing the institution entrusted to its care. Some of them bequeathed their sentiments on the subject to posterity, capturing the spirit of Eastern's early years and their own place within it.

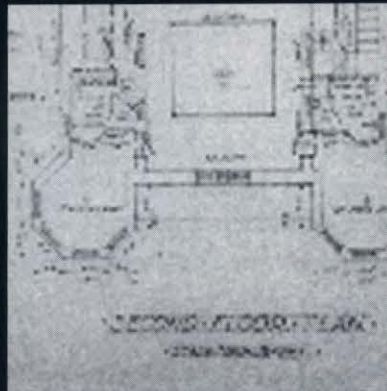
*For us arose thy walls and towers
 Their beauty[,] strength and grace are ours
 The hills and prairies at thy feet for us in lovely
 landscape meet . . .
 Across the years thy spirit burns
 Across the land in love it yearns,
 Enkindled with the light of truth
 Made perfect in eternal youth.
 So must our hearts remember thee
 So may our lives our tribute be . . .*

— School Song, Eastern Illinois State Teachers College (1924)⁴⁹

Those walls and towers still stand. As a community of scholars we continue to lay claim to their beauty, strength, and grace a full century later. We too have become a part of that landscape and Eastern has become a part of us. The founding of the university has receded in our collective memories, but we now appropriately remember those distant days during the 100th anniversary of Old Main and the commencement of classes at Eastern in September of 1899. We remind ourselves that the effort to have a state normal school in eastern Illinois was indeed a "noble project," and the construction of Old Main its first promise of future success. That familiar landmark is about to begin its second century along with the university that grew up around it. Let us hope that Old Main's storied past continues to have a future. That, too, is a noble project.

Terry A. Barnhart
 Charleston, Illinois
 September 2, 1999

A BUILDING
FOR THE AGES:
THE HISTORY AND
ARCHITECTURE
OF OLD MAIN



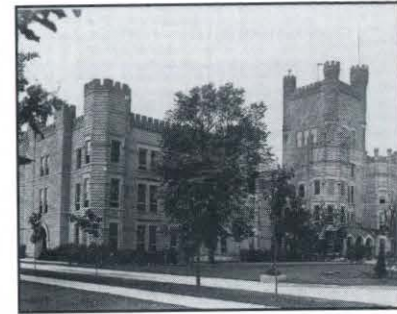
Nora Pat Small

Castles have been a regular feature of midwestern college campuses since at least 1857 when Knox College in Galesburg, Illinois, erected its main building with towers and battlements. Other medieval forms — more church-like than castle-like — appeared as early as 1827 at Kenyon College in Gambier, Ohio, and in 1839 at Jubilee College on the Illinois frontier near Peoria.¹ The castle that arose on Eastern Illinois State Normal School's campus one century ago clothed then-modern values in what to us appears to be traditional garb, but was to contemporaries quite current. To its builders and occupants the school's medieval form represented democratic ideals and sound morals, a fitting edifice for the education of future teachers. Broad cultural currents came together in the collegiate castles of the nineteenth century, including the association of the Gothic with Christian morality, the aesthetic appeal of the picturesque, and the political triumph of democracy. We can see all of these elements at work in Eastern's Old Main.

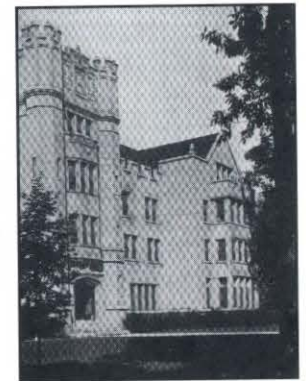
Battlements, towers, turrets, pointed arches, and label molds all are characteristic of the various Gothic revival styles. [Fig. 1] Unlike the original Gothic, where arches actually supported walls and battlements provided protection from marauders, these elements in their revived form were purely decorative. But the Gothic style remained a venerable tradition at institutions of higher learning. Having arisen out of certain social and economic conditions of the middle ages, it was only natural that the original university buildings assume the building characteristics of their time. Although many American colleges in the seventeenth and eighteenth centuries turned their backs on this tradition, preferring to build in the more modern classical style, by the 1830s the Gothic again assumed a pre-eminent place on United States college campuses. Popularized by Alexander Jackson Davis, the "Collegiate Gothic" also represented a break from the rigid classical education that held sway at the oldest institutions.

The non-functional quality of many Gothic elements used on American buildings did not imply a lack of meaning or significance. Fifty years before Old Main was conceived, architects and many home-owners had

Fig. 1. Eastern's campus contains several variations on the Gothic.



1a. The Castellated Gothic: Old Main, completed 1899.



1b. Jacobean Gothic-- Pemberton Hall, completed 1908, first occupied January, 1909.



1c. Jacobean Gothic-- Blair Hall, completed 1913.

decided that the Gothic, arising out of an indisputably Christian era, represented perfectly the Christian morality of that reform-minded age. As such, it was the style of choice for many churches and homes. In 1854 architect Edward Shaw published *The Modern Architect; or Every Carpenter His Own Master* in which he recommended Gothic churches both as indicators of “highly cultivated taste” and as structures guaranteed to arouse spirituality:

No one, who has within him a spirit that prompts him to worship God, can be insensible to an emotion nearly allied to that of religious reverence, when he approaches and enters a Gothic structure. . . . The lofty spire, pinnacles and finials, seem as so many fingers pointing upward to heaven, and directing his way thither. In the massive tower and battlements, the mind perceives an emblem of the stability of truth, and of the gracious promises of God, and is led to repose confidently in Him. On entering, the mind swells with the feeling of sublimity, and seems, almost involuntarily, to

*rise in adoration of the Being who is himself so great, and has given to man the power to raise a temple so fit for His worship.*²

As symbols of truth and “religious reverence” the Gothic tower, battlements and other decorative details would serve the purposes of higher education for decades to come. The new normal school at Charleston, however, did not rely entirely on inspirational architecture to ensure the safety of its students’ souls. Having provided an appropriate setting, the school also required that students regularly attend their chosen churches, as well as daily chapel or assembly in the school’s assembly hall. In 1933, a former student, then college professor, recalled the chapel exercises of the first decade of the century:

*Highest of all . . . do I prize the opportunity that was given to attend chapel exercises every morning for three years, for I believe that what I think and enjoy today was largely determined by those exercises. . . . Many of the things that I have seen and heard since that time have been subjected to measurement by the standards I formed during those chapel exercises.*³

At chapel he and his classmates heard readings from literature and from the Bible. They listened to visiting speakers as well as to school president Livingston C. Lord who, according to a collection of Lord’s sayings published after his death, admonished them to “Tell the truth and don’t be afraid,” and who expected “Attention, behavior, religion, morality, righteousness,” of himself as well as his students.⁴ In the case of Old Main, form truly did follow function, both by inspiring religious feeling and by providing space for moral instruction.

In addition to its Christian associations, the picturesque, or scenic, qualities of the Gothic style appealed to many who associated it with natural beauty. Uvedale Price, an English architectural theorist of the late eighteenth century, made that connection in *On the Picturesque* in 1795: “In Gothic buildings the outline of the summit presents such a variety of forms, of turrets and pinnacles, some open, some fretted and variously enriched, that even when there is an exact correspondance of

parts, it is often disguised by an appearance of splendid confusion and irregularity.”⁵ Such “splendid confusion and irregularity” corresponded with and embellished the natural, albeit artfully improved, landscape in which a Gothic building was set. Americans became enamored of the Romantic effects of picturesque architectural and landscape treatments in the nineteenth century. Architectural pattern book authors such as Minard Lafever popularized the forms in their publications. In 1856, for example, Lafever published his designs for the Munro Academy in Elbridge, New York. This Gothic-style school building he described as standing “in an open landscape. . . surrounded by trees, which with the irregularity of the plan and outline of the structure itself, contribute to its picturesque effect.”⁶ [Fig. 2] Two decades later English architect Charles Eastlake again reinforced the suitability of combining Gothic forms in a rural setting to create a picturesque effect: “The classic Picturesque building type was of course the Gothick [sic.] castle, or rather the country house ‘in the castle style.’” He concluded that the Picturesque had affected architecture by encouraging “pictorial qualities at the expense of architectural qualities: movement, irregularity, contrast, mystery, romance and texture. . . .”⁷ Those pictorial qualities recommended the style to natural settings.

The acknowledged pictur-escape qualities of the Gothic, that is its suitability for use in scenic environs, corresponded well with the growing popularity in the United States of locating colleges in the countryside. Over the course of the nineteenth century, as architectural historian Paul Turner has pointed out, the motivation for building colleges in non-urban areas changed from a desire to avoid the vices of the city to an actual preference for the aesthetics and supposed higher morality of rural life.⁸ In 1878, Charles Thwing opined that if the large urban colleges (Harvard, Yale, Columbia) were located in smaller rural towns, “the moral character of their students would be elevated in as great a degree as the natural scenery of their localities would be increased in beauty.”⁹ The picturesque qualities and moral character of the Gothic and the rural meshed perfectly on many American campuses. Governor Altgeld recognized these qualities of rural life in his speech at the laying of the corner stone for the new Normal School in May, 1896.

Fig. 2. Munro Academy, Elbridge, New York; from Minard Lafever, *The Architectural Instructor*, 1856. Lafever created a picturesque effect through the use of an irregular roofline and plan.

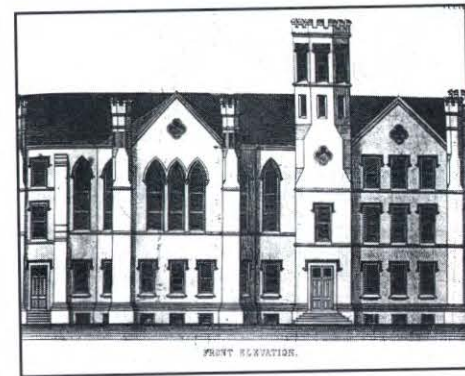




Fig. 3. Old Main, north entrance. The Gothic frequently employed motifs inspired by nature, such as these foliated capitals. (Richard V. Riccio, photographer)



Eastern Illinois, he said, *had escaped the intensified form of vice, misery and disintegration of society that are peculiar to centers of population. Dollars may grow in cities but men grow nearer to nature. . . . The nearer we get to nature the higher we rise in the conception of the world. Here is the place to found schools and academies. Fields and forests, bright suns, blue skies, and the eternal stars all suggest purity and tend to elevate the soul of man, while the whisperings of nature cause the human heart to reach out after the architect of the universe.*¹⁰

By the last quarter of the nineteenth century, the Gothic mode had become an alternative to the mechanical and the industrial. It called to mind a time of hand-crafted goods and communal society, in contrast to the mass-produced goods and growing impersonalization of transactions in late-nineteenth-century America. As such, it played a role in the American Arts and Crafts movement. Indeed, the Gothic Revival of the late nineteenth- and early twentieth-century corresponds with the zenith of that craft-oriented movement. The two movements shared many aesthetic and moral assumptions -- deceit was bad, therefore structure should be visible; nature was an excellent source of design motifs and, therefore, the artificiality of the classical was reprehensible; vernacular art and architecture were more natural, therefore Europe's medieval Gothic, Native American material culture, and the United States' colonial inheritance were worthy of emulation. [Fig. 3]

Architect Ralph Adams Cram was one who argued forcefully for a revival of the Gothic spirit. In 1916, in the midst of the most devastating war the world had ever known, Cram delivered a series of lectures on the Gothic in which he gave voice to the democratic, as well as the Christian, qualities of Gothic architecture. In the Middle Ages, he declared, before the division of society into capitalists and proletariat, communal society, and hence communal art, had flourished. This art grew from the "spontaneous demand of a whole people." Its democratic nature was evident in the lack of hierarchy in the building trades and in the co-operation among artists and craftsmen, none of whom dominated the others. "Medieval architecture was the

work of free, proud, independent artists and craftsmen, working together, each in his own sphere, and all to the common end of producing something better and more beautiful than had ever been seen before."¹¹ Because of its origins in what Cram regarded as a demonstrably more Christian and democratic society, Gothic architecture served as a proper symbol of the Church's and university's fight against "their eternal enemy, the new paganism." That translated in 1916 as the "Capitalistic and Industrial State."¹² By modern scholarly account, Mr. Cram was considerably off the mark, yet his perception of the nature of medieval society was deeply engrained in American popular culture. The supposedly democratic nature of the Gothic was in marked contrast to what many viewed as imperialistic architectural classicism that predominated at the time of Old Main's construction.

That imperialism was nowhere more evident than at the 1893 World's Columbian Exposition in Chicago. Presided over by east coast architects, the Fair created a visionary White City dominated by monumental classical structures arrayed along carefully planned boulevards. The Columbian Exposition prompted the City Beautiful movement, in which city planners proposed transforming cities into monuments to urban culture and civic pride by thinking big. Cultural institutions would dominate the cityscape with imposing classical structures which would line and terminate broad boulevards. In spite of the financial panic that engulfed the nation just as the Fair opened, the World's Columbian Exposition was a smash hit. While the displays and the technology dumb-founded those who attended, the Exposition also appealed to Americans at another level. As architectural historian William Jordy has observed,

*[T]he imperial flavor of the White City accorded with the imperial flavor of American culture at the end of the century. It was not merely, or even principally, the imperialism of foreign affairs which the symbolism of the Exposition made concrete, but the hegemony of the metropolis over the farm.*¹³

But the ideas of imperialism and urban dominance did not appeal to all. Architectural critic Lewis Mumford, having observed the results of this type of urban planning and architecture, was particularly harsh in his judgement of 1924:

*Our imperial architecture is an architecture of compensation: it provides grandiloquent stones for people who have been deprived of bread and sunlight and all that keeps man from becoming vile. Behind the monumental facades of our metropolises trudges a landless proletariat, doomed to the servile routine of the factory system; and beyond the great cities lies a countryside whose goods are drained away, whose children are uprooted from the soil on the prospect of easy gain and endless amusements, and whose remaining cultivators are steadily drifting into the ranks of an abject tenantry.*¹⁴

The Eastern Illinois Normal School had to tread a fine line between grandiloquent monumentality that could lead

only to depravity, and mean simplicity that would suggest lack of pride and sensibility. It had to celebrate the rural, for its purpose was to educate teachers for rural schools, without denying the importance of cultured taste. If classicism had come to represent the triumph of imperialism and urbanism, then the Gothic, in addition to symbolizing Christianity and rural simplicity, also represented democracy, on which principles the normal school movement relied heavily.

Beginning in the 1840s, education reformers demanded more democratic institutions that served the needs of the general population and not just an economic or political elite.¹⁵ This movement spawned both the demand for public normal schools and more wide-ranging curricula at older, established colleges. More democratic schooling consisted of less time spent on the classics and ancient languages and more time spent on sciences, mathematics, history, and the fine arts. Illinois responded to the push

for normal schools for the first time in 1857. By the time Eastern Illinois Normal School was dedicated, the state had committed to supporting five such institutions. At the dedication of the new Eastern Illinois Normal School on August 31, 1899, Dr. Richard Edwards celebrated the institution's democratic origins, as Governor Altgeld had proclaimed the glories of rural life at the cornerstone laying three years earlier, "The Normal school is the highest exhibition of the idea of universal education. And the idea of universal education has at its basis the great principle of human equality."¹⁶

Ensuring the quality of education for all Illinois residents went hand in hand with producing teachers who were themselves model citizens and who could in turn instill American values in their rural charges. Governor Tanner stated that mission clearly in his dedication day speech in Charleston: "treason and infidelity were never taught in our public schools, but principles that led to love of country, love of flag, love of God." Echoing the thoughts of Dr. Edwards, the governor proclaimed, "There is reason why our people cherish so fervent an interest in their public schools. It is a reason based upon the conviction that somehow universal education is essential to the perpetuity of the republic."¹⁷

Educators and politicians alike believed that the normal schools should promote democracy and patriotism. Governor Tanner, in addition to advocating agricultural science studies, emphasized the need for the curriculum to address civic affairs,

*I desire also to call attention to the provision in the act establishing this school which requires that instruction shall be given "in the fundamental laws of the United States and of the State of Illinois, in regard to the rights and duties of voters." The boys should be taught that they have no more right to let politics alone, the science of government, than they have to let their daily labors alone.*¹⁸

In 1901 the president of Eastern, Livingston C. Lord, received a letter from the Illinois state superintendent of public instruction asking which

question he thought the next meeting of the Schoolmasters' Club should address — "Shall we advise individual or class teaching?" or "Are the common schools conservators of democracy?"¹⁹ If the answer to the second question was "yes," then the state normal schools had to be sure they turned out teachers well grounded in democratic philosophy, politics, and history.

In the waning years of the nineteenth century, the Gothic had much to recommend itself to the Indianapolis architects, McPherson and Bowman, who undertook the initial design for the new normal school at Charleston. It had venerable origins which recommended it to modern churches and colleges alike; it represented secular and religious values simultaneously; and it was well suited to a rural setting for both aesthetic and social reasons. It could be commanding without being perceived as over-bearing. Whatever had inspired McPherson's and Bowman's design decisions, they did not make those decisions in a vacuum. They, and the public that would view and use the new normal school, understood the aesthetic and associative value of the Gothic.

The building that finally housed the normal school diverged from McPherson and Bowman's original vision, but because no original drawings survive it is impossible to tell exactly what changed and when. [Fig. 4] We do know that the normal school trustees accepted McPherson's and Bowman's plans on October 5, 1895. In response to objections raised by Governor Altgeld, the firm altered their designs, but those, too, proved unsatisfactory. One suspects that the governor disapproved of the Indianapolis firm for some reason, rather than their designs, because the trustees accepted the plans drawn up by architect George H. Miller of Bloomington, Illinois, with only "slight alterations and modifications from those offered by Bowman and McPherson."²⁰ In December, 1895, Angus and Gindele of Chicago signed a contract with the normal school to construct a building according to the revised plans, drawings, and specifications of McPherson and Bowman. Those revisions had been undertaken by architect L. B. Larmour, but the contract specified that the actual construction work be done under the

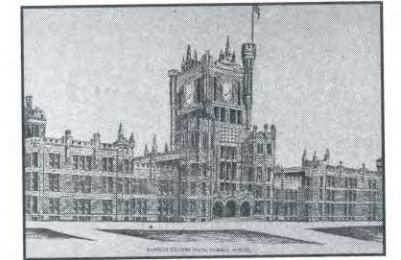
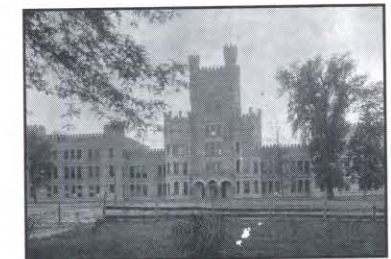


Fig. 4a. The original design for Old Main may have been rejected because its elaborate finish negated the frugal qualities of Gothic architecture that appealed to Governor Altgeld.

4b. The normal school as built, c. summer of 1899.



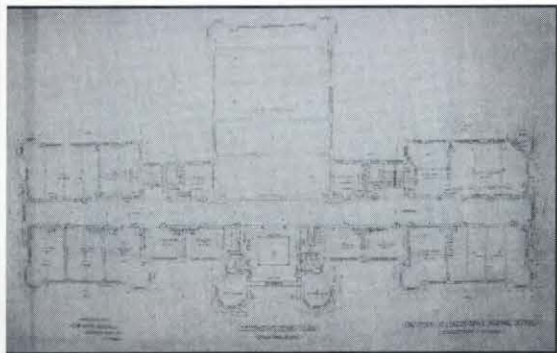


Fig. 5. Plan, second floor, Old Main; Charles Ward Rapp, architect.



Fig. 6. Altgeld Hall, Southern Illinois Normal University, Carbondale, Illinois; Charles W. Rapp, architect. (Altgeld Hall on right; Archives, Southern Illinois University-Carbondale)

supervision of George H. Miller. It is nowhere indicated that Miller had a hand in that particular round of revisions.

By March, 1896, Angus and Gindele realized that they had bid on the wrong designs. Sometime before March 5 they received drawings from Miller and Fisher which they took with them to Charleston. Unfortunately, they then discovered that “the plans would not suit the lay out of the ground and it would be necessary to carry foundations down deeper. . . .”²¹ They wrote to the building committee of the normal school stating that they would adjust the foundations and lower walls and change the water table as well as the battlements on the porch, main tower, and “entire building” if the committee would accept other changes that would save the contractors some money. The design had not, apparently, assumed its final appearance at the time of the laying of the cornerstone on May 27, 1896. All of the illustrations of the building preserved in the cornerstone time capsule show a more elaborate roofline than was ultimately built. Because the surviving specifications refer constantly to the missing drawings, we cannot discern exactly when the normal school’s final appearance was decided, nor by whom. It may have been early in 1897 when the contractors pleaded with the building committee to allow them to make changes, or the final adjustments to the battlements and towers may have come when Angus and Gindele failed financially and local contractor Alexander Briggs assumed responsibility for completing the job in September, 1897. At that time, too, the project acquired a new architect, Charles Ward Rapp of Chicago. [Fig. 5] Rapp, who as a member of the firm Rapp and Rapp would go on to make a name for himself in theater design circles, came from Carbondale, Illinois, where he had already designed Altgeld Hall for Southern Illinois Normal University. [Fig. 6]

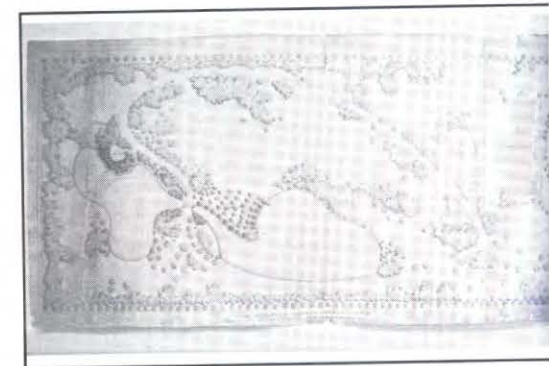
However Old Main acquired its final appearance, when the school opened for business in 1899 its letterhead featured a more elaborate version of the building than was actually constructed. Looking closely at this fancy variation, one finds that Old Main as built differed only superficially from the more ornate design. With fewer turrets and no

spires or clock in the central tower, the Eastern Illinois State Normal School nevertheless retained the footprint and fenestration patterns of the earlier design. In good picturesque Gothic fashion the school featured an irregular outline with its battlemented towers and turrets. It also, however, presented a stolidly symmetrical facade to the world, its centrally located entrance tower framed by matching wings. Here, surely, was a nod to both urbane culture and conservative rural values.

Although simpler, and perhaps even austere in comparison to the proposed structure, Old Main was still an edifying, and far from simple, structure. The *Charleston Daily Courier* published a description of the building on its dedication day that offers us a glimpse of its sumptuous quality. The vestibule of the main entrance was “finished in a beautiful shade of red, set off with black figures, relieved by gilt tracings. The vestibule ceiling is in gold and ivory with gold relief work and decorations.” The ceiling in the first floor corridor was “divided into thirteen panels, decorated in a most artistic manner, a striking feature being five allegorical figures, which alternate with panels of floral decorations. . . .” The walls in the President’s room were lavender with green figures, the ceiling ivory and gold with garlands and gold relief work. The assembly hall they judged “truly a gem of the decorative art” with its paneled ceiling and stenciled walls.²² The new normal school was in every way a public monument. Imposing and tasteful, it provided all the necessary and practical spaces while striving to raise the artistic and cultural sensibilities of students and visitors alike.

The presentation of a refined public face did not end at the walls of the school. The school needed a proper picturesque landscape to set off its scenic qualities and to emphasize its association with nature and all that would imply about rural healthfulness and morality. With the proper landscaping, the entire campus could become a source of inspiration and education. The natural advantages of this site were not lost on the *Charleston Daily Courier* reporter who covered the dedication ceremony: “The building is admirably situated on a plateau,” and “The campus is a beautiful piece of the Creator’s work, extending over forty acres, nicely interspersed with natural shade.” Part of the C.E. Bishop

Fig. 7. Dubuis Landscape Plan, 1899. Mr. DuBuis (also spelled DuBois) devised the initial landscaping plan for the school grounds, which was superseded by the 1901 Walter Burley Griffin plan.



farm, the natural beauty of the wooded parcel evidently impressed the trustees of the new Eastern Illinois Normal School charged with final site selection.

Picturesque beauty, however, usually required human intervention to reach its full potential, and the normal school grounds were no exception. The *Charleston Daily Courier* reported that nature could, and probably should, be improved upon:

*The natural beauty has already been greatly enhanced by driveways of crushed stone, concrete walks, flower beds, in beautiful designs, etc. As time goes on, the grounds will be steadily improved and beautified by the plans drawn up by Mr. DuBois of Peoria, till it will be a most attractive and beautiful place.*²³ [Fig. 7]

The plan drawn up by Mr. DuBois did not long serve as the blueprint for campus landscape development. By October, 1901, President Lord had received specifications for the improvement of the

grounds of the normal school from Walter Burley Griffin. Griffin, who had graduated from the University of Illinois' architecture school in 1900, evidently drew up the plans for Eastern Illinois while employed in the Chicago office of Dwight Perkins. As with Old Main, no drawings are known to survive, but Griffin, like his Prairie School compatriots, designed with the character of the prairie and its native plants in mind.²⁴ The extent to which Griffin's plan survives is currently unknown, but in 1925 Ernest Stover, a member of the Botany Department at the Eastern Illinois State Teachers College, wrote that "The college is indebted to the noted landscape architect, Mr. Walter Burley Griffin, for the original plans for this campus, and to Mr. Walter H. Nehrling for his skill and care in keeping the campus one of the beauty spots of this region."²⁵

The same year that Griffin provided his landscape plans, the normal school catalogue announced that "A school garden is being arranged for and is to be constructed on the plan of the school gardens of France and Germany." The gardens did not serve only as pretty landscaping. They became a part of the students' education, as the school intended to "interest its students in the culture of both flowers and vegetables, and to encourage them to beautify the grounds of the schools in which they are to teach."²⁶

Griffin also designed a greenhouse for the school before 1902, which was rejected as being too costly. A less expensive greenhouse was built and available for use by spring term of 1903. Like the landscaped grounds, the greenhouse fulfilled both educational needs, in the form of material for the botany classes, and aesthetic goals, by providing plants for "beautifying the school rooms and grounds."²⁷ As a letter from an alumnus testifies, these efforts were not in vain. Recalling his training at Eastern Illinois State Normal School, the alumnus, then a college professor, wrote,

I am convinced that the most valuable contributions to my education were made by this small teacher-training school. . . . the physical setting of the school fostered an appreciation of the beautiful. I can yet see the campus

*and the Normal School building as they appeared to me, a raw country school teacher. . . . To some a medieval castle may seem out of place at the edge of an Illinois prairie, but its appeal to the fancy of youth is, I am sure, more uplifting than that of our modern utilitarian structures.*²⁸

When this anonymous author completed his work at Eastern in 1908, the campus plantings had matured for nearly a decade, and ivy mellowed the school's stone walls. The castle on the prairie had accomplished what it was designed to accomplish — to inspire students through both their physical setting and their intellectual pursuits.

When that student took his leave of Eastern Normal School, the campus did not yet have its second major academic building. President Lord, in a letter of May, 1903, asked for Griffin's opinion on where the gymnasium should be located, to which Griffin replied,

*As to the gymnasium site perhaps new conditions have arisen since it was formerly considered otherwise as far as I am able at present to see the old location beyond the west edge of the quadrangle [illegible] is the logical one, in general, to be more exactly fixed through consideration of the trees and the design of the building which latter it seems to me should conform to the old group, in a sense, to become part of the family, at least not a foreigner.*²⁹

Pemberton Hall was completed in 1908 along with its gymnasium, which, indeed, conform to the design of the original building. Pemberton's architect chose a Tudor Gothic mode, complementary to, but not imitative of, Old Main's castellated Gothic style.³⁰ The school continued its collegiate Gothic style with the construction of Blair Hall (1911-1913) and the Practical Arts building in 1929, but succumbed to modern rejection of overtly historical styles in the 1930s with the construction of the Health Education building and the Science building. [Fig. 8] The last Gothic building on campus would be Booth Library, completed in 1949. [Fig. 9]

Fig. 8. Variations on the Gothic dominated campus architecture in the school's first thirty years. In the 1930s, the ahistorical Art Deco style came to campus in the form of the Science building (1937) and the Health Education building (1936).

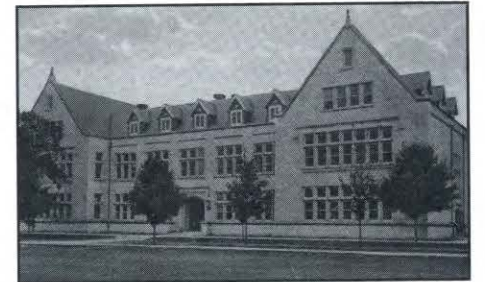


Fig. 8a. Model School Building (Blair Hall).

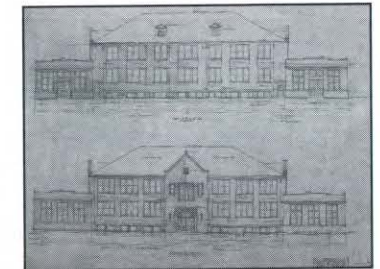


Fig. 8b. Practical Arts Building (Student Services), north elevation; William J. Lindstrom, supervising engineer, 1927.

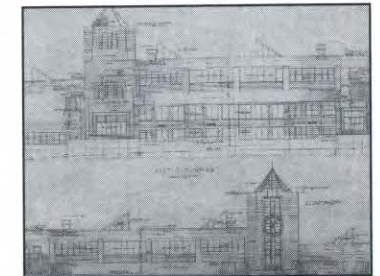


Fig. 8c. Health Education Building, east elevation; C. Herrick Hammond, architect.

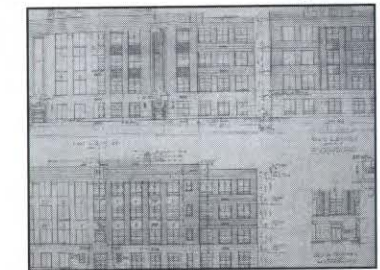


Fig. 8d. Science building; C. Herrick Hammond, architect.

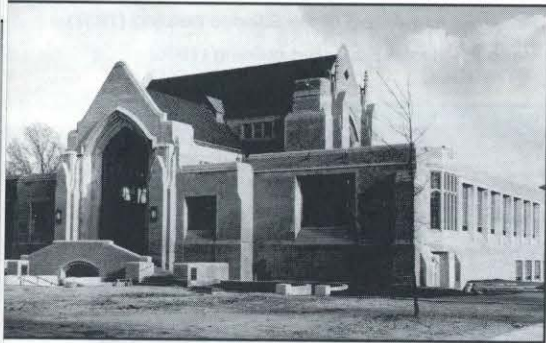


Fig. 9. Booth Library,
c.1949.

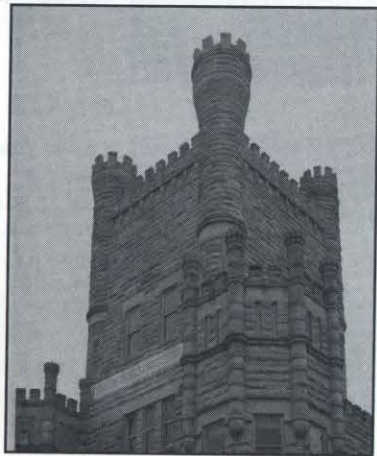


Fig. 10. In spite of changes in Eastern's mission and Old Main's function, Old Main remains the icon of Eastern Illinois University. Old Main's central tower.

In 1899, the castellated Gothic of the normal school created instant venerability and respectability. Over the years, however, people lost sight of the meaning of Gothic castles on college campuses. In 1936 a committee of the Illinois senate concluded,

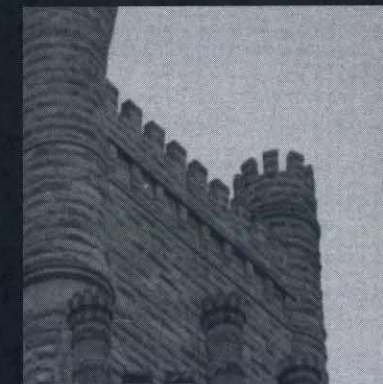
*The castle type of construction – all honor, nevertheless, to the sturdy Altgelt – is not an ideal architecture for education. These castles. . . are not kept in repair, either inside or outside. There is not a school of the five where new buildings are not badly needed.*³¹

Succeeding generations may have forgotten the original intent of the Gothic design, but Old Main, nonetheless, grew into a venerated landmark, the institution into a well-respected one. Old Main speaks volumes about the people who commissioned and designed it. Just as we can read the building to discern something of that era's values and aspirations, so might current and future generations read the building to determine our own priorities and sensibilities. Does the building as it stands today convey a sense of respect for the institution it has come to represent? Does its condition suggest a veneration of the past, of the hundred years of history that have created the current university, or a short memory?

The Livingston C. Lord Administration Building must fulfill a challenging mission. It must serve as both icon and working structure. It must meet current needs without losing its historic character. Eastern Illinois University is a very different institution from the Eastern Illinois State Normal School opened here one hundred years ago, but without the physical reminders, without the historic landscape, it is difficult to remember or care where we came from and why we changed. [Fig. 10]

Nora Pat Small
Charleston, Illinois
September 9th, 1999

NOTES



Notes:

**THAT "NOBLE PROJECT":
THE FOUNDING OF EASTERN ILLINOIS UNIVERSITY
AND THE ORIGINS OF OLD MAIN, 1895-1899**

1. Mary-Jo Johnson and Jenna Mueller, eds., "What Is Your Answer?" Introduction to the 1975 *Warbler* vol. 57, Eastern Illinois University.
2. For a contemporary discussion of the mission of normal schools and their regional variations in the United States, see *National Education Association Report of [the] Committee On Normal Schools, In 1899* (Chicago: Printed at the University of Chicago Press for the National Education Association, 1899).
3. "Dedication of Eastern Illinois State Normal School," *Charleston Daily Courier* (August 29, 1899).
4. "The City in Brief," *Mattoon Weekly Gazette* (February 15, 1895), 8.
5. *Senate Journal*, 39th General Assembly, 149 and *House Journal*, 39th General Assembly, Springfield, 1896, 164.
6. "An Act to establish and maintain the Eastern Illinois State Normal School," May 22, 1895, Illinois General Assembly. University Archives, Booth Library, Eastern Illinois University.
7. These figures are from the 1900 Census. The population of Mattoon in 1890 was 6,833 and Charleston 4,135.
8. "A State Normal School," *Mattoon Weekly Gazette* (February 8, 1895), 8.
9. "The City in Brief," *Ibid.* (February 15, 1895), 8.
10. "The Eastern Illinois Normal: Complete and Authentic Account of Its Creation," *Charleston Courier* (May 28, 1896).
11. "Dedication Day," *Charleston Daily Plain Dealer* (August 29, 1899).
12. "The Story of A Great Success: How Charleston Gained the Great Institution," *Charleston Scimitar* (May 29, 1896).
13. R. S. Hodgen, Geo. R. Chambers, Isaiah H. Johnson, "To the Board of Trustees of the Eastern Illinois State Normal School," University Archives, Booth Library, Eastern Illinois University.
14. Geo. H. Jeffries, Telegram, "To the People of Charleston," September 7, 1895, University Archives, Booth Library, Eastern Illinois University.
15. "Charleston Wins. We Secure the Normal on the Twelfth Ballot," *Charleston Courier* (September 12, 1895). The masthead reads "Charleston — The Normal School City," and shows an eagle clutching a banner inscribed: "Victory[.] It's Ours."

16. *Mattoon Weekly Gazette* (September 13, 1895). The citizens of Mattoon immediately resolved to contest the decision to locate the normal school in Charleston. See "Will Be Fought to a Finish," *Ibid.*, 2.
17. "Site Chosen: The Bishop Farm the Place," *Charleston Courier* (September 12, 1895); "Bribery Charged," *Ibid.*; and "Eastern Illinois Normal," *Ibid.*
18. "Trustees Insulted: Mattoon Develops Her True Spirit . . .," *Ibid.* (September 12, 1895).
19. "The Story of A Great Success: How Charleston Gained the Great Institution," *Charleston Scimitar* (May 29, 1896).
20. Records Office, Coles County Courthouse, Warranty Deed Book 97, p.1.
21. "Dedication of Eastern Illinois State Normal School," *Charleston Daily Courier* (August 29, 1899).
22. *Ibid.*
23. Valdo R. Browne, *Altgeld of Illinois: A Record of His Life and Work* (New York: B.W. Huebsch, Inc., 1924), 229.
24. *Ibid.*
25. *Ibid.*, 230.
26. "Charleston's Big Day," *Charleston Scimitar* (May 28, 1896).
27. "Laying of the Corner Stone," *Charleston Courier* (May 28, 1896)
28. A full list of items placed in the cornerstone of Old Main on May 27, 1896 appears in "For Posterity," *Charleston Courier* (May 28, 1896). Those articles were removed from the cornerstone and replaced with a centennial time capsule containing twenty-nine items on September 7, 1995. The materials removed from cornerstone were deposited in the University Archives.
29. "Eastern Illinois Normal School," *Twenty-Second Biennial Report of the Superintendent of Public Instruction of the State of Illinois, July 1, 1896—June 30, 1898* (Springfield, Illinois: Phillips Bros., State Printers, n.d. [1899]). That same source says that the total cost of the Normal School Building was \$181,216.7, representing \$125,000 in state appropriations paid on or after July 1, 1896 to July 1, 1898, and the \$56,216.72 donated by Charleston. The figures were submitted by Henry A. Neal, Secretary of the Board of Trustees to Joseph H. Freeman, Superintendent of Public Instruction late in 1898 or early '99. The *Twenty-Second Biennial Report* reflects activities between July 1, 1896 and June 30, 1898. Neal's brief communication to Freeman, however, also mentions the hiring of Lord on December 8, 1898, suggesting that the Report was probably published in 1899. Lord cited the combined

- cost of the building, grounds, and furnishings at the time of its completion in the summer of 1898 as \$200,000 "in round numbers." Livingston C. Lord to Alfred Bayliss, Superintendent of Public Instruction, in *Twenty-Third Biennial Report of the Superintendent of Public Instruction of the State of Illinois, July 1, 1898—June 30, 1900* (Springfield, Illinois: Phillips Bros., State Printers, 1901), 112.
30. Henry A. Neal, May 27, 1896, Charleston, University Archives, Booth Library, Eastern Illinois University. Neal's letter was among the items deposited in the cornerstone of Old Main.
31. John Auld, "Laying the Corner Stone," *Charleston Courier* (May 28, 1896).
32. *Report [of the] Trustees of the Eastern Illinois State Normal School, Ending December 31, 1898* (Springfield, Illinois: Phillips Bros., State Printers, 1899), 3.
33. An obituary of Alexander Briggs appears in the *Charleston Daily Courier* (February 14, 1924).
34. "Dedication of Eastern Illinois State Normal School," *Charleston Daily Courier* (August 29, 1899).
35. *Report [of the] Trustees of the Eastern Illinois State Normal School, Ending December 31, 1898, 4.*
36. "Dedication Day!" *Charleston Daily Plaindealer* (August 29, 1899).
37. "Dedication of Eastern Illinois State Normal School," *Charleston Daily Courier* (August 29, 1899)
38. "A Grand Triumph: The Dedication Was the Success Anticipated," *Charleston Daily Courier* (August 30, 1899). The newspaper account cited states that 8,000 people from Mattoon attended the dedication of Old Main in August on August 29, 1899. Since the population of Mattoon was only 9,622 in 1900, the statement is questionable. The figure of 8,000 may have been a typographical error or an exaggeration.
39. *Ibid.*
40. The complete text of Lord's dedication day address does not appear to have been preserved, but a "synopsis" of his comments were reported in the *Charleston Courier* (August 31, 1899). See Charles "H. Coleman's *Eastern Illinois State College: Fifty Years of Public Service*" (Charleston: Eastern Illinois State College Bulletin No. 189, January 1, 1950), 46-47.
41. Richard Edwards, "The American Normal School: Its Origin, Progress and Mission" in *Twenty-Third Biennial Report of the Superintendent of Public Instruction of the State of Illinois, July 1, 1898—June 30, 1900* (Springfield, Illinois: Phillips Bros., State Printers, 1901), 116.

42. *Ibid.*, 120.
43. *Ibid.*, 121, 122.
44. Charles H. Coleman, *Eastern Illinois State College Fifty Years of Public Service* 50, 59, and 59n. *The Report of the Trustees* for 1900 says that classes began on September 15, 1899, but other contemporary accounts agree that they commenced on the 12th. It also reported that there were 122 students enrolled in the Normal Department (including preparatory students) and 97 students in the Model Schools for a total enrollment of 219. At the end of 1900, there were 122 students reported to be in the Normal Department (excluding preparatory students) and 167 students in the Model Schools for a total enrollment of 387. That figure represented twenty-seven counties. *Report of [the] Trustees of the Eastern Illinois State Normal School, Year Ending December 1, 1900* (Springfield, Illinois: Phillips Bros., State Printers, 1901), 3.
45. On Eastern's first half century, see Coleman's *Eastern Illinois State College*. That account is an abridgment of a 677 page manuscript of the same title, written by Coleman in 1947 and 1948. The title page is dated 1948 and the preface January of 1949. A bound copy of the unabridged Ms is in the University Archives, Booth Library, Eastern Illinois University.
46. Donald F. Tingley, ed., *The Emerging University: A History of Eastern Illinois University, 1949-74* (Charleston, Illinois: Eastern Illinois University, 1974), 5-6.
47. *Report [of the] of Eastern Illinois State Normal School, Ending December 31, 1898, 4.*
48. *Annual Catalogue of the Eastern Illinois State Normal School at Charleston for 1899-1900, with Announcements for 1900-1901, First Year* (Chicago: The Henry Shepard Co., n.d. [1899]), 5.
49. Words by Isabel McKinney and music by Frederic Koch. McKinney (after whom McKinney Hall is named) taught English at Eastern from 1904 until 1945. Koch was the first music instructor at Eastern, 1899-1938. They wrote and composed the "School Song" in 1917 when Eastern was still a state normal school, but it was copyrighted by Eastern Illinois State Teachers College in 1924. McKinney also wrote a biography of Livingston C. Lord which remains an invaluable source of information about Eastern during his long tenure as president. See Isabel McKinney, *Mr. Lord: The Life and Words of Livingston C. Lord* (Urbana: University of Illinois Press, 1937).

Notes:

**A BUILDING FOR THE AGES:
THE HISTORY AND ARCHITECTURE OF OLD MAIN**

1. Paul Venable Turner, *Campus: An American Planning Tradition* (Cambridge, Mass.: MIT Press, 1984), 114, 121.
2. Edward Shaw, *The Modern Architect: A Classic Victorian Stylebook and Carpenter's Manual* (Boston: Dayton and Wentworth, 1854; reprint New York: Dover Publications, 1995), 94-95.
3. "Letter from Alumnus Reveals True Appreciation of E.I.," *Teachers College News* (Charleston, May 23, 1933), 5.
4. *ibid.*
5. As quoted in John Gloag, *Victorian Taste: Some Social Aspects of Architecture and Industrial Design, from 1820-1900* (London: Adam and Charles Black, 1962), 11.
6. Minard Lafever, *The Architectural Instructor, containing a History of Architecture* (New York: G.P. Putnam and Co., 1856), 495.
7. Charles L. Eastlake, *A History of the Gothic Revival*, ed. J. Morduant Cook (1872; reprint New York: Humanities Press, Leicester University Press, 1970), 50, 54.
8. Turner, 101.
9. Charles Thwing, *American Colleges: Their Students and Work* (New York: G. P. Putnam's Sons, 1878), 48.
10. "Laying of the Corner Stone" (*Charleston Courier*, May 28, 1896), 4.
11. Ralph Adams Cram, *The Substance of Gothic: Six Lectures on the Development of Architecture from Charlemagne to Henry VIII* (Boston: Marshall Jones Company, 1917), 197.
12. Cram, *Substance*, 199.
13. William H. Jordy, *American Buildings and their Architects: Progressive and Academic Ideals at the Turn of the Century* (New York: Doubleday and Co., Inc., 1972), 79.
14. Lewis Mumford, *Sticks and Stones: a study of American architecture and civilization* (1924; 2nd revised ed. New York: Dover Publications, Inc., 1955), 147.
15. Turner, 129-131.
16. *Charleston Weekly Plaindealer* (Dedication Day edition, Sept. 1, 1899), np, [2].
17. *Charleston Weekly Plaindealer* (Normal Day edition, Sept. 1, 1899), np.
18. *Charleston Weekly Plaindealer* (Dedication Day edition, Sept. 1, 1899), np.
19. President Lord correspondence, October, 1901, folder 40, EIU archives, 16.
20. "Dedication of Eastern Illinois State Normal School" (*Charleston Daily Courier*, August 29, 1899), 1.
21. Letter from Angus and Gindele to the Honorable Judge F.M. Youngblood, President of the Board of Trustees, Feb. 13, 1897, EIU archives. In that letter Angus and Gindele refer to a March 5, 1896, letter. That letter, which requested the changes, is undated and is also located in the EIU archives.
22. "Dedication" (*Charleston Daily Courier*, August 29, 1899).
23. *ibid.*
24. Christopher Vernon, "Walter Burley Griffin, Landscape Architect," in John S. Garner, ed., *The Midwest in American Architecture* (Urbana: University of Illinois Press, 1991), 217, 218.
25. Ernest L. Stover, "Trees and Shrubs of the Campus," *The Teachers College Bulletin*, no. 89 (Charleston, July 1, 1925), 4.
26. *A Catalogue of the Eastern Illinois State Normal School, Third Year, 1901-1902; Announcements for 1902, 1903* (Chicago: Rand McNally Press, 1901), 39.
27. *ibid.*
28. "Letter from Alumnus," 5.
29. Letter from Walter B. Griffin to Livingston C. Lord, May 18, 1903, Lord correspondence, folder 2, EIU Archives.
30. Griffin, who built up a successful Chicago practice, in 1906 designed the grounds for Northern Illinois State Normal School. In 1912, Griffin won an international competition to design the new capital of Australia at Canberra, and the Midwest lost one of its most promising architects.
31. T.V. Smith and W.E.O. Clifford, *Senate Committee Report on the Normal Colleges State of Illinois* (DeKalb: Northern Illinois State Teachers College, 1936), 7.

**THE ARCHITECTURE OF EASTERN'S OLD MAIN:
AESTHETICS, EDUCATION AND POLITICS
EXHIBITION CATALOGUE**

[Note: EISNS stands for Eastern Illinois State Normal School (1895-1920); EISTC stands for Eastern Illinois State Teachers College (1921-1946); EISC stands for Eastern Illinois State College (1947-1956).]

I. INTRODUCTION

EISNS Catalog, 1899-1900; 6 1/4 x 9 1/4; Coles County Historical Society.
EISNS Calendar, 1917; 6 x 12 5/8; William Smith.

Map of Illinois, 1854, with Normal School Overlay, ca. 1965; 20 1/4 x 24 1/2; Coles County Historical Society.

Photograph, Altgeld Hall, Northern Illinois University, ca. 1900; 10 x 8; Northern Illinois University Archives.

Photograph, Altgeld Hall, University of Illinois-Champaign/Urbana, ca. 1900; 10 x 8; University of Illinois-Champaign/Urbana Archives.

Photograph, Cook Hall, Illinois State University, ca. 1910; 5 1/2 x 4 1/4; Illinois State University Archives.

Photograph, Altgeld Hall, Southern Illinois University-Carbondale, ca. 1900; 10 x 8; Southern Illinois University-Carbondale Archives.

Photograph, Bishop Woods, ca. 1895; 6 x 8.

Photograph, Aerial View of Campus Including Trailerville, ca. 1950; 10 x 8.

Reproduction from Postcard, Coles County Courthouse, C. W. Rapp, Architect, ca. 1900; 10 x 8; Gary Brinkmeyer.

Reproduction from Poster, Northern Illinois University Landscaping, Walter Burley Griffin, Designer, n.d.; 9 x 6.

Reproduction from Book, Northwestern University Law School/American Bar Center, Interior Connection and Stairs, Holabird and Root, Architects, ca. 1970; 6 1/2 x 7 1/2; Chicago Architecture, Holabird and Root: 1880-1992.

Reproduction from Book, Residence of Mrs F. X. Wochner, Bloomington, Illinois, George H. Miller, Architect, ca. 1917; 8 1/2 x 5 1/2; Illustrated Bloomington.

Interpretive Panel Images:

Reproduction from Postcard, Old Main, View from Northeast Corner, ca. 1909; Gary Brinkmeyer.

Reproduction from Photograph, Man Fishing, Old Main in Background, 1908. Nancy Easter Shick, lender.

Reproduction from Photograph, Students in Front of Old Main's Entrance, ca. 1950.

Reproduction from Postcard, Booth Library, ca. 1960; Gary Brinkmeyer.

Reproduction from Photograph, Physical Science Building, ca. 1950.

Reproduction from Photograph, Martin Luther King, Jr. Student Union, 1996.

II. OLD MAIN: A BUILDING FOR THE AGES

Blueprint, Library Bureau, April 1920; 12 3/4 x 15 3/4.

Blueprint, EISTC Old Main Library Northwest and Southwest Rooms, Ground Floor, ca. 1921-1947; 24 x 23.

Cornerstone Day Badge with Image of Old Main, 1896; 1 1/2 x 3.

EISNS Catalog, 1903; 5 3/4 x 9.

EISNS Catalog, 1901-02; 5 1/2 x 9 1/2.

EISNS Gradesheet, Winter Term 1899; 14 x 17.

EISNS Gradesheet, Spring Term 1900; 14 x 17.

EISNS Diploma, 1905; 24 x 18; Coles County Historical Society.

EISNS Library Accession Book, 1899-1902; 8 1/2 x 10 x 1 3/4.

Floor Plan, 2nd Floor of Old Main, C. W. Rapp, Architect, n.d.; 45 7/8 x 28 1/2; EIU Facilities Planning & Management.

Illinois Legislative House Bill #112, January 1897; 8 1/4 x 12.

Invitation to EISNS Cornerstone Laying, with Drawing of Old Main on Cover, 1896; 7 x 5.

Invitation to EISNS Cornerstone Laying, 1896; 6 3/4 x 4 3/4; Coles County Historical Society.

Livingston Lord's Bible, ca. 1900; 9 1/4 x 6 1/4 x 2 1/8.

Livingston Lord's Chair, ca. 1900; 24 x 18 x 51.

Livingston Lord's Desk, ca. 1900; 65 x 38 x 48.

Newspaper, *Charleston Courier*, 28 May 1896; 16 x 23.

Newspaper, *Charleston Scimitar*, 22 May 1896; 11 x 16.

Original Bentwood Chair, Old Main, ca. 1899; 17 x 35 x 20; EIU Property Control.

Original Door, Door Frame, and Transom, Old Main, ca. 1899; 46 x 149; EIU Property Control.

Original Door Hardware Plates, Old Main, ca. 1899; various dimensions; EIU Property Control.

Original Transom Operator, Old Main, ca. 1899; 1(dia) x 98 1/2; EIU Property Control.

Original Grill, Old Main, ca. 1899; 24 1/4 x 18 1/4; EIU Property Control.

Original Light Fixture, Old Main, ca. 1899; 15(dia) x 11; EIU Property Control.

Original Light Fixtures, Old Main, ca. 1899; 7(dia) x 8; EIU Property Control.

Original Lamp, ca. 1920; 8(dia) x 24 1/4; EIU Property Control.

Original Locking Mechanism, Old Main, ca. 1899; 1 1/4 x 8 x 4 1/2; EIU Property Control.

Original Marble Baseboard, Old Main, ca. 1899; 20 x 6 x 3/4; EIU Property Control.

Original Marble Floor Tiles, Old Main, ca. 1899; 10 x 10 x 1; EIU Property Control.

Original Radiator, Old Main, ca. 1899; 18 x 10 x 22; EIU Property Control.

Original Shelf Brackets, Old Main, ca. 1899; 18 x 16; EIU Property Control.

Original Shelves, Old Main, ca. 1899; 93 x 3/4 x 8 3/4; EIU Property Control.

Original Stair Corner Post, Old Main, ca. 1899; 4 x 4 x 38; EIU Property Control.

Original Wainscoting Sections, Old Main, ca. 1899. Various Dimensions; EIU Property Control.

Photograph, Interior of Old Main with Corner Post by Jon Laible, 1985; 11 x 14; Jon Laible.

Photograph, 3rd Floor West Old Main, Life and Science Zoology, n.d.; 10 1/2 x 8 3/4.

Photograph, 1902-03 EISNS Faculty; 9 3/4 x 7 3/4.

Photograph, First Graduating Class of EISNS, 1900; 6 x 4.

Photograph, Old Main Assembly Hall, ca. 1905; 12 x 10.

Photograph, Manual Training Class, 1902; 9 x 7 1/2.

Photograph, "Mary W. Coon 1899," Group at Old Main Side Entrance; 12 x 10.

Photograph, Old Main with Horse and Buggy, Showing Stone Engraved Inscription "Eastern Illinois State Normal School," ca. 1900-1921; 10 x 8. Photograph, Old Main at Night, Showing Stone Engraved Inscription "Eastern Illinois State College," ca. 1947-1957; 8 x 10.

Print of EISNS Architect's Rendering, ca. 1896; 21 x 16 1/8.

Program, "A Tribute to Mr. Lord" Illinois State Teachers Association (Illinois Breakfast 4 July 1933); 6 x 8 3/4; EIU Alumni Association.

Program, Cornerstone Laying, 27 May 1896; 6 1/4 x 4.

Program, Cornerstone Laying, from *Charleston Daily Courier* May 1896; 6 1/2 x 2 1/2.

Reproduction of Painting, Portrait, Livingston C. Lord, ca. 1930; 10 x 12 1/2; Linda Bagger.

Enlargement of Photograph, Old Main Under Construction, ca. 1899; 93 1/2 x 74 1/2; Coles County Historical Society.

Enlargement from Postcard, Central Hallway of Old Main, ca. 1900; 129 1/2 x 75 1/2; William Smith.

Scientific Papers of Asa Grey, Vol. 1 & 2, 1889; 6 1/4 x 9 x 1 1/2.

The Assembly Praise Book For Schools, Academies, Colleges, Societies, 1929; 6 1/2 x 5 1/4 x 1/2; EIU Alumni Association.

Time Capsule, Box and Contents: coins, local and regional newspapers, local business cards and lists of Members of Local Fraternal Organizations, 1896; 10 x 8 1/2 x 8 (box).

Interpretive Panel Images:

Reproduction from Photograph, Central Tower of Old Main, n.d.

Reproduction from Photograph, Old Main Before Landscaping, ca. 1900.

Reproduction from Newspaper Print, Original Concept Design of Old Main, *Charleston Daily News*, 27 May 1896.

Reproduction from Photograph, Livingston C. Lord at His Desk, ca. 1900.

Reproduction from Photograph, Library in Old Main, ca. 1900.

III. CHARLESTON: THE NORMAL SCHOOL CITY

Booklet, *Charleston Illustrated*, Published by Area Business Association, ca. 1895; 8 x 5 3/8.

Dedication Day Hat, 1899; 15 1/4 x 5.

Invoice, R. R. Fuller, 29 October 1901; 9 x 11.

Invoice, Briggs and Fuller, 23 September 1897; 8 7/8 x 7 3/8.

Letter, Livingston C. Lord to Railroad Officers, 1899; 8 x 10.

Map, Charleston, 1898; 23 3/4 x 19.

Map, Charleston, ca. 1903; 15 1/2 x 15.

Newspaper, *Charleston Courier*, "Charleston the Normal School City," 12 September 1895; 16 x 22.

Newspaper, *Charleston Weekly Plaindealer*, "Normal Day Edition," 1 September 1899; 21 x 24.

Parade Hat, ca. 1899; 9 3/4 x 6 1/4.

Postcard, *Sight-Seeing Automobile with 24 Views of Charleston, Illinois*, n.d.; 5 x 3; Nancy Easter Shick.

Postcard, EISNS and Coles County Courthouse, ca. 1909; 5 x 3; William Smith.

Postcard, Seventh Street, Looking South from Harrison Street, ca. 1917; 5 x 3; William Smith.

Postcard, Sixth Street, Looking South from Polk, ca. 1924; 5 x 3; William Smith.

Postcard, Bird's-eye View of Charleston, Illinois, ca. 1900; 5 x 3; William Smith.

Photograph Album Pages with Dedication Day Photographs, 29 August 1899; 13 1/4 x 9 3/4.

Photograph, First Christian Church, Charleston, ca. 1896; 7 3/4 x 9 3/4.

Photograph, Methodist Church, Charleston, 27 May 1896; 7 1/2 x 9 1/4.

Photograph, Dedication Day Parade (flag, horse with Old Main in background), 1899; 5 x 7. Nancy Easter Shick.

Song Sheet, School Song with Drawing of Old Main, n.d; 6 x 6 1/4; Coles County Historical Society.

Telegram, "Charleston Wins," 7 September 1895; 11 x 9.

Interpretive Panel Images:

Reproduction from Postcard, South Side Square, Charleston, Illinois, ca. 1900; William Smith.

Reproduction from Newspaper, Birds-eye View of Charleston, Illinois, ca. 1894; *Charleston Weekly Plaindealer*.

Reproduction from Book, *Proposed Improvements to Decker Spring Park*, 1895; *Charleston Illustrated*.

Reproduction from Photograph, Dedication Day Parade, 29 August 1899.

Reproduction from Photograph, Coles County Courthouse under Construction by Charles Gramesly, October 1899.

Reproduction from Postcard, Seventh Street, Charleston, Illinois, 1909; William Smith.

Reproduction from Postcard, Bird's-eye View of Charleston, Illinois, ca. 1909; William Smith.

IV. THE CAMPUS: A CHANGING LANDSCAPE

Armchair, Pemberton Hall, n.d.; 26 x 32 x 41 1/2; EIU Facilities Planning & Management.

Baseball, Inscribed "H. D. Brady, Star Pitcher, 1931-32"; 2 3/4(dia); William Smith.

Baseball Bat, n.d.; 30 3/4 x 2(dia); EIU Alumni Association.

Booklet, *Lacrimae Musarum*, n.d.; 4 1/4 x 7 7/8.

Booklet, EISNS, 1912; 7 x 10; William Smith.

Blue and White China Used at Pemberton Hall, n.d.; various dimensions and manufacture.

Bulletin, *Practical Arts at the EISTC*, 1930; 8 x 11.

Booth Library Dedication Program, 27 May 1950; 8 1/4 x 10.

Campus Landscape Plan, DuBuis, Landscape Architect, 1899; 39 1/2 x 19.

Campus Master Plan Proposal, C. Herrick Hammond, Architect, 16 December 1944; 38 1/2 x 32 1/2.

Campus Site Plan, Revised with Tree Removal Markings, C. Herrick Hammond, Architect, and Chance S. Hill, Landscape Architect, 1950; 36 x 24; EIU Facilities Planning & Management.

EISNS Student's Handbook, 1912; 3 x 5.

EISNS 30th Anniversary Teachers College Bulletin, *Campus Reflections*, 1 July 1929; 8 x 11; Linda Bagger.

EISTC Site Plan Showing Proposed Expansion, C. Herrick Hammond, Architect, 5 August 1936; 8 3/4 x 11 1/4; EIU Facilities Planning & Management.

EI Basketball Jersey (worn by James Lynch), 1920; EIU Alumni Association.

EI Letter Sweater, n.d.

Elevations, Manual Arts Building (Student Services Building), 20 April 1927; 34 1/4 x 23 1/2; EIU Facilities Planning & Management.

Elevations, Physical Education Building (McAfee Gym), C. Herrick Hammond, Architect, and Hewitt, Emerson & Gregg Associate Architects, 9 December 1936; 39 7/8 x 27 3/4; EIU Facilities Planning & Management.

Elevations, Science Building (Physical Science Building), C. Herrick Hammond, Architect, and Hewitt, Emerson & Gregg Associate Architects, 10 March 1937; 36 3/4 x 24 1/2; EIU Facilities Planning & Management.

Felt Pennant, EISNS, ca. 1895-1920; 43 1/2 x 16; Robert Sterling.

Greenhouse Finial, ca. 1903; 10 x 1 3/4 x 7 1/2.

Greenhouse Contract, 18 October 1902; 8 1/2 x 11.

Library Seal Stamp, "BOOTH LIBRARY EASTERN ILLINOIS STATE COLLEGE, CHARLESTON ILLINOIS"; 7 1/2 x 2 x 10.

Library Perforation Stamp, "LIBRARY E.I.S.T.C. CHARLESTON, ILL"; 10 3/4 x 11.

Linen Duster, ca. 1900 (with silk faille collar, cuffs and pocket trim, mother-of-pearl buttons); SIUC Historic Costume Collection, Clothing & Textile Program, Department of Workforce Education & Development, Southern Illinois University-Carbondale.

Painting, Campus Greenhouse by Ralph Wickiser, ca. 1940; 14 1/2 x 12 1/2; EIU Tarble Arts Center.

Parade Drum, Eastern Illinois High School, n.d.; 11 x 15(dia).

Photograph, EISTC Students and Faculty, ca. 1920; 43 1/8 x 9 5/8; EIU Alumni Association.

Photograph, EISTC Students and Faculty, Class of 1922; 38 1/2 x 17 5/8; EIU Alumni Association.

Photograph, EISTC Students and Faculty, Class of 1924; 42 3/4 x 17 5/8. EIU Alumni Association.

Photograph, EISNS Baseball Team Outside of Old Main, ca. 1907 (Newton Tarble, bottom right); 10 x 8; Betty Lee Turner.

Photograph, 5th Grade in Training School Building, 1919; 4 x 3.

Photograph, EISNS Football Team, 1901 (Paul Sargent, bottom right); 10 x 8; Linda Bagger.

Photograph, Practical Arts Building (Student Services Building), ca. 1932; 4 x 3.

Photograph, Women's Athletics, Pemberton Hall, 1918; 8 x 4 3/4.

Photograph, Pemberton Hall Halloween Party, 1911; 7 3/4 x 6.

Photograph, Man Fishing, Old Main in Background, 1908; 7 1/2 x 5 1/4; Nancy Easter Shick, lender.

Photograph, Pemberton Hall Parlor, ca. 1929; 7 1/4 x 4 1/4.

Photograph, Lake Ahmoweenah with Old Main in Background, n.d.; 6 1/2 x 4 3/4.

Photograph, Lily Pond, n.d.; 6 1/2 x 4 3/4.

Photograph, Daily Exercises Outside Pemberton Hall, n.d.; 7 1/2 x 4 1/2.

Photograph, Pemberton Hall Dining Room, n.d.; 6 7/8 x 5 1/2.

Photograph, Students on Pemberton Hall Stairwell, n.d.; 9 3/8 x 7 7/8.

Postcard, Pemberton Hall Walk, EISNS, ca. 1913; 5 x 3; Gary Brinkmeyer.

Postcard, Lake Ahmoweenah, EISTC, ca. 1929, 5 x 3; William Smith.

Postcard, Greenhouse, EISNS, ca. 1913, 5 x 3; William Smith.

Poster, Homecoming, 1949; 18 1/4 x 14 1/8; EIU Alumni Services.

Poster, Homecoming, 1950; 17 1/4 x 25 1/2; EIU Alumni Services.

RCA Victrola Record Player and Radio, Pemberton Hall, n.d.; 44 1/2 x 16 1/2 x 38; EIU Property Control.

Silk Shirtwaist Blouse and Skirt, ca. 1905; SIUC Historic Costume Collection, Clothing & Textile Program, Department of Workforce Education & Development, Southern Illinois University-Carbondale.

Trowel from Booth Cornerstone Laying, 25 October 1948; 11 1/4 x 4 1/2.

Woman's EISC Letter Jacket, ca. 1947-1956.

Woman's One Piece Gym Uniform, n.d.

Women's Two Piece Gym Uniform, n.d.

Women's Cotton Nightgown, ca. 1900; SIUC Historic Costume Collection, Clothing & Textile Program, Department of Workforce Education & Development, Southern Illinois University-Carbondale.

Wool Serge Walking Suit ("tailor made"), ca. 1904; SIUC Historic Costume Collection, Clothing & Textile Program, Department of Workforce Education & Development, Southern Illinois University-Carbondale.

"W"Upper Yearbook, 1913; 8 x 10 1/2.

Warbler Yearbook, 1919; 8 x 10 1/2.

Interpretive Panel Images:

Reproduction from Postcard, Lily Pond Behind Old Main, 1911; William Smith.

Reproduction from Postcard, Campus View, EISNS, ca. 1910; William Smith.

Reproduction from Postcard, Eastern's Botanical Gardens and Sundial, 1918;

Gary Brinkmeyer.

Reproduction from Postcard, Walk to Botanical Gardens, EISNS, ca. 1918;

Gary Brinkmeyer.

Reproduction from Photograph, Old Main Classroom #2 "Henry Johnson's History Class," ca. 1900.
Reproduction from Photograph, Model School 3rd Grade Class, 1902.
Reproduction from Photograph, Manual Arts Class, 1912.

Timeline Images:

Reproduction from Postcard, Old Main, EISNC [sic], n.d.; Gary Brinkmeyer.
Reproduction from Postcard, Heating Plant and Greenhouse, EISN, ca. 1929; Gary Brinkmeyer.
Reproduction from Photograph, Greenhouse, ca. 1929.
Reproduction from Postcard, Pemberton Hall, EISTC, n.d.; William Smith.
Reproduction from Postcard, Model School Building (Blair Hall), n.d.; Gary Brinkmeyer.
Reproduction from Photograph, Practical Arts Building (Student Services Building), ca. 1932.
Reproduction from Postcard, Physical Education Building (McAfee Gymnasium), n.d.; Gary Brinkmeyer.
Reproduction from Postcard, Science Building (Physical Science Building), n.d.; Gary Brinkmeyer.
Reproduction from Postcard, Booth Library, n.d.; Gary Brinkmeyer.

V. A FUTURE FOR THE PAST

Blueprint, Shop Drawing of Booth Library Light Fixture, 24 June 1948; 33 x 60; EIU Facilities Planning & Management.

Campus Model, 1999; 68 x 43; EIU Facilities Planning & Management.
Color Print, Rendering of Booth Library Addition, Holabird and Root, Architects, 1999; 8 x 12; Holabird and Root.

Photograph, Booth Library, ca. 1948; 10 x 8.
Photograph, Swen Parson Hall, Northern Illinois University, ca. 1952; 10 x 8; Northern Illinois University Archives.
Photograph, Individuals Breaking Windows Prior to Greenhouse Razing, ca. 1950-1960; 10 x 8.
Photograph, Trailerville, ca. 1948; 6 3/4 x 5.
Photograph, Couple Moving Into Veteran Housing, ca. 1948; 10 x 8.
Plaque from the Sugar Bowl, "The Class of 1910"; 13 3/4 x 7 1/2 x 3/8; EIU Alumni Association.

Interpretive Panel Images:

Reproduction from Photograph, Construction of Pemberton Hall Addition, 1961; Nancy Easter Shick.
Reproduction from Photograph, Greenhouse and Original Power Plant, 1903.
Reproduction from Photograph, Construction of Temporary Barracks Buildings, 1946; Nancy Easter Shick.
Reproduction from Photograph, Lincoln Field and Trailerville, 1950; Nancy Easter Shick.
Reproduction from Photograph, Stevenson Tower Construction, ca. 1968; Nancy Easter Shick.
Reproduction from Yearbook, Buzzard Hall Before Renovations, 1959; *Warbler*, 1998.
Reproduction from Yearbook, Buzzard Hall After Renovations, 1998; *Warbler*, 1998.
Reproduction from Photograph, Aerial View of Booth Library, ca. 1955.

VI. OLD MAIN AS ICON

Button, "EISC Golden Jubilee, October 16, 1948"; 2 1/2(dia); Linda Bagger.
Button, "EIU Diamond Jubilee, 1974"; 2 1/4(dia) x 6 3/8; Coles County Historical Society.

Coffee Mug, "EIU Centennial, 1995"; 3 3/4 x 4 3/4; EIU Alumni Association.

EISNS Senior Class Scrapbook, 1914; 12 1/2 x 8 1/2; EIU Alumni Association.
EISC Commemorative Plate, "The Towers of Old Main," Kettlesprings Kilns, Alliance, Ohio, n.d.; 10(dia); EIU Alumni Association.

Photograph, EISTC Students and Faculty, Class of 1923; 41 x 16; EIU Alumni Association.

Reproduction of Drawing, Old Main, "Thy Wall and Towers," ca. 1981; 12 x 16.

Souvenir Model of Old Main, 1992; 7 5/8 x 2 x 3; EIU Alumni Association.

Tinted Drawing, Booth Library Stained Glass Design Depicting Old Main, by Joseph F. Booton (?), ca. 1948; 16 x 20.

All objects are on loan from the Eastern Illinois University Archives & Special Collections, Booth Library, unless otherwise noted. All dimensions are width by height in inches.

The numerous post cards and photographs used to research this exhibit came from the private collections of William Smith, Nancy Easter Shick, Gary Brinkmeyer, and the collections of the Coles County Historical Society and the EIU Archives.

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For more information about the Tarble Arts Center and its programs call 217/581-ARTS (-2787) or visit the Tarble website at www.eiu.edu/~tarble. Or visit the Tarble Arts Center at south 9th Street and Cleveland Avenue on the Eastern Illinois University campus in Charleston.



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Illinois Humanities Council

LENDERS TO THE EXHIBITION:

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Gary Brinkmeyer, EIU alumnus
Booth Library Archives and Special Collections, EIU
Coles County Historical Society
Eastern Illinois University Alumni Association
Facilities Planning & Management, EIU
June Giffin, EIU alumna and annuitant
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