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ILLINOIS STATE NORMAL UNIVERSITY

QUARTERLY
ALUMNI

AUGUST 1939



1939 HOMECOMING PROGRAM
October 26, 27, 28, 29

Bonfire	October 26	South Campus 10:30 P.M.
Play	October 26, 27, 28	Capen Auditorium 8:15 P.M.
Tug-O-War (Freshmen vs. Sophomores)	October 27	South Campus 4:00 P.M.
Dances	October 27, 28	McCormick Gymnasium 9:00 P.M.
Hobo Parade	October 28	9:30 A.M.
Band Contest	October 28	Athletic Field 10:30 A.M.
Football Game (Normal vs. Carbondale)	October 28	Athletic Field 2:00 P.M.
Cross-Country Run	October 28	Athletic Field 2:45 P.M.
Reception	October 28	McCormick Gymnasium 4:00 P.M.



Corner of the Educational Exhibit in McCormick Gymnasium July 18-20.

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The Alumni Quarterly of Illinois State Normal University

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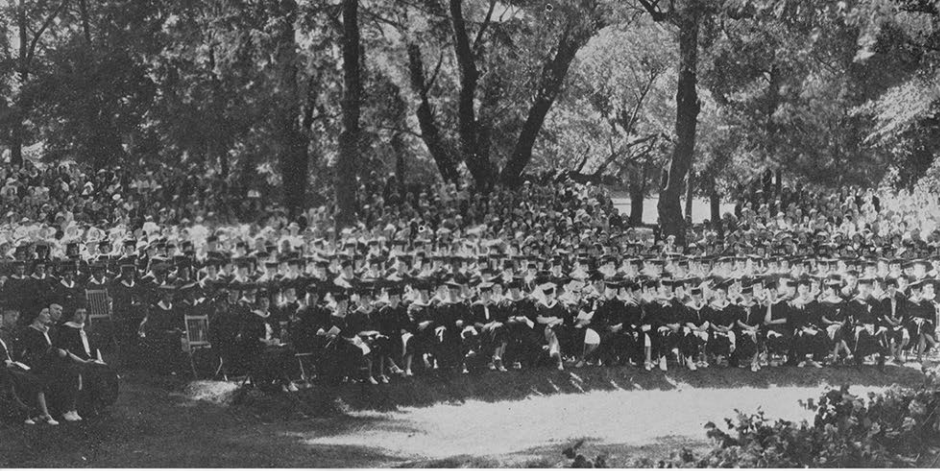
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VOL. XXVIII, NO. 3

I. S. N. U.
 P R E S S



The Attack on American Democracy¹

by Joy Elmer Morgan

I AM GLAD to be here this afternoon. I have watched for many years the leadership of your able and distinguished president as I have seen him at work in committees and conventions of the National Education Association and of the American Association of Teachers Colleges, and I am glad to count him a friend. Perhaps I should add that on that account he is in no wise to be held responsible for what your speaker may say or fail to say on this occasion.

I take it for granted that we all believe in democracy and think it for ourselves the most desirable form of government and life. But if democracy in the United States is to be preserved and extended during the next generation, we must have more than mere faith in its principles. There must be long hard study and difficult action, for democracy is still largely a dream. Its foundations were laid many centuries ago by the greatest of all teachers in the forbidding soil of the Roman Empire. These foundations are the two really great ideals of the brotherhood of man and the Golden Rule. Democracy, like Christianity itself, has never been fully achieved for any large area over any period of time. It has remained a dream which the human race has held with stubborn faith through good times and bad, achieving the ideal sometimes ten per cent and sometimes twenty per cent; at other times perhaps eighty or ninety per cent.

It is now just 150 years ago since our American Constitution was put into effect; and we have come to a period when the tide of democracy has turned back, when its very existence as a way of life is seriously at stake, threatened by disintegration from within the nations and by war from without. It is not that democracy has failed. It has not been tried. It is precisely at those points where the American system is least democratic, where it least reflects the

ideals and homely virtues of the common people that the breakdowns have come.

In referring to the attack on democracy I do not have in mind the activities of Nazis or Fascists or Communists working within America; nor yet the much more threatening activities of the propaganda machine of the British financial oligarchy which is setting out to duplicate the achievements of its predecessor, the British propaganda machine of the last war, so ably described by Professor H. C. Peterson of the University of Oklahoma in his book, *Propaganda for War*. I would not minimize this danger of being taken in again by the London bankers, but the more serious dangers are within our own household. I do not mean that there is any great body of people who have openly and avowedly set out to destroy our democracy. Such an attack could be easily met and dealt with. The more dangerous attack is subtle and indirect and is often furthered by good people who are quite unaware of the effect of their acts and attitudes. This attack on American democracy would get nowhere without the support of influential citizens, well-meaning but misinformed by selfish interests who have some axe to grind.

Democracy is a difficult form of government, requiring for its success the highest standards of character, culture, and self-discipline, so that anything which destroys the standards of the people, which weakens and confuses their lives, tends to weaken and destroy democracy itself. And the first point of breakdown is likely to come in the field of culture and morals. It involves the ideals and standards of the people in their daily lives. Until fairly recent times this cultural background in America was largely a matter of home and school and church in a frontier setting close to nature. The forces which played upon the individual mind, the forces which formed the common mind, were relatively simple as compared with now. The historians Turner and Paxton have brilliantly emphasized the importance of the frontier in forming the American mind. There was the

¹From the Commencement address delivered before the university graduating classes June 5, 1939.

harsh struggle with nature which developed character, initiative, and enterprise, and emphasized equality; the battle against the Indians; the immediate need for peace and order as the pioneer moved constantly westward to the new wilderness. There was the simple life of the home and of the village school and the village church, of the quilting bees and the barn raisings, with relatively little impact on the mind from without. People had a common background and a common experience, held much the same ideals, and were concerned with matters about which they had firsthand experience.

In our day the cultural background is increasingly taken over by tremendous nationwide and worldwide commercial interests, which seek to make profits out of the weaknesses and the habits of the people. Under the guise of having a good time, people are encouraged to waste their money, their time, and their health upon practices which weaken them and undermine democracy itself. It is not a wholesome sign that we should be spending twice as much for intoxicating liquor as we are spending upon the free public schools. It is not a wholesome sign that at the very time when government is struggling with superhuman tasks of readjustment and relief, of old-age security and education, that its energies should be drained off and its burdens of relief and crime increased, by a traffic that fattens largely upon the practices of people who are considered good citizens.

A civilization can rise no higher than its motive or its purpose, and if the civilization of Horace Mann's day—centered so completely in the home, the church, and the school—had difficulty in maintaining the purpose necessary to a high civilization, how much more difficult to do so in our day when home, school, and church combined may in many cases have less influence upon the development of the mind than the absentee-owned commercial interests.

I would not minimize the many excellent services performed by our newspapers or by the radio or by the motion-picture industry. But running thru all three is a stream of irresponsible commercialism that is indifferent to the effect on people's lives so long as profits are forthcoming. Now these new instruments of reaching the minds of the people and of playing upon their tastes, manners, and ideals, are so powerful that they place upon the schools and the homes and the churches a new kind of problem and a new kind of responsibility. We cannot go forward with a Christian democratic civilization if the cultural base of our life is undermined by a ruthless, profit-seeking neopaganism. Government depends on culture. Any form of government will work fairly well in the hands of people of high character, purpose, and integrity. The best form of government in the world will go down in the hands of people who are indifferent to higher ideals and the finer values of life.

The second point at which democracy is likely to be undermined involves freedom of speech and thought. Under the new conditions the avenues for reaching the human mind tend to be in the hands of relatively few people. By its very nature the modern newspaper or the modern system of radio or motion-picture distribution tends to be monopolistic and to be largely associated with immense aggregations of capital. Now the conflict between property and people is as old as civilization itself, so that governments are eternally face to face with the question as to whether property shall come first or whether people shall come first. And the art of government is largely the diffi-

cult art of striking some sort of balance between these two phases of human life and human need. It was the battle between people and property that constituted the major subject of debate in the convention which framed our Constitution 150 years ago, and it is the battle between property and people that has largely occupied the Supreme Court during our 150 years of experience under that Constitution. So from the point of view of people and of democracy, it is something of a handicap that these avenues to the human mind and spirit should be at the very start so largely associated with huge property interests, for the major problems of civilization involve the relation of government to these very interests. More and more the very life of the individual depends upon the corporation which employs him.

The time has passed when an individual without means can get possession of a piece of land and earn an income which will maintain the American standard of living. The standard of living has gone up to a point where it can be maintained only by a high degree of cooperative enterprise. So that to enjoy a reasonable measure of material success both as a worker and as a consumer the individual must maintain a high level of informed intelligence. He must take part in organization. He must understand the character of modern technological industry and must take his part in helping to bring about a proper adjustment between labor and capital and government and consumer. Unless he is able and willing to make himself a student, to buy books, to read with discrimination, and to understand the fundamental matters which affect his material success, he will be increasingly at the mercy of the employer and of the salesman. He will increasingly face the uncertainties of unemployment and insecurity. He will be caught up in the vortex of class feeling and class antagonism. The natural resources of our continent are so abundant and our technological development has reached so advanced a stage that there is no real reason why we should tolerate poverty, unemployment, disease, and insecurity. These are all problems with which we can deal in a spirit of goodwill and cooperation if we are able to maintain freedom of discussion and the open mind.

I emphasize the open mind because the tendency to deny freedom of thought and speech is not confined to commercial agencies for the distribution of ideas. There is also the limitation which the individual thru his prejudices imposes upon his own study and judgment—the danger of the indifferent and closed mind. How often in public life we see two good men or women listening to the same address or considering the same body of facts, one taking the view that the situation is all black and the other that it is all white. How often we find people who refuse to read or consider any point of view which goes contrary to the background under which they have grown up, contrary to the outlook of their favorite newspaper, or contrary to the teachings of their particular political party.

Thinking and the open mind are essential to the success of democracy and both imply that there shall be free, honest, and fearless criticism of everything in democracy; of every agency and policy. The importance of criticism in a democracy has been ably emphasized by a famous teacher, now on the Supreme Court of the United States, Mr. Justice Frankfurter. In his book on *Mr. Justice Holmes and the Supreme Court*, published before his appointment to the Court, Mr. Frankfurter points out that the importance of the role of the Court in American life has been largely

missed by historians; that the decisions of the Court have had much to do with the fact that 36,000 families in America received more income in 1929 than 11,000,000 other families. Mr. Frankfurter takes the view that the Court has suffered seriously from too little public criticism. He supports his point with a statement made by Mr. Justice Brewer in 1898:

"It is a mistake to suppose that the Supreme Court is either honored or helped by being spoken of as beyond criticism. On the contrary, the life and character of its justices should be the objects of constant watchfulness by all, and its judgments subject to the freest criticism. The time is past in the history of the world when any living man or body of men can be set on a pedestal and decorated with a halo. True, many criticisms may be, like their authors, devoid of good taste, but better all sorts of criticism than no criticism at all. The moving waters are full of life and health; only in the still waters is stagnation and death."

In peace or in war, let us maintain at all costs freedom of speech and criticism, even when we hate the speaker and disagree with his ideas. Freedom of speech is always most important at the very time when it is most likely to be denied. Without freedom of speech truth is sacrificed and democracy is destroyed.

The third point at which democracy is in danger of being undermined comes close home to you and to me and to this occasion because it concerns the schools. I am not referring to frank and honest criticism of the schools by their friends who wish to make them better. Such criticism has never been more welcome than it is today and is carried on constantly by the teaching profession itself. I refer rather to the attack which comes from people who do not want citizens to become intelligent and active because they fear that if the people become really intelligent, they will be able to deal effectively with the special privileges which have been built up in this country.

This attack on the schools is no idle threat. It has the backing of powerful vested interests. On May 2, President George H. Davis of the United States Chamber of Commerce in a public address attacked the schools and suggested that "a pruning of the dead limbs is even more important than additional nourishment to the roots." This spring the legislature of power-trust dominated Georgia adjourned without making provision for the support of the schools, leaving teachers unpaid and without means of support. The New York legislature cut ten million dollars from its annual appropriation for schools in the very face of the Regents Inquiry indicating the need for extensive improvement and a more generous support for the schools. The Colorado legislature has diverted a large percent of the state income tax from the schools. The Nebraska legislature has cut appropriations to the already under-financed teachers colleges to a point which must greatly weaken those fundamental institutions. And so I might go on across the continent describing the worst threat to the schools that has existed within a century.

This attack on the schools, hiding behind a campaign for tax reduction, is particularly dangerous at this time because schools are facing a new kind of competition for public money. The schools must compete with fantastic sums for army and navy backed by the most powerful lobby in American history. They must compete with large demands for unemployment, for relief, and for public works, and they

must compete with the growing demand for old-age protection which none of us would wish within reason to deny. The need is for more and better education, not less; and they who today pull down the school which is the House of the People, will find the house of democracy tumbling in on their own heads and themselves faced with ignorant mobs rather than intelligent orderly citizens. Our whole people are so closely tied together that whatever weakens civilization in one state, weakens the nation as a whole, and so long as this attack on the schools continues, no city or no state will be safe.

I have described these attacks on democracy—the lowering of standards and morals; the limitations on freedom of speech; and the undermining of the schools in no spirit of fear or pessimism. The schools may not be perfect, but no one can know as I know what is going on in the schools of America and not have faith in the future of the Republic. I do not think the house will fall, but I do think that there is work to be done and that the school as the major instrument created by society for its own preservation and perfection must carry an increasing responsibility. The world cannot be made safe for democracy by war; it can be made safe only by enlightenment and a renewal of spirit.

If we are to have a better nation we must have better people; and if we are to have better people, we shall have to take more pains to educate them properly. Whether among adults or among children, the times call for teaching and for teachers, and I shall close by reading a tribute to the teacher which I wrote some time ago and which recently came back to me in a periodical published on the other side of the globe in far away India, which is now in the midst of an educational awakening not unlike that which occurred in America a century ago.

A Tribute to the Teacher

The teacher is a prophet.

He lays the foundations of tomorrow

The teacher is an artist.

He works with the precious clay of unfolding personality.

The teacher is a builder.

He works with the higher and finer values of civilization.

The teacher is a friend.

His heart responds to the faith and devotion of his students.

The teacher is a citizen.

He is selected and licensed for the improvement of society.

The teacher is an interpreter.

Out of his maturer and wider life he seeks to guide the young.

The teacher is a culture-bearer.

He leads the way toward worthier tastes, saner attitudes, more gracious manners, higher intelligence.

The teacher is a planner.

He sees the young lives before him as a part of a great system which shall grow stronger in the light of truth.

The teacher is a reformer.

He seeks to remove the handicaps that weaken and destroy life.

The teacher is a pioneer.

He is always attempting the impossible and winning out.

The teacher is a believer.

He has abiding faith in the improbability of the race.

SELECTIVE ADMISSION

Dream or Reality?

by R. W. Fairchild

SELECTIVE student admission is the dream of every high-standard institution of higher education. For many years it has been used in some form by a few endowed colleges or universities of a liberal arts type. Shortly after 1920 a number of the best among the smaller liberal arts colleges began to set a limit upon their total enrollment or at least upon the entering group, and as a result of such limitation a program of selective admission was established. Sometimes the reason for such a program was the limited physical plant of the school, but often a belief that smaller numbers and the admission of a presumably better quality of students would result in a better product's being graduated, accentuated the action taken by these schools.

Opposed to the idea of a probable limitation of enrollment and consequent selective admission is a belief by many that all persons meeting minimum educational qualifications for admission to college and desiring such higher education should be accepted and at a later date some of these eliminated on the basis of their records in college. This is beautiful theory which in practice has proved unsatisfactory since pressures of various types, sympathy for the student concerned, and the eternal hope for improvement singly or in combination have resulted in the prolongation of college relationships that should never have continued to the point of graduation.

It must be admitted by those advocates of selective admission that a reliable and hence entirely satisfactory procedure for such a plan has never been developed by any school. Objective though some evidence may be, there is as yet much of the subjective that enters the picture, and very often it is the subjective portion of the program that is most effective when final outcomes are considered. For example, although there have been attempts made to study the relation between a high type of intelligence and teaching success or between an extensive degree of subject matter achievement and such teaching success, there is apparently no objective evidence to indicate an impressive correlation between these factors. It is probably safe to say that the various parts of a selective admission program have as great a possibility for getting desired results as an unstable and poorly administered elimination procedure.

Difficulties in State-Supported Schools

It is obvious that selective admission in private and en-

dowed institutions is merely a matter between the school and its constituency, and any grief or misunderstanding is cleared on an individual basis. In state-supported schools where the bulk of the revenue comes from money appropriated by legislatures from funds provided from taxes there is a belief, well-founded legally and by precedent, that all persons not a health menace and meeting minimum scholastic standards are automatically eligible for admission. However, when there are not enough seats in the necessary number of classrooms to care for all who desire to attend some one such state-supported school, there can not be any question as to the reason for refusing admission to late applicants. It appears unreasonable to take those of apparently doubtful ability and turn down those whose success in college is seemingly much more assured even on the basis of rather subjective hurdles for admission. Hence, even in state schools selective admission is not only a possibility but a reality.

In actual practice there are but nine of almost two hundred teachers colleges that now attempt a complete program of selective admission, and six of the nine schools are in New Jersey. Many schools would say they have selective admission since they hope and really believe they get only "desirable" students. Others feel they select prior to graduation by some process of elimination; but if there is any such elimination, it is generally on the basis of automatic dropping as a result of scholastic inability to carry the school program, health considerations, economic situations, or other such factors rather than any decision on the part of the school that the student in question is not good teaching material.

The chief reason that state-supported schools, especially teachers colleges, are unwilling to consider or even of necessity put into practice a program of selective admission is their great desire for numbers largely for the purpose of convincing state legislatures of their size and growth and their consequent need for larger appropriations. To have the largest enrollment or to show the largest percent of increase is too often considered more desirable than to produce a higher quality of work with the number of students that available teaching staff, physical plant, equipment, and possibilities of ultimate placement in teaching positions would seem to warrant. Competition between state-supported schools in some states has even resulted in

How and why the university has been forced to adopt a policy of selective admission is explained in this article by President Fairchild.

Just around the corner, he tells us, is the day when all applicants for admission will face a battery of tests, personal interviews, and physical examinations before receiving permits to enter the university, but adds, "your alma mater has not gone high brow."

lowered standards for achievement and graduation through a "bidding" for students. Fortunately this procedure forms the exception today, but there are still too many schools with more and a poorer quality of students than they have any business accepting in view of their limitations in adequate facilities for successful teacher education.

The Situation at Illinois State Normal University

The present selective admission program at Illinois State Normal University cannot be said to have come in the interest of a better educated prospective teacher. It was the inadequacy of the physical plant of the institution that forced the issue and resulted in the Normal School Board's taking action on October 7, 1935, which limited the enrollment for any regular year to 1,850 student. By restricting the entering freshman group to 700, it was possible to come close to the total limitation established. However, the uncertainty of being able to arrive each year at a figure of 1,850 resulted on June 19, 1939, in the elimination by the Normal School Board of a limited total enrollment; and at present any limitation is in terms of the 700 entering freshmen, this figure resulting from quotas set for the different departments. These are Agriculture, 40; Art, 10; Biology, 15; Commerce, 120; English, 40; Foreign Language (Latin, French, and German), 10; Geography, 5; Health and Physical Education for Men, 30; Health and Physical Education for Women, 20; Home Economics, 35; Industrial Arts, 15; Mathematics, 25; Music, 20; Physical Science, 25; Social Science, 30; Speech, 10; Special, 10; Four-year Elementary, 55; Two-year Kindergarten-Primary, 55; Two-year Intermediate, 45; Two-year Upper Grade, 25; and Two-year Rural, 60.

THE considerations upon which these quotas were established are probably best described on page 50 of the current general catalog of the university. They are as follows:

1. The number of students for which teaching staff, housing, and equipment are available in the department.
2. The number of students from the department who may reasonably be expected to obtain positions when they have been graduated.
3. The number of students on whom a distinctive impression may be made by the department in order that they may not be "just another teacher" to be added to a large number of average or below average teachers, many of whom are now unemployed.

Even with those limitations set for each department the total enrollment of the university for the first semester opening Sept. 11, 1939, will probably pass the 2,000 mark, a figure in excess of what should be accepted to advantage in view of the size of the present physical plant. With 1,100

to 1,200 applications for admission to consider each year, it becomes all the more necessary to employ some basis of selective admission in an attempt to get the best persons in each department and finally the best 700 entering freshmen.

A VERY complete application blank and a principal's report form carefully devised by the registrar provide first and valuable information for department heads and others concerned with the consideration of applications. Personal interviews with many applicants, physical examinations given in advance of admission to an increasingly larger number of applicants, and other available sources of information provide a fairly good index to the many cases to be considered. Some departments require all of the foregoing procedures before final consideration of applications, and the time is almost here when all applicants in all departments will be required to come for a battery of tests, interviews, and physical examinations if they are to hope for consideration. At the present time only those scholastically in the upper three quarters of their high school graduating classes are being favorably considered. Late application and other factors cause many of these to be denied admission. Experience in the past with fourth quarter students admitted to this university indicates the wisdom of demanding higher scholastic attainment in high school.

It may be of interest to observe that the various departmental quotas have this year been reached, and consequently the 700 entering freshmen accepted one month prior to the opening of the fall semester. Of this group ninety percent come from the upper half of their graduating classes, and the remaining ten percent from the third quarter. About sixty-five percent are in the upper quarter of their classes. With such scholastic material and with the apparent strength in personality and breadth of interests on the part of this group, there is a decided challenge to Illinois State Normal University to provide an even better program of teacher education than has ever been offered in the past.

It is hoped that alumni who have been responsible for many of these excellent students' coming to us will realize how much their interest and help is appreciated. It is likewise hoped that those alumni who have urged high school graduates to apply for admission and later found some of them could not be admitted will better understand why such action was necessary.

No, your alma mater has not gone "high brow," but the demand far exceeds the university's physical facilities. If selective admission is still only a dream of many colleges and universities, it has reached the stage of reality at Illinois State Normal University. If anyone doubts this fact, let him try to convince anxious and persistent parents that the sons and daughters of many of them cannot be admitted when the university opens in September.

After months of preliminary work during which applications have been considered by department heads, the university registration will be completed in McCormick Gymnasium this fall September 13-16.



SCIENCE AT NORMAL UNIVERSITY

BY an act of the state legislature on Feb. 18, 1857 Illinois State Normal University was established. By that same act the university department of natural science came into being. A portion of the fourth section of the Charter of Incorporation of Illinois State Normal University reads:

The object of the said Normal University shall be to qualify teachers for the common schools of the state, by imparting instruction in the art of teaching, in all branches of study which pertain to common school education, in the elements of the natural sciences including agricultural chemistry and animal and vegetable physiology,—”

Thus since its founding Normal University has been active in the teaching of the natural sciences.

EARLY BEGINNINGS

The first teacher of science at Normal was Joseph Addison Sewell. He was chosen in 1858 by Charles E. Hovey, then president of the institution. He had trained himself as a physical science instructor but was allowed two years to better prepare himself for his new position. These two years he spent at Harvard College studying, among other things, chemistry, botany, and zoology. He returned to the university in 1860 and took up his duties as instructor in natural science. His classroom as well as laboratory was the southwest basement room of Old Main which now houses the university book store. Professor Sewell continued his work at Normal until 1877 when he left to assume an important post at Boulder, Colo., in the new university.

Minor Lawrence Seymour served as professor of science from 1878 until 1888. He was primarily a teacher of botany but included also zoology, chemistry, and physics in his teaching.

The next professor of science was Buel Preston Colton who taught in the university from 1888 until 1906. It was during this time that “a shift from emphasis upon the better use of science in teacher training” was made. Professor Colton, like Professor Seymour, was primarily interested in the biological sciences. During this period the classrooms and laboratories were transferred to the third floor of Cook Hall.

With the growth of the university and the advances made in science it was necessary in 1898 to increase the size of the science staff. At that time also the natural science work was separated into physical science and biological science.

BIOLOGICAL SCIENCE

The teaching of the biological sciences at the Illinois State Normal University had received early impetus through the university's selection as the seat of two great ventures, the State Museum and the State Natural History Society, later called the Illinois State Laboratory of Natural History. These two institutions became the center of biological research for the entire Mississippi Valley and acquired world-wide fame. With matchless museum facilities and the visible results of very practical and timely investigations, the school soon acquired a splendid reputation as a center of biological education. Illinois, as a pioneer state, was leaving no stone unturned in the discovery of her natural resources and in turning these to good account.

Thus, very early, with the exception of a brief exploratory period when an early biologist attempted to transplant tide-water zoology bodily to the prairie, a type of education directly concerned with the needs of the commonwealth was established. Extremely close contacts were made with virtually every school of the state. The natural science department supplied biological material, specimens, museum preparations, and teaching aids to practically every elementary school in the state as well as colleges. In addition there was opened the first vacation school, the forerunner of the modern biological summer camp with a notable staff to give instruction in the use of such materials and in the scientific phenomena entering into every day activities.

It is interesting to know that these studies were referred to as “natural science” and that today the university has chosen to perpetuate this term rather than the more common and uncertain term “nature study.” Likewise this same method of study has been extended and more significance given to the museum as a teaching asset through the stimulation brought about by recent gifts and a decision to develop the collections by a rather ambitious W. P. A. project.

Perhaps an added reason for the early educational prominence of the science department may be found in a statement by Dr. S. A. Forbes taken from an early catalog: “No student wishing to make a detailed study of any branch of the natural history of Illinois need hesitate to come here with that design. If anything be found lacking for his purpose the authorities of the institution stand ready promptly to supply it.”

The tradition of public service to the commonwealth, once established, persisted long after the removal of the museum

The story of how the university biological and physical science departments have evolved over a period of more than eighty years is told in this article. Enlarged staffs and excellent equipment housed in a modern building have replaced meager beginnings made in the basement of Old Main, while service remains the departments' slogan.

Dr. E. M. R. Lamkey, head of the biological science department, and Dr. R. U. Gooding of the physical science department cooperated in the preparation of this article.

Constructed in 1929, the David Felmley Hall of Science (right) houses both the biological and physical science departments.

Actual teaching of science under supervision in the high school is all a part of the training received by Normal University graduates majoring in science work.



to the state capital, and the transfer of the survey to the University of Illinois. Consequently, in the department of biological sciences, at no time has an educational revolution been necessary. The department has prospered by continuing to meet educational needs as Illinois has shifted from a strictly pioneer and agricultural state to one highly industrialized and urbanized. At the present time, a highly trained and experienced staff of eleven instructs in the fields of botany, zoology, bacteriology, entomology, hygiene, the human body, and the natural sciences for elementary schools insofar as these subjects apply to every day living and human progress. The watchword of the department is still service, and its chief pride is in the service which it renders to the university as a whole in addition to its task of developing teachers of science for the secondary and elementary schools of Illinois.

PHYSICAL SCIENCE

After its separation from the biological science department, the department of physical science functioned under the direction of Prof. Frederick Delos Barber until 1913, when the chemistry and physics work was separated into two departments. The physics department remained under the leadership of Professor Barber until his retirement in 1924. The chemistry department was headed by Prof. Howard W. Adams who had been teaching chemistry in the university since 1909. The two departments were separate until 1934 when they were again united as the department of physical science under the direction of Professor Adams. When Professor Barber retired Clarence L. Cross was elected to head the physics department and continued to do so until 1934 when it was merged with the chemistry department. At the present time eight staff members are engaged in the teaching of physical science.

The physical science department has three primary functions: first the preparation of teachers of physics and chemistry for the high schools of Illinois; second, the teaching of physical science to students majoring in such fields as agriculture, home economics, and industrial arts, where a knowledge of the physical sciences is essential, and the presentation of an orientation course in physical science to all students in the four-year curriculum.

In order to keep pace with the trends in modern education new courses have been added and the nature of the work in old courses frequently changed. At the present time consumer science is being stressed; semi-micro methods are being adapted to analytical chemistry; a course in Municipal and Industrial Science is offered in which excursions to industrial plants are made and students have an opportunity to see science at work, and a course in Safety Education is given. Since the equipment used by classes in Visual Education is all physical in nature, this course has been taught by a member of the department.

SCIENCE DEPARTMENTS

Both departments are now housed in one of the newest buildings on the campus, the David Felmley Hall of Science. On the first floor of the building, which was constructed in 1929 at a cost of \$260,000, are the physics and agriculture departments. The biological science classrooms and laboratories are located on the second floor, and the entire third floor is devoted to chemistry work. The laboratories of both science departments are well-equipped, the physical science department carrying in its inventory apparatus and equipment valued at approximately \$32,000.

Under the present plan of selective admission twenty-five freshmen are permitted to register in the physical science department each fall; fifteen, in the biological science department. Applications for admission are examined by the heads of departments, and careful consideration given not only to scholastic standing but also qualifications outlined that indicate personal characteristics essential to successful teachers. Quotas for 1939-1940 have been filled. Both departments have been very fortunate in that their graduates are to be found in superior teaching positions and that during the depression years when teaching positions were curtailed some found lucrative employment in industrial plants.

To the vision, inspiration, and constructive efforts of early university staff members the science departments constantly find themselves greatly indebted today.



"It's just an ordinary year so far as placement is concerned," J. W. Carrington, director of the Bureau of Appointments, tells an applicant who brings credentials into the office for approval. "We hope to help you secure a position."

Where They Will Teach

1939 Graduates Secure Positions

Bernice Ellen Ackerson, elementary school, Lebanon
 Helen Marie Adams, high school, Farmer City
 Dorothy Emma Albrecht, rural school, Delavan
 Sarah Elizabeth Alexander, rural school, Lanesville
 John Philip Allen, military academy, Onarga
 Clara E. Allsopp, rural school, Lincoln
 Marguerite Leona Anderson, elementary school, Victoria
 Bess Louise Andrews, elementary school, Bunker Hill
 Doris Mae Ashmore, high school, Galva
 V. Bernice Ayresman, elementary school, Cropsey
 Wilma Virginia Bair, elementary school, Marseilles
 Allyne Ruth Bane, high school, East Lynn
 Ila Mae Bane, rural school, Colfax
 Mildred Merle Behrends, rural school, Clifton
 Helen Belknap, elementary school, Oak Park
 Mary Loretta Bell, rural school, Wilmington
 Florence Elizabeth Bernzen, elementary school, Quincy
 Gertrude Adele Bickenbach, high school, Allendale
 Walton Burrell Bishop, high school, Milford
 Regina Anne Black, elementary school, LaGrange
 William Henry Blatnik, high school, Braidwood
 Margaret Caroline Boero, rural school, Anchor
 Virginia Lael Bolin, high school, Onarga
 Wilma L. Bolliger, rural school, Lockland
 Anna Mae Boning, elementary school, Franklin Grove
 Ruth Jeanette Boston, high school, Farina
 Irene Marie Bota, elementary school, Witt
 Rosalie Anne Boundy, elementary school, Melvin

Valerie Jane Bowen, rural school, Chenoa
 Beatrice Nona Boyd, elementary school, Depue
 Eileen Margaret Brady, rural school, Forrest
 Jessie Louise Britt, rural school, New Douglas
 Edith Brockman, elementary school, Hammond
 Helen Brooker, high school, Amboy
 Marylon Brooks, rural school, Carlock
 Issabelle L. Brown, rural school, Jacksonville
 Kenneth Clarence Brumm, high school, Sadorus
 Dessie Belle Buchter, elementary school, East Lynn
 Carmen Whiteside Bull, high school, Morris
 Gladys Eunice Bunney, high school, Divernon
 Mildred B. Bushell, high school, Atlanta
 Frances Marie Butler, rural school, Farmington
 Marion E. Caldwell, elementary school, Jacksonville
 Florence Martha Campbell, elementary school, Martinton
 Hannah Burns Campbell, rural school, Thawville
 Mary Helen Carey, elementary school, Danville
 Virginia Carriker, elementary school, Irving
 Allie Belle Carter, rural school, Hoopeston
 Margaret Catlett, high school, Waterman
 Ruth Aileen Chesebro, elementary school, Champaign
 Leoma C. Clark, rural school, Noble
 Eleanor E. Coakley, rural school, Mt. Auburn
 Ruth Ellen Cole, elementary school, Princeton
 Julia Geraldine Conway, rural school, Saybrook
 Edith Helen Crosby, elementary school, Plainfield
 Kenneth W. Cross, elementary school, Galesburg
 Eileen Sieh Culbertson, rural school, Danvers

(Continued on page 23)



" . . . only the plowed field stood between me and my first board member."

My First School Board Interview

by Leroy Furry

Editor's Note: The following article appeared in the July issue of *The Alumnus*, the Iowa State Teachers College alumni quarterly. Pen and ink drawings are by Prof. John Horns of the Iowa college's department of arts. George H. Holmes, director of the Bureau of Publications, Iowa State Teachers College, as well as the author and artist kindly furnished permission for the article's being reprinted.

Though the open season on school board members has not yet drawn to a close, it already has left vivid memories, especially with those who never had experienced this type of hunting before.

"How about a job!" has been the cry these recent weeks of thousands of young hopefuls and of others with more experience, as they trod the earth in exciting search for the best possible of nine months' economic security.

And always the teacher confronts the school board, face

to face, hand to hand. Most alumni remember with a smile—or a grimace—their first experience with a member of that great American institution.

How well I remember my own! It was my initial trip in search of a teaching job after graduation from Teachers College. Borrowing my father's car, I had to perform my interviewing in a strange town 200 miles from home.

And the word "perform" describes exactly this act of interviewing school board members. Teaching aspirants always don the best of their Sunday best, slough off their manners and occasional vulgarities, brush up their speech—and wobble in the knees. Their job is to sell themselves in competition with others—to sell themselves to the board members' own ideas of what a teacher ought to be.

No Turning Back.

With these thoughts pelting a slightly befuddled mind, I learned, after I had finally arrived in town, that the first man I could see was a farmer. Only with a great deal of

courage did I turn the car into his driveway, halting a short distance from his large and well-shaded house. I jerked my tie a little tighter and glanced hastily in the rear-view mirror at the only hat I had put on my head in six months. Then I stepped out of the car, cleared my throat, and out in the open, marched toward the house. There was no turning back now.

How I arrived at the back door I do not know. But there I stood, and instead of walking around to the front and looking lost, I summoned fortitude and knocked. A pleasant farm wife, just past middle age, opened the door at the moment I lifted my hat.

"How do you do," I greeted with a satiating politeness and an affected smile. (At least it seems that way to me now as I look back.) "Is Mr. Jackson in?"

The reply was a gentle, "No, I'm sorry, he isn't"—a reply that had, I know, disappointed any number of other aspirants that very morning. Mr. Jackson, she announced, was doing some spring plowing out in the field.

"Could I see him?" I asked, almost wishing that I couldn't.

"Well, yes, if you want to."

"I'd like to," I replied in constrained eagerness.

And then came the directions. "See that chicken house?" asked the lady, who I assumed was Mrs. Jackson. She pointed eastward. "Turn around that chicken house to the right. Then cross a fence and turn to the left and follow it across the barnyard to another gate. You'll see Mr. Jackson out in the middle of the field somewhere. You'll have to walk across a plowed field, if you don't mind."

"Oh, no, that's all right with me," I answered hurriedly, with a slight emphasis on "me;" for I was anxious to impress these people that although I wasn't a dirt farmer, at least I was sympathetic with them and knew how to behave in their habitat.

And so I began my little journey. I reached the chicken house easily—and noted some fine baby chicks inside. I also won the first gate in quick fashion; but somehow the second gate escaped me. Spying the plowed field and Mr. Jackson, evidently, in the middle of it, I saw that an un-gated fence remained my only obstruction. Not wishing to stand bewildered in the center of the barnyard, and remembering the rural displeasure of having fences broken by city slickers, I glanced carefully around me to see if anyone was looking,

and then bore down on the second wire and crawled through.

At this stage, only the plowed field stood between me and my first board member. With a regretful glance at my freshly shined shoes, I marched forward. The going was rough, especially when I tried to keep my head up. The big clumps of black, freshly turned soil humbled my stride to an ignoble stumble. Every now and then one foot and then the other sank into the crumbling dirt, leaving my feet full of it, and persistently obliterating my shine.

Soon, however, I neared my objective. When Mr. Jackson spied my struggling form, he called "whoa!" to his four horse team, then drew to a stop, a little trail of dust behind him. What followed reminded me of those breathless scenes in the movies, in which seemingly a whole world with piercing eyes watches the humbled one march up to surrender. And though I was attacking rather than surrendering, under Mr. Jackson's awaiting gaze I felt that my doom lay close at hand.

"How do you do!" I offered, smiling. "You're Mr. Jackson?"

"Yes," he answered, humbly.

He sat above me on the seat of his plow. Looking him over swiftly, I glanced with humiliation at his heavy, honest shoes. With his right hand, leather-tanned and rough and tough, he grasped the reins; with his left he fiddled nervously at a gadget on the plow. His round, rugged face, a little furrowed, turned toward me, the faintness of a questioning smile suggesting good will, if not promise. I returned the gaze of his deep-set blue eyes, narrowed by the bright sun of spring.

Since he did not speak, I had to trumpet the charge. I offered my hand, "Smith is my name," I explained, with too much compositeness. "Lee Smith, from Mason City."

"Oh, how do you do," shaking my hand, which I felt to be a bit clammy. The handshake was firm, and I wanted to squirm out of it in spite of my bravado, for it lasted long and silently.

"I received a card from the placement bureau at Teachers College," I explained. "I hear there's a vacancy up here; and" I announced, putting on a laugh, "I thought I'd come up and get the job."

Mr. Jackson's smile broadened just a little. Yes, the school officials had sent him my name, and I was right, a

That first interview with a teacher employer is always a hurdle confronting the inexperienced teachers college graduate. Whether the young man whose first "hunting" is described here secured the position for which he applied or not we do not know.

His experience, however, will be of interest to past and present job-seekers.

board meeting, was scheduled for tonight. But with that, the conversation bogged alarmingly. Suddenly, I thought of the baby chicks.

"Say!" I exclaimed brightly. "You've got some dandy baby chicks there. I saw them on the way out. How many do you have?"

This seemed to move him a little. Lifting one foot a bit higher on the plow, he told me modestly about his chickens.

Build-Up for a Let-Down

The conversation encouraged me. With a determination to play the role to the full (a role, by the way, with which I was at least sympathetic)—I hitched on my pants, one side then the other, pulled up one trouser leg, and hoisted a foot to the spoke of the wheel before me. With a calculated commonness, I dug clogs of dirt off the top rim of the steel wheel and flung them nonchalantly back to the earth from whence they had come.

"Well," I began, "I think I'm pretty well qualified. I've—"

"Have you had any experience?"

What a reckless question!

"Yes, in a way," trying to make the best out of a disturbing situation. "I had ten hours of practice teaching at college."

"But really none out in the field?"

No." It was, regrettably, all I could say.

"Of course," Mr. Jackson continued while I listened, heart thumping, "we would like to have someone with

experience if we could. But if you're qualified—Did you do anything in music?"

"I played in a state championship high school orchestra—cornet," I suggested brightly. "I feel sure I could direct a band or orchestra." If I had to, I should have added.

"Can you play a piano?"

What damnable questions!

"No," firmly. "My field is journalism. I'm sure I could ably handle a school newspaper. And I think it would be a fine thing for the school." (I knew they didn't have a newspaper.)

At that remark, my first school board member brightened perceptibly. I lowered my foot from the spoke of the wheel and hitched my pants again, suppressing a sudden impulse to spit.

"You can teach English and history?" Mr. Jackson asked, as if doubting.

I gained hope for here was my glory.

"Yes. I would like nothing better than to teach those two subjects. I'm sure that I know them well, and I know I can really teach them so that boys and girls will like them." Whereupon I tried to impress him with the depth and sincerity of my scholarship.

But Mr. Jackson interrupted. "Are you good in discipline?" he asked, tipping his straw hat back on his head.

To such a query I naturally replied that yes, I was sure I would be. I liked young people. I knew I could handle them.

Nothing But Farewell

When I had finished with this point, however, the necessity for talking seemed abruptly to end. Hopelessly, nothing remained but farewell. With a generous impulse to give Mr. Jackson more time for his plowing, I decided to retreat to the comparative peace of my father's car.

"Well," I said airily, waving my hand, "I'll see you to-night at the board meeting."

"All right, Mr. Smith."

I turned to begin my stumbling path to the automobile. Behind me I heard a vigorous "giddyap!" and that peculiar throat signal which I could never produce. Mr. Jackson was off to his plowing.

Inside, an empty futility seized me; the meeting seemed a failure. In surroundings of utter strangeness, I longed for faces I knew and ways with which I was familiar. I passed the baby chicks with a blush and a shudder of embarrassment for ever mentioning them. Returning to the car, I slung my hat to the back seat and stepped on the starter.

My first interview with a member of a board of education had come to an end.



"... bore down on the second wire and crawled through."



AROUND THE CLOCK AT NORMAL

Final enrollment figures for the summer school at Illinois State Normal University showed a slight decrease over those of last year. There were 1,583 students registered at Normal this summer and 1,643 in 1938. Of those enrolled, 133 took work off-campus. Fifty-nine were at the National Music Camp, Interlochen, Mich.; twenty-nine were in the recreational school, Lake Bloomington; and forty-five were members of the 1939 Redbird Geography Field Course. This last group returned to the campus a few days before the close of school to complete maps and notebooks and take final examinations.

The university again held a campus elementary and high school summer session. Total University High School registrations, numbering 215, were the largest ever recorded during summer months. The Childrens School had two terms, one of eight weeks running concurrently with the university's and another beginning August 7 for three weeks. Students were again offered an opportunity to teach in the affiliated Little Brick School, the only rural school in the state to hold a summer session. The Vacation Bible School, sponsored by the Normal Ministerial Association for several weeks, furnished further facilities for student teaching.

Fund

Interest amounting to \$200 on a trust fund of \$5,000 set up by the will of Alice C. Fell, daughter of Jesse W. Fell, in memory of her father has recently become available.

The will stipulates that the money be used first for the care of the Jesse W. Fell memorial gateway and then employed to bring lecturers or other forms of entertainment to the campus.

President Fairchild, Dean R. H. Linkins, and Normal's mayor, G. M. Ridenour, make up the committee to work with the estate trustee in dispensing funds.

Events

A series of evening talks for men interested in industrial education was sponsored by the industrial arts department this summer. On June 22, Z. P. Birkhead of Decatur discussed "The Proposed General Shop Program in Decatur." "General Metal Work in the Springfield High School" was Frank Owen's subject two weeks later; and President Fairchild concluded the series when he spoke on "The Increased Importance of Industrial Arts in Education" July 20.

Play nights, lectures, motion pictures, concerts, coke dances, and a summer formal were all part of the series of events held. Several twilight concerts were given by the university music organizations; Gamma Phi, honorary physical education fraternity, offered a circus performance for summer students. Most popular number of the entertainment course with the student group was the concert rendered by John Carter, nationally known tenor, in Capen Auditorium July 6.

Farm

Dressed up in a new coat of white paint are the university farm buildings. Signs have been posted at the entrance as well as the northeast and southeast corners of this university property which read: "Illinois State Normal University Department of Agricultural Education, Experimental and Demonstration Farm. Visitors Welcome," and construction has been started on the new combined stock-judging pavilion and machinery building for which funds were allotted sometime ago.

Also under way on the farm is the erection of six buildings to house an enlarged contingent of National Youth Administration students. Approximately thirty men enrolled in the government agriculture project have lived at 703 North School during each three months' term the past year. By the end of August, however, the group will be enlarged to include some one hundred men, all of whom will be housed on the farm. In addition to dormitories, the buildings moved from Murphysville by the national administration include a recreation and school unit, a dining hall, kitchen, bathhouse, and an office for the training headquarters. Those participating in the resident training course have attended classes at the university and carried out landscaping and industrial arts projects as part of their work assignments the past year.

Index

James Cameron of Paxton, junior in Normal University this fall, is to serve as editor of the 1940 Index. For the first time a woman will be business manager of the year-book, Miss Virginia Dunnire, a third year student from El Paso, having been chosen to fill that position. Both were selected by the Publications Board.



University Home
Management House

Camp

Twenty-nine students were included in the group that officially registered for Illinois State Normal University's first recreational school. Prof. C. E. Horton has been director of the summer session at East Bay Camp, Lake Bloomington. Experienced teachers, undergraduate, post graduate and graduate students from other schools as well as Normal were included among those in camp for the eight weeks' session at Lake Bloomington.

They directed recreational activities of campers at the lake and attended composite courses offered by five university departments. Student teaching work was done on the waterfront, in the woods, in the dining hall, and around the campfire. Some led songs, others mapped out nature trails, and all of "Pop Horton's children," as they designated themselves, carried out his assignments faithfully.

Themes

"Personnel in Education" was the theme of the Educational Conference July 18-20. The program the first day centered around "The Child" with Miss Marion Carswell of Smith College guest speaker at the morning assembly. Dr. H. L. Donovan, president of Eastern Kentucky State Teachers College, discussed "The Teacher" at the educational program Wednesday morning, July 19. "The Public" was the theme around which the morning program centered when Dr. George E. Carrothers addressed the group in Capen Auditorium Thursday, July 20. Afternoon groups, as in other years, were part of the conference schedule.

Also during Education Week was the annual exhibit of school supplies in McCormick Gymnasium and Cook Hall. Safety materials this year for the first time were displayed as a separate unit in the Cook Hall gymnasium. Dr. R. U. Gooding, general chairman of the event, reported that approximately the same number of firms exhibited supplies this year as a year ago, that sixteen manufacturers of school materials had representatives on the campus this year for the first time, that 4,000 visits were paid to the exhibit this summer. In addition to the regular program of the conference, the Illinois Congress of Parents and Teachers again cooperated with a summer school for students interested in learning about the parent-teacher association program.

Course

Members of the 1939 Geography Field Course returning to the campus a few days before the close of school reported that the deep-sea fishing, language difficulties encountered

in Quebec, noticeable preparations for war in Canada, and good-will expressed toward I. S. N. U. were all highlights of the 6,000 mile study course through eastern United States and Canada.

Prof. Leslie A. Holmes pointed out that it was remarkable how many good comments the group heard about the university this summer.

House

The university Home Management House was completed according to contract June 22 and has now been turned over to the university. Interior furnishings chosen by members of the home economics department and by students enrolled in homemaking courses will be in place when school is opened in September and the first students move into the new house.

Bulletin

"Recreation in Public Education" is the subject of the June number of *Teacher Education*, Normal university field service bulletin. In the opening article Prof. C. E. Horton gives an interpretation of recreation.

Dr. Stanley Marzolf and Dr. F. W. Hibler discuss "Recreation as a Factor in Personality Adjustment." Staff members of the geography, English, physical education, art, speech, science, industrial arts and social science departments show recreational opportunities in their respective fields.

"Recreational Values of Extracurricular Activities," by Dr. Victor Houston is the closing article. Also included in the magazine are summaries of campus activities, faculty publications, and professional activities of the faculty.

"Student Teaching" will be the theme of the bulletin's September issue.

I. S. N. U. 1939 Football Schedule

Sept. 23	Culver-Stockton College, Canton, Mo.	Here
Sept. 30	State Teachers College, Platteville, Wis.	There
Oct. 7	Michigan State Normal College, Ypsilanti, Mich.	Here
Oct. 14	Western State Teachers College, Macomb	There
Oct. 21	Eastern State Teachers College, Charleston	There
Oct. 28	Southern Illinois State Normal University, Carbondale (HOMECOMING)	Here
Nov. 4	Elmhurst College, Elmhurst	Here
Nov. 11	Northern State Teachers College, DeKalb	There
Nov. 18	Illinois Wesleyan University, Bloomington	There

The Editor's Page

The Christening

Electrical, plumbing, heating, and general contracts have been let on the superstructure of the new Illinois State Normal University library building and construction begun after several months' delay following the completion of the foundation. It is, we are told, to be completed according to schedule by May 3 and dedicated during the 1940 Commencement Week.

Shall it be another Manual Arts Building, Old Main, or simply the "Library," as its predecessor is called, with no significant name? Or shall it rather be christened with a distinctive title? Although the power to name buildings in the five Illinois teachers colleges is vested in the State Normal School Board, that group is a civic-minded aggregation of citizens willing to give ear to suggestions.

Among those university benefactors whose names are already appropriately perpetuated on the campus by buildings dedicated in their honor are Jesse W. Fell, Thomas Metcalf, John W. Cook, David Felmley, and Henry McCormick. Six Normal University presidents have not been awarded such distinction; but according to school traditions, only those four who have already died are eligible for the honor. The name of Ange. V. Milner has been proposed this year by a number of alumni and acted upon favorably by some of the alumni clubs as *the* one that the new building should have.

Miss Milner, widely known as "Aunt Ange," to students living in the gay nineties and war, as well as jazz, eras, was the university's first librarian. A small woman of soft voice and silver hair, she safeguarded Normal's priceless volumes from 1890 until 1928.

Whether or not the new \$550,000 building should bear her name or that of some other beloved contributor to the school's welfare is largely a matter to be determined by student, faculty, and alumni opinion. Of groups having the interest and authority to speak the alumni compose by far the largest body. Those former I. S. N. U. students who are not on the campus now will always be an integral part of the university.

And the State Normal Board will certainly give heed to suggestions of alumni if forwarded to the Quarterly.

Ten Thousand Dollars

Another problem confronting university authorities is the spending of \$10,000. This amount of money has been set aside by state officials for campus beautification.

Although only one tree was removed from the grove west of Fell Hall when the new Home Management House was built and only one has been cut to make way for the library structure, age, disease, storms, and the erection of other buildings as well over a period of years have lessened the number of beautiful trees so carefully selected and planted on the university campus by Jesse W. Fell.

The original plantings followed a plan prepared by William Saunders, a Philadelphia landscape gardener, and were chosen not only to produce the best landscape effects but to furnish specimens of interest to the botany student. More than one-half of the trees, however, were seriously injured in the storm of June 10, 1902, and one hundred were totally destroyed.

The trimming and repair of trees have been carefully superintended since 1900, but few new plantings made. Shrubbery was set out around the buildings in 1905 and the old lily pond cemented. The pond was removed, however, when Fell Hall was constructed in 1917. Playgrounds and athletic fields have been marked off and then abandoned. While sidewalks have displaced paths in some instances, in others barren spots have expanded. And the landscaping of many areas has been neglected.

Improvements have been made in the past few years by the addition and widening of some walks, the planting of some shrubs, and the setting out of evergreens on the outdoor stage. The athletic field has been sodded; a practice field, constructed for the high school on the site of the former school garden. Soon the ditch at the southeast corner of the campus over which all street cars to Bloomington once passed will disappear and a new athletic field for women will replace the one lost when the library building excavation was begun. An enlarged playground to the north of the Metcalf building is planned.

As these projects get under way, one wonders to what extent buildings and their necessary accoutrements—sidewalks—should be allowed in the future to fill a once remarkable campus. There was a time when grade school youngsters could stake out a different baseball diamond each recess—when a young man could find both butterflies and privacy on the campus green. But that time is fast disappearing. Should not such improvements as those cited be permanent and in accordance with a limited building program? There is beyond doubt a saturation point on the present fifty-six acre campus and the necessity for the university's securing additional grounds for building construction when that point is reached is worthy of consideration.

What Have We Lost?

(Reprinted from *World Affairs*, March, 1937.)

by Ethel Harpole Shaw '12

What benefits would this world of ours have missed,

If Pasteur, Marconi, or Lincoln, each before life's prime
Had had his name upon a casualty list

As killed in battle; and if, in his own time,
Wagner, Shakespeare or Angelo had been lost

At twenty, to lie beneath a monument

For heroes slain in wars at unknown cost?

So who can know or guess what wonders went
From this old earth through each successive age,

Swept out in war's annihilating rage?



IN THE PICTURES. Left: Faculty members form an avenue on the parking circle and steps of Old Main for graduates returning with diplomas from the outdoor amphitheater. Right: I. S. N. U. alumni holding offices in the general alumni association as well as local clubs and members of the university Public Relations Committee posed for this picture in front of Fell Hall following a dinner and conference Sunday, June 6. Below (left to right): Class pictures taken at the alumni luncheon. Class of 1889—Mrs. Luella Denman Hanna, Normal; Sherman Cass, Fithian. Class of 1899—(front row) Mrs. Mary Schneider Cavins, Stanford; W. B. Pusey, Ottawa; Miss Lydia Colby, Geneseo; (back row) Miss O. Lillian Barton, Normal; Will H. Johnson, Bloomington; Miss Alice Drobisch, Decatur; Clyde Burtis, Chicago; Miss Katherine Cowles, Bloomington; Clarence Bonnell, Harrisburg; Mrs. Tillie Entler Tullis, Chicago. Class of 1909—Mrs. Ethel Potts Feck, Cerro Gordo; Mrs. Emma Pellet Haynes, St. Louis; Harry Diehl, Gibson City; Mrs. Ella McCormick Diehl, Gibson City; Miss Ethel Horner, Lebanon. Class of 1914—(front row) Mrs. Ethel Margaret Barnard Eaton, Normal; Miss Margie Twomey, Bloomington; Mrs. Eda Keys Terrill, Peoria; Mrs. Melinda Huff Barry, Canton; (back row) B. L. Reeves, Cisco; Harry O. Lathrop, Normal; Thomas J. Lancaster, Normal; Ralph Garrett, Belvidere; R. G. Buzzard, Charleston; Levett Kimmell, Golconda.

I. S. N. U. Eightieth Commencement

Among the June Commencement festivities most interesting to alumni were the Wesleyan-Normal baseball game Saturday, June 5, when the I. S. N. U. Red Birds were victorious by a score of 7 to 6, and the president's reception to the graduating classes, faculty, and alumni that evening.

Council

Sunday, June 6, delegates of the county I. S. N. U. Clubs, officers of the general alumni association, and members of the university Public Relations Committee met for dinner and a conference in Fell Hall. Clubs represented were those of Champaign, Christian, Cook, Dewitt, Ford, Iroquois, Kane, Kankakee, Livingston, Logan, Macon, Madison, McLean, Peoria, Piatt, St. Clair, Sangamon, Vermilion, Will, and the southeastern, Ill., counties.

Following the dinner President Fairchild spoke on the subject, "Looking Toward 1940." William Small told of the alumni association's activities; Mrs. Gertrude M. Hall discussed new projects of the alumni office, and Thomas Barger, Jr., reviewed work done in connection with the

student union plan. Topics under general discussion were club organizations, the making of plans for local meetings, dues, and various club projects.

Baccalaureate

Speaker at the Baccalaureate service was Pres. Clyde E. Wildman of DePauw University. A concert featuring the University Band was presented in Capen Auditorium on the Sunday evening preceding Commencement.

Alumni who had returned for the reunions met in the Student Lounge Monday morning, June 7. Local university graduates served as hosts to the group.

Luncheon

The annual luncheon and business meeting of the I. S. N. U. Alumni Association was held at Fell Hall on June fifth with 163 members and friends present. William Small, organization president, was in charge.

Immediately following the luncheon, group singing was enjoyed under the leadership of Ralph A. Shick. Greetings were brought from the sophomore class by its president,





Frank Ward, and from the senior class by its president, Ross Fairchild. Frederic Stephenson, also of the class of 1939, played a cornet solo.

The secretary-treasurer's reports were read and approved. Mrs. Stella Henderson, chairman of the nominating committee, reported the nomination of William McKnight for vice-president. It was moved, seconded, and carried that a unanimous ballot be cast for the election of Mr. McKnight. Thomas Barger, Jr., spoke briefly concerning the proposed student union building and made a motion that the executive committee of the association be empowered to work out such organization as might be necessary to carry on this project. The motion was seconded and carried.

A number of representatives from some of the earlier classes were introduced as well as two who had traveled some distance to attend the meeting. These included Miss Ellen Edwards '73; Mrs. Jessie Dexter Wilder '78; Thomas Williams '79; Herbert McNulta '80 of Charleston, S. C.; Sherman Cass '89; J. Riley Staats '29 of California, Pa., and Walker Wyman '29 of River Falls, Wis. Mrs. A. C.

Norton '01 and Dr. R. G. Buzzard '14 made brief talks.

Pres. R. W. Fairchild chose as his subject "What of the Future at I. S. N. U.?" He discussed the 1940 Commencement, the twenty-three county I. S. N. U. Clubs, the graduation fee that will in the future give every graduate an active membership in the alumni association, the *Alumni Quarterly*, and the News Letter.

Katherine C. Adolph
Secretary

Program

Following the luncheon parents of graduates and alumni alike adjourned to the outdoor amphitheater for the Commencement program. The line of march for faculty and graduates was altered this year because of the new library building under construction. Leaving the campus buildings the group entered the amphitheater from School Street.

The University Band played the recessional as graduates filed across the stage to receive their diplomas following Joy Elmer Morgan's address. Returning to Old Main, the faculty group formed an avenue on the steps of the build-

IN THE PICTURES. Right: Earliest graduates of the university present at the Commencement reunions this year were (left to right) Mrs. Jessie Dexter Wilder, Bloomington, of the class of 1878; Thomas Williams, Bloomington, University High School graduate in 1879; Miss Ellen S. Edwards, Normal, who was graduated from I. S. N. U. in 1873. Below (left to right): Class of 1919—Miss Helen Shuman, Kankakee; William Small, Petersburg; Mrs. Anna Larkin Wilkie, Tremont; Mrs. Thelma Boso Smith, Carlock. Class of 1929—(front row) Mrs. Carolyn Coffey Stanfield, Pana; Miss Velda Kendall, Virginia; Mrs. Rose Burgess Buehler, Normal; (back row) J. Riley Staats, California, Pa.; Harris Dean, Lexington; Walker D. Wyman, River Falls, Wis. Speakers' table at the Commencement luncheon.



ing and parking circle through which the graduates passed, and the university's eightieth Commencement was officially brought to a close.

Report

The following report was made by the alumni association treasurer at the Commencement luncheon:

Receipts:

Balance on hand June 4, 1938	\$ 72.74
Alumni luncheon tickets	129.75
Dues	530.00

Total receipts \$732.49

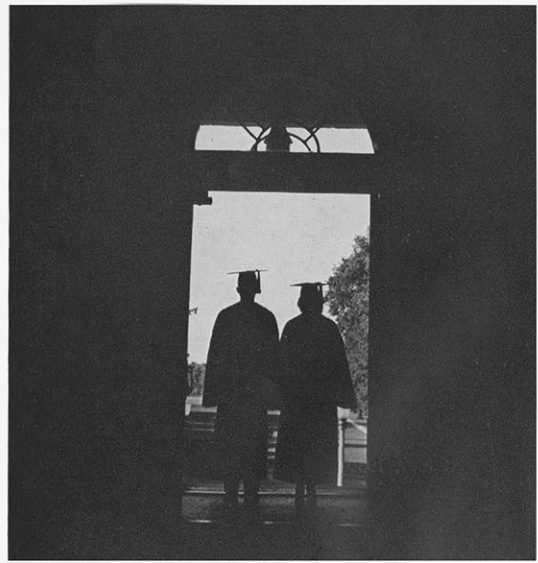
Expenditures:

Alumni luncheon	\$118.16
Stamped envelopes and postage	53.21
Quarterly envelopes	37.95
Pictures	18.76
Cuts	169.47
Expenses of delegates to dinner	47.50
Bank service	3.32
Salary of associate editor	100.00

Total expenditures \$548.37

Balance on hand June 2, 1939 184.12

Katherine C. Adolph
Treasurer



Books Reviewed . . .

MEIN KAMPF. By Adolph Hitler.
(New York: Reynal & Hitchcock, 1939)

THIS BOOK is a hodge-podge of truth, half-truth, falsehood, fact, theory, aim, and method, seasoned with generous amounts of demagoguery and propaganda. It does indicate the author's attitude toward vital national and international questions and outlines his general line of action. Because of this fact and because the author has become the dictator of Germany and the outstanding threat to the peace of the world; the book is highly important.

The artistry of the master demagogue has been used effectively. Aryans (presumably referring to Germans who are at least neither Jewish nor Slavic) are told that they are superior to other people, the latter being overwhelmingly in the minority in Germany. In fact, these Aryans are told that they are the only ones capable of creating and preserving culture. Jews are singled out for a fanatical campaign of hate. The so-called Aryans are led to believe that the time may come when they, operating as a master nation, will rule the world, provided they maintain their race purity.

Dictatorships Are Best

Democracy, Socialism, Communism, and Jewry are grouped together and condemned in the vilest terms. Nazism is held to be necessary because democracy cannot prevail against Marxism. The author contends that present-day parliaments are made up of mentally deficient persons and that they are desired only by Jews and crooks. He says that dictatorship is the best form of government because it brings the best men into power.

Utter contempt for the political acumen of people generally is manifest throughout the book. The opinions of the people are held to be unbelievably primitive. A dictator must provide them with creative ideas and plans. The author says that the masses must be nationalized by ruthless methods and that, in this process, all opposition must be destroyed. The inhabitants of Germany are divided into three classes: citizens, subjects, and aliens. Only citizens are to be permitted to exercise political authority. Those subjects who are of German nationality may be



Author of the accompanying review, Daniel B. Carroll '12, heads the department of political science at the University of Vermont.

The article first appeared in the "Vermont Cynic," the university's student newspaper.

permitted to acquire citizenship if they demonstrate fitness. Likewise citizenship may be withdrawn from those who prove unfit. Just what constitutes fitness is not clear, but unqualified loyalty to the dictator is probably a primary requisite. Women may demonstrate their fitness for citizenship by marriage and occasionally by outstanding accomplishment. Aliens are to be without political privilege.

Communism Must Be Prevented

The condition of labor is to be improved, as sound social conditions are necessary to prevent the development of radicalism. Hitler feels that both the nation and employers will profit by generous treatment of employees and that this fact is too often overlooked by employers. Employers must discard the notion that attempts of employees to secure economic justice are to be suppressed, if German workers are to be prevented from accepting Communism. The trade union is to be accepted, but it is to be used as an agency for vocational representation and is not to be used to promote class struggles. Its aims must conform to those of the dictator.

Control of government is to be secured before political reforms are inaugurated. The leader (i.e., the dictator) will be selected on the basis of popularity and he will maintain his position by force and tradition. He will retain his office permanently and his power will be absolute.

Militarism, with all that the name implies, is accepted as a cardinal Nazi doctrine. The preservation of mankind is said to demand eternal struggle. In this struggle, ideas of humanity must give way to the urge to fight for self-preservation. German power in the world will be regained when the people have acquired the spirit to bear arms. Sacrifice for armament, it is contended, is always richly repaid by the rewards of warfare.

The author argues that the World War was the result of an effort to open or conquer the world for the German people by peaceful means. He feels that Austria should not be criticized because of the ultimatum she sent to Serbia in 1914. He says that all of the German people wanted the war and that he fell on his knees and thanked God for the privilege of living during the war period. He speaks bitterly about sabotage at home which he feels made the Treaty of Versailles inevitable, but he is not bitter against the treaty itself. He does contend that the terms of the treaty are exceedingly harsh, but he apparently feels that they are the normal consequence of defeat on the field of battle. He insists that the military defeat was just punishment for failure to solve internal problems.

The question of alliances is given considerable attention. Those people are called fools, who, in 1914, believed Italy



Reviewer of the centennial history of teacher education, Floyd T. Goodier is well acquainted both with its author and the field of education discussed.

would fight with Austria. One cannot help wondering if the same process of reasoning might lead one to conclude that Italy would not fight with Germany in 1939 or 1940. Alliances which promote the interests of Germany, as determined by the dictator, are to be arranged. France cannot be considered as a possible ally, as she will always be a mortal enemy of Germany. England is considered the most desirable ally, because she would be particularly helpful in the conquest of Russian territory and because her people have the necessary brutality and toughness to fight to the bitter end. Near the end of the volume, Italy is mentioned as an acceptable ally. All alliances are to have war as their purpose.

Territory and Colonies Are His Aim

Conquest of territory is a basic aim of the Nazi state. All territory occupied by Germans is to be taken. Colonies are to be added as the need arises. In the process of conquest, however, attention will be directed primarily to territory in Europe. The author insists that European territory may be obtained only through fighting. South Tyrol will be regained. Russia and her border states are considered especially desirable morsels. Just what is to be the condition of the people in the conquered territory is not clear, but they will doubtless be treated as subjects. Unless they are of German nationality, they apparently cannot become citizens. Only citizens are to be used by the dictator to control the enlarged German state and to dominate the rest of the world.

The audacity with which Hitler has stated his aims and described the methods to be used in their attainment is almost beyond comprehension. Yet, even though many people still profess little concern in the matter, it is all too evident that he really intends, by ruthless means if necessary, to proceed in the near future to the attainment of his ends. He expects to do this in utter disregard of accepted moral standards and of the wishes of the people involved. Might is to be his standard of right.

A CENTURY OF PUBLIC TEACHER EDUCATION.
By Charles A. Harper. (Washington, D.C.: National Education Association, 1939.)

Those interested in the training of public school teachers are under a debt of gratitude to Professor Harper for this little volume of approximately two hundred pages published under the auspices of the American Association of Teachers

Colleges. The publication is an account of the development of teacher education in the United States since the opening of the first normal school, as the teachers' college was formerly called, at Lexington, Massachusetts, in July 1839. It is written in a clear, direct style that easily holds the interest of the reader.

Professor Harper emphasizes the following main points:

1. Teacher education in the United States has been an evolution. Step by step the program for the training of teachers has developed in conformity with the changing spirit of succeeding generations. Readers should be glad that the author has a rich background of American history which has stood him in good stead in discussing this phase of his topic.

2. The particular types of institution first set up for the education of teachers differed markedly in various parts of the country. This is well illustrated in the broader conception of teacher education held by the sponsors of the Illinois State Normal University opened in 1857 as compared with the ideas of those who were responsible for the earlier New England normals.

3. In spite of temporary deflections, the general program has maintained a distinct character of its own as distinguished from other types of higher education found in liberal arts colleges and state universities. This has been due largely to the leadership exhibited by such men as Horace Mann, Henry Barnard, and Richard Edwards in the nineteenth century and by Homer Seerley, John Kirk, and David Felmley in the earlier years of the present century. Readers of this quarterly have reason to be very proud of the large number of these leaders who have at different times been identified with Illinois State Normal University.

4. The pragmatic aspect of teaching has ever been recognized in the institutions devoted wholly to the preparation of public school teachers. Administrators and faculty members have kept fully conversant with practice, as well as theory, and have been as ready to discard the outmoded as to introduce the new.

5. Professionalization of subject matter and systematic apprenticeship teaching, while not sufficiently recognized in certain areas in the earlier years, have come to be essential in teacher education.

Many and varied were the types of activities engaged in by the leaders in the development of modern teacher training institutions. Institutes were conducted, legislators were influenced, students were recruited, selective admission was developed, curricula were organized, follow-up programs were set up, extra-curricular activities were introduced, building programs were launched, faculty requirements were raised, extension courses were offered, public relation programs were instituted—all to the end that boys and girls of our public schools might have better teachers. The story is an engrossing one and as told by Professor Harper holds the attention of the reader to the end.

One concludes the last chapter with the feeling that teacher education is still evolving and still improving in character. The one hundred fifty institutions belonging to the American Association of Teachers Colleges, ministering to more than 180,000 students each year, know where they are going. From small beginnings they have come a long way in the past century. They may be expected to show even greater progress in the years ahead.

Prof. Charles A. Harper, Normal University, is author of the history reviewed by Professor Goodier. Published by the National Education Association, the book retails at cost.



UNION NOW. By Clarence Streit.
(New York: Harper & Brothers, 1939.)

WITH THE march of the dictators continuing, with over 300,000,000 people now under totalitarian government, thinking people all over the world are seeking some way to save democratic government for future generations.

One solution offered is that of Clarence Streit, who as correspondent for *The New York Times* at Geneva, has observed the workings of the League of Nations and the World Court and concluded that these institutions are not the final solution. He now advocates the federal union of the fifteen democracies of the world on the same as that adopted by our fathers in changing the government under the Articles of Confederation to that of the present union.

Of this remarkable book President E. H. Wilkins of Oberlin says in his review in *The Christian Century*, "I believe this to be the most important book published thus far in this dark century of ours."

The book interested me first, because I know the man who wrote it; knew him when he was a high school and college student. I also knew his mother to whom he dedicates the book. I was at his home when his grandmother died. But if I had never heard of Mr. Streit before, I would be interested in his book because it is a work of great merit. It is an attempt to solve the world's trouble today in the same way our fathers solved their troubles in the days of the old confederation. Mr. Streit continually recurs to *The Federalist* and shows the parallel between post-revolutionary times and conditions and our own.

The book will, of course, arouse great opposition. As Mr. Wilkins says, "The plan faces the fundamental obstacles of ignorance and selfishness, dispersed or corporate, and the hard respectable obstacles of established attitudes, practices and partial orders, which even if relatively good are disastrously less than best. But Christians, who see this little round world as the heights of eternity, may well become a driving force for the translation of this plan into reality."

Mr. Streit has had an exceptional opportunity to study the actual workings of the League of Nations and the World Court. He says it first dawned on him in 1933 that the fundamental weakness of the League was the same weakness that the thirteen former British Colonies found in the Articles of Confederation. He knows his *Federalist* from cover to cover, and is also well read in the works of a multitude of thinkers on this subject, from Plato to Franklin D. Roosevelt.

The cause for the failure of the League and for our League of Friendship, he says, was that the unit of federation was in both cases, the artificial thing called the state,

not the living, individual person. Again and again as he proceeds he brings out this cause of failure.

His plan differs from that of H. G. Wells, in that he would begin, not with a world state but a state composed of the most advanced democracies of the world. He includes in his founders' list these nations: The United States, Canada, Great Britain, Ireland, France, Belgium, The Netherlands, Switzerland, Denmark, Norway, Sweden, Finland, South Africa, Australia, and New Zealand.

This union of democracies, which he calls "The Great Republic," would provide: (a) effective common government in our democratic world in those fields where such common government will clearly serve man's freedom better than separate governments; (b) independent national governments in all other fields where such government will best serve man's freedom, and (c) a nucleus for world government capable of growing into a universal world government, peacefully, and as rapidly as such growth will best serve man's freedom. The founder governments would encourage outside nations and the colonies inside the union to seek to unite with it instead of against it. The minimum requirement for admission to the union would be the practice of the equivalent of our bill of rights as found in the first ten amendments of the Constitution.

Mr. Streit makes a study of the other methods which have been tried or suggested as a way out of the present world situation. All organization of inter-state relations is considered as of two classes, based on whether the equality of man or the equality of the state is the principle it lives by. A league and a union are the two types. A league is a government of governments. It governs each people in its territory as a unit through that unit's government. It is also a government *by* governments, *for* governments. It is made for the purpose of securing the freedom, rights, independence, and sovereignty of each of the states in it, taken as units equally. On the other hand, a union is a government *of* the people and *by* the people and *for* the people. It is made for securing the freedom, rights, independence, sovereignty of each of the individuals in it taken as units equally. A league is made for the state; a union is made for the man.

What would the force and strength of such a government mean to the world? The proposed group includes the oldest, most homogeneous and closely linked democracies; their combined population, not including their colonies is about 300,000,000. None of these countries have been at war with each other for more than one hundred years. They own almost half the earth, rule all its oceans, govern nearly half mankind. They do two-thirds of the world's trade, most of which would be domestic in case of union, as most of it is among themselves. They control fifty per cent or more of every essential product and raw material. They have more than sixty percent of such essential war materials, as oil, copper, lead, steel, iron, coal, tin, cotton, wool, wood-pulp, shipping tonnage. They have almost complete control of such key products as nickel, rubber, and automobile production. They possess practically all the world's gold and banked wealth. Their present armed strength is such that once they united they could radically reduce their armaments and yet gain an armed superiority over the powers whose aggression any of them now fears. Their power would be so great that Germany, Italy and Japan could no more dream of attacking them, than Mexico dreams of invading the American union now. Their power, once established, would be constantly increasing through

the admission of outside nations, a number of whom would be admitted almost immediately. By this process the absolutist powers would constantly become weaker and more isolated.

Let no one understand, however, that the union is aimed *against* the nations of the triangle. Unlike armament and alliance policies, union leads to no crusade against autocracy abroad, to no attempt to end war by war, or to make the world safe for democracy by conquering foreign dictatorship. Union is no religion for tearing out the mote from a brother's eye—and *the eye too*—while guarding nothing so jealously, savagely, as the beam in one's own eye. Union provides equally for the protection of the democracies against attack by foreign autocracy while it *remains*, and for the admission of such autocratic countries into the union, once they become democracies in the only way possible—by the will and effort of their own people. And as their citizens turned these governments into democracies and entered the union, the arms burden on everyone would dwindle until it soon completely disappeared. Thus the union could proceed steadily to absolute security and absolute disarmament. The union's money would be so stable that it would at once become the medium of exchange throughout the world. It would become a world money far more than ever was the pound sterling.

Furthermore, merely by elimination of excessive government, needless bureaucracy, unnecessary duplication which such a union would automatically effect, the democracies could easily balance their budgets, while at the same time reducing taxation and debt. This is an important point when we consider that today only seven nations remain outside of the red.

The establishment of such a union involves difficulties of course, but the difficulties are transitional, not permanent ones, while all other proposals in this field are temporary and can only temporarily solve such problems as citizenship, defense, money, and communications. With one move, the democrats can make half the earth equally the workshop and playground of each of these democracies.

But this in no way means the elimination of any national rights. There is no thought of standardization or of regimentation here. These are the evils of nationalism. What can we say to justify our needless sacrifice of man in the five fields of citizenship, trade, money, defense, and communications, a sacrifice made only to maintain the nation for the nation's sake, not for the individual's sake?

The author takes up and analyzes the three possible alternatives. They are, the League, alliances and the worst of all, the most impossible of all, *isolation*. We know that all these have failed. He shows why. He says among other things:

In leaving Europe to the Europeans do we not leave our peace and freedom to them, too? We see that if peace is upset in Europe we shall suffer, too, but we do not see that by our present policy we entrust our future blindly to France and Britain, we depend on their statesmen to keep us out of war, and on their arms to keep autocracy from invading America. We see the advantage of keeping our peace and freedom, but from the way we talk of never fighting again off American soil it is clear we do not see the advantage of the policy that has kept invasion from British soil since 1066. That is a policy of not waiting till the conqueror comes, but of going out to stop him while

A personal friend of the author, Prof. G. M. Palmer, Normal University, gives a clear review of Clarence Streit's much discussed book in which the union of democratic governments is advocated.



he is far away and relatively weak. If we think it wise to warn the world that we will fight for our freedom is it not still wiser to warn the world that we will begin to fight for it on its European frontiers? It is better not to fight if one can help it, but if one must fight, is it not better to fight away from home?

I cannot say the British and French 'sold out' Prague when they sought nothing for it except a peace that benefits me too. I can only say that if they sacrificed Czechoslovakia to save themselves from war they followed a lead we gave them long ago. For was it not partly to save ourselves from having to go to war for Czechoslovakia that we refused the Wilsonian covenant? I cannot condemn Chamberlain and Daladier, but I must ask those Americans who condemn them as being both knaves and fools how they can urge on us an isolationist policy that means trusting more than ever to Europeans to save us from the consequences of war.

Common sense reminds us that we are a part of the world and not a world apart, that the more we keep our lead in the development of machines the more important to us we make the rest of the world; that we cannot, without catastrophe, continue through good times and bad, improving these machines while refusing to develop political machinery to govern the world we are thus creating.

As to the difficulties of instituting such a movement, Streit maintains that the difficulties facing the fathers of our country were *far greater* than those facing us today. The idea of uniting all those clashing interests and antipathies, habits, governments, and manners seemed ridiculous. The idea of turning from the league to union was so remote in 1787 that it was not even seriously proposed till the end of May, when the Federal convention opened. This convention was called for the "sole purpose of revising the Articles of Confederation." Yet once the idea dawned on the minds of those attending the convention the complete revolution from the league idea to the idea of union was accomplished in one hundred working days. "Here again one should turn to the Federalist," Streit says and concludes this subject with the statement: "If we the people of these fifteen democracies cannot unite, the world cannot. If we will not do this little for man's freedom and vast future, we cannot hope that others will; catastrophe must come, and there is no one to blame but ourselves. But the burden is ours because the power is ours, too." And Wickham Steed of England puts it thus: "The real question is whether the free and civilized peoples of the earth can become a true community by giving up their unfettered individual sovereignties and by forming a union to stand against war. I do not believe the world will ever find peace and freedom along any other road."

Where They Will Teach . . .

(Continued from page 9)

- Ruth Lucille Davis, elementary school, Milford
Mildred J. Dial, high school, Wellington
Roy Everett Diveley, high school, Red Bud
Mary Irene Donna, rural school, Custer Park
Verna Ruth Donner, rural school, Dewey
Howard Doolin, high school, Metropolis
Edith Fae Durham, rural school, Charleston
Ethel Ebner, high school, Shirley
Samantha Annajane Echard, rural school, Stockland
Dorothy Ada Edwards, rural school, Monticello
Vaddie Mae Ellison, elementary school, Charleston, S. C.
Mabel Jane Essington, elementary school, Clinton
Ruth Louise Evans, rural school, Wellington
Margaret Susan Falconer, elementary school, Edinburg
Isabelle L. Feller, rural school, Burden
Olive Louise Finrock, rural school, Waynesville
Helen Veronica Ford, elementary school, Strawn
Hazel Frances Frederick, rural school, Mackinaw
Mary Leona Fry, rural school, Arrowsmith
Zelda E. Funk, rural school, Minonk
Mary Weldon Gasaway, rural school, Dwight
Ida Mae Gilbert, high school, Libertyville
Margaret Gillespie, high school, Hopedale
Ruth Gibb, high school, Mason City
Veneta L. Gibbs, elementary school, Jacksonville
Mary Frances Glennon, rural school, Fairbury
Alexander Godat, elementary school, Normal
Mary Helen Goff, high school, Pana
Adelaide Green, high school, Gibson City
Ruth Martha Green, rural school, Mazon
Frances Irene Gregerson, rural school, Foosland
Charlotte May Griggs, high school, Atlanta
Dorothy Mae Grubb, elementary school, Rockford
Mildred V. Guffey, rural school, Clinton
Ruth M. Harber, rural school, Blackstone
Florence H. Harmon, elementary school, Hoopeston
John W. Hayes, high school, Eldred
Betty Lee Hazard, rural school, Fisher
Lois Violet Hazzard, high school, Metamora
Idella C. Heeren, rural school, Flanagan
Richard E. Heflick, high school, Chenoa
Geraldine L. Herriott, rural school, Mahomet
Irma Elizabeth Heitzman, rural school, San Jose
Albert Hieronymus, high school, Opdyke
Elmer Lee Hilgendorf, high school, Vergennes
Elden Ralph Hitchens, high school, Saunemin
Edith Marie Hobbs, rural school, Edinburg
Evadine Mae Holtman, high school, Neponset
Hazel Mae House, rural school, Bradford
Pauline House, high school, Grayville
- Leila Mae Howard, rural school, Mansfield
John C. Hubbard, consolidated schools, Clarence, Ia.
Vivian Aileen Hunt, rural school, Chandlerville
Kathryn Mae Hunter, high school, Plainfield
Jerome A. Ingerski, high school, LaRose
Elaine C. Ingram, elementary school, Rantoul
Phyllis Jean Jackson, rural school, Spur
Carl C. Jensen, high school and grade school, Elkhart
E. Lorraine Jenson, high school, Lomax
Evelyn Dey Johnson, elementary school, Sadorus
Kenneth Theodore Johnson, high school, Kincaid
Lois Louise Johnson, rural school, Cornell
Eleanor Jane Jontry, rural school, Fairbury
Edward Eldon Judy, high school, Galesburg
Mary Jeannette Kay, elementary school, Annawan
Helen Virginia Kehlenbach, high school, Catlin
Electa Ann Kindred, rural school, McLean
Virginia Marie Kinsinger, high school, Fairview
Dorothy Viola Klemm, rural school, Waynesville
Emily Cecille Klemm, rural school, Clinton
Mabel Frances Krusa, high school, Roberts
Carolyn Marie Kueffner, rural school, Melvin
Rita Agnes Kurtenbach, rural school, Chatsworth
Ida Margaret Lage, high school, Ellsworth
Evelyn L. Lane, Elementary school, Wellington
Permelia Mae Langfield, rural school, Gibson City
Erma Jeanette Lanterman, rural school, Cornland
Evelyn Eileen Larsen, rural school, Clifton
Howard J. Lester, high school, Sheffield
Lorraine P. Liggett, elementary school, Danville
Chrystal V. Longest, rural school, Long Point
Lorraine Frances Loughran, elementary school, Aurora
James Allen McDonough, high school, Evanston
Gladys Mackinson, elementary school, Steger
Margaret Emily Madison, rural school, Speer
Marjorie Agnes Meagher, rural school, Ottawa
Amelia L. Mehler, rural school, Oblong
Lester F. Meredith, elementary school, East Alton
Kathryn June Messer, elementary school and high school,
Dundas
Anna Marie Miller, elementary school, Fancy Prairie
Sara Ruth Mills, rural school, LaPlace
Wilma L. Moberly, rural school, Weldon
Sophia Marie Moggio, elementary school, Livingston
Marion Morrison, high school, Gilson
Mary Louise Mouche, rural school, Stonington
Corinne Marcella Mulch, rural school, Manville
Walker Raymond Mullen, high school, Roberts
Dora Lee Myers, rural school, Assumption
Louise Okey, elementary school, Mishawaka, Ind.
Mary Audrey O'Reilly, rural school, Wilmington

Where They Will Teach . . .

Ruby Bradley Owens, elementary school, Cutler
Margaret Helen Paden, high school, Morrison
Ross N. Pearson, elementary school, Jacksonville
Margie Louise Perucca, rural school, Dwight
Ellen Ruth Petty, high school, Scottville
Mildred F. Phillippe, high school, Loda
Lois Piatt, high school, Milledgeville
Mary Ellen Pollitt, rural school, Lewistown
Lucille Anne Quaife, elementary school, Streator
Mary Elizabeth Rains, rural school, Anchor
David Melvin Read, high school, Danville
Fred P. Reuter, elementary school, Prophetstown
Eileen Harriet Reutter, rural school, Cissna Park
Winnifred Lonergan Rhoades, elementary school, Clinton
Mary Frances Rich, rural school, McLean
Eleanor Maxine Richards, rural school, Dana
Mary Alice Richmond, elementary school, Edwardsville
Lorna C. Rippel, high school, Donovan
Esther Naomi Robinson, high school, Bloomington
Sheldon Eugene Robinson, high school, Cornland
Mary Ellen Rodawold, rural school, Monee
Audrey A. Rosenthal, elementary school, Bloomington
Dorothy LaVerne Ruff, elementary school, Marseilles
Elizabeth C. Safford, elementary school, Harvey
Elizabeth G. Samford, rural school, Metcalf
Gertrude Sampen, elementary school, Alton
Betty Suzanne Schaefer, high school, Hampshire
Dorothy Elizabeth Schaefer, rural school, LeRoy
Evelyn Louise Schenk, rural school, Momence
Eleanor Louise Schertz, elementary school, Warrenville
Eunice Lena Schweigert, rural school, Tremont
Cyrus Reyon Shockey, high school, St. Anne
Ruth Ellen Simms, elementary school, Rockford
William Hardin Small, high school, Gibson City
Dorothy Louise Smith, rural school, Edelstein
Iva Dell Smith, rural school, Ransom
Alice V. Smith, rural school, Brimfield
Leota Eleanor Smith, rural school, Saybrook
Ruby Ellen Smith, elementary school, Farmer City
Verna Elizabeth Smith, rural school, Dana
George A. Soper, high school, Gibson City
Ellen Else Sorensen, high school, Sandwich
Elizabeth A. Stadtman, high school, Maroa
Elaine A. Staubus, rural school, Onarga
Frederick Albert Stephenson, high school, Metamora
Clara Marie Stewart, high school, Athens
Jane M. Stubblefield, high school, Low Point
Erwin J. Stupeck, elementary school, Berwyn
Louise Pauline Summerfelt, elementary school, Rockford
Marianne Theobald, high school, Oneca
Bernice Katherine Thompson, high school, Aurora

Helen Trainer, high school, Sparland
Frances Claudina Trego, elementary school, Danville
Allan L. Utech, rural school, Momence
Wayne D. VanHuss, high school, Shirley
Clotilde C. Vietti, elementary school, Farmersville
Virgie Elizabeth Villhard, high school, Latham
Marjorie Elizabeth Voigt, elementary school, Atwater
Genevieve Walston, high school, Camp Point
Lucille Ward, high school, Modesto
Maurietta Watson, high school, Ellsworth
William S. Weichert, high school, Owaneco
Margaret June Welliver, elementary school, Princeton
Anice Belle Whitehurst, elementary school, Ellsworth
Marion Louise Wickert, elementary school, Anchor
Josephine E. Wiegman, elementary school, Blue Mound
Eda Lorraine Wikowski, rural school, Cooksville
Agnes E. Wilder, rural school, Minier
Carl Leon Wilson, university, Bloomington
Dorthea L. Wolf, high school, Sidney
Eliza Ellen Wright, elementary school, Forest Park
Evelyn Elizabeth Wurmnest, rural school, Pontiac
Mary Kathryn Yoder, rural school, Fairbury
Wilda Elizabeth Yoder, rural school, Fairbury
Virginia Ruth Young, elementary school, Peoria Heights
Catharine June Zang, rural school, Kewanee

Alumni Receive New Appointments

Hazel Marilyn Abbey, elementary school, Fairbury
Lillian Wilhelmina Adams, elementary school, Bunker Hill
Viola Margaret Adams, rural school, Colfax
Margaret L. Aldrich, elementary school, Dunlap
Alice Cecelia Anderson, rural school, LaMoille
Kathleen Austin, elementary school, Lexington
Bernadine Mary Ayers, elementary school, Alton
Frances Baldwin, high school, Naperville
Mary Louise Barger, high school, Mt. Carroll
Emily Jean Bedell, high school, Ipava
Margaret Jane Bethel, elementary school, Washburn
Geneva Blacker, high school, Milledgeville
Luther G. Bladt, high school, DePue
Myrtle Bode, high school, Delavan
Vernon Louis Bohles, high school, Wyanet
Elsie Boughton, rural school, Watseka
Iva Mae Bowman, high school, Mt. Morris
Ruth Bratt, high school, Yorkville
Charles Leroy Buckles, elementary school, Rochester
Margaret Burnette, elementary school, Washburn
Marguerite E. Bush, high school, McLean
Helen Campbell, high school, Bradford
Lloyd Case, high school, Martinsville
Maurice R. Clapper, high school, Alvin

Where They Will Teach . . .

Helen Clara Coard, high school, Maquon
Rose Maurine Conn, elementary school, Danville
Edwin Corbin, high school, LaSalle
Margaret Cox, elementary school, Marion
Mary Margaret Crafts, high school, Normal
Clarence Crawford, high school, LeRoy
Viola Crone, elementary school, Wenona
Mary Ellen Cunningham, rural school, Sumner
Harris Dean, superintendent, Lexington
Ruth Dewhirst, elementary school, Normal
Henry Dierking, Jr., elementary school, Farmer City
Vera Louise Dippel, rural school, Cissna Park
LeRoy John Donaldson, elementary school, Galesburg
Elizabeth Anna Dohman, elementary school, Sandwich
Zenas Harold Dorland, grade school principal, Bloomington
Harry Dunham, high school, Mt. Vernon
Evelyn E. Durham, high school, Kansas
Ralph R. Eadie, grade school principal, Toulon
Anelya M. Edwards, elementary school, Sullivan
Catherine G. Elbert, high school, Lewiston
Nina Marian Erickson, elementary school, Geneseo
Helen Fackler, high school, Marshall
Richard Fiocchi, high school, Greenview
Kaye Fisher, high school, Delavan
Ruth Fox, rural school, Virden
Frances Milliken Frye, elementary school, Robinson
Dorothy R. Garrity, high school, Gridley
Ruth M. Glasener, high school, Oak Park
Thelma May Gunderson, elementary school, Lee Center
Alvin John Hahn, elementary school, Olney
Dolores C. Harrison, elementary school, Springfield
Kathryn Marie Hayes, high school, Petersburg
Anna Marie Hooper, high school, Elwood
Cecile Margaret Horaney, elementary school, Streator
Roy Hovious, elementary school, Decatur
Yvonne Humbert, elementary school, Tiskilwa
Tressie Mae Hutson, rural school, Lexington
Dorothy Julia Jaspers, rural school, Carlock
Grace Louise Karl, high school, Heyworth
Helen Keller, elementary school, Neoga
Minnie Bernice Kelley, elementary school, Bloomington
Robert Kile, high school, Cornell
M. Louise Kohn, high school, LeRoy
George Latham, high school, Brocton
Marie Lawrence, elementary school, ElPaso
Alice Louise Lee, rural school, Gibson City
Edward Lesnick, elementary school, St. Charles
Gladys L. Lobdell, rural school, Lexington
Lydia Jane Larrick, high school, Manlius
Jennie C. Manus, elementary school, Mahomet
Kathryn T. Meyer, rural school, Canton
John G. Meyers, high school, Peoria
Grace Mikel, elementary school, Oak Park
Robert Lee Miller, high school, Sparta
Dorothy Monroe, high school, Wyoming
Clara Myers, high school, Morton
Glen I. Myers, high school, Waukegan
Marvin John Nicol, high school, Marengo
Elsie Nichols, elementary school, Delavan
Selma Loraine Norvell, elementary school, Bloomington
William Charles Odell, high school, Ashley
Lillie H. Parry, rural school, North Prairie
Lois Pauline Patterson, high school, Mt. Zion
Margaret Jayne Patty, elementary school, Anchor
Margaret Anne Peel, high school, Collinsville
Helen Louise Plut, elementary school, Delavan
J. Eileen Powers, high school, Decatur
George Propeck, elementary school, Argenta
Eleanor Jane Rankin, elementary school, Lovington
Clara Rasmussen, high school, Antioch
Harold Reesman, high school, Atlanta
Harry Lelan Rhodes, high school, Coloma, Mich.
Frances Margarete Rousch, high school, Chrisman
Vivian Claire Russell, elementary school, Bloomington
Joseph Harold Satterfield, high school, Ellsworth
Jean Shaw, high school, Princeton
John D. Sheahan, high school, Auburn
Elnora Shivvers, high school, Buchanan
Lynn Armstrong Siron, high school, Gridley
Robert Skinner, high school, Forrest
Curtis Lee Smith, high school, O'Fallon
Helen Katherine Smith, high school, East Moline
Robert L. Smith, high school, Thompsonville
Don Melvin Snyder, assistantship, Evanston
Roy William Sprague, elementary school, Colfax
Charles Joseph Spratt, business school, Stamford, Conn.
Florence Gertrude Stewart, high school, Morton
Herman E. Stoltz, elementary school, Cerro Gordo
Richard Paul Stone, high school, Morris
Eleanor Stover, high school, East Peoria
Margaret Stowell, high school, Plymouth, Wis.
Velma Irene Stull, rural school, Sheffield
Ruth Joy Sweetnam, elementary school, Chillicothe
Margaret Switzer, elementary school, Monticello
Marjorie Lou Talbot, elementary school, Mansfield
Halbert Tate, superintendent, Danforth
Verna M. Wallace, rural school, Lexington
Lois V. Waller, high school, Mt. Pulaski
Ruby Anna Whitehurst, elementary school, Ellsworth
Mary Ann Wilderman, elementary school, Moro
Zelma Adele Williams, elementary school, Bloomington
Lewis Winegarner, grade school principal, Riverton

Alumni News Exchange . . .

Francis Wayland Conrad of the class of 1874 writes from Bell, Calif., where he now lives. Mr. Conrad was a teacher for forty years, serving as superintendent of schools in Santa Barbara, Calif., for six years and in San Bernardino, Calif., for twelve years. He has four sons and one daughter.

John W. Creekmur (diploma 1877) has been general counsel for the National Bond and Investment Company, Chicago, for a number of years.

Edwin H. Risbel of Oklahoma City, Okla., recently sent the following note to the university alumni secretary: "I entered I. S. N. U. the spring term of 1875 and received my diploma in June 1878. My work has been in places where I have met only a few of the many who were and are connected with the university. I was greatly helped by what I received while at Normal and have tried to pass on to others that which has been so valuable to me. It will be sixty-one years next month since I was graduated. I reached the age of eighty-six last March, and my appreciation of the work at Normal University increases as the years go by. I am wondering if any of the class of 1878 will attend the Commencement exercises this year. I am informed as to the passing on of several members of the class, and I sometimes wonder which 'Dear old fellow will be the last.'

Mrs. William Austin Wilder (*Jessie Ann Dexter*, diploma 1878) has passed her eighty-second birthday. She lives in the Wither's Home, Bloomington.

Mrs. Mary S. Cummings Kirk (diploma 1879) of VanNuys, Calif., asks the alumni office to send her names and addresses of other members of her class.

Lyon Karr (diploma 1885) is president of the First State Bank, Wenona.

John H. Fleming (diploma 1886) retired from teaching many years ago to take up the study of law. An attorney, he lives at Bellaire, Mich., is married, and has one son.

Mrs. Howard S. Brode (*Martha Catherine Bigham*, diploma 1889) of Walla Walla, Wash., regrets that she was unable to attend the fiftieth reunion of her class.

John William Hall (diploma 1890)

has retired from teaching and lives in Reno, Nev.

Mrs. Henry Gordon Gale (*Agnes Cook*) and her brother, *John Loring Cook*, both of Chicago, visited the Illinois State Normal University July 11. Both attended the University High School in the early 90's. Their father,

John W. Cook, was president of the Normal University for a number of years.

Miss *Thirza May Pierce* (diploma 1890) of 113 Route Ghisi, Shanghai, China, has retired from teaching after ten years of service in Illinois and twenty in China. She writes, "Cora Porterfield and I talked of going back for our fiftieth reunion in 1940, but my coming back here unexpectedly will probably spoil the plan. No telling what may happen in the meantime. I have a duty here in a Chinese protegee, blind and a widow with three small children."

Miss *Elizabeth Breuer* (diploma 1892) of Sandwich tells us she gave up teaching twenty years ago because she was needed at home and that everyone thinks she is too old to teach or she would be doing so now. "It is a great work," she adds.

Cary Richard Colburn (diploma 1892) of Long Beach, Calif., objects to being addressed as "Miss" and asks to be remembered to old friends who were in Normal between 1886 and 1892. Mr. Colburn is no longer teaching. His last position was in the College of Commerce, Wakayama, Japan.

Joseph Grant Brown (diploma 1894) lives in Palo Alto, Calif., has continued research work in atmospheric electricity, but has done no teaching since his retirement in 1934. One of his sons, Dr. W. G. Brown, is a member of the research department of Washington University, St. Louis, Mo.; a second, Dudley Taylor Brown, is in the soil conservation service, McIntosh, S. Dak., while Russell William Brown, a third son, is an aeronautical engineer in Palo Alto.

William Ross Cothorn (diploma 1895) is a practicing physician in Mason City, Ia.

John Fisher (diploma 1895) lives on a farm near LaCygne, Kans. He has two sons and two daughters.

Charles T. Law (diploma 1896) of Peoria has retired after thirty-two years spent in the government service.

Miss *Jessie May Himes* (diploma 1896) lives in Alhambra, Calif. She writes, "I can say with Lowell, 'In my garden I spend my days'; but I would not say as he did, 'In my library I spend my nights.' In my bed I spend

Marriages

Irene Johnson (diploma 1924) to John Dauwalder. At home Louisville, Ky.

Robert Bishop (1924-1927) to Helen Fitzgerald-Collins. At home Springfield.

Bertha Ann Gilman (diploma 1926) to Robert M. Cullen. At home Flanagan.

Bertha Schweizer (diploma 1926) to William Helm. At home Spring Valley.

Helen Armbruster (1928-1929) to J. D. Frawley. At home Bloomington.

Ruth Pollard (diploma 1928) to Roy E. McAfoos. At home Aurora.

Jane Church (degree 1929) to Hugh Gordon Cummings. At home Berkeley, Calif.

Ruth S. Downing (diploma 1929) to Delbert W. Crews. At home Decatur.

Francis White (degree 1929) to Elizabeth McGowan. At home Decatur.

Mabelle Perry (1929-1932) to Dean McCannon. At home Normal.

Frances Esther Bailey (degree 1931) to Samuel B. St. John. At home Wyoming.

Cleora F Bryan (diploma 1931) to Leslie Milburn. At home Wyoming.

Judy Chapman (diploma 1931) to Florns Voiles, Jr. At home Carrollton.

my nights, and after working hours in the California sunshine I am glad indeed when the cool nightfall comes. I can't compete with real gardeners out here, but we do raise our own strawberries, Kentucky wonder beans, and roses; and oh, yes, oranges, figs, nectarines, and persimmons. We have a grand good time doing it."

Miss *Edith Mize* (diploma 1897) lives at Tacoma, Wash.

William Woodrow Martin (diploma 1898) is professor of psychology in the Woman's College of the University of North Carolina, Greensboro, N. C.

Miss *Annie J. Beattie* (diploma 1899) is sorry that she cannot fill out lines four and five on the questionnaire recently received from the alumni office that calls for the date of her marriage and number of her children. After teaching almost fifty years, however, Miss Beattie feels that she has kept "the cradle of state" swinging rather steadily.

Mrs. Henry S. Bent (*Grace Sitherwood*, diploma 1899) of San Marino, Calif., was sorry to miss the reunion of her class. She visited the campus a year ago and was "delighted and thrilled with all the changes." She reports that both her children are married, that her husband is a construction engineer who has assisted in the building of many large dams.

Mrs. Walter Dakin (*Genevieve Clarke*, diploma 1900) has a son in the radio business and a daughter who is a graduate of Wellesley and the Washington University Medical School. Mrs. Dakin lives in Madison, Wis., and finds that life in a university town offers many advantages.

Roscoe Edward Davis (diploma 1900) is head of the chemistry department in the Lane Technical High School, Chicago.

Mr. and Mrs. *William J. Jacob*, both graduates in the class of 1900, report that they celebrated their fiftieth wedding anniversary in San Diego, Calif., this winter. They spend their summers in Portland, Oregon, their winters in San Diego, and wish to recommend the San Diego climate to all alumni. "The thermometer marks less than in any other American city. Only thrice in sixty-four years has the mer-

cury fallen below freezing or risen above one hundred degrees."

Only university alumnus to boast of being the father of twin girls and twin boys, Raymond D. Yeck (diploma 1916) submitted this photograph.

Daughters Ruth and Rachel are thirteen years old. The boys, Robert and Richard, are six.

All live in Cleveland, Ohio, where Mr. Yeck is industrial arts instructor in the East Technical High School. Mrs. Yeck was formerly Ruth L. Strubbar of Washington, Illinois.



cury fallen below freezing or risen above one hundred degrees."

Dr. *Annie Maple Broadhead* (diploma 1901), osteopathic physician and surgeon, lives in Long Beach, Calif.

Dr. *Sarah Matilda Hummel* (diploma 1901) of Chicago and Dr. *Adam A. Hummel* (diploma 1900) of Hollywood, Calif., visited the campus June 30. The visitors had come from White, S. Dak., where they joined in the celebration of their mother's ninety-third birthday at the home of their sister, Mrs. James Ruddy (*Ida Rose Hummel*, diploma 1899).

Mrs. James W. Maginnis (*Anna Mand Lantz*, diploma 1904) lives in Lakeland, Fla. She has three daughters.

Miss *Edith Lena Mossman* (diploma 1904) is mathematics instructor in the Garfield Junior High School, Berkeley, Calif.

Mrs. Will Hale Kimball (*Adelaide Belle Lewis*, diploma 1905), retired osteopath, is now "just a housewife" and lives in Whittier, Calif.

Miss *Mary F. Keys* (diploma 1907), who is principal of the Wade Park School, Cleveland, O., and president of the Principals Club of that city, was a delegate to the national convention of principals held at Berkeley, Calif., during July.

Miss *Adah Gerjets* (diploma 1908) is a teacher in the elementary school at Fallon, Nev.

Mrs. *Ruth McMurray Grant* (diploma 1909) has completed her twentieth consecutive year of teaching

in the Oelwein Public Schools, Oelwein, Ia. Mrs. Grant's son received his master's degree from the University of Iowa this summer; her daughter was graduated from Iowa State College.

Miss *Isabel A. Hazlett* (diploma 1909) is a teacher in the Hyde Park High School, Chicago.

Robert Dunn (high school 1939), son of Mr. and Mrs. *Richard F. Dunn*, both members of the class of 1911, is the winner of one of five scholarships offered by Swarthmore College, Swarthmore, Pa. The scholarship pays the recipient \$500 a year for four years.

Mrs. *Mae Kennedy Cobb* (diploma 1912) visited the Normal campus in July. Called to Normal by the illness of her mother, Mrs. Cobb had not been back to the university since her graduation and was very much interested in the many changes. She has lived for the past eleven years on a fruit and vegetable farm in the Spokane Valley, Wash.

Lewis M. Walker (diploma 1913) was elected governor of the 148th district of Rotary International at the Bloomington district conference May 11. Mr. Walker lives in Gilman where he has been in the grain business for twenty-two years.

Mrs. Merle B. Shaw (*Elsie Wetzel*, diploma 1913) is statistical clerk in the federal bureau of agricultural economics, Washington, D. C.

Miss *Mable Alice Bear* (diploma 1914) is record librarian and assistant

In Memoriam

Mrs. C. M. Darden (*Grace Reaney*, 1901-1902) died Thursday, June 15, in Nashville, Tenn., after a lingering illness.

She was born in 1879 at Lexington, the daughter of Mr. and Mrs. A. E. Reaney. Mrs. Darden was at one time a teacher in the Illinois Soldiers and Sailors Children School. Her husband, an employee of the Southern Railroad, survives her.

The death of Miss *Emma Sparks* (diploma 1913) on February 27, 1939 has just been reported to the alumni office.

Miss Sparks died at the home of her sister in Ohlman. She had been employed for some time as a home demonstration agent and lived in Greenville, O.

Walter Scott McColley (degree 1931) was accidentally killed in a fall from a high porch July 3. Mr. McColley had been the social science teacher in the Dixon Community High School for the last six years.

He is survived by his widow and four-year old daughter, Jean Elizabeth.

James Lockyer (1938-1939), a freshman music student at Normal, was drowned in a lake near his home at Gillespie June 3. His two brothers and a friend, who were at the scene of the tragedy, were unable to state the cause.

Mr. Lockyer, the son of Mr. and Mrs. Lucius W. Lockyer, was nineteen years old.

Mrs. Manfred J. Holmes died at her home in Normal Wednesday, June 7. As the wife of Manfred J. Holmes, who is now emeritus professor of education at Illinois State Normal University, she had come into contact with many university students and alumni.

Mr. and Mrs. Holmes came to Normal in 1897. She was the first president of the Faculty Woman's Club, a co-organizer of the faculty women's reception to students, and a leading co-worker in the early attempts to establish a students' rest room at the university.

She is survived by her husband and three children: Mrs. George S. Montgomery (*Ruth Holmes*, diploma 1914) of Evanston, Mrs. Theodore Funk (*Elizabeth Holmes*, diploma 1924) of Normal, and *Parker M. Holmes* (degree 1922) of Chicago.

anaesthetist in the St. John's Hospital, St. Paul, Minn.

Bert Reeves (diploma 1914) left the teaching field in 1936 after twenty-six years of teaching to take up farming near Cisco, where he is now living.

Walter H. Eller (diploma 1915) is professor of physics in the Western Illinois State Teachers College, Macomb.

Bert Hudgins (degree 1915) has been teaching in the University of Nebraska this summer. Dr. Hudgins is head of the department of geography and geology in Wayne University, Detroit, Mich.

Miss *Helen Wood Jarrett* (diploma 1915) is a supervisor of home economics work in the Quincy Public Schools.

Mrs. Harris C. Ward (*Hazel Sue Bamer*, diploma 1915) will begin her sixth year as a teacher in the intermediate grades at Riverside in September. Mrs. Ward received her bachelor's degree from Northwestern University in 1938.

Charles Henry Butler (diploma 1916) teaches mathematics in the Western State Teachers College, Kalamazoo, Mich.

Mrs. Donald Anderson (*Marian Johnson*, diploma 1916) lives at Raleigh, N. C., where her husband teaches in State College. Mrs. Anderson has one son and one daughter.

Mrs. S. A. J. Carlson (*Margaret Anna Balmer*, diploma 1916) lives in Vesper, Saskatchewan, Canada, and writes that she has never heard of

another I. S. N. U. alumnus in the province but would be pleased to know the whereabouts of other Normal University graduates if there are any in Saskatchewan.

M. E. *Herriott* (diploma 1916), principal of the Central Junior High School, Los Angeles, Calif., is editor of *Our Schools*, a journal of the Los Angeles city schools. The ninety-six page booklet shows the most recent trends in the city educational system.

Mrs. A. J. *Perestorff* (*Litta Tobey*, diploma 1917) lives at Bakersfield, Calif. She retired from teaching some time ago.

Mrs. M. F. *Calmes* (*Harriet Evelyn McGee*, diploma 1917) was graduated from the University of Hawaii in 1935 and is principal of an Hawaiian school.

Mrs. Joseph H. *Hutton* (*Lena Sadler*, diploma 1918) lives in Detroit, Mich.

Mrs. Alfred W. *Leeper* (*Edith M. Nicol*, diploma 1918) is a public health nurse in Morgan County with her home in Jacksonville.

Mrs. Charles A. *Padrick* (*Mary Esther Gooch*, diploma 1918) writes that she has lived in California since the death of her husband in 1937. For sixteen years Mrs. Padrick was "parsoness" in a Methodist parsonage in the New York east conference, and at one time taught in a mission school in India.

Mrs. Gerald E. *Harwood* (*Julia Bock*, diploma 1919) is a public lecturer. She studied at James Millikin University and Oxford University, England, after leaving Normal and has traveled in forty-four foreign countries.

Mrs. *Frances Haynes Means* (diploma 1919) is director of recreation in the Booker T. Washington Recreation Center, Alton.

Mrs. Robert S. *Sanford* (*Grace Sloan*, degree 1920) lives in Southard, Okla., where her husband is quarry superintendent for the United States Gypsum Company.

Mrs. L. E. *Bickmore* (*Helen Doty*, diploma 1921) is now music and art instructor in the Paul Junior High School, Washington, D. C., a school with an enrollment of 1,400 students.

Miss *Emma Reinhardt* (diploma 1921) is head of the education department in the Eastern Illinois State Teachers College, Charleston.

Miss *Fannie Rozina Metcalf* (degree 1922) of the health education depart-

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ment in the state normal school, Cortland, N. Y., has been studying at Northwestern University this summer.

Freeman C. Goodwin (degree 1923), who received his master's from the University of Missouri this month, teaches in the Lanphier High School, Springfield.

Mr. and Mrs. Harley P. Milstead (*Harley P. Milstead*, degree 1923; *Verna Collins*, diploma 1922) accompanied by their son John were in Normal July 1 for the fiftieth wedding anniversary of Mr. Milstead's parents. They live in Montclair, N. J., where Mr. Milstead is professor of geography in the New Jersey State Teachers College.

Mrs. Fred Schneider (*Elsie C. Kuehn*, diploma 1923) lives in Detroit, Mich., where she taught for ten years prior to her marriage in 1931.

Miss *Agnes Allen* (degree 1924) is associate professor of education and geography in the State Teachers College, Flagstaff, Ariz. Miss Allen received her doctor's degree from Clark University, Worcester, Mass., in 1937.

Mrs. Charles Eugene Gillis (*Clarissa Day*, diploma 1924) lives in San Rafael, Calif.

Jean P. Harrison (degree 1924) was recently elected to head the Bloomington-Normal Life Underwriters Association when members held their annual banquet in the Y. M. C. A., Bloomington.

Miss *Lorene Margaret Laurence* (diploma 1924) teaches in the Irving School, Quincy, a school for crippled children and finds it gratifying to bring happiness to children who would have few social contacts or educational opportunities without such a school. She writes that a classroom, rest room, work room, and dining room are all included in the school that has ten pupils ranging in age from five to nineteen years.

Harold Gustav Shields (degree 1924) is associate professor of business education at the University of Chicago.

Arthur Wayne Patton (diploma 1925) teaches in Atlanta, Ga., and is doing graduate work at the University of Florida.

Miss *Meta Henrietta Pils* (degree 1925) of Shorewood, Wis., received her master's degree from Clark University in 1932 and is doing graduate

work at Northwestern University this summer.

Ray Bechtold (degree 1925), who is principal of the Baldwin High School, Birmingham, Mich., will serve as president of the Birmingham Rotary Club the coming year.

Mrs. Burdette L. Bowman (*Louise L. Tock*, diploma 1926) lives in Long Island, N. Y., where she gives some fifty pupils piano instruction. Her husband is with the Otis Elevator Co., N. Y.

Shelby Jason Light (degree 1927) is not only the minister of the Congregational Church, Burwell, Neb., but has been instructor in Latin and English at the local high school.

Miss *Bernice Cooper* (diploma 1928), who is director of student teaching in girl's physical education at the Madison, Wis., high school, began work on her doctor's degree at the State University of Iowa this summer.

Wallace Harvey Fristoe (degree 1928) is administrative assistant in the Fenger High School, Chicago.

Mr. and Mrs. M. E. Hattenhauer, (*M. E. Hattenhauer*, degree 1929; *Elzada Mears*, diploma 1927) of Bellwood were in San Francisco this summer where Mr. Hattenhauer attended the National Education Association convention. They returned home by Victoria, British Columbia, Lake Louise, and Glacier National Park.

Miss *Beatrice Baird* (diploma 1929) has accepted a teaching position in the University of Minnesota. Formerly dean of women at Lincoln Memorial University, Harrogate, Tenn., she will become a member of the physical education staff in the Minnesota university.

Wave L. Noggle (degree 1929) asks, "Is there any I. S. N. U. Club in Minnesota? If so, who are the officers?" Mr. Noggle is librarian in the Virginia Junior College, Virginia, Minn.

Mrs. John W. Wunderlich (*Cleone Hanna*, diploma 1929) lives at 3512 Maywood Avenue, Pine Lawn, St. Louis, Mo. Her husband is sales supervisor for the Ralston-Purina Company of St. Louis. Mrs. Wunderlich says that she would like to get in touch with I. S. N. U. graduates of the St. Louis area, especially those who completed their work at Normal in 1928 or 1929.

Mrs. Robert K. Smith (*Adeline Busbee*, diploma 1929) lives at the Carleton Hotel, Oak Park, with her two daughters, Barbara Lou, age five, and Roberta, age fifteen months.

George W. Carpenter (degree 1930) took office the first of the month as county superintendent of schools in Calhoun County.

W. C. Petty (degree 1930) lives in Waukegan where as superintendent of Lake County schools he has his office at the present time.

Robert Traugbber (degree 1930) and *Jerry Murdock* (degree 1935) report that they landed a tiger muskellunge, the largest caught in the vicinity of Cass Lake, near Bemidji, Wis., when vacationing in that state. The fish weighed thirty-eight pounds and thirteen ounces, was fifty-two inches long, and measured twenty-six inches around the girth.

Miss *Elma Mary Brooks* (degree 1931) is commercial instructor in the high school at DeKalb.

Mrs. Vincent Jones (*Virginia Swanson*, degree 1931) is Putnam County librarian and lives at Hennepin. Married in 1933, Mrs. Jones has one daughter.

Miss *Marguerite C. Bloom* (degree 1932) is personnel manager at Edwin C. Barnes & Bros., Chicago.

Leroy A. Brendel (diploma 1932) teaches in the Bryant & Stratton School, Boston, Mass., and will study at Boston University this winter.

John Norman Carls (degree 1932), assistant professor of geography, Oregon College of Education, has been conducting a study tour in geography and geology through western United States this summer.

Ross J. Spalding (degree 1932) of Cleveland, O., visited the campus June 26. He was spending part of his vacation in Peoria and drove over to Normal to renew acquaintances.

Mrs. Chilton S. Stice (*Edith Bland Chumley*, diploma 1932) teaches in Brooksville, Fla.

Mrs. Stanley W. Smith (*Ila Bark*, degree 1933) tells us that her husband is a dental officer in the U. S. Navy so she has had an opportunity to do some traveling. Mr. and Mrs. Smith were in California for three years and are now stationed at the Great Lakes Naval Training Station, Great Lakes. They have one son.

Marriages

- Evelyn Annabelle Gray* (diploma 1931) to Paul Phipps Streamer. At home Boulder, Colo.
- Alma L. Ramseyer* (degree 1931) to Gerald B. Galloway. At home Bushnell.
- Ferne Rench* (1931-1932) to Walter E. Jackson. At home Bloomington.
- Woodworth Burkbart* (1931-1933) to Leonore White. At home Danville.
- Cleda Nitzel* (degree 1932) to Wilbur Stoll. At home Mt. Pulaski.
- Richard Weber* (1932-1934) to Virginia Farmer. At home Bloomington.
- Ruth M. Dodge* (diploma 1933) to Henry Vertrees, Jr. At home Pontiac.
- Halena Gould* (degree 1933) to Lawrence M. Nelson (degree 1937). At home Normal.
- Valma J. Hinsbaw* (diploma 1933) to Pleasant Buttry. At home Bloomington.
- Ruth Mohr* (diploma 1933) to Samuel Summer. At home Meadows.
- Leona Ann Oltmann* (diploma 1933) to D. Welby Gilchrist. At home Emden.
- Arva D. Rodeen* (degree 1933) to Orville Clark. At home Topeka, Kans.
- Dale Philander Skelton* (degree 1933) to Anna Jane Montgomery. At home Hammond, Ind.
- Alice Hanson* (degree 1934) to James Whitfield. At home Albuquerque, N. M.
- Vaudrene A. Hoose* (degree 1934) to Harry Cade (degree 1934). At home Blue Island.
- Mildred Ruth North* (degree 1934) to Edgar R. Jones. At home Hamilton, Ontario.
- Augusta Stevens* (degree 1934) to Lawrence E. Knuth. At home Bloomington.
- Emma Rosa Wiggers* (diploma 1934) to Harold E. Bower. At home Washburn.
- Lillian Johnston* (1935-1939) to Clifford Horine. At home Bloomington.
- Edith Kimpling* (1935-1937) to Harrison L. Tallyn (degree 1938). At home Minonk.
- Elizabeth C. Probasco* (1936-1939) to Gaylord Mullins (1935-1939). At home Armington.
- Daniel Norton* (degree 1935) to Audre Stolle. At home Evansville.
- Vera O'Connell* (diploma 1935) to Chester R. James. At home Patoka.
- Virginia Quinn* (diploma 1935) to Dr. Rowland H. Musick. At home Mendota.
- Dorothy Sternberg* (degree 1935) to Dee Filson (1935-1937). At home Roodhouse.
- Lucile Edna Watson* (diploma 1935) to Andrew Jabsen (1932-1936). At home Tulsa, Okla.
- Betty Windsor* (1935-1936) to Gene Butler. At home Bloomington.
- Ardith Armstrong* (diploma 1936) to John Norris. At home Long Point.
- Dorothy Janet Cox* (diploma 1936) to Gordon D. Quiram. At home Glen Ellyn.
- Margradel Dooley* (degree 1936) to John H. Pendleton. At home Kewanee.

Walter A. Bratsch (degree 1933), principal of West Salem High School, received his master's degree from the University of Illinois this summer. Mr. Bratsch has two children, one boy and one girl.

Mrs. M. R. Holmes (*Norma Cora*, degree 1933) writes that she and her husband are both continuing graduate work at the University of Illinois this summer after several vacations spent in travel. Their home address is Litchfield.

Miss *Eibel Estelle Lewis* (degree 1933) is a supervisor of student teaching in Michigan State College, East Lansing, Mich.

William McAlister (degree 1933) of Hilo, Hawaii, writes, "Aloha to all of you at I. S. N. U.," and adds that he has served as representative of the island Progressive Education Association at the "Workshop," Columbia University, this summer.

Mrs. Cary S. Poppen (*Thelma Irene Ward*, diploma 1933) sends her best regards to university friends. She was married in 1937 and lives at Wyoming.

Miss *Laura M. Hoefer* (degree 1934) who has been teaching in the Benjamin Franklin High School, Rochester, N. Y., will study at New York University the coming year.

Miss *Rebecca Jane Housh* (diploma 1934) is conveyor operator for S. C. Johnson & Co., Racine, Wis., and reports that this firm just completed a most unique and beautiful office building, the only one of its kind in the world.

Gerald A. Slusser (degree 1934) is assistant instructor in pathology at the Barnes Hospital, St. Louis, Mo. He was graduated from the Washington University School of Medicine.

Mrs. John Gunn (*Nellie Daniels*, diploma 1935), who has been instructor in the opportunity room of the Jefferson School, Jacksonville, for seven years, is vacationing at Lake Mills, Wis., this summer.

Mrs. A. T. Mosher (*Alice Wynne Hall*, diploma 1935) writes from Allahabad, India, that she and Mr. Mosher plan to sail for the United States in April, 1940, but will spend a number of months in Europe on the return journey. Mrs. Mosher has been teaching household decoration and caring for children of the pre-school age in the homemaking department of

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the Agriculture Institute, Allahabad, where her husband is agriculture instructor.

Miss *Louise Emmerling* (degree 1936), fourth grade instructor in the Garfield School, Pekin, was a delegate of the Pekin Teachers Club at the National Education Association convention in San Francisco this summer.

Mrs. Robert E. Gowin (*Marjorie Cloyd*, diploma 1936) is the mother of a daughter born May 20, 1939.

Wilbur J. Evans (degree 1937) writes from Lahaina, Hawaii, that he is spending the summer at Mt. Haleakala, the world's largest extinct volcano, hiking and studying various forms or plant life that exist in the crater.

Miss *Miriam Findley* (degree 1937), who teaches in Ashton, has been studying at the Colorado State College of Education this summer.

Mrs. O. G. Parkhill (*Mary Frances Huxtable*, degree 1937) lives on the Lazy B. Ranch, Beehive, Mont., during the summers and spends her winters in the East.

Edward Oscar Meadows (degree 1937) matriculated this summer at the federal aviation engineering and training school, San Antonio, Tex., where *Horace Hanes* (degree 1937) and *Nathan Hays* (1935-1938) are also located.

Miss *Emily Robinson* (degree 1937) expects to start her third year of teaching in the Colfax High School this fall after a summer spent supervising home projects and a 4-H Club as well as visiting at the home of her parents.

Robert Turner (degree 1937) took his Lincoln High School speech team to Beverly Hills, Calif., the latter part of June where the students competed in the National Forensic League contests.

Miss *Wilhelmina Hebner* (degree 1938) of Hammond, Ind., recently made an interesting trip to Nova Scotia from New York by freighter. Miss Hebner teaches in the technical-vocational school at Hammond.

Miss *Louise Stubblefield* (degree 1938) was one of three out of 100 to receive honor ranking in the library science school of the University of Illinois last year and recently accepted a position in the Eastern Illinois State Teachers College.

Marriages

Eleanor Marie Gamer (degree 1936) to Vern Thomas. At home McLean.

Helen Musa Kent (degree 1936) to Paul Rankin. At home Lincoln.

Marjorie Leonard (degree 1936) to Byron Logue. At home Bloomington.

Madalyn Mavis (diploma 1936) to *Fred Naffziger* (degree 1936). At home Belleville.

Mary Grace Ramert (diploma 1936) to Vernon Hopt. At home Cooksville.

Velma Schnelle (diploma 1936) to *Harold Hall* (degree 1936). At home Pekin.

H. Clifford Scott (degree 1936) to Helen Jane Miller. At home Gibson City.

Mildred S. Smith (diploma 1936) to Floyd L. Christensen. At home Sibley.

Bernice Staubus (degree 1936) to Warren Miller. At home Neponset.

Trunella Walker (diploma 1936) to Walter E. Stewart. At home Bloomington.

Martha J. Atterbury (degree 1937) to *James M. Waters* (degree 1939). At home Athensville.

Mildred G. Cole (diploma 1937) to Curtis Howard Walsten. At home New Windsor.

Marilyn E. Frank (diploma 1937) to Robert B. Blodgett. At home Madison, Wis.

Vera Mary Heaton (degree 1937) to *James League Holley* (degree 1937). At home Allendale.

Marjorie Kimler (diploma 1937) to *Robert Smith* (degree 1938). At home Thompsonville.

Melba Pauline Kuebling (diploma 1937) to Charles Wilbur Winn. At home Saybrook.

Grace Fern Siffert (degree 1937) to William Francis. At home Streator.

Mary Jean Sebastian (degree 1937) to Carl Edward Anderson. At home Prophetstown.

Eula Mae Thomas (degree 1937) to William T. Fountroy. At home Indianapolis, Ind.

Mildred Uptegrove (1937-1938) to *John Rodgers* (1937-1938). At home Normal.

Mildred Eva Wikowski (diploma 1937) to B. A. Armstrong. At home Heyworth.

Mansel Danford (degree 1938) to Hortense Stephens. At home Normal.

Ann Jacobson (degree 1938) to *Glenn Jacquet* (degree 1937). At home Morton.

Frances M. Palmer (degree 1938) to *George O. Irvine* (degree 1938). At home Hartsburg.

Henrietta Rapp (diploma 1938) to Dale M. Pease. At home Dixon.

Bernadine Ryan (diploma 1938) to Thomas B. Mulcahey. At home Colfax.

Jennie Katherine Stauffer (degree 1938) to John Hallock. At home Washburn.

Vivian Symanski (diploma 1938) to *Ben Oran Propeck* (degree 1938). At home East Peoria.

Cleo Troebler (1938-1939) to *Charles Hugh Purdum* (degree 1936). At home Fairbury.

Marie Brees (diploma 1939) to Rolland Raydon. At home Bloomington.

Forrest G. Stably (degree 1939) to Leta Gowdy. At home Danvers.

Quarterly Contributors . . .

THE ATTACK ON AMERICAN DEMOCRACY

Joy Elmer Morgan has been director of the N. E. A. 's division of publications and editor of *The Journal of the National Education Association* since 1920.

As a speaker as well as writer on educational topics, he is well known.

SELECTIVE ADMISSION: DREAM OR REALITY?

Author of a number of Quarterly articles about the university, Pres. R. W. Fairchild again becomes a contributor for the first time since August, 1938.

Normal's chief administrator for six years and a student of teacher education for many years, he knows well the problems confronting American colleges today.

SCIENCE AT NORMAL UNIVERSITY

Dr. E. M. R. Lamkey was appointed professor of botany at Normal University in 1927. A graduate of the University of Illinois, he became head of the biological science department in 1934.

Dr. R. U. Gooding joined the university's physical science department in 1931 as associate professor of chemistry. He was graduated from the University of Wisconsin.

MY FIRST SCHOOL BOARD INTERVIEW

Leroy Furry is the managing editor of *The Alumnus*, Iowa State Teachers College publication mailed to former students of the college four times each year.

BOOKS REVIEWED

Daniel B. Carroll (diploma 1912) received his bachelor's degree from the University of Illinois, his doctor's degree from the University of Wisconsin. He has been teaching at the University of Vermont since 1924.

Floyd T. Goodier is director of integration at Illinois State Normal University. He has had wide teaching experience and first joined the university faculty in 1935.

G. M. Palmer received a diploma from I. S. N. U. in 1899. He was appointed professor of English at his alma mater in 1923.

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