"Still Abides the Memory"

by

MARY TENNEY
“STILL ABIDES THE MEMORY”
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MARY A. TENNEY

Yours affectionately,

Mary Alice Tenney

TOWER PRESS
of Greenville College
Greenville, Illinois
ACKNOWLEDGMENTS

This, despite its title, is not primarily a Memory Book. Neither is it a history in the usual sense of the word. The alumnus who expects to find his name in these pages may be disappointed, and the collector of historical data may search in vain for some minor facts.

The governing purpose in the organization of all the material that has been examined during the past two years has been to leave with the reader a clear and unbiased impression of the spirit and purpose of such colleges as Greenville College, which have remained close to the original ideals of the founders of denominational schools a century ago.

Such an impression, it was thought, can most effectively be rendered to the common reader by a variety of styles. As a result these pages present a motley of exposition, narration, journalese and poetry. They offer also a motley of pictures, good, bad and indifferent, their quality depending upon the excellence of the originals. If pictures of great significance seem lacking remember that the maker of this book could use only what material was furnished her after urgent requests extending over a year’s time. To those who generously contributed such material and to those who gave hours to identifications many thanks are due.

Acknowledgment of a debt is due, also, to those who have supplied data, particularly to various members of the families most closely associated with the administration of the college: the Morses, the Whites, the Hogues, the Whitcombs, the Marstons, the Longs and Mrs. Burritt. Several books have proved of valuable assistance: Col. Jonathan Merriam and Family, compiled by the Merriam family; Wm. Carson’s History of Greenville; W. T. Hogue’s History of the Free Methodist Church; R. Blew’s Master Workmen.

To the thirty and more editors of the Vista and the Papyrus goes a word of appreciation. To the many Greenville residents who have given interviews and to those of my colleagues and my own
family who have assisted me in many ways go my hearty thanks.

The greatest debt, however, and one that can never be paid, I owe to the faithful student assistants, who have labored through hundreds of hours with an unflagging enthusiasm and devotion that is rarely to be found. These are Charles Cronkhite, printer, Jess Hoffman, general assistant, Marion Vincent Hoffman, collector of data, Vincent Bessey, manager of engraving, and Ola Mae Nimmo, typist.

Mary A. Tenney.

Greenville, Illinois
April 4, 1942
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A Foreword

A century ago the Middle West was invaded by a great host of men and women whose philosophy of life rendered them superior to their material environment. They deliberately chose the hard conditions of pioneer existence because they believed themselves bigger than nature and, therefore, able to master it and transform it.

This faith in themselves arose from their faith in God. They knew that God was “bigger than anything that could happen to them”; this was the central fact in their universe, and, because nothing could ever shake this assurance, they had few of the fears that assail the modern and many satisfactions little known today. Their pleasures were not dependent upon material possessions nor upon highly paid entertainers. But joy they knew, home-spun, abundant, woven from the warp and woof of their own physical and spiritual resources.

Because they believed in God and in themselves, they thought of themselves as residents of three worlds. There was, first of all, their own inner world, of which it had been said, “Greater is he that ruleth his spirit than he that taketh a city.” Much of their time and thought was spent in establishing and maintaining this dominion. Purity of heart mattered immensely, “for out of it are the issues of life.”

An outer world of time and space encompassed this inner world and threatened to gain the ascendancy over it. It must be conquered, they believed, and held in its proper place. Nature unregulated grew weeds, wild beasts, took human life; but brought to heel it obeyed, adding its abundance to man’s possessions.

Yet even this sovereignty in two worlds, good as it might be, was not the final goal of existence for them. Their citizenship extended into an eternal world where only spiritual values counted. Here man might live forever if “the cares of this life and the exceeding deceitfulness” of material things had not choked out
their awareness of this larger existence. One who would keep this awareness must behave very much like a pilgrim, running down the road with his ears stopped to the clamor of material values, and shouting, “Life, life, eternal life!” Such conduct might seem very peculiar to persons living in one world only.

To aid them in this pursuit of spiritual values, these men and women of a hundred years ago had adopted a way of life which they believed would assure them of success. It was not a new way of life; indeed, it had been outlined by a man named Jesus and had been adopted time after time wherever men had come face to face with Him. It was a much misunderstood way, perhaps because it was so exacting, so inconsiderate of men’s natural fleshliness and moral indolence. But it had always brought success. These pioneers had seen its success demonstrated in the founding of the civilization which they had left behind them when they came West.

This way of life was often described as Puritan or ascetic—by some men in derision, but never by these pioneers, who were fully aware of the fact that throughout the history of religion a return to primitive Christianity has always been accompanied by the adoption of Puritan disciplines.

When these pioneers laid out a village they immediately selected a place for a school and a church, because they looked to these institutions to present the way of life in which they believed. Never a school without a church; never a church without a school. Religion and culture went hand in hand. The term, Christian education, would have seemed to them a tautology, for what was education if not Christian? The function of a college was the preparation of young people for life after the Puritan pattern. Many colleges came into being through the Middle West because of this philosophy of education.

When, however, these pioneer founders of colleges had passed, the way of life which they had advocated met with disfavor. It was too rigorous, men said; it interfered with worldly success; it was too meticulous about the minutiae of living, too greatly concerned with doctrinal distinctions.

When Puritanism fell upon evil times, the Puritan college, also, came into disfavor; and so, little by little, it modified its program
to meet its critics. Finally it forgot completely the union that had existed between religion and culture and divided education into two mutually exclusive types: religious and secular. In so doing it ignored the fact that one cannot safely "rend the seamless garment of thought."

Yet here and there remained educators who believed that the success of the pioneer had been due to his Puritan philosophy and his rigorous application of it to living. Religion, they declared, must be kept at the center of education, and religion for them, involved the adoption of the principles of primitive Christianity, even in this modern world.

This is the story of a college which still believes in the way of life advocated by the pioneer founders.
“IN THE MIDST OF ROLLING PRAIRIES”
CHAPTER I

THE DREAMERS

"That there's a schoolmaster from down in Tennessee—old friend of our leading merchant," announced Jack White to the half-dozen passengers who had just alighted from the stagecoach before his tavern verandah. "Has a school for girls," he continued as all eyes followed the trim, erect figure of their fellow passenger around the square. "Can you imagine that a female seminary? Funny ideas these Easterners have!"

"Yes," he nodded to a lifted eyebrow, "he's a Yankee, but he's been down South school-teachin' for a long time now. Wonder what's brought him here to see Morse. Bet they have some scheme on foot for improvin' the town. Morse an' his wife never've been satisfied with Greenville. Nice folks—but they're from the East, too, you know."

The stout tavern keeper frowned and shook his head in disapproval at the hulky young stage driver. Then, suddenly remembering his place as master of ceremonies, he shouted, "Come right in! Come right in! Supper's ready and waitin' for you."

In the meantime the subject of village speculation was enjoying his release from the day's captivity in the rocking, rattling stagecoach, while he eagerly inspected the village square for signs of changes accomplished during the sixteen years which had elapsed since he had last seen it.

The old frame court house where he had spent a few brief months as probate judge was gone. In its place stood a brand new brick structure, shapely, commodious, and needing only the Christopher Wren cupola which was later added to make it the architectural prize of Bond county. The old log jail, which had stood for years on the square, was in the process of being dismantled. An unsightly mass of logs and bricks littered the yard, but above the debris flamed the autumn golds and reds of native trees, which grew abundantly about the new building
and gave a setting for an attractive civic center when once the work of town improvement was completed.

Three places on the south side of the square attracted his attention as he passed. On the east corner was a blacksmith shop where a huge man in smithy apron was talking loudly to a high-booted, overalled farmer. He was evidently giving legal advice, for he finally shouted a dismissal to the complainant by saying, “Can’t help it, Joe. Your case is set for a week from to-day, and I can’t do a thing about it till then.” Here probably was the present incumbent of the county judge’s office.

In the middle of the block hung the post office sign before a small, shabby grocery store. Most of the buildings were poor and insignificant, but diagonally across from the southwest corner of the square rose a sizable structure bearing the sign, T. W. Smith and Co. In front were displayed goods of various sorts, evidently for retail purchase, but at the side before great doors four wagons were backed up loading and unloading, and the freight handlers were calling to one another, “Put that plow in for Effingham”; “Get that load off for Fayette county right away”; “Has the lumber for Vandalia come in yet?” Here was flourishing business of wholesale size.

Directly across from the T. W. Smith building on the west side of the square was a neat, prosperous looking little store displaying on its window the name, Morse and Brothers. The stranger glanced inquiringly within, but failing to find what he looked for, left the square and went on to the west of the
store. Here were two brick residences, at the first of which he stopped and knocked lightly upon the heavy oak door. Almost immediately it was opened by a stout, short, but well-proportioned man whose round rosy face and dark eyes fairly glowed with delight when he saw the new arrival.

"John!" he exclaimed, "How did you get here today? We weren't looking for you until to-morrow evening. Otherwise I would have been over to the tavern to meet the stage."

"Well," said his friend, "I was several hours ahead of schedule all the way from Brownsville, and the boat from Memphis got into St. Louis in time so that I could catch this morning's stage

"Stephen," he said, "it's good to see you again. How long is it? I haven't seen you since you left Wakeforest in 1841, have I? We never seem to get back to New Hampshire at the same time. And since your family moved out here you don't go back often, anyway, do you? Of course I have to get back to see my folks once in a while still, but you don't have any ties left there at all."

"No, John," Stephen's voice was vibrant, "I've taken pretty
firm root in Illinois, and the biggest reason is—well, I'll show you.”

“Almira,” he called.

A light step sounded in the adjoining room and at the open door appeared a dark-haired, round-faced, serious-looking young woman, who took John's proffered hand and said gravely but graciously, “It gives me very great pleasure to meet Stephen's friend. From the moment when I first met Stephen, I have tried to recall some meeting with you while you were in Greenville in 1837, but I cannot. I guess I was too young to be impressed.”

“I hope,” said John White, bowing over her hand, “I have better success on this occasion.”

His eyes twinkled at her, and she responded with less seriousness, “Yes, John White. I assure you I am very much impressed to meet a college president, and I believe we are going to be very happy working out this plan which Stephen and I wrote you about. I want to thank you for coming so promptly.”

“And now,” said she, “if you will excuse me, I'm going to get supper out of the way so that we can have a long evening to talk everything over.”

As sounds of supper preparation came from the rooms to the rear, the two men relaxed in happy conversation before the open fire. It was a friendly fire; indeed, the room itself was friendly. Light, airy, simply furnished, it warmed every comer with its welcome. Books scattered about and choice pictures on the walls indicated the intellectual level of its occupants. It was not the usual home of southern Illinois in 1854, for not only its master but its mistress, also, was college-bred, a thing most uncommon before the Civil War.

And more uncommon still, both of these pioneer home-makers were advocates of education for women. It was this mutual interest in college training for women that had brought these three people together on this evening of 1854.

Stephen was telling John about Almira's accomplishments as they sat listening to her moving about in the dining room. She had spent three years following her childhood education in Mr. Wilcox's school for young ladies in St. Louis. But her
father, Seth Blanchard, was not satisfied with what the St. Louis environment could give her. Indeed, he had never been fond of St. Louis. He had come out from Massachusetts in 1819 expecting to settle there, but after one year of disgust, as he put it, with "the Frenchy atmosphere", he had moved fifty miles northeast to a lovely stretch of land and here with his brothers had taken 1600 acres, built his home and assisted the handful of earliest settlers in surveying and laying out the little town of Greenville. Of small moment to him was the fact that the very

ALMIRA'S PIANO
The first in Bond County

land in St. Louis which he had abandoned later became the site of the great city court house. He was always devoted to the town he had helped to found and concerned with maintaining there, as far as possible, a contact with the Eastern culture he had left behind.

For that reason, he insisted upon sending Almira, after an additional year at nearby Hillsboro Academy, to a famous school for women at Middlebury, Vermont, where she became proficient in music, drawing, painting, French and other subjects considered practical for young women in the 1830s. Then, determined to make of his home a place where beauty could blossom in the midst of wilderness, he had bought at great
cost a lovely hand-carved, rosewood piano in New York City and, after its long journey around by the gulf and up the Mississippi, had had it carefully hauled out from St. Louis and installed in his house on the hill overlooking Greenville. It was the first piano in Bond county.

"And so," said Stephen, "I had to come clear out to Illinois to find a girl with the education that you and I have always said a young woman has a right to have."

"Do you remember," he continued, "how we used to talk even in our prep days about the way our sister's education was neglected? And when we were roommates at Brown I believe we discussed woman's rights as much as we talked about slavery. Of course Wayland kept us alive on the question of abolition, but—"

"Stephen," John broke in, "those are the two big issues still so far as I am concerned. I'm here to talk to you about woman's education in Illinois, but I'm getting out of the South as fast as I can, for things are growing hotter there for a Northerner.

"When I left the presidency of Wakeforest College two years ago to take charge of Brownsville Female College, I thought I might find an environment more friendly to a Yankee. Of course, when I first went to Wakeforest I felt no sectional distinctions. You know how it was yourself; you were there from '39 to '41, and I'm sure you never sensed any dislike for Northerners.

"But a change has come over the South. Little by little I found out what they were saying against me—'A New Englander, rude in speech and manner,'—'A Northerner unfit to preside over a Southern college.' I had to bear all sorts of impertinences from students, and when the storm broke in the Baptist state convention over a scandal involving the Raleigh Moderator, and I had, in all conscience, to push the investigation, my reputation in Carolina was gone. Even my best Baptist friends resented the fact that a Northerner should be so aggressive in the case.

"I suppose, Stephen," John's voice deepened with emotion, "this hatred of injustice is bred in my very bones. None of us
trained by Wayland could be otherwise. If I see a wrong I've got to fight it. And I can't live much longer in slave country and keep still.

"The people at Brownsville are very kind. They are paying me $1500 a year and furnishing a house to live in. Best of all, my girls can all be at home while attending school. At Wake-forest I would have had to send all four away. Another fine thing about Brownsville is that some of my wife's relatives are there. Mary's brother, Jonathan Merriam, and her sister Abbie are on the faculty.

"But in spite of all these advantages, I cannot remain much longer at Brownsville. My children are growing up in the presence of the slave traffic and are learning to take it as a matter of course. I can't bear it, Stephen.

"Imagine this! Aunt Amy, the old mammy who has taken care of all my children, is buying her freedom, and her daughter's, from me. From me, Stephen. Do you see why I say there are two issues that have brought me here promptly in response to your letter?" John reached over and laid his hand upon Stephen's knee.

"Now the other—education for women—but here's Almira. And after all I've just heard about her, I'm sure she must be in on every discussion we have of that subject."

They rose to greet her and then went on out to the dining room. But the mellow glow of candles, the welcome smell of food, and the deep delight in friendship, once more renewed, immersed them in such complete content that they could not pursue the previous tenor of their conversation. It was too weighty with problems, and matters of more personal import arose spontaneously. First Almira must hear about John's Mary. Where had she had her education? Where had John met her? Was it true that she had interfered with John's legal career? Did he really prefer teaching to presiding over an Illinois court? How many children had they? And wasn't it wonderful to have a daughter teaching on the same faculty with himself?

John White was only too happy to talk about Mary Merriam. He had thought of her often to-day, particularly of her confession to him as he had left, that she did not feel well, that she had
not felt really well since they had come to Brownsville. He wanted her here beside him; he wanted these friends to meet her, to see her lovely oval face, to watch the light in her eyes, to feel the strong, calm spirit that emanated from her. He remembered

the small daguerreotype which he carried in his carpet bag and went to find it. His friends were plainly impressed. Indeed, anyone who saw Mary's face paused to look again.

"I can easily believe now," said Almira, "that you could never do anything that she deeply disapproved."

"That's it," said John White. "You see, I was prepared for either teaching or the law. Stephen and I had both gone back to New Hampton Institute to teach after we received our M. A.'s at Brown in 1832, and during our spare time we studied law and prepared for a possible opening. Then in 1836 Stephen got the fever for the West and, for the first time since we were young, we boys were separated."
"I suppose he has told you how he settled at Alton after his two weeks trip by boat down the Ohio and up the Mississippi. Alton was on the boom in those days. But I don't need to tell you about the rivalry between St. Louis and Alton, and the good chance for a lawyer to hang out his shingle there and in a short time have all the work he could handle. It wasn't long until Stephen had persuaded me that teaching young boys and girls in New Hampshire was pretty slow business and I had joined him in Alton.

"Within a few months the opening came at Greenville and almost before I knew it I was probate judge. Well, Mary and I had been writing back and forth, and suddenly the little girl, whose beauty had charmed me even when she was my pupil, developed a mind of her own. She became convinced that no lawyer could be a Christian, and she would not let the question drop. It became a sore point between us, for I felt that in every sense I could truly be called a Christian lawyer. But finally I went back to talk it over with her, knowing that whatever her opinion, I must not lose my Mary.

"Well, she was down in South Carolina, teaching school near Wakeforest. Her uncle, Samuel Wait, was president of Wakeforest College, its first president, in fact, and in need of more teachers. He came right to me and pleaded with me to remain and take the professorship of mathematics and natural philosophy. So—between Mary and her uncle—what could I do? And—in fairness to Mary—I must admit that subsequent observation has convinced me that her opinion of the ethical code of lawyers is correct in the main.

"There are exceptions, of course. From what I hear of this Lincoln in your state a man can maintain his standard of honesty. But I am glad Mary had her way. I became a minister instead of a lawyer, and a college president instead of a judge. You may be sure I wouldn't exchange my fifteen years of training young men at Wakeforest for the ministry for all the rewards of the law."

The talk shifted then to the female seminary at Brownsville, to the pioneer work which White was doing there, to the assistance which he was anticipating from his own girls as they came
on. Emily was already giving some instruction in Latin, Juliette was preparing to teach English, Lucie's interest was music, and he hoped to send her to the conservatory at Boston. Little Annie was too young still to forecast. But he and Mary were determined that their girls should have their chance along with the boys, John and William, for the best educational opportunities.

"Now," said White, as they left the table and settled themselves before the big fireplace, "tell me what the prospects are here."

Stephen and Almira, it seemed, ever since their marriage ten years ago had been talking about higher education in southern Illinois. "In fact," Almira remarked meditatively, "I suppose one reason why I liked Stephen from the beginning was that he was fair-minded on the subject of education."

They had followed with interest the history of college making in that part of the state. They spoke of the founding of Rock Springs Seminary, north of Alton, by the Baptist missionary, John Mason Peck, in 1827. At the same time, they said, John Millot Ellis had been looking over the state for a likely place for a Presbyterian school. There was a quaint story of Ellis' coming one day upon Peck as he felled the trees and cleared a place for his building.

"What are you doing here, stranger?" Ellis asked.

"I am building a theological seminary," Peck replied.

In amazement Ellis exclaimed, "What, in these barrens?"

"Yes," said Peck, "I am planting the seed."

They had heard that Ellis discovered settlers along Shoal Creek in Bond county who had intellectual interests and greater enthusiasm for his project than he had found elsewhere in the state. These friends of learning went so far as to organize a board of trustees and adopt a name for the proposed institution. It was to have been called the Fairfield Literary and Theological Seminary. But the plans of Ellis were thwarted by interference from Presbyterians farther north around Springfield, and, as a result, a founding was finally made at Jacksonville; Illinois College was the outcome, one of the greatest schools of the state.

Rock Springs Seminary had been moved to Alton in 1831, and in 1835, just before Morse and White went West for the first time, had become Shurtleff College. Two of their mates from
the class of '32 at Brown, the Leverett twins, had come out in '36 to serve on the faculty of the newly chartered school. And Mary Merriam's uncle, Jonathan, had been one of the early trustees and had served as pastor at Upper Alton in 1839.

The rapid progress made by the Western Baptist Educational Association after its organization in 1833 was known to them all. Whereas in 1827 Rock Springs Seminary was the only Baptist school between western New York and the Pacific coast, now men might find training under church auspices all through the Middle West, and several experiments in girls' schools were on foot within Illinois. At Springfield, Canton, Carrollton, Peoria and Rock Island female seminaries had opened their doors in the last four years. The cause which had interested the two college boys at Brown had become a common cause, but Bond county was still waiting for the institution of learning which had passed it up back in 1827.

There was long and earnest conversation between the three friends far into the night, until Almira, suddenly remembering that their guest had travelled several days to meet them, suggested that what remained to be said could wait until another day. "But," said she, "let us pray now before we retire that God may direct us in every decision we must make." They knelt in earnest intercession, each one awed with a realization of the great responsibility which rested upon them for carrying forward the work begun by the early educational missionaries. Like the Yale band on their mission West, they knew that "both churches and schools must keep pace with the tide of migration," and that the soundness of frontier civilization depended upon the thoroughness with which the higher institutions of learning pursued their task of disseminating Christian culture.

The dramatic significance of their proposed enterprise stirred the imagination of Almira and appealed to her deepest sense of devotion. For some days a question had been recurring to her: What could she contribute personally to the education of Illinois girls? Like all Christian women of her day she cherished a belief which can hardly be dismissed as mere mid-Victorian sentimentality that women are the makers of the race. To her a woman's college was an indispensable factor in pioneer progress.
In the morning after meditation and prayer about the family altar she announced her decision. Her portion from the estate of her uncle would soon be coming to her; she would turn it all toward the founding of the new college. An initial gift of $6000 would launch the project with sufficient impetus to attract other donors.

“Well,” announced John White, “that settles one question—we shall have a college at Greenville. And are we agreed on the next one, that it shall be a woman’s college?”

Further discussion was irrelevant, for from the beginning there had been a tacit understanding between Morse and White that their particular interest lay in that direction. Now all circumstances indicated that the time had come for the accomplishment of their long cherished desire.

A problem which received lengthier consideration and prayer was the nature of the proposed institution. Should it be a private enterprise, as were many girls’ schools of the time, or should it be an act of incorporation, authorized by the state and sponsored by the Baptist church? The latter alternative was finally chosen to insure, so they felt, greater perpetuity to the institution.

With these initiatory decisions made, the three friends were ready to consider a site. Already Stephen and Almira had occasionally entertained themselves by choosing a location and planning a building. After much friendly controversy a heavily wooded section not far from the village square was contracted for. It faced upon Main Street and was bounded on the east by Locust Street, on the west by Prairie Street. At the north it extended beyond the Vandalia Road. That it was more extensive than would be required for a college campus was fully recognized; the entire tract was taken with the intention of selling off single lots for home building, thus providing for a small college subdivision, as well as for returns from the land investment.

With a satisfied sense of auspicious beginnings, John White boarded the stage a few days later and turned his face again toward Tennessee. A local committee of citizens interested in
education had been tentatively selected and Morse was ready to proceed as business manager of the project.

On December first, 1854, this original executive committee met and left on file its first minutes, the sum and substance of which were that "Stephen Morse secure if possible 70,000 brick for the purpose of erecting a building for a preparatory department," and that at the next meeting each member present a plan for this building.

Further executive sessions during December determined that, since no brick were to be had immediately, this first building should be made of wood, that it have two stories, and that its dimensions be twenty-four by thirty-two feet. The contract was let for $1350, and $500 was borrowed on the credit of the committee. From the beginning Stephen Morse threw into the enterprise a generous portion of his personal fortune and the members of the committee gave liberally also.

By May first, 1855, the new building was ready to be turned over to the incoming president when he finished his year at Brownsville. A meeting was called on Christmas day, 1854, to give an official invitation to John White to become "principal of the Female College in Greenville and act as General Agent for the committee." Eight hundred dollars was allotted him as salary for the first two years, about half of what he was receiving at Brownsville. In addition he was granted travelling expenses and the use of the building then in process of construction, with all that could be made from a school conducted therein.

The next problem to be dealt with by the committee was the securing of material for further building. It finally became evident that the most expedient method would be to manufacture brick upon the spot, and so a certain James Caton was engaged "to make 500,000 brick on the college grounds for $4.75 per thousand," these to be finished by November first, 1855. At the same meeting plans were made for laying out the college campus.

As spring came on this spot of land, which had awakened from its winter sleep to the call of the cardinal for ages unaware of its destiny in the lives of young men and women, became the scene of lively activity. The heavy tree growth at the eastern
end of the tract was thinned out and logs were brought to feed the fires in the brick kiln or were stored away for use in the fireplaces of the schoolmaster's residence. Other workers marked out the limits of the college campus and planted elm trees of specified size—four inches in diameter—about the square. Already in the imagination of the Morses a spacious building stood looking down "a vista of stately elms."

Down in Tennessee with the White family there was also great busyness. John mapped out the first financial appeals which were to be followed up by summer travels and shaped the course of study for the prep school, which was to open in the fall. Mary prepared for the trip which she was to take to northern Illinois in late March. Her parents lived now at Tremont, Illinois, and the plan was for Mary and the children to go ahead and make a long visit there while John finished his work at Brownsville and prepared the new home in Greenville for their coming in July. Emily, only, was to remain with her father, in order to complete her year's contract with the seminary.

In late March the little party left Brownsville by buggy for Memphis. There they boarded their first river boat, which brought them as far as St. Louis. At that place a momentous event in the White family history took place: Aunt Amy, Uncle Anthony, their daughter, Hester, Uncle Ross and Aunt Riny—all the slaves, who had served them in Carolina and Tennessee—received their freedom. Of course, Aunt Amy and Uncle Anthony went on with Mrs. White, for they could not be separated from the family whom they loved.

With a gay wave of farewell John looked down the row of happy faces, big and little, black and white, ranged above the deck railing of the Illinois river boat. They were now on the last lap of their journey; at Pekin river travel would end, and grandpa and grandma Merriam would carry them by horse and buggy over to Tremont.

Little did he dream that less than a month later he and Emily would be boarding the same boat in a frantic race with death. Mary had not been well, but he trusted to the change in scene and occupation to work a cure. Some ten days after his return to Brownsville there came a letter saying that she was rapidly
THE DREAMERS

Growing worse, and, immediately, he and Emily set off over the same course, but with what different outlook. The boats were slow, and at Pekin, where he had expected a conveyance or some word, at least, he had to hire a carriage.

Then, arriving in the outskirts of Tremont, he found himself at the end of a procession returning, apparently, from the graveyard, and, inquiring with faltering words whose funeral it might be, he was told, "Mrs. White's, you know, who was visiting the Merriams." The shock was almost more than he could bear. He wrote to his mother back in New Hampshire, "In vain will it be to describe my feelings," and then in his effort to find expression he set down in glowing terms the characteristics he had loved in her:

"She possessed energy, intelligence and piety for any sphere and all was bestowed with the most untiring industry to adorn home and make hers the happiest of homes. She was successful, too. More as a companion, wife and mother could be desired in no human being . . . Seldom or never have I met with anyone, even as a companion, that excelled in amiability, sprightliness and a deeply interesting intelligence."
CHAPTER II

THE DREAM COMES TRUE

And now what should be done with the Greenville project? He had intended to travel all summer for its promotion, but double parental duties must be his henceforth. He appealed to his mother, telling her how William, his youngest, then between four and five years of age, had entered his room as he was writing and stood looking as if he wanted something, then putting his arms affectionately around his father's neck had said, "Will not Grandma White come and live with us little children?"

This hope unrealized, the youngest children were left with the Merriams in Tremont for a time and the other four accompanied their father to Greenville and set up a home with Aunt Amy as cook and housekeeper. There heroically he carried forward the work of the summer, and in September the prep school opened on the second floor of his small residence.

No records remain to indicate the number of students nor the nature of the course of study, but a beginning was made and in the mean time White and his committee threw themselves energetically into the task of raising funds. In November, 1855, the first installment from subscriptions came in, and, shortly after, a walk was built from the college premises to the town square, "across Raspberry Alley, Prairie Street, Mulberry Alley and First Street"—so read the minutes. Immediately the college began its contribution to the material improvement of the little village, which was at this time about 500 in population.

For a year the bricks for the large building were in the making. In May, 1856, they were inspected by the committee, found merchantable, and settlement was made. Another summer of soliciting funds passed, White being assisted by interested friends West and East. Then in August came the day when the committee authorized White and another member "to proceed to Jacksonville to visit the public buildings there, and confer with an architect.” A plan, drawn by J. O. Johnson of Jacksonville,
was adopted in September and a contract was let for the construction of as large a section of it as was warranted by the funds on hand.

The following February a charter for one more Illinois college was passed by the legislature and approved by Governor Bissell. The name of this college was Almira. Many names and many sums had been added to Almira Blanchard Morse's initial $6000 but to her name unquestionably belonged the honor, for, in the words of future Almira women, "she gave all that she had."

The founders met at the Baptist church of Greenville, June 4, 1857, and, after an address by Rev. H. G. Wiston of Peoria, adjourned to the upstairs school room to hear a report from John White. $11,500 had been subscribed. Thirty trustees were selected, and officers elected to head the first board. Those intrusted with this responsibility were Alexander Buie, President; Stephen Morse, Treasurer; and W. D. H. Johnson, Secretary.

For another year instruction was given in the small frame building, while White divided his time between teaching and travelling the field. In July of 1858 he reported that during the year he had travelled as agent 4756 miles. Through all the adjoining states he had gone, sometimes by horse and buggy, sometimes by stage-coach, but seldom by train, for railroads were still rare in the Middle West. The closest connection with St. Louis by rail was through Carlyle; not until 1868 did the St. Louis, Vandalia and Terre Haute Railroad, later to become the last division of the Pennsylvania line, complete its route through Greenville. The task of making friends for the new college was strenuous, indeed, but it was accomplished by untiring industry and invariable tact. The consequence was that after a few years Almira drew students from Indiana, Wisconsin, Missouri, and Tennessee as well as from the immediate territory, and the friends and supporters of the institution extended across the country from the Mississippi to Boston.

After 1857 John White occasionally had company on his horse and buggy trips, for in that year he remarried. Elizabeth Richardson Wright was the young woman whom he chose to make a
home for his six children and assist him in his educational designs. She, too, was a New Englander, and from a family active in the causes of religion and education. The name of her uncle, Stephen Olin, was well known in the history of early American Methodism. She, herself, was a teacher of no mean ability. She had taught twelve years in Springfield when White met her, and had made a place for herself not only in the educational sphere but in social and political circles as well. Among her immediate friends was the man who a short time hence was to make Illinois famous throughout the world. Later Mrs. White was to tell Almira girls how she used to meet Mr. Lincoln each morning on her way to school and exchange pleasantries with him.

In her new role as stepmother she was immediately and unusually successful. Her brilliance of mind won the admiration of her older daughters, and her personal magnetism and great goodness of heart bound them all, little and big, to her. The work of building a college went on smoothly under her skillful management of the home and the dormitory quarters, and her intelligent cooperation in civic affairs.

One of the town projects which engaged her enthusiastic efforts soon after her coming to Greenville was the new Library Association which Almira and a few of her friends had organized about a year before. It was by this time well established, thanks to the industry and financial skill of the founders. They were all expert seamstresses and at the outset had cleared seventy dollars from a sale of such feminine commodities as sunbonnets, night caps and pantalettes. This initial fund had been loaned to Stephen at the munificent rate of ten per cent, and before the year was over $100 was ready to spend upon the desired books. A closet in the friendly living room which had welcomed John White upon his arrival in Greenville became the depository of these books and to this home-made library came the readers of current literature. The Ladies Library Association soon drew the support of all the civic minded women of the town.

Another occupation which absorbed much of Elizabeth Wright White's time was the landscaping of the college grounds. She possessed more than the customary information known to women of that time concerning trees, flowers, and shrubs,
and by adding each year abundant and varied plantings she finally produced a campus which had uncommon botanical interest as well as natural beauty.

As political affairs in the state converged more and more closely with the development of national issues, John and Elizabeth White assumed their share of Greenville’s participation in the coming struggle. With their New England training, they could be nothing but ardent abolitionists and clashed often with the descendants of Southern settlers who had come in large numbers to early Bond county.

The opportunity for the Whites and their college family to take a public stand on the question came in 1858 when Douglas and Lincoln in turn visited Greenville in the course of their campaigning. The statewide debates, of which there had been seven, were over; Douglas had refused to continue them, and Lincoln was now following Douglas in his rounds of speech making.

On the day Douglas had spoken Lincoln’s men had placarded trees, fences, buildings, and windows with signs reading, “One week from today Abraham Lincoln will appear in this town to reply to the speech of S. A. Douglas.” With great enthusiasm Greenville abolitionists prepared for the coming of their champion. Colcord’s grove south of town was transformed into an open-air auditorium with rough seats made from boards laid upon small uprights, and near at hand tables were spread to accommodate hundreds of people at a great barbeque dinner.

When the appointed hour came Lincoln, wearing a loose linen duster over his suit of homespun, slowly raised his gangling length from a low, platform chair by grasping the rude reading desk which stood before him, and, making an awkward gesture with his right hand stretched at arm’s length, he began talking in a quiet, natural tone of voice. He first conceded the virtues of his opponent by saying, “I understand my friend, Judge Douglas, was here the other day. He is a great jurist, an eminent lawyer, a fine debater and an able statesman, who has done honor to his state and country.”

With that he proceeded to read from a slip of paper the first argument used by his opponent and, after tearing it verbally to pieces, threw it out into the crowd. The effect upon the listen-
ers was instantaneous, impressed as they were at the beginning with the justice of Lincoln's recommendation of his opponent, and stirred in turn by the logic of his refutation. This effective method of appeal was repeated over and over until Lincoln had the crowd on their feet, shouting hysterically and fully won to his support.

That evening he was the honored guest of the town at an ice cream social held at the Robinson home. In the many windows on the first and second floors high candles blazed, one at each of the twelve panes. This was the brilliant background for a lawn party which was the talk of Almira college girls, in fact of all townspeople, for years after. They never forgot the entrance of Lincoln at the archway where all comers paid the twenty-five cent admission fee which entitled them to eat all the homemade ice cream they wanted. So tall, they said, he was that he had to stoop to get in, and again at the arbor where the ice cream was served from a large can set in a tub of cracked ice he had difficulty in entering. They remembered his long, beautiful hands and his expressive eyes, which were quiet and kind as he chatted with the girls and boys, but glowed with hidden fire when later in the evening he gave a short, political talk.

Greenville was one of the few towns of its size—it was now approaching one thousand in population—to be visited by Lincoln. Perhaps it was the unusual group of forward-looking citizens that drew him hither. He commented upon the intellectuality and peacableness of Bond county people and remarked that, although all the surrounding counties had frequently required his legal services, Bond had so little litigation that he had never been called here.

Civic support of the new college continued steadfast. In May of this year the brick building was occupied for the first time, although only two rooms besides the chapel hall at the east end were complete. However, in the fall the formal opening took place. One wing was completed, and somehow room was found for one hundred and nine girls. Of course many of these were day students from town, yet the catalogue of pupils names a great variety of residences, including points so far remote as Waterford, Tennessee, and Harper's Ferry, Virginia.
In this first catalogue, White presented the town of Greenville as “remarkably healthy, being situated on the most elevated lands between the Mississippi and Wabash rivers,” and mentioned its stage connections tri-weekly with Hillsboro, Vandalia and Carlyle, each twenty miles distant. Of the prospects for the future of Almira he wrote, “the work of founding this institution has been going steadily forward for the last four years. Half the building is already finished. The plan for finishing the dormitories, and other rooms, is that any person, or society, subscribing a sufficient sum to finish and furnish one room will be entitled to one scholarship for a year.”

“From the engraving,” he says, “may be obtained an idea of the new and spacious building. It presents one hundred and sixty-two feet front, and it contains seventy-two large and elegant rooms.”

The first faculty to enjoy the comforts (and possibly the discomforts) of these “large and elegant rooms” was entirely feminine with the exception of the presiding officer. Six young women stood with President and Mrs. White to welcome students and townspeople at the monthly receptions of that first school year. They were Frances H. Chase, teacher of intellectual philosophy and drawing, Marcia Savage, teacher of mathematics and French, Emily M. White, by now an experienced teacher of Latin and higher English, Lucinda C. Ford, announced as teacher of English branches, Leonora L. Ormsby, director of the primary department, and Lucie C. White, the second daughter of John White, who, after one year of study at Boston conservatory, and one year of teaching at Bluff Springs Seminary in Tennessee, had returned to Almira as teacher of vocal and instrumental music. Instruction in natural sciences and Greek fell to the lot of President White.

The course of study comprehended three stages in the pursuit of learning: a primary department, which might be described as the near equivalent of a rural school course of today, were it not for the inclusion of Swift’s Easy Lessons in Philosophy and Wood’s First Lessons in Botany; a preparatory course of two years, which offered, in addition to the usual high school branches, the study of “Watts on the Mind” and “Smith’s Astronomy”; and
a collegiate course of three years which ranged through the usual college subjects such as Latin, history, rhetoric, geology and chemistry, and reserved for the third year the more knotty problems of intellectual philosophy, moral science, natural theology, political economy and evidences of Christianity.

"Those who finish the college course," it was announced, "will be entitled to a diploma." "In addition to this," continued the announcement, "there will be for the Second Degree a course of two years." This, it would appear, was a non-scientific curriculum featuring the study of Greek, philosophy, mathematics and the Bible. It included such texts as Kame's *Elements of Criticism*, and Butler's *Analogy*, and Whately's *Rhetoric*, familiar to college students of a century ago. A supplementary note gave recognition to the required subjects of composition, reading, writing, vocal music and calisthenics, in each of which there were regular exercises each week for every student.

Commencement of 1859 saw the first conferring of degrees. Two young women, Miss Louisa Howell, of Mascoutah, and Miss Kate Slowey of Benton, successfully passed the examinations and came up for the anniversary exercises, as they were then called.

For five years the arduous task of assuring for Almira College a permanent existence continued without abatement. The struggle with debt was severe. Loans made by Eastern friends could be met only by personal notes from the members of the executive committee. Finally, even these were declined. Additional agents were appointed to assist White in the field. Lots in the tract adjoining the college campus continued to be sold. By 1864 about $10,000 had come in from these transactions and the sale of other lands donated to the college. Subscriptions up to that time amounted to about $20,000. But the amount of expenditures exceeded these totals by almost $19,000. Again Stephen Morse came to the rescue and offered to provide $15,000 of this sum if the other members of the executive committee would supply the balance. Their response was generous, John White, however, giving the lion's share of $2000 out of his slender earnings.

Life in the little college went on very happily during these
five years, regardless of the fact that frequently the well-modulated voices of the lady instructors had to compete with the rasp of saw and thud of hammer as a new room came to completion. The catalogue authorized by the board for publication in 1863 announced a faculty of eight persons, one of whom was the Monsieur S. M. Morel, who presided over the department of modern languages. Another member of distinction was Miss Mary A. Davis, M.L.A. from Groton, Massachusetts, who taught Greek and natural and moral sciences. President White now had classes in history, intellectual philosophy and evidences of Christianity. Miss Florence Holden, who was later to be connected with Almira in other capacities, taught higher English.

Most of White's faculties were Eastern trained and interested in a program of broader scope than that of the finishing school of that day. In his statement of the aims of Almira, White said, "Its object is to secure for females, not only an accomplished education but one as thorough and as liberal as is enjoyed by the other sex." He believed, however, as did all educators of that day, that some distinction should be made between schools for men and those for women. This he made clear in his description of the "Intellectual Culture" of Almira.

"The range," he said, "given to this will be seen more fully from the course of studies. In adopting it, reference has been made partly to the different pursuits of life between the male and female, partly to the peculiar mental characteristics of the sex, and partly to secure a thorough mental discipline, and develop the tastes and strength of the most favored minds. A wide range has been given to language and general literature, as well as the natural sciences, and as peculiarly appropriate to female tastes and pursuits."

The chief justification, perhaps, for a woman's college in those days was the special attention it could give to the development of "proper social and domestic habits." "These," the 1863 catalogue declared, "are of primary importance, and without them no female can adorn her residence with the charms of home. Social decorum may be taught in the recitation room, but domestic habits, if improved at all in school, will be from its home-like arrangements, and from its silent and family influences
thrown around the pupils. The internal and domestic arrangement of the establishment will be so directed as to develop order and neatness as a model for housekeeping."

Special mention was made in this bulletin of further benefits to be gained from the beautiful campus surroundings . . . "the grounds are so cultivated as to afford amusement and exercise for pupils, and also to enlarge their knowledge of flowers and shrubbery, fruits and trees, that so much beautify home and render it attractive. Upward of three hundred varieties of these, besides about fifty of the choicest house plants, were cultivated last year, affording recreation and amusement to the young ladies." Mrs. White's avocation of floriculture had produced abundant results.

The founders of Almira College left no doubt as to the place religious training occupied in their educational designs. Every catalogue contained some such statement as the one incorporated in the 1863 announcement: "A constant aim will be to make it (the college) the center of all Christian influences, and a nursery of every good and noble enterprise. Teachers of generous impulses and elevated piety will be employed, who will make the Holy Scriptures the basis of government and religious instruction, and inculcate such obligations of love to God, and sympathy for all great Christian efforts, as to win the favor of good men, and receive the blessings of our Heavenly Father."
CHAPTER III

THE DREAMERS PASS

In the summer of 1864 immediately following the heroic efforts of White and Morse to free Almira College from its bondage to debt there came to Greenville and the surrounding section of Illinois a crisis in Civil War events. For three years guerrilla warfare had been going on, fanned frequently to a flame by the activities of Clingman, a notorious horsethief, and his band, in the counties of Bond, Montgomery and Fayette. At one time an attacking party of six hundred citizens assembled to meet Clingman near Van Burensburg, and many times small parties were sent out. Finally one hundred guns and the necessary ammunition were stored for the use of Greenville, and a military post was proposed. Later in the year this was actually established. Every night the streets of Greenville were patrolled, and, what with the news from the battlefield each day, brought from St. Louis, via Carlyle by stage coach, and the constant rumors of possible raids from Clingman, the atmosphere was conducive neither to quiet study nor to placid home life.

Furthermore, John White could no longer be content with so passive a part when the great issues which had so long distressed him had reached their crisis. He must find some place of active service. On August 4 he enlisted, but it was October 12 before he was mustered in.

In the meantime Mrs. White had made some decisions, and the older girls, also, had matured some private plans. Fearing to stay longer in Greenville, where the terrors of war seemed inescapably present, the family resolved to remove to northern Illinois. With them was to go Miss Mary A. Davis, M.L.A., their accomplished teacher of Greek and science. The scheme which the girls, aided and abetted by their father, had on foot is indicated by a letter which Lucie wrote to her soldier lover on August 28 from Champaign, Illinois.
"'Juliette and Miss Davis will have a select school for young ladies here this winter beginning in October,' she says.

"'On the strength of that decision father sent Juliette and me up here to get acquainted, etc.—also to buy or rent a house and be ready to receive the family in about ten days . . . .'

"'I am still undecided as to my course this fall. As I expected, Father is very anxious for me to teach here and thinks I can do so and still attend to my studies. I cannot see it thus and have almost decided to go East. I feel now is my last opportunity.'"

Incidentally, Miss Lucie neither went East to finish her musical education nor remained long at Champaign to assist in the finishing school, for her colonel came suddenly home on leave in the fall, proposed immediate marriage, and took Lucie off to his farm home. The place which love of country occupied in the emotions of young college women of that day is set forth in one of Lucie's letters just before her marriage.

"'Our country's interests,'" she writes, "'are and should be first in our hearts at the sacrifice of every other feeling. These words of the immortal Shakespeare—"Let all the ends thou aim'st at be thy country's, thy God's and truth's; then if thou fall'st a blessed martyr!"—are no less noble and true today, than when written two hundred years ago. There can be no higher or nobler title than to be called a true patriot.'"

For nine months John White served as chaplain for the 117th Ill. Vol. Inf. Upon his discharge in August, 1865, he and his family went to Upper Alton, where a similar school for girls was opened. John White sponsored both of these enterprises. But Almira was calling insistently for his return.

During his three years absence the Rev. D. P. French had been acting as president and financial agent. Academic affairs for part of this time had been directed by women principals. Miss Marcia Savage and Miss Chaplin each served a half year in this capacity. The Morses, too, for a time held staff positions.

For some time before this, French had assisted White as field agent and had exhibited particular ability in raising funds. During the years of his presidency he collected $7000 and completed the west half of the building. Heartened by the prospect
of a solvent institution, the Greenville citizens raised another $5000 and invited White back.

The ten years which followed were the great years in Almira's history. The women's colleges which had opened in northern Illinois in the early fifties had had a mushroom existence and were entirely gone by the end of the war. Of the Illinois schools under Baptist auspices in 1867, Shurtleff College, Chicago University* and Almira were the only ones in thriving condition. The fame of Almira spread. For a time enrollment was so heavy that President White had to advertise that no more students could be accommodated.

Through trains from Indianapolis to St. Louis, which after 1870 numbered fourteen a day, brought in the fashionably gowned, hoop-skirted young misses from the towns and cities, while the stages, which still ran from up-country, or the family surreys, brought the rosy-cheeked girls from the farms and the villages. Rates at Almira were always kept low, in order, as President White said, "to bring its advantages within the reach of persons of moderate means, and enable it to accomplish an important public work."

The spacious building, which had been so long in the process

*This predecessor of the present Chicago University was founded, like Almira, in 1857. In 1886 it surrendered its charter, and in 1891 the new university was founded.
of becoming, had now fifty dormitory rooms, every one of which was astir with school girl life. The school day began early with the clang of the rising bell sounding through the halls at six o'clock. Immediately the girls must jump out of bed and begin the hour's work if they were to escape deduction on their merit cards for tardiness or untidiness. The rule governing such matters read, "Deportment should be perfect, as deductions are made only for irregularities and bad habits, such as idleness and inattention to studies, absence without excuse, unladylike conduct and want of neatness and order."

Every moment counted. Kindling had to be brought from the wood-box just outside the door, and a fire nursed carefully to the staying stage. Next one's toilet was made, and toilets were no small undertaking—consider the prevailing methods of hair dressing. Then the walnut beds with their straw-filled ticks and their bright homemade quilts must be shaken and tucked into order, and dust—every speck of it—must be removed from commode tops and dressers. If there were flower pots on the deep window seats, and there usually were, the verbenas or geraniums had to be watered. After that came the grand finale procession of slop-pails down three flights of stairs and out through the chilly morning air to the nineteenth century predecessors of our modern pastel-tinted bathrooms.

Early morning duties over, the group of chattering girls proceeded as swiftly as ladylikeness allowed toward the large hall at the west end of the lower floor. It took no effort to discover an appetite. Tantalizing smells of coffee floated out from the kitchen, and sights of golden Johnny cake, heaped high beside platters of fried eggs met the eye upon entrance to the dining room.

In no time at all it was eight o'clock and chapel bell rang. Usually President White or one of the teachers had charge, but occasionally a visiting speaker came in, sometimes an old time evangelist, such as old Peter Long, whose nasal tones and interminable ahs at the end of his words would have convulsed the girls with laughter had not their president warned them in advance of their guest's peculiarities.

Immeditely afterward, study and recitation began. The chapel was used as study hall. Only by special arrangement
could girls of good study habits occupy their rooms during the day, and $4.50 a cord was the extra charge for wood. The rooms in the lower hall, except those needed for culinary purposes, were the meeting places for the classes. Here occurred those unforgettable discussions of current affairs, of ethical problems, of poetry and history and foreign literatures that constitute the most im-

Program of Commencement Music.

Reveil du Lion—Op. 115..................................................DEKONTSKI.
(Two Pianos—Four Performers.)
L'Africaine.................................................................RAFF.
Priest's March.............................................................MENDELSSOHN.
(Two Pianos—Four Performers.)
Marche Aux Flambeaux.................................................SCOTSON-CLARK.
(Two Pianos—Four Performers.)
Les Preludes.................................................................LISZT.
(Two Pianos—Four Performers.)
Rhapsody Hongroise, No. 2............................................LISZT.
Sonata—Allegro—Andante.................................................BEETHOVEN.
LeProphete.................................................................MEYERBEER.
(Two Pianos—Two Performers.)
Overture to Zampa........................................................HAROLD.
Vocal Duet—Alpine Morning.............................................KUCKEN.
Trio—1 Waited for the Lord............................................MENDELSSOHN.
Vocal Solo—Sancta Marie................................................FAURE.
Double Trio—Cuckoo......................................................HILLER.
Vocal Quartette—(a) The Angelus Bells, (b) Old Folks at Home, !...............DEVILLA.
Vocal Duet—Till We Meet Again........................................BAILEY.
Voc 1 Solo—Le Tortorelle..............................................ARDITI.
Vocal Trio—Lift Thine Eyes............................................MENDELSSOHN.
Vocal Solo—(a) Burearolle..............................................SCHUBERT.
(b) Last night.........................................................KJERULF.

FROM THE MUSIC SCHOOL OF 1887

portant part of a college education. Here occurred, also, occasionally those humorous incidents that gray-haired women love to tell their grandchildren.

A favorite one related to Professor White. One day after he had replenished the smouldering fire with a fresh stick from the wood-box just outside the door, he had seated himself and was resuming his instruction. Suddenly he rose and grasped his right sleeve with his left hand. Very quietly he moved toward
the door, still continuing the discussion. At the door he paused and, looking pointedly at his daughter asked, "May I speak to you, Juliette?"

Once outside the closed door, he explained, "Juliette, there was a mouse came in with that stick of wood. Will you please help me get it?"

Dinner was served at noon in those days. Much that appeared on the tables was grown in the large garden which lay near the barn well back from the building. Here, also, was a rapidly developing orchard, where pears, apples, and peaches tempted the appetites of hungry girls.

In the afternoon, study and recitation continued from one until three or shortly after. Lessons in drawing and music were given on the second floor. The practice rooms for students of piano were here, also, and the teachers' studios. This was a busy department. Even in 1864 when Lucie White was assistant instructor, most of the girls studied piano. She wrote to a friend, "I have been trying for several days to find time to answer your most welcome letter but could not. This year we have 95 girls. This week Miss Palmer was at home . . . and in addition to my usual number of lessons I have had all of hers, which occupied my entire time from 8 a.m. until 9 p.m. I did quite often heartily wish we had a Great Instrument or some other machine for grinding out musicians."

From the close of classes until supper time at five, the schedule provided for "Recreation and Exercise." Exercise meant walking, that is, a daily promenade—an event which interested every citizen of Greenville, for at that time all the feminine beauty which was imprisoned within the brick walls of Almira Hall, or within the white paling fence which surrounded it, was displayed to the curious and often admiring gaze of the town. There was, however, no interchange of conversation—nothing beyond a nod, a smile, a word, perhaps—for at either end of the procession walked a vigilant lady teacher, whose critical eye appraised every youth who gave any sign of budding interest in her charges.

Strangely enough, however, even a smile or a glance, when they alone were allowed, was an effective substitute for the long drawn out communications between modern lovers, and the story
is told that one young man, who was later a prominent judge in Greenville, said to his friend standing beside him as he looked into the depths of two snappy black eyes, "There's the girl that I'm going to marry." And, sure enough, Miss Amelia Maria Tripp shortly lost all her desire to become one of the alumnae of Almira College and married before she was twenty.

These walks extended through the main streets of the town and often on out to favorite spots such as appeal to every student generation. The Almira College Quarterly of 1876 in its "Town and College" column remarks that girls are petitioning "for walks to 'Mossy Dell', 'Idle Wild Park', Earthquake Hollow', and other places of historic interest to the past and present dwellers of this region."

"Recreation" consisted of games upon the campus or gymnastics in the long wide halls. The director would stand on the top step of the flight of stairs leading up to the hall and from that station would give commands to the girls as they formed in rows and waved their wands or dumb-bells. Out on the grounds ball games of various sorts were played, but the favorite sport of all was croquet. For years a court was set out every spring just outside the chapel at the east end of the building. A weeping willow cast its shadows over the court, and to one side stood an arbor where players could sit and chat as they waited their turns.

When supper was over and the seven o'clock bell had rung, "silent half-hour" began. All assembled in the chapel for Scripture reading and prayer. Then while one half of the girls remained in the chapel for whatever occupation they might choose, the other half went to their rooms for a half hour of meditation, prayer or Bible study. At the end of the half hour the groups exchanged places, thus insuring to each occupant of a room a period for devotional purposes.

How often these half hours were given to occupations other than those intended will never be known. How effective the method was in producing spiritual growth is likewise a question. But the fact remains that the makers of the educational program realized the necessity of including in it a provision specifically for the cultivation of the inner life. And so, even though the little school lay "in the midst of rolling prairies" far
from the soul-cramping pressures of modern life, these girls were

 taught that everyone needs a quiet time alone each day when
spiritual poise is renewed.

From eight o'clock till the curfew bell at 9:30, study ensued in
the rooms. Lights were surprisingly good when lamp chimneys
had to pass inspection and lamp bowls receive regular replenish-
ing from the big can of coal oil down on the first floor under the stairs. Study, also, flourished when teachers resided on the same floor with students and occasionally cast a reconnoitring eye over the room.

Even then, however, pranks inevitably occurred. Undoubtedly they varied little from the pranks played in any college. Some event transpired which gave rise to a myth which is probably a part of the lore of every girl's school. A basket, they say, was let down one night to convey to a maiden's room her fond and waiting lover. But, instead, who should appear in the basket as it came up to the window ledge but President White himself, who had laid the trap. However, continues the story, he laughs best who laughs last. President White was threatened with sudden and disastrous descent to the ground unless he promised to withhold all punishment.

The actual event which might possibly have furnished a slender strand of truth for this myth concerns an incorrigible young woman who insisted upon continuing a friendship disapproved by the school authorities. At the monthly college receptions to which townspeople were invited no young man was welcome who was not given a "character" by those in charge. This young woman had suffered the humiliation of such a refusal, for the youth of her dreams had been blacklisted as an intemperate ne'er-do-well, and she had paraded her grief by sitting sulking on the stairs in plain view of the crowd as they promenaded the hall below.

It was known that she was in frequent communication with the censored one, and suspicion suggested that the method might be by way of notes from her bedroom window. Accordingly, certain teachers watched proceedings from the room below and were rewarded for their trouble by discovering a note tucked in a bottle which had descended by a string from the window above. As the empty bottle came on down to the waiting youth he was heard to protest in a whisper, "There's nothing here," while a voice above huskily insisted, "But there must be. I put it there."

The upshot of it all was that President White got out his horse and buggy the following Saturday and made a trip down
into the country. Although he had feminine company down, he returned alone.

Undoubtedly, Almira Hall was the cynosure for many youthful night rovers. Stories are told of how boys with boxes of candy would steal through the gates, post themselves below the windows of the favorites, and signal to them by a shower of peanut shells. Then down would come string and up would go sweetmeats accompanied by even sweeter messages. One Sunday night, when the girls as usual walked in procession behind the chaperone home from church, two bold adventurers borrowed girls’ coats and walked in disguise to the campus. One of them delayed his whispered good-night until too late and had to continue in line clear up to the third floor. There he managed to maneuver his way down the hall unnoticed and drop from the rude fire escape to the ground.

The monthly Friday night receptions were gala occasions. Students and townspeople were the guests of the faculty. Down the long hall and through the parlors they paraded in their best frocks and suits, while music played, and, occasionally, a full evening’s concert was given. Here girls often met their future husbands, and town and gown mingled in friendly intercourse.

There was a time when it became the practice among the young men, because of the rareness of the occasions when they might make the acquaintance of Almira girls, for them to promenade with one after another, racing to see who could count the most heads for the evening.

On the Friday nights between these monthly events there was entertainment of many sorts. In the winter there were oyster suppers and taffy pulls and sometimes sleigh rides, when the snow was heavy enough. Lectures and concerts occurred now and then, sponsored as often as not by the literary society, the Calliopean. In time, by means of these paid programs a fund was built up for making valuable additions to the library. Original programs, composed of essays, music, charades or tableaux, were also given regularly by this society.

Various other clubs flourished at times. The Quarterly of 1875 described the organization of the T. B. and D. circle, whose object was “to promote fancy work,” “to store minds with facts
concerning history” and “to cultivate taste for poetry.” “No member,” they announced, “would be allowed to use slang.” The following year these serious minded ladies are said to be “reading Aims and Aids for Young Women.” Another circle frequently mentioned by alumnae was a prayer group which met voluntarily.

Tuesday night was the regularly appointed time for the college prayer meeting. Through all the years this tradition has continued. Each Tuesday has brought the school family together for worship.

The Sabbath was observed in keeping with Puritan standards. Bible study was set for eight-thirty, allowing perhaps for a half hour longer abed, and again at one-thirty a Bible class was held. Morning service was attended wherever desired, but in the evening the girls were conducted to a church of the teacher’s choosing. The Baptist denomination, of course, wielded the greatest influence over the religious life of the school. Revivals
were frequent and many of the girls came to an understanding both intellectually and experientially for the first time of the once widely accepted doctrine of assurance. Their letters relating their religious experiences afford evidence of the effectiveness with which Almira College nurtured the spiritual life of its students.

With the enrollment at its peak and the dormitory filled to capacity, it must have been distressing to John White and Stephen Morse to see the debt which still remained rapidly augment itself, like a rolling snowball, with new accretions. College debts have a way of doing this because of the insecurity of invested moneys, the problem of institutional upkeep, and, above all, the spurious subscriptions which swell the lists of field agents.

In 1870 disaster came; the financial rock upon which Almira College had built was removed. Stephen and Almira Morse failed in business and with the hope of repairing their fortunes went to Kansas. His resignation as treasurer was received by the board with extreme reluctance, and the following resolution was recorded: "Whereas, Stephen Morse, Esq., the founder of Almira College, and from the first its treasurer, and a working member of its Executive Committee, has resigned these positions, therefore, resolved that we regret the necessity that compels this action, and record our high appreciation of his long continued and onerous services in connection with this institution."

To what extent the unstinted generosity of this noble man and woman in supporting the school had effected their personal prosperity no record will ever tell. Without doubt they had
placed the success of their dearest project above any personal ambition and if they spent their last days in comparative poverty they still did not regret that "they gave all they had."

There at Paola, Kansas, they continued their public-spirited career, Almira serving for a time as county superintendent of schools, and regularly as teacher in Sunday school. Then when the two mile walk in to church from their farm home proved too fatiguing, a grove nearby was fitted with seats, and on Sunday afternoons neighbors gathered in for services; and here at the last friends came in 1881 to do honor to Almira Morse when her work was done. Stephen lived on for two more years.

For some time after the departure of the Morses, efforts were made to bring the college directly under the supervision of the Baptist General Association of Illinois, but the required financial basis could not be secured. During the panic of 1873 the trustees despaired and said that the building must be sold for what it could bring, but alumnae protested and rallied to form the Almira College Educational Society with a large subscribing membership and a representative out in the field.

Mrs. Mary P. Lemen of Salem was the person chosen, and her work for a time was effective. The Almira College Quarterly was published during this period as the medium for keeping in active touch with friends and graduates. Registration continued good, for the school was advertised far and wide, and exhibit being placed even at the Philadelphia Centennial Exposition. When the twentieth anniversary was celebrated it was reported
that over 2000 students had been enrolled thus far in Almira College; a yearly average of one hundred two and a graduating class a little better than four was President White's estimate. The fight for debt liquidation went on, each measure a bit more desperate than the preceding. Supporters in the community were determined that Almira must be saved; the Hoiles family, for example, repeated once more their liberal gifts to the institution. In 1876, two hundred and fifty friends of the institution were sought to buy shares of $100, and the agent was instructed "to express everywhere firm determination and confident expectation to succeed in freeing the institution from its embarrassment." In 1877 a plea was sent again to the Baptist General Association. But by 1878 it was evident that the property must be sold.

John White had grown old under the double weight of financial management and academic administration. He had reached the end. His final ambition was to see the kind of program he
had inaugurated continued. The accomplishment of such a desire depends greatly upon the preparation of a successor by the originator of an educational pattern. This preparation must reach beyond objective features. It comprehends not only a knowledge of the traditions, of the course of study, of the body of rules and regulations; it must include also a deep sense of that undefinable element known as esprit de corps, and a devotion to the institution and its ideals which is heroic in its strength.

This necessity President White had perhaps not realized. Many a great educator has not. And to say that his dream of a college for women was not fulfilled by his successors is not to condemn him nor his successors. The fact is that, so far as records show, an earnest effort was made to continue the whole scheme which he had set up. The announcement of aims remained much the same, the denominational connection was not severed, and Almira alumnae rallied to support the new venture.

The purchasers were admirable people. Florence Holden Houghton, half-owner and principal, had been for some years upon President White’s faculty and was, therefore, thoroughly conversant with the Almira standards. Her interest did not long continue, however, for, after two years of principalship, she remarried and left.

The second investor was an educator of state-wide recognition. During Mrs. Houghton’s principalship he served Illinois as State Superintendent of Public Instruction. President James P. Slade had risen rapidly from a rural school position near Belleville
in 1856 to principalship of the Belleville high school and then to superintendency of instruction in St. Clair county. He was not only a competent school administrator; he was a great Christian teacher. He taught for the love of teaching and, above all, for the consciousness of divine approval.

Writing at one time of this to a friend, he said, "'to be regarded as successful in any useful, therefore honorable, calling by those we esteem is a great satisfaction, but to be really successful and accounted faithful by Him who judges of the worthiness or unworthiness of all our efforts, would be a joy beyond measure.'" He was regarded by those who knew him as a man of missionary stamp; as one said "Pay them and they will teach. Take away their pay and they will teach anyway."

This was the man who gave fourteen years to the attempt to save Almira College. He was loved by his students, and alumnae placed great faith in him. In 1880 they gathered in large numbers for elaborate exercises in observance of the 25th anniversary. There was a week of concerts and literary programs, culminating in a great alumnae reunion, with four hours of speeches, a dinner and a reception.

But in spite of all these auspicious beginnings, and in spite of the fact that the nightmare of debt was ended, the hope of preserving Almira College gradually waned. Enrollment steadily decreased. Between 1875 and 1880 the average attendance dropped from 102 to 85, and, from 1880 on, continued to decline.

One reason assigned for the loss of patronage within the immediate territory was the rivalry offered by the new and thriving state school at Carbondale, Southern Illinois Teachers' College. Possibly another cause was the rapid growth made by
the competing denominational schools of the area, such as Shurtleff and McKendree, which were now coeducational.

Various changes were made in an effort to secure wider patronage. A good normal course was introduced, a logical step, since two-thirds of Almira graduates had gone into the teaching profession. The art department catered to the interests of townspeople and received enthusiastic support. One of the great events of the school year at the last was the art exhibit and reception, a sort of aftershine of the glory that had radiated from the monthly receptions during President White's administration. Towards the end, a business course was installed, which, in the last year, opened to men. The emphasis of the curriculum became less and less collegiate, for the school had not kept pace with advancing standards, and now dropped to the level of a finishing school.

In 1890 President Slade, weary of the effort, rented the building to Prof. A. G. Smith to conduct whatever sort of course he desired. Members of Greenville families that had supported the educational project from the beginning stood loyally behind Professor Smith, although well aware of what the outcome must be. For two years the struggle for a lost cause went on, while Professor Slade from his place in the East St. Louis school system looked for a buyer.

Stephen Morse and John White had gone to their eternal reward,* but the spirit of sacrificial service which had characterized the founders of Almira College and the way of life which they had taught by precept and example had not perished from the earth.

*John White died in Greenville, February 12, 1887. Elizabeth Wright White liged on for some years, giving financial assistance to several Greenville College students and continuing her civic activities. She died March 11, 1910. Both of them are buried in Greenville, close to the entrance of Montrose cemetery. In the Hoiles-Morse lot not far away lies the body of Almira Blanchard Morse. Stephen Morse was buried in Kansas.
"STANDS OUR NOBLE ALMA MATER"
CHAPTER IV

FAITH OF OUR FATHERS

The Thomas House bus with passengers from the afternoon train rumbled down College avenue in a cloud of dust and stopped before the high arched gate that opened upon the campus. Two gentlemen descended the awkward steps, paid black-faced old Eli, and then stood gazing up the brick walk to the flight of stairs that ascended into the shadowy recess above the spacious archway of old Almira.

The smaller man of the two set down his large, well-made valise and looked scrutinizingly about him. Trees in great need of pruning grew profusely over the whole ground, spreading a gloomy shade. The white paling fence that enclosed the square was in need of paint and repairs. Here and there it sagged to the ground, and at one point a fallen sapling sprawled against it. At the side entrance the gate lay flat. Small elevations, which marked the site of one-time flower beds, grew scrubbily with weeds and high grass. It was not a sight to delight the eye.

He turned a troubled face to his companion, a man of powerful build, who seemed to radiate optimism from his very being. There was between the two all the contrast that proverbially exists between Easterner and Westerner: Hogue, with his sensitive, intellectual face, spare figure and quiet bearing; Ashcraft with his rugged features, giant stature, and confident stride, that connoted plainly the spirit of aggressive evangelism which had made his name known all through the West.

Hogue was silent. He was wondering whether he had been too sanguine in his response to the call of his bishop. Three days ago his wife had brought a telegram to his study in the little parsonage at Buffalo. Opening it, they had read, "Will you accept the presidency of Greenville College? Bishop Roberts recommended you. If you can or cannot accept come at once for counsel." Aware that far greater responsibility than he had yet carried awaited him, he still had come gladly, for the heroic
efforts of Bishop Roberts to raise the intellectual level of a rapidly expanding religious movement had commanded his admiration and roused his imagination. Here was pioneering of the first order: first, to save a man's soul, then to enrich his redeemed spirit with all that was good and beautiful from the past.

He had assisted the bishop in the founding of Chesbrough Seminary, close to the cradle of infant Free Methodism, and now in Illinois, where simultaneously with the eastern movement the return to primitive Methodism had spontaneously taken place, another experiment in character education was to begin. He was stirred. He loved young people. He pictured them coming from all over the Middle West, from farms, from small villages, from little churches composed predominantly of old people, coming with eager anticipation of the understanding and comradeship which their fellows could give them. He himself had known the loneliness which a farmer boy from a minority church, much maligned in the community, may endure in public school, for his own father, with Scotch Covenanter blood in his veins, had been read out of the local Methodist church because of his defense of the original doctrines and practices of Methodism.

But the dream which had fired him on his journey out across Ohio and Indiana faded as he surveyed his neglected waste on a hot July afternoon. He was called from his dejection by the bracing voice of Ashcraft continuing the conversation which had begun in the bus concerning the purchase of the property. The place was run down, said he, but that very fact, of course, explained the extremely low price which had been placed upon it. For only $12,200 the Board of Trustees elected by the Central Illinois Conference had secured this four story building with
grounds of ten acres and a considerable supply of school equipment. So far as repairs were concerned, he said, it might be that they could not be entirely completed when school opened in September, but the people of the town and the conference were behind the project and would eventually finish it to everyone’s satisfaction.

As they walked into the cool spacious hall and turned toward the high ceilinged, well furnished parlors, Hogue’s first impression of the place was modified. True, some of the furniture looked hard used, but an atmosphere of quiet dignity pervaded the rooms. Across the hall they found a library with several hundred volumes, and to the right of the main hall was a well equipped art studio.

The tour of inspection proceeded on down to the lower floor. At the west end of the hall a group of women were working and singing. And looking about, Wilson Hogue saw a need for both. The kitchen walls were grimy, and the floors were rotted and broken. Apologetically Ashcraft explained, “These rooms were left in such condition in June that the rats were about to take possession. But never fear, you’ll never recognize it in September. Every woman in the Greenville church, rich or poor, young or old, is giving time here, and glad to do it in order to have a college for our young people.”

The little group gathered about, greeting Hogue effusively, and expressing their hope that he was pleased with the prospect. Particularly urgent were the girls, conscious at first of their flushed faces, grimy hands, and soiled calico dresses, but soon at ease in the presence of his urbanity and genuine friendliness.

Directing the workers was the man who had sent the telegram
of a few days before—W. S. Dann. With instinctive liking Hogue shook his hand. He was mild faced and gentle mannered, and his long beard gave him an air of patriarchal dignity. Later Hogue was to learn that he had drawn his aspirations for the new college from his acquaintance with Oberlin during the days of Finney and considered no sacrifice too great for bringing to pass this ideal.

The fact was that history was repeating itself. Greenville’s leading merchant of 1892 had dedicated himself to the same sort of sacrificial giving as Stephen Morse had chosen in 1855. In his home in 1880 had been organized the first Free Methodist society of Greenville. A year later when a church edifice had been erected his financial support had made the enterprise possible. Now he was pouring his energy and means into the renovation of the building which Morse’s devotion had brought into being. Hundreds of dollars he was to give that first year to restore the college property to its original state. Music was his particular predilection, and presently, when equipment was needed for the music department, it was he who sponsored the purchases and who gave almost a thousand dollars for a small pipe organ, or vocalion, as it was then called.

The enthusiasm of Dann and his workers banished Wilson Hogue’s gloom. As he surveyed the chapel at the east end of the hall upon leaving the kitchen quarters, he was deeply moved. The thought of the young people who might gather together in this room on occasions to talk of God and His love and His holiness, converted its bareness into a sanctuary. Then as he stood beside Ashcraft at the rear of the building, looking over the open country to the east and north, and listened to his glowing word pictures of a college community which might be built up here as supporters of Christian education the country over chose Greenville as their home, he forgot the heat of the July afternoon and the ugliness of the weed patch that stretched out beyond the dilapidated buildings.

At his meeting with the committee appointed by the Central Illinois Conference, he learned much that confirmed his growing belief that this was not a scheme of fanatical dreamers, but instead a sound provision for the need which he had recognized
in his church for higher education. With this realization came a personal conviction that he was to be the pioneer who would make the necessary adventure of faith.

He knew that he must travel a wilderness trail beset with obstacles almost insuperable. There would be, for instance, multifarious and life-taking tasks, with little or no remuneration, and he was not surprised when his salary was set at two hundred and fifty dollars, and when, a little later, the editorship of the denominational paper was added to his duties. There would be, at first, constant opposition from obscurantists within the church, who identified culture with irreligion; hence, he was prepared for the battle which he had to fight with his own board at the end of the first year, when he insisted upon setting up a full four year program. There would be the never-ending mission of interpreting to a materialistically minded public the way of life which revived Puritanism required, for he was aware that the educational pattern which early Methodism had followed and which Free Methodism, in turn, must adopt differed widely from current schemes of education.

Puritanism in the Middle West had been for some time now on the wane. The way of life which it had taught was in question, if not abandoned. The emphasis upon doctrine which had been at the heart of all Puritan movements was disappearing. More and more the denominational college was adopting as its function purely secular training. The old disciplines enforced by Puritanism were now disparaged, and the old doctrines were challenged by agnosticism.

The source of the religious movement known as Free Methodism, which had originated in 1860 in eastern New York, had been a recognition of this departure from the original ideas of Wesleyanism. The Methodist church of that area would not tolerate a straightforward appeal for an unequivocal return to the position of Wesley on such matters as slavery, Christian perfection, non-conformity with worldly practices, and evangelical interpretation of doctrine.

B. T. Roberts, who became, like Wesley, unpremeditatedly the leader of a new movement, had recognized early in life, even before his conversion, the anomaly of slavery-minded Methodists,
and had written, "They have too much of the slavery spirit here, even among the descendants of the Puritans, to worship the universal father in the same temple with their sable brethren." Later, like Wesley again in his resolute sense of the necessity of personal holiness and the demands of a social gospel, he returned to the very fountain springs of religion, with all that that involves in the rediscovery of doctrine and the adoption of those techniques by which spiritual development may be obtained.

These were the forces which had produced eastern Free Methodism thirty years before, and these, also, were the forces at work in Illinois, using as effective instruments such men as Ashcraft, Dann, Colt, Fleming, and many others with whom Hogue was to work. Bands of men and women, fired with their personal discovery of the meaning of the Wesleyan doctrine of Christian perfection, had gone on preaching missions throughout the state. As a result, spiritual vigor had returned to many congregations, but too often the enemies of religious fervor had frowned upon the revival of Weslayanism in their midst and had expelled its advocates. These outcasts became the nucleus of a new church, which, in time, joined hands with the eastern church under the episcopal leadership of Roberts.

The mission, then, of a new college in Illinois was, first of all, to educate the youth of the recently founded church, for there was as yet no program of higher education. The clientele of the college, however, would not be exclusively Free Methodist. The preaching mission, with its message of holiness, had reached many in various denominations, and these heartily advocated an institution where the search for vital religion could be pursued without obstruction. In fact, the first donors to Greenville College were not Free Methodists. Mr. and Mrs. James T. Grice, who proposed the founding gift, never left the church of their early choice. Disheartened, however, with the trends taken in the denominational college which they had liberally supported for years, they were looking for a religious group which would invest the last money they had to give, in a program more to their liking.

Thus it was that James T. Grice, convinced of the validity of Free Methodist doctrine, and impressed by the soundness and intelligence of the Illinois leaders, went to Ashcraft during a camp
meeting held at Prairie City, Illinois, in the summer of 1891, and proposed to give a sum of $6000 for the founding of a college which would be supported by a church avowedly devoted to holiness doctrine and practice. In the fall when this proposal was submitted to ministers and laymen of the Central Illinois

Mr. and Mrs. James T. Grice

Conference and to the bishops, it met with unanimous favor. Bishop Roberts, who had sponsored the founding of Chesbrough, was particularly assured of providential guidance in the matter.

For several years the Illinois leaders who lived in and about Greenville had watched the decline of Almira College and had wished that if this program which had had such worthy beginnings must end, another of equal worth, to their thinking, might build upon it. The trustees, therefore, who were chosen by the Central Illinois Conference in the fall meeting were many of them selected from the Greenville area. Nine in all were appointed to carry out Mr. Grice's proposal and to look for a location and further financial resources. Men of versatile abil-
BOARD OF TRUSTEES, 1895
Seated: Salt, John & Menzel
ities and homespun virtues they were, whose names deserve recording: F. H. Ashcraft, W. B. M. Colt, Charles A. Fleming, Thomas A. Marsh, Robert W. Sanderson, William T. Branson, James Moss, Isaac Kesler and Walter S. Dann.*

The outcome of their endeavors was that simultaneously with the completion of the negotiations with the Grices came the decision by Professor Slade to dispose of all his interests in Almira College. The price which he placed upon the property was $12,200 in cash. The balance still to be met after the Grice gift was received was borrowed from a Greenville banker, John Bradford, the trustees signing a personal note. On April fifth all the negotiations had been completed and the first steps were taken to incorporate under the name of Greenville College.

These were the facts that Wilson Hogue became conversant with in his sessions with the executive committee appointed by the trustees, a group of three Greenville men: Ashcraft, Dann and Moss, all men of liberality and sound business sense. Their appeal for his consent was insistent, but he considered every aspect of the project before announcing his decision, for he was a man who held his call to the ministry as transcendently sacred.

When only a boy of eleven, he had been aware of his coming vocation, and at the age of sixteen he had reached a decision which was without recall. For almost twenty years he had served the church in various New York pastorates. He was a scholar by nature, a teacher even in the pulpit. Perhaps that fact made a decision to leave the ministry more difficult, for might not his love of learning, even when devoted to so sacrificial a cause, lead him away from his appointed place. But as he pondered and prayed, he became certain, and on July 18, 1892, he signed the contract which made him the first president of Greenville College.

The significance of his decision can never be properly evaluated. The attempts of students to put into words the estimate of his service and personality verge upon hero worship. One has said, "I once regarded Bishop Hogue as the greatest man in the world, and in my association with many men since that time I do not

*No picture of this board is to be found. The earliest obtainable was taken in 1895 when the group had increased to twelve.
know that so far as my personal knowledge and associations are concerned I have had occasion to change my mind."

Another has said: "He had that unflinching tenacity of purpose, that patience in dealing with details, that spirit of toleration toward those of differing opinions, that poise in times of stress and strain which made him an administrator of the first order . . . Greenville College stands as the living monument of Wilson T. Hogue."

The concluding sentence of this eulogy suggests the reach of influence exerted by the first president of Greenville. His conception of Christian culture was so sound, his definition of policy was so clear, his administration of that policy was so competent, that the fitness of it was recognized by students, by townspeople, and by the church constituency. As a consequence an educational pattern was evolved by which all later administrations have been measured. Fifty years have passed since Wilson Hogue signed his contract, but the educational ideal which he defined has not altered in its essentials.

In his announcement of the fall term, which was to open September twentieth, Hogue outlined in brief but clear statement the aim of the new college. Incidentally, one notes how curiously similar it was to the statement of aim written by John White thirty-five year before. "The aim of this institution," he says, "is to promote true and thorough Christian education.

"No means or effort will be spared in endeavoring to give every student the best advantages for securing a liberal culture.

"With that type of education which limits its aim to this world, rejecting the grand motive forces, drawn from a future life, this institution will have no sympathy. 'Education for character' will be our motto. Hence the Bible will have a place in all our courses of study."

The evangelistic character of religious exercises within the college home was suggested by the last paragraph. "All students residing in the college building will be regarded as members of the college family, which will be conducted like a well regulated Christian home, and the faculty will ever seek by all suitable means to bring the gospel to bear in its regenerating and puri-
fying power upon the hearts of all who are in any way connected with the institution.”

The sane pursuit of this objective produced an atmosphere conducive to the finest spiritual growth. Sectarianism was never stressed and students from every denomination received wise guidance toward an earnest, honest search for truth. One such student, recalling those days, says, “From the family worship in the dining room in the morning until the close of the day, seven days in the week, the service of God had first place, but it was not a forced or dreaded service; we were one large, happy family.”

The opening of the new college upon September twentieth excluded all expectations in the number of registrants and the enthusiasm of the constituency. President Hogue had not been certain of the response of the church, neither had he known what to expect from a community which had become disheartened with the Almira experiment and which, in some quarters, at least, might lack sympathy with the efforts of a minority church. But his fears proved unfounded, for students arrived from all over the country, and the reception which had been arranged by local leaders left him in no doubt as to the genuineness of their interest and the warmth of their support.

Once again the Vandalia line brought girls from the towns and cities—girls dressed in the accepted style of severely fitted basques and plain full skirts. From the farms came the phaetons and springboard wagons, rolling in over the dusty September roads. But this time the brothers came, also, for Greenville now was to have a coeducational school, and the young men and women would mingle freely together in wholesome association. Coeducation in fact had become the rule of the day throughout the Middle West.

The convocation set for ten o’clock in the circuit court room of the county court house was a memorable episode in the lives of these young people. One of them arrived at the railroad station at midnight and for lack of a better bed, slept on some mail bags in the agent’s office. The citizens of Greenville, too, regarded it as a red letter day, for the mayor had called them together to give welcome to the newcomers, and the most distin-
guished resident of the town, Lieutenant Governor Northcott, was to be the principal speaker.

His address was followed by speeches from other prominent citizens. Almira graduates were present with words of welcome. It was apparent to President Hogue that the community was solidly behind the new enterprise, and he and his board were cheered by the spirit of cooperation.

Another event of the day long remembered by the earliest arrivals upon the campus was the first dinner served in the dining room. Only a few days before the opening Miss Mattie Sanderson had received the announcement from F. H. Ashcraft, the president of the board of trustees, that her services were desired as "chief cook." Amid considerable confusion she began the work of organizing the culinary department, and the story goes that so difficult was the task that her father, big-hearted Bob Sanderson, a member of the board, came to her assistance in serving this first meal.

Water had to be carried in by hand from the hydrant at the south west corner of the building; wood had to be cut and brought in from the woodpile on the back campus; bread had to be set the night before and baked in the small oven of the one cook stove available. It was a far different prospect than that facing a modern institutional manager, and it became an increasingly greater undertaking during the five years that Miss Sanderson served as cook. Fifteen people sat down to that first dinner; later, when the dining room filled with hungry students, her baking requirement on bread alone, was thirty loaves a day.
A dozen good sized pies or a little less of cake met the demands for dessert.

At two o'clock that afternoon registration began. Mrs. B. H. Sanderson, Upton, Boss, Niswonger, Neisler, Maxon, Ryno, Young, Hill Roberts, a daughter-in-law of Bishop Roberts, and an able member of the faculty of Chesbrough Seminary, had come out from New York to assist President Hogue in this task. Students were met by these two in the chapel and conducted through the awe-inspiring rites of matriculation. To whom belongs the distinction of being the first to sign his name upon the roll of Greenville College remains a moot question. Probably the honor goes to Bertha Ahlemeyer, daughter of the local Free Methodist pastor. She with other members of her family had spent many hours upon the renovation of Almira Hall preparatory to the opening
of school. Other registrants whose names were recorded near the top of the list were Sarah Ahlemeyer, Samuel Upton, Robert Upton, and Ella Maze.

After the tension of this ordeal had passed—and every one-time student remembers the emotional reaction which sets in as

the experiences of the first day draw to a close—homesickness was staved off a little longer by a trip to the barn for straw for the bed-tick, a visit to the coal-oil can for fuel for the study lamp, and perhaps by an initiation into duties as a worker in kitchen, dining-room or halls.

President Hogue was at hand to note the woebegone face and speak an understanding word or perhaps propose a lively game that would engage everyone. One of the stories which students
love to tell of his easy camaraderie relates how an onlooker one
time, noting the freedom of his participation in a student ball-
game, observed to Mrs. Hogue, "Isn't President Hogue afraid
of losing his dignity in such play." Mrs. Hogue replied, "The
kind of dignity Mr. Hogue has isn't so easily lost." The famili-
arity of President Hogue was never "that which breeds contemp";
yet every student regarded him as his personal friend.

A notation in a student diary made a few days after the open-
ing affords an instance of this happy relationship. "Helped
Principal Hogue move his bed and carpet to the room opposite
mine. He gave me 25c to buy a melon with for that. The melon
only cost 10c. He helped me eat it. I gave him his 15c." And
a week later: "Principal Hogue gave me 50c for helping him
with his stove Saturday. I charged him only 25c; so he said I
could fill his wood-box for the rest."

Incidentally it should be added that this business of keeping
a filled wood-box was one of the most unique features of Green-
ville to the newcomer. Another old grad has written of his first
impression of this particular aspect as follows:

A Cameo of the Past

The hinge of the past swings backward and the door to "Ye
Olden Times" stands ajar. Through that open door a cameo that
was novel and unforgettable rises before my vision. It is not
a picture of a library or a classic avenue of elms but a whizzing
buzz saw.

Reared in a city in Pennsylvania where Nature has given abun-
dant supply of coal and gas, I had never used a wood stove. I was
surprised upon being taken to the room which was to be my dom-
icile for several years that there was a long boxlike wood stove
which would hold chunks of wood about two feet long. One of the
practical arts of the newcomers was to learn to regulate the wood
stoves. Many were the trials and tribulations of the girls in
particular in learning to keep their fires.

Large wood boxes were placed in the halls throughout the build-
ing. It was the task of two stalwart students who worked for
their board to carry the rack piled with wood, one man at each
end walking between the projecting handles. The writer can re-
member as though it were yesterday the names of the two faith-
ful men he first saw carrying these heavy loads up the stairs. Both became preachers and truly they could sing, "Must I be carried to the skies on flowery beds of ease." They surely entered the

ministry by the hard way. Every fall a portable buzz saw was set up and a mountain of wood was piled high near the rear entrance.

In those early days "Old Main" constituted the entire physical plant of the college. On the first floor was the dining hall at the west end and the chapel at the east end with recitation rooms sandwiched in the center; on the second floor the executive offices, the public parlors, the library along with some classrooms; on the third floor the girls' dormitory, while on the fourth floor (and nearest to heaven) was the boys' dormitory. All these rooms were heated with individual wood stoves. In the closing years of his life, while conversing about the early days of the college Bishop
Hogue said, "I lived in constant fear of a fire and it was only by Divine Providence that we never had a conflagration."

In memory I hear again the minor whine of the buzz saw as it tears through a knot and I see the toiling students carrying the great rack piled high with wood to be distributed in Old Main.

R. R. Blews, '04.

The work of each department commenced with enthusiasm. President Hogue's classes drew a large enrollment, for those preparing for Christian service were numerous, and, too, all students desired at least one course in Bible under him. The new and very important department of theology, which was to provide training for both prospective ministers and missionaries, fell under his particular supervision. Greek, philosophy, physiology, hygiene, medicine, and nursing, as well as Scripture Exegesis, church history, Christian evidences, and other studies of theological nature constituted the course of study.

Another department, which from the beginning had strong support, was that directed by Prof. Melvin Green Clark. In the last years of Almira, courses in business science had been scheduled and made available to both men and women. The offerings planned by Professor Clark were varied and comprehensive, and his teaching ability was of the first order. As a result, the department rapidly achieved a reputation in the community and provided the training sought by most of the coming business men, as may be seen today by a canvas of the gray heads in business concerns in Bond county.

Until the collegiate courses became well enough established to produce graduates, the main feature of Commencement week was the exercises given by the business and shorthand classes. A detailed report in the Greenville Sun of 1895 indicates the popularity of this program. It was presented before a large audience in Moss Hall from a platform elaborately decorated and bearing the class motto, "Purpose, Perseverance, Accuracy and Honesty", written in shorthand symbols. Walter Joy gave the salutatory, entitled "The Short Route", and told of the rapidity of modern business transactions. Other orations which followed were "Stick to Your Text" by Sherman Cooper; "Rooms to Let" by Lena Henry; "Masters of the Situation" by Bert Springer;
“STANDS OUR NOBLE ALMA MATER”

“Specialists, the Demand of the Day” by Will Carson. A Class History was read by I. Walter Kessler and a Class Prophecy was given by Mattie F. Drake. Of the closing speaker the reporter wrote, “If Walter Jackson can handle his future business affairs as easily

Program:

Invocation.

Instrumental Duet, Overture, “Romeo and Juliette.” Bellial.
MISS CLARA HOGG AND E. B. SMITH.

Salutatory, “The Short Route.”
WALTER A. JOY.

Class History.
I. WALTER KESLER.

Oration, “Stick to Your Text.”
SHERMAN E. COOPER.

MRS. BENNETT AND PROF. WETZEL.

Selection, “The Deacon, Me and Him.” - Eisenbeis.
ELMER C. NEEDLES.

Oration, “Romeo to Juliet.”
MISS LENA E. HENRY.

Selection, “Masters of the Situation.” - Field.
A. BERT SPRINGER.

Vocal Solo, “A Bird from O'er the Sea.” - White.
MISS GRACE HOGG.

Oration, “Specialists, the Demand of the Day.”
WILL C. CARSON.

Class Prophecy.
MISS MATTIE F. DRAKE.

Oration with Valedictory.
“American Progress Through Individual Development.”
WALTER E. JACKSON.

Diplomas.

Vocal Octette, “Good-Night.” - Pusset.
MRS. CLARA, MRS. BENNETT, MISSES WYNN, AND ROGERS.
WENDELL HEMP, BURRITT, UPTON AND MCCLENN.

COMMENCEMENT, 1895
PREP AND BUSINESS DEPARTMENTS

as he did his oration, ‘American Progress through Individual Development,’ success is already assured him.”

Perhaps the most enthusiastic departmental head was Miss Jessie Augusta Duff, Director of the School of Music. She is regarded by all students of that day as the most distinguished member of the faculty. She had graduated from the University of Leipsic and, accordingly, organized her department after the model she had known in Germany.

In her first announcement she explained her methods as follows: “The department is conducted on the conservatory plan. Both the Class and Private Lesson Systems are employed. There are peculiar and great advantages in the former, but to those who are unfamiliar with it, a few words of explanation may be necessary . . . The Class or Conservatory System consists in arranging students in graded classes. The lesson, in classes of four, is one hour in length, and each pupil receives a proportionate share of individual instruction, while having the advantage
of all criticism made by the teacher or others in the class. This
mode of instruction excites emulation; ambition is aroused;
the student is spurred on to greater efforts by observing the pro-

JESSIE AUGUSTA DUFF
First Director of Music

ficiency of those who have attained a higher degree of per-
fection . . .”
She immediately organized a complete school of music, an-
nouncing full courses in each of the following departments:
piano-forte, voice, organ, sight singing and chorus practice, har-
mony, counterpoint, composition and instrumentation, musical
history and biography. These courses required “three years each
for completion.” With the ambition of a truly great teacher she
determined to make her department the greatest in Greenville College and to make Greenville College known for its musical talent. Naturally this effort did not always elicit the unqualified approval of other department heads. Yet Miss Duff was uni-

versally admired, for she possessed other rare talents besides those of a specialist in music.

She had, for example, very broad sympathies. She was the con-
fidante for many a student, who, sensing the depth of her under-
standing of youth, came to her with his problems. Her sympathy
extended even beyond the school circle to the needy of the town.
Quietly, with no talk about her benevolence, she visited the sick
and gave to the poor. Her friends at one time were much con-
cerned over the personal danger she was incurring in giving mas-
sage treatments to a tubercular patient.
She had a commanding presence and was a stickler for social niceties. Her counsel and example went far in awakening ill-bred students to their crudities. In her own department she had the reputation of being unrelenting with the indolent or indifferent. The story is told of a youthful pupil from a Greenville home who attempted to play a trick on her and hide at lesson time in the top of a campus tree. She ferreted him out at once and commanded him to appear at the studio. When he ventured the justification that he had a "very sore thumb" and could not play, she ejaculated, "Nonsense! What would you do if you had no thumb?"

For nine years she poured all her energies into the work of building a self-sustaining school of music. She kept her own books, ordered her own music, made the department a financial asset to the college. But she sacrificed her health in doing so and had to retire to her home in Canada for her few remaining years. She left behind her the memory of "a great lady," but, more than that, the tradition of a great music department which has spurred her successors to maintain the same standards.

The school of art with a three year course, was very prominent in those days, and under Mrs. Anna Sanford Brodhead, a graduate of Chicago Art Institute, established a splendid reputation in the community. For years various pictures painted by her and her pupils hung in the parlors, and her portrait of President Hogue still remains there, preserving to this generation his likeness in 1892, when he wore a full beard and dressed in a Prince Albert. The custom of giving an Art Reception during Commencement week which had persisted throughout Almira days, continued, drawing to the parlors and halls of the college all the clite of the town.

The standards of the preparatory school during this first year were high and so recommended themselves to the community that for years the academy was a rival of the local high school. Miss Helen Owen Shay, Miss Emma Adine Phillips and Charles Wesley Hogue were excellent teachers, spending full time during this year in the department, while Professor Clark and President Hogue divided their time between classes here and in their fields of specialization.
Preparatory courses offered were two: Classical and Scientific, comprehending the usual subjects given in the high schools of that day. Intermediate studies were also given, for provision had to be made for rural boys and girls who were not yet ready for Prep school.

A primary school was conducted in a small frame building situated on College Avenue on the then vacant lot across from the college campus. Instruction was given here by the wife of the president, Mrs. Emma Jones Hogue, a teacher of unusual abilities and marked success. She had grown up in a home where education was a major interest, her father being a liberal supporter of two college enterprises, Oberlin and Wheaton. Courses in the Jamestown high school and later in the Collegiate Institute had fitted her for the social and pedagogical responsibilities which devolved upon her when her husband accepted his new role. Although she was in extremely poor health at the time of her arrival at Greenville, she heroically accepted this position, which it seemed impossible to fill otherwise, and for five years continued a school which won the support of the most discriminating parents in Greenville.

Her originality in inventing kindergarten methods before the day of kindergartens is remembered by many a gray-haired man and woman in the Greenville community. Attendance usually numbered thirty or more. The commencement program always provided one evening for the exercises of the children, who took as much pride in their musical and declamatory attainments as did the winners of degrees.

Perhaps the most notable graduate from the primary depart-
ment was a Japanese student, Masazi Kakihara, known as Paul, for, like Paul of the Scriptures, he had experienced shipwreck. He appeared at Greenville one fall so disreputable looking from

**PROGRAM.**

Chorus, - - - - Gathered Once More.
Address of Welcome, - - Miss Belle Eason.
Piano Duo, Sonatina, - - C. M. von Weber. Misses Vinnie and Blanche Coleman.
Recitation, An Indignant Scholar, Master Howard Marsh.
Recitation, The Dead Doll, - - Miss Martha LaDue.
Song, Arose with the Lark, - - - - White.
Recitation, The Secret, - - Master Artie Minor.
Recitation, The King and the Child, Miss Louise Maynard.
Recitation, A Laughing Chorus, - - Miss Lydia Murden.
Recitation, The New Year's Ledger, Miss Florence Joy.
Piano Trio, Serenade, - - - - Shubert.
Reitation, The Boy to the Schoolmaster, - - Homer Terry.
Recitation, My Mother, - - Miss Ruth LaDue.
Chant, The Old Clock on the Stairs, - - McGranahan.
Recitation, The Tale of a Tadpole, Miss Gerrie Frensley.
Recitation, Books, - - Master Henry Coleman.
Recitation, Granny's Come to Our House, Miss Mary Coleman.
Nursery Rhyme, - - - - Vezzie.
Recitation, Partnership, - - Miss Myrtle Frensley.
Reitation, Our Hired Girl, - - Master Lucien Hoiles.
Reitation, Grandmother's Stories, - Miss Bessie Hoiles.
Chorus, - - - - - Song of Parting.

The Closing Exercises of the Junior Department, Monday, May 31, 1897

his long trek across country from California that the Hogues were loathe to give him admittance; he had walked at least five hundred miles. But he became a successful student and upon his return to his native country he won from paganism Kawabe, a man who has since become the heart of a great missionary movement in Japan. Greenville College from the beginning had a world vision and began a mission of world service. In the first five years of the school's history, five Japanese students received instruction, and representatives of other foreign races found gracious reception there.

The achievements of the first year were highly gratifying. The registration, which at the beginning numbered eighty-one, reached a total of one hundred and sixty-three. Student addresses given in the first annual register cover a much wider area than those listed in the Almira catalogues. Pennsylvania, New York, Ohio, Indiana, and Kansas are included, and within the state the range is correspondingly wider,
At commencement time the local newspaper gave a glowing account of the exercises. Orations, according to custom, formed the center of the two hours program and were given by Ethel Reed, Robert Upton, Clarence Sickard, E. O. McCracken, Della Bradby and Ella Maze. Essays were read by Nannie Davis, Grace Hogg, and Josephine Seaman. Vocal and instrumental music was interspersed, the performers being Josie Seawald, Nannie Martin, Mrs. L. E. Bennet and Mmes. Clark, Hoiles and Bradford. Elva Weise and May T. Titterington contributed recitations.

The article concluded by saying, "the college under the management of Bishop Hogue has been a decided success. The first year's patronage has met all expectations, and it is evident the next year's enrollment will be much larger. The citizens have aided the management with all necessary support and each has been and will continue to be of much mutual benefit to the other."

The adventure of faith, upon which Wilson Hogue had entered nine months before, had succeeded beyond his highest hopes. He had won the support of the church and the community, he had convinced his board after much argument that a program of higher education was both necessary and feasible, and he had seen the registration mount to double the total he had anticipated for the first year.

If only he could have continued to devote all his time to the enterprise, the institution would without doubt have shortly attained first rank; but early in 1893 a second full time vocation had been thrust upon him. He was now Bishop Hogue. His beloved Bishop B. T. Roberts had died, and in the interim between the quadrennial church conferences the executive officers looked upon Hogue as the logical substitute. The summer was spent largely in the performance of his episcopal duties, while the financial agent, F. H. Ashcraft, was left to carry on alone the work of institutional promotion. In the areas of personal solicitation and public representation Ashcraft rendered a very important service during this period, for he was a great preacher and an able financier, but, in the very nature of the case, he could not fill the place of the absent president.

In all his spare moments, however, Hogue was preparing him-
self for larger service to Greenville College. He did not hold the academic degrees essential to his position as president of a liberal arts college. As soon as possible he finished his undergraduate work through correspondence courses with Illinois Wesleyan and received the degree of Ph.B. in 1897. Then at once he entered upon advanced study, which led finally to the doctorate in 1902. He was an extraordinarily rapid reader, and, with his habit of rising at four for study and working again at the close of the day after others were lost in slumber, he managed to carry an unbelievably heavy program.

With the meeting of General Conference in the summer of 1894, Hogue was relieved of his duties as bishop, which he had performed all through the school year of 1893-94, but another commission was then given him. He was appointed editor of the church organ, The Free Methodist, a publication which has only beginning to attain stability at that time. For the remaining ten years of Wilson Hogue's administrative stay at Greenville College he ably edited this paper, spending one week of each month in Chicago at the publishing house.
CHAPTER V.

FAITH AND WORK

Commencement day of 1898! The long awaited hour had arrived. With great solemnity the Board of Trustees had voted the degree of Bachelor of Arts to W. W. Loomis, and now the first graduate stood before a large (and perspiring) audience in old Moss Hall delivering his oration upon “The City of Today.” In well chosen phrases he described the city in the social, political and economic life of 1898. It was not a lengthy program, to be sure, although there were music numbers to fill in the hour; but the momentousness of the occasion was felt by all when President Hogue gave his brief address preliminary to conferring the first degree granted by Greenville College.

One passage in that address has often since been repeated. It was an allusion to Aesop’s fable of the lioness and the fox. The lioness, taunted by the fox concerning her single offspring, had replied, “What you say is true. But what were your children? Foxes! I have but one, but remember, that one is a lion.” President Hogue then remarked, “Critics of larger institutions, whose graduating classes number scores, may look with disdain upon our class of ’98 with its single member. But remember, he’s a lion.”

The deepest meaning of the event could hardly be put into words. With the formal completion of a liberal education by W. W. Loomis had begun the major contribution of Greenville College to the Free Methodist church, namely, a properly educated ministry. This was perhaps the objective nearest to President Hogue’s heart; not that he minimized other equally important functions of a college, but his prime incentive to accepting the call to Greenville had been his realization that the intellectual level of the church could never rise above the intellectual level of its ministry. “Like pastor, like people.” With the graduation of W. W. Loomis the attack upon anti-intellectualism was begun, for Loomis was dedicated to the service of the
church and has since fulfilled that consecration, first as an itinerant minister, and later as the inspiring instructor of several generations of Christian workers. The first graduate of Greenville College represents adequately one aspect, and perhaps the greatest aspect, of the institution's contribution to society.

In 1894, when Loomis entered Greenville, Hogue had completed the plan which he had in view when he undertook in 1892 the supervision of the theological department. This was to offer two curricula: one, a short diploma course of two years beyond the first two years of the classical preparatory course, for those who lacked the time and means for further study; the other an advanced course, into which he directed every prospective minister he could possibly influence, and which required as a background for professional training the complete liberal arts course.

To consummate these plans, an expansion of the faculty of the theological department was necessary, and for some time he had looked about for a person properly qualified. In April of 1894, while visiting the Washington-Oregon conference in his capacity as bishop, he discovered the desired candidate. He was not the holder of a college degree. He had had, to be sure, excellent formal training through, and somewhat beyond, secondary school, and had taught rural school. But he was a born scholar if ever there was one, reading in a few weeks, for instance, so prodigious
a work as the complete set of Gibbon's *History of the Decline and Fall of the Roman Empire*, and annotating it with such illuminating comments as would make it a valuable addition to the college library. He had an encyclopedic, erudite type of mind that preserved in an astonishing way facts of every sort. But they were never left in isolation; they shone with meaning as he related them to the subject in hand.

One of President Hogue's accomplishments was to "know a good man when he saw one." In this case even the candidate himself did not recognize his own rare abilities; he was always the most self-deprecative of men. He had been itinerating on a large Oregon circuit, living on starvation wages, but satisfying his insatiable thirst for learning, as he mastered Greek while riding from point to point on his pinto pony. When President Hogue revealed to John LaDue the place for which he knew he was fitted, LaDue's first reaction was expressed in the remark, "This was an amazing proposition to me."

He believed himself inadequate academically, and he feared his hereditary tendency toward tuberculosis, with all that that meant in a day when climate alone could work a cure; but, above all, he was possessed of a conviction, deeper, perhaps, than has impelled any other person ever connected with Greenville College, that his work would inevitably be identified with the final, all-comprehending purposes of the institution. In his diary he wrote, after arriving at Greenville, "How important it is that a deeply spiritual, unworldly, and Christ-like, apostolic type of religion should prevail here. The whole church will be more or less influenced from here."

Such prophetic insight does not make for facile decisions. It produces the self-humiliation of an Isaiah and the agonized outcry, "Woe is me! for I am undone; because I am a man of unclean lips." But the decision, "Here am I, send me," once made, may shape the future of many besides the seer. This fact was borne out almost forty years later when hundreds of Greenville's alumni from every quarter of the globe joined in a project to memorialize the teacher who had been "a tower of strength to perplexed youth struggling in the crises of the college age." Many of these would have accepted as equally true for themselves the declaration made
by Leroy Lowell, that "of all the men who have touched my life, Professor LaDue has had a stronger influence than any other of whom I am conscious."

In the fall of 1894, John LaDue came to Greenville as Professor of theology and Bible exegesis and as pastor, also of the Free Methodist church. His total salary was only $400, and the next year, when he gave full time to teaching, he received only $300—this with a growing family and frequent ill health among them. The circumstances under which he lived and the spirit with which he met every exigency led students to look upon him as "the very personification of unassumed humility and unconscious greatness, a demonstration and living example of real piety and heart purity."

He studied constantly after his arrival at Greenville in an effort to make himself as liberally educated as he would expect his students to be. It was altogether fitting, therefore, that upon the Commencement Day when W. W. Loomis, the first graduate, completed his formal education, John LaDue should be awarded an A. B. for his progress in self-education. No one who knew him would have denied him the right to it, for he had a breadth of erudition that would be the envy of many a specialist who holds a Ph.D.

By 1898 many other fine additions had been made to the faculty. In the second year of the school two young men recently from Rochester University were engaged. Professor A. H. Stilwell had received his master's degree from that institution and had taught for thirteen years. He served Greenville ably for three years as professor of Latin and philosophy. The other young man who affiliated himself with Greenville in 1893 had by this act chosen his life career, for he, with Professor LaDue, was to have a term of service far exceeding that of all others in the history of the school to date.

Greenville College in the second year of its existence must have seemed to Eldon Grant Burritt very rudimental. Only a genuine spirit of Christian pioneering could have called him away from an assured future in Eastern academic circles, and only the deepest devotion and faith could have held him to his early choice.

He and J. Howard Bradstreet, son of the Mayor of Rochester,
FACULTY OF 1894

had opened a College Preparatory school for boys in 1891 upon their graduation. At once the academy took a leading place in the city and received a “large and lucrative patronage.” His personal advantages were many in Rochester. He was known as one of the honor men of his class chosen as Commencement orators. Years later he was called back by Rochester to receive the Phi Beta Kappa key when distinguished alumni were recognized by the recently organized chapter. During his junior year he had been president of his class and editor of the yearbook, *Interpres*. He had carried on advanced study while conducting the private school, and in 1893 had received the degree of Master of Arts. Had his goal been material possessions or fame as a scholar he would have remained in the East, and he could have attained either. He had the qualities which take a man to the top, tact, courage, adaptability, tenacity of purpose, untiring industry and understanding of human nature.

But he saw something at Greenville—even in the embryonic college of 1893—something which held him there for most of thirty years. What he saw was beautifully described by one of his students in lines written at the time of President Burritt’s death:

“Master Builder and Lover and Moulder of Youth!
With faith in youth and noble womanhood,
By prayer he chiseled out the steps to truth,
Making molehills where the mountains stood.”

He was a lover of young men and women; he was always also a believer in Christian education, and he considered the investment of his life in this enterprise no sacrifice whatsoever, but rather the most profitable use he could possibly make of it.

In his first period at Greenville he served in various capacities: first as professor of Greek; later as professor of higher mathematics, as well. For a time he was librarian, dean of men, and in 1897 he became vice-president. His versatility and his co-operative spirit became evident during these early years.

Orrin Edward Tiffany came to Greenville in 1896 to teach history and political economy. He had spent five years at the University of Michigan after graduation from Spring Arbor Seminary, taking the degrees of Bachelor of Arts in 1895 and Master of Arts in 1896. His contribution to the early success of the col-
lege was very great; perhaps his most significant service was the reorganization of the curriculum, which, until his coming, had been rigidly classical. For seven years he was to carry forward his work of liberalization, becoming finally dean, and during the frequent absences of President Hogue, bearing the major responsibility for the academic program.

Another professor, whose stay at Greenville was to parallel that of Professor Tiffany, was Robert Byrns English, who held his degrees, both the A. B. and the M. A., from the University of Rochester. In 1896 he began his work as head of the Latin department, and later he was assigned the duties of superintendent, also.

The successor of Professor Clark in the business department was Walter Armstrong Orr, who came in 1896 fully prepared to maintain the high level of work begun. The advanced course, leading to the B. C. S. degree, and requiring both a two years' preparatory and a two years' collegiate business course, became increasingly popular, and large classes were graduated each year. So great was the demand for business education during this period, that an assistant to Professor Orr was necessary, and Sherman S. Cooper, who had now received the B. C. S., was engaged for the purpose.

The three young college professors who arrived in Greenville in 1896, Tiffany, English and Orr, came enjoying all the privileges of "single blessedness." That state, somehow, did not last for long. The first married a sister of the second, Grace English, the competent director of the normal department, or, in modern parlance, the head of the department of education. The second married Grace Hill, the talented instructor in art, and the third married the eldest daughter of the president, Nellie Hogue.

It was in 1896, also, that Miss Myrtle S. Taylor came from Indianapolis to establish a school of art offering four well-planned years of work. Practice was given in all mediums, and all the methods then in vogue were studied. A series of courses in the history of art was included. During that period the painting of china was an avocation pursued by many women of leisure. Miss Taylor was an expert in this craft and drew a large patronage from the community. Even in her first year, the department made the
"STANDS OUR NOBLE ALMA MATER"

best record it had ever enjoyed and, as she continued instruction, the final exhibits became the pride of the college and the town.

The success of the music department under Miss Duff during the first year had warranted an addition to the staff at once, and

Program:

PART I.

INVOCA TION, REV. GEO. J. E. RICHARDS.

1. Piano Trio, a. Minuet aus der Es dur Symphonie, b. Duett aus Don Juan. - - - - Mozart.

2. Piano Impromptu, No. 4, Op. 46. - - - - Schubert.

3. Vocal Duet, "When the Robins Nest Again." - - - - Howard.

4. Piano Trio, - - - - Brahms.

5. Piano - Ballade, A Flat major, Op. 47. - - - - Chopin.

6. Vocal Solo, "Three Thoughts." - - - - Nielssen.

7. Piano - Waltz, - - - - Goethehak.

8. Piano - Concertstuck in F minor, - - - - Weber.

MISS CLARA HOGG.

MISS BESSIE HOILES.

MISS BETSY ADAMS.

MISS CAROLINE COLCORD.

MISS CLARA HOGG, CARSON AND JOY.

MISS GRACE HOGG.

MISS MATHEWSON AND MR. MIER.

MISS HOILES.

MISS MATHEWSON.

MISS HOGG.

MISS MERRILL, P. SMITH, COOPER AND V. SMITH.

Fourth Annual Recital of the Department of Music

Tuesday, June 2, 1896, Moss Hall, 8:00 P.M.

in 1893 her neice, Miss Catherine Hamilton Duff, had come from Canada to assist her, remaining for two years. Other assistants followed: Miss Mabel Hart, and after her Miss Mary Brown. In 1896 a third member was added to the department, Miss Minnie Brown, a pupil of famous voice teachers in Boston, Chicago and St. Louis, and a very successful instructor in voice culture during her stay at Greenville.

It is evident that by 1898 President Hogue had gathered about him an excellent faculty. They were young men and women of unusual ability; many of them later held administrative positions in large institutions. The conferring of the first degree was, therefore, symptomatic of a change in the status of Greenville College, for it marked the entrance of the institution into the ranks of colleges properly equipped for secular education as well as for the training of ministers.

Evidence of the cultural benefits brought to the school family
by a group of alert and gifted teachers is to be seen in the expansion of extra-curricular activities around the turn of the century. There had been during the first years, too severe curtailment of all normal group expression through social activities. Class parties and picnics as well as all organized sports had been frowned upon by a portion of the constituency supporting the school. This point of view did not accord with President Hogue's philosophy of education, but he was wise enough to take the time necessary for re-educating the rigorists. Gradually a place was made for legitimate social functions.

The first organization to provide some outlet for buoyant youthful spirits, had been the Wilsonian Literary Society, named for Wilson Hogue. Its first president was Walter Jackson. Since the function of this club was avowedly literary, organization was permitted during the first year; and, while the programs fulfilled the professed purpose, they afforded also a place and time for a certain amount of freedom for social expression. Probably the memories of Friday evenings spent in Wilsonian are among the happiest cherished by students before 1900.

There was, for instance, at the outset of each meeting hilarious sport in taking the roll call, for members would invent all sorts of original responses, spinning out even a long continued story of melodramatic nature when persons early in the alphabet were clever enough to start a plot. There were impromptu speeches that tested the wits, and impromptu debates that gave opportunity for display of native humor or clash of discordant personalities.
GIRLS OF 1896

MEN OF 1896-97
Back row: Carter, Smith, Ghormley, Mack, Reed, Ball. Third row: Kemp, Smith, Loomis. Second Row: Young, Mier, Needels, Loomis, Smith, Upton, Dare. First row: Robb, Leach, Harvli, Clark, Backenstoe, Wolcott, Cooper, Cusick.
There was even opportunity for journalistic experience in a monthly newspaper read before the club.

The copy of Volume I, Number 1, of the Wilsonian Literary Journal still remains in the possession of its editor, Will C. Carson, who went on from this first venture to a journalistic career which has extended through forty-six years. His paper, the Greenville Advocate, has three times been awarded first place for all-round excellence among the bi-weeklies and tri-weeklies of the state in the annual Illinois newspaper contest. The initial effort, therefore, of a budding journalist makes this issue particularly interesting.

His editorial, after an announcement in grandiloquent style of the inception of the paper, continues, “The Journal of a Literary Society bears the same relation to the society as does the newspaper to the community. In other words it is the medium through which all the workings of the society are made public; and, although a single individual is appointed each week as its editor, yet the success of that journal depends to a certain extent upon each member of the society, for the greater the number of contributors the greater will be the interest taken.

“Let us then share in the trials and triumphs of each successive editor and, as there is strength in union, so will the Wilsonian Literary Journal have a successful career.”

There follow many news items of the type which still furnish matter for the collegiate columnist, mirth-provoking and often times intelligible only to the campus reader. For example: “Quite an enjoyable time was had by those who participated in a sleigh ride the other night. And, although umbrellas were taken along for—well, probably as a kind of protection from the rays of the moon, the party came home so thoroughly drenched that many a wash bill was saved—and the money spent for chewing gum.”

One which portrays the primitive life of those days runs as follows: “Tuesday morning, last, the peaceful quiet of the chapel was thrown into confusion by the alarm of fire. Upon investigation the conflagration was located in a room in the dormitory. To Fire-chief Hutchinson and able assistant, S. H. Upton, is due great credit, for the fire was not only put out, but was turned into a flood.”
“STANDS OUR NOBLE ALMA MATER”

The same Samuel Upton figures as chief character in a serial which apparently continued through many issues, a sort of prophetic travelogue dated in the distant year of 1915, which follows the wanderer to many a foreign port, where, strange to say, he meets various former friends of Wilsonian: Lawrence Young, Benjamin Ferris, Walter Jackson, Victor Thrall, Della Bradsby, Josephine Seaman—the list is too long to complete.

Another issue still preserved by its editor, W. A. Joy, is Volume VI, Number 1. The current topic, which was then of more than campus interest, becomes evident in the very first paragraph. “This paper,” it announces, “has all the latest and freshest news from Spain and Cuba in regard to the war. We have many noted correspondents in Cuba and Spain, all of whom hold certificates in the Universal Liars Association. You are thus sure of the most fascinating and sensational reports.”

The attitude of Editor Joy toward the national crisis is shown in his editorial which follows. “This edition of the Journal,” he states, “is very incomplete from the fact that all our office men, with one exception, have been off to recruiting meetings. Yes, the war spirit has suddenly seized all our men and with a shout and musket they have left for the military companies. But we must honor one of our men right here by saying that amid the excitement and flurry of the recruiting scenes when men were tearing hither and thither and women were wailing and walking the streets at midnight—mid it all this faithful typesetter kept quietly at work in our rooms, doggedly maintaining that all was quiet along the Potomac to-night; that men would never get into a fight; that Spanish troubles would come out all right if we would wait till the dawning of the light. All hail to the one calm head without whose help this paper would never have been published.”

Later a report from one of the aforementioned members of the “Universal Liars Association” is given. It comes from the battle of San de le Rame. He says in part:

“Our boys from C. o’ G., an hundred strong on their arrival at Cadiz, were placed in Commander Wendell’s division, which was to march around to Madrid and cut off its communications from Barcelona. This division consisted of 120,000 of the bravest U. S. volunteers, all young and full of vigorous life. The
first part of our journey was over a rough country, and the Spanish continually harrassed our march. The boys, unaccustomed to the privations of a military life, suffered much by the march, yet they were jolly and cheerful. Around the campfires all was kept gay by the jests of White, McNeill and Seibert . . . .”

“At San de la Rame twenty miles from Madrid we suddenly encountered the main branch of the Spanish army . . . It was almost six o’clock. The battle had gone against us all day. Most of us had fought very bravely but the Spaniards had the advantage of choosing their own ground. The last charge of the U. S. troops had almost failed and the enemy were swooping down upon us when suddenly Murden, who was leading the C. of G.’s rushed up and by us and, heading with a whoop for the Spanish, cried to us, “Give them the college yell, boys! Give them the college yell!” And we aroused to the highest pitch of fury and courageously rallied around him and plunged madly at the center of the Spanish line, screaming with all our breath that terrific yell.

“The Spaniards, terrified by the hideous sounds of that Indian war whoop, thinking the demons of darkness had all broken forth upon them, fled in every direction, throwing their arms away and calling for mercy. The whole tide of the battle was changed, we closed the day by utterly routing and destroying the whole Spanish army. We are now marching upon Madrid, which is entirely unprotected.”

The editor then reports that “since the letter was written Madrid had capitulated” and predicts that in all future histories the college yell will be accredited with gaining the memorable victory.

The self-complacency of campus life was little disturbed by the Spanish American War. Probably the prevailing attitude toward the outcome is illustrated in the editor's comment, “If Spain should be destroyed what a panic in Castile soap there would be.”

Without doubt much keener interest was shown and far greater moment attached to the dismissal of a certain student, who will remain unnamed—one of those necessary acts of a long-suffering faculty, which can never be fully understood at the time by the
student body. This victim of the disciplinary committee is affectionately, though humorously, addressed as follows: “Since you have left, everything seems to be in tacit communion with si-

DINNER GATHERING 1896
Left to right: Mathewson, Hoiles, Vaught, English, Burg, Wolcott, Needels, Carter, Smith, Kemp, Reed, Ball, Mack.

lence. The books silently sulk on the shelves, the candy sits poutingly on the third story window, the apples remain deathly still in the barrels and Miss — weeps in the chapel. O, —, everybody and everything misses you. The cooks moan in the kitchen, the cupboards groan with their undisturbed weight of cakes and cookies, the food lies uneaten on the tables, and the words are frozen on our lips.

Come back to us, beloved one.
We mourn our dear beloved son.
In war or peace we'll think of thee,
We'll think of thee till we shall dee.
A contributed poem which follows jocularly presents a half dozen members of the faculty and as many more students who had played a part in the events attending the departure of the culprit. At this remote distance the lines of greatest interest are those revealing the manner of life of that day, as, for instance:

“He provided Miss — with power and goodness
And the parlor stoves with plenty of woodness.”

or

“He played at dominoes, authors and poker—
The latter only when he fixed his fire
Or when in speech his hat rose higher . . .”

One of his pranks may be surmised from the following quatrain:

“But he was always wide awake,
Ne’er missed a chance to steal a cake.
Whate’er he wanted, that he took,
And everlastingly worried the cook.”

Those who bewail the modern trend in student gossip columns or look with consternation upon present day student misdemeanors would do well to review these issues of the Wilsonian Literary Journal. They reveal all the typical irregularities in student conduct, and they bear all the earmarks of collegiate
journalism. So began the predecessor of Greenville College's Papyrus.

While much levity attended the meetings of Wilsonian, the members took great pride in their accomplishments, and genuine merit characterized the program which closed the year's work at Commencement time. The oration and the debate received considerable emphasis, and before long clubs which specialized in these two forms came into being. One can recognize in the Friday night sessions of little Wilsonian the beginnings of all the multifarious extra-curricular interests which today are sponsored by the deans of students, by the departments of public speaking and journalism, and by the clubs for debate and creative writing.

Another institution which had social and literary value, and which has become a tradition of almost fifty years standing, was the annual lyceum course. The demand for entertainment of a high character and by artists not available locally seems to have arisen from students, and perhaps from the younger faculty members, the second year. A faculty-student committee was appointed, composed of C. W. Hogg, Eldon Burritt, M. G. Clark and Robert Upton. There appeared in the Greenville Advocate the following notice: "Greenville needs a lecture association . . . only the best speakers shall be hired, and the course will consist of four lectures and one musical number." Season tickets were priced at $1.40 to students and $1.75 to others.

The response was so enthusiastic that lyceum evenings became the outstanding social occasions of the winter season, when the Thomas House bus was kept busy carrying town and college folk in their best apparel to Moss or Armory Hall. The season proved financially successful, also, and the series soon became an indispensable cultural asset to the community.

Many a college romance began in those days with the announcement of the first lecture in the fall, and so common has been the recurrence of this phenomenon that an investigator of marriages made between Greenville college students might find the lyceum course to be the chief precipitator of matrimony.

The few formal social events of the year were held in the parlors and the long hall. Pianos were placed at either end of
the hall, and music by Miss Duff's pupils furnished a pleasant accompaniment to the conversation and promenading. Fifty years ago commercialized amusements furnished no detraction to simple, unaffected neighborliness and community solidarity, and a college reception was looked upon as an "At Home" to all Greenville.

Social activities in the home, too, were much more frequent than today, and thus a place was provided for many events which would never be scheduled on the official calendar, and yet would yield as much pleasure to the participants. Picnics on the lawn, taffy pulls in the big kitchen, oyster stews at the quickly extended dining-table after a long sleigh ride over to Smithboro or a skating party out on Shoal Creek: these were the homely pleasures of that day.

Very early in the history of the school a favorite haunt of picnickers was the hillside persimmon grove out on the farm where Almira Blanchard Morse had grown up and to which the famous hand-carved piano had first been brought. Another place was old Brown's Mill ten miles or so out on the Old Ripley road, to which hayrack riders loved to jaunt in the springtime, when violets purpled the hills and pink-fringed bluebells made the valleys look like bits of dropped sky.

Even religious exercises had a quality of spontaneity that is possible, perhaps, only with a small homogeneous group. The service which most completely possessed this quality was Sunday afternoon chapel; this students attended gladly, though under regulation, for they loved to listen to President Hogue's quiet, informal, soul-searching talks. In that hour decisions were made,
philosophies were formed, that changed completely life patterns for many.

It was President Hogue's good fortune to be able to broaden the intellectual horizon of his students at the same time as he deepened their spiritual fervor. This double benefit which his listeners received in the Sunday afternoon service has called forth frequent comment. One of the most interesting comes from a woman whose background, like that of many of her fellows had been anti-intellectual. She says, "At one time my father wrote an article for the Free Methodist paper, deploring the day when education would take the place of spirituality. President Hogue, being at that time editor of the paper, received the article and immediately came to me for my testimony to insert in the paper, never mentioning my father's article to me. Of course I praised the school and spoke of its deeply spiritual atmosphere, and the next week my father's article and my testimony were both published in the paper." After this skillful manner Wilson Hogue worked, fashioning student opinion and character, stilling the voices of obscurantism, building "a culture alike for the good of the individual, the church and the state."

Undoubtedly his most nearly Herculean task was the acquisition of financial resources for the institution. The minutes of his executive committee and of his board of trustees during these first years, indeed during his whole administrative period, record a baffling, never-ending struggle. During the very first year one of his most liberal and sympathetic supporters died, W. S. Dann. Expenditures the most minute had to be carefully considered. Each year the same demands return: there should be a heating plant installed; the chapel is inadequate—there must be a new building; the library needs $1000 at the least; there should be a campaign for endowment. Sometimes funds come in from the field through the efforts of an agent; sometimes no agent can be secured and the district elders in the supporting church territory hold education day meetings.

In the spring of 1895 President Hogue was so nearly broken in health that Greenville citizens determined to make possible a leave of absence. A purse was made up and presented to him with the request that he spend it upon a two months' trip to
Europe. Gratefully he set out upon an itinerary which included Holland, Germany, France and Rome in addition to the British Isles, where he spent much time visiting educational centers. Scotland had particular interest for him, since his father was born there; James Hogg, the famous poet friend of Shelley, came from the collateral line of Hoggs.

Hogue returned from this journey renewed physically and mentally, but the difficulties remained, incurable apparently. He talked with members of his faculty in the fall; they were loyally working for a mere pittance. In January a crisis came; his board seemed powerless to meet the emergency, and in March, despairing of a solution, he resigned. Then the whole constituency awoke to the need. A committee was sent to him to beg him to reconsider. He answered them by promising to stay if the needed financial assistance was given. At the June meeting $2000 was raised by the trustees alone.

One thousand of this came from a man who had been sponsoring Greenville College from the beginning, J. H. Moss. He had made the third member of the executive committee along with Dann and Ashcraft, and this was not his first gift. But he came to the front now as a savior of the institution, and again later his generosity was to bring about a solution of most serious financial problems. The progress of the institution during this period, in fact, its very existence, was probably due to the devotion and liberality of this man.

By 1898 the financial foundations seemed surer. Various bequests had been made, and the Augsbury scholarship foundation had been established. This gift from John A. Augsbury of Watertown, New York, which for almost fifty years has brought aid to needy students, had been solicited by President Hogue under rather dramatic circumstances. While on a trip to New York he had set out to visit Mr. Augsbury during a severe storm, and before he had reached his home, he had had to wade through snow drifts waist deep. But he found awaiting him, when he finally arrived, a kind, elderly gentleman who, like Grice, was eager to bestow his remaining funds upon an institution pledged to Christian education.
DORMITORY FAMILY 1899

CHAPTER VI

THE MONUMENT TO FAITH

“Well, Okaw has it,” announced the editor, as he counted the last ballot and turned to the class. There were only seven of them, but, even at that, they composed the largest senior class that had as yet come up for graduation. They were an enterprising class, too, and the publishing of the Okaw, the first yearbook of Greenville College, was a proof of it.

There had been vague talk heretofore of a school annual, but the decennial Jubilee had furnished sufficient additional incitement to cause the senior class of that year to take action. Professor Tiffany probably had something to do with the decision, also, and it was his work in obtaining advertising from Greenville merchants that assured the project of financial success. The whole class had shared the responsibility, but the staff officially named were H. K. McGeary, editor; Alfred H. Joy, business manager; R. W. Upton, art editor; Marcia Caroline Hill and Clarence Stephen Marsh, associate editors; with O. E. Tiffany as faculty advisor.

The school-wide contest for a title had met with a gratifying response, and now it was evident that the name of a favorite haunt of picnickers and nutters about ten miles from Greenville was to be the choice. How appealing that spot was to the student imagination may be seen by a little essay devoted to the subject in the first yearbook. It describes the Okaw river as winding peacefully on its way through the length of the state “between wooded banks, fragrant with sweet william and wild fern.

The scene comes to life as the essayist continues: “Here its bank slopes gently back to little mounds covered with trees and wild flowers, and there rising abruptly from the stream, it shows a washed out surface of dry, yellow clay, with gnarled, twisted roots sticking out near the top. There is a diagonal ford at a shallow place near the foot of a hill, and at that bend is the
loveliest spot of all the Okaw. The southern bank is gloriously golden in the sunlight, and the north dark and high in contrast against the brilliant sky . . . Then the river flows on toward the west for about a mile and a half, when with an abrupt curve it turns toward the south and continues its course through woods and pastures, until it loses its identity in the muddy waters of the Mississippi.”

Perhaps the historic fame of the Okaw, more widely known as the Kaskaskia, in pioneer Illinois days had something to do with the selection of the name, but more likely the memory of a day spent in blissful idleness upon the “glorious golden bank” endowed the word with richer connotations. That section of student vocabulary which is learned out of the classroom is notably more meaningful than that learned within.

However that may be, the book opened with the proper tributes to those who then presided over the classroom before presenting the extra-curricular interests which furnish the chief raison d'être for a yearbook. The dedication poem addressed to President Hogue and written by R. E. Adams was full of sincere admiration:

“To thee, great worker from the east,
Whence dawns our learning and our light
And comes our champion strong and brave,
To thee, who with courageous might
In darkest hour hoped and toiled,
Till in the night a glimmering way
Foretold success, and growing bright,
Revealed the splendor of the day,
Our cordial greeting we extend.
And since ten years thy leadership
Has brought our college great renown,
Thou shoulds’t have love and praise and friends
For thy rewarding and thy crown.
All these, indeed, thou hast, and friends
And love and praise await to meet
Thy smiling face and kindly eye;
And here we all unite to greet
Our much beloved President.”
Pictures of the faculty were presented on artistically mounted plates and even certain members of faculty families received attention. These children who appealed for one reason or another to student choice were Wilson Cathey LaDue, Charles English Tiffany, Emma Margaret Orr, and Byrns Hill English.

The student activities to be represented were more numerous now than they had been five years before. There were now two literary societies, for a sense of solidarity in the college group had developed and produced a demand for separation from Wilsonian. The College Literary Club was the result, organized early in 1900. Walter Joy was the first to occupy the president's chair and beside him sat an efficient young secretary known in those days as Laura Richards. The report of this club in the first yearbook rings with enthusiasm.

"The college is justly proud of the literary work done in C. L. C. It cooperates with and supplements the regular class work. It extends its scope beyond this by affording the student opportunities for original expressions and thought. The practice gained by the exercise in public speaking and debating is most advantageous to the students. The ease of manner, forcefulness in argument, and knowledge of rhetorical effect acquired by members in the club is of immense value to them as men and women in active life . . . C. L. C. is the social center of the college life, for it is here that a kindly social spirit is fostered. Acquaintances are made and college friendships forged which time cannot sever. College life at dear old G. C. would be lacking in one of its brightest spots were we to be deprived of the rousing and inspiring meetings in the parlors."

Friday night was indeed the high point in the week. The little group, numbering around twenty-five at the beginning, would gather in a more or less informal way in the parlors. Here the atmosphere was conducive to easy, natural participation in public speaking, singing and playing. In one room stood the piano, about which all might gather for a sing; in the other was the vocalion, played by many under Miss Duff's instruction. Long after the formal programs were over the club members lingered on "forging the friendships" which make college days so precious.

Wilsonian still met in the old chapel and continued the tradi-
tion for good speaking among the preps that had been theirs ever since 1893. They took delight in boasting of their seniority and worked hard to outdo the new society. Commencement programs, or exhibitions, as they were called, were climactic events with both societies.

An Advocate of this period describes an annual public program of C. L. C. given in the town court room to a crowd that filled the place to the doors. Decorations were always elaborate, requiring hours of work by specially appointed committees. In this case the Greek motto of the club was displayed against a background of club colors mingled with the college gold and black, while potted plants filled the space below.

Another club had sprung up in 1902 to afford further practice in debate. This was Qibbuc, organized in the old chapel in November of that year by twenty men. Membership was open to both college and prep students, and support at the outset was most ardent. The club performed an important function in familiarizing young men with politics and current history. Parliamentary practice, too, was well planned and spirited.

It was not until 1904 that the women of Greenville became debate-minded, but the society then launched was large and very conscious of its importance. Thirty-three members signed the charter and adopted the extravagant titles by which they addressed one another, such, for example, as Lady Magnanimity,
Lady Prudence, and Lady Psyche. Their ambition was to out-rival the men's club in their knowledge of parliamentary law and dexterity in forensics. Occasionally they clashed in joint meet-

ings. The excellence of their annual public programs was their boast.

The oration was a form of public speaking much cultivated during the early years of the century. It found a place on every college program and was the piece de resistance at Commencement time. Every ambitious scholar, while he maintained his high grade record, looked, also, for opportunities to make himself a finished orator. The organizers of the Inter-Collegiate Prohibition Association made skillful use of this custom and planned their national program around oratorical contests.

Greenville college, with its emphasis upon the Puritan disciplines, had always stood solidly for total abstinence; hence Greenville students took a vital interest in collegiate temperance movements and were ready to sponsor a campus chapter of the Prohibition Association. Already in 1903 the organization was large and later at times it led the state in membership. From the beginning
oratorical programs were given, and, as time went on, campus orators were developed who competed successfully in the state and interstate contests. What with two debate clubs and an orator-

VOLUNTEER BAND

ical society of at least one hundred members the campus reverberated with forensic activity.

Of religious organizations there were three in 1903. The College Missionary Society had been organized during the first year, it was perhaps the first extra-curricular organization at Greenville and certainly is the oldest now existing—a unique society with few parallels, one imagines, among modern college clubs. Its object has remained much the same throughout the years: to present the cause of missions informatively, inspiringly and so effectively that every student will assume his proper relationship to world Christianity. The result has been the removal of race-prejudice, the development of a world view, the encouragement of liberal giving, and often self-dedication to foreign service.
The fall of '03 saw the formation of a second club of like nature, the Student Missionary Volunteers. The College Missionary Society had served a campus-wide purpose; the new club unified the small group of prospective foreign workers, and, since it was a chapter of a national organization, it brought in off-campus contacts that were valuable. Edith Jones, who had joined the faculty in 1902 as an able teacher of Greek, was responsible for the origin of this society. Fresh from her student days at Syracuse University, with a knowledge of the national movement in the East, and with a great passion for service, she aroused desire for a local organization. The Volunteers grew rapidly, going from four members to twenty-eight in three years, and sending out to the field during that time four missionaries.

Along about 1898 those interested in the ministry as a profession formed an organization which would supplement theoretical training with practical activity. The Ministerial Association
STANDS OUR NOBLE ALMA MATER

has ever since provided pulpits and programs for young men and women who wish to begin life service immediately.

The picture of a Tennis Club outfitted in jaunty caps and collegiate jackets took a prominent place in the first yearbook. The early opposition to all organized sports was disappearing. Games

THE PRIMARY SCHOOL

had first been played on the grassy lot beside the primary school across the street from the campus. Pick-up teams kicked a football about or shouted over home runs in baseball. Couples began their courting over a tennis net set up across the grass.

But in 1898 the little building had to make room for the new church which was to be built on the corner. It was moved to the main campus and for some time stood close to the site of the future auditorium. The vacant lots beside the church were soon sold, and the athletes had to look for another field. Each year, as the demand for properly organized sports grew, the board was met by student petitions of one sort or another, and each year they responded with the prohibition, "No matched games." Tennis, however, was not so classified; so the lovers of sport devoted all their energies to the promotion of this one organization.

Meanwhile the work of wearing down opposition went on; the need for wholesome well-regulated recreation of some sort became
finally acknowledged, and in 1904 the minutes of the executive committee included the resolution that "the ladies be permitted to organize an athletic association," and, further, that "the Athletic Club be allowed to use the ground floor of the barn for a gym-

nasium." In the same year, also, the ground between the college building and the barn, that is, our present Scott field, was granted to the boys for their pick-up games of baseball. What solution the players found for making home runs around apple trees and locating fouls among falling pears is not on record. It was some time before the orchard was completely cut down.

Various sporadic organizations were prompted by the interest in music during these years. Among them was a Mandolin Club, of which Alfred Joy seems to have been the leader. Chorus work early sent groups off campus. *The Okaw* describes in playful style excursions made by the singers to neighboring towns. From the beginning Greenville has been a "singing" college. Quartets were numerous, particularly male quartets. The one represented in the 1903 annual is composed of N. W. Fink, William F. Murden, Joe Manning and Professor Ernest H. Elsner.
The strong department built by Miss Duff in the first ten years of the school accounts probably for the place which music occupied in student favor. In 1901, the middle of the year, Miss Duff became so ill that a successor had to be secured. Miss Kay, a graduate of the New England Conservatory at Boston, and a teacher of wide experience in Michigan, came in April to fill the vacancy. Under her direction the department continued to maintain a high standard.

President Hogue's best thought was given to selecting and holding a properly certified faculty. The group which appear in the first volume of the Okaw are such a staff as any college president could confidently publicize. In addition to the names which appeared on the list in 1898, namely, LaDue, Orr, the Tiffanys, and the Englishes, are the newcomers, Elsner and Kay in the Music School, James Robb, professor in science and mathematics, and Edith Jones, professor of Greek.

Professor Burritt had been granted leave of absence for study at the University of Chicago in 1899, and, had it not been for interruption by a serious illness and operation, would have secured the doctorate during this time. Professor LaDue, also, was studying with the University of Chicago, working through correspondence largely, and gradually moving toward the Master of Arts degree, which he received in 1904. President Hogue had now achieved his academic goal, had completed a thesis on The Philosophical Basis of Theism and been granted a Ph.D. by Illinois Wesleyan.

The liberalizing of the curriculum initiated by Professor Tiffany, had been gradually taking place, until now courses leading to three degrees were offered: The Bachelor of Arts, marking the completion of a classical course, in which Greek, Latin and mathematics were the major subjects; the Bachelor of Science, awarded in a course where modern languages and science took the place of Greek and Latin; and the Bachelor of Philosophy, given in a course more nearly equivalent to a modern curriculum with its choices in history, economics, philosophy, sciences and languages. A Master of Arts degree was also granted to a few upon the completion of one year's resident work beyond the A. B., the presentation of a thesis and a satisfactorily passed final examination.
Examinations, even for undergraduate degrees, were comprehensive, covering the entire four years' work. Entrance, too, into collegiate courses was by examination over preparatory subjects, except for transfers from a few approved schools. The standards set for graduation were high, and not everyone attained the distinction. That fact explains, in part, the small number of graduates who finished at Greenville College during President Hogue's administration.

Probably the chief cause, however, was the incompleteness of preparation which most registrants brought with them. As one student of that day has remarked, "Greenville received a good deal of 'raw material,'" and many young men and women had neither the time nor the money to remain through seven or eight years of intensive formal training. It was, in fact, a matter of pride with some when their stay at "dear old G. C." extended over a decade. Alfred Joy commented upon this in his Decennial article, read at the "exhibition exercises" of C. L. C., stating, "Mr. Cooper holds the record for being here the longest, having been located in the college building for ten consecutive years. Mr. Upton, who is a close second, is the most indispensable man. He is recognized authority on all questions pertaining to college life . . . " Let it be said in explanation of this statement that the above mentioned men served the college in all manner of capacities during this period: in janitor work, bookkeeping, and assistant teaching, for example. Wiry persistence and ready adaptability were as requisite as intellectual caliber in such cases, and the man who won a degree in the end could well be self-congratulatory.

During the first ten years the total number of graduates from all departments was one hundred and fifty. Only twelve of these received baccalaureate degrees. But what these twelve lacked in numbers they made up for in esprit de corps. They were devoted to the little college and never have lost that original loyalty. With them began several of the class traditions, the most notable, perhaps, being the planting of the ivy upon class day.

This practice was not borrowed. It grew out of a local need. The old Almira building had been stripped bare of its beautiful mantle of ivy during the first year after the change of owners,
when a cement facing was placed about the building for the purpose of re-enforcement. Student sentiment, thus, led to a practical act of service as well as to the inauguration of a beautiful custom. It is significant to note that forty years ago the planting of the ivy symbolized the forward look of graduates toward future student generations. Today the ceremony of ivy-cutting symbolizes the last backward look as the student separates from his own student generation.

Another commencement event which originated almost as soon as there were graduates of any sort was the alumni banquet. All holders of degrees participated in this annual affair, and perhaps the most enthusiastic group was composed of those from the business school. At this period they were both numerous and active in the school program. One of the most glowing departmental write-ups in the 1903 Okaw is a poem penned by Enoch Arden Holtwick, which opens with the following quatrain:
"Of all departments of the school
I'm sure we're not the least.
We occupy three cozy rooms
On the main floor toward the east."

And later, extolling their virtues, he says:
"Tis among these business boys and girls
That Rush and Push is found;
There is always something doing here,
And for play no time is found."

As entering classes grew in size, the sense of rivalry increased. The college class which registered in autumn of 1903 claims the distinction of being the first freshman group to organize. On January twenty-second, 1904, they elected the following officers: president, Jess Marston; vice president, F. R. Millican; secretary, Adelaide Fleming; and treasurer, Hugh Griffith. Class colors were chosen and in the spring the campus was electrified by the appearance of chic little hats on the heads of seventeen cocky Freshmen.
Such an innovation was bound to provoke emulation from the incoming class of the next year. The crisis in class spirit occurred upon St. Patrick's Day and is described in the history of the class as follows:

"Perhaps the most conspicuous contest and victory of this year was what has been remembered as the Battle of St. Patrick's Day. On the morning of St. Patrick's Day the freshmen appeared in chapel wearing green ties. This was more than the sophs would permit, so at 11:15 Wheatlake and Adams, just outside the library door, undertook to remove C. D. Marston's belligerent green tie. Roy Millican soon came to Marston's assistance and a battle royal was on.

"Then in quick succession Bost, a Freshman, and Anthony and Dreeson, Sophomores, entered the fray. On the left wing of the battle line, Wheatlake and Anthony soon had Millican's colors and put him to rout. In the center, a hard struggle raged between Marston and Adams, but finally Marston's colors were off. But on the right wing between Bost and Dreeson the battle raged fiercely. The dinner bell closed the conflict. However, the freshmen were all untied, and their colors so badly used up they were never worn again, thus leaving the advantage of the day with the sophomores." The perennial warfare over "class distinctions" had begun.

Registration during the last years of the Hogue administration ran well over two hundred each year. The school was growing steadily in spite of the fact that debts kept accumulating, teachers continued ill-paid, and the Board seemed helpless to cope with the problems. In 1900 President Hogue, for the second time, had asked to be allowed to withdraw. But he had been met by a storm of protest from faculty, citizens and students. Almost unnerved by the situation he waited for some overture from the trustees. But they had no further proposals.

Then it was that his devoted faculty came to his aid. Six of them consented to take upon themselves, as a college council, the operation of the school for three years. They agreed to assume the responsibility for the running expenses, taking salaries from the earnings, and, in case of a deficit, soliciting funds to cover it. Hogue would act as chairman, English as secretary, Robb as
treasurer. Tiffany, Orr and LaDue completed the group. The plan was successful, and in 1903, at the conclusion of the three year period, Hogue consented to take the presidency another year under the same arrangement.

But in June the General Conference of the Free Methodist church met at Greenville and asserted a prior claim to the services of the only man in the church who at that time held a doctor's degree. Some would say that this distinction constituted a sufficient reason for Dr. Hogue's refusing the church's call and continuing his great role as an educator. But this was not Wilson Hogue's sense of it. As has been said before, for him the call of the church transcended all others. He completed the term of his contract and in June, 1904, resigned, having already begun his work as bishop.

The Baccalaureate sermon which he delivered to the graduating class of that year made a profound impression upon the students who had come to intellectual maturity under his tutelage. For them Greenville college would never be the same after his departure, for he to them was Greenville College. This sense of his identification with the very soul of the college has been eloquently expressed by a member of that class, Richard R. Blews.

"On a beautiful September morning long years ago," he says, "I alighted at Greenville, Illinois, from an eastern train. Greenville was not a great city, a cozy community of twenty-five hundred inhabitants with nothing to perturb its repose, which is so ideal for a college town. The campus, although attractive, was not large. No great quadrangle with stately halls of Gothic greeted the eye. There was one plain substantial brick building. The material assets were meager, the enrollment was small, the faculty were few in number. But in one particular the new-born institution was great—it was great in the person of its founder Wilson Thomas Hogue."
"OUR COLLEGE HOME"
AUGUSTIN LUCIEN WHITCOMB
CHAPTER VII

"OUR COLLEGE HOME"

"On returning to school in September, 1905, we assembled for the last opening to be held in the old chapel. Already the sound of hammers and the buzz of saws announced we should soon have a more spacious Assembly Hall."

So reads the opening paragraph of Chapter III of the Class History of the '07s.

The Vista, which a few months before had come into being as a monthly magazine, announced in its first fall issue, "the work of constructing the new building is progressing nicely. The building will be four stories high. The dimensions are 48 x 80 . . . The assembly hall has a seating capacity of 800. There is a large gallery to the main hall, 14 feet wide on three sides. The rest of the building will be devoted to recitation rooms, laboratories and a gymnasium." A new enterprise was on foot, and on the grounds east of Old Main, where games had been played after the south campus was sold, a commodious building, which would provide class rooms and a chapel, was to be reared.

Who was responsible for this fresh activity? When President Hogue had resigned in June of 1904, there had been a question concerning Greenville's future. Could the church provide a leader of the intellectual caliber and the administrative skill requisite to the forward movement of the institution? Bishop Hogue thought he knew such a candidate. Several years before he had recommended him to the board for the work of field agent, feeling that his ability to present college interests to the constituency was unparalleled in the Free Methodist church.

Hogue's efforts at that time were unsuccessful, but in 1903 Augustin L. Whitcomb had been persuaded to come to the Greenville church as pastor, and with the resignation of President Hogue he became the logical candidate. What Hogue thought of his qualifications he wrote later in a history of Free Methodism and its institutions. "Mr. Whitcomb, M.S.," he said,
"was a man of marked ability, whose piety, scholarship, dignified and spiritual bearing, eloquence in the pulpit and on the platform, energy and tact in matters of discipline, executive skill, and economy in the management of temporal matters, admirably fitted him for administration over such an institution."

President Whitcomb had obtained his higher education at Lawrence University in Appleton, Wisconsin, receiving the degree of B.S. in 1885 and that of M.S. in 1888. Philosophy and mathematics constituted his major subjects, although his study of languages was unusually extensive, also. As in the case of President Hogue, his vocational calling was to the ministry, and for six years after his graduation he had served the Methodist Episcopal church. Then in 1890 he became a Free Methodist and began his long and distinguished service in this connection. It has been his honor to preach the anniversary sermons at the observance of both the fiftieth and the seventy-fifth anniversaries of the church's founding.

His brilliance as a pulpit orator was not, however, the most significant recommendation for his appointment to Greenville college, for he was a teacher, as well as a preacher. He had already proved himself an administrator of unusual ability in a four years principalship at Evansville Seminary, Wisconsin. This appointment he had accepted upon the agreement that he would continue it until he had freed the institution from debt, and he had been as good as his promise, leaving the school in excellent condition.

In his entrance upon the new engagement, his major goals were the enlistment of church-wide backing for the college and the enlargement of the material resources. The educational program established by President Hogue, the excellent faculty which he had assembled, the student morale which had evolved were in no need of alteration. Accordingly, President Whitcomb took a light teaching load and spent most of his time in field work. This financial agency was the particular commission given him by the trustees; in fact, he was expected even to raise most of his own salary.

With him came a very interesting family and a very devoted wife. President Whitcomb's marriage had been the outcome
of a college romance. Helen North and he had registered upon the same day at Lawrence University, and their acquaintance had ripened into affection as they attended classes together and their interests became one. In the performance of her duties as the wife of a college president she was very successful, making herself beloved by students.

During President Whitcomb's first year at Greenville the arrangement of the program of instruction and the regulation of campus affairs remained in the hands of a Faculty Council, but after that it seemed best to create a vice-presidency for a closer unification of these duties. To fill this office an administrator who had now served a very successful apprenticeship was called back to the campus. Student reaction to this appointment was most enthusiastic. The history of the '07s records: "We were greeted at this opening by one, who though a stranger to most of us, was, nevertheless, well known in the earlier histor of Greenville College. As Prof. Burritt conducted the chapel exercises that morning we were led to feel that a master hand was at the helm."

With this "master hand" directing academic affairs and another master hand in charge of the financial management, the school flourished, as Bishop Hogue has said, "in almost every sense of the word." During Whitcomb's first year a sufficient sum was raised to warrant the commencement of the new building project, and, during the next two years, money poured in to cover its complete construction as well as to provide for some much needed improvements, such as the installation of a steam heating
plant and modern lavatory equipment. Funds to the amount of $20,000 were procured during this period.

Let it be added that credit for this achievement belongs as well to certain members of President Whitcomb's board, whose liberality was most abundant. The largest amounts given toward the building of the Assembly Hall Building, as it was then called, came from a man who had served with Dann and Ashcraft on the first executive committee of Greenville College. James H. Moss possessed the rugged personality of the pioneer Free Methodist, "foursquare toward everything evil. His wisdom, courage and wealth were at the constant disposal" of Greenville College from the day when he was appointed by the Central Illinois Conference to a place on the board of trustees to the day of his death. Since he knew little of the problems attending a program of higher education, he was dismayed during the first years of his trusteeship at the mounting cost of the Greenville project, and in the heat of the moment he declared that he could give no more, for it was like pouring "soap suds in a rat-hole." However, upon a wider acquaintance with the financial intricacies involved he gave more and more liberally.

His personal fortunes were in time augmented by the real estate developments which attended the incoming of residential supporters of the college. The section lying east and north of the campus became, as Ashcraft had anticipated, the scene of extensive home-building and three additions laid out during these years were named for Moss. From these personal gains he conscientiously returned a generous share to the contributing cause of his success. So large was his donation, and so faithful was his personal supervision of the construction of the new building, that it might very appropriately have been named Moss Hall.
It was a coincidence which called for comment that his life should come to an abrupt end before the new building was dedicated, just as W. S. Dann's career had closed in the midst of his devoted endeavors for the college's earliest success. The debt of Greenville College to these pioneer donors and supporters can never be calculated. Students of that year expressed their sense of loss in his passing, extolling him as "loyal, staunch, generous, sympathetic, pure, humble, self-forgetful."

Another laborer with President Whitcomb during this period, without whose faithfulness the new building could never have been completed, was F. H. Ashcraft, president of the first board of trustees, and of later boards, as well, and financial agent at various intervals over a period of thirty-two years. It was this dynamic person, as we have already seen, whose optimism led Wilson Hogue to his initial decision. He brought to every undertaking connected with the college like staunch support, and the success of the campaign for funds for the auditorium was greatly due to his resourceful direction.

By June of 1906 the new chapel was ready for Commencement Exercises. This occasion was celebrated with a long series of programs, which began with the annual C. L. C. night on May 24 and closed with the exercises of the College of Liberal Arts and Associated Schools on June 14. Bishop Hogue gave the Commencement address. On the list were four music recitals, representing completion of courses on various levels. The most notable of these was given by Miss Bertha White, the youngest collegiate music graduate in the history of the school at that time, and, also, one of the most brilliant pianists of all time. From Greenville she was to go on to outstanding work at New England conservatory.

Another noteworthy event which found a place on this calendar was the college praise service set for Sunday afternoon following the Baccalaureate sermon. Evidently this service had become traditional by this time, perhaps as an adaptation of the customary Sunday afternoon meeting, and to this day it continues—a period which most appropriately belongs to Commencement time, since it involves both prospect and retrospect in the sharing of religious experiences by seniors and their friends.
Praise services at that time, as today, were great occasions at Greenville. The convocation praise service of the fall of 1906 went on record as continuing for almost two hours, attended we are told, by a special sense of the divine presence.

An added reason for the length of this service was the size of the student body at this period. An increasing influx of students now characterized registration time. The entering college classes from 1905 on reached beyond the thirty mark. Greenville College was growing rapidly and drawing from a wider territory. In 1907 representatives of twenty states lived in the dormitories. During these years the total enrollment in all departments often approached three hundred fifty. Registration in the college of Liberal Arts and Sciences numbered around seventy-five and was usually paralleled by a similar aggregate in the Prep school.

With this increase in the size of the student body and the recent improvements in the living conditions, life in Greenville College took on a new tempo. There were some who mourned the passing of the old chapel, with its memories of Mrs. Hogue at the organ Sunday afternoons and President Hogue pointing the way to higher spiritual and intellectual attainments. But in the new auditorium Professor LaDue, now chaplain, accomplished in his own unique way the same mission, and hundreds of alumni today
look back upon those vesper services with a feeling of inexpressible gratitude for hours of deepened spiritual insight.

If there was any mourning for the passing of the wood-box and the coal oil lamp, no record of it was left. President Burritt once facetiously attributed to their departure even an improvement in student morals, declaring, "Righteousness became easier with the new era, when the boys were required no longer to carry up wood; thefts from wood-boxes were no longer prominent student sins, when the girls no longer dropped big sticks of wood on their bare toes, or tried to light their morning fires by touching a match direct to green and sappy chunks. Wood-box avenues were renamed. Disappeared the gigantic wood-piles from the area which now is the parking place of automobiles, and no substitute was found on which the felons of those strenuous days could 'do time' and work out their oft-time penalties."

An innovation during President Whitcomb's administration highly indicative of the fine student morale was the founding of a monthly literary and journalistic magazine. For two years now the Okaw yearbook had comprehensively presented campus interests, R. R. Blews following McGeary as chief of the staff in 1904. But many students felt that more frequent communication with the public was desirable. Their conception of the function of a college publication is evident from a statement made by the originator of the scheme, Oren Fero. He says, "Carl Howland was then in the high school department, and myself a Junior in college and roommates. We keenly felt that the college would be a greater force in our church and the world at large if we were better known."

Animated by this desire to extend the reach of college influence, they went to Sherman Cooper, who at that time was director of the business department, and asked for his assistance. He thereupon assured them of financial sponsorship, if they would undertake the editorial duties. The articles were to be solicited from members of C. L. C. and Wilsonian Literary Society. Faculty approval came promptly, with the one stipulation that the staff assume all financial responsibility.

Oren Fero, logically, became the first editor. Elections thereafter were conducted by the College Literary Club and became
very important occasions. Associate editors during 1905 were Jesse Marston, Florence Murray, Carl Howland, and Alfred Simpson. Ernest L. Bost acted as assistant business manager to Professor Cooper.

The choice of a name for the new magazine was determined by a contest in the literary societies. When announcement of the selection was made by the committee appointed for the purpose, the contributor of the name was not given official notice, for the reason that she proved to be a faculty member, belonging to C. L. C. Her unusual originality should, however, have been recognized, for the title, The Vista, has far more appropriateness than many one finds upon the covers of annuals. No student among the hundreds who have stood under the tower of Old Main and looked down the vista of stately elms to College Avenue has failed to catch the peculiar symbolism of the word.

It has furnished inspiration for many an artist and writer. In
the yearbook of 1908, for example, appeared a full page picture of
the trees and an essay, which concluded in sentimental vein, as
follows: "Friendships are cemented, broken and recemented under
their favoring influence. And when the graduate leaves his
Alma Mater, if his eyes are not too full, the last view that meets
them will be the old college tower among the trees."

Later on, in 1926, another student writer caught in beautiful
poetic phrases the immemorial significance of the elms. Burton
T. Burritt's poem, "Our Campus", deserves a wider acquaintance
than it has had among alumni.

Our Campus

The sixties energies endow
The elms the years have worn,
But youngster Naughts are old folks now
And Thirty's nearly born.

Here academic marchers meet
With lingering processions
Of weddings, funerals and the sweet
"We won!" of victory's sessions.

Here ghosts of hearts and hopes exist
That now are with the nations.
And litanies of love rekissed
To girls in generations.

The elms will not—to elms again!
Men, women spend and die;
And lives, like elms, eternal strain
Their trunks against the sky.

—Burton T. Burritt, '19.

It was in February, 1905, that *The Vista* made its first appear-
ance, a slender little magazine of 16 pages, size 9½x13½ inches. Articles
contributed by student and faculty writers filled the ma-
jor portion. Meager columns of campus brevities appeared toward
the end. As a journalistic genre it belongs to the same class as
the eighteenth century essay periodical, for the modern function
of news dissemination was, for the most part, lacking, but it
fulfilled the editor's purpose of publicizing Greenville College. The principal essay of the first number, contributed by Professor R. R. Blews, presented ably the advantages and objectives of the school. His statement of aims of the institution, coming from a graduate of the previous year was significant:—“to form a moral Christian type of manhood, not for any ecclesiastical or narrow reason, but because the Christian type is the noblest, the fullest, the largest type of manhood.”

As the monthly issues continued, news columns became more frequent, and long news stories upon noteworthy campus events began to find a place. Editorials, too, took on their proper character of news-interpretation. One of the most interesting of these appeared about a year after the periodical began publication. C. L. C. at the time of the mid-semester election of new officers had been the scene of unprecedented political activity. The girls of Philomathean had “ganged up” on the men of Qibbuc and succeeded in running in their feminine candidate for the presidency. The editor explained, “The girls had pulled their wires to perfection, and, as a result, Mamie Anthony, over the head of all the puny resistance offered by the masculine portion of the club, went sweeping into the president’s chair. The victory was complete.” The editorial bewailed the development of political antagonisms and called for the good old days of unanimity.

Symptoms of lively school spirit were increasingly manifest as time went on. In May of 1906 the campaign leading up to Vista elections was the hottest yet staged, Dreeson defeating C. D. Marston, his opponent for the editorship, by only two votes. There were now two staff elections, since the June issue of the Vista had become a yearbook and required a separate board. Consequently, literary or executive ability found abundant opportunity for extra-curricular employment, and the honor of election to the offices was much prized.

All the student organizations of this period abounded in vitality. Members of the College Literary Club were delighted with their new meeting-place, the chapel, and boasted of the high quality of the programs presented there. A requirement that made participation by every member during the semester obligatory
COLLEGE LITERARY CLUB, 1907

produced proper cooperation and insured variety in numbers. Qibbuc and Philomathean were enjoying the heyday of their rather brief existence. Indeed, forensics were so popular that another organization for the discussion of political and sociological questions sprang up. This was Ciceronian, composed of seven aspiring young intellectuals.

In 1907 Qibbuc ambitiously conducted debate upon the congressional plan, dividing into House and Senate for discussion of subjects of national import. The term of office was limited to four weeks in order to widen opportunities for participation. The girls of Philomathean followed the same system and gave Lady Bo-Peep, Lady Francheska, Lady Muffet and seven more ladies a chance during the year to use the gavel.

Rivalry between the two societies ran high, but never too high to forbid an occasional joint program, such, for example, as is recounted in the following news item: “An interesting and entertaining program was rendered Wednesday evening, May 2, by the Philomathean for the Qibbuc club. As the ladies, dressed in white, entered single file singing the college song, they were greeted with cheers from the boys. The debate showed quite an exhaustive study of the question: Resolved, that the country is more suited to human development than the city. The solo by Miss Dake and the Philo song were well rendered.”

Another flourishing organization was the Inter-collegiate Prohibition Association. Membership at this time comprehended almost the entire school, and was far from purely nominal. During the school year of 1906-07 the Greenville club gained recognition as the largest chapter in Illinois. The state contest was attended by a large delegation with the hopes of sending their man to the top. These meets, in fact, during these years always called out a crowd of banner bearers such as football games elicit today. The lively Juniors of 1905-06 tell how, after the failure of their contestant to land the prize at the big Springfield meet, they proceeded to the top of the state house and sang the college song “for the benefit of the Governor and other state officials.”

The monthly programs of the club called forth the best talent of the school. Constant practice in forensics, particularly in the oration, was afforded here, and Greenville College has probably
never since had a situation so conducive to good public speaking. Results were soon to be seen in the success which orators achieved in state and interstate contests of various sorts.

Another notable aspect of this organization was the outlet

WILSONIAN LITERARY SOCIETY, 1907


which it provided for youthful interest in reforms. All the moral ardor which students of the mid-nineteenth century poured into the abolition movement, or which young twentieth century idealists have expended upon the promotion of pacifism or socialism, was contributed to prohibition agitation during this period. It was about this time that the Lincoln Temperance Chautauqua
began visiting Greenville on its summer rounds of entertainment and instruction, arriving usually in early September at the proper time to catch the student audience. Here were heard for the first time such orators as Clinton N. Howard, Aaron Watkins, and Senator Frank Hanley. Chautauqua managers were often chosen from among Greenville students, and platform experience, gained from these appointments, encouraged further enthusiasm for forensics upon the campus.

Other outlets for youthful energies besides the literary and the forensic were now afforded in a student-directed athletic program. With the completion of the new four story building a place was ready for indoor gymnastics, and, more than that, proper recognition had finally been achieved for all sports. A petition from students to the board asking for a new playground to take the place of the old one, which had been pre-empted for the Assembly Hall, met with approval, and a portion of the old orchard was demolished root and branch—"not a great loss," said students, "for the trees are so old and unproductive."

In 1905-06 a very enthusiastic organization was formed which called itself the A. A. A., the Alpha Athletic Association. Membership was open to all who would pay the required dues, and these could be worked off by a few hours labor on the tennis courts or basketball grounds. In the Vista of October, 1905, the new student activity was presented with the proper recommendation of its attendant advantages.

"The preparation of the new gym," the article states, "is being carried on with much enthusiasm. The management will be under the direction of the A. A. A. officers of the college. During the long, cold and damp winter months, students are liable to not take sufficient exercise without which no student can expect to do the best mental work. Too often students impair their health for life. The new gym will completely remedy this danger. Already the new association has fifty members, each one of whom on becoming a member paid his initiation fee of one dollar."

Physical culture classes were begun before the new gym was finished, and frequent exhibitions were put on with a small charge for the purpose of collecting money for buying athletic equip-
ment. Such a program is described in a Vista article as including drills with wands and Indian clubs, as well as featuring ball games and races of various types, directed by Miss M. Adams, teacher of "the ladies" physical culture class.

By the fall of 1907 the gym had been equipped with rings, weights, a "horse", and all the customary paraphernalia of the day. Out-of-doors the A. A. A. had prepared five tennis courts, a quarter mile track "under the shade of the old apple trees," and a baseball diamond, and were proposing two handball courts to be built in the gym during the winter. The distance runners formed a Cross Country Club which sponsored a five mile constitutional for early hours before breakfast.

Music lovers made a place for themselves in the extra-curricular events. The first glee club was organized in 1907 by girls under the leadership of Miss Luella Eakins and was known as Glee Girls. Their rehearsals were held regularly Fridays at four and before the year was over they had contributed numbers to various pro-

GLEE GIRLS, 1907
Front row: C. Dake, Merry, McGeary, Sands, Harvett, Ebey, R. Dake.
Back row: Burnes, Kline, Eakins, C. White, Smith, B. White, Burns.
grams and were ready for a final concert. During 1908 and 1909 under the direction of Carrie Dake the club became one of the most popular and active campus groups. Their lead was followed by an organization among the men, but the Glee Girls seems always to have held first place. The best of men singers went in for quartet arrangements, and there were several good ones at this time.

Another group of the musically minded formed an orchestra of ten pieces and filled several engagements. Their pictures may be seen in the 1907 yearbook.

The Student Missionary Volunteers continued the record which they had set at their beginning and did much toward making all missions-conscious. In 1906 they sent seven delegates to the Nashville convention, and in 1907 their membership numbered thirty-one. From their ranks came the men and women who have formed the very backbone of the church's work abroad. The departure of one of their number, George Schlosser, for Africa is the subject of considerable news interest in Vistas of 1906-07. A crowd of two hundred escorted him to the train. There are quite a number who can recall similar leave-takings in the years which have followed, when some other member of this missionary family has left the Greenville College home for foreign service.

The spirit which pervaded Greenville during those days may be best described by comparing it to that which characterizes a well-ordered family. In fact, the catalogues published a statement which made family life the objective. "We aim, they announced, to avoid everything institutional . . . and spare no pains to make college life for students and teachers as pleasant and home-like as possible."

Students and faculty together composed a cooperative society in which each member took an enthusiastic and responsible part. We have recognized this spirit in the founding of The Vista: a publication was needed to gain wider recognition for the institution, and so the responsibility involved was voluntarily assumed by students. A publicity manager was a being unknown, and unnecessary, had he been known, for students took joy in being themselves advertisers of their college. The comparative
insignificance of the institution which they represented was, of course, recognized; but they took pride in its brief history and had great confidence for its future. Above all, they believed in the cardinal principles which had brought their college into being. This faith in ancestry and traditions, this glad desire "to serve the present age," this planning for future generations, are the elements that create family solidarity, and they are also the ingredients which go into the making of a unified college community.

Responsibilities of all sorts were shared. We have seen the appeal for cooperation in the installation of an athletic program. Duties which today belong only to a director of physical education were distributed among the whole student group. This spirit of communal industry distinguished almost every activity. It extended even to the work of the culinary department. The following news item from a Vista of October, 1905, gives a picture of a very simple, but, withal, a very happy kind of community life.

"When apple-butter making time comes, there is great consternation in the school. The pantry and kitchen are filled with great people, little people, large and small sizes of people making butter. September twenty-eighth happened to be the day. After the work had been going on all day the teachers and students took up the task when the club and lit. were over. When they had finished, watermelon and fudge were passed around. They retired at eleven."

In such a community the social distance between faculty and students almost disappears. An illustration of this occurs in the frequent receptions and parties given by faculty groups to
student groups, for instance, the reception occasionally given by the faculty to the seniors after their farewell program to C. L. C. Such faculty-prompted affairs were not at all rare—Thanksgiving, Christmas and Valentine's day parties, or picnics out at Brown's Mill, or over at Hudson Lake.

One faculty member who will always be remembered for his contribution to such occasions came to Greenville in the last year of President Whitcomb's administration. This was Vincent Hollis Todd, fresh from his years at Harvard, always a student in spirit, yet a master linguist and an unforgettable instructor. At various intervals he was to reside at Greenville, enriching the social life, and extending the intellectual outlook of the students who were so happy as to know him. The "feeds" which he sponsored, the teas which he suggested, the picnics and sleigh rides which he chaperoned, are probably too numerous ever to be counted, but the memory book of several generations of students would reveal the place he occupied in their lives.

Under his direction the Modern Language courses reached a new level of excellence. But his was not the only department to make progress in the Whitcomb administration. Similar gains in the field of physical sciences were achieved with the coming of Jacob Moyer in 1907. The proper provision for this department was made in the architectural plans for the first floor of the new

OLD BROWN'S MILL
building. Upon its completion one thousand dollars was spent for equipment; lecture rooms and a dark room were furnished, and complete facilities for over thirty students were provided. Professor Moyer, returning from advanced study at the University of Michigan, took charge of this department and remained at Greenville for ten years of very valuable service. During these years he was also Dean.

Another flourishing department of this era was the Normal school, headed by Miss Candis J. Nelson, who had had extensive training in Iowa colleges and teaching experience in Lincoln, Nebraska. A curriculum was planned to suit all needs: professional work for those of senior college standing; a two year course leading to the degree of Bachelor of Pedagogy, a four year normal course for elementary teachers, and teachers' review work for candidates for rural schools.

Through her wise administration Greenville's reputation for successful teacher training was established in southern Illinois. One of her methods which proved very effective was an occasional reception in the parlors to teachers of the public schools, members of the college faculty, and students of the Normal school. Topics of mutual benefit were discussed at these gatherings, and community of interest was promoted.

The commercial school, which had various directors during the period, W. E. Milliken, Sherman Cooper, Rumsey Young, and Harry Jett, continued to prepare a large group of students for the business world. In the music department the high standards which had been set by Miss Duff and Miss Kay were maintained by their successor, Miss Ella Mabel Jones, director from 1907 to 1910. Both departments had new and more extensive quarters, for the old chapel and the adjoining rooms were now occupied by commercial students, and on the upper floor of the new building a suite of music rooms had been fitted out.

Members of the faculty during this period numbered usually about twenty. Instruction in languages, literature, history, philosophy, mathematics, sociology and physical sciences was well provided for. Many of the teachers in these fields had graduate degrees. But the natural sciences received scant attention, and as yet no laboratory facilities were provided. The instructional load
was frequently thirty hours and comprehended courses ranging from the freshman preparatory to the senior college level.

Much remained to be done to make of Greenville a fully accredited institution, but the foundations had been laid, and this

BIOUSINESS DEPARTMENT, 1906

fact was recognized even in 1908, when the University of Illinois included Greenville among the colleges which received yearly scholarships to be assigned to the highest ranking Seniors. Two of the year’s class received recognition, B. H. Gaddis and E. H. Bost. A year of graduate study was granted them, with tuition and fees paid, and a stipend of $250 added.

The forward movement of the school was not retarded by a change in administration which took place at the mid-year board meeting of 1908. President Whitcomb at that time presented his resignation. He had been restive under the urge to return to his calling. He has said since that he had promised Bishop Hogue to assume the duties of the presidency only until he could train a successor and that the invitation to Professor Burritt to return as vice-president had been a step toward the fulfillment of that plan.

There was no doubt as to the fitness of his understudy for the
FACULTY OF 1906

promotion. Neither was there any question as to the competence of the one who had so graciously presided over Professor Burritt's home. During the years while he had been serving in whatever capacity was necessary, Mrs. Burritt also had adapted herself to each new demand, teaching for a time in the primary school, acting as dormitory preceptress for another period, and making herself an indispensable member of the college community. President Whitcomb left Greenville for the pastorate of a large Los Angeles church, knowing that the college would make a name for itself under the supervision of the man and woman to whom he had committed it.
“STILL ABIDES THE MEMORY”
CHAPTER VIII

FIRST DAY

In the late dusk of mid-September the buildings loomed, mysterious and romantic, and from the wide, high archway under the tower, a light shone down the long flight of stairs and out across the old red brick walk, which led beneath the colonnaded elms to College Avenue. From some neighboring lawn came the heavy fragrance of moon-vine flowers in full bloom, and off to the north just near enough to be faintly recognizable, a whippoorwill was calling eerily. The crowd of students who had just alighted from the Thomas House bus after a clattering career down the newly paved street passed noisily up the steps and thronged through the widely opened doors at the top.

A spacious hallway with a walnut bannistered staircase descending on the left greeted their view, and suddenly down this bannister, with his speed accelerated by passage down three successive flights of stairs, came a lithe dark-haired figure, that catapulted into their very midst.

"Hi, Ziggy, still going strong," boomed a tall, brawny, bronzed youth, who had been at the fore in the arriving group.

"Hi, Marv," shrilled the young broncho buster, "where'd you pick up all the good looking girls?"

Once at the landing up the flight of steps where Ziggy's flying figure had first come in view, the group separated, the girls disappeared through a small open door, and the fellows proceeding on up to the floor above.

The soft swish, swish of a sweeping broom against the door and then off down the hall. The hard push against the ribs from the coiled springs in the sanitary cot, as one rolled over and came slowly to the consciousness that one was no longer beneath the kindly sheltering parental roof. Sleep-drugged eyes opened to the sight of astonishingly assorted furnishings: a lovely old
walnut antique from Almira days, marble topped and Duncan Phyfe in design, a crude wash stand, a shaky three-tiered book-case, two or three nondescript chairs, a small electric bulb dangling from the ceiling, a bare, rough wood floor below, and in the middle of it a gray cloth-covered grip with top and bottom thrown apart and overflowing with dresses, petticoats, photographs, pennants, and everything else a girl forgets to put into her trunk and has to cram the last minute into the new travel case.

Suddenly the clang, clang of a hand rung bell and the tread of feet past the door brought the sleeper bolt upright in bed and sent her scurrying for toothbrush, washcloth, towel and kimono and running down the hall with a dozen others, similarly clad, who were bent upon arriving at the dining-room down on first floor, west, when the second bell should sound.

A half hour later the rush past the kitchen door brought a glimpse of a rotund figure bustling about between the large cook stove and the long tables, upon which bowls of oatmeal were being scooped out from large gray enameled kettles and huge cups of coffee were being poured from a giant pot. A round rosy face looked up occasionally from the operations, and gray eyes beamed benignly upon some former student among the passing throng.

Around the dining-room tables covered with coarse Indian-head cloths swarmed the crowd in eights or tens, usually with a teacher appearing from somewhere and seating himself at the head as host. The tap of a bell then, bowed heads, and grace. Introductions followed, while the waiter received full trays at the serving window, which opened from the kitchen, and brought
them expeditiously to each table. Heaped plates of hot biscuit, southern style, accompanied by pitchers of strained honey, reminded the Northerners and Easterners that they were now not far from the Mason and Dixon line.

Conversation ran to identification of students and their native habitats. "That group over there is from Michigan—most of them went to Spring Arbor." "There's a big gang at that north table from New York." "See those three girls over there? They're from California." "That fellow in a lumberjack shirt is from Minnesota—first student who's come from there." "Did you hear the drawl of that guy from Texas?" "Well, no it isn't much worse than we got last year from Missouri." "And talk about dialect—I guess Pennsylvanians shouldn't be too critical with their 'pokes' and 'hornings', and even Illinoians say na-ow and ha-ouse."

Ten o'clock, and another bell! The reverberations swept through the halls below the big tower in slow rhythmical measure. Chapel time! Fall convocation—only it had not yet been assigned so high-sounding a name—and slowly, chattering groups of twos and threes sauntered down the front steps and across the lawn to the auditorium. Up the long flight there they went, grasping the iron rod that divided the staircase in two, commenting upon the large arc light that hung above, reminder of the class of '08. Entering then, with a look of expectancy toward the faculty-filled platform, they filed into seats here, seats there, until the central section was well filled and flowed over into the wings at right and left.

Quiet attentiveness came as soon as President Burritt arose and looked amiably over the crowd. His eyes glowed with kindly interest toward the new students, and his facetious comments upon old students and past events gave one an excited feeling of being about to be initiated into a magical circle.

But that pleasure was nothing compared to the thrill that tingled through one to the very finger-tips when the opening song had been announced, and the group began to sing. Had one ever thought to hear such singing this side of heaven! "When I Can Read My Title Clear!" How the bass took up the strain!
One's heart went up into one's throat and, after the twinge of early morning home-sickness, one wasn't sure how many different sorts of emotions went into the closing words, "And w-i-i-ipe my weeping eyes."

Just to think that all these singing youths knew and loved the way of life which you had been taught, and that upon that platform sat men and women who could tell you more of that way of life, filling your longing for intellectual satisfactions, aiding you in solving the myriad of problems which had attended your search for knowledge! The year stretched out alluringly before you down a shadowy vista of experiences as yet unknown, even perhaps undreamed of.

The spell you feared would be broken held even after your visit to the president's and the dean's offices. President Burritt's chapel manner you found was not professional; it was genuine. He was glad you were at Greenville, not because your name helped swell the roster, but because you were you. He knew your father and mother, he thought they were "wonderful people," and he seemed to have no doubt about your upholding the family reputation. Your final impression was best of all: here was a cultured gentleman. He possessed something that you wanted to gain from a college education. You couldn't put it into words upon that first visit to his office, but it included poise and savoir-faire, graciousness to others, an intimacy with books that kept cropping out in his conversation. You had met it in others, of course, but you had not met it as often as you wished in combination with Christian humility and the spirit of service to others.

And the Dean! You had dreaded your conference with him, for the choice of a college course with all its possible ramifications seemed to you not far removed from the choice of hell or heaven. What if you spent four years upon Greek only to waste it upon "the desert air" of a husband! And what did one do in courses in sociology and political science? Didn't Deans have the reputation of being hard-boiled and pushing you into courses that you didn't want?

But Dean Moyer immediately put you at ease about all that.
He talked with you as any normal person would do, discovered your interests, and explained the unintelligible words. Greek and Latin, he said, although they had constituted the core of Greenville’s requirement for the A. B. back in 1905, had been dropped, and now one had the choice of many electives, and the course in the arts was as broad as the course in sciences. He gave you casually a deal of friendly counsel about your first year’s program and sent you out of the office feeling very wise, very sure of yourself, quite like a full-fledged college student, much more complacent, in fact, than you were nine weeks later when you answered his call upon the issuing of mid-semester grades.

Just across the hall from Dean Moyer’s office was the library, three rooms filled with stacks and presided over by a student of
mature years and, presumably, skilled in handling persons of non-studious or mischievous disposition. At the present moment general disorder characterized the place. Magazines were scattered about; books, upon inspection, appeared imperfectly catalogued; and, worst of all, former students, who seemed too aware of their equality with the occupant of the librarian's chair, were engaging in pursuits distinctly alien to the studious life and inimical to the desire for a quiet hour of reading. Perhaps the time for study had not yet arrived; after classes were organized quiet and order would reign in this domain—. Alas, that time never came to any great measure under student librarians.

From the hall outside came bursts of melody. Men's voices. Yes, last year's quartet were getting together. In a cluster beside the stairway they stood, tuning up; and the strains of "Sleep, Kentucky Babe", "Annie Laurie", "I'll Take You Back Again, Kathleen", floated down the halls. Admiring co-eds stood about listening, when they were not gossiping.

Students ranging in age from fifteen to thirty, ran up and down the stairs, gathered in talkative knots. Sedate looking men and women of the faculty bustled through, smiling, nodding, occasionally stopping for a familiar word with a group.

From the floor below, where the culinary department hummed with dinner preparations, came smells of roast beef and cabbage. One became aware of an enormous appetite at the same time as one tried to adjust the mind to the propriety of pursuing all one's academic career under the very same roof where one indulged in the base activities of devouring food and sleep. Somehow cabbage and culture did not belong in such close proximity.

Everyone was talking at once over the beef and cabbage. The subject was literary societies. It seemed that there were two, Phoenix and Aretanian, and the merits of both were transcendental—impossible as that might be. Advocates for both were present at the table, arguing, contradicting, explaining, exhorting, and, in general, rendering the newcomer more and more bewildered,
yet thoroughly convinced that the success of his whole college career was dependent upon membership in one club or the other; in fact, he was informed that membership was required of every college student.

It seemed that two literary societies had come into being in the spring of 1911 after a long extended discussion of the division of old C. L. C. A membership of one hundred was too large for effective work, it was decided. Vehement feeling attended the occasion, and the split which finally came parted friend from friend. With much pomp and color Phoenix had been organ-
PHOENIX, 1913-14

ARETANIAN LITERARY SOCIETY, 1913-14

ized, for the legend from which the name was derived inspired an opening program of elaborate pageantry.

The Vista of March, 1911, recorded as follows the news of the founding: "Hearing that the immortal Phoenix was about to rise from the funeral pyre of C. L. C. a large commingling of students assembled in the spacious parlors, Friday evening, March the third, to witness the great event. A deep hush fell on the waiting assembly as the solemn tones of the organ were heard and the bird was about to rise from the pyre of C. L. C. before which were burning rare spices and incense, diffusing rich perfume throughout the room, while waxen tapers lent their weird, flickering light to the scene. Then with slow, majestic pace, the priest and priestess of the immortal bird, together with their black-robed attendants, marched round and round, halting at length before the shrine, where, amidst the swinging censer and the chanting attendants, the bird so sacred, under the most favorable auspices, rose from the ashes of C. L. C. and is alive forever more."

The Aretanians had organized with less display but had retorted shortly with a brief but telling piece of verse, which made a distinction that struck Phoenicians as altogether unfair:

"If fun you desire  
And nothing higher,  
You'd better inquire  
About the Phoenix.  
Then surely you'll laugh,  
For more than half  
Of their wheat is chaff,  
This glorious Phoenix!

"If profit with pleasure,  
Unstinted in measure,  
You seek as your treasure,  
The Aretanian  
Will show you the way  
To gain from all play  
The thing that will pay.  
Progressive Aretanian!"
The Aretanian Society, so its members said, had continued to live up to the meaning of its Greek name, the Best. What was one to do, then, after being cudgeled with arguments which sounded much the same when removed from the heat of the dinner-table battle? Probably ally one's self with the club where one's previous acquaintances were in a majority. Rational choice seemed well-nigh impossible. But once in, one became completely convinced of the superiority of the society of one's choice and, in turn, a fanatically enthusiastic booster.

A strange, raucous voice grated upon the ear as the crowd surged out through the dining-room doors. "Railroad! Railroad! Hey, fellows, come on and help hoist these trunks!"

At the back door, the boys gathered about an overall-clad figure, clapping him on the back, grabbing hold of the trunk which he was about to lift from the ramshackle little dray, which tottered under its load of luggage. "Hel-lo, Zed." "Well, how's our old friend, Zed." And a long drawn out war of words ensued, in which Zed held his own in spite of the skill of college humorists.

College had officially opened now, so it was said, for the arrival as significant an event as those that appeared on the printed cal-
of Zed Gum with a load of trunks from old Pennsy station was endar. And Zed, himself, was a kind of traditional figure, as famous in Greenville lore as Paul Bunyan in Minnesota lumber legendry.

With the arrival of the trunks, the rooms on the third floor underwent a marvelous transformation. Dainty dotted swisses draped themselves across the windows. Colorful rugs spread out over the rough floors. Bedspreads of harmonizing colors disguised the wiry ugliness of sanitary cots, transforming them, with the aid of many hand embroidered cushions, into tempting places for relaxed intellectual effort—too tempting, alas. A gay flowered runner over the antique table, a chafing dish in the middle surrounded by a tea-set, anticipated the hours and hours that would go in to feeds and out of books.

By four o’clock the pleasing results of three hours labor were being proudly displayed by the newcomer to her next door neighbor, who wasn’t just exactly the type of girl she had associated with before, but whom she had decided to cultivate in order to broaden her social horizon. Later she was to discover how pathetically narrow that horizon had been, and how petty had been her social distinctions. The neighbor, likewise, exhibited the effect achieved from her trunkful of furnishings, and shortly the whole third floor resolved itself into a mutual admiration society.

As for the fourth floor inhabitants, it is not likely that their energies had been spent either upon unpacking trunks nor upon beautifying their places of residence. Perhaps, if the truth were
told—no fluffy curtains would adorn their windows until along in midyear, when the announcement of Open House had precipitated them into their first acquaintance with the art of interior decorating.

The fourth floor remained for the time bare, unlovely, a scene interesting only to a second-hand furniture dealer, while the occupants, after registration was finished, enjoyed the beauty of a September day out on the tennis courts or on the baseball diamond. Four courts were kept busy, as the candidates for the fall tournament got into trim. Spectators sat and stood along the side-lines, offering unrequested suggestions upon the plays, or making extensive plans for the whole year’s athletic program.

The brawny, bronzed figure who had led the arrivals of the evening before was prominent in all this consultation. He had the first word in the decisions. It was, “Marv,” this, and “Marv,” that. Student athletic director he was, and the leadership which students spontaneously conceded to him was evident.

* * *
Supper hour! What a babble of tongues! The exhibition in house furnishings on the third floor and the parley over coming athletic events out at the courts seemed to have done away with all the inhibitions that had frozen speech at breakfast time. Californians boasted of their climate. An Iowan exchanged notes on a relative who had wintered once in Long Beach. Somebody from Kansas cracked a joke on California boosters. A New Yorker was put in his proper place for a critical remark about Illinois. Over the beans and fried potatoes the destruction of provincialism had begun.

A sharp tap of a bell brought the hubbub to a sudden end. The pleasant looking man whom they called proctor, and who presided over the table at the far end of the room, arose and explained the procedure for family prayer. After all, it was surprisingly similar to family prayer at home: a reading from the Bible, a song led by some student (and again that amazing unison of uplifted voices and hearts) and then prayer as all knelt reverently and joined in spirit with the selected student who offered thanks for this day's blessings.

Gratitude welled up in one's heart. To be sure, one had made silent contrast between the pale oleo served here and the rich yellow butter which one had to eat at home; but after all, there were some good things here that one would never get at home, nor anywhere else in the world,—and what was oleo, anyway, compared to the wonderful sense of fellowship that came to one kneeling reverently at this family altar!

It was amazing how many people crowded into the kitchen for the after-meal jobs. There were the cleaners of tables, who stacked the dirty dishes on the shelf at the open window which connected with the dining-room. There were the dish-washers with their hands thrust deep into great pans of soap fluff. About them stood girls in big aprons, chattering loudly as they raced with each other on the dish wiping. Another crew immediately transferred the clean dishes back to the tables. Still others worked with the pots and pans over at the other side of the kitchen. In the midst of all the confusion, Miss Weiss, flushed with all the
FIRST DAY

excitement, but nevertheless unruffled as to temper, moved quietly about giving orders, acquainting the newcomers with their routine.

The girl sitting to the right of the newcomer at the supper table had exclaimed as soon as she had set her chair back in place,

BASKETBALL SQUAD, 1912
Blowers, Ashwood, Marston, Griffith, Andrews, Deering

“Don’t you want to run out to the End of the World and see the sun set?”
“Perfect!”

So out they had gone past the square with its quaint veranda-like roofs extending from the stores over the side walks, and its
hitching posts for the horses and buggies that came in from the country in flocks on Saturdays. On past the Carnegie library set in among the old-fashioned houses that remained from the days of Greenville's founding. On under old locust trees and elms, until they came to the abrupt end of the street and stood on the brow of a hill, gazing out over a wide valley. Below and on either side descended the steep decline. Away off to the left the hill finally curved to the west and shut in from that side the broad expanse, but to the right the ridge and the valley extended in a northward curve as far as one could see. This valley was threaded by a little stream, Shoal creek. Crossing the stream to the far right was a wide bridge, and the road which descended to it cut in the hills deeply as it curved out from town. An ancient building beside the stream remained to identify the section as old Mill Hill.

Beyond Mill Hill, said the old student, among the series of hills that ran arc like out from north Greenville lay a graveyard, a place which the newcomer should visit, if for no other reason than to see the most extraordinary epitaph ever written. It read something like this:

"Gone before me, O, my husband, to the better land.
Vainly look we for another in thy place to stand!"

Another cemetery, much older, she said, was also worth visiting, for there lay the remains of the very first settlers of Greenville. This stretched out along the brow of the hill to the left just before it curved off toward the west.

All of these hills were beautiful, each season bringing to them some fresh charm, but at this particular spot where they stood the sunset might been seen at its loveliest, a great red ball dropping behind the ridge that rose far across the valley and leaving in its wake a flame-tossed sky, which stretched out before you as unobscured as a Turner canvas in a gallery. That was the reason why students came out frequently to Sunset Point.

But it was time to go back, for this was Tuesday night, the customary time for student prayer meeting. A tall, dark, rather austere looking man announced the opening songs and then be-
gan the reading of the Scripture lesson. There was nothing dramatic about his presence; in fact, one was about to wonder if this college chaplain might not prove to be a bit boresome, when one's attention was caught by the intellectual penetration of his inter-

DORMITORY FAMILY, 1913-14


pololated comments and the beauty of his language.

Slowly he built his appeal at this first religious service of the year, until the uncertainties which had confronted one in entering upon a new life disappeared, and the shifting forces of moral decision focused in a deep assent to the whole will of God. Personal testimony came spontaneously when opportunity for it was afforded at the close of the chaplain's talk; what one most wanted, indeed, was a chance for self-expression.

* * *
"STILL ABIDES THE MEMORY"

The sanitary cot, piled high now with downy quilts from the trunk, adjusted itself pleasantly to the curves of one's tired body, and sleep came drifting in... little waves... bigger waves... Just as the last high breaker was about to roll over, a tremendous metallic rattling shattered the blissful prospect of complete oblivion. What in the world was the matter with the steam pipes? They were resounding as one hoped they would never resound, even in January, and here it was the middle of September.

Then a soft whistle from somewhere not far away suggested strange, mysterious goings-on. It was time to investigate! Scrambling out of bed and wrapping a kimono hurriedly about her, the newcomer proceeded to the open window. Her first instinct to lean out and shout imprecations upon the intruder into her dreams was quickly checked, for from the window adjoining came the next door neighbor's voice.

"That's swell, John. Doughnuts'll taste fine before I go to bed, and I'll keep some and eat 'em for breakfast. Then I can sleep in in the morning. How'd you ever think about it?"

"Oh, just thinkin' about you. You know—"

"Roses are red
Violets are blue,
Doughnuts are sweet,
And so — — ."

A soft ripple of laughter interrupted the mocking bass from above. "Time to say good-night. See you by eight in the morning. Thanks a lot. Good night."

"Good night." chimed the bass.

"Good night." the merest whisper from the next window.

"Good night." the deep echo from the fourth floor faded into nothingness.
CHAPTER IX

IN RETROSPECT

Looking back over the weeks and months that followed, one finds this first day fairly typical of all the days that made up the first years of President Burritt's administration—say, from 1908 to 1915, or even later. The most distinctive feature, perhaps, was the life of simple pleasures which was shared by an intimately associated, self-contained family group. Their world was very small. There were no radios to afford world orientation, no commercialized amusements imposing urban sophistication and paganism upon the small town, few automobiles, even to disturb the placidity of rural life. Long walks and hayrack rides carried one as far as one usually went outside the confines of Greenville.

For this reason "the gullies," as they were (and are) colloquially known, furnished the student some of his most unforgettable experiences. A stroll across the hills upon a warm Saturday afternoon in April, under the immaculate dogwood blossoms and the rosy laciness of the redbud trees. Or earlier in the spring, a search, always rewarded, for big, blue violets along Shoal creek. Earlier still a tramp through the just-leafing trees to find the first birds. Even when snow filled the sandy paths and hung on weedy hillsides the trill of the cardinal delighted the young naturalist. One of the loveliest poems printed during those years arose from this very common experience.

To the Red Bird

"In the stream's wide wooded valley,
Through the woods upon the hills,
Early on chill autumn mornings,
A wild bird sounds his sweetest trills.

"Whistling, thrilled to overflowing,
With the song he loves to sing,
He wakes the forest from its slumbers—
Makes the woods resound and ring."
"Drives the owl from his hunting—
Bids the sun to rise and shine;
Rouses the wild duck from his feeding,
Sends him on his southward line.

"Singing still and whistling ever
Wildest notes that e'er were heard—
'Tis the proud, high-crested cardinal,
Glorious, scarlet male red bird."

—Glenn I. Tenney, (ex-'18)

When the late fall arrived and the ridges became a mass of gold and crimson against a purple-blue Indian summer haze, persimmon hunts were the thing, and the tart fruit could be found on almost any trail leading out from Greenville. In January there was at least a week when the low levels would freeze over. Then stocking-capped and sweatered skaters would tramp out over the icy, slippery hills to Shoal creek or to the little ponds in the wide valley beyond, and, as they cracked the whip, would wish they were back
in Michigan or New York, where skating wasn't quite such a luxury. Each season the gullies offered some new attraction to hikers, and the chances are that their idyllic beauty furnished the setting for most of the proposals for marriage made during those years.

Longer hikes took well-chaperoned couples to Brown's Mill or Hudson's Lake, and many a long, lazy Saturday was spent in drifting about in row boats, exploring the hills that surrounded, lingering on over a glowing fire until dark drove them home to study hour.

Winter, too, brought excursions, most often on a big bob-sled, well provided with piles of warm quilts. See, for example, the following recipe for such a bob ride.

"The time—Night, eight o'clock.

First course—Ingredients: Moonlight, stars, sky of bluish gray tint, a long winding road with shifting scenery on either side and five or six inches of snow. Take three times as many boys and girls as you have inches of snow, wrap each thoroughly in coats and sweaters, mix these together well in a great bob sleigh and cover with quilts.

"For novel and artistic effect . . . build a roaring fire in the timber (see Al Grigg). Roll great logs near, and let the girls toast their feet, while the boys hustle for more kindling. Secure three times as many buns and sausages as there are people. . . Spike a sausage with a long slender twig and hold above the coals at an angle of 30 degrees. Set the coffee pot where it sizzles (it will be necessary to try another method if the pot accidentally overturns).

"The color scheme is white and gray . . . Moonlight above, snow underneath, tall trees with an upward reach of branches, this grayed considerably by night and shadows. High lights . . . the fire shooting red winged sparks, fire light tint on each face, jokes and good singing.

"Second course—Ingredients . . . drive in with the bob, again mix well and cover as before, drive between tall trees until the road is reached and proceed as before with a double team, jingling sleighbells, and a great deal of fun.

"Time . . . one o'clock. (For further directions see Joe Grigg).
"We certify that the above has been thoroughly tested, and results produced are satisfactory."

One great tradition that has tenaciously held on from those days originated in this love of the out of doors. The All-College Hike is a custom peculiar to the Greenville campus. It was an outgrowth from nutting parties. Just when expeditions by college students to the Okaw bottoms for hickory nuts first began would be impossible to say. Certainly the yearbook of 1903 received its title from such association with the locality.

By 1912 the practice had become very common among college men. The nut hunt that year was organized upon a grand scale. Never before had Greenville College seen such an exodus of nutters, nor such a liberal concession in holiday time. Marvin Marston, the athletic director, had been the promotor. Let the Vista tell the story:

"The boys of Greenville College seemed to enjoy cross country hikes so much this fall that M. Marston decided to give them a good and profitable outing. On Thursday evening, October 10, they started out on foot for the hickory grove at the Okaw river. The company camped about six miles out of Greenville for the first night. They broke camp about six Friday morning and arrived at the river at nine-thirty.

"Most of the boys rested themselves until noon by taking a good
cool swim in the river. After noon they started out to pick up nuts, and returned to camp about dusk with their sacks well filled. After supper the roll was called, and each got busy preparing a bed

for the night. Everyone enjoyed sleeping in the open air, except those who failed to take enough bedding with them. At daybreak Saturday morning the campfire was revived and breakfast served. A part of the company started home early, while others waited to gather more nuts. All arrived home safely sometime Saturday afternoon, each one with about a bushel of nuts, two sore feet and many aching joints."

For weeks every cement window ledge in the dormitories was strewn with hickory nut shells, and every fourth floor resident who had any alliance with the third floor denizens had plenty of hickory nut fudge to eat. But that was not the only consequence
of this first Men's Hike. For Greenville women a hike of eighteen miles was a bit formidable; yet they did not propose to sit in the dormitory twiddling their thumbs for two days. Again let the Vista complete the account:

"An event of long memory was the girls' picnic, an exclusive affair. The immediate provocation was the boys' hike. A meeting in the sitting room culminated with definite plans . . . you should have seen the queer facial expressions when the boys saw the chapel poster, Girls only . . . Hudson Lake Picnic . . . Friday.

"That was a day of supreme delight. From Greenville to Mulberry Grove the passengers were entertained with songs and yells, and the inhabitants of that little city saw the sight of their lives. Hudson Lake has beautiful scenery: autumn colors of scarlet and gold and evergreens for variety, hickory groves, rest houses, six or seven row boats, and an Indian summer sky over all. We walked, rowed, waded, talked, sang, laughed and reveled.

"The folks we left behind us met us at six in the dormitory halls with unfeigned mourning. The rooms upstairs had a graveyard appearance, something like the modern mausoleum, with epitaphs of 'Petered out', 'Reklein in peace', so significant that the names of the deceased need not be mentioned."

It was only a small remnant of these originators of the first girls' hike who braved a night out under the stars in 1912, but in 1913 the spirit of the Amazons had entered the women of Greenville, and they went en masse to Hudson Lake, prepared for whatever battle with the elements might follow. Their resolution was sufficiently tested before Friday night was over, for the rain came in cold and windy torrents. The few small shelter houses could not hold nearly all the bedraggled sleepers. Then someone remembered the roller skating rink, standing dark and vacant, and boldly burst the lock and proposed an all night skating party.

There was the manager of the rink to settle with the next morning, and there were sore feet to nurse when the hiker-skaters had gone the last tired mile in the afternoon; but the precedent for a two-day hike had been established, and always afterward the women of Greenville claimed the same privilege as the men, and what had been a man's cross country trip for nuts became the All-College Hike. Today it is perhaps the most important extra-cur-
ricular event on the Fall Calendar. It remains as an example of the unique group life that once characterized Greenville College and still, in a measure, gives it distinction.

This feature of family solidarity had both good and evil aspects.

Almost every activity upon the campus, except actual classroom work, was student managed. We have noted the spirit of cooperation which prompted the founding of the monthly Vista during President Whitcomb’s administration. We have observed also the sponsorship of an athletic program by students—at first, entirely in opposition to the board, later, under their permission, but still with the assumption that athletics are purely extra-curricular and have no place in the official academic schedule. If athletics were successful, it was due mainly to fortunate leadership by mature students. Grave possibilities of trouble lay in the excessive responsibility placed upon students in this focal campus interest.

Another significant instance of student management was the customary appointment of deans of men and women from among the more mature of the group. They were known as proctor and preceptress and were strongly supported by a disciplinary committee from the faculty, but with all the backing they received,
their was a tremendous obligation, and it is surprising that it was fulfilled with no more failure than attended it. Under their supervision in the dormitories were young men and women ranging in age from fifteen to thirty, for the prep school at this period was usually as large as the college, and the two groups had to live together under the same regulations. More than that, young men and women occupied adjacent floors, and some outbreaks of rowdyism, remembered with regret by students of that day, are directly attributable to the medley of ages and sexes and the inefficiencies of student proctoring.

The place where student initiative ended and faculty authority began was too often obscured by the unrestricted participation granted to students in all affairs. If a student is to be trusted with management of athletics, the most comprehensive out-of-class activity, and with supervision of dormitory life, the seat of all problems in social adjustment, why, he may argue, should he not take a hand in administrative matters as well? During this period that question became at one time an acute issue, dividing the student body and the administrative staff into bitterly opposed factions, and threatening for a time the complete extinction of the enterprise, which had hitherto been characterized by unusual harmony.

That Greenville College weathered the storm of criticism and the temporary alienation of friends that attended this crisis is due very greatly to the courage and patience of the man who stood at the helm. If any critic is still to be found, let him look at the facts and figures of the years that followed, and he will find that within five years the registration, which had dropped almost to the zero point, had climbed swiftly back to the norm. Soon additions to the college plant were under way, fresh unity had come to the student and faculty groups, and the pattern of education formulated at the beginning was recommending itself to a larger and larger constituency.

Towards the end of his life President Burritt, looking back over this period and recognizing both its failures and its successes, described some of the elements which go into the making of a college. "Like a home", he said, "it takes 'a heap of livin'" to make a college. It requires Christian optimism, it requires much labor and
IN RETROSPECT

sacrifice, and praying, and living, and loving, and some crying, to make a college.” And then with the wisdom learned from personal experience he added, “That’s what makes the soul of a college. And a living college has a soul.” Anyone associated with Greenville college during those dark years of patient, courageous, indomitable rebuilding will say that soul evolution followed the crisis.

Another aspect of the completely shared family life which has called forth critical comment was the encroachment of extra-curricular demands upon the academic program. This is, of course, a very common charge, even today, by the critics of college life. But the source of the evil lay, in this instance, not so much in student indifference to intellectual interests, which is often the case, as in the pressure which fell upon every member of the small student body for support of each campus project if it was to succeed at all.

The publication of a monthly magazine and a yearbook, the very ambitious forensic contests, the intra-mural athletic events, the religious life activities, all these and more claimed the same set of supporters. What wonder was it then that the scholarly ambition which a serious minded student brought with him—and Greenville students were serious minded—was submerged by the flood of demands made upon his energies and enthusiasm? To a student who came with aspirations for deep intellectual satisfactions this condition brought great disappointment and constituted the most serious fault he found in his Alma Mater.

To make the faculty culpable for this situation is to close one’s eyes to their problems. They were still carrying far beyond the sixteen hour teaching load and assisting, in addition, with all the campus enterprises. Very few of them were mentally stagnant; most of them were very stimulating instructors, much more widely read, much more animated by intellectual curiosity than one should expect, if one compares their excessive duties with the restricted load of many dry-as-dust university lecturers. But the fact remains that Greenville of that day did not provide enough food for the hungry thinker. There was too little exact requirement, too little mental discipline, too much superficial ranging over unrelated fields, no well-directed effort toward unification of know-
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ledge, such as is attempted in the liberal arts college of today.

These adverse aspects compose, however, only one part of the picture of Greenville in the nineteen-tens. They are outweighed by the lasting values which are apparent today from a long range view. It is the final fruits of a college education that determine its adequacy.

First among these values certainly is the accumulation of inner resources which those years of deepened spiritual sensitivity brought: the ability to live with one's self, the subordination of material values to their proper place, the entrance into one's spiritual heritage. An atmosphere pervaded Greenville which was conducive to these attainments. It was created, not alone by frequent religious services, but also by a strict regulation of conduct which left no haziness in student thinking concerning the disciplines which are essential to vital Christian living. The Puritan way of life adopted by the Almira founders continued in force.

President Burritt's position on this question was unequivocal. Each year the catalogues bore such statements as the following: "Since an essential part of a true education is to make men righteous—to form right attitudes, right principles—college training must be given under conditions which are conducive to the development of moral character and the cultivation of spiritual life." Rules for dormitory relationships were made in accordance with this principle.

Perhaps one of the finest expressions ever given by President Burritt to his philosophy of Christian education was embodied in his address before the convention of Conservative Protestant Colleges of America. The following paragraph epitomizes his thinking upon the place which personal religion occupies in the history of civilization. "We find morality and moral progress, if we find them at all, in the religion that begets loyalty to a personal God, and enthusiasm in making objective in this world his great eternal purposes. We need an absolute God as the center of vital religion, as the creator of moral standards, as the fountain head of moral force which overcomes all obstacles in the realization of moral ends. Without personal religion morality collapses, and with it civilization." The function of the Christian college, then, as conceived by President Burritt was the inculcation of vital per-
sonal religion in an atmosphere that draws students magnetically to the fountain head of moral force."

Another value of that period which one recognizes in retrospect is the ability to live with others. No better school for the study of human nature could be provided than life in the dormitories. Acquaintance with types of personality, revision in judgments and tastes progressed steadily, until one had formed for life his scale of estimates in human worth. And in the process one had also made one's self over. Selfish individualism had disappeared, crudeness and eccentricity had sloughed off, integrated personality had emerged. Modern psychological and sociological guidance would, no doubt, have improved the process, would certainly, have modified the trial-and-error procedure, but the results viewed in perspective are good.

Surely no better evidence could be presented than the findings from a survey of marriages made among Greenville students. The acid test of personality is admittedly the wear and tear of the marriage relationship. Only two divorces among students of that period are reported.

The lack of mental discipline has been noted. Nevertheless, after the justice of this criticism has been granted, there still remains the fact that from the classes that graduated before the World War have come many of the scholars who have fulfilled the highest hopes of their Alma Mater for her children. The three men who have been honored with the Guggenheim fellowship belong to this group: Coleman Griffith, Arthur Secord, and George Coleman. Fifty per cent or more of the classes of '02, '03, '04, '07, '08, '09, '12, and '15 have graduate degrees. If these men and women left college intellectually unsatisfied, was that not better, at least, than the complacent faith in a diploma that characterizes the average graduate? They carried with them the humility and curiosity which are most essential to the search for knowledge.

It has already been noted that in 1908, the first year of President Burritt's administration, Greenville college was placed on the list of Illinois colleges which received yearly scholarships for the highest ranking Seniors. Except for a later decade of suspension this relationship with the state university continued, the scholars selected justifying the choice, in most cases, by research of dis-
ination. Criticism has also been made of the freedom accorded student initiative; yet, among the enterprises promoted and managed entirely by students during this era, two achieved such notable success that the results seem almost to outweigh the faults inherent in the policy. One was in the field of forensics; the other in athletics.

We have been observing the gradual development of interest in oratory under the spur of the Intercollegiate Prohibition contests. In the years 1907-08, 1908-09, and 1909-10, this activity reached a climax of excellence that seems remarkable when so little provision was made in the curriculum for public speaking.

Shortly after President Burritt took the chair in 1908 Greenville College came to the front in state contests of various sorts. A. W. Olmstead, who had had some previous speech training at Columbia College of Oratory was student director of forensics and, not only sponsored a live program, but brought laurels to the college on his own account as well. At the State Woman Suffrage Oratorical contest held at Galesburg in April he won the first prize of $100.00 against heavy competition.

In the same year he sponsored the first intercollegiate debate ever staged at Greenville, a memorable meet with Wheaton college, which inaugurated the pleasant associations which Greenville has enjoyed ever since with this sister college. At this first Green-
ville-Wheaton encounter C. L. C. had charge of all arrangements. A delegation met the Wheaton men at the station and escorted them in a bus decorated for the occasion to the college campus. The men comprising the Greenville team were A. W. Olmstead, Silas Rees and A. H. Simpson, and the question discussed was: Resolved that the passage of the fifteenth amendment to the constitution of the United States has been justified. Wheaton was the winner, but this does not seem to have dimmed the glory that hung around this first intercollegiate event upon the Greenville campus, for the story of it was handed down from generation to generation.

So successful was this innovation that immediately the local chapter of the Intercollegiate Prohibition Association decided to bring the state contest or even the interstate meet to the campus if possible. The invitation in 1909 for the eastern interstate was unsuccessful because of failure to secure the hundred dollar guarantee, but in 1910, when the chapter had swelled its enrollment to 187 and become the second largest organization in the United States, the state speakers gathered at Greenville and staged the most brilliant forensic display ever enjoyed by a local audience. More than that, the Greenville representative, Laurel Elam, placed first in the contest.

This was not the only time that a Greenville man achieved this distinction. In 1908 Charles W. Young, accompanied by an enthusiastic delegation of twenty-four students, had gone to Springfield and placed first against rivals from Eureka, Wheaton, Shurtleff, Illinois, Garrett and Northwestern. In 1909 Frances Willard had come in second in the state. But Laurel Elam had ability that was to carry him on from the victory on the home platform through the interstate eliminations to the National. This was held at Valparaiso University in June. The report of the episode by a thrilled Greenville College spectator vividly recreates the scene for us after these thirty and more years:

"As we sat that eventful night in June listening to the five orators already victorious in previous sectional contests, we felt there was indeed no power like that of victory. The contest was the goal of all the oratorical effort and enthusiasm of the year, and in our brightest dreams we had seen our college orator receive the
chaplet of victory. Our hearts beat very rapidly. We whispered to each other our confidence in our orator . . .

"The great hall was crowded with over 2,000 spectators, all apparently intent upon the outcome of the contest. But it was in the two rows of seats occupied by the Greenville delegation that the utmost intensity reigned. Finally the orators took their places on the platform. We eagerly scanned every face, desiring to see if anyone displayed the mark of oratorical ability which might menace the success of our orator. The perusal of faces made us sink back in our seats satisfied with the prospects of our triumph.

"After Valparaiso U. band had played a sprightly air, the contest began. Mr. Elam spoke first. We listened breathlessly. Our enthusiasm kindled as he advanced in his oration. Well as he had spoken in our contests he surprised us in the strength and brilliance of his oratory . . . When he sat down the prolonged applause gave expression to the appreciation of the audience . . .

"At last the judges returned. We leaned impatiently forward, eager and yet reluctant to hear the result. The second prize was announced, and Mr. Elam's name was not mentioned. Our hearts stood still. Our dreams must come true! Then followed the announcement. First place, and one hundred dollars in gold, were awarded to Mr. Laurel E. Elam, the Greenville college orator.

"We jumped to our feet, shouted our high gratification, while one of our number rising to her full majestic height wildly waved the Greenville pennant. Then we gave the college yell, and dropped to our seats, almost overcome with delight and excitement. As soon as the assembly was dismissed, many hurried forward to shower congratulations upon the orators. Our delegation surrounded Mr. Elam, and our admiring words and beaming faces were eloquent witnesses of our satisfaction. As we stood there at the rostrum we sang with all our hearts "Hail to Thee, Our Alma Mater," and the crowds around sympathized in our enthusiasm and must have realized that Greenville college is an institution where success is the only natural outcome of earnest and continued effort."

Elam had exceptional ability. In this same year, having reached Senior standing, he passed the examinations for the Rhodes schol-
It was difficult to maintain the record which he had made for the Greenville chapter. Never again did any representative place first beyond the state contest. The year following Elam's victory Coleman Griffith took second rank in the state.

Gradually the enthusiasm for oratory waned. Even President Burritt's ardent support through a Commencement program of Senior orations proved insufficient stimulus to maintain it. This custom, which had been followed at President Burritt's Alma Mater, the University of Rochester, and in which he had participated as a Senior, was introduced in 1909. It was inaugurated with great acclaim. Greenville College was proud of its oratorical record, proud, too, of the personal record of the seven seniors chosen. Among them were Olmstead and Young, winners of state firsts, and Simpson, Kline, Holtwick, Howland, all veterans on the Lincoln Temperance Chautauqua platform. For some years the Senior oratorical program continued, until the lack of interest in the oration made it seem merely the perpetuation of an empty tradition.

The day of the oration passed. The organization of the Inter-collegiate Prohibition Association little by little disintegrated. Interest in other types of reform took its place. Other forms of public speaking supplanted the oration. An incident, which seems, in perspective, an anti-climax to Elam's brilliant success, and which certainly reveals the quality of college humor in those days, occurred in 1915. It is the sort of narrative that deserves a place among the rollicking tales recorded during that period in such books as In the Days of Good Old Siwash or (on a more literary level) Kipling's Stalky and Company. A winner in the local contest had gone on up to the state meet, but without the old-time campus supporters. Enthusiasm for oratory was gone, and in this case enthusiasm went into a huge practical joke.

The first message received from the absent orator told of a contested decision in which he might get second place. Then came a telegram announcing the victory of Greenville's representative. The campus was electrified; after all, honor should be given where honor was due. A great parade was quickly organized to meet the train, receive the conquering hero as he came, and carry him in pomp back through the streets of Greenville.
The Advocate of the day gave the following account: "... the entire enrollment of the college, accompanied by President E. G. Burritt and the faculty, went to the depot at 10:16 this morning to accompany —— from the depot to the college. They had a phaeton drawn by students decorated in college colors of gold and black, pennants attached in every conceivable place and manner, and had it backed up along-side the platform. A college band had been hastily drawn together to head the procession to the depot and, as the train pulled in, its melody (?) was spread upon the balmy air of the bright spring morning.

"But, alas no —— arrived! Somehow the time of arrival was delayed and the particularly brilliant reception was not held for the young man, and he could not witness the enthusiasm and good feeling of the young folks in their gathering to give him a proper ovation as his well-merited reward."

The paraders returned from old Pennsy station with downcast or puzzled faces. Could there have been some error or (whisper it softly) some conspiracy about all this? What about those telegrams? Who had sent them? Where was the boy who had delivered them?

The telegrams were inspected; they were "scissor and paste-pot" things. The messenger boys were quizzed; they claimed no alliance with the Western Union, and, upon further pressure, they identified the senders, already under suspicion. The editor and business manager of the Vista of that year were too well known as campus wits to escape mistrust.

Then the storm broke. Feeling ran high for a few hours. A student gathering was called to discuss the matter. The two jokers were summoned to the president's office, and the required apology was made before the student body. Naturally a few persons intimately connected with the affair looked upon themselves as victims. But the years have healed the cuts, and the chances are that the episode will become like the basket episode of Almira days, except for its greater amount of truth, the prize story in the annals of Greenville campus humor.

As the oration lost in favor, debate gained in support, and in 1913 a new organization was chartered to take the place of old Qibbuc, which had disappeared about 1908 and was by this time
forgotten, so completely does each new student generation supplant those of the past.

"A movement," says the Vista, "was started by Messrs. Skuzie, Cochrane and Clark early in the year relative to the formation of a men's debating club. After the necessary permission was gained from the Dean, the charter members met one evening in the college parlors and officially organized themselves into a club. The membership was limited to twenty in order that each member could have ample drill in public speaking and parliamentary practice. Under the able leadership of our first president, Mr. E. V. Davis, the club did some excellent work . . ."
In 1916 a similar organization was affected among the girls. La Cercle was formed for the purposes of providing "young women with an opportunity to make themselves conversant with present day problems and current events 'and promoting' practical literary ability and efficiency." Debating talent was discovered among them in the first year, but not until later did the club engage in any active debate program.

The climax which had been reached in 1910 in the extra-curricular work in oratory was paralleled in 1915 by a climax in the student-managed athletics program. This program had become increasingly effective from the time of its supervision by A. W. Olmstead and Bird Arnold in 1908.

In 1911 the following announcement appeared in the Vista: "Extensive plans have been made this year toward giving the students of Greenville college an opportunity to develop physically. Mr. Marvin Marston, First Lieutenant of Company E of the Illinois National Guards, will have charge of the work. He has been connected with the college for two years, and has built up a splendid reputation as an all-round athlete. Arrangements have been made whereby college students will have the use of the militia armory hall during a large part of each week for basketball practice, and general gym practice."

The small basement room in the Assembly Hall Building had become insufficient for the intra-mural program which was gradually evolving. The armory, available because of Marston's connection with the National Guards, provided a place for the time. The success of Marston's intra-mural policy is to be seen in a report made in the June following: "Enthusiastic physical culturists could find no fault with Greenville College. With the tennis courts working overtime, with the new baseball diamond, the handball court prepared, and with the track in good condition every-
one is accommodated. Athletic sports here are not monopolized by a few. The central idea is to give an opportunity for all to take good wholesome exercise . . . During the winter months the armory was used to the great satisfaction of the boys. Spring opened with a lively interest in baseball, tennis and handball. Tournaments have been played, and also inter-class and inter-departmental games have kept up a good-natured rivalry and spirit.

During Marv Marston's last year at Greenville he worked persistently, but diplomatically, for the construction of a gymnasium, for the old armory was anything but satisfactory. His task, like that of any student advocate of a new measure, was to mold student opinion, and procure administrative backing. From the administrative viewpoint a new gymnasium was not an imperative need.

President Burritt in outlining urgent needs in 1910 had placed this building last in a list that included a Ladies' Hall, a Science Building, a Music Hall and an Academy building for classroom purposes. But President Burritt had the virtue of a flexible mind and he recognized the arrival of an opportune moment for utilizing unlooked-for resources. By midyear the time was ripe for the proposal to the student body. The occasion made a colorful story for the February Vista. It runs as follows:
“How about that Gym?”

“There was quite a noisy noise in chapel the last Friday of the semester. It sounded suspiciously like the watery mutterings that announced a coming gymnasium shower.

“When President Burritt pointed first to the cloud of hope an expectant lull spread quickly over the chapel; when he traced the gathering mist that was forming into the clouds of a music hall and a ladies' hall, faint rumblings became quite distinct; but when he revealed the bright outlines of a new gym in the overhanging heavens, the rumbling burst into a thunder-clap of applause. Professor Layman aggravated the rising tempest by showing the actual work already done. He produced plans of a proposed building that could be erected at the cost of about $6000.

“Marston, then, seeing that the time was opportune, took the lead and pierced the trembling elements with a command to shoot. Immediately there was a downpour of good, substantial pledges and before the storm abated the subscriptions had piled up to exceed the $1000 mark.

“The atmosphere on Tuesday morning, the first day of the new semester, was still tense with expectant showers and when the wind steadily rose it soon swept away all hindrances and renewed the downpour of the Friday previous until the $2000 mark in pledges was passed.”

Not until a year later did the Board of Trustees give full support to the project. Again the Vista records from the student angle the situation: “On Monday evening the boys of the dorm held an old-fashioned Kaffee Klatch and rousing yells were given for the Board of Trustees and the Gym. The next morning in chapel another yell was given for the Board and they were made to feel that we were more in earnest than ever. Results were soon forthcoming . . .”

A representative of the board announced at that time “that building and finance committees had been appointed and that they would immediately take steps to raise $4000 to meet the $2000 to be put up by the students.” Many of the trustees gave most generously to this fund. Indeed, had it not been for the abounding generosity of such men as J. M. Daniels, F. P. Joy and C. I.
Tenney, many of the enterprises of this period would have been doomed to failure.

From this time forward the gymnasium boom moved accelerat-
edly. Although Marston was no longer a student he gave gen-
erously of time and effort to the pro-
motional work, making frequent trips back to the campus. On April 9 ground was broken. A large crowd gathered upon the site and after a musical number by a quartet, repre-
sentatives of three different groups con-
cerned in the enterprise spoke: Presi-
dent Burritt for the faculty, the Rev.
W. D. Cochran for the Board of Trus-
tees, and Wilson King for the students. Professor G. M. Layman, who had been very active in the athletic program, gave a history of the movement and a description of the architectural plans. During the next school year, 1914-15, the construction went on, dependent more or less upon student labor. Upon one memorable occasion the whole school family joined in a cooperative effort typical of the era. The reporter writes: "Thanksgiving vacation, when did it begin? Wednesday evening? Well, I should say not.

"Promptly at one o'clock books were discarded and classes abandoned while boys and girls gathered to work for the college, the boys on the gym, the girls on the campus. Not a house in the neighborhood but contributed a rake and scarcely a girl that did not help in clearing the campus of leaves . . . Under the leader-
ship of Misses Duell, Goodhew and Fender over thirty girls worked until four-thirty when the last leaf was harvested and only Jonathan was left to dispose of the debris . . .

"While the girls were bending wearily with their rakes, the boys were working enthusiastically and noisily on the roof of the new gym. Ever since the previous Monday morning in order to finish the roof and get the building enclosed before stormy weather set in, the students have been contributing their services. The
work has been pushed forward, especially during school hours. On Wednesday afternoon every hammer was in use, while many of the boys were busy carrying up bricks, boards and other such necessary things."

When the building was finally completed in February of 1915 an impressive program, in which the whole community joined, was presented. "The big occasion," the reporter states, "was Friday night. Following several selections by the Greenville band, President Burritt, by way of explanation, recounted briefly the events leading to the construction of the gym and the purpose it was meant to serve . . . He further stated that it was the plan of the college to make the gym serve the whole community, to develop it into a center of community interest, and thus the benefits would reach not only the students of the college, but the whole city of Greenville beside."

Two representative citizens spoke then for Greenville: Jonathan Seaman, and Judge Lindly. At the close of the program, without any urgent solicitation, $250 was subscribed by the audience.

The total cost of the building reached $10,000, but the debt was removed within a few years. The E. G. Burritt Gymnasium stands today as a testimony to the achievement that is possible when student demands and energies are constructively utilized. In the generation that participated in the endeavor a kind of loyal-
ty to their Alma Mater was bred which never can be known by students who are merely passive members of an institution. It is true in the realm of institutional relationships as anywhere else

that he who gives gets. Perhaps the very basis of college esprit de corps is properly stimulated and directed cooperation.

With just pride in themselves and their college, the students of 1915 announced: "A new era of athletics has dawned in Greenville College. The opening of our new gym has stimulated an interest that never was possible before with limited equipment. There are now fifteen basketball teams, two gym classes meeting three times a week, all composed of boys and girls of the college. Then there is a tumbling team of fourteen boys.

"The gym is also being used by the people of Greenville not connected with the college. There is a large gym class composed of the business men and another of the ladies of the city, each of which meets twice weekly. In addition five basketball teams from outside the college are practicing." This lively program, carried on for two years by a student director, Coleman Griffith, was one of the best ever set up at Greenville.

With the opening of the E. G. Burritt Gymnasium a new era had
come, not alone in athletics, but for the whole institution. The church, the community and the student body were solidly behind the school. What pity then that forces were at work which would

THE GYM IN USE

ultimately disrupt not only Greenville College but every institution, every closely knit circle in the country! From Europe for a year now had come the thunder rumblings of war. Two years remained for peaceful pursuit of the academic life.
FACULTY—1915-1916

CHAPTER X

MARCHING FEET

What a prospect for the celebration of the twenty-fifth anniversary! Twenty-two G. C. men already enlisted, more to go any day, student registration certain to continue a rapid decline, student morale crumbling with the departure of the mature and stabilizing element, community support dissipated by war loan drives, and even denominational assistance soon to be weakened by the national situation. Only invincible courage and a long range view of the destiny of the Christian college could have inspired the elaborate program of June, 1917.

The week of May 30 to June 6 was given over to a series of events which brought together the best talent of the church, the campus and the community. On the first day Aggressive Evangelism was the subject, the chief speaker being ex-president A. L. Whitcomb; other evangelistic leaders, such as H. F. Ashcraft and A. D. Zahniser, contributed addresses also. Missions received emphasis upon the following day, with talks from many returned missionaries, both home and foreign, a conference upon missionary methods conducted by Mrs. Carrie T. Burritt, a missionary exhibit, and an address by the General Missionary Secretary, the Rev. J. S. McGeary. Educational Day followed, affording discussion on the role of the denominational college, and the next day brought attention to the subject of Christian Stewardship, and featured speakers from the board of trustees.


Anniversary Day saw the gathering of the alumni for a campus
reunion in the afternoon just before the Class Day program. At the Alumni dinner in the gymnasium in the evening S. W. Andrews, '12, presided, and speeches were made by Walter A. Joy, '00, Rev. T. C. Wendell, L. E. Elam, '10, Lawrence D. Carlson, '12, and W. E. White, and others called upon impromptu.

Commencement Day was, of course, a great occasion that year. Senior orations were still in vogue and those honored with a place upon the program were Harry F. Johnson, Simbini N'Komo, Beryl J. Eales, Sherman E. Cooper, Herbert C. Brown, Archibald K. Bracken and Harold A. Line.

Undoubtedly the most unusual orator of the graduating class was the young man who spoke on "The Call of Africa", a dark faced African straight from the tribe of the Bandawas. A herd-boy, son of a renowned warrior, he had first attended a mission school, had then gone on to a normal school, and in time had become a teacher at the Free Methodist school at Edwaleni. There he had learned of Greenville College and had determined to come to America for higher education even though it meant earning much of his way.

In the fall of 1910 he arrived in Greenville and, because academic classification seemed impossible by any other means, he was given examinations in all eighth grade subjects. He passed with high grades and continued a record for excellent scholarship throughout his high school and college career. From Greenville he was to go on to Chicago University for the Master's degree and thence to Tuskegee, where he occupied a place on the staff until his death. Simbini in his years at Greenville made a great place for himself, and his participation in the program of the twenty-fifth anniversary added not a little to its distinction.

Simbini was, however, not the only member of the class of '17 who gave promise of future accomplishment. The general rec-
ord of the class was high, and has continued so. Perhaps one of the greatest reasons why President Burritt faced the future with equanimity was his confidence in the caliber of the men and women whom Greenville College was graduating. Student support of the Greenville program at this time was something to rejoice the heart of any college executive. It is doubtful whether any more loyal classes can be found even today than the classes of this period. They possessed school spirit, they believed in the Greenville way of life, and they went out into a war-torn world dedicated to lives of Christian service.

Their group made many contributions to campus life. Through their initiative came the formation of the two debate clubs, Las Cortes and Le Cercle, the inauguration of the Big Sister-Big Brother plan, the establishment of the Student Council, and the production of some of the best literary work ever done by Aretanian and Phoenix. The programs of these years were exceptionally good. The Vista staffs, also, which came from these classes raised the level of college journalism.

Another reason for President Burritt’s belief in the future of Greenville in spite of the threat of war was the support of a strong, unified, devoted faculty. There was Professor LaDue, mellowed with the experience of twenty-three years; Dean Moyer, sound administrator of the academic program; Professor Layman, faithful both in the classroom and campus activities; Miss Ingels, fresh from graduate study, enlivening her department by new courses and the organization of a Mathematics Club; Miss Halliday, Mrs. Baird, and Professor Kingsley, also recent additions, infusing new life into their respective fields of instruction; Professor Shay, in the midst of his establishment of a strong biology department; Miss Goodhew, working tirelessly for both a stronger English department and a better library; Miss Maynard, continuing her valuable contribution to the preparatory department, and assisting the able principal, Earl Baird, and the rest of his staff in maintaining a good practice school.

President Burritt had had the satisfaction of bringing about a separate organization of the two schools and a rearranging and expanding of the collegiate program, so that now the Group System had been adopted and ten equivalent groups or courses of study
were offered, leading to the A.B. or B.S. degree. A closer integration between fields of knowledge was the result.

Perhaps the significance of that integration was first felt in a sense of the unity between so-called secular education and religious education. In the memorial edition of the 1917 Vista this unity was pointed out. "Two concepts," the article stated, "are held concerning the relation of the church to education. One makes a department of religious education supplemental to a distinctly separate department of secular education, students choosing whether or not they will dip into religious education. The other holds that there is only one kind of education and that, 'if in the process you neglect the development of the religious faculties,' you not merely dwarf religion, but 'you make a mess of the whole

BUSINESS DEPARTMENT, 1913-14
business.'" This analysis, given by George Griffith, who was then college pastor, and a person of great influence upon the campus, sums up excellently what was to be the governing principle in curriculum planning at Greenville College in the next twenty-five years. An acquaintance with one's whole spiritual heritage was to grow out of the four years' study.

President Burritt had a sound basis, also, for optimism in the strong associated schools which had been developed during his administration. There was the school of Business Administration, directed by Professor Melton since 1908, and offering several degrees and a very comprehensive course of study. The graduating classes were large and loyal. Organization for social purposes and for participation in the athletic program gave them a fine sense of solidarity as well as of participation in the larger school program. Many of the graduates were already distinguishing themselves in the business world, and the school enjoyed an excellent reputation. At Commencement time a full house greeted the contenders for the Krause trophy.

There was the school of music, which had grown in an amazing way under the intelligent and energetic direction of Bertha White. Trained in the traditions established by Miss Duff and Miss Kay, she had gone on to New England Conservatory to study under such master teachers as Carl Baermann, Louis Elson, Benjamin Cutter and F. Addison Porter. There she had become a charter member
STUDENTS OF THE MUSIC SCHOOL, 1916

HAND CULTURE
of the Baermann society and had so distinguished herself in her study with Baermann that she was given a scholarship in her Senior year.

In 1910 she was ready to return to Greenville to undertake the work to which she felt herself called. She brought to this career not only brilliant musical ability but a kind of self-forgetting devotion that is rare indeed, and she inspired her students with a like spirit of conscientious industry. In her first year seventy-one students registered in the piano department, and this enrollment grew steadily until it reached beyond two hundred.

After a short time, she established the Normal Course, and offered teacher training to advanced pupils. This required a practice school, which soon enrolled all the small boys and girls in Greenville who could be persuaded by their parents to enter the Saturday classes. The department in public school music finally became the major division of the school. At the same time she
inspired every young musician who gave promise of soloist quality, and occasionally a brilliant Commencement recital would give evidence of her power to develop musical genius.

The related departments of voice and violin grew, also, under her wise management, and in the fall of 1917 the school of music was to open with a staff of five: Caroline McCracken and Lucy Jane Harris, assisting in piano; Hedwig Niehoff, instructing in violin; and Mrs. Mary Choisel, instructing in voice. A large chorus annually gave the Messiah, and the Chaminade Glee Club offered voice training to the girls, while the Apollo Club assembled the men singers. Quartets, many of them doing excellent work, were numerous.

Another department which had grown by leaps and bounds in the last six years was the school of oratory. Prior to 1911 no provision had been made in the curriculum for specialization in public speaking. Miss McCord, however, had given private lessons for a time and had contributed greatly to the success of the contests. Laurel Elam had been one of her pupils.

The campus flair for oratory in 1910 was a clear indication that
the time had come for the opening of a new department. Accordingly, Miss Mary Florence Rogers was engaged in 1911 to direct all the speech activities which had previously fallen under student management. She brought with her a viewpoint which she had learned from Dr. Emerson; in his school of oratory in Boston. Interpretation rather than elocution was his emphasis in all phases of speaking. Creative thought rather than oratorical display was made the essential in the forensic forms, and clarification of meaning was the objective in dramatic art.

Guided by these principles Miss Rogers broadened the public speaking curriculum to include literary and dramatic interpretation. As the intercollegiate contests waned with the passing of the I.P.A., interest turned to other forms of speech. A degree of Bachelor of Oratory was offered, and every Commencement brought excellent graduate recitals. For several years an Oratory Club met monthly for programs of readings, speeches and dramatic interpretations. Shakespearean drama was accorded a proper place in her plan of study. Her emphasis was never upon the stage;
costuming was not regarded as essential. Her objective was the
cultivation of appreciation of the great literary and dramatic val-
ues of plays.

The department of art was another associated school which up

THE ART STUDIO, 1916-17

until 1918 had a flourishing existence. Marguerite Keister for
five years made her studio one of the most loved places upon the
campus, not alone for the excellent instruction which she offered,
but for the atmosphere of gracious friendliness which pervaded it.
Minta Tenney, who succeeded her for a year, gave a large group
of enthusiastic students the benefit of the excellent training she
had had at Drake University.

Perhaps the very greatest source of encouragement, and of
pride, as well, so far as associated schools were concerned, was the
school of theology. Professor LaDue had established for it a
reputation that reached far beyond the denomination. The reg-
istration had increased until an assistant was needed, and the Rev.
John P. Brodhead was engaged in 1916. An active Ministerial Association strengthened the sense of fellowship within the department and afforded opportunities, also, for practical work.

Courses to suit every need of religious workers were given, including missionary training. An offering in this field which sprang into wider popularity as the war came on was a course in nursing under the instruction of Dr. Easley. For several years young women who anticipated defense service of some sort applied themselves to the study of Materia Medica, First Aid and the like.

Nothing, perhaps, is more heartening to the head of an institution which is facing a storm than the expressions of enthusiasm from the alumni. With the class of 1917 Greenville college had an alumni association that totaled a membership of one hundred eighty-five, a very small group, to be sure, but very loyal, and steadily increasing their influence by the organization of chapters here and there over the country. During the following year, when war threatened to dissolve all the bonds that tie human beings together, and to break all the codes by which the civil-
ized live, it must have gladdened the heart of President Burritt to receive the letters that came from alumni in the camps and at the front assuring him that the principles which he had kept con-

stantly before them were adequate in the *Sturm und Drang* of the time.

Still another group, and that not the least in importance, must be mentioned, as one considers the basis for optimism in facing the future with Greenville in 1917. This was the board of trustees. President of the board that year was H. F. Ashcraft, to whose influence, we have seen, Greenville owed a great debt both in her founding and in her continuing existence. C. A. Fleming, also, had served on the board for most of twenty-five years. Another minister who had long been associated with the college and who was to continue his contribution through another quarter of a century was W. D. Cochran, sage, deliberate, sure in his counsels. Other ministers who would serve for long periods were B. F. Ray,

Heavy responsibilities fell upon the business men of the group, for demands were frequently made upon their personal resources as well as upon their practical judgment. There were seven of these: J. M. Daniels, C. I. Tenney, R. O. Young, J. D. Neece, Walter A. Joy, S. W. Andrews, and T. C. Wendell. The faithfulness and generosity of these men deserve much more elaborate treatment than can be given here. Time after time, as emergencies arose, they gave of their best, and their names should stand with those of the original donors who made possible the Greenville enterprise.

One of the group is particularly noteworthy in that he had chosen to fill in the gap left by the death of his father. When the devoted work of F. P. Joy had come to a sudden close in 1910, his son, Walter, had promptly taken his place, and there he has remained heroically ever since. The Joy family, through its continued connection with the administration of the school and the relationship it has held to many different student generations, has made an invaluable contribution to the history of Greenville College.

With all these factors to cheer him, a unified faculty working toward a common goal, a sacrificially minded board of trustees, a loyal body of students and alumni, President Burritt could declare with confidence in June of 1917: "Greenville college is no longer an experiment. It has justified its mission, and has proved its right to live and grow."

The resources of the institution, as stated by President Burritt at the time of the twenty-fifth anniversary, were "three buildings, with grounds, farm lands, and a cash endowment of $22,000." The task of educating the constituency in the matter of endowment had been one of the myriad duties which filled the days of President Burritt. Until 1909, though the institution had been in operation for seventeen years, it had not had a cent of endowment. In that year a very small beginning was made, but progress proved distressingly slow. During 1917 a Forward Movement Endowment Campaign was launched with a goal set for $100,000 by June of the next year. Although the time was not auspicious, the need was so very great that the man who gave his
life in dreaming dreams for Greenville college and then making
them come true was not deterred. If anyone would know what
these dreams were and how persistently they were held before
the constituency, let him go through the writings of President
Burritt, spirited little essays which appear from year to year in
annuals, newspapers and pamphlets.

The appeals of this period, however, were to fall upon deaf
cars, for war drives absorbed all the savings of would-be donors,
and within a year a financial program was set up by the support-
ing denomination which for a time made a special endowment
campaign well-nigh impossible.

* * *

"Hep! Hep! Hep!"

That sound of marching feet makes an undertone that runs like
a funeral theme through one's recollection of the disquiet life on
college campuses during 1917 and '18. True, Greenville was re-
move from the centers of militarism. No martial music greeted
one's ears at every hour of the day; no owe-inspiring spectacle
of military review bred patriotic fervor. The color and pomp of
R.O.T.C. and S.A.T.C. offered no glamor to offset the dismay
that tore at the heart as one said farewell over and over again.

On the small campus the tone was bewilderment or apathy rather
than drama. Restlessness pervaded the men's dormitory; the
mature men were leaving for the front; the younglings were
eager to go, ready often to falsify their age in order to enlist.
What were books at a time like this when knowledge seemed
accessible so directly and dramatically through personal experi-
ence! Restrictions chafed; campus activities became tame and
insipid. Everything seemed to challenge the Greenville way of
life. The eternal conflict between the forces of evil and the
forces of righteousness heightened to fierce intensity, as it always
does during wartime. How can young men of eighteen see
their way through such complexities when the hearts of even the
wise and old fail them! Black becomes white, and the whole
spectrum of values shifts.

Various attempts at preparation for the future and orienta-
tion with the world situation were made. In April of 1917
Professor Young, who was then athletic director, gave restless
spirits an outlet by the formation of a drill company. The Vista tells how the idea was accepted with great enthusiasm and "an organization of eighty men perfected. Mr. Ben Williams, '19, was elected captain and Henry Taylor, '17, and Earl Secord, '18, first and second lieutenants, respectively; Mr. Grover, bugler."
The company is reported as "drilling twice a week" and "making rapid progress in acquiring knowledge of military tactics." The organization had no connection with government service, however, but proposed "training preparatory to an eventuality which might occur."

The following month this company took a leading part in a Loyalty Day parade put on by the city, and a few days later those of the group who were volunteering for service were given a reception by the local Chamber of Commerce.

The Vista of that month bore on its first page the following battle cry:

"Then conquer we must, for our cause it is just,
Let this be our motto, In God is Our Trust;"

and then announced: "The following G. C. students have enlisted up to date; Privates: Orlando Devine, John Burleigh, Dewitt Hoxworth, Virgil Sager, Ira Allen, Earl Secord, Richard Donahue, Clarence Snyder, Ralph Zahniser, Ivan Gray, John Holcomb, Wendell Shay, Cyril Melton; Officers' Reserve Corps . . . called out: Wendell Griffith, Claire Sager, Ernest Baker, Raymond Zimmerman; awaiting orders: Herbert Brown, Henry Taylor, Floyd Chase, H. C. Young, H. A. Line."

The fall term of 1917-18 opened with only eighty-seven registered for college work, and each month brought more withdrawals. The spirit of militarism was in the air. Even the style of reporting adapted itself to the tone of the day, and the Vista reads at times like a history of campaigns. The men's hike, for instance, is described as "The great allied drive on the Okaw river". Commissaries, Shay and Grover "set out long before dawn to clear the path of snipers, in general, and rabbits, in particular." "The main army captured a train headed toward Mulberry."

The Vista undertook during this year with signal success the task of maintaining a contact between the campus and the men in service. Burton T. Burritt was the gifted editor, and much
might be said in commendation of the large monthly issues which were gotten out under great difficulties and with unusual journalistic skill. For the first time an approximation to the modern newspaper was made in a little section headed Up-to-the-Minute News. Each month the magazine featured letters from the absent men.

Each month, also, a military chapel was conducted. An October item reads: "In a recent chapel service Professor Line laid emphasis on the desirability of keeping in touch with former G. C. students who are now in the military or naval service. He suggested that a special chapel service be held once each month, to which letters and parcels addressed to the soldiers might be brought."

Another article in December reports the second military chapel service of the year, the main feature being the reading by Professor Layman of letters from three former G. C. boys. The item con-
tinues: "John Burleigh, who is a student in Naval Radio School at Harvard U., told something of the social side of a Jackie's life. Whatever you hear about Boston manners, it's true. The letters from Dick Donoghue, Camp MacArthur, Texas, and Arvid Johnson, Camp Funston, Kansas, gave interesting information about their work. . . . These military chapels are doing much to maintain the spirit of unity and affiliation between the college students and those who have left their ranks in response to the call of country."

As the new year dawned the future looked very dark. The January issue caught and reflected the spirit upon the campus. The editor wrote: "Now, we don't know, 1918, what you are going to picture on this new canvas. We wish we did. Sometime before you finish it, we'd like to see you put in a soaring eagle with an olive branch in its beak, and a spiked helmet lying in the dust. But whatever the picture, make it one of swift vigorous action. Let there be no hesitating, wavering lines, but bold, flashing strokes of power and determination. And if it is necessary to touch the canvas here and there with the crimson life blood of Americans, add a little more white and blue and paint the flag for which heroes have ever gladly died and which shall wave through all the ages, the rallying standard of democracy, humanity and freedom."

The communications increased in interest as the year went on. From Fort Benjamin Harrison, Hobe Litherland addressed the president of the junior class. "To the class of 1919: I only wish I could answer your letter of cheer in a more business-like way, but I am rushed for time, for we're quietly leaving tonight. I can only say that I'll never forget the class of green and white, and will do my best to hold up the standard of the class over there. Hurriedly, Sgt. H. M. Litherland."

Ben C. Baker, '15, who had been reported in the December issue as having been honored with an appointment to General Pershing's staff, wrote in May: "Am now having a short rest since my return to headquarters a few days ago from the British front. . . . We were on the left flank of the attack and managed to hold them off and drive them southward into the apex; otherwise, I wouldn't be here now."
LOYALTY DAY PARADES

OFF TO THE FRONT
“Orders came for me to leave on the first day, but I had no chance to leave until the evening of the second day, when the lull came in the battle. I walked nearly all night to reach a transportation point, and once more my hiking experience stood me in good stead. There were ten American officers who were caught in the attack, and all but three of us came out O. K. One was hit by a machine gun bullet, and two were gassed badly. I was gassed slightly but have not had to go to a hospital.”

From Paul D. Courtney, training in aviation school, came a report tinged with typical war philosophy. “There have not been any accidents since I got here, but the day before I came eleven planes fell and three fellows were killed. Everyone has to take a chance in this world, so when a fellow gets killed here, it just keeps him from getting it ‘over there’.”

A letter from Doctor Todd, then at Washington D. C., reported with his characteristic humor the rise in rank that had come to several of the men. “I, as a moral man, am worried about my wife’s late actions. Her profanity is getting shocking. In one day, on actual count, between nine and five she registered over two hundred oaths. Perhaps in fairness to her I should say that the oaths were officers’ oaths of office. She wrote Zimmerman’s commission and filed Ben Baker’s, Sager’s, Griffith’s, Chase’s, Lovett’s and Denny’s papers. She felt proud to write Zimmerman’s commission.”

Each month saw the departure of more men from the campus. The journeys to old Pennsy station were no longer hilarious, and sober-faced little crowds returned to the dorm wondering whose would be the next vacant room. All the old leaders were leaving. One morning in March the resignation of the business manager of the Vista was read before the student organization. Al Grigg had enlisted in the Aviation Corps. The Vista reports that when he left “he was given a farewell demonstration at the depot by a large number of his schoolmates, and was presented with a knife, fork and spoon kit in khaki case from the class of ’19.” “Al’s enlistment,” it states, “authorizes the forty-second star on the Greenville college service flag.”

This flag had been the gift of the girls’ debating club, Le Cercle, to the school. It had been made by their own hands, a white
oblong stripe, bordered with red, and dotted with thirty-one stars at the time it was presented. On February twenty-first it was hung in the auditorium and unveiled with proper ceremony. Each week new stars had to be sewed on.

A noteworthy farewell reception occurred when George W. Gar-

lock left for Europe for work in the Y.M.C.A. Mr. Garlock had been for several years a very popular proctor in the men’s dormitory. Soon after his graduation in ’17 he had entered upon Y.M.C.A. service in this country and had been very successful in personal work among the men. He had brought friendship and recreation to barracks where, before the institution of the Y, it was reported that a suicide a day had occurred.

Later he was equally effective in England in a large camp just out of London. From there he wrote, “These are busy days here at camp. We are preparing to run three canteens, and perhaps four . . . We are trying to fit up an officer’s hut so that the officers
will have a place to go as well as the men in ranks . . . No one understands what the Y means to men under such conditions but those who are passing through it."

The small group which remained upon the campus kept the "home fires burning" by participating periodically in the Liberty Loan drives. In April the third appeal was made by the town chairman in a military chapel program. "A ready response" is said to have followed. "Almost the entire college turned out to march in the parade which was a feature in the advertising campaign." Then someone suggested that students club together and buy a hundred dollar bond for the college. "Everyone was at once enthusiastic over the idea," and a bond was purchased and presented to the college as an addition to the endowment fund.

Commencement time found the class of '18, which had started out with twenty-one members, reduced to twelve. President Burritt, who had been their faculty sponsor, explained their plight in the yearbook, saying, "Unselfishly we thought of our country before ourselves, and at the declaration of war we sacrificed two of our best-liked members, Earl Secord and Richard Donoghue. Our great loss is the country's gain. We have a vivid picture of Earl, as he, after a hard day in the trenches, cheers the tired soldiers with his joyous wholehearted outpouring of song. Another of our members, Mr. Ira King, is helping the government greatly with his work in poisonous gases in an experimental laboratory. Two more of our members, Miss Ruth Hoffman and Mr. William Treloar, are 'doing their bit' by teaching in the place of men called to the front. Mr. Jesse Moran is awaiting his call to the aviation service. Although these cannot be with us in person, we know that in spirit they are here and they still seem a part of us."

The darkest hour of all came in the fall of 1918. Plans had been perfected during the summer for the establishment in conjunction with the college of a Student Training Corps. When school opened hopes were high for a very successful year. The registration was good, so good that the boarding department promised to be larger than for some time. Additions to the culinary staff seemed necessary. It was this occasion that brought Mrs. Minnie Walker first to the college. Miss Harriet Wiess, who had managed the department so competently for fourteen
years, and who had seen several generations of waiters, table-clearers, dish-washers and dish-wipers through the college, could not handle the increased load without additional assistance. And so Mrs. Walker had reluctantly left her small round of home duties for the responsibilities for which she felt quite inadequate, unaware that she was to become in time the least dispensable member of the whole Greenville College staff.

But the plans which had been so well laid failed of consummation. The commanding officer, for some reason, did not appear at the appointed time. The men who had come for the purpose of military training began to look for other schools where the course was already in operation. Soon they were scattered all over the state, and Greenville was left with a total of sixty-five students in the dormitories.

And then came the Spanish influenza. What had before seemed a dismal situation became now radiant in contrast with the grim approach of death. No one who lived through those closing days of the war and the terrible winter which followed can ever put into adequate words the sense of impending doom that hung over every congregated group. The disease, when once it entered a circle, seemed to fasten itself vise-like and refuse to leave. Yet the college was fortunate in that the epidemic totaled only fifteen cases.

The girls who had looked beyond the college campus for use of their training in nursing now found a place near at hand to practice all they had learned. The dormitory was converted into a hospital, and under the direction of Alta Sager the battle proceeded. The success of the amateurs is evidenced in the fact that only one death occurred.

The victim was a fine young Italian lad, Anthony L. Catanese, his death the second that has occurred on the Greenville campus in the whole fifty year period. One who cared for him during his last hours, Archie C. Wolcott, writes, "Anthony was a great Christian, and one of the finest spirits I ever knew."

His was the only death in the dormitories, but a faculty home was robbed of one of the most loved members of the college community. Mrs. Jennie Cathey LaDue had made the home of the "Rabbi" a favorite haunt for students. There one always found
song and laughter and a place for one more at the long table surrounded by happy children. How she ever managed upon a pitifully meager salary and amidst excessive family cares was a mystery.

She was regarded by everyone in the local church as the most completely victorious Christian in the congregation. Her radiant face in testimony service was a sight one could never forget. In spite of her busy life, she acted as spiritual counsellor to more students, perhaps, than did any other member of the faculty group. The class meetings of which she was leader constituted for many the high point in the Sunday services.

When the telegram came saying that she had given her life in her effort to save that of her daughter, Eunice, who lay close to death in a South Dakota hospital, the shadow of tragedy fell over the whole community. Why should it have been Mrs. LaDue? was the question that went from lip to lip. Somehow the church and campus never seemed quite the same after her departure.

Then into the midst of the gloom came the wonderful news, THE ARMISTICE IS SIGNED. For some the revulsion of feeling was almost too much. It was difficult to raise one's self out of a bitter personal grief into the universal rejoicing. Peace had come, and Greenville was proud of the contribution which its service flag with its one hundred six service stars represented, but some of those stars were gold, and the shout of victory choked in the throat as one thought of the victims of war and pestilence.
CHAPTER XI

MASTER BUILDER

Commencement of ’27 was a memorable occasion, a kind of mountain peak one might say, as one surveys the fifty-year trail which has been traveled by Greenville College. From that eminence President Burritt could look back upon twenty-eight years of service to the college, almost twenty of which had been spent as its chief executive. During that time new buildings had brought an enlargement of the school plant, student registration had been pushed to the highest point it has ever reached, and an endowment campaign had just been completed which promised the returns necessary to give Greenville full accreditation.

There was, therefore, something peculiarly appropriate—in fact, from a long range view, something that seems almost predestined in the principal number placed on the Commencement program, namely, the conferring of a degree pro honoris causa upon President Burritt. Alumni and trustees were agreed that it was high time that the institution recognize officially the leader whose heroism and sagacity had brought it to a place of permanence.

As one recalls him standing there that day, with the gaily colored hood draped about his shoulders, and the bright light of happy surprise shining from his eyes, and then thinks of the sad events that followed in rapid succession during the summer, one is reminded of the end of another educator and the tribute paid to him. Matthew Arnold, looking back upon his father’s career and contrasting it with that of the usual traveler through life, who manages only to save himself and reach the end, wrote as one might wish to write of President Burritt:

But thou would’st not alone
Be saved, my father! alone
Conquer and come to thy goal,
Leaving the rest in the wild . . .
If in the paths of the world,
Stones might have wounded thy feet,
Toil or dejection have tried
Thy spirit, of that we saw
Nothing—to us thou wast still
Cheerful, and helpful, and firm!
Therefore to thee it was given
Many to save with thyself;
And, at the end of thy day,
O faithful shepherd! to come,
Bringing thy sheep in thy hand.”

One is reminded, too, of another traveler, as he stood upon a mountain peak high in history and declared with certitude, “I have finished my course, I have kept the faith: Henceforth there is laid up for me a crown of righteousness, which the Lord, the righteous judge, shall give me at that day.” The happiness of that moment in June was only a prelude to the eternal joy that was so soon to be his. When September came, bringing with it another student generation, President Burritt was not there to give his usual gracious welcome. He had finished his course.

Why did the work of President Burritt come to so early an end? One who knew him and his family well has said, “By right of heredity and physique, he should have lived to seventy-five or eighty years.” Among the things one recalls most vividly about his middle years are the buoyant energy and the spirit of animation which he poured into every undertaking. He was not the sort of man whose powers decay early. He should have given at least another decade of service to Greenville.

Yet, when one reviews the activities of those last ten years of his life—from the day in 1917, when he conferred the honorary degree upon Greenville’s first president, to the day when he was accorded like honor—one finds many reasons for his sudden decline. Like President Hogue he had set the goal of accomplishment beyond normal human capacity. The individual is rare who could have carried long the excessive load of responsibilities which he bore as the institution grew.

The schemes which he carried through for the expansion of Greenville’s physical and financial resources would, quite apart
from any administrative duties, have constituted full-time work for the ordinary institutional director. Let us review them briefly.

In 1920 a new building project had been launched. When the post-war return to colleges came, registration figures mounted to a new high. The dormitories overflowed and rooms in town were in great demand. It was necessary that the long proposed Woman's Building be constructed immediately. Action was taken by the board of trustees in February, 1921, to commence the raising of a building fund of $150,000. An announcement which went out at that time to all the friends of the school indicates the spirit of optimism which fore-saw this as simply the first step in a forward movement along all fronts.

In March came the purchase of a site. An item in the Papyrus states, "A very desirable piece of property was recently bought by the college at a very reasonable consideration. The property lies northwest of the present campus, just a stone's throw away, and is a piece 236x154 feet, fronting on Beaumont Avenue." Former students hailed this selection with pleasure, for they remembered well the gently sloping lawn with its great variety of trees and shrubs and its spring carpet of violets. No lovelier setting in town could have been found for a home for the girls.
Immediately architectural plans were made, bonds were issued, alumni, former students and community supporters responded, and in the summer along in August ground was broken and the cornerstone was laid. The erection of the building was accomplished with equal dispatch. Looking back upon the whole undertakings in 1926, President Burritt wrote of it as a triumph of faith, saying:

"In 1920 a building was needed for the girls. Money was not at hand, but faith was abundant, and in faith contracts were let and everybody prayed and got busy . . . A hundred thousand dollar building sprang up costing somewhat less money, and everybody who believed and prayed was happy in the new possession and in a new faith and hope. Ninety girls live in comfort in the Woman’s Building."

In the fall of 1922 these girls entered joyfully upon the task of furnishing and beautifying their new residence. They were aided by many friends, who undertook by groups or as individuals the

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**DORM GIRLS, 1921**

equipping of each room with the basic essentials in furnishings. From generous contributors in town came funds also for the decoration of the parlors and for medical supplies for the small infirmary.

For the first time a woman's dorm association was organized. The dorm parties which were staged during this year were memorable occasions, and even more memorable were the public benefit programs sponsored by the association for the purpose of accumulating enough money to purchase a piano for the parlors. The entertainers who were brought to the campus under these auspices were exceptionally good; funds came very readily; and, before the year was over, the song fests which had made the old parlors a favorite rendezvous were being carried on with even greater enthusiasm about the new Baby Grand.

The new building was not entirely paid for, though well covered by the bond issue, when a great endowment campaign was launched. In 1925 the time seemed at last propitious for the project which President Burritt had been proposing ever since 1919. One thing after another had arisen to block the progress of this measure, which for years had seemed absolutely essential to financial security and further expansion. A sum of $100,000 had been gradually accumulated, but $300,000 more was needed to complete the amount required for obtaining full accreditation.

After long deliberation a plan for the conduct of the campaign was prepared by President Burritt. Subscribers were to take notes which were to be paid in equal semi-annual installments over a period of five years, with the privilege of deferring payment and paying interest instead when circumstances made this necessary. Those to be solicited were divided into five groups, and chairmen were appointed for each with tentative apportionments assigned. The alumni were to be responsible for $100,000, the trustees for $15,000, the faculty and student body for $25,000 and the church at large for $140,000. The total direction of the campaign fell to President Burritt.

On January 27, 1925, the drive opened with a banquet for the faculty and trustees. President Burritt from the toastmaster's chair presented the plan and announced the first pledge, $10,000,
from Henry Asplin of Cleveland, Ohio. The appeal of that evening brought a subscription list of $20,000.

The campaign among students got under way three months later. For a week four minute speeches were made in chapel by representatives from the faculty and student body. The culmination was a great response on Friday morning to the amount of $22,100. A gala spirit took possession of the campus, and in the afternoon classes were dismissed, great banners were prepared, and the town was treated to a big endowment parade.

During the following year the drive continued and another endowment parade announced further pledges from the campus group aggregating $11,500. In 1926 newcomers added to the already large total $6600, making over $40,000 subscribed in three years.

In the meantime the chairmen of the other campaign sections were at work. As a result the sum-total of pledges from the community reached $28,000 while that from the alumni soared to $49,656. An incidental benefit which meant much to alumni was the sense of unification produced by these booster meetings.

May 16, 1927, marked the end of the campaign. On May 25, 1927, a great Endowment Special was issued by the Papyrus staff.
A “streamer” headline announced, in large bold-faced letters, G. C. RAISES ENDOWMENT. The chief article opened with the following statement: “The endowment fund campaign went beyond its goal when the Rev. W. D. Cochran, the field secretary, received pledges for $5,500 at Bloomington, Illinois, on May 16, 1927.”

The editor, Glenn L. Archer, under the caption of “They said it couldn’t be done—but it was” reviewed in an editorial the whole progress of the drive, and closed with a look into the future.

“And now what next? The first thing is to make the effort sure by over-subscribing to make up for inevitable shrinkage. We should subscribe at least $50,000 more to provide for losses by death and other conditions. Second, we must pay our pledges promptly, and in full, at the earliest possible date.

“Third, we must have added gifts for repairs and new buildings if Greenville College is to progress and fill her mission. The registration already has exceeded the five hundred mark. Major departments are housed in basements and in inadequate quarters. Would it not be exhilarating for three givers to be responsible for the three units of a Science building? Or would it not refresh the soul of some one with God’s money to say, ‘I will be responsible for a music hall to house your music department with its two hundred students?’”

Then the editor added in conclusion, “But at this time it is fitting that we should pause to thank God for all His mercies in the past, for His direction, and guidance in the prosecution of this endowment campaign, for the spirit of prayer, of unity and of faith. The thing accomplished has been the greatest achievement so far in the history of the college, and for it all God has all the glory.”

There is something in these paragraphs which is very characteristic of the spirit of President Burritt and of the atmosphere in which students lived during his administration. The work of building a college is never ended. Here on the very eve of the greatest achievement yet reached he cannot rest; he pauses only long enough to thank God for the present attainments and then turns to the future and the work that remains. Students, too, caught this spirit, giving of their best during their years within
BOARD OF TRUSTEES, 1926

college walls and dedicating themselves to further and larger giving as soon as opportunity should come. It was during this campaign that the slogan, "The little college serving a big world" was coined, expressing very aptly the pride which alumni felt in the potentialities of their Alma Mater.

The spirit of sacrificial giving for the progress of Greenville found no greater inspiration than in the example of President Burritt himself. Students were well aware of his complete dedication to the cause and were deeply moved by it. They knew he was giving his all. During his last years they saw this desire to see Greenville go forward become a kind of inner fire that spurred him on, yet burned up his life forces. On, on, on he pushed in spite of the concern of his friends, the warning of physicians, the danger signals that he recognized himself. "Greenville College and her glory" was his only consideration.

The attainment of financial security and physical expansion was only one of many tasks which consumed his strength. The mounting registration called for a revamping of the whole program. The time was coming when the preparatory school must be eliminated. Carefully he built toward this end, seeing an increase in collegiate enrollment each year to match the decrease in the prep school. In 1926 this enrollment reached 257; it was evident that the college had become self-sustaining. Accordingly, President Burritt's last year became the last year for the preparatory department. The total registration in all departments that year was 518, the peak for all time to date.

It is safe to say that President Burritt took a personal interest in every one of these five hundred eighteen, and, further, that he was never too busy to give expression to this interest. The sense that one had upon entering college that he was an understanding friend continued throughout one's college career—indeed, it did not end then. Many alumni who met him for the last time at the quadrennial meeting of the Free Methodist church in Rochester, New York, remember with deep appreciation his animated inquiries into their work, his keen interest in their successes after leaving their Alma Mater. The glow of enthusiasm which always attended these conversations was not forced. President Burritt really cared.
This was one of his characteristics most emphasized by students as they mourned his passing. One said, "Every student who has entered Greenville College has felt that in President Burritt he had a true and sincere friend . . . He was approachable, sympathetic, with ability to make one feel at ease in his presence. He never posed, he never strutted, but maintained his simple dignity always. These qualities made it very easy for students to approach him and seek his counsel on various problems."

Another who had gone to the front rank as a scholar mourned the loss of his intellectual camaraderie, saying, "During the past few years I have enjoyed his rare intellectual companionship and have found in him a depth of sympathy, a breadth of interest and a fullness of appreciation of the world problems of today, educational, social, religious and philosophical, seldom encountered even among younger leaders. Some of us are beginning to more fully appreciate what he meant to us in intellectual stimulus and the prevention of intellectual isolation and possible stagnation, and we are lonely as we contemplate our loss."

These sentiments of single individuals were expressed for all alumni by the committee who drew up the resolutions for the Alumni Association, when they stated, "We express our appreciation of his personal interest in the spiritual, intellectual and physical well-being of each of us, which began with our matriculation in the institution and did not cease with the conferring of our diplomas, but grew in warmth of sincerity, fellowship and mutual confidence so long as God permitted him to serve our Alma Mater."

President Burritt gave himself as well as his time and his energy, and that sort of giving takes the heaviest toll of all upon physical fitness. It called for hours and hours of personal conference. Greenville College had no official personnel director in those days; yet unofficially and quietly that work was done. It resulted in his personal contact with every student and also with every student enterprise.

The Vista, for example, and the new newspaper, the Papyrus, developed into high class literary projects under his stimulating suggestions. Each week the editors and reporters went to President Burritt's office, not only as part of their regular news beat,
THE FIRST PAPYRUS STAFF, 1923
but, also, for possible suggestions regarding the form they should give articles.

The advent of the Papyrus came about as follows. By 1921 school sentiment as well as administrative opinion favored a newspaper rather than the nondescript monthly, which neither represented fully the journalistic talent upon the campus nor the best literary skill. Through the leadership of Ira King, who was then editing the monthly, the proposal for a biweekly was put to a student vote, and the unanimous response called for a weekly. The staff of the first Papyrus was composed of the following students:

Editor, Ira King  
Assoc. Editor, Byron Lamson  
Business Mgr., E. Steenburgh  
Asst. Bus. Mgr., Morse Cooke  
Assistant Editor, R. Kamm  
Advertising Mgr., C. L. Nystrom  
Organizations, Mary Van Deusen  
Alumni Ed., Freda Burritt  
Athletic Editor, C. C. Chase  
Exchange Ed., Virginia DeWitt  
Reporters: Laurence Arksey, Alice Hayes, Althea Backenstoe, Paul Oehser, Ruth Barnes, Ed. Kessel, Herbert Griffith, Bessie Reid, Anabel Hall, George Lewis.

President Burritt's supervision was of the sort that stimulates the most ambitious effort, and, as a result, the Papyrus became a thriving weekly issue of eight pages published by the most talented staff that could be assembled from the student body. Look over the Papyrus files from these years and see the evidences of journalistic ability. Or follow the history of the men and women who held the chief positions upon the publications, and you will discover the fact that the Papyrus was a school in which they prepared for positions which they hold today, where a high order of literary or executive ability is required.

The continuance by President Burritt of supervision over extracurricular activities after the school had reached proportions requiring a delegation of some of these responsibilities to others was one of the causes of his decline in health. All student affairs received the same helpful direction as in earlier days, even, for example, debate clubs and literary societies.

Debate had developed from its early beginnings in Las Cortes to an important collegiate activity. Even during the war, when mature, experienced debaters were hard to find, fifteen to twenty
men went out for it. While the department of oratory flourished under Miss Rogers, men received excellent preparation for all types of platform work. Interest in debate among women re-

![Varsity Debaters, 1923](image)

ved, also, when Le Cercle was organized, but little speaking was done by them off-campus. Intercollegiate debating by women did not flourish until after Elpinice was formed.

Las Cortes and Le Cercle became in time rather exclusive social circles. Their frequent joint meetings were times of jollification, and their annual banquets were the most important social occasions of the year, except for the Junior-Senior banquet which had grown more and more elaborate. Membership in them became the goal of every entering student, and the programs of Phoenix and Aretanian paled into insignificance beside the activities of these more select societies. Naturally animosities developed, since mem-
bership was limited and no objective standards had been set up for admission.

The crisis of feeling came in 1923. The matter was brought to

the attention of the faculty, and they finally prevailed upon student leaders to disband the existing organization in order to disperse the tide of intense resentment that had arisen. Debate societies there might be, but the day of Las Cortes and Le Cercle was over. A rebirth something like that which had taken place in the case of Phoenix would have to occur.

This new organization came into being early the next year.
The Papyrus of October twenty-third gives the following account: "The members of last years intercollegiate debate team are the promoters of the new club called Agora.

"Ever since the disbandment of Las Cortes last spring it has been the sense of those men in the college interested in debate that a new club should be organized. It seemed impossible to get anything started in the short time left before Commencement last year. But with the opening of the new year the debaters immediately got busy and drew up a constitution which has been accepted in full by the faculty committee of organizations.

"The club has for its chief aim the advancement of debating in Greenville College. To do this it requires as a prerequisite for membership participation in the intercollegiate tryouts . . . " Richey Kamm was chosen as the first president.

Objective standards were thus set up. Tryouts which tested debating ability became the criterion for admission in place of the subjective evaluation given by society members. Cliquishness disappeared. During the next year the women followed suit and organized Elpinice.

The last decade of the Burritt administration saw the organization of many clubs; in fact, the ambitious student found his program altogether too full with extra-curricular interests, and asked often for a point system which would arbitrarily limit his responsibilities.

There were many study clubs, some of them of long standing, others of sporadic existence. The Natural History Club had originated during the war years in the general interest in bird study. Under the leadership of Robert Miller, '20, who has since made a name for himself as a naturalist, on the West coast, it occupied a very prominent place on the campus. The 1920 Vista, edited by Miller, owes much of its distinction to this feature. There are several pages of excellent out door scenes and an unusual collection of small snapshots of birds, insects, etc., contributed by N. H. C. Several poems, also, expressive of the naturalist's enthusiasm give variety to this yearbook. "To A Wood Thrush," written by Miller, will bring back to many Greenville bird lovers the recollection of a morning hunt through the gullies for this elusive songster.
"Hark to that caroling down in the glen,
Liquid and clear and repeated again;
The lark greets the morn, and the bluebird is singing.
But what is their lay when that melody's ringing
   From yon' leafy covert,
   The Wood Thrush's den?
Of what is he singing, shy browncoated fellow,
For whom is he pouring those notes, soft and mellow?
   Ah! let me whisper a secret to you;
Just peep in yon bush, all a-sparkle with dew,
   And circled with butter-cups
   Dainty and yellow.
Ah! you mischievous rogue in the wild cherry tree,
Don't fancy I know not the cause of your glee.
There's a little brown mate on the nest down below,
By the side of the stream where the blue violets grow,
   And yet you pretend
That you're singing for me."
After the coming of Professor Moreland to the Natural Science department in 1921 this club broadened its program to include many scientific interests. In 1923 it had four departments, with leaders chosen as follows:

Botanical—Cora Dodds  Ornithological—Beulah Burnett
Entomological—Paul Oehser  Gen. Zoological—Everett Ingersol

Speakers of note were annually brought to the campus and projects, such as bird-banding and tree labeling, were undertaken.

Another study group was formed when Professor Marston came as head of the education department in 1920. This, the Educators’ Club, was composed of those who planned to teach, and had usually a membership of about one hundred. The papers, sometimes given by students majoring in the education department, and sometimes by invited speakers, aimed to develop professional spirit and interest. Surveys of campus educational problems were made, which had a direct influence upon the intellectual life of the campus.

Another organization, the Mathematics Club, had originated in 1914 at the instigation of Miss Ingels and continued an active program under Dr. Merlin Smith, during his chairmanship of the mathematics department, 1919 to 1927. Study clubs were also organized by the language groups, Spanish, French and German, but did not enjoy so long an existence.

The Apollo Club was more fortunate in the support which it received for several years from students desirous of cultivating a deeper appreciation of all forms of music. Mrs. Lucy Jane King was the organizer and sponsor of this group.

During the same period when study clubs were flourishing, sectional or state clubs seem to have had their greatest vitality. Sometimes there were as many as ten of these. Hikes through the gullies culminating in a steak fry or a weiner roast brought these regionalists together in fall and spring, while faculty members equally state-minded opened their homes to the groups during the winter.

By far the most active boosters were to be found in the British Club, which in 1923 numbered eighteen, really a Cosmopolitan Club, since then some of them had lived under the British flag in
such far separated lands as Africa, India, China and the islands of the sea. In their Vista write-up for 1923 they express their love of Greenville as follows: “Oh, thou land of the stars and stripes, thou

hast surely held out inducement to us—sons and daughters of the British domains! . . . eighteen Britishers have come to enjoy the benefits of one of your best Christian colleges.” In this group were many who have made their Alma Mater glad by their sacrificial devotion to world service. Today they are again scattered to the far corners of the earth, carrying out the commission received while at Greenville.

It is remarkable to discover that at the same time as these many small organizations absorbed so much time and energy the two literary societies continued to thrive. Aretanian, for instance, reports in 1926, after membership in literary societies was no longer compulsory, a roll of almost one hundred, and states that “Every member is keenly awake to the problems of the day and shows an active interest in the welfare of the society as well as in every phase of campus life. The standards of the organization are high.” Phoenix reports an even larger membership, one hundred and
ARETANIAN LITERARY SOCIETY, 1925

Back row: Greider, Whiteside, Talley, Goodwin, H. Webb, Daniels, Bennett. Third row: Chase, —, —, LaDue, Edgbert, Goodwin, Thompson, Tanner, LaDue. Second row: Archer, Cooper, Harford, Archer, Philpot, Spaulding, Watkins, Sherburne. First row: Hill, Crawford, Corser, Greenwald, —.

twenty, and the maintenance of the original purpose of intellectual training and development of leadership qualities.

Each year rivalry between the two rose to a climax with the annual oratory and declamatory contests. During the '20's Mr. Joy offered a loving cup to the society which could produce winners in declamation three years in succession. An entrance of ten candidates from each of the college clubs and seven from Wilsonian was required. Elimination contests left eight speakers to appear in the final. Intense excitement attended this occasion, particularly in 1925, when Aretanian, after winning twice previously, again produced the superior talent, and secured the Joy trophy permanently.

There were many opportunities afforded during this period to the student who desired to prepare himself as a leader. An increasingly effective means to this end was to be found in the work of the Student Association, which had been founded in 1920. More and more responsibility had fallen upon this body, as time went on, in the fulfillment of its twofold mission: the conducting of the business of the student body, and the promotion of a genuine all-college spirit. A new step toward the attainment of the last mentioned objective was taken in 1926 in the introduction of twelve All-College programs, which were to take the place of literary society meetings on the Friday nights designated through the year. This innovation, with its aim of promoting a spirit of unity among all departments, may have been one of the first causes for the disintegration of Aretanian and Phoenix.

The opportunities for practical experience in religious leader-
ship equalled those offered in other fields. The Ministerial Association was always large, and afforded practice in public work for all those who desired it. The Student Volunteers during these years were more numerous than at any other time in their history.

The highest point in enrollment was probably reached in 1923, forty-six members. It should be said in explanation of this increase, however, that the doors of the chapter were opened at this time to all interested in Christian service at home and abroad, thus including many who today would enroll in the Life Service League rather than the Student Volunteers.

Participation in the state and national meetings was very lively. The 1921 Vista reports that Greenville College, in missionary circles and at conventions “is looked upon as a remarkable school because of its zeal and activity.” “There is no doubt,” the reporter writes in an article on a convention just attended “that the meeting has been a factor in making Greenville College better
known throughout the state.” During the following year the local chapter, by that time the largest in Illinois, was host to the state convention. For several years following this a local missionary institute was held which made use of both local and imported speakers. Here it was that many of the workers prominent now in the denominational program received their start.

Without question one of the greatest causes for Greenville’s contribution to the missionary leadership during this period was the quiet work of one woman then on the faculty. When President Burritt’s term of service ended, this work ended also, for this unobtrusive but pervasive influence for missions had emanated from the president’s home—from the hostess who had presided so graciously there.

When one reads Mrs. Burritt’s resumé in the 1926 Vista of activities which kept the campus mission-minded, one is amazed at the number of these for which she herself was directly or indirectly responsible: weekly meetings of Volunteers, monthly meetings of the College Missionary Society, mission study classes, conventions, institutes, supplies for the missionary section of the library, reading campaigns, Christmas letters to missionaries, the yearly drive for the support of our own missionary, farewells and gifts to those going out to the field.

And when one reads the statistics which she presented at that time concerning Greenville’s contribution to missions, one realizes that they were more than mere figures to her. They represented the result of hours of work and prayer and years of faith and devotion. Eighty-one men and women, she says, who have been in attendance at Greenville, are now in the field or have been for a
period. Of these two are medical doctors, three are nurses, thirty-four have received their A.B.'s from Greenville. Twelve percent of the alumni, she says, have given missionary service. "One or more native students from Japan, China, Korea, Africa, Italy, and the West Indies," she notes, "have attended the college. Thirty-one children of missionaries have also attended, thirteen of these receiving their degrees." This in 1926 was Greenville's contribution to missions, but to what extent it was also Mrs. Burritt's contribution can never be estimated.

An effort to recognize this outstanding service of Mrs. Burritt to the institution and the church was made in 1927 by the board of trustees in the conferring of an honorary degree upon her. At the same Commencement where President Burritt received the degree of L. L. D. Mrs. Burritt was made a Master of Arts.

The foregoing review of organizations in the twenties shows the multiplicity of interests to which President Burritt still gave considerable attention. In addition to that it reveals the unrestricted endeavor by students of that period to carry on extracurricular activities in altogether too many directions. "The little college" of two hundred fifty was attempting the program of the large college of a thousand. The outcome was bound to be conflict among activities for survival and, worse than that, superficiality in the work accomplished by all of them. The thoughtful observer who expects college to be something besides a social center, will immediately suspect that the area which suffered most was the academic. There was, however, an antidote for this, which, during the twenties, grew more and more effective. Standards of scholarship had been rising; requirements had been stiffening.

One reason for this was the ideal which Dean Marston had set up upon his arrival in 1920 as Registrar and Professor of Psychology and Education. His management of the office was efficient and painstaking, and his direction of the department of education opened a new era in teacher training in Greenville. In the second year of his appointment he was advanced in administrative rank to the office of Dean of the College. His influence from that time forward upon the whole academic program was momentous. The backing which he gave to teachers and students interested in intellectual endeavor was most stimulating, and the
thoroughness with which he discharged his duties as dean brought the college to its proper place. This becomes evident when one reads the evaluation of his work written into a report by G. P. Tuttle, Registrar of the University of Illinois, following an inspection made by the university in 1925.

It reads as follows: "I went over in detail the scholastic records of the school with Dean Marston. I have not found better records in any of the colleges I have visited, nor more conclusive evidence of a painstaking adherence to published standards. All advice to students on educational matters is handled by the Dean. Rules for probation, dropping for poor scholarship, withdrawals from courses and the like have been adopted and are made effective by him. They are not mere paper rules. The records show that they have been put into operation."

This was the policy inaugurated by Dean Marston in the twenties, and by this policy Greenville has ever since been governed. The result so far as scholastic standards were concerned was revolutionary. The quality of scholarship steadily improved, and the conflict between academic interests and extracurricular pursuits gradually found solution in the elimination of the least consequential organizations and, finally, in the formulation of a point system governing all activities.

Accompanying these changes emanating from the dean's office came expansion in the faculty. In 1926 the president reported a total of thirty upon the instructional staff, inclusive of the high school faculty. Many new names appear upon this list, most of them followed by the title of A.M. or Ph.D. For eight years Dr. Merlin Grant Smith was professor of mathematics and physics. In 1919 Professor Enoch Arden Holtwick began his long term of service in the history department. Mrs. Mary K. Andrews was a very successful professor of sociology and economics during the twenties and on into the thirties. Edna Fay Goodhew, who had been chairman of the English department from 1915 to 1921, was followed by Mae A. Tenney for four years, who, in turn, was followed by Sara E. Gregory. The department of modern languages had as its chairman between 1922 and 1939, Bessie G. Tourtelotte. Frieda Barbara Knoepfle gave four years of service as language teacher during the twenties. In the field of natural
sciences Professor Moreland began his valuable contribution in 1922 following Miss Martha Montgomery. Others serving for brief periods during President Burritt’s last years were Mrs. Moreland, John Alexander and Mr. and Mrs. Charles Peterson.

Of the associated schools, that of music saw the greatest expansion during the twenties. Bertha White, as the head of this school, had repeated the history made by Miss Duff, both as regards high attainments, and also, alas, in respect to self-forgetful devotion to excessive work. The result was that in 1923 Miss White was forced to withdraw from active duty for the rest of her brief life. Hundreds of students look back with fond gratitude upon her thorough instruction and deep admiration for her beautiful character. Among them is one, Russell Howe, who gave perhaps the most brilliant graduate recital ever presented at Greenville, and who has since had a notable music career. To Miss White he gives the credit for an unusually strong foundation for his successes.

Another outstanding pupil of Miss White's, Mrs. Lucy Jane King, took Miss White's place upon her resignation. Under Mrs. King's very capable direction the department continued its steady growth enrolling in 1926 over two hundred pupils. In 1925 eight instructors made up the music faculty. It was during this year that two new members, who brought with them a distinguished record of study, joined the group: Mary Helen Watson, from the music school of the University of Illinois, and Wayne A. Spalding from the American Conservatory.

The voice department was also rapidly coming to the front. Charles Rogers, in charge from 1922 to 1925, had done much to
build an interest in choral work. The glee clubs had been absorbed by a large chorus in 1922, which gave several cantatas or oratorios annually. Succeeding Professor Rogers, came Frank Goodwin, fresh from concert work with the Dunbar quartet.

Enthusiasm for private voice instruction and all types of ensemble work grew under his encouragement. Community chorus work continued to gain in popularity.

In the school of business administration brief terms of service were given by Miss Gertrude Cleveland, Mrs. Lillian Beeson and Professor Harry Ansted. In 1924 Professor Harry Brewer became head of the school, remaining for fifteen years.

The department of physical education during this period evolved the policy which is still in vogue at Greenville College, a policy, in fact, which now governs all the schools sponsored by the Free Methodist church. In 1921, after a long-continued request from many quarters for an intercollegiate athletic program, the Greenville
board of trustees decided to experiment with a season of varsity basketball and appointed Joe Daniels as general manager for the season, with Ralph Zahniser acting as student athletic director. A splendid team was picked, and a schedule of eleven games was run off. Eight of these games were won by G. C. men. So far as good basketball is concerned, the experiment was a success, but, in other respects, the project was attended by disappointment and disapproval from every quarter. Objectionable practices among the players, influences destructive of high standards of scholarship as well as of high ethical ideals, disruption of the whole academic program, roused excessive criticism among the student body, not to speak of opposition from the constituency.

The consequence of this experiment was a clarification in the thinking of all concerning the advantages of a strictly intra-mural program for the small denominational school. The way was cleared for the formulation of a policy which is held today by many schools, small and large. To inaugurate properly this policy, President Burritt engaged a full time director of physical education, a man unusually well qualified for the place, broadly trained, original in ideas and methods, and admirable in character. Walter Leon Scott became, not only the inaugurator of Greenville's intra-mural program, but the beau ideal for every Greenville athlete, and the influence which he exerted over young men during his three years appointment was incalculable.

From the outset Scott offered no apologies for a physical education program that was unconventional; in fact, he emphasized the uniqueness of Greenville's policy, pointing out that under the intercollegiate competitive system the few already possessing native athletic ability receive over-training and unwholesome notoriety, while the many in need of physical development receive little or no attention. “We are glad to say,” he announced, “that this is not the case at Greenville.”

Within a short time he had made a place for every student on the campus in some sport. Over one hundred players came out for basketball, necessitating the scheduling of both a major and minor league series. Soccer, introduced by the British athletes, rapidly became recognized as the favorite fall sport and engaged the best talent in each class. The spring track meet was
the occasion of a gala day, when at least one hundred and fifty participated in events, and the whole school turned out for the spectacle. Large and frequent classes in calisthenics supplemented the seasonal sports. Hygienic and corrective gymnastics received attention. Theory courses in tennis, track, basketball, and baseball drew large registrations. The tennis classes, for instance, had a registration of 85 in the fall of '21. Off-campus registrants, in addition to regular students, enrolled in the classes in Scout leadership and first aid.

After a three years trial of this policy Professor Scott surveyed the results and described them as follows:

“Our system of athletics in Greenville College is unique; we do not permit intercollegiate contests. It is not implied that we do not have contests; we do. Our system is very similar to that reactionary program as outlined by Yale's famous coach, Walter Camp. Our athletics are all intra-mural and mostly inter-class; the system has proved highly successful, and many athletes of exceptional ability are enrolled in the school.

“We aim to give every student all needed encouragement to participate in classes and contests; native athletic ability is waived as a prerequisite in our program. Students with very little natural ability thus have an equal chance with the stars, and, needless to say, receive wonderful physical development. Practical health talks are given and corrective gymnastics are prescribed in the interests of individual health. We aim to equip the body as a servant of the mind . . . to develop the individual symmetrically for health and physical efficiency, so that the physical shell is subordinated to the mental self.
"We aim to furnish ample opportunity where all students may receive adequate technical training for leadership as teachers in our public and private schools or as general community welfare workers. We aim to interest every student in some form of exercise or athletic activity, so that he will have a health building and health retaining body for later life. While our athletic program aims at physical efficiency, we are not unmindful of the moral, the mental and the social self of each individual. We try to turn out capable, symmetrically developed, four-square, women and men. These classes include rhythmic calisthenics and military marching as part of the programs. One hundred and five students have taken work in these classes this year . . . Competitive inter-class tournaments are held each year in tennis, basketball, baseball and handball. A track and field meet is also held each year. Two hundred men and seventy women participated in these tournaments last year. Volleyball, indoor baseball and cage ball are the most popular minor sports. Public gym exhibitions and public games are staged periodically."

It was a matter of deep regret with President Burritt and all who had observed the phenomenal success of Professor Scott's program that funds allotted for the operation of the physical education department had to be curtailed in 1924. Professor Scott would gladly have continued his services for the same small stipend he was receiving; but a full time instructorship in physical education seemed too great a luxury for the small college, and so again a director was sought who could earn part of his salary elsewhere. One cannot help but question the actual economy of such a measure, after surveying the results of this unusual experiment in intramural athletics.

Warren Chase, the successor of Scott, working against these odds, succeeded well in carrying on the program instituted. So, also, Clarence Nystrom, who followed Chase; and the policy which had been evolved became traditional and found expression in the slogan still used today, "Sports for all within the walls."

Another department which underwent some radical changes during the last years of President Burritt's administration was the school of theology. This was reorganized as the Bible Training School in the fall of 1922, and the following announcement was
made: "In the charter of the college the legislature of the state of Illinois specifically authorizes Greenville College to conduct a School of Theology, and to confer the degree of B. D. This degree has never as yet been conferred by her . . . However, the time has come when it seems advisable to offer a more complete and thorough theological course than has been attempted in the past. The Free Methodist church ought to have one institution where her prospective ministers can receive as thorough and scholarly a training as is provided in the theological seminaries of other denominations."

Accordingly a faculty of five were appointed, and a three year course in theology was planned to follow the completion of two years of liberal arts work. Plans were also made for a two year course leading to the degree of B. D. after graduation from college. The members of this faculty were Benjamin L. Olmstead, dean; John LaDue, Eldon Grant Burritt, Carrie T. Burritt, and William T. Easley, M. D. The plan met with an appreciative response from many wishing fuller preparation for Christian service. Each year brought several registrations by post-graduates, although it was some time before the degree of B. D. was given.

Another measure which brought Greenville into further and more direct service to the church was the inauguration of the Ministers Conference of Greenville College in 1926. President Burritt issued that fall to the ministers in the territory adjoining the college an invitation to a ten days' retreat for "a study of the Bible and sermonic preparation." Thirty-five responded, and thus was instituted a denominational service which now benefits a group numbering about two hundred.

With prospects bright for an ever enlarging contribution by
the college to Christian work, it was a matter of deep distress to all who had been associated with Greenville to discover that the senior member of the Biblical Training School was rapidly failing in health. "The Rabbi," as he was familiarly known among students, the beloved chaplain, Professor LaDue, was approaching the end of his service. In the winter of 1923 it had been the happy privilege of his many friends and student admirers to send him on a trip to the Holy Land. Everyone had felt, as President Burritt said, "that such a trip was due him for his long continued and faithful classroom service, and that the rest and recuperation would bring added strength and inspiration to him as a teacher and preacher." Twelve hundred dollars was collected from one hundred individuals for his assistance.

For almost six months he lived among those Oriental scenes which he had so often imaginatively created from his vast store of reading for eager student listeners. He returned refreshed and ready to share his experiences with the friends who had made possible the voyage. But his strength was disappointingly limited, and within two years he suffered a slight paralytic stroke.

In the fall of 1925 he was temporarily released from his duties at Greenville for a winter's leave of absence in California. From November to March he did some teaching at Los Angeles Pacific Junior College, then came back to Greenville for the spring term. In June he preached an unforgettable Baccalaureate sermon. But his days were numbered, and in October, after spending a few weeks more on the campus which he loved as perhaps no other man has ever loved it, he left for the last time, hoping to find health once more in the West.

Upon the day of his departure students through their representative, Helen Watkins, president of the student association, presented him with a purse of fifty dollars, and President Burritt spoke some heartfelt words, addressing especially the incoming
new students, who would never have the privilege that older students had enjoyed, and concluded with the declaration, "I want you to know that no ordinary man is leaving our campus today." When the train pulled out from the Pennsylvania station that afternoon, every member of the Greenville faculty and student body was there to wave farewell and sing, "God be with you till we meet again."

That was the first sad event in a year full of sad events. It was little more than a week after that until students were standing beside the grave of their cherished friend and former dean of men, Leroy Brown. Typhoid fever caught the whole town of Greenville in an epidemic that fall, and among others who lay at death's door for days was Professor Holtwick.

Then when he was about again, and students had cheered his return to chapel with thundering applause, and he had responded in his characteristic manner by a comparison of his legs to pipe stems, his neck to a "peanut rattling in its hull," and his increasingly bald head to "the smooth round of a billiard ball," another disaster fell. President Burritt became so ill that he had to seek counsel from the Mayos at Rochester. The Vista reported that he had "put his entire energy into a special effort to push the endowment campaign over the goal before Christmas, and this, added to his other work, so taxed his energy that a rest and vacation were necessary." Professor Holtwick took the helm during his absence. A few weeks later, when a return of the malady made it imperative that President Burritt seek a leisurely convalescence in the West, Professor B. H. Gaddis came as office manager, competently directing affairs until the return of the Burritts.

At Eastertime, when the president resumed his duties, the future again seemed bright. The endowment campaign, as we have seen, was moving on toward a finish. One of the best years of the institution, so far as registration and student cooperation are concerned, was in progress. Satisfaction in personal attainment was his also, for the highest honor accorded college executives in the state had come to him in his election to the presidency of the Illinois federation of colleges for the year 1926-27.

He entered vigorously into the duties of the last term, bringing the endowment campaign to its close, arranging for a summer
school session that he hoped would eclipse the original one, instituted the previous year with a registration of over a hundred. Energy was his until the Commencement season was over. He was able then to proceed to the quadrennial conference of the church, which was held at Rochester, New York. But before many days he became very ill and was taken to Clifton Springs Sanitarium for treatment. A paralytic stroke followed; yet even after that his resolute spirit asserted itself and declared for recovery.

On August 26, 1927, this friend and lover of youth passed on, handing back to them the torch which he had carried so high, so fearlessly. The student who wrote the following lines was not the only one who caught the message which President Burritt left to Greenville men and women.

Builder of Souls and Intellects! He falls—
But not among the ruins of his dream:
For growing shades of academic walls
Will hold the memory of a life supreme.
Master Builder and Lover and Molder of Youth!
With faith in youth and noble womanhood,
By prayer he chiseled out the steps to truth,
Making molehills where the mountains stood.
Builder of men! Serene, he did not fold
His hands and wait. But year by year he laid
The corner-stones of mansions manifold,
And patched their broken stairways, unafraid.
"Greenville," he says, "Greenville, carry on—
My work is done—yours, just begun."
—Paul H. Oesher.
"SPEED IT ONWARD"
CHAPTER XII

CURRICULUM PLANNING

Among those Greenville men and women who caught the final message of President Burritt and knew that their “work had just begun” was one who had entered upon a professional career of national scope and importance.

Leslie Ray Marston had left his position as dean of Greenville College in the spring of 1926 under an appointment by the National Research Council. A new office in the National Council had been created by the Committee on Child Development, and a man possessing unusually diversified abilities was sought. He must be able to coordinate child development research among the various scientists and research centers. He must travel from center to center for the purpose of evaluating projects for the Committee, acquainting one center with activities in others, and in a general way overseeing the entire program of the Committee. He must carry on extensive personnel work incident to the selection of forty or fifty appointees to fellowships in child research from a large group of university candidates. He must publish, after a survey of research activities in the United States and Canada, a Directory of Research in Child Development. He must also compile and edit a series of Child Development Abstracts.

This was the four year project under a Rockefeller grant to which Dr. Marston was called in 1926. He had accepted the position against the advice of most of his friends, who considered this move as tantamount to his final loss to Christian education. But there was one exception among his counselors: President Burritt, whom he personally admired, and whose judgment he respected, advised the acceptance of the appointment and encouraged him throughout the venture. He made it possible for Dr. Marston to leave at once and direct at a distance the work in the registrar’s office for the remaining months of the school year.

The circumstances attending the offer of the position and the acceptance of it by Dr. Marston give moving insight into the
motives which have governed all of his relations to the cause of Christian education. Prior to his appointment in the fall of 1920 to the place of college registrar he had been the fellow from the class of 1916 at the University of Illinois, receiving the degree of Master of Arts in 1917, and completing another year's study in 1919-20, after a sixteen month's interval spent in World War service. His doctorate in child psychology was completed at the University of Iowa in 1925, following several summers of study and one semester on leave from Greenville.

His doctoral dissertation, The Emotions of Young Children, proved so basic a contribution in the field of child psychology that it rapidly gained wide recognition. In fact, according to the report of a psychologist recently visiting the Greenville campus, it is currently quoted, even after these sixteen years. At the University of Iowa he was looked upon as a coming leader in the field of child psychology, and in the summer after he received his doctorate he was invited back to teach during the season. He was then asked to transfer permanently to the university. His refusal of the offer was not accepted as final, for a little later a proposal was made that an assistant professorship which was then open be temporarily filled for the immediate year, and be assigned to him one year later. The invitation was urgent, calling his attention to the unusual opportunity the position offered for working out some basic problems for himself as well as for gaining advancement in a rapidly growing field.

The salary proposed with this offer was $3500. At the time Dean Marston was receiving less than half this amount at Greenville; yet he declined, replying that for the present, at least, duty called in another direction. So fixed was he in his determination to devote himself to the future of Greenville College that when another letter came, this time offering him the new office created by the National Research Council, he gave it for a time only passing interest.

Then, by a strange providence, he was led to pray about the matter, and so strongly was he impressed with the possibilities of the position for training for larger service in Christian education that he could do no less than permit the Committee on Child Development to consider his appointment. He did this, however, only
after a private interview with the chairman for the purpose of making clear to him that, should he receive the appointment, he would not permanently break his connections with Christian education for a scientific career, but would probably return sooner or later to Greenville. The chairman replied that he had expected nothing else.

Such was the background for Dr. Marston's invitation back to Greenville in the fall of 1927. During this period in Washington he had carried on the extensive national program which had been assigned to him, and had also seen a child research center established in Washington under a generous Rockefeller grant. The organization of this center had been effected by an executive committee of which he was chairman, and which was composed of representatives of several government departments, universities and national organizations. He served also on other national groups, such as the National Nursery School Committee, and the White House Conference on Child Health and Protection.

Upon September 6, 1927, the board of trustees met and voted to extend to this distinguished alumnus an invitation to leave his brilliant career and return to his humble Alma Mater as its chief executive. They were not aware that an acceptance of this invitation meant, not only a resignation from his Washington post, but a renunciation, also, of a place just opened to him on the faculty of Columbia University. When, after ten days, Dr. Marston gave his decision, he had closed the door upon untold opportunities for secular achievement, and had chosen irrevocably a life of Christian service.

He would have been the last, however, to describe this choice as an act of self-abnegation. In this point of view he was supported by his wife, Lila Thompson Marston, an alumna of Greenville College, who was wholly committed to its program. Like most of the men and women who have been associated with the history of Almira and Greenville, they placed complete faith in spiritual values, and they knew that the way of life which they were choosing would bring the fullest self-realization.

Undoubtedly Dr. Marston's scientific approach to the whole subject of Christian education, and, furthermore, his personal necessity for thinking definitively in making a life choice were determin-
ing factors in some of the major contributions which he was able to make to Greenville College. One of these contributions relates to his work as a classroom teacher. He had a message for his students. No one ever finished a course with him, whether in psychology, education, or philosophy, without carrying away a strong sense of necessity for personality integration—integration which is Christo-centric. The course was, perhaps, in ethics; or perhaps it was a large lecture class in mental hygiene, or a seminar in child psychology, but always his emphasis was upon the sort of self-analysis which results in self-knowledge and power for living.

Two publications now embody the fruit of this classroom experience: *From Chaos to Character*, an analysis of a pattern of life which he says "evolved as I attempted to reduce to ordliness the chaotic tangle of competing impulses and wobbling standards of post-war youth"; and *Youth Speaks*, a study of factors which retard Christian development among young people, as revealed by a series of anonymous autobiographical sketches made by his students over a period of eight years, as they attempted to evaluate their adolescent emotional experiences. His mission as moulder of sound Christian personality among youth has become evident to all acquainted with his work as teacher, writer and preacher.

From the administrative angle, one of his great accomplishments was the defining of the function of Greenville College. The conception of the place which the educational pattern that had been evolving at Greenville occupies among modern educational pat-
terns had not been clearly apprehended. Under the leadership of Dr. Marston the work of definition was accomplished by a variety of measures. As a result the college was brought to the attention of the educational world and to a greatly expanded constituency.

During the first semester following his acceptance of the presidency, Dr. Marston had had to complete his term of office with the National Research Council and had divided his time between Washington and Greenville. But once free to study the situation, he very properly made it his first business to formulate a philosophy of education which should govern his future procedure; and by April he was prepared to expound it in one of the most timely addresses ever presented to a Greenville audience. The day of his inauguration, April 20, 1928, was the occasion which he chose for it.

He adopted as his theme “The Christian Ideal in Education” and announced that “from this ideal the governing policies of the institution would take their form.” After surveying the implications for education at the dawn of Christianity in Christ’s message concerning the worth of human personality and the love of a personal God, he reviewed the aims of education currently accepted in the twentieth century. At the conclusion of his survey, he discovered “that what is needed is perhaps not so much another aim as an ideal or conception of life which recognizes the worth of these many aims, but places them in their proper perspective and relationship; which includes the scope of life in one comprehensive view, revealing the essential unity of human experience.”

Such a conception of life, properly coordinating and integrating “all of life’s lesser aims and interests”, and providing for “the expansion and projection necessary to progress”, can be found alone, he declared, in “the Christian ideal as taught by the founder of Christianity,—a supreme love for God the Father, from which flows a universal love for man as brother.”

From this Christian ideal he then drew certain guiding principles for the Christian college:

1. “Since all experience educates”, and since the public school, of necessity, cannot offer the full round of experience, the Chris-
tian college is an agency for broadening education beyond that provided through governmental means.

2. The Christian college opposes all anti-intellectualism in its recognition of "the central position of education both in the religious life of the individual and in the program of the Kingdom."

3. The Christian college, opposed to such education as produces only surface changes, holds that true education "is essentially a change of heart, which, through adjustment with God," brings the individual into "coordination with all human institutions and interests".

4. Since Christian education proposes "a unique product, Christian character, it follows that the materials and methods of such education are likewise unique. Both subject matter and technic" must be determined by the goal of Christian education.

5. "The Christian college regards all worthy objectives of education, such as complete living, social efficiency, appreciation of life's values" as "means to the supreme value—adjustment with God."

6. The Christian college is not a professional or vocational school. "Its task is rather the training of lawyers, merchants, doctors, teachers, ministers, and missionaries to live."

7. "Similarly, the Christian teacher's task is not to train . . . specialists in any line but living. Fundamentally life is a unity, and in the last analysis subject matter (human experience) is one." Each teacher, hence, should contribute to this unified experience of life.

8. In this program, extracurricular activities are "a vital and integral part," not "distractions and necessary evils." "Held in proper relationship to other aims and functions of the college", they become "the means of education to the end of Christian character and world citizenship."

Concluding with the declaration that "the Christian college is not a cloistered retreat from the problems of a changing world," nor "the last feeble stand of a dying orthodoxy," but rather "a foremost experiment on the frontier of educational advance," Dr. Marston pledged his allegiance to the Christian ideal in education and his energies "to the expression of that ideal through Greenville College."
During the following year the work of defining the Greenville ideal continued. Ten aspects of this ideal were selected for emphasis, and in April of 1929 the Greenville College Quarterly, a new periodical issued by President Marston for the discussion of problems relevant to the Christian college, contributed a series of little essays written by Greenville alumni upon these subjects. Taken together they constitute a symposium upon the values which may be "means to the supreme value" of adjustment to God. The values enumerated were: abundant health, social grace, aesthetic appreciation, reverent scholarship, comprehensive interests, purposeful choices, enduring loyalties, dynamic spirituality, consecrated service, world citizenship.

During the same year a curriculum study was begun which was designed to bring the curriculum into complete accord with these objectives and with the newly defined philosophy of education. A report of this project appearing in the April issue of the Quarterly opened with the following paragraph: "A faculty committee has been engaged this year on a curriculum project which is attracting wide interest. Favorable comments have come from educators of national reputation in several leading institutions. The interest in the project led to President Marston's call to New Orleans in April to speak before the Education Section of the American Association of University Women and to lead a discussion of recent changes in college curricula."

An outline of the project as presented to the A.A.U.W. followed. The purpose of the project was "to unify the curriculum by centering it in the development of the human organism." The basis for a change in the curriculum was derived from current educational trends. President Marston called attention to the shift of emphasis in general education from the materials constituting the curriculum to the individual being educated thereby, and mentioned three areas where change was taking place, namely, on the preschool level, on the elementary and secondary school level, and at the post-school level. On the college level he saw the beginning of a like movement which had been described as "the discovery of the individual student as the heart of the college problem."

This movement he analyzed as a counter-swing from the extreme departmentalization and specialization which had characterized
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the college curriculum in the past. He granted that professional schools must necessarily continue to stress materials of instruction rather than the individual instructed, but he insisted that the liberal arts college cannot remain liberal unless it makes the student, as a developing human organism, the focus for all the courses offered. Neither can these courses be taught by instructors "meticulously trained in the intricate obscurities of frontier problems remotely related to normal life, forcing the liberal arts college to the university pattern in training mathematicians, biologists, historians, linguists—in fact, specialists in every line but living."

This developmental approach to college education led him to the conclusion that "the curriculum is not closed and finished, once for all delivered to the pedagogues, but, as racial experience, it has become, and, in terms of developing individual experience, it is continuously becoming." The task then, as he conceived it, was "to relate the individual to the widest possible context of his developing experience." In the accomplishment of this task, the first step, he believed, was a changed point of view, which should be adopted by the entire faculty, and should be expressed in a vitalizing and humanizing of the content of their courses.

A further step involved significant formal changes in the curricula for the purpose of applying the new philosophy of curriculum building. Courses in education or sociology, for instance, already contained explicit emphasis; others, such as biology or ethics, were readily adaptable. The concept he found less applicable to such courses as pure mathematics or ancient languages. However, a faculty group was organized to study the application of the concept to all college subjects and, in time, to extend the project to all departments.

During President Marston's administration this work of surveying and reorganizing the curriculum went steadily forward. The new point of view was enthusiastically adopted by the faculty; definite advancement was made in departmental cooperation and correlation; and various changes in the different fields were effected for focalizing the total program in the individual student.

In the meantime the problem was approached from still another angle. The contributions which Greenville College had
made and was making to the cause of education were surveyed and evaluated in two very significant theses written by alumni who were pursuing graduate study at this time. The first, *A History of Greenville College with Special Reference to the Curriculum*, was presented in 1934 by Donald G. Miller, '30, as a part of his requirement in qualifying for the degree of Master of Arts at New York University. This thorough analysis of the changes in curriculum and student activities over a period of forty-two years gave background and support to the project which was under way.

Dr. Miller found that Greenville from the very beginning has held a pattern, "distinct and well-defined," yet not fixed and static. This pattern has proposed "the development of individuality" yet has endeavored also "to counteract a rash and imprudent individualism which wastes itself in a chaotic . . . jumble of conflicting life interests." An integrating principle for these interests has been steadily kept in view in the emphasis upon the Christian religion as "the one all-inclusive interest."

He found further that a new curriculum organization had begun in 1921-22, when Dr. Marston became dean of the college, and that "the shift from subject matter to the student as a center of interest" had been inaugurated at that time. "Education from then on at Greenville College," he stated, "was not mastery of subject matter, but the fullest possible development of well-rounded personalities, equipped to function adequately in their place in society."

Because of its adherence to a pattern in which personality integration was the explicit goal, Greenville, he concluded, has become a unique institution, performing a significant function in giving a "high type of liberal academic training in an atmosphere permeated with the leavening influences of the Christian religion," and, furthermore, "in giving not only knowledge and learning, but in helping the student discover how to translate properly his fund of learning into life." Dr. Miller emphasized in conclusion the adequacy of the Greenville pattern for accomplishing this translation of learning into living. This, he declared, is the reason for the existence of Greenville.

A further study of the Greenville pattern was made by Mrs. Lois Wood-Woods in 1936 and was presented to the Winona Lake
School of Theology in meeting their requirements for the degree of Master of Arts. Her thesis, entitled *A Survey and Evaluation of a Program of Christian Education*, focused particularly about Greenville objectives and the degree of their effectiveness as shown by a study of alumni.

Her surveys re-emphasized Dr. Miller's conclusion that through the years a clear-cut, distinctive educational pattern had been adhered to. She found that the statement by President Hogue in the first annual register comprehended the nucleus of the intellectual and spiritual ideals "that have ever distinguished Greenville College." A slight modification of this statement had come after fifteen years in an emphasis upon the fact that the college, although denominational in auspices, was non-sectarian in spirit. A further modification after ten more years was made, simply to emphasize the growing interest in the student largely dependent upon his own resources.

The modification of Hogue's original statement in 1921-22, which shifted emphasis from subject matter to the individual student, was interpreted by Mrs. Woods as "the germ of the idea" that had now become under President Marston "the distinctive contribution of Greenville to a new point of view in curriculum making." These theses together make clear the evolution through forty years, and more, of a consistent educational ideal.

The further objective in Mrs. Woods' research involved an evaluation of this pattern in terms of its product, the alumni. Extensive surveys brought several significant conclusions. In the first place it was found that close to thirty percent of the alumni in 1935 were engaged in some form of Christian service, a service that compassed the globe. Forty percent were engaged in the teaching profession, and a remarkably large section of this vocational group were doing college and university teaching, twelve percent of the total number of alumni, to be exact. About eight percent had gone into the technical professions, such as engineering, medicine, law, etc., and about half that into business.

The record of graduate study proved "equally as interesting" as the survey of professional distribution. In 1935 about thirty percent of Greenville's graduates had received one or more degrees following their baccalaureate, making the ratio of graduate to
baccalaureate degrees 1 to 33, whereas the ratio throughout the United States is 1 to 6.7. Statements voluntarily given in the survey concerning benefits received from Greenville centered a-

round three foci: (1) change in personality traits; (2) liberalizing of the mind; (3) spiritual development and Christian service. The first two received approximately equal emphasis, and the last was the most stressed. Concerning the changing of personality traits, such comments as the following were representative: from a farmer: "greater perseverance"; from a college professor: "social adjustments"; from a homemaker: "loss of an infer-


iority complex”; from a missionary: “cooperation and adaptability”; from a business executive: “initiative and confidence in one’s self.”

The degree of intellectual liberalization acknowledged counts, also, on the side of sound personality development. Such responses as the following are significant: from a plant pathologist: “began independent thinking at Greenville”; from a professor of history: “urge for further study”; from a minister: “broader sympathy with interests not purely religious”; from a salesman: “broadening of my views”; from a teacher: “removal of race prejudice”.

The reports upon changes in spiritual outlook stress conversion, establishment in Christian living, deepening of devotion to the church, broadening of human understanding and spiritual vision, and strengthening of faith.

Dr. Miller’s thesis had shown that a policy had been evolved at Greenville “which integrated all campus activities in a total program, every phase of which had educational significance”, and further that “a superior Christian environment” had been created by which the whole experience of the student was directed “toward the realization of the goal of Christian character.” The results of Mrs. Woods’ survey proved that the final objectives proposed by this program were “actually realized in the lives of alumni.” The second study thus strengthened the conclusions of the first, that Greenville had a justification for its existence not only in its philosophy of education but also in the measurable results attending the practice of that philosophy.

The efforts made during President Marston’s administration to define the function of Greenville College and to relate its program to current educational trends were bound to bear fruit. Almost immediately came the attainment of a new rating with the University of Illinois. For ten years the fellowship award to the highest ranking Seniors had been withdrawn. Early in 1930 this was renewed, and the rating of the college was lifted from a basic “C”, with qualified “B” privileges, to a basic “B” with qualified “A” privileges.

The following announcement was made at that time: “Under the new rating Greenville students will transfer to the University of Illinois (and likewise practically to all other universities) with
substantially full credit, hour for hour, up to thirty credits a year, and recommended graduates will be admitted to graduate schools with no limitations on the full Class A basis. The university, furthermore, will admit to the graduate school graduates who are not especially recommended with an initial differential, which is subject to reduction by excellent work at the university.”

This classification, placing Greenville close to the full “A” standard, marked a distinct advance and lifted the college officially “to a very desirable academic position among the smaller colleges of the state.”

The advancement of Greenville to a place of significance was recognized in the fall of 1930 by an invitation extended to President Marston to speak before the State High School Conference at the University of Illinois upon the subject, “The Shifting Emphasis in Education.” One of the greatest services rendered by President Marston to Greenville College was the securing of increased recognition by the educational world. A tangible manifestation of this benefit came in the improved relationship between the school of education and the state department of instruction. From a position of yearly renewal of accreditation the school was raised to full and unqualified recognition.

Another consequence of President Marston’s work was an expansion of the general constituency. This fact was noted in the January issue of the 1930 Quarterly:

With the increased resources resulting from the growing endowment and the Greater Greenville program, with increased departmental and library facilities and improved instructional equipment being added as rapidly as funds permit, with varied professional provisions of the curriculum, with a faculty of increasingly high certification, and with the increased rating just achieved, Greenville College is in a position to serve the cause of Christian education as never before.

The projects which were enumerated in this announcement were all under way. Preprofessional work had been greatly strengthened in the fields of medicine, law, engineering and commerce. Many members of the staff were engaged in advanced study and additions to the faculty were made from those holding the doctorate.

Improvement in instructional equipment had been progressing
steadily. In January, 1929, the following changes were noted: new laboratories of biology and chemistry, an enlarged physics laboratory, an enlarged and improved library, equipment for engineering-drawing and surveying, reconditioned and redecorated classrooms, and refurnished lecture rooms. Radical changes took place in the laboratories, and instruction was brought to a high level under the departmental supervision of Professors Long, Moreland and Timbers. A trained librarian took charge of a greatly expanded library.

Many of the improvements in the physical plant at this time were made possible by a generous gift from Mr. and Mrs. Charles W. Peterson. Other like projects undertaken by alumni chapters brought a new sense of solidarity to Greenville supporters. From the Cincinnati chapter, for example, came the money for constructing the new north entrance to Old Main and for reconditioning the central lobby of the same building. During President Marston’s administration new chapters were organized to form a network of loyal friends from coast to coast.

The responsibilities of the alumni secretaryship increased correspondingly. For five years Professor B. H. Gaddis competently carried forward this work along with his duties as vice-president. In 1932 Mrs. Woods was appointed, and for years, with little or no remuneration, she has conducted an alumni program which in many schools would engage a full time director. Her devotion to this task has displayed that rarely seen trait of pure disinterestedness.

One of the projects committed largely to her supervision was the making of the first Alumni Directory, published in January, 1930. She has since collected material for two more directories, the last of which, soon to go to press, includes the names of all former students.
IN DEDICATION

Mid-afternoon in early spring. The sun pours languorous warmth through windows open wide. Like pictures in a frame seem glimpses caught, as one looks out of doors, forgetting for the time the speaker's voice. Across the way a peach tree flushes pink against an old gray barn. Another frame sets off a corner of Old Main, rugged and ivy-hung. The shapely forms of ancient elms stand half revealed amid a drapery of palest green. With quickening of senses one comes back to listen once again. The subject is The sacrifice of Abraham. One sees in vivid panorama pass the anguished father leading up his trusting son. It seems a story never heard before. Old Abraham becomes a man like us, a man who felt the thrill of springtime joy, a man who might have known of springtime love, and yet a man who knew far more than we the hidden mysteries of life and death. The spell of sense delight, so keen a moment past, is lost in something greater still, a surge of longing for the Infinite, a humble willingness to give one's all, if only one might know true faith in God. With quiet voice he tells us of the time when like the patriarch he left his home to sojourn in a new and untried land. He came not knowing what the end would be, and nothing had been easy. Sickness, death, poverty, struggle, loneliness had made his sacrifice appear at times too great to be prolonged. But at these times God spoke again and said, "If you will lose your life for me, I promise, you shall save not only yours, but other lives as well."

Hushed silence falls upon us, and it seems as if the very voice of God has spoken
Through this simple, humble, holy man.
That time has passed. That quiet voice, that moved
Us with a power not often given to men,
Will never speak again. And all too soon,
As years march on and students come and go,
Will some one ask, "But who was John LaDue?"
It seems a bitter thing that one should make
So great a sacrifice and be so soon forgot.
Oh! We who heard that voice,
Who knew the selfless spirit of the man,
Who saw the reckless giving of his life,
Cannot consent to let his name die out.
We want to dedicate to him this place
Which he made sacred for us.
We want to say to all who enter here,
'Tread softly, for thou art on holy ground;
Pray humbly, for before thee here thou seest
The tribute to a man who gave his all.'
But that is not enough. What would he care
For this mere symbol of his faith and love
If in the lives of those whom he has blest
Lives not the spirit of impassioned giving!
The cause which he loved more than life must not
Be lost. To forward it we pledge ourselves
In reverent devotion. Thus the grain
Of wheat which died will not abide alone,
But bring forth fruit unto eternal life."

—Mae A. Tenney, '14.
CHAPTER XIII

GREENVILLE COMES OF AGE

Consciousness of one's place in society is perhaps the surest sign of one's attainment to that stage in human development which is known as coming of age. The individual who has reached maturity and, likewise, the institution or the nation that has come ditions, but above all, a distinctive function and place among contemporaries, and, along with that, a milieu of history and traditions, but above all, a mission which extends into the future. Greenville College may be said to have passed into this stage in her development during the administration of President Marston. A recognition of the signs of this attainment gives fullness of meaning to the story of this period.

The effort to define the place of the college in both the general educational program and the field of Christian service constitutes the first indication that Greenville was coming of age. It had passed the embryonic stage of its development. It had always had a raison d'être, but it now became more self-conscious about its existence and more deeply concerned over justifying this existence. In the process of evolution it had not simply preserved a pattern of education which was fairly common in the nineteenth century, but, without destroying the Puritan foundations of that pattern, it had adapted it to the needs of modern young men and women and now clearly defined it in current scientific terms. The recognition of "the individual student as the heart of the college program" was not a new principle to Greenville educators. The emphasis upon personal religious experience had always required a sort of personnel program. The "developing human organism" had always received the central emphasis. However, important extrinsic changes took place at this time: a closer unification of the curriculum, a clearer determination of the place of extracurricular interests; a provision for more scientific methods of counselling; and a more impersonal administration of regulations governing dormitory life.
A logical accompaniment of the definition of function was an increased interest in traditions. It was only natural that as soon as self-analysis began and the work of definition had progressed the sense of historicity should develop. Probably the observance in 1932 of the fortieth anniversary of the founding marked the beginning of tradition-consciousness with all who up until that time had had any connection with the college. But an event had expired the year before which had awakened alumni to a realization of their heritage.

The work of renovating the old chapel and dedicating it as a LaDue Memorial was a labor of love, pure and simple. No gifts to Greenville College ever came more spontaneously or joyously than those which made possible this rebuilding. In January, 1930, the plan was presented and the appeal made for “united, consistent support,” in order that “the memory of a life fully invested in the service of God” might be perpetuated. About 450 main floor seats were offered at fifteen dollars apiece, and 200 balcony seats at ten dollars. Each seat was to bear a metal inscription of the donor’s name and his class. The proposed rebuilding would greatly enlarge the audience room, the platform, and the balcony, and modernize the whole structure. It would prepare the way, also, for the later addition of a new unit at the north of the building.

There appeared in the College Quarterly of January, 1930, a little story written by Mrs. Woods about the maker of a cathedral window, which expressed well the feeling of those who received this appeal. The creator of the beautiful stained glass had offered at the outset his services to the master builder simply for his “keep” and “the honor of serving his master.” Even so, “John LaDue had studied under a Master-Workman and then had offered himself to Greenville for the joy of serving and the love of his Master.” In the minds and hearts of many “he had opened windows through which had come clear visions of life’s beauty and clear summons to life’s service.”

Those acquainted with the circumstances of Professor LaDue’s passing knew how literally he had fulfilled up until the very end his promise to serve for nothing but the honor of his Master. In the fall of 1926, broken in health and with the merest pittance upon which to live, he had gone West and found a humble little
home near Los Angeles Pacific College in which to spend his last days. About five months after President Burritt's completion of his earthly career he, too, had answered the final summons. Many
eulogies were spoken and written at the time, but none expressed more fitly the sentiment of alumni as a whole than the sentiment by Carl Howland: "Most of us never knew a man so indifferent to position and money . . . Withal he was more like the Lord Jesus than any other man I ever knew."

On a Sunday afternoon in June of 1931, during the Commencement season, the dedication of the LaDue Memorial chapel took place. A large audience gathered in hushed solemnity for the occasion. All those who had had instruction under John LaDue were invited to sit together upon the large, beautifully equipped platform. After a song service conducted by A. W. Secord, '16, the Rev. Harry F. Johnson, '17, offered prayer, and Dean B. L. Olmstead of the school of religion read from the Scripture. An original poem by Mae A. Tenney, '14, followed, which impressionistically portrayed the response of a student to the beloved chaplain's Sunday afternoon services.

The a cappella chorus then sang from the balcony "Built on a Rock, the Church Shall Stand." W. W. Loomis, '98, very appropriately had been chosen as the chief speaker. Thirty-three
years before, he and Professor LaDue had received the first baccalaureates given by Greenville College. Following this tribute to the master teacher and preacher, prayer was offered by the Rev. W. D. Cochran, an old friend of Professor LaDue and the president of the board of trustees. The Commencement praise service which followed, led by A. E. Harford, '16, made up the last phase of the dedication program and proved to be a memorable occasion.

The year which followed, 1931-32, the fortieth year of Greenville College, and the seventy-fifth year since Almira was chartered, brought three more events which placed emphasis upon the history of the institution. In the fall of 1931, a bronze tablet was placed on the east wall of the lobby of Old Main in honor of President John B. White.

The sponsor of this project was Mrs. Nellie Bliss White, daughter-in-law of President White, graduate of Almira in 1871, and for a few years following a member of the faculty. Upon the occasion of the dedicatory exercises seven of the grandchildren of President White and seven of the great grandchildren, as well,

THREE YEARS SOCCER CHAMPS, 1934
Sayre, Keil, Rice, Leigh, Kline, File, Holcomb, Dietzman, Wesley, Hoiles, Fink, Hinebaugh, Thompson, Ahern.

were present. With them came a scattered few of the surviving Almira "girls" and many interested friends. Together they filled the lobby of Old Main at the foot of the stairs.

Memories of "happy voices and merry laughter" echoing through
those halls filled the minds of the little handful of snowy haired women as they sat and listened to the dedicatory address of Mrs. White. Most of their generation, they knew, had "been called to look after their interests in another country." But they all felt with Nellie Bliss White that "one of the greatest pleasures as well as privileges" of their old age was to have placed here a tablet in honor of one of whom they held in the highest esteem. In fitting words his character was delineated as follows:

I think all who knew Professor White would agree that the outstanding trait of his character was kindness. I never knew him to speak a harsh, unkind word, and many a homesick, unhappy girl found in him a sympathetic friend, and a wise counselor, being ever fair in all his decisions.

As an educator he was eminently successful, smoothing the rugged paths to knowledge; illuminating them with his words of wisdom and quaint humor. By his strict integrity and stern sense of honor, duty and morality, he planted in the minds of hundreds of young women in this and other states, the highest ideals of Christian living, and they in turn have passed them on to generations which followed.

It has been said that the influence of a good man never dies, but lives on through the ages. So we, his pupils, will always hold the name of Professor White in affectionate remembrance.

The following June another tablet was placed in Old Main, on the right hand of the archway that forms the entrance, and this building, which for seventy-five years had been nameless, was dedicated to President Hogue, and officially designated as Hogue Hall.

This plan, initiated by the alumni association in observance of the fortieth anniversary, was carried out in the late afternoon just before the alumni banquet. A hymn composed by Dr. Hogue opened the program; the Rev. R. W. Sanderson, the only surviving trustee of forty years before, read the Scripture; and Walter Joy, '00, paid tribute to the great man whom he had known as "pastor, editor, bishop and college president." The tablet was unveiled by two daughters of President Hogue, Mrs. W. A. Orr, and Mrs. Grace Middleton, '99.

Upon class night the Senior program took the form of an historical review, entitled "Annals of Greenville's Progress," and
portrayed various scenes from the seventy-five year period, among them the procession of Almira girls on their way to hear Lincoln speak, the transportation of wood to the third and fourth floor wood-boxes in the 90's, and the agitation by students for erection of a gymnasium in '14, the departure of G. C. men for war service, the endowment parade of '26.

The report of this review in the Quarterly comments upon the "impressive combination of music, factual representation and poetic expression", and states that "the opinion was repeatedly expressed that this historical program marked the climax of senior programs in recent years." In the ten years since this occasion, the class-night offerings have been unique in their adaptation of pageantry material. For the customary class play seniors have substituted original compositions centered in themes which have been developed by selections from all the fine arts. The presentation of this theme through song, choral speaking, literary interpretation, and pantomime engages every member of a class of forty-five or fifty.

With the developing sense of historicity certain campus organizations and customs have taken deep root in student sentiment. Perhaps the most notable instance of this is the secure place which the debating clubs have made for themselves. Agora and Elpinice, after their adoption of objective measurements for membership admission, have enjoyed increasing popularity. They have become the sponsors of the one intercollegiate activity at Greenville; they have encouraged many projects in public speaking; they have given support to many movements which have had cultural value. Their
backing has brought improvement in chapel programs, in dining room decorum, in social development in general.

Debate came into a new era under the direction of Professor

Clarence L. Nystrom, who joined the staff in 1925. In 1927 the first traveling team was sent out, to engage in three large university debates in addition to the Southern Illinois League engagements, which had been annually recurring ever since 1923. Twelve intercollegiate debates, in which nine decisions were given brought seven victories to the Greenville teams. Nine men and six women participated. More than that, other speech interests, such as orato-
Greenville Comes of Age

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tory, declamation and extempore speaking, were promoted by contests both intra-mural and off campus.

This program inaugurated by Dr. Nystrom continued its effectiveness under Mrs. Woods and Professor Harford, with the backing of Elpinice and Agora. In 1934-35 twenty-two intercollegiate debates were scheduled, and Greenville came off with flying colors in the series put on by the Illinois Debate League. The men's team went close to the top, and the women's team tied for first place with DeKalb. The trophy cup may be seen in the library exhibit today, bearing the names of Edith White, Frances Schlosser, Frances McKay and Harriet Warner. The following year the men's team, composed of the Cunningham twins, Homer and Henry, Burton Martin and Simon Kline, lost the state championship by only one debate.

A very interesting result of the increasing vigor of the two debate clubs was the disappearance along in the early thirties of the old literary societies, Aretanian and Phoenix. The first step came in the application of the point system principle in a faculty ruling against membership in both debate club and literary society. The situation then resolved itself into a conflict between the two, from which the debate clubs emerged the victors.
The literary societies little by little languished into nothingness. Other societies have sprung up from time to time which have proposed to provide expression for other specialized interests besides public speaking, for example: music, science, current history and creative writing. Two such clubs have had more than a sporadic existence.

The Natural History Club, which flourished shortly after the war period, has changed names many times, but existed during the Marston administration in a more specialized form as the Pre-Medic Club. With the emphasis in the science department under Dr. Moreland upon pre-professional training, students in biochemistry, parasitology, embryology, etc., found the need of such an organization to give them a unified outlook upon the whole field of applied science. The Florence Nightingale Club, which had existed for a short time for nurses, prospective and graduate,
merged, therefore, with other groups interested in some sort of specialization in science, and in 1931 the Pre-Medic Club organized for discussion of problems of mutual interest, occasional ad-
mrs. andrews  
mrs. munn  
pres. marston  
mrs. woods  
miss tenney  
crane  
gregory  
oehser  
schlosser  
gebauer  
whiteman  
olmstead  
short  
watterson  
krantz  
schlosser  
hubbell  
da. kline  
g. kline  
dresses by scientific authorities, and observational trips to institutions. the first president was richard maxwell, now consulting physician for the greenville college infirmary. the membership remained large and enthusiastic.

another specialized interest found outlet in the organization of scriblerus in the fall of 1934. an account in the papyrus gives the details of the founding:

scriblerus is not a revival of the old, but something brand new, something which we have long needed, but have never brought to pass. it is a writing club, the purpose of which is to stimulate and
encourage creative writing. The old literary societies made some provision for this kind of activity, but, since these have been discontinued, there has been no outlet for literary expression outside the classroom. Consequently, the advanced writing class of last year originated the idea of the club, and have spent much time and effort to put it across... There are six charter members, Ruth Niles, Grayce Bonham, Winifred Schlosser, Harriette Warner, Helen Thomas and David Baker. They, together with their instructor, Miss Tenney, and Mrs. Woods and President Marston, constitute the present membership. The officers elected for this semester are D. Baker, president; H. Warner, vice-president; H. Thomas, secretary-treasurer.

The most ambitious literary project ever undertaken by this organization was the publication in 1934 of Tower Voices, a thirty-four page magazine of original stories, essays and verse. The high quality of contributions to be found therein is representative of the type of work accomplished each year by Scriblerus. The only reason for the failure to continue a yearly magazine is the lack of financial resources. Until a sure basis of support can be found, the club members will have to seek publication, as they frequently have very successfully done, in the columns of the school paper, various church papers, and occasionally in periodicals of wider circulation.

An organization which has developed a sense of history making and hence has been ready to defend its traditions as well as to demand the privilege of forming new prerogatives has been the student association. The practice, for example, of electing the members of the staffs of the Papyrus and the Vista has become a firmly founded tradition, and has contributed much to the building of a sense of civic responsibility in both the electorate and the elected. It is unlikely that Greenville will ever have a newspaper controlled by a journalism department; on the other hand, co-operation between the staff and the journalism sponsors has always been harmonious.

Several projects undertaken during the Marston administration indicate unusual initiative on the part of the Papyrus staffs. In 1927-28 the business managers, Banks, Smith and Miller, must have been particularly public-spirited as well as financially efficient to have built the sidewalk which extends from the men's quarters
to the woman's building. During the next year the alumni surveys undertaken by the editorial staffs headed by Andrews, Miller and Barkas are a symptom of a broader outlook than has sometimes characterized college journalists. In 1934 another sur-

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vey, which brought information for a second generation roll call, indicated the enterprising spirit of Editor Ahern and his staff. The reduction of the paper to a four page issue, necessitated by the financial changes accompanying the depression, has undoubtedly been a deterrent to journalistic ambition, but some editors have accepted it as a challenge to better news selection and accuracy in reporting and writing. The work of the women editors, Lucile Damon, '35, and Tressa Oehser, '36, was noteworthy in these respects. Responsibility for the conduct of school publications is only
one of many examples that might be cited of the balance that has existed for some time at Greenville between faculty direction, on the one hand, and student initiative, on the other hand, based, as it is, upon gradually evolving traditions. Other areas which have been covered by the application of the same principle are athletics, religious life and social life. The history of these changes, extending as it does to the present time, will be outlined in the next chapter.

A new religious organization, the Gospel League, formed in 1932-33 under the direction of Professor Winslow, was a very significant manifestation of the influence of two new principles at work at Greenville, namely, the desire to conserve the best of the old while adopting the new, and the desire to remove the barrier between the secular and the religious. For years two organizations, the Ministerial Association, and the Student Volunteers had represented the professional interest in religion, and the promoters of a new club had no desire to disturb the existence of these very necessary bodies, but it was felt that many more students
than included in them should be engaged in active Christian work preparatory to life service of many types. The formation of the Gospel League, therefore, with its provision for a federation of the two traditional clubs with the new Life Service League, proposed a spiritualizing of all life and discouraged mere professionalism in religious activities.

The report of work accomplished during the year which followed the organization of the League is suggestive of the reach of influence which it enjoyed at the beginning and which has been further extended since: sermons preached, 213; Sunday school classes taught, 129; sick calls made, 180; aggregate number of people ministered to by Christian service of some sort, 20,000.

Another organization which has held this same emphasis of spiritualizing all of life, and which came into being during the Marston administration, is the a cappella chorus. The function performed by this group of integrating the aims of religion with those of culture has been one of the most noteworthy recent developments at Greenville. To give a truly spiritual message through the great music of the ages has been held steadily before the Greenville a cappella chorus as its one reason for being, and, the result has been definite achievement both in deepened spirituality and broadened cultural horizons. Their credo is expressive of this ideal:

I BELIEVE in the art of music and, with Ruskin, that the artist is "one who has submitted to a law which it was painful to obey, in order that he may bestow a delight which it is gracious to bestow";
I BELIEVE in the art of sacred song to minister to the needs of men, and join the fellowship of these singers as a steward of the mysteries of God, with a desire to deepen this sense of spiritual vocation by living in daily, vital contact with Him;
I BELIEVE in the ideals of Greenville College and earnestly determine to exemplify them in every relationship, with a special sense of responsibility and honor as my Alma Mater's ambassador in song;
I BELIEVE that my daily life and work have eternal import, that as "the temple vast and dim
Thrills to its base with anthem, psalm or hymn
True to the changeless laws of harmony,
So he who on the changing chords of life
With firm, sweet touch plays the Master’s score
Of Truth and Love and Duty evermore,
Knows that far beyond this roar and strife,
Though he may never hear, in the true time
These notes must all accord in symphonies sublime.”

In the fall of 1927 Mr. and Mrs. Woods, who had acted as deans of students from 1920 to 1923, returned to the campus, Mrs. Woods to teach rhetoric and speech, and Mr. Woods to take charge of the voice department. For three years he had been studying in the Westminster Choral School, located at that time in Dayton, Ohio, and had graduated in the first class to finish. During his Senior year he had been honored by an appointment as tenor soloist of the choir.
In November of 1927 Westminster Choir came to Greenville as guests of the college and the community. They were entertained at a special dinner and program in the dining-room and then sang before a crowd so large that only the gymnasium could contain them. This unusual musical event was possible only because of the intimate friendship that existed between Professor J. F. Williamson, founder of the Westminster Choir, and Professor Woods.

This choir, so soon to achieve international fame, thus gave the original impetus to the formation of Greenville's chorus, and the ideals cherished by that great organization are those which have been held always by Professor Woods and his singers.

Immediately after this concert, plans for a campus choir were begun, but Professor Woods took time to build painstakingly, and not until April did this first organized group make a public appearance. The inauguration of President Marston was the occasion of its debut. That year there were thirty singers; later forty was to be the usual personnel. In 1929 the annual tours began, extending first only through Illinois and Indiana, but soon including at least four states in the itinerary.

With Professor Woods' coming, the yearly presentation of the Messiah, or occasionally another oratorio, by a community chorus became an outstanding occasion, drawing visitors from the surrounding territory for a radius of forty miles. For two years the leading soloists of the Westminster choir were engaged for the major parts. Later the college and community furnished excellent talent. The work of Melvin Watson, Mabel Dawdy Bettis and Olive Van Valin Casberg made a great popular appeal.

The interest in music became almost as school-wide as the interest in athletics. In 1933-34 it was reported that more than fifty per cent of those registered in the liberal arts college were participating in some form of musical activity sponsored by the school of music. Mrs. Lucy Jane King, who had been the director of the school of music up until 1932, had built a very strong instrumental music department, requiring three or four assistants in piano and in public school music, and for three years using, also, the services of Dr. Ernest Kroeger, artist and composer, from St. Louis for a day or two each week.
When Professor Woods became director of the school in 1932-33, the place of vocal music in the program became, perhaps, even more prominent than before. The formation of a girls' glee club in 1934-35 brought added talent to light, and little by little this organization has gained in popularity. During these years, then, Greenville was becoming what it is today a "singing" college, which has not only advanced to a high level of music appreciation, but has transformed the denominational outlook upon the subject. All through the church a cappella organizations have sprung up through the influence of Greenville a cappellans, and unaccompanied congregational singing of a steadily improving quality has been the result.

As the college faced the future the need of the indigent student became one of the most pressing problems, and, in consequence, a student work program rapidly developed that in time comprehended almost the entire student body. As every college administrator knows, the need ran parallel with the downward curve of the depression. In 1935 came government aid, beginning as a branch of F.E.R.A., and then developing into the National Youth Administration. But prior to that, several ingenious measures had already been adopted at Greenville.

The corps of dining-room and kitchen workers was increased, the laundry, which had begun on a very small scale, finally became organized as a little industrial unit, supervised first by Mrs. Allen and later extended and made self-sufficient under the efficient management of Mrs. W. O. Wade. Peter White was the first officially appointed supervisor of grounds and buildings, and under his direction a large group of students worked for self-support.

With the installation of the Tower Press in 1932 further work was provided. The original design, which anticipated a job print-
ing business which would comprehend extensive catalog publication as well as commercial job work, was not realized, probably because it lacked some one to push the publicity required. Such an industrial unit would have supplied dozens of students with work and, incidentally, with a trade apprenticeship, also. However, the enterprise has been much more than merely self-supporting, and has furnished work each year to several.

The following year saw the institution of a second student industry, Tower Products. So unique was this venture that it was written up, along with other schemes devised by American colleges for student self-help, in the Saturday Evening Post of June 3, 1939, under the caption of “Pity the Poor Collegian.” The following extract from this article will indicate the scope of the enterprise and the success of it under its manager, Dr. H. J. Long.

Several years ago Greenville college, at Greenville, Illinois, beset with indigent students, and possessed of an adequate chem lab worked out a few simple formulas and put a crew of undergraduates to work manufacturing toilet preparations, flavors, extracts and miscellaneous household commodities. The first batch peddled
over the countryside by student salesmen, caught on. Orders poured in beyond the capacity of Greenville's lab. Collegiate Industries was organized and other colleges were invited to join in the undertaking. Twelve finally did. By the end of its first five years, Collegiate Industries has to its sales credit 2100 jars of Euca Balm, more than 6000 six ounce bottles of vanilla, 3500 tubes of dental cream, 56,000 bars of soap, 21,000 bars of hard water soap, 1600 boxes of face powder, 2600 cans of talcum, 870 bottles of cough syrup, 1000 bottles of camphor cream liniment, and 3000 bottles of shampoo. Student commissions on these sales were about forty percent.

With the coming of N.Y.A. assistance, this industry became less essential as a self-help agency and was finally discontinued. But the student work program with its many aspects has continued. The extent of this program under Dr. Long's management (for he was finally placed in charge of it all) is indicated by the following item from the Papyrus in 1934.

Approximately ninety percent of the dorm students attending school this year are working part time... Including the home service the amount reaches $15,000 a year, of which about $11,000 is campus work. The laundry employs the greatest number, twenty-one girls, who sort clothes, use the mangle and iron. In the kitchen and dining room twenty-two students are employed. Tower Products salesmen number twelve and the janitorial staff for all buildings is nineteen. Seven girls are librarians and five accompany the voice students. Seven girls are in the clerical department. Four boys serve as lab assistants and three work in the print shop. Four are employed outside washing windows and doing landscape...
gardening, and of course there are two assistants to the deans who
get remuneration for checking rooms. Then there is that indispens-
able person, the college nurse. Larry Fink is necessary in the
office of bookstore agent. The employment staff is divided into

five departments: culinary, under Mrs. Walker; Tower Products,
under Horace Tenney; Print shop under George Reichert; College
farm, under Mr. Neece; and janitor and repairs, under Billy Bart-
lette. Dr. H. J. Long is managing director of the employment pro-
gram of the college.”

Greenville had become a veritable hive of industry. The fifty
or so Seniors who graduated each year were now developing eco-
nomic competency as well as intellectual power and social fitness,
with all that that implies in the adoption of various types of dis-
ciplines. A definite philosophy governing student work and stu-
dent finance was accordingly formulated by the director of this
program. Its essential features were as follows: “If students are
to become useful citizens they must all learn to be workers. Work
should not be just a means of saving on college expenses. It
must also be useful work.” Furthermore, the requirements and
conditions under which a student’s work is done should approxi-
mate a life situation and thus inculcate such principles as “giving
full service for value received,” doing work exactly as specified
by the employer and caring properly for equipment intrusted to the worker.

The basis for student finance was conceived as identical with that underlying all business undertakings. Preceding the ven-

![College Workers, 1933](image)

**College Workers, 1933**


...ture of a college education, said the director, should be exercised "the same cool deliberation and cost accounting" as precedes any "financial project which is to succeed." The student was urged to "work out as many of his financial problems" as he could by himself rather than relying upon his parent. "He should be made to see that paying for a college education is just as binding as paying for clothes, automobiles or any other personal effects," that getting through school is primarily a personal problem, rather than an institutional one.
The student work program thus became one more agency in carrying out the central purpose of Greenville, the "development of well-rounded personalities, equipped to function adequately in their places in society." A further means toward this end, which has not yet been mentioned, was the personnel program set up during the 30's under the direction of the deans of students.

In 1930 Miss Elva Kinney came to her office as dean of women from extensive experience in the administrative and teaching fields. Advanced study also had given her a scientific approach to vocational and personality problems. Her Master's thesis, *A Study in Personnel Procedures for the Dean of Women*, lead to much needed reforms in the administration of both academic and extracurricular affairs. These qualifications, together with her natural force of character and her depth of spiritual insight, prepared her for making an unusual contribution to the personnel program. Her conception of her function as dean of women was, briefly stated, "the production of desirable personality changes." This was to be accomplished by helping the girls under her supervision "to study themselves and make desirable adjustments, particularly in those qualities that affect relationships with other folks." Yet the secret of Miss Kinney's success in achieving these ends has lain not alone in her scientific procedure, but in her recognition that "the most effective force for redirecting personality will always be spiritual regeneration."

When Dean Harford came to the campus as dean of men in 1932 he adopted the same principles. The point system was instituted during this period to enable the deans in their domitory management to administer more impersonally the strict regulations which have been in vogue always at Greenville. The objective stated at the time of the institution of the system was "student self-direction within well defined limits," which would conserve "the educational objectives for which the institution is conducted"; or, to be more specific, variation in the observance of rules governing study, church attendance, etc., was allowed each student within the limits of points allowed. Hence, enforcement of rules became more flexible, less personal, while at the same time the
student continued to live in a controlled environment, where mental, moral and spiritual disciplines were enforced.

The years which have seen Greenville's coming of age have been years of institutional self-analysis and self-criticism, earnestly pursued by the group of men and women who have comprised the faculty. They have brought to their task of college building wealth of experience and thoroughness of training. In the social sciences Professor Holtwick and Mrs. Mary K. Andrews con-
continued their valuable contributions to class room instruction and to faculty deliberation. Both pursued further graduate study and kept abreast of current developments in their fields. In the natural and physical sciences Dr. Long, Professor Timbers, Professor Scott and Dr. Moreland built the ideals of thorough work and sound scholarship that characterize those departments today. In the departments of literature and languages there was steady progress toward new goals set by modern education. Professor LaDue, Miss Tourtelotte, Miss Dare and Miss Tenney continued advanced study at frequent intervals between periods of teaching.

Business management saw constant improvement under the vice-presidency of Professor Gaddis and the later work of Professor Brewer. To his work as registrar Professor Harold Munn gave tireless, faithful devotion. As professor of psychology and education he also directed a new and much enlarged program. Teaching in this department now were Dr. Marston, Professor Munn, Miss Kinney and Mrs. Woods. Classes were very large, for more and more Greenville graduates were turning to teaching as a vocation. This development necessitated the establishment of practice schools on both the elementary and secondary levels. In 1933 arrangements were made with the local high school for a setup which would give every prospective teacher an opportunity to observe and practice teaching under the direction of a critic teacher.
Provision was made, also, for elementary grade experience. This program began under Miss Kinney's supervision in a local grade school, but in 1932-33 was removed to the campus with the establishment of the college training school. In the basement of the gymnasium in a spacious airy room there was organized a model school, which has ever since afforded to fifteen or twenty children their first happy school days and to ten or fifteen prospective teachers their first pedagogical experiences. The music, health and art departments all co-operated to make this a very successful venture. A feature which made this school the talk of the campus for a time was the rhythm band directed by Doris Jean Long. In gay regalia and with all the self-importance of an honest-to-goodness band these entertainers appeared frequently before college audiences, evoking loud applause.

Another department which extended its services in professional training was the school of religion, headed by Dean Olmstead until 1933, and then by Dean Harold Winslow. The program of study leading to the degree of bachelor of divinity which had been planned in 1920 drew graduate students each year, but not until 1932 did any candidate meet the complete requirements. That year two received the degree, Leroy Mullet and August Schmidt. Both men are rendering signal service to the church today. Two years later four more received the degree: Bessie C. Reid, George Turner, William Bartlette, Carson Reber.

B. D. GRADUATES, 1934
Bessie Reid, George Turner, William Bartlette, Carson Reber.
George A. Turner, William H. Bartlette and Carson E. Reber. In 1935 the last advanced degrees were given, since a school for graduate work seemed for the time inadvisable. Those finishing at this time were Nahum E. Perkins and Robert J. Burgess.

When President Marston retired from Greenville College in 1936 upon the call of his church to the bishopric he left behind him a unified faculty, who possessed a clear conception of the function and mission of the institution, an abiding belief in the Puritan principles and cultural standards that had hitherto governed it, and a commitment to these principles and standards for the future.
“HAIL TO THEE, OUR ALMA MATER”
CHAPTER XIV

AN OLD GRAD RETURNS

The starchy white curtains rippled in the April breeze as it drifted into the sun-flooded dining room. Breakfast was in process. Down by the kitchen door stood a long serving table upon which were placed in customary sequence the bread and sweet rolls, the jam, the cereals, cooked or dry, and the fruit—this morning, orange halves. From a coffee urn at one side a white-coated college Senior served the steaming coffee and placed cream or butter, or both, on the trays of the forgetful.

A long colorful line of chattering, laughing girls stretched from the double doors at the north end down past the coffee urn. Occasionally a fellow clad in his Saturday work clothes hurried in through the door to the east. But most of the workers already sat about the tables eating voraciously and discussing animatedly the events of the previous evening.

The old grad, who had chosen a vantage point at the far end of the room beside his host, remarked upon the seeming superabundance of women.

"What's become of masculine appetite?" he asked. "Or have all the men enlisted?"

"No," remarked his friend of former days, now a member of the Greenville College faculty, "No, we haven't lost many men so far. They're staying the year out. Many of these girls you see are out-of-dorm girls.

"Last night was the annual slumber party when all the women of the college sleep—or try to sleep—in the dormitory. That's one of our social functions now for bringing unity to the whole college family. Other measures are on foot; for example, we hope soon to have a student lounge in Hogue Hall, where off-campus students will feel at home. It will probably be in conjunction with the College Bookstore, which, under student management, has become a popular center and a very successful enterprise.

"That's an efficient staff in charge of your cafeteria breakfast."
The observer turned his attention to the group of college men and girls at the service table and another group busy with the trays which were being deposited by departing breakers.

"Yes," nodded his host, "Anyone who works under Mrs. Walker's direction is efficient. I don't know what will happen to us when she retires. For twenty-four years she has made our culinary department run as smoothly as a Big Ben. One of the most valuable phases of education at Greenville is the discipline received under her supervision. There are always around forty workers in the dining-room and kitchen. The earliest ones come down at five-thirty in the morning, except the baker of rolls; she may begin at three o'clock. From then on until seven o'clock at night some one is busy down here, for even in mid-afternoon, when the cooks leave for a siesta, the boys who scrub up have to get in their daily stint."

"But that's only a small fraction of the self-help program that is conducted at Greenville now," continued the prof.

"There must be almost fifty students in school this year working out a hundred dollars on their bills. It's really the proper thing now to work one's way. I've known of students who never had thought of doing it until they got here—didn't really have to—but it just seemed more self-respecting to have a job; so they went in to the business office and asked for it."

"Jack Harford's the manager, you know. Does a great job at directing all this student help, as well as doing about a million other things."

"Come on down the hall and see the laundry. A lot of the girls
get twenty-five hours a week in work there." The middle aged prof, carrying his carefully stocked tray, marched his visitor down the room past the interested eyes of fifty leisurely eaters.

"Another old grad back," some one commented. "Maybe he's here for the Ministers Conference that begins next week. They're observing the Fiftieth Jubilee this year and recognizing alumni prominent in Christian service. Wonder who he is."

"Probably the father or uncle of somebody in school," his neighbor conjectured. "I'd just like to know how many kids in school are second generationers. Now there's Bob Fine and the three
Hoffmans and Ruth Evelyn Snyder and Secord, and Evelyn Vincent——"

"Oh, say," some one cut in, "don't take the roll this morning. I'll venture a third of the student body would place some where in a Greenville College genealogy."

* * *

Beside a half dozen boards stood the ironers and about them were heaped shirts and shirts. The mangle revolved and the washing machines whirred.

The drier was being rapidly filled with vari-colored garments. Moving about among the workers was light-footed, little Mrs. Kingsley, mother of one of the students, who had come early in 1942 to fill the place of laundry director, when Mrs. Wade had had to leave the work which she had so long and so capably conducted.

The warm spring air poured balmily in through the open windows. In the bushes outside a brown thrasher trilled jubilantly. Inside the girls hummed snatches of song as they guided the irons swiftly back and forth.

"Not so bad—ironing for an education," said the old grad, as he withdrew and headed upstairs to the main floor of the woman's building.

"By the way," said he, "this is Carrie T. Burritt Hall now, isn't it?"

"Yes," replied the guide. "The dedication took place in 1938. It was a very appropriate expression of the appreciation we all have had of Mrs. Burritt's long, long service to the school."

"Here are the women's parlors." They paused at the open doors and looked down the length of three pleasant rooms. At the far end chairs arranged about a brick fireplace extended a cordial welcome to a cozy chat. Light creamy walls, richly colored drapes at the windows, rugs of harmonious tones on the floors and well chosen pieces of maple furniture gave the place an atmosphere of quiet comfort.

"Who was responsible for this delightful spot?" asked the visitor.

"The Woman's Dorm Association got busy about five years ago, I believe, and engineered this project. It's remarkable how many changes have been worked out in recent years through student initiative. In our times we thought no one could ever surpass
the building of Burritt Gymnasium, and financially it was the big-
gest thing ever undertaken by students, but, even at that, I think
our Student Association today is equally ambitious."

"Have you heard anything about our infirmary?" The booster
for modern enterprise ushered his old friend down past the par-
lors to the closed French
doors at the end of the hall, where a lighted
 globe marked "Hospital-
al" indicated the nature
of the section beyond.
A metal plaque beneath
the light bore the in-
scription—

STUDENT
ASSOCIATION
INFIRMARY
Completed by Class
of 1941

STUDENT HEALTH CENTER

It was the east wing of Carrie T. Burritt Hall which had been
converted into a student health unit. Immediately in front of the
entrance was a room for use in case of overflow. The wards proper
lay on the right of the wing, the first for men, the second for women,
each equipped with three beds. On the left hand across from the
wards was a most attractive dispensary and beyond that the nurses'
quarters.

The visitor lingered in the dispensary, enjoying the fresh apple
green of its walls and the immaculate white of its woodwork, exam-
in ing the clinical equipment and the abundant pharmaceutical
supplies.

"Tell me," said he, turning to his friend, "how students ac-
complished such an extensive project as this. It must have taken a
lot of far-sighted planning."

"Far-sighted is right," was the reply. "It required one of the
most skillful campaigns for popular support that has ever been
conducted at Greenville. At the beginning of the school year—
it was in 1939, I think—students voted down a proposed plan for
health protection because of the fee which was to be attached. There just wasn’t interest enough to swing it.

“Howard Rose was president of the student association that year. That office has become the most responsible and most honored position on the campus. The finest kind of executive ability is required for it, since the leader has to initiate new policies and plans and mould public opinion to support them. The fact is any appointment to the council now is regarded much more seriously than it used to be and membership is to be recognized from now on by the award of a Student Council key.

“Howard Rose was a master at shaping student opinion, and before the year was over he had converted opposition into enthusiasm and swung everybody into line. A surplus of $150 lying in the association treasury was voted into use, a loan of $300 was obtained from college funds, and the Senior class gift of two classes was directed into these channels. With such an assurance as this gave of permanence for a health program the student body was
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convinced of the justice of a fee, and four dollars a year was agreed upon.

“So about a month before school closed groups of student workers got busy under the direction of Rose and Dr. Moreland, who had been the chief sponsor of the plan. They worked night and day redecorating these rooms and installing equipment, and at Commencement time the hospital unit was thrown open for inspection by visitors. You can imagine the pride students have taken in this accomplishment.”

“Yes,” said the visitor, “a good example of a co-operative.”

“By the way,” he continued, stepping over to the window at the east, and looking off toward Burritt Gymnasium, “don’t you have some new tennis courts that were built co-operatively too? Seems to me I gave a dollar or so on that a few years ago.”

The tourists left the woman’s building, pausing a moment to look over Beaumont Terrace with its fine old trees and shrubs, and to discuss the gullies off beyond. “Same old gullies,” said the host, “just as full of romance as ever. Even the new highway cutting through hasn’t taken away their charm. And Mrs. Hoiles’ sunken garden is even more beautiful than it used to be.”

“Mrs. Hoiles,” he added, “has been responsible for a great many changes in gardening throughout the town. She has sponsored a garden club that has created real civic pride in Greenville. You must see Greenville Lake, too, before you leave. That was a great community project.”

As the two men rounded the building, laughter from the east entrance drew their attention to the ping-pong players who were enjoying a match around the long table within.

“The men down at the other dorm have a ping-pong room of their own up on the top floor,” observed the campus resident, “but this newly made room seems to be more popular. Some of the girls can offer pretty stiff competition, too.”

A walk across lots brought them to a grassy terrace above double cement courts, which lay at the rear of the gymnasium, well protected by a substantial retaining wall, and enclosed by unusually well built back stops.

“Another gift of a Senior class,” said the prof, pointing at the back stops. “But the courts were given by all of us,” he added.
“Every fellow in school and every member of the faculty who could wield a shovel gave a half day’s work out here. A good deal like the building of the gym in our day, except on a smaller scale. The promotion and management of it was the work of K. Kline, Paul McKay and John Schlosser, and called for much hard work and financial resourcefulness.

“What about your athletic program now?” asked the visitor, as the tour moved on past the brightly costumed tennis players toward the gym. “Is it still intra-mural?”

“Yes,” said his guide. “There is the same periodical demand for intercollegiate sports, but the intra-mural plan is the only plan which accords with the church’s policy and it agrees better, too, with our health program. Every student receives a physical exam upon entrance now and is expected to go out for some form of athletics. His athletic activities are planned then in keeping with his energies and interests.

“Dean Merton Munn, chairman of the athletic committe while he was here, inaugurated a plan whereby each student elects a sport which he hopes to become proficient enough in to continue in later life. For that reason the P. E. department now offers a greater range of sports than ever before. Since Professor Quall came, to devote half his time to physical ed., these activities have been particularly well organized. At the end of his first year he
AN OLD GRAD RETURNS

reported a situation very similar to that during Walter Scott's regime, a round of activities varied enough to engage the enthusiastic support of almost every member of the student body."

"Basketball, though, remains the most popular sport," he added.

A visit to the basketball floor had reminded the old grad of the days when his class had held the title through three years of hard battling before cheering balconies. As the two stood reminiscing, a steady metallic click-clacking came from some region below, forming an undertone to their conversation that gradually made itself sensed.

"You don't have an underground telegraph service out here, do you?" finally asked the visitor. "I keep hearing strange sounds from below."

"Oh, that!" exclaimed his old friend, "that's our press. Tower Press, you know. They're in the throes of printing the Vista just now, and working night and day. Charles Cronkhite is the printer. Have you seen the recent Vistas put out by our press—mighty fine work! You'll be interested to know that this Jubilee issue is being done by second generationers. Anabel Schlosser is editor, and Jess Hoffman, son of Bill, is business man."

After a leisurely visit to the press rooms below and a glance in at the junior primary practice school at the opposite corner of the basement, the two old friends sauntered on down Scott Field toward the auditorium, watching the three or four men already out for Saturday practice at baseball. At the far side of the field a power driven lawn mower smoothed out a velvety green floor for the games of the next week.

"Be sure to get out for the annual classic of the Preachers-Pedagogues," said the prof. "I'll find you some baseball togs."

Turning to his left to look for the one-time tennis courts, the gray haired athlete found games of horse shoe and badminton in progress. Two grey squirrels played tag up and down the shade trees at the side, while blue jays and flickers scolded noisily.

"Good old Saturdays!" he exclaimed, "How I remember them! Somehow spring at Greenville was different from anywhere else in the world. I'd give a lot to have just one day again like those I used to spend out here at the tennis courts. Not a care in the world!"
"Yes, you never know it until it's passed," replied the other gray head. "Now probably that blond baseball player out there is being harried in the back of his consciousness by the thought of a chem lab experiment that's overdue, and thinks he is being robbed of his inherent right to be happy. And I suppose those people that you hear singing up ahead there in the chapel think they're being punished in the worst sort of way to be shut in there on a morning like this. But I can think of any number of former a cappellans that would be mighty glad to be back this morning singing their hearts out and watching Prof. Woods get a work out in his shirt sleeves."

They slipped around to the front entrance of LaDue Chapel and quietly found some seats behind the singers. The guest of the campus nodded his pleased approval of the changes in the auditorium and inspected the metal tags on the backs of the seats around him for some familiar names.

"It's a very fitting memorial, isn't it?" he whispered. "I wish the Rabbi could see it."

A cappella practice was about over. As the singers filed out, the two men went to the front to talk to Professor Woods.

"When did you acquire the organ?" asked the visitor, when greetings were over.

"In 1938," replied Mr. Woods. "When Professor McIntyre came that fall we set up a more extensive course in organ than we had ever had before. Professor Irey followed McIntyre, and the
organ has been a valuable asset to the music department ever since. We can't yet afford a very pretentious one, but it has served its purpose very well.

"Let's see," he reflected, "in your day the old vocalion had just about reached the end of its usefulness, hadn't it?"

"By the way," he continued, "have you been up to see the new Music Hall?"

"Music Hall?" questioned the guest. "Hadn't heard about that. It's not on this campus, is it?"

"Not on the campus," was the reply, "but only a block away. Do you remember the house once occupied by Judge Lindley? Later the home of Clarence Hoiles. Just a block west on College Avenue. That was taken over in 1938 and has made a very fine addition to the college plant."
"The second floor has small apartments, which bring in enough rental fees to aid us in paying for the building. It will soon be clear of debt and we can then convert the whole floor into practice and lecture rooms. But we are not badly crowded now with a few other rooms available outside."

Other inquiries about the music department followed. Professor Woods told about the tenth anniversary of the founding of the a cappella chorus, and of the return of fifty members in 1938 for that occasion. The girls' glee club was another subject of interest. This, he said, had become an outstanding musical organization in the last few years. From a small group of inexperienced singers under student directors it had gone on under Professor Woods' supervision to beautifully finished work. Now with Mrs. Irey in charge it gave some of the most perfectly executed and popular programs of the year.

"Greenville is a singing college, you know," said Mr. Woods.
“This year at least one hundred people are taking some part in the voice program.”

“Time to get on over to Hogue Hall,” interrupted the guide, consulting his watch, “if we’re going to see President Long this morning.”

At the back of the ivy hung building the visitor paused to inspect the new entrance.

“Presented by
Cincinnati Chapter
of
Greenville College
Alumni

Juliette Breedlove
Ruth Cooper
Lillian A. Embury
Ruby I. Litherland
Hershel Litherland

Hazel A. Peterson
Charles W. Peterson
Ermina S. Price
Vilette D. Rogers
Lefa Z. Snyder

Clarence H. Snyder
1929”

he read from the dedicatory plate in the center of the supporting wall. He viewed the symmetrical stone structure with satisfaction and then pointed to the similarly built entrance to the grounds at the west and asked about the donor of it.

“That was the gift of the class of 1929,” replied his friend.

“This stone work matches well with the old brick, doesn’t it?” was his comment. “Some more special gifts from alumni would do a lot for the campus.”

“Yes,” his guide replied eagerly, “if we had fifty alumni as deeply devoted to Greenville’s future as a half dozen I might mention, no one would have cause to be ashamed of his Alma Mater. See what Dr. Snyder has done, for example: this gift here, the library memorial, which you’ll be seeing, the Zahniser-Snyder scholarship, and other student loan funds, as well as some generosities that aren’t on record.”

“I hear the library has made great improvement under Miss Dare,” said the visiting alumnus.

“The most effective changes in the history of the institution, so far as the humanities and social sciences are concerned,” was the
enthusiastic reply. "You see, the science departments got the advantages ten years ago when the gifts went to laboratories and equipment. But now we people who are dependent upon books for building strong scholarship are going to have our chance. I can see the influence of it already, and we're not nearly through.

"Under Miss Dare's supervision the library is rapidly becoming adequate for our curriculum. Already in this school year over $1200 have been invested in books—and invested wisely. We have an unusual librarian in Miss Dare. Not every college can boast of a librarian who has had years of study in the classics, almost sufficient for a doctorate, and who will redirect that highly trained intellect to the task of building a first class library. It was her sense of mission to Greenville that led her to leave her chosen field, where she was highly successful, and spend several years training herself for this work."

The east wing of Hogue Hall, which had been occupied by a library even before the student days of the old grad, showed no great physical transformation. To be sure, it was now a complete unit with a circulation desk facing the entrance and with the three rooms on either side of the hall arranged for the maximum of efficient and pleasurable use. But it was hard to believe at first glance that this small space could contain so many reference works, periodicals, and books of every character as were described by the librarian.

In the five years since Dr. and Mrs. Snyder had given the Zahniser memorial gift the degree of usability of the reference library had practically doubled. In the last two years, she said, the total collection had been increased by one-sixth—from 12,000 to 14,000 books, every addition having been made with a view to building a well rounded collection according to the best library standards. The total expenditures for the library now were approximately three and one half times what they were six or seven years ago.

It was interesting to hear of the many generous gifts which had come from friends. The most recent and, also, the largest ever given was the personal library of J. F. Doering of Evansville, Indiana, an excellent collection of literature and criticism which had greatly benefited the English department.

An inspection of the changes which were taking place in this
domain brought a realization that soon expansion within the present narrow limits could go no further. Greenville would have to have a new home for its library before long. There was something in the very spirit of the place that stirred the old grad and made him exclaim, "Oh, how I wish I had a fortune to leave."

"Well, even so small a gift as $10,000 would do." The guide beamed ingratiatingly. "This new library, it is hoped, will be built by ten such donations. We already have the promise of two, and architectural plans are tentatively made for a building to be erected out where the old tennis courts were."

As the two stepped back into the hall the bulletin boards on either side caught their eyes. "Let's see what's going on tonight." The visitor scanned the board for familiar names. "I can't seem to remember what club met on Saturday night in my day."

"Here's tonight's announcement." His host pointed to the notice posted by the Gospel League and explained the functions of each of the three chapters.

"Life Service League is doing an especially fine piece of work now," he said. It's a layman's organization, you know, that sup-
LARGEST GRADUATING CLASS, 1938

plements the work of the Volunteers and Ministerial, and sponsors every type of Christian service. That means, you see, that almost every student on the campus who has God’s kingdom at heart meets in some sort of conference on Saturday nights. It has become a great factor in unifying spiritual forces and, too, in conserving new recruits.

“I don’t believe you would find any change in the spiritual tone of the campus,” he continued. “If anything,” he added, “spirituality is more pervasive now than in our day. I was looking over the Senior class the other day as they sat in chapel and I was impressed by the fact that at least half of the forty-one are planning definitely upon some form of Christian work. I have no fears as to the contribution that this student generation will make to the Kingdom. They have strong convictions and depth of consecration to the hard task they’re facing.”

“What’s become of the literary societies?” the old grad searched the boards in vain. “Here’s some Greek words—Agora—and what’s this? E-l-p-i-n-i-c-e? Ah! for the good old names of Phoenix and Aretanian! Remember the fine posters and programs we used to put out?”

Loyally the spokesman for both old and new defended the flourishing debate clubs. To uphold the title now in the state, he said, meant a long and hard fought battle. No longer was debate a matter of a forty mile jaunt across country to some evening foray. True, one didn’t have to fear bogging down in Illinois mud and staying out all night to the consternation of the dean of women. But debates with McKendree and Blackburn were mere beginnings now in a long campaign.

The program opened before Christmas and extended up to Eastertime and took the representatives of both Agora and Elpinice—modern women debaters could hold their own with the men—to tournament after tournament, where they debated four or five teams in one day. Under Professor Quall’s supervision the squads had been pushing up their record until they were a match for some of the best teams in the state.

“But how about the hoi polloi who don’t go out for debate?” The old grad continued to mourn the passing of Aretanian and Phoenix.
"We have two other clubs meeting on Thursday evenings which absorb a good many of that number," was the answer, "and, during the same hour, band or orchestra or whatever musical organizations we have practice. And then this year all the musicians have formed a new club called L'Accord which meets once a month."

"You see," explained the prof, "our point system has helped to force out all that competitive struggle of extra-curricular activities that used to vex the faculty. Now a man takes his choice. If he's a debater he tries out for Agora; if he's a writer he tries for Scriblerus; and if he has scientific interests he goes into Aesculapian. This science club is a descendant of the old Pre-Med and it has fine programs and a very enthusiastic membership, with Professor Hamann as sponsor.

"Our clubs are all of them contributing a great deal to campus life. They bring excellent speakers and entertainers that are beneficial to everyone, and they give students some very satisfying outlets for their energies."
"I believe you would find a change, too, in student co-operation
with the faculty in committees that direct major campus activities.
This development has come with the growth of our student associa-

AESCULAPIAN, 1941
Back row: Long, Wooden, Morgan, McCready, Roberts, Gilchrist, Al-
layaud. Second: Sanders, Fortner, Reese, Craig, Dickerson, Seneker, 
Tosi, Shafer, Netzler, Doctor Moreland. Front: Paris, Meade, Cook, 
Vaught, Harvie, Reid, Schumaker.

tion. We have a social life committee, for instance, and a com-
mittee on religious life, that are doing excellent work."

The two old friends had saved their visit to the president's of-

cice until the last. On their way they stopped a moment at Dean 
Ahern's office across the hall to see something of the changes there. 
Particularly interesting to the visitor were the placement bureau 
and the student advisory service, which he learned had been in the 
process of developing during the brief administrations of Professor 
Worbois and Dean M. Munn, and were now being perfected by 
Dean Ahern. A system by which a student could be guided on 
every matter relevant to his college career from the time his 
Freshman I. Q. was discovered to the day when he held his diploma 
in hand made a great impression upon this novice in modern 
educational techniques. Another development which struck him 
as significant was the large number of teachers who now held 
doctor's degrees.

"Surely," he remarked, "there ought not to be as many misfits 
in the world as there were in my day. With wise counselors
through a student’s four years and a placement bureau to help him find a position afterward, he has no excuse, has he, for being a square peg in a round hole.”

“It remains to be seen,” smiled the Dean. “We don’t claim to be omniscient.”

President Long was occupied. There was a wait of a few minutes outside his door.

“I suppose you know,” said the prof, “that Dr. Long was the head of the chemistry department at the time Dr. Marston was called to the office of bishop, and that he was also—”

“Why,” broke in the visitor, “did President Marston leave Greenville? I have never been able to understand why a man with such unusual qualifications for the presidency should have left his first calling.”

“For the same reason as President Hogue left Greenville,” replied the informant. “He placed the call of his church above the claims of his secular profession. He had no question as to the primacy of the call. No one could dissuade him.”

“But there was no question, either,” he added, “in the minds of the board members or the faculty as to who his successor should be, when he refused to consider their pleas that he stay. Everyone immediately turned to Dr. Long. He had served as executive assistant to Dr. Marston for three years and had given evidence of such versatile abilities that he was the unanimous choice.

“You should have heard Bishop Marston’s presentation of him at the inauguration in 1936. He summed up then all that we felt about the new president.

“Wait a minute,” he exclaimed, “maybe I can get a copy of the Record that was printed at that time. A good many are kept on
file, and, if I can find one, you will have President Long’s inaugural address too.”

He stepped to the desk and asked a clerk to run through the files for the issue. Successful in his request, he returned to his friend to scan the pages for the speech of presentation. Together they read:

Nine years ago this young man joined the faculty of Greenville College, turning aside at that time from more attractive openings, professionally and financially. For these nine years he has been weaving his big soul into the texture of Greenville College. First as the head of the Department of Chemistry he promptly established himself as an artist-teacher. Later, as second executive of the staff he ably carried major responsibilities. Throughout he has ever kept in clear focus the central value of this project we call Greenville College, namely, the student.

Dr. Long has demonstrated his ability and won recognition elsewhere than on this campus. As a college and university student he was a leader in scholarship, as his election to Phi Beta Kappa attests. In graduate study he won distinction as well as a degree, as witnesses his membership in Sigma Xi, national research honor society. While on this campus his intellectual interests have gone beyond the immediate task, and in consequence his writings have appeared in learned publications and he has contributed to scientific programs.

The conversation continued to center about the unusual qualities of the man who was now in the sixth year of his presidency: his insistence from the beginning that a college is Christian only when Christianity permeates its whole program, when the atmosphere of every classroom is such that it enables the student “to face life squarely and come to grips with it”; his openmindedness in recognizing this objective and in formulating new policies for accomplishing it; his vision for the future, which had broken down the inertia of hundreds of the alumni and infused them with a new loyalty to their college; his dynamic energy which had been poured into unbelievably long hours of work; his spirit of devotion and self-sacrifice which inspired all those associated with him to like efforts.

There was some talk, too, of Mrs. Long, of her interest in students, her enthusiastic support of campus activities, her consecration to a life that was hard and exacting. Both she and her husband held their degrees from the University of Kansas.
The appointment of President Long, it seemed, had come when the time was ripe for an emergence from the period of financial reverses which had overtaken Greenville College along with most other institutions of the thirties.

The depression had begun shortly after President Burritt’s death. Subscription lists always have a way of evaporating even in the best of seasons, but under the financial pressure of that period the shrinkage was terrific. And along with that went nation-wide depreciation in invested endowment funds. Operating expenses, too, during the period were unmanageable.

The financial picture which the visiting grad carried in to the office of the president, as he was summoned to the interview, conditioned him for listening with eager attentiveness to the facts and figures which Dr. Long gave at his request.

His first inquiry had to do with the present indebtedness of the institution. In answer to this question President Long got out his report given at the recent meeting with examiners of North Central Association and pointed out a few tables of figures. Here was to be seen the record of a steady reduction through five years of the debt of almost $81,000 which encumbered the books when he came to office. More than $36,000 had been applied during this time, so that now the total indebtedness stood in round figures at $45,000.

Much credit, he said, for this achievement should be given to George Kline, the field agent in charge of the campaign for debt liquidation, during the years of 1936 to 1939. Pledges for liquidation during that period amounted to $42,000 and debt reduction amounted to $18,000 and better.
Retirement of Indebtedness

Budget Operation
Number of Donors

Total Donations
BOARD OF TRUSTEES, 1941-42

Another five years summary which interested the visitor was the report on net assets which had gone from $342,000 in 1936 to $382,000 in 1941-42, an increase of nearly $40,000. Still another comparative study presented the operating budget through the five years’ period. Each year the budget had been balanced, once with a surplus of only $52, (1939-40), but each time safely out of the red.

The most impressive statement had to do with the increase in total income, exclusive of student fees. In 1936 the figures had stood at $13,710.51. At the end of the calendar year, 1941, the total receipts were $45,837.11.

“I suppose,” said the visitor, “that the donations through the Living Endowment League account in part for this great change.”

President Long responded by showing him some of the charts which he had used in presenting graphically to audiences all over the country the forward movement of the endowment campaign. Here the old grad viewed as in panorama an amazing story of the achievement of men and women who had become fully aware of their personal responsibility for supporting the Puritan pattern of Christian education which had been maintained for the many years at Greenville.

It was the custom of most of these men and women to consider themselves stewards rather than owners of the material possessions which came into their hands. In this function they had tried always to act scrupulously, but not always had they acted systematically in meeting the claim which Christian education rightfully should make upon every steward of the Kingdom. Now at last they recognized this claim and welcomed a plan whereby they might pledge a definite portion of their income each year throughout their lives to a program which they were convinced should be perpetuated.

The five dollar unit gift they felt was the best scheme ever presented for regular and reasonable giving. From the day in late January, 1940, when this plan was offered to a representative group of alumni, church members, local business men and trustees, to the day in mid-November, 1941, when it reached its phenomenal conclusion with the goal of 5000 units reached, it had appealed to the judgment and the enthusiasm of donors as nothing ever
had before. It guaranteed the regular income of $25,000 a year, essential to the operation of a fully accredited and fully adequate liberal arts college; but it guaranteed something even more important, the prayerful support of Greenville College by two thousand Christian men and women. It represented a continuing belief in a philosophy of education which had originated in the moral earnestness and cultural breadth of Puritan pioneers and which had been vital enough to evolve during the passing years its own unique pattern.

“The campaign for Endowment League members is continuing,” said President Long, “for the establishment of a permanent annual income of $25,000 requires a membership considerably beyond that reached last November. Already we have 2100 donors, that is, 300 beyond the November list.”

“Upon this basis,” said he, “we have been fully accredited by the University of Illinois. Here is their statement.” He produced the report rendered after a recent inspection and the visitor read the following classification:

Class ‘A’ through June, 1943, with the understanding that the continuation of the rating beyond this date shall be conditioned upon a satisfactory showing of continued progress in the financial support of the college.

“I guess that puts it up to us who want Greenville College to go on, doesn’t it,” the old grad reflected.

“Yes,” said President Long. “Yes, we’re not through. Not by a long way. We haven’t yet attained the goals set by North Central Association and even after we have done so we must keep moving forward. We must not fail these young men and women who are going out to meet the most difficult problems, I believe, that have ever confronted our graduates. They deserve the very best preparation we can offer them.”

The old grad left the office of the president deep in thought. He was silent as he walked beside his friend.

Finally he spoke. “I’ve been trying to straighten out my perspective.”

“I’ve been living in the past most of the morning,” he explained,
"and it's done something for my point of view. You know, you can't get the right slant on the present unless you understand what's been happening in the past. And it seems as though now all at once past, present and future have slid into place.

"You remember what you told me this morning, as we were coming up to breakfast, about Almira Blanchard Morse and her piano, the first piano that came to Bond county over a century ago. We romanticize that and make it a symbol of culture breaking in upon the crudeness of pioneer life. The historians have a good deal to say about that aspect of early educational movements in the Middle West.

"Some Illinois colleges I've visited have whole rooms full of lovely antiques: walnut furniture, hand-made tapestries, fine old portraits. I suppose the collectors think they've saved the best of pioneer civilization.

"But there's another feature of early schools like Almira that is seldom mentioned, or if it is, it's too often with derision. And nobody seems concerned about saving it.

"Almira evidently wanted music and art and literature and every cultural value that was provided for women in her time, but, from what I've heard about her, there were some things that mattered more than these, for the reason that they guaranteed the very continuance of culture. One of them was a well-founded belief in a personal God, and another was the use of some disciplines for deepening one's consciousness of God and strengthening one's moral fiber.

"That's what President Hogue wanted, too, when he accepted the presidency of Greenville College—not simply to raise the cultural level of Free Methodism and the holiness movement in the Middle West, but to develop complete Christian stature. You don't get spiritual stature without discipline any more than you get physical stature without obeying the rules.

"Now, from all I can learn about Greenville, spiritual values still have first place in its accepted philosophy of education, and some disciplines for achieving them are enforced.

"That ought to mean something for the future. You have told me of the moral earnestness that characterizes this student generation, and I've seen for myself evidences of means toward a
broader culture than has hitherto been possible. The Free Methodist church will undoubtedly benefit greatly by this vitally Christian culture, as it has in the past, but the results ought to be much farther reaching than that.

"I don't know of any period in history when there was any greater need for men and women whose philosophy of life makes them superior to their material environment. I can't think of any place today that is too difficult for young people who have learned in the educational process 'to endure hardness as good soldiers'. I can't think of any situation that wouldn't be bettered by thinkers who know what they believe and why they believe, nor of any situation that won't yield eventually to the winsomeness of truly Christian culture. There is no need so imperative right now as the need for Christians who through disciplined intellects and wills have reached their full spiritual stature and are ready to lead the blind masses back to those values which they have lost and which alone can give them certainty and security and real freedom."