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# A Pictorial History of the Drury College Student: The First Fifty Years

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A PICTORIAL HISTORY OF THE DRURY COLLEGE STUDENT:  
THE FIRST FIFTY YEARS

A PICTORIAL HISTORY OF THE DRURY COLLEGE STUDENT:  
THE FIRST FIFTY YEARS

A dissertation submitted in partial fulfillment  
of requirements for the degree of  
Doctor of Education in Higher Education

By

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August 2011  
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## ABSTRACT

Established in 1873, Drury College in Springfield, Missouri, provided a unique experience for their undergraduate students. A limited amount of research has been conducted on the institution but no work has been done to specifically look at the undergraduate student experience.

Using archival research methods and information from literature on image based research; the researcher has created a pictorial history of Drury College utilizing photographs, images, and archival documents. The specific research questions asked were: How do archival images and documents of Drury University's first 50 years describe the undergraduate student's experience, specifically in the area of their involvement and overall campus life? What according to archival images and documents, was the collegiate experience like at Drury University from 1873-1923? How were undergraduate students represented in archival images, documents, and additional resources?

The findings tell the story of the student experience during the first 50 years of Drury College. The dissertation is divided into five chapters and the findings are organized to highlight each of the three research questions. .

This research project seeks help stakeholders of Drury University better understand the history of the institutions and their past students and will provide future researchers a guide to conducting similar research.

This dissertation is approved for  
Recommended to the  
Graduate Council

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Finally, I need to acknowledge and thank all those members of the Drury community who contributed to the annual yearbook, the student newspaper, and the archival collection. This project would not have been possible without their efforts to preserve the history of Drury.



## DEDICATION

This dissertation is dedicated to Carson Key, Dustin Irvine, and Alissa Irvine. I hope you find an area of study that provides for you a life that is full of love, health, happiness, and success. As Carson would put it, I hope you find a life that “matches you.” I will be at each and every graduation, award, and success...clapping loudly as your greatest fan.

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## CHAPTER I

### *Overview of the Study*

In 2001, after 125 years, Drury College grew to become Drury University, one of the leading private higher education institutions in the mid-west. With current enrollment of 1,519 full-time day undergraduate students, 2,255 continuing education students, 413 graduate students, and 9 satellite campus sites, the university is consistently ranked for its quality liberal arts education (Spring 2008, Drury University Census Report). Since 1875, Drury has conferred degrees for over 14,000 individuals while maintaining their commitment to the liberal arts tradition and affordable education (Drury University, Office of the Registrar).

As the university continues to grow and enroll students from around the United States and the world, it is important to remember the historical foundation of the university. By understanding the formation of this institution, the Drury experience tells the story of both a single institution and speaks to the experience of other institutions of higher education during the same time period.

James Harwood, Charles Harwood, Nathan Morrison, and Samuel Drury, all Congregationalists, joined together in the early days of 1873 to establish Springfield College in Southwest Missouri. Later renamed Drury College, after a \$25,000 donation from Samuel Drury, the college patterned itself after the Congregationalist liberal-arts colleges of the northeast like Dartmouth, Yale, and Harvard.

The Congregationalist founders chose Springfield, Missouri to establish their new college, in part, because it had been scarred by the Civil War. Nathan Morrison, Drury's first President, wrote that the college sought to "minister to the healing of the horrid

wounds made by civil war.” (Clippinger, 1995) Drury’s church affiliation played an integral role during the founding years that continues still today.

Although there has been historical documentation written about Drury College, there is no clear picture of the student experience during the developmental first years of the university. The current study was subsequently designed to tell the story of being an undergraduate student, through images of Drury’s first 50 years.

### *Purpose of the Study*

The purpose for conducting the study will be to tell the story of the undergraduate student experience through images and photographs at Drury College, a small private liberal arts institution in Springfield, Missouri between 1873 and 1923. The researcher will accomplish this by organizing and publishing a sample of images and documents from the archives held by Drury University in the Olin Library. This study will allow stakeholders from the Drury University community to access photographs and documents typically only accessible through scheduled research appointments with the Drury University Olin Library archivist. The study will provide an organized compilation of the student experience including participation in clubs and organizations, life inside and outside the classroom, and draw upon archival documents to determine what the images represent. Two specific series of documents will serve as the principal resources: The Sou’wester and The Drury Mirror. The Sou’wester served as the college annual yearbook. The first year of publication for the yearbook was 1903. The Drury Mirror is the bi-weekly student published newspaper. The first documented printing of the newspaper was in 1886.

### *Research Questions*

The study will attempt to answer the following research questions:

1. How do archival images and documents of Drury University's first 50 years describe the undergraduate student's experience, specifically in the area of their involvement and overall campus life?
2. What according to archival images and documents, was the collegiate experience for students enrolled at Drury University from 1873-1923?
3. How were undergraduate students represented in archival images, documents, and additional resources?

### *Assumptions*

The study accepts the assumption by correlating the available resources from the Drury University Library Archives, an accurate summary of the student experience can be described. By limiting the research project to the first 50 years and by utilizing photographic images, yearbooks, and student newspapers available through the Drury University archives, the researcher can accurately answer the research questions. The study also accepts the assumption that the selection of photographic images available from the Drury University Archives is representative sample of the general student population from 1873-1923, the names and dates recorded along with the images are accurate, and finally the articles written for the student newspaper and the documentation in the annual yearbook are precise and accurately portray student life.

### *Delimitations and Limitations*

The sample years 1873-1923 were chosen because they correlate with the first 50 years Drury College existed in Springfield, Missouri. The sample was delimited to the

first 50 years in an effort to explore images and archival documents from an under researched time period of the university.

The accepted limitations of the study include:

1. First, the photographs, documents, and articles stored in the Drury University Archives are images that can be viewed but not actually questioned. The information available with the archived photographs, in most cases includes some dates and maybe a few student names.
2. Some images do not include information citing date, location, or individuals. By utilizing the Sou'wester yearbook and the Student Newspaper, correlations may be drawn from other archival documents and information can be summarized. An example of this type of correlation could be selecting an athletic team photograph and finding the same picture in the college newspaper football special edition publication complete with names and a story about the football game.
3. In some cases it will be necessary to make assumptions based on information available. When information is unknown, the researcher will make these notes throughout the study. The research project will not include personal interviews as part of the research process but will rely on archival information available only through Drury University Olin Library archive resources.
4. There is no clarity about where many individual images in the archival records originated. Some pictures and archival documents were collected by the institution's employees and have always been part of the Drury College archival collection. Some documents and images were donated by alumni, stakeholders, and community members at undetermined times. Some images are dated and

some images are not. The names provided along with the pictures are only as accurate as the unknown author/contributor who provided the information.

5. The first published yearbook appeared in 1903 and the first Drury Mirror Newspaper was published in 1886. Prior to the start of the annual yearbook and the Drury Mirror Newspaper, limited information and photographic images are available.
6. Most of the photographic images from the first 50 years are staged photographs. During this specific time in history, it was uncommon for photographs, especially informal snapshots, to be taken. Most student gatherings and group pictures appear to be staged and are in a posed setting for a professional photographer. These are the typical photographic images available for this archival research study.
7. The images scanned from the Drury Mirror for the study are copies of the original newsprint documents. Due to the fragile nature of the newsprint, the images have been copied by the university archivist and hard-cover bound for easier researcher reference. The images included in this research project are not from original documents.
8. Pictorial documents and/or books have been written for many colleges and universities. These books can be utilized as examples for organizing subject matter. Virtually no examples of university archival pictorial history dissertations have been written to benchmark or pattern the research organization against. College and university historical research and pictorial analysis is not a typical method chosen for dissertations.

9. All the documents utilized to create this pictorial history of Drury College are available from one location, the Drury University Olin Library. Photographs archives are not cataloged into a database. They are currently held in a temperature controlled vault and sorted by topical categories and each topic is assigned a storage box. The storage box is labeled and the photographic images are stored inside the box.
10. One archivist is available to access documents so the researcher will be limited to the archivist's availability, knowledge of the organizational system, and how information is catalogued and stored within the vault. The archivist willingness to engage in the process and allow access to documents is critical as the researcher progress through the research project. The Drury University archives are open from 9:00 a.m. until 6:00 p.m. Monday through Friday. Because of the available hours, the researcher will have limited access to archived information.
11. Finally, as additional stakeholders from Drury University hear of the study, interest could potentially increase and the original parameters set in the beginning of the study will need to be maintained.

#### *Definition of Terms*

Drury College was established in 1873 and the college was renamed Drury University on January 1, 2001 on the 125<sup>th</sup> anniversary of the institution. After adding graduate degree programs, Drury College desired and obtained the status of a University.

The Congregationalist Church is closely intertwined with the American Presbyterian Church. In addition to founding Drury College, Congregationalists founded many of the first colleges and universities in America. Some of the institutions founded

by Congregationalists include: Harvard, Yale, Dartmouth, Middlebury, Amherst, Carleton, Grinnell, Oberlin, and Beloit. Seeking to establish a Christian Fellowship, the Congregationalist theology became a leading force for the American liberal religion and this denomination considered themselves the first reformed church.

#### *Acknowledgment of Subjectivity*

The nature of this study, the researcher's connection to the institution, and the limited information provided for some of the images should be taken into consideration throughout the study. The researchers personal attachment to and history with the institution and the nostalgia value the historical images have, could possibly have an impact on interpretation or assumptions made throughout the study.

#### *Importance of the Study*

This study will tell the story of the undergraduate student experience at Drury College from 1873-1923. As Drury University continues to grow, change, and develop, it is important to remember the historical formation of the institution. The potential importance of this study could be of interest to the thousands of Drury College/University Graduates and their families, members of the Springfield, Missouri community, and to future prospective students. A research project of this nature designed to organize archival historical information will provide historical richness not easily available to the general public. The study could be used as a compilation reference by individuals interested in learning more about the student experience at Drury College during the first 50 years. The nature and design of this specific study will also provide future researchers a template design for conducting similar historical and archival research at different colleges or universities.



## CHAPTER II

### BACKGROUND OF THE STUDY

#### *History of Drury College*

According to Clippinger (1982), and the current Drury University web site, the founding of Drury College is the result of the culmination of multiple joint efforts of individuals and the local community. Because of a desire and perceived need for an academically strong liberal arts congregation in the Midwest, Congregationalists missionaries worked to establish a college in Springfield, Missouri. In 1873, Drury College became a reality after four men, James Harwood, Charles Harwood, The Reverend Nathan Morrison, and Samuel Drury joined forces. It was the substantial \$25,000 financial gift from Mr. Samuel Drury that changed the original name of Springfield College to Drury College. On September 2, 1873 the bell rang and the first class was held on the small 1.5 acre, single building campus. The original curriculum focused on educational, religious, and musical development and men as well as women were welcomed as students to Drury College. <http://www.drury.edu/multinl/story.cfm?ID=117&NLID=39>. Retrieved January 17, 2008.

Drury was founded as an independent church related college with a commitment to personalized higher education. The Congregationalist founders envisioned an institution that would offer all students, regardless of their gender, race or creed, both a sound liberal arts education and a more practical education in various applied studies. (<http://www.drury.edu/multinl/story.cfm?ID=3013&NLID=39>. Retrieved January 17, 2008)

During the first 50 years, the college saw leadership from seven different presidents. The faculty were few in number and played important roles in the student experience at Drury College both in and out of classroom. A focus on the liberal and traditional education remained much as it does at the University today. Academics were rigorous and curriculum changed as society required more technical and professional training. The Drury College campus administered a preparatory program, later called The Academy, a music conservatory, a cadet corps, and for many years held separate department for ladies course curriculum (Clippinger, 1995).

Financial concerns were ongoing and pressing area of concern as were continued building projects for the first 50 years. By 1923, the Drury College campus included academic buildings, a chapel, dormitories, an extensive library, museum of natural history, and the president's house.

When Drury College opened, tuition, room and board prices were just over \$150 per year. The cost of attending included tuition, room rental, meals, fuel and lighting expense as well as clothes washing. By 1923, a student could attend Drury College for approximately \$170. Students were expected to follow general rules and regulations; though few in number, they clearly outlined expectations on topics such as required attendance at chapel, social etiquette and expectations, examinations, class attendance, and Christian behavior on campus and in town.

Extra-curricular activities included academic societies, athletic groups, artistic performances, theater, social clubs and later Greek letter organizations. Class pride and spirit as well as was a matter deeply rooted within the student body and annual events, pranks, and traditions have been well documented.

Although this study focuses on the student experience during the first fifty years, it is important to make note of historically significant information from 1923-present date. The following information is arranged by presidential term and notes specific accomplishments, struggles, and events at Drury College.

The seventh president of Drury College was Thomas W. Nadal. He served for 20 years from 1917 until 1939. Nadal saw Drury College through what is referred to as Drury's second period. He saw the campus through active war time needs and the end of World War I, the depression era,

On campus he struggled through low faculty salaries, budget deficits, a million dollar endowment campaign, and the fifty year anniversary of Drury College. The successful fundraising efforts allowed the campus to build a much needed Harwood Library, Wallace Hall women's dormitory, and Clara Thompson Hall of Music.

Throughout the 1920's, North Central Association encouraged almost all departments to modernize and make necessary changes. By 1929 Drury College was the largest private college in the state and with enrollment was nearing 500 and significant curricular changes were made to the academic programs.

Financial troubles lasted throughout the 1920's and 1930's and compromises were made in all areas of campus from limiting student employment, cutting programs and extracurricular activities, salary reductions, and campus improvements. By 1936, the worst of the financial depression was over and Nadal focused on restoring and repairing the financial drought. Fundraising efforts were restored and lasted for the remainder of his presidency. After years of honorable service, Dr. Nadal retired in 1939.

Dr. James Franklin Findlay joined Drury on July 1, 1940 with plans to create a “modern college.” Shortly after his inauguration, on December 7, 1941, Pearl Harbor was bombed and the United States declared war. Adjustments were made to the curriculum to support war efforts and resources were allocated for medical and vocational training on campus. For their efforts, the S.S Drury victory war ship, named after the college was launched on June 6, 1945. Like other colleges, Drury College weathered World War II and struggle to share resources with the program of national defense. The large challenge during this time was figuring out how to provide quality education to those students not called to serve as enrollment decreased and resources dwindled.

Post war, enrollment surged as veterans utilized the G.I Bill, dormitories were returned to student use, building funds and construction plans were established, evening college was started, and college fundraising efforts were assigned to committee. To celebrate the 75 year anniversary of the college, 1948 served as a year-long Diamond Jubilee celebration. Enrollment continued to grow and academic programs expanded throughout the 1950’s. In 1963, the Masters of Business (MBA) program was established. During this time of rapid growth, numerous buildings were constructed: Walker Library, Wallace Dormitory addition, Breech Business Building, and the Atha Pool were added to campus.

As the student body grew, so did activities and needs on campus. Student Senate led the charge to reinstate the football program, increase on-campus entertainment, acquire a student union for gathering, improve Drury Mirror campus newspaper, and organized efforts to address problems. This time period also served as an opportunity for students to address the College’s strict regulations, for example, the requirement to dress

for dinner in the cafeteria and unsafe driving on campus. Dr. Findlay retired on July 1, 1964 after serving for 25 years.

During the Brandenburg presidency from 1964-1967, goals were set to improve academic quality of the college, increase admission standards, increase number of faculty and their salaries, included faculty in forming college policy, and communicate closely with the Board of Trustees. His leadership style was well received by faculty, students and the community which helped his success in establishing a development office to raise funding, and reducing faculty teaching loads. During these years, success on the basketball court under Coach Bill Harding's leadership from 1965-71 provided Drury College with a 119/163 record. On March 28, 1967, Dr. Ernest Brandenburg died from cancer leaving behind a legacy of optimism and enthusiasm on the Drury College Campus.

In November 1967, following the passing of Dr. Brandenburg, Alfred Cannon was elected as president. Cannon focused his time at Drury College on service to the community and revising the statement of educational philosophy and procedures on campus. During his two years on campus, students and faculty were included as members of the Board of Trustees. Tenure policy was adopted, fringe benefits increased, and the number of faculty members with a terminal degree increased on campus. Lay Science center was dedicated and McCullaugh Cottage dormitory was raised. By 1969, raising tuition prices, student attrition, and competition from the decreased cost of public education led to tension on campus. This resulted in a high rate of faculty and staff turnover, a budget deficit, and decreased student enrollment. During a board meeting in the spring of 1970, after only serving 2 years, Cannon was terminated.

After serving on the search committee for a new president and as a trusted and respected member of the Board of Trustees, Dr. William Edward Everheart was promoted from within the ranks to serve as the next president of Drury College. Everheart restored a balanced budget within the first year and calmed the community after a turbulent time. New goals and objectives were established in time for the approaching Centennial celebration. The new student center was dedicated in September 1972 just prior to the hundred year anniversary of the college. Drury's Centennial celebration lasted the entire year and included visits from politicians, artists, and scholars and even included a commencement address by Bob Hope. Everheart served Drury from the fall of 1971 until July 5, 1976 when he was killed during a car/train accident.

In January 1977, the presidential search proved successful when Dr. John M. Bartholomy was appointed to serve. The challenges during his presidency included a budget deficit, the need to change the curriculum, fundraising, admission and attrition, and continued talk of faculty unionization. Record enrollment in fall 1978 combined with seventy-one percent of faculty holding terminal degrees and no deficit spending provided a needed morale boost to the Drury community. Improvements made to many campus buildings and plans for future expansion were also included under the Bartholomy term as president. He resigned in May of 1980. (Clippinger, 1982)

Norman Crawford served a two year term as the thirteenth president of Drury College. His charge was to respond to low faculty morale and unresolved issues with unionization. Even though Crawford's election was with reservations from some and he did not have unanimous board support, he worked to diffuse concerns and respond with attempts to build relationships. Low faculty morale, building in need of repair, budget

concerns, stress among faculty and his inability to gain full board approval, Crawford resigned in 1983. (Asher, 2007)

After years of short presidential terms, the next presidential change lasted for twenty-two years. John E. Moore Jr. saw Drury College through substantial change across all areas of the campus as the fourteenth president. His natural leadership, determination, and people skills served him well in this role. Long term plans, mission and vision were shared widely and successes grew and compounded upon each other. Campus expansion projects started by acquiring surrounding run down property adjacent to campus while campus landscaping projects and image were focused on. Moore's ability to compromise and communicate repaired relationships, increased enrollment, erased deficits, built buildings, and secured an administrative leadership team that sustained throughout most of his tenure. Curriculum transformations and the Global Perspectives (GP21) minor were established as well as increased retention efforts, study abroad opportunities, opportunities for non-traditional students, while faculty with terminal degrees approached 100%. With added graduate programs, increased endowment, and increased enrollment numbers , on January 1, 2001, Drury College went through the process of a name change and became Drury University.

After Moore's retirement in 2005, John Sellers served for two years and currently Ben Todd Parnell is in his third year of presidency.

### *Review of Related Literature*

There are four separate bodies of literature considered for review in conducting this specific research project: literature on archival and imaged based research, relevant historical information on the state of Missouri, Greene County, and Springfield, Missouri and the status of education in Missouri from the late 1800's to the early 1900's, and books, manuscripts, and documents obtained from the archives at Drury University. The primary focus of this study, again, is to create a pictorial history of the student experience at Drury College during the first 50 years (1873-1923).

While there are dozens of books on university histories available for review, there are virtually no peer reviewed research articles or similar dissertations available at this time to pattern and format this study after. Pictorial histories from other institutions provide layout and organizational ideas for publishing a coffee table book but provide little assistance for organizing and producing a dissertation or research study of this nature.

A body of research is available on archival research, image based research, and the copyright ethics of using photographs and images. This information will be utilized to guide research practices throughout the study.

In addition to utilizing imaged based techniques and archival research strategies while working with archival data available from Drury University Archives, the researcher will summarize a general history of Springfield, Missouri during the first 50 years of Drury College and correlate the impact this historical information could have on the experience of an undergraduate attending the college from 1873-1923. The researcher will also summarize the nature of education in Missouri during this time



period and those possible correlations as well. Both summaries are included to give the reader a general overview and understanding of how Drury College fit into the community culture and society, and the impact of those outside forces on the undergraduate student experience while they attended the institution and lived in southwest Missouri.

### *Relevant history on Missouri, Greene County and Springfield*

Greene County was organized in 1833 and named after Nathaniel Greene, a Revolutionary War hero. Springfield was founded in 1838 by John Polk Campbell with land he deeded to the county. Springfield serves as the county seat and is located on the Ozarks plateau. As part of the Mississippi Valley claimed by France in 1682, Missouri was ceded to the United States and called “Louisiana” in honor of King Louis XIV. In the early 1800’s the Delaware and the Osage tribes; the earliest American Indian inhabitants of the area, were pushed to the west. In 1825, both the Shawnee and the Osage Tribes surrendered their land in Missouri. The United States Indian relocation in 1930 known as The Trail of Tears marked the end of American Indian tribes located in the area (Greene County, 2008).

When Missouri became a state in 1820, the Thomas Amendment authorized Missouri to join the union allowing slavery but the amendment prohibited slavery in the rest of the Louisiana Purchase north of the Missouri-Arkansas Border (Greene County, 2008).

The Civil War caused Union forces to occupy Springfield in July 1861. The Battle of Wilson Creek was entered into on August 10, 1861 and on January 8, 1863, The

Battle of Springfield was fought. This war conflict happened 10 years prior to the opening of Drury College in Springfield, Missouri.

Many landmarks still present in Springfield were constructed in the late-1800's and early-1900's. Springfield High School and Springfield College (now Central High School and Drury University), St. John's Hospital, National Cemetery, Greene County Courthouse, Shrine Mosque, Pythian Castle, and Carnegie Branch Library (Greene County, 2008).

From 1870-1890, the railroad miles in Missouri tripled to span 6,887 miles and with this growth followed population expansion in Missouri. The railroad allowed residents of Missouri to produce and consume products like no other time in history. Available for purchase, were everything from pianos and fine textiles to liver pills and newspapers. Community members served as local dentists, lawyers, doctors, insurance agents, and merchants (Christenson, 1997).

Agriculture, mining, and technology all contributed to the growth and expansion in Missouri. By the end of the 19th century, Southwest Missouri hosted a thriving lead mining industry that provided 80% of lead mined in the United States Missouri ranked third in the United States in producing poultry and first in raising mules In 1904, demonstrations at the World's Fair in St. Louis, showed the finest technology and innovations such as the automobile, the moving picture show, over 19,694,855 visitors attended the 184 day fair (Christensen, 1997).

In 1834, the first post office was established in Springfield and by 1840, the population in Springfield had reached 411 while the population in Greene County was 5,372. By the 1890's Springfield's population had reached 23,367. Census numbers

indicate a decrease in the black population in Springfield following the April 14, 1906 lynching of three black men on the public square. (Greene County, 2008). In 1923 the population in Springfield was less than 60,000. (<http://www.legendsofamerica.com/MO-Springfield2.html>)

### *Status of Education in Missouri*

Children in Missouri spent little time receiving a formal education in the late-1870's to early-1920's. Instead their time was spent learning and mastering gender appropriate tasks. Young girls learned to clean, cook, sew, harvest and preserve gardens and care for babies and younger siblings while young boys planted crops, hunted and trapped, did chores, and cared for livestock. A formal education was considered meaningless to the families during this time period. As railroads came through Missouri, the economy and industrialization required skilled and educated workers. All skills and education could no longer be learned on the family farm. It was typical for the academic school term to begin after the fall harvest and for it to end before it was time to plant crops in the spring. Rural communities would typically provided a primitive one room school house buildings with one teacher for all grade levels while larger cities had a more elaborate education setting with multiple teachers and separate grade appropriate rooms (Christensen, 1997).

“During the late 1870's an average of 250 school districts were organized each year in Missouri.” (Christensen, p. 59). The 1870 census showed less than half of the children in the state were attending school. Some children had the opportunity to attend preparatory programs/academy's maintained by private colleges. Other children attended schools for orthodox instruction. African American children did not often obtain an

education beyond the eighth grade in the 1870's and 1880's (Christensen, 1997). In 1890, the United States Commissioner of Education issued a report to Missouri. As the industrial society increased, Missouri's public schools were no longer adequate. Especially hard hit in this report were the rural schools. Paying low taxes for education and allowing local untrained school boards were to blame (Christensen, 1997). This report created a demand to improve teacher education and in 1911, Missouri passed a law that centralized the teacher certification process. This law did not however require County certificates to be replaced by state certificates. Rural school children would still be taught by teachers with an eighth grade education (Christensen, 1997).

In 1905, the state of Missouri issued a statute requiring all school aged children to attend school (Christensen, 1997). Public school education was still considered inadequate; many Missouri families relied on private college academy education and religious primary education. Most private colleges hosted academies during this time until World War I.

Higher Education by the late-1880's allowed for choices for both men and women in Missouri. The State University in Columbia, Warrensburg, and Cape Girardeau plus 15 private colleges were all options for those interested in attending college. Seven of the 15 private colleges admitted women and over half of the over 2000 students enrolled at the state colleges were women (Christensen, 1997).

Higher education enrollment continued to increase in the early 1900's. Regional state institutions enrolled over 3,800 students and the State University enrolled just under 3000 in 1910 (Christensen, 1997), Drury College along with Central College in Fayette, Central Wesleyan College in Warrenton, Missouri Valley College in Marshall, Park

College in Parkville, Tarkio College in Tarkio, and Washington University in St. Louis  
all enrolled men as well as women.

Chapter III  
METHODOLOGY

*Introduction*

This chapter will explain in detail how images were selected, assessed, analyzed, and categorized for this historical research project. The chapter will also explain how images and topics are organized and further comment on some limitations presented in the study.

As the purpose of the study is to examine pictorial images and documents and to decipher the experiences of college students from 1873 to 1923 at one specific institution, the study will focus on the undergraduate experience of students enrolled at Drury College, a small private liberal arts institution in Springfield, Missouri. The focus of the study will remain on the undergraduates and their experience of student life during the first fifty years.

*Information on the archival collection at Drury University*

The Drury University Archives contain a collection of material related to the history of Drury University. University papers, records, and memorabilia are kept in archives, and the collection includes over 7,500 photographs chronicle the history of Drury. The Drury University Archives were started by Professor Paul Roulet in 1873. Roulet maintained the archival collection until he left Drury College.

Paul Roulet loyally served Drury College throughout President Morrison's administration. He was the handyman of the faculty, called upon for all sorts of special assignments in addition to his teaching of French and Mathematics—for instance, business manager of the dormitories, solicit or of special funds, public relations man who wrote innumerable news relations and collected great numbers of news paper clippings. He was the perennial secretary of the faculty. When President Morrison resigned, Professor Roulet submitted his own resignation. In 1894, seven years after his resignation, he was chosen by the faculty and endorsed

by the Trustees, to be College Historian, and was elected to a member of the Board of Trustees. (Clippinger, 1982, p. 35)

The Archival collection at Drury University also includes:

- Manuscripts
- Sou'wester Yearbooks (1880-1933)
- The Drury Mirror (1898-present)
- *The Drury Story* by Frank W. Clippinger
- *Those Were the Days* edited by Royanne Blake
- Archived Photographs (7,500+)
- Academic Catalogs
- Commencement addresses and other public addresses
- Journals and College Documents

The researcher will personally view photographic image and documents in the related topical areas. When possible, the researcher will select an appropriate sampling spanning the half century.

#### *Archival and Picture Literature*

Because pictures have the ability to evoke feeling and can communicate rapidly without verbal interactions, it is necessary to have a reasonable understanding and brief overview of image based research. Stiles, in *Qualitative Methods and Analysis in Organizational Research*, warned researchers of the subjective nature of images and the possible variations of interpretation. Words and pictures are often linked in the mind and images have the ability to conjure different feelings, reactions, and responses for each individual (Cassell & Simon, 1998). Similarly, researchers are cautioned by Winston when utilizing photographs as evidence to consider the opportunity to manipulate images. Caution should be exercised when making assumptions from photographic images. The spectrum of manipulation could be in the form of an expression of artistic freedom of the photographer to utilizing technology to manipulate an image. Winston recommended

instead of using photographs as “a window on the world” to accept images as they are and embrace the potential of photographers to include artistic embellishments or for an image to be digitally retouched. We should use images to “see something about the world” and as “a mild realist position.” As a researcher, one cannot accept the old adage “the camera never lies.” (Winston, p. 66)

Much like Winston, Prosser, editor of *Image-based Research: A Sourcebook for Qualitative Researchers*, advocated utilizing images to better understand the human condition and to interpret data. Image-based research can span from analyzing ancient cave drawings, photographs, to yesterdays family video. Analyzing groups of images allow researchers to cumulatively signify and examine a culture while providing an alternative research method of understanding (Prosser, 1998). The ethics that surround utilizing images and photographs, ownership rights, and privacy all need to be considered when conducting an image based research project (Viera, 1988).

The conflict between the individual’s right to privacy and the use of his/her historical image-continuum by others in documentaries...arises because our lives have public and private aspects. Courts have been forced to draw boundaries between what is private (protected) and public...in an attempting to adjudicate rights in this area, the law has essentially taken ethical positions, forbidding commercial exploitations on the one hand, but permitting extensive unauthorized use in news, documentary, and docudrama...typically, a person who consents to being photographed or filmed signs a release granting the image-fixer the rights to any and all uses of the image in perpetuity, in any medium known or ever developed. The photographer is the owner of the negative, and hence, the particular concrete image (Viera, p. 138).

Images used in this study are property of Drury University. Individuals seen in the photographs and written about in the articles/documents will not be asked to sign a release. The majority of the individuals are no longer living and this study is not about



specific individuals, it instead takes a holistic approach searching for the overall environment and experience at Drury College during the first 50 years.

Throughout the study, inferences, assumptions, and conclusions will be drawn about the student experience. In the article “Do Photographs tell the Truth”, Becker (1978), explains how a researcher could ask what a specific picture telling us the truth about. Becker recommended the following cautions when analyzing particular images:

- (1) photographs do not tell the whole truth, and unless contradictory, multiple assertions do not necessarily undermine each other;
- (2) the “truth” will ordinarily not be verified by a single photograph, but instead will require many pictures, among other forms of evidence;
- (3) the validity of what a photographs asserts may shift as new evidence is found; and
- (4) no single standard of proof is acceptable for all social groups and purposes. (p. 9-13)

Similar to Becker, Tucker (2006), in *The Historian, The Picture, and The Archive* writes of photographic images being part of a social biography and not just a representation of one specific thing. Specifically, images can be used to identify “accumulative histories” and to identify “social biographies,” not just as a single object (Tucker, 2006, p. 113). Tucker questioned why specific images survive, are preserved, and are archived, and acknowledges the importance of considering the why in the research process. It is important to note that this article by Tucker is about preserving scientific images of eclipses, stars, and planets but the message transfers to archival research as well because it speaks to the holistic approach of considering photographs as well as other archival documents to search for the “accumulative history” of the student experience at Drury College.

#### *Research Design*

This qualitative methods study is a comprehensive examination of archival data using historical images and documents. The photographs, images, and documents utilized in the study will be scanned, sorted and evaluated while maintaining the integrity of the images. Images will be cropped to best capture the information but images will not be touched up.

#### *Site of the Study*

The study will take place in the Olin Library Archives located on the Drury University Campus in Springfield, Missouri. The images will be collected, viewed, and scanned, beginning Fall 2008. All images and documents are secured in a climate controlled vault in the lower level of the Olin Library and access is granted to the images through the library archival staff. Images are not permitted to leave the archive area of the library so the images will be viewed, sorted, selected, and scanned in the archive library facility. When selecting images and documents, the researcher will attempt to provide an appropriate summary based on the images available. The archives at Drury University contain numerous photographs on some subjects while images representing other groups or activities are virtually extinct. When more than one photograph of the same image exists, the researcher will select the best quality photograph or document to include as data.

The nature of this archival and historical image based study is limited by the researcher's interaction with the individual photographs and the available resources in the Drury University archives for reference and correlation. Interviews will not be conducted with past students, faculty, or staff of the institution to supplement this research project.

#### *Participants/Images*

The participants of the specific study are individuals who attended the Drury College from 1873-1923. The majority of the students in attendance during the first 50 years were traditional age students so by calculation, the alumni graduating in 1923 would currently be in their late nineties, if not older.

#### *Data Collection Procedures*

1. Selecting the image or document
2. Analyze/examine the image or document
3. Assign the image or document a category

Each image or document will be examined, sorted, and assigned a category. At the most basic level, images and documents will be sorted into broad categories first then organized by chronological date.

Because of the archival storage limitations of this study, images will be examined during normal business office hours when the university archivist is present. Monday through Friday 9:00 AM-6:00 PM. Limited access to the climate controlled vault, the lack of a cataloging system for the images and documents, and the reliance on library archival staff mandate this time schedule. The knowledge and participation of the archivist is crucial. The archivist will retrieve relative subject matter and the research will examine the documents and images at study tables located in the archive room at the Drury University Library.

The equipment used to scan/reproduce the digital images is a Cannon CanoScan LiDE 90. The images are saved to a Memorex 2.0 USB travel drive. The images are not altered or touched up in any way. The images are electronically scanned just as they are preserved and held in the university archives.

To maintain the quality of the images, the final document will be printed on professional 20 pound paper weight.

### *Data Analysis*

Specific information on the history of each image is cited when possible. Dates, names, and additional information cited when available. Every effort is made to bring life and stories to the photographs and tie together themes. Notes will be made on the source of the photograph if available and the author who provided names, dates, or events will be included as well.

Listed below are additional resources where information was gathered to explain the different images:

The Sou'wester yearbook is an annual publication compiled by a committee of students that documented individual formal photographs of students divided into classes, photographs of faculty, and group photographs of activities, groups, and special events that occurred throughout the year. The first edition of the Sou'wester was published in 1886. Advertisements were sold to local businesses to subsidize publication costs and represent common local goods, services and provide information regarding the price of products for students attending Drury College during the first 50 years.

The Drury Mirror was first published on September 24, 1886 and served the campus as the student newspaper and ran by an editorial board after the first inaugural year. Academic catalogues are preserved in the Drury University Archives from the beginning to present date. These documents contain relevant information on price of attendance, curriculum, and rules and regulations.

Themes and categories will be assigned and decided on as archival images are copied. It is expected that natural themes will appear as images are sifted through.

Prosser (1998) outlined the following assumptions about using photographs in research:

That there are two types of photographs:

1. those which contain information and those which provoke an emotional reaction
2. that the essence of a photograph, which differentiates it from other forms or representation, is its relationship to time;
3. that use of photographs tend to be grounded within either a “realist” or “symbolist” folk myth;
4. that the meaning of the photograph arises in a narrative context;
5. that family photographs can either “tell” us something about family dynamics, or can convey an impression of family unity and cohesiveness; and
6. that family photographs are used to create personal histories (Prosser, p. 69)

Even though Prosser mentioned family photographs, the researcher believe the same assumptions can be applied to examining the community that existed at Drury College during the first fifty years.

According to Emmison and Smith (2000), photographs differ from drawings, paintings and other art forms because they are copies of what they portray. “Photographs do not translate from appearances. They quote them.” (p.16) Photographs depict the actual and reality. Because researchers may not know the circumstances under which the photographic image was taken, the researchers must consider the possibility of a faked, arranged, or staged photograph. To regard a photograph as true, researchers must consider the origin of the image.

The following explains considerations for creating and analyzing this pictorial history. The researcher, a graduate of Drury University will utilize techniques and

practices developed in the field of visual anthropology and visual ethnography.

According to Ball and Smith (2002), “Within mainstream ethnography, again images are seen as an additional (re)source to those which are text-based. Images become another piece of the ethnographer’s armory, along with field notes and other forms of knowledge.”

Becker (1998), people have different ways of viewing images and the photographs have different meanings to different people at different times. For a photo to have “external validity,” context of the image must be considered. The contextual information is important for the researcher to consider is critical and it should be informed, requires systematic reflection by the researcher. (Ball, 2002)

#### *Chapter Summary*

This chapter covers the process of methodology intended to be utilized throughout the research project. If adjustments need to be made in the methodology as the study progresses, notes will be made in future chapters. The next chapter includes the findings of the research project.

## Chapter 4 RESULTS

### *Introduction*

This chapter of research findings is divided into three sections. Each section will answer one of the following research questions: 1. How do archival images and documents of Drury University's first 50 years describe the undergraduate student's experience, specifically in the area of their involvement and overall campus life? 2. What themes and patterns are present, according to archival images and documents that tell the story of the collegiate experience at Drury University from 1873-1923? 3. How were undergraduate students represented in archival images, documents, and additional resources? Themes are presented as a response to each research question.

### *Context of Study*

As with many research projects, the way the research was intended to occur and the way the research takes place are often different. This is true for this research project. Archival images stored in the format of individual photographs were intended to make up the bulk of the images used. Many of these images were lacking dates, names, and the narrative necessary to draw conclusions and tell the story of the student experience. While the photographs stored in the archives of the Drury University library were interesting to look at, the researcher quickly realized it would be necessary to rely heavily on the student published news paper and the annual yearbook. The Mirror and Sou'Wester were both kept at the circulation desk for check out as reserve items and were more readily available than those documents stored in the archives. Both of these documents were written by students for students served as a student voice for this time period. The manuscript written by Professor Roulet proved to be a document written with

the intent to share the history of the college and academic catalogs added the administrative requirements and parameters for the institution. Even though the majority of the images used in the research project did not come from the boxes stored in the vaulted archives at Drury University, over 600 images were scanned, sorted by year, and by topic then analyzed for this research project. This chapter include a sampling of these scanned images to create summary of the student experience at Drury College from 1873-1923.

### *3 Research Questions*

The following are the research questions this research project strives to answer. In this chapter, they will be answered separately by selecting themes from the archival images, documents, and photographs.

1. How do archival images and documents of Drury University's first 50 years describe the undergraduate student's experience, specifically in the area of their involvement and overall campus life?
2. What themes and patterns are present, according to archival images and documents that tell the story of the collegiate experience at Drury University from 1873-1923?
3. How were undergraduate students represented in archival images, documents, and additional resources?



### *Results*

1. How do archival images and documents of Drury University's first 50 years describe the undergraduate student's experience, specifically in the area of their involvement and overall campus life?

To answer the first research question, how do archival images and documents of Drury University first 50 years describe the undergraduate student's experience, specifically in the area of their involvement and overall campus life?, ten themes emerged from the data. The themes include:, 1) Campus Housing, 2) The Drury Mirror, 3) Clubs and Organizations, 4) Greek Fraternities and Sororities, 5) Literary Societies 6) Athletics, 7) Fitness Activities, 8) Music, Pranks, Class Wars, and Traditions, 9) Annual Events, and 10) War Time. These themes segment student life and involvement behaviors of undergraduate students during the first 50 years at Drury College. The following subsections present a discussion of each theme and representative data collected from university archives.

#### *Campus Housing*

The annual Sou'Wester Yearbook and the Drury Mirror newspaper, make numerous references to dormitory life during the first 50 years. References to rules and regulations, the distinct separation of male and female students and their accommodations, social activities, adult supervision, the rigid schedule, prayer groups, the cost of room and board, and of course the practical jokes and pranks students played on each other.

Images of the different housing accommodations and prices of accommodations are shown in Figure 1 -7.



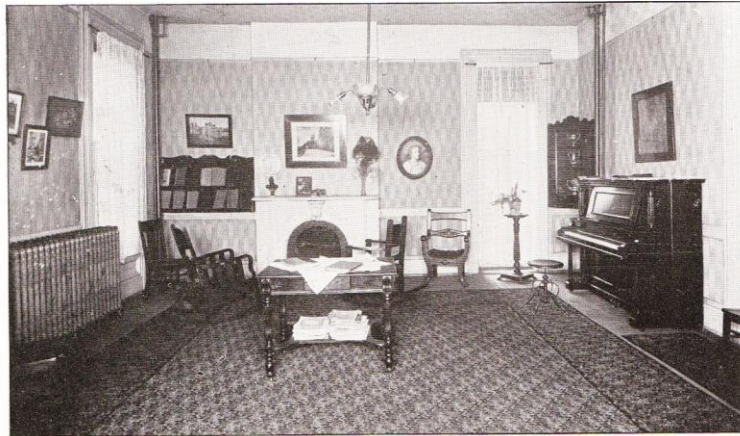
*Figure 1.* Walter Fairbanks Hall. Drury College Academic Catalog, (1878-79).

Walter Fairbanks Hall. The center of the edifice, including accommodations for over one hundred boarders, is complete and in use; the wings at the angles to be erected as the patronage of the College requires.



McCULLAGH COTTAGE.

*Figure 2.* McCullagh Cottage. Sou'Wester, (1904).



*Fairbanks Parlor.*

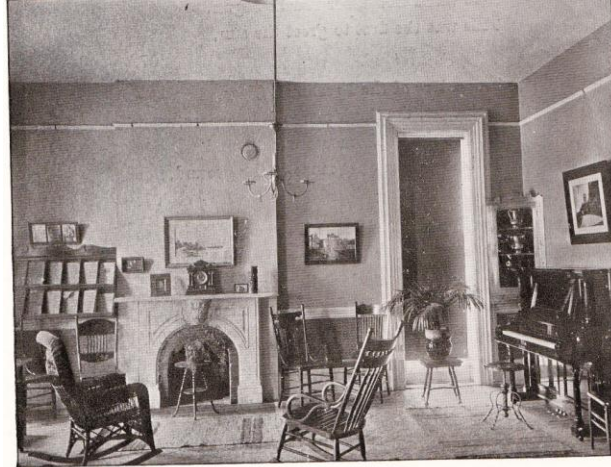
*Figure 3.* Fairbanks Parlor. Sou'Wester, (1918).



McCULLAGH PARLOR AND DINING ROOM.



*Figure 4.* McCullagh Parlor and Dining Room. Sou'Wester, (1904).



FAIRBANKS PARLOR AND DINING ROOM.



*Figure 5.* Fairbanks Parlor and Dining Room. Sou'Wester, (1904).

In the beginning, it was a priority to provide on campus housing for women while men were left to find accommodations as boarders in the local community. The Roulet manuscript includes the statement of this desire of the founding members.

Besides increased endowments, our first and greatest need, we need a ladies cottage. So that Fairbanks Hall which has never been more than half utilized, and that is conspicuously illadapted for its present use, may be converted into a general college building in which our would cold center, rather than in the poorly lighted, ill ventilated, badly arranged rooms in the first story of Stone Chapel.

Such a cottage, neat, home like, that would accommodate a family of about forty, and that would cost no more than \$15,000 could enable us to rearrange our accommodations so that we could care for twice our present

number of students, and have vastly better facilities than we now possess. (Roulet, 1899, p. 225)

Roulet commented on the importance of the construction of McCullough cottage in the following statement:

The erection of McCullagh Hall during the summer of 1894 was one of the most valuable additions to the buildings of Drury College. This building was made possible through the gift of \$10,000.00 by Mr. E. A. Goodnow, of Worchester, Mass., whose attention had been called to the needs of the college by Dr. Henry Hopkins of Kansas City.” (Roulet, 1899, p. 246)

The hall was dedicated November 8, 1894, at 2:00 P.M. ...The dedicatory address was delivered by Dr. McCullagh whose opening words were fitting an allusion to the memory of her after whom the hall is named. I know that I shall be acting in accordance with her wishes, whose beautiful unselfish life, sweetened the lives of others, and made this world while passing through it, brighter, holier, happier, and whose early and triumphant death has added fresh charms to the life of glory beyond, it I take as my subject, “the bible, its right to place as a great classic in the highest schools of learning. ..The new building is a memorial hall in more than usual sense. Mr. Goodnow’s tribute to Mrs. McCullagh’s beautiful womanhood, has already brought forth much fruit. Today his gift encloses fully two hundred more. The attempt to make every room a memorial and so to give to McCullagh Hall at once all the rich personal associations that usually belong only to an old building has met with generous response...The desire to have McCullagh Hall as redolent with pleasant memories as was Fairbanks Hall after its years of service has been richly realized. If ever rooms breathed a spirit of loving helpfulness and womanly courtesy, it must be true of these. To these friends far and near we extend hearty thanks. You have helped much to give us a beautiful home. May the lives we shall lead here and afterwards reward you! (Roulet, 1899, p. 247-248)

In 1885, Drury College desired to construct a dormitory for men. The concept was modeled after other campuses and took the form of a “young men’s club” where boarders shared the cost of rent and food. The facility was staffed with a matron who managed the facility. The following three quotes are taken from the Roulet transcript:

At last in the summer of 1885, the writer then a member of the faculty, was appointed by the trustees to organize a “young men’s club” for board and lodging. After visiting several schools to have successful clubs at reduced expenses...he prepared the plans for a two story building to cost \$1200.00 known as Spencer Cottage...The south half of the first floor was a dining room 24 by 24 feet. The east half of the north half was made into a kitchen and pantry and the west half was made into two rooms for the use of the matron in charge. The second story was divided into eight room’s 12 by 12 each for on the east and four on the west sides. Each room opened on a plaza provided with stairs down the first floor. Miss Baker, the matron who had charge of the club for a number of years was a good cook, a good manager; everything was purchased at wholesale prices and used in largest quantities when cheapest. The boys had plenty of meat, well cooked vegetables and pastries, and the Sunday dinner was generally a little better than other meals. At the close of the first year, the members of the club signed the following endorsement of the undertaking. (Roulet, 1899, p. 141)

Drury College, Springfield, Missouri. June 17, 1886.

We, the undersigned, students of Drury College, desire to make the following statement in regard to board for benefit of those desiring to attend here. All of us have been members of the boarding club at Spencer Cottage, most of the entire year, so that we have had time to test the matter thoroughly.

The board has been entirely satisfactory, in quality, variety, and method of serving. It has been equally as good as that for which we ordinarily paid from \$3.00 to \$4.00 per week. As proof of this, the club has increased in number from the beginning, more having sought admission than could be admitted. Table board has been nominally at cost of \$2.00 per week. But as a surplus gradually accumulated, this amount from time to time has been remitted (in free weeks) so that the actual cost has been exactly, \$1.497 per week for the year.” Signed by thirty students.

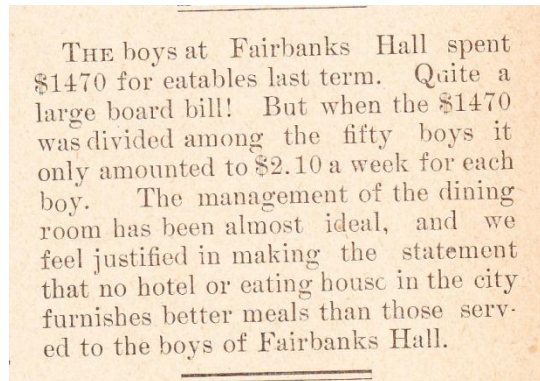
The success of Spencer Cottage grew and was moved to Fairbanks... “The success of Spencer Cottage in furnishings students’ board at actual cost, secured increased attendance to the various departments of the college. It also suggested to the board of trustees that radical reforms could be made in the cost of conducting Fairbanks Hall without detriment to the quality of the board furnished to the young ladies...thus, it was that Fairbanks Hall, after having been for ears an expense to the college, put upon a substantial basis of self support which has maintained ever since. (Roulet, 1899, p. 143)

After McCullagh Cottage was constructed, Fairbanks Hall was renovated and provided additional housing for male students. As enrollment increased and the need to

house more students on campus, the residential nature of the campus community continued to develop. Twenty-one years after Drury College opened, the campus now had three campus housing facilities: McCullagh Cottage, Spencer Cottage, and Fairbanks Hall.

Perhaps more important result of the new hall for young ladies (McCullagh), was that on their leaving Fairbanks Hall the college was able to furnish all the needed accommodations to the young men of the institution... during the summer of 1894, Fairbanks all was renovated at comparatively little expense... Fairbanks Hall was filled with young men students of the academy and the college. The price of rooms was made as moderate and the conveniences furnished and the capital invested would allow. The board was furnished at actual cost and as good in quality and quantity as could be desired. Never in the history of Drury College have the students been so well and amply provided with all needful and home influences and advantages as now. And this without in any way calling on the general expense fund of the college. In other words the boarding departments are absolutely self supporting. (Roulet, 1899, p. 248-249)

After Spencer Cottage relocated to Fairbanks Hall. the following article appeared in the Mirror.



THE boys at Fairbanks Hall spent \$1470 for eatables last term. Quite a large board bill! But when the \$1470 was divided among the fifty boys it only amounted to \$2.10 a week for each boy. The management of the dining room has been almost ideal, and we feel justified in making the statement that no hotel or eating house in the city furnishes better meals than those served to the boys of Fairbanks Hall.

Figure 6. Fairbanks Hall Boarding. The Mirror. (February 12, 1885).

The boys at Fairbanks Hall spent \$1470 for eatables last term. Quite a large board bill! But when the \$1470 was divided among the 50 boys it only amounted to \$2.10 a week for each boy. The management of the dining room has been almost ideal, and we feel justified in making the statement that no hotel or eating house in the city furnishes better meals than those served to the boys of Fairbanks Hall.

The price of living on campus in the dormitories remained consistent through the years. The following information is taken from the 1893-94 and the 1913-14 academic catalog. The information also includes a list of things you need to bring to campus including linens, napkin rings, a spoon and glass...all plainly marked to aid in sorting laundry.

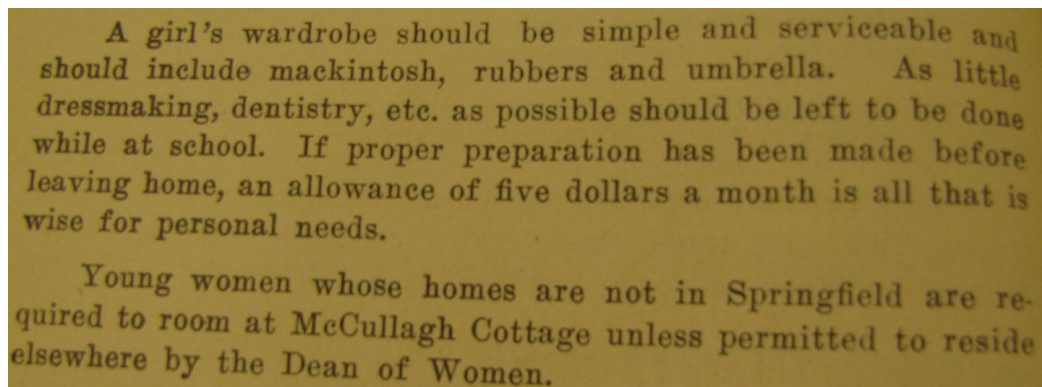
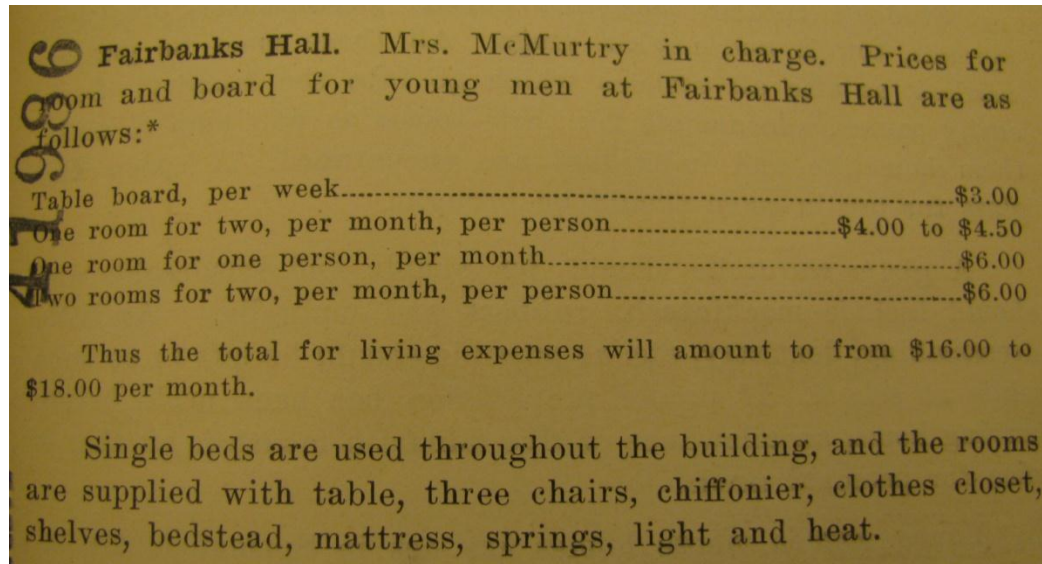


Figure 7. Fairbanks Hall Fees. Drury College Academic Catalog, (1913-14).

Fairbanks Hall. Mrs. McMurtry in charge. Prices for room and board for young men at Fairbanks Hall are as follows:

- Table board, per week...\$3.00
- One room for two, per month, per person \$4.00 to \$4.50
- One room for one person, per month \$6.00
- Two rooms for two, per month, per person \$6.00



Total living expenses \$16-18. Per month

Single beds are used throughout the building, and the rooms are supplied with table, three chairs, chiffonier, clothes closet, shelves, bedstead, mattress, springs, light and heat.

A girl's wardrobe should be simple and serviceable and should include mackintosh, rubbers and umbrella. As little dressmaking, dentistry, etc. As possible should be left to be done while at school. If proper preparation has been made before leaving home, an allowance of five dollars a month is all that is wise for personal needs. Young women whose homes are not in Springfield are required to room at McCullagh Cottage unless permitted to reside elsewhere by the Dean of Women.

Roulet writes about the culture of on campus dormitory living in his manuscript.

Highlights include the importance of residents to have good manners, live a Christian lifestyle, including attendance at prayer meetings, and evening study hours.

The life of the girls in McCullagh Hall is essentially that of any Christian home. The intercourse between teachers and pupils is sympathetic. This in most cases, does away quickly with that reserved before teachers and that opposition to their plans for the best interests of the girls so often supposed to be a necessary element of boarding school life, and it gives the life of the house to outsiders, and perhaps to the girls themselves, the appearance of great freedom; but certain standards of good manners and good morals are soon felt to be more binding than any long list of rules or enforced uniformity of conduct could make them. There are a few definitely stated regulations, made necessary to protect the rights of all and to these few prompt and cheerful obedience is expected and obtained. The physical culture required for the school in general is supplemented by exercise in the open air each day and practiced in the gymnasium. In addition to the organizations referred to in other places, the girls of the hall have carried on for years, a half hour prayer meeting which meets once a week from room to room, just at the close of the evening study hours. This has been a healthful influence in the life there. (Roulet, 1899, p. 151)

Rules and regulations were few in number but strict in nature. The rules and regulations in the dormitories were enforce and well documented in the academic catalog as well as in the student newspaper. Students showed their respect and admiration of the women who served and guided them through heartfelt statements, poems, and even

humorous cartoons. Figures 8 and 9 pay tribute from the student voice to the important role served by the matrons of the dormitory. Figure 10-12 provide examples of the rules and the student opinion of those rules.



*Figure 8.* Miss Hardy Dedication. Sou'Wester, (1913).

## An Appreciation



At an hour when we try to express our appreciation of the beauty and value of a wonderful life, words seem strangely inadequate. Our thoughts and feelings lie too near the heart to be spoken. It seems unnecessary, too, to try to express what MISS HARDY's life meant to Drury to those who already know and feel all that I would say. Those who never knew her, whose acquaintance with her was of short duration, or who will enter Drury, now, when it is too late to have her for a friend, will miss what has been to the rest of us one of the sweetest experiences of our college life. To the McCullagh girls, she was one of the women who were never too busy to help.

On one of the first evenings that I ever spent at Drury, I went, with another girl, to MISS HARDY's home to borrow a fern for the McCullagh reception. I shall never forget her cordial welcome, her kind interest and her willingness to do anything to help. On the way home, my friend told me that I should soon learn to count MISS GEORGIA as one of my very best friends, just as every Drury girl did. And she added these words, "Why, she's McCullagh's Guardian Angel." I soon learned that this was no exaggeration. That was exactly what she was—"McCullagh's Guardian Angel." No matter what question had to be decided, no matter what plan had to be carried out, no matter what difficulties had to be overcome, MISS GEORGIA was always ready with advice, or interest or help.

Now she is gone and we do not know how to go on without her. We feel that there is no one to take her place and we are almost afraid to face the new questions that arise without the help of our Guardian Angel. And yet, we feel that she has not gone out of our lives. Her influence is still with us. Somewhere, not far away, she knows and loves us still, hovering over us like a real Guardian Angel, sympathizing and helping with all we do. The thoughts of her life, so cheery, so helpful, fill us with new inspiration and longing to live as she lived, for "Christ and Humanity."

"I cannot say, and I will not say  
That she is dead, she is just away.  
With a cheery smile and a wave of the hand  
She has wandered into an unknown land;  
And left us dreaming how very fair  
It needs must be, since she lingers there.  
And you, oh, you, who the wildest yearn  
For the old time step, and the glad return,  
Think of her faring on, as dear  
In the love of there as the love of here.  
Mild and gentle as she was brave  
For the sweetest love of her life she gave  
To simple things. Where the violets grew,  
As pure as the eyes they were likened to,  
The touches of her hands have strayed  
As reverently as her lips have prayed."

A STUDENT.

Figure 9. Miss Hardy Appreciation. Sou'Wester, (1913).

...On one of the first meetings that I ever sent at Drury, I went, with another girl, to Miss Hardy's home to borrow a fern for the McCullagh reception. I shall never forget her cordial welcome, her kind interest and her willingness to do anything to help. On the way home, my friend told me that I should soon learn to count Miss Georgia as one of my very best friends, just as every Drury girl did. And she added these words, "Why, she's McCullagh's Guardian Angel." I soon learned that this was no exaggeration. That was exactly what she was—"McCullagh's guarding Angel." No matter what the question had to be decided, no matter what plan had to be carried out, no matter what difficulties had to be overcome, Miss Georgia was always ready with advice, or interest or help. Now she is gone and we do not know how to go on without her. We feel that there is no one to take her place and we are almost afraid to face the new questions that arise without the help of our guardian Angel. And yet,

we feel that she has not gone out of our lives. Her influence is still with us. Somewhere, not far away, she knows and loves us still, hovering over us like a real Guarding Angel, sympathizing and helping us with all we do. The thoughts of her life, so cheery, so helpful, fill us with new inspiration and longing to life as she lived, for "Christ and Humanity."

"I cannot say, and I will not say that she is dead, she is just away. With a cheery smile and a wave of the hand she has wandered into an unknown land; and she left us dreaming how very fair it needs must be, since she lingers there. And you know, oh, you who wildest yearn for the old time step, and the glad return, think of her faring on, as dear in the love on there as the love of there. Mild and gentle as she was brave for the sweetest love of her life she gave to simple things. Where the violets grew, as pure as the eyes they were likened to, the touches of her hands have strayed as reverently as her lips have prayed. A student

DORMITORY RULES AND HINTS TO THE BOYS.	
Boys should not go visiting unless they desire to do so, and should not visit those who do not desire their presence.	11
2. Each member of the club should, if he owns a broom, sweep his room once a week, whether it needs it or not, as it serves to prevent malaria.	J
3. To be healthy the bed should be made once per month, and the sheets and pillow cases changed once per term.	V
4. Never buy any wood if there is any possible chance for foraging	Di:
5. Always make as much noise as possible, as it serves to try your neighbors religion.	Mc
6. Now that mosquitoes are gone it would be well to wash your feet once per month.	—
7. Always shut up your stove before going out to prevent the fire from following you.	FA
8. If you have a bad conscience and can't sleep don't prowl around making yourself ridiculous and hated by trying to imitate an animal that has more brains than your head contains.	12
9. Never report a student to the committee on rules, but if you are bothered by any such throw him gently through the window. His feelings will not suffer so much by this gentle hint.	N
10. Make fun of the club board on every occasion presented, as it will make your friends believe you have "the finest" at home.	41

Figure 10. Dormitory rules and Hints to the Boys. The Mirror, (November 4, 1887).

Dormitory rules and hints to the boys

1. Boys should not go visiting unless they desire to do so, and should not visit those who do not desire their presence.
2. Each member of the club should, if he owns a broom, sweep his room once a week whether it needs it or not, as it serves to prevent malaria.
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4. Never buy any wood if there is any possible change for foraging.
5. Always make as much noise as possible, as it serves to try your neighbor's religion.
6. Now that mosquitoes are gone it would be well to wash your feet once per month.
7. Always shut up your stove before going out to prevent the fire from following you.
8. If you have a bad conscience and can't sleep don't prowl around making yourself ridiculous and hated by trying to imitate an animal that has more brains than your head contains.
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10. Make fun of the club board on every occasion presented, as it will make your friends believe you have "the finest" at home.

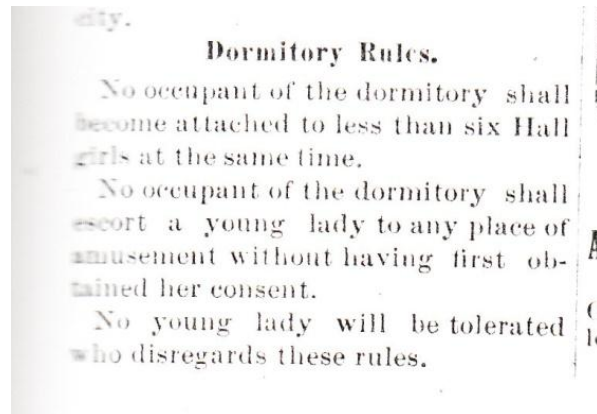


Figure 11. Dormitory Rules. The Mirror, (November 9, 1888).

Dormitory Rules. No occupant of the dormitory shall become attached to less than six Hall girls at the same time. No occupant of the dormitory shall escort a young lady to any place of to any place of amusement without having first obtained her consent. No young lady will be tolerated who disregards these rules. 88 89 paper Nov 9 88 mirror dorm rules joke

The following cartoon McCullough Man Bell, represents the female reaction to and a fast dash to greet male visitors to the female dormitory when they came to call on a young lady. (Figure 12)



Figure 12. McCullagh Man Bell. Sou'Wester, (1915).

Many students paid their tuition by working on campus. Student employment was necessary part of the college experience and allowed many students to attend who otherwise would not have been able to afford Drury College. Students worked on campus, at local churches, and at businesses in the community. Figure 13 and 14 include articles from the Drury Mirror and the College Academic Catalog.

**Students Who Work Their Way.**

There are not far from two hundred students in this institution, of whom less than one-third are ladies. Of this number twenty-two young men and two young ladies are paying their expenses entirely by their own labor, and fourteen gentlemen and nine ladies partially; or in other words about one-fourth of all the students are working their way wholly or in part. About half of this number are employed about the college premises, while many work in various employments about the city. Nine of the churches, representing nearly as many denominations, have student janitors.

Students are much sought after on account of the ability and faithfulness with which they do their work.

These students not only work their way and keep up with their classes, but they lead in nearly all. Four of the valedictorians in the last five years have come from their number. A student realizes the value of an education when he is willing to work for it, and is apt to improve his time. It is needless to say that so large a proportion of earnest students, with no money to fritter away on trifles, gives a healthy tone to the institution, and attracts to its walls young men and women with a purpose in life.

The college gives no money outright to students. It adopts the principle that the student is more manly, more independent, and more apt to retain his self-respect, if he is allowed to earn the money he receives, and so aid is given in work whenever there are funds on hand to pay for it, and every effort is made to throw all the work possible into their hands. This is beneficial to both the college and the students. It also tends to unite more closely the faculty and students by ties of personal interest and friendship. It is worthy of note that there has been no misunderstanding of any moment between the management and the students for many years. Nor will this feeling of gratitude pass away with college life. It is to this class of students that the college must look largely for aid in the future. It represents young men and women of energy and purpose, who are destined to fill prominent positions in life, and who will always feel that they owe their success to their *alma mater*.

The policy recently adopted by the college, of electing part of the Board of Trustees from the alumni will also tend to keep alive this interest. If the alumni themselves did the electing, as in some of the Eastern colleges, it is probable that the interest would be more direct, for each would always feel that he was a part of the institution and had a voice in its management.

Figure 13. Drury College Advertisement. The Mirror. (October 26, 1888).

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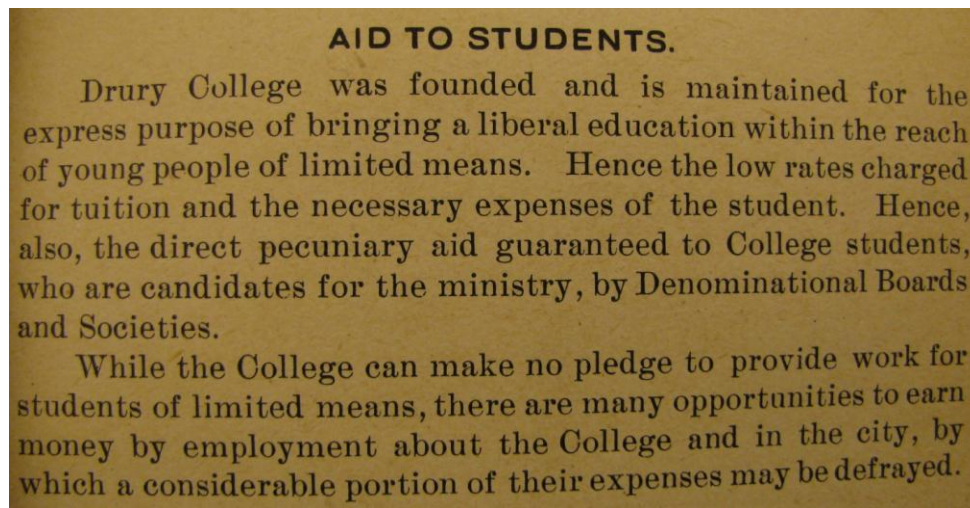


Figure 14. Aid to Students. Drury College Academic Catalog, (1898).



Aid to Students. Drury College was founded and is maintained for the express purpose of bringing a liberal education within the reach of young people of limited means. Hence the low rates charged for tuition and necessary expenses of the student. Hence, also, the direct pecuniary aid guaranteed to College students, who are candidates for ministry, by Denominational boards and Societies. While the College can make no pledge to provide for students of limited means, there are many opportunities to earn money by employment about the College and in the city by which a considerable portion of their expenses may be defrayed.

Social life and culture at the dormitories involving all students was well documented through holiday celebrations, dances, serenades, meals, and other random social events. Articles and photographs were regularly featured in the Mirror and the Sou'Wester. The following in Figures 15-24, summarize an overall dormitory culture and events that are inclusive, respectful, formal, and at times consist of good natured teasing. These all speak to the social nature and family like culture for those students residing on the Drury College campus in the dormitories.

reports be true.

The ladies of Fairbanks Hall received the largest valentine on record. It took four Senior Preps to carry it, and then could not get it further than the front door.

Quite a number of the Druryites attended the Japanese wedding at Mansfield Opera House last Friday night. The Glee Club furnished music for the occasion.

A hen has been laying in one of the coal boxes in the old dormitory for some time. The boys are treasuring up the eggs with the anticipation of a grand feast in the near future.

The Seniors had their examination in Political Economy last week, and will spend the remaining part of the term under President Ingalls, in the study of the History of Philosophy.

Figure 15. Locals Notes. The Mirror, (February 17, 1887).

The ladies of Fairbanks Hall received the largest valentine on record. It took four Senior Preps to carry it and then could not get it further than the front door. Quite a number of the Druryites attended the Japanese wedding at Mansfield Opera House last Friday night. The Glee Club furnished music for the occasion. A hen has been laying one of the coal boxes in the old dormitory for some time. The boys are treasuring up the eggs with the anticipation of a grand feast in the near future. The seniors had their examination in Political Economy last week, and will spend the remaining part of the term under President Ingalls, I the study of the History of Philosophy.

On Fairbanks' Steps. Here at the pleasant evening hour; when daily tasks are o'er, we gather on the Fairbanks steps; to sings our songs once more. The maple branches spreading wide, in silence bend to hear, and hoary walls of ancient halls, ring back our tones to cheer. From every corner low a voice that sang in former days, the current of its hopes and joys, runs softly 'neath our lays. Oh, students songs! No mimic's arts, your inborn charm can gain; ye cheer our thirsty, dusty hearts, like freshening drops of rain. When far away in distant days, life's trouble on us falls, when vigils cease and labor stays, these ivy mantled walls, from every softly waving leaf will send some

soothing strain to drive us gently from our grief, and give us cheer again.  
(Sou'Wester, 1903).



Figure 16. Necessity Drive Him to It. The Mirror, (October 22, 1886).

One who has never been an inmate of Fairbanks Hall can't understand and appreciate the life of the girls there. We are often surprised to receive words of pity for our sad lot from people who know nothing about it. Some even go so far as to wonder how we can endure such a life.

The ancient horror of boarding-school life with its straight jacket rules, its prison like walls, its heartless preceptors, are not found here. This life is more like that of a united, well regulated family than an ordinary boarding school. Twenty or more girls can get a good deal of real enjoyment out of such a life together. And we are not continually kept between these brick walls, but can go in and out among our gentleman and lady friends about as other people do. In fact "we can do as we please, so long as we please to do right."

There are some advantages here that can not be gained at home. There are the quiet rooms during study hours, the discipline of having regular times for working and eating and sleeping. But beyond all this is the constant development of both social and religious character. One can not live among twenty girls and be exempt for the little faults and improprieties which the home-folks overlook, and so the rough edges are very soon knocked off, and then the value of the constant, earnest effort to develop Christ-like character among ourselves can not be estimated even by one who is living in that atmosphere.

Figure 16. Inmates of Fairbanks Hall. The Mirror, (March 8, 1889).

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home. There are the quiet rooms during study hours, the discipline of having regular times for working and eating and sleeping. But beyond all this is the constant development of both social and religious character. One cannot live among twenty girls and be excused for the little faults and improprieties which the home-folks overlook, and so the rough edges are very soon knocked off, and then the value of the constant earnest effort to develop Christ-like character among one another cannot be estimated even by one who is living in that atmosphere.

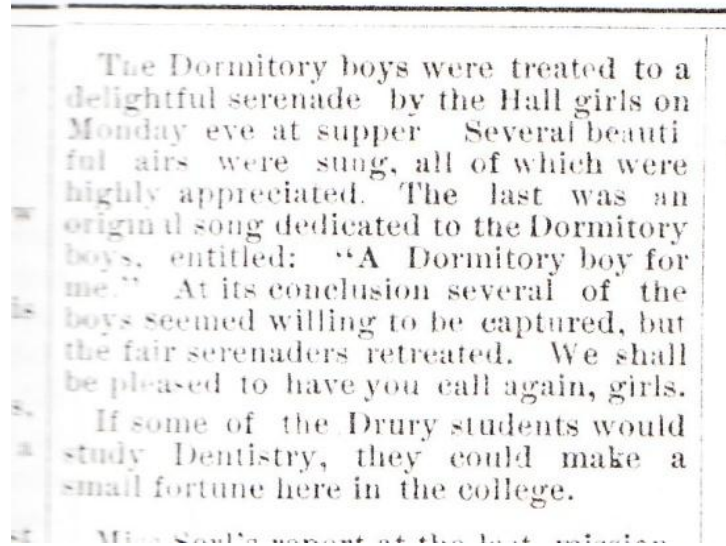


Figure 18. Serenade. The Mirror, (November 9, 1888).

The dormitory boys were treated to a delightful serenade by the Hall girls on Monday evening at supper. Several beautiful airs were sung, all of which were highly appreciated. The last was an original song dedicated to the Dormitory boys, entitled: "A Dormitory boy for me." At its conclusion several of the boys seemed willing to be captured, but the fair serenaders retreated. We shall be pleased to have you call again, girls.

The Thanksgiving dinner which the "remnants" of McCullagh and Fairbanks always have together, was postponed this year until Friday night in order that the football boys might partake of it. Several of the Faculty and a few out-in-town guests were present making a merry crowd of 100. The dinner was enlivened by the usual yells and good natured roasts. The customary program was somewhat shorter than usual this year as the quartette was not present to furnish the music which was so much appreciated last year. "The oldest inhabitant," Miss McCormick, responded so a toast on "The Days When We Used to Live in Fairbanks," and Mr. Neilan on "The Things We Used To Laugh At." (It is unnecessary to say he did not stick to his text.) The McCullagh girls in their usual inimitable manner then rendered a rollicking song. They responded to an encore by repeating the second chorus emphasizing the first and third beat. Mr. Carter recited with a great deal of feeling Riley's poem, "When The World Busts Thru," after which the company adjourned upstairs and amused themselves with games until nine thirty.

Figure 19. Thanksgiving Dinner. The Mirror, (December 6, 1900).

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D. S.

In the kitchen of McCullagh the afternoon before the Hallowe'en party there was certainly a busy scene.

Several girls were very busy making sandwiches and bent over their work so diligently that they saw nothing of what was taking place around them. Two or three others were hulling peanuts as if for wages. One or two were carefully stirring the fudge, while a half dozen more flitted here and there giving help to the one that seemed to be the most in need.

On the back steps two boys, who had kindly offered their services, were showing great skill as sculptors by carving out of pumpkins faces with marked intelligence, whose countenances were to light up the dining room that night.

L. J.

*Figure 20.* The Kitchen of McCullagh. The Mirror, (December 6, 1901).

In the kitchen of McCullagh the afternoon before the Hallowe'en party there was certainly a busy scene. Several girls were very busy making sandwiches and bent over their work so diligently that they saw nothing of what was taking place around them. Two or three others were hauling peanuts as if for wages. One or two were carefully stirring the fudge, while a half dozen or more flitted here and there giving help to the one that seemed to be of the most need. On the back steps two boys offered their services, were showing great skill as sculptors by carving out of pumpkins faces with marked intelligence, whose countenances were to light the dining room that night.

## Vacation Dissipations.

Last Saturday night Mrs. Fuller entertained the McCullagh and Fairbanks remnants. Altogether there was a crowd of about thirty-five and these had a rousing good-time. Everybody went early and stayed late. We played games—when we were not “thinking of something else.” One young lady was known to wink at two boys at once—Mr. Albert’s pride had a great fall for Erma was not winking at him. Mr. Fourt and Tot Page made their first appearance in the capacity of a duet. The refreshments were delightful. Mrs. Fuller can testify to it that Mr. Hopkins enjoyed

*Figure 21.* Vacation Dissipations. The Mirror, (March 28, 1901).

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## SENIOR PARTY.

The members of the class of '01 have spent many happy times together but none have been quite so delightful as was their party on Monday night, Jan. 21. Misses Gertrude McCormick and Grace Danley, with Mrs. Burt Richardson as chaperon, entertained their class brothers and sisters on that night at McCullagh Cottage.

At 8:30 all the Seniors but three were gathered in the parlors prettily decorated with palms. Crokinole and other games new and old banished all Senior cares and merrily sped the time for an hour or two. Then the hostesses ushered their guests into the dining room where a delicious little repast was served. Misses Flossie Dameron and Joe Stringer waited upon the table. While the refreshments were being served a guessing game kept up a merry chat, sharpened dull wits and offered too many chances for the punsters to shine. All too soon the "goodnight" bell sounded and while we bade our hostesses adieu, each felt that this had been the most successful of all the Senior doings. And for whom but our hostesses is the credit?

Figure 22. Senior Party. The Mirror, (February 7, 1901).

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## A New Piano at Fairbanks

Every friend of Drury is urged to be present at an entertainment to be given in the Fairbanks Hall dining room early this term. The program appears below and is sufficiently attractive in itself; but there is a further reason for your presence in the fact that the proceeds of this entertainment are to increase the fund for a new piano in the boys parlor. We have already nearly \$100. Admission 15 Cents.

### PROGRAM.

Babies Jerome K. Jerome.  
Walter Cary.

June Bug Long.  
Little Brown Baby Dunbar.  
Grant Johnson.

Music Mr. Keet.  
Cutting from Sky Pilot Connor.  
Upton Carter.

Trick vs. Trick,  
Ralph Howland.

Music, Drury Quartette.  
Dickens Scenes.

Scene I.

Mr. Micawber Charles Orr.  
Mrs. Micawber Paul Albert.  
David Copperfield Everett Manning.

Scene II.

Mr. Murdstone Walter Cary.  
Miss Murdstone Vera Crisswell.  
Betsy Trotwood Erma Bishop.  
David Copperfield Tom Miller.

—We give more for your dollar than the dollar can get elsewhere. French Enamel Shoes rope-stitched at \$2.50. Schneider Bros.

Figure 23. New Piano at Fairbanks. The Mirror, (January 8, 1902).

Every friend of Drury is urged to be present at an entertainment to be given in the Fairbanks hall dining room early this term. The program appears below and is sufficiently attractive in itself; but there is a further reason for your presence in the fact that the proceeds of this entertainment are to increase the fund for a new piano in the boys parlor. We have already nearly \$100. Admission 15 Cents.

#### McCULLAGH GIRLS MAY DANCE.

The announcement that the McCullagh girls might attend receptions, dances and other social gatherings in the city with the consent of their parents has been received with genuine pleasure by many of the out of town students who have been denied this privilege formerly. Though the McCullagh girls may not remain unreasonably late in the evening it is felt that this fact may be of benefit to

other students who might wish to take advantage of the departure of the dormitory girls as a pretext for concluding many of the social functions. At any rate the presence of the girls of the dormitory will add much to the college gatherings and both the out of town and local students are well pleased with the new regulation.

Figure 24. McCullagh Girls May Dance. The Mirror, (March 7, 1913).

The announcement that the McCullagh girls might attend receptions, dances and other social gatherings in the city with the consent of their parents has been received with genuine pleasure by many of the out of town students who have been denied this privilege formerly. Though the McCullagh girls may not remain unreasonably late in the evening it is felt that this fact may be of benefit to other students who might wish to take advantage of the departure of the dormitory girls as a pretext for concluding many of the social functions. At any rate the presence of the girls of the dormitory will add much to the college gatherings and both the out of town and local students are well pleased with the new regulation.

#### *The Drury Mirror*

On September 24, 1886 the first student newspaper titled "The Mirror" was published. Figure 25, titled Prospectus from the first edition of The Mirror, introduces the paper to the Drury College community and invites them to view the publication as an important part of the College. In the 1907 yearbook, we find the explanation for the name of the student newspaper.

The Mirror was selected because the goal was to truly reflect concerns and interests of Drury College. (Figure, 25)

From the beginning there is a theme stressing the importance of The Mirror as a student voice, a chronological history, and a place to celebrate Drury College. The staff and writers of the Mirror place on the student newspaper. After twenty-one years of publishing, a summary of the high and low points are noted in the 1903 Sou'Wester. Both male and female students worked towards the success of the student newspaper. Each year the Sou'Wester yearbook included a photo of The Mirror staff but Figure 26, from the 1907 was selected because of the equally divided staff and this particular year, the editor of the paper was female. This is yet another example of example of an overarching theme of male and female equality on the campus.

In 1903, the yearbook provides the following summary of the history of The Mirror. Starting as a semi-monthly four page paper, it had evolved to a magazine format. It is again stressed that the Mirror belongs to every Drury College Student and its success is reliant on their support.

The Drury Mirror The first copy of the Mirror was published September 24, 1886. It was then and is now a semi-monthly paper. The form in the beginning was the four page blanket size, but since then it has been changed to a more convenient magazine size. An editorial of the first number was, "The Mirror is published to promote the welfare of Drury and to unite in closer ties the students and the Alumnae to their Alma Mater." The students of 1903, in looking over its history can see that it has fulfilled in a great measure this wish. It has upheld at all times high ideals for college life and has certainly increased our love and appreciation for Drury:

Through the pages of the Mirror every interest of college life is felt. In it the work of the Christian Association and the Societies is brought to our notice; here are achievements in athletics are recorded; the good times we have had at class parties and the jokes in the classroom are faithfully kept for our future enjoyment. The Mirror many times has served to show us many of our faults and shortcomings, and it has always done so in such a pleasant way that we could not give heed to admonitions.

The best thing about the Mirror is that it belongs to every student. Every association, society or class has the right and privilege to contribute any article of interest to itself or the college. As most of the articles in the Mirror are written by the students, a great share of the responsibility for its success rests with us. We should read and willing to do everything in our power to make it success.

We who read the Mirror do not very often stop to consider to whom a large part of the credit for its attractiveness is due. Upon the Editor and manager rests all the responsibility of gathering the material together, arranging it properly and getting the paper out on time. Their conscientious work goes a great way toward making the Mirror the successful paper that it is. (Sou'Wester, 1903)

### PROSPECTUS.

To-day we present to the students and friends of Drury College the first number of the DRURY MIRROR. The College has long been in need of a newspaper and in this we hope to supply that long felt want. In order to make this new venture a success we must have the united effort of each student and officer. The paper is not published to make money. Expenses are all we hope to make. A college with the number of students and *alumni* that Drury has can well afford to support a small paper, and, as we intend to make the MIRROR a good, newsy and interesting sheet, we have no doubt but that every subscriber will feel amply repaid for the small sum paid out for subscription. The MIRROR will be printed on good book paper, in clear brevier type and every article that appears in its columns will be purely original, written by the best talent that the College affords.

We desire that every student, graduate, friend and officer will feel that they have a personal interest in this paper, and that they will contribute choice articles at all times for its columns. Whenever prosperity demands it we will enlarge the paper and, if possible, change it from a semi-monthly to a weekly publication.

The great object of the MIRROR is to promote the welfare of Drury and to unite in closer ties both the students and graduates to their *alma mater*. With this we present the MIRROR and hope and believe that it will be a success and become a valuable addition to this great institution.

DURING the past few years our literary societies, while they have done a fair amount of good for the students, have not been made as profitable as possible. It is doubtful if any other exercise can be of as much value to the student as that which it is possible to gain from society work. It might be a stimulus to have the three societies meet in joint sessions at stated intervals throughout the coming year. We believe some plan for harmonious work would be of advantage

Figure 25. Prospectus Drury Mirror First Edition. The Mirror, (September 24, 1886).

Prospectus. Today we present to the students and friends of Drury College the first number of the Drury Mirror. The College has long been in need of a newspaper and in this we hope to supply that long felt want. In order to make this new venture a success we must have the united effort of each student and officer. The paper is not published to make money. Expenses are all we hope to make. A college with the number of students and alumni that Drury has can well afford to support a small paper, and, as we intent to make the Mirror a good, newsy and interesting sheet, we have no doubt but that every subscriber will feel amply repaid for the small sum paid out for subscription. The Mirror will be printed on good book paper, in clear brevier type and every article that appears in its columns will be purely original, written by the best talent that the College affords. We desire that every student, graduate, friend and officer will feel that they have a personal interest in this paper, and that they will contribute choice articles at all time for its columns. Whenever prosperity demands it we will enlarge the paper and, if possible, change it from a semi-monthly to a weekly publication. The great object of the Mirror is to promote the welfare of Drury and to unite in closer ties both the students and graduates to their alma mater. With this we present the Mirror and hope and believe that it will be a success and become a valuable addition to this great institution.

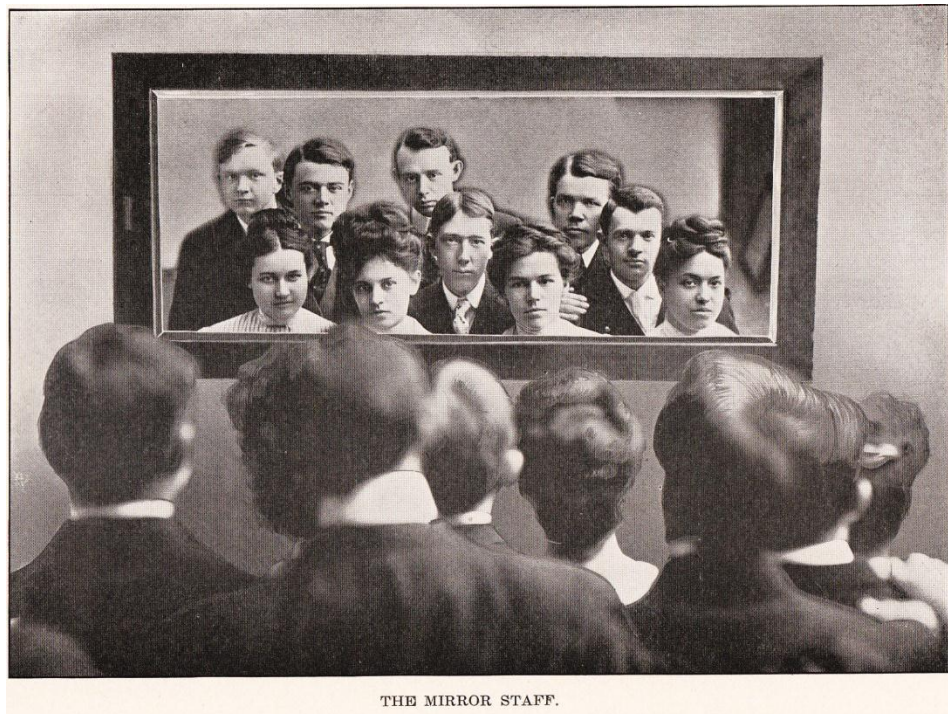


Figure 26. Mirror Staff representing both male and female students. Sou'Wester, (1907).

Multiple articles were available that stressed the importance of students supporting the student newspaper through subscriptions and submitting articles. Figure 27- 29, all show pleas asking students to pay the fee for a subscription to financially support the efforts of their peers. In Figure 30, the writer even go as far as to threaten publishing names of those who have paid for subscriptions as to “out” those students who just read copies of the paper without actually paying for their individual subscription. An article from the winter of 1903 celebrates the new office location for The Mirror staff where the writers will no longer “shiveringly shake” with “frozen fingers” but instead they are “snugly ensconced in Pearson’s Hall.” This alludes to the theme of fighting for the continued existence of The Mirror and the almost martyr-like dedication required of those who continue to staff and write for the student news paper.



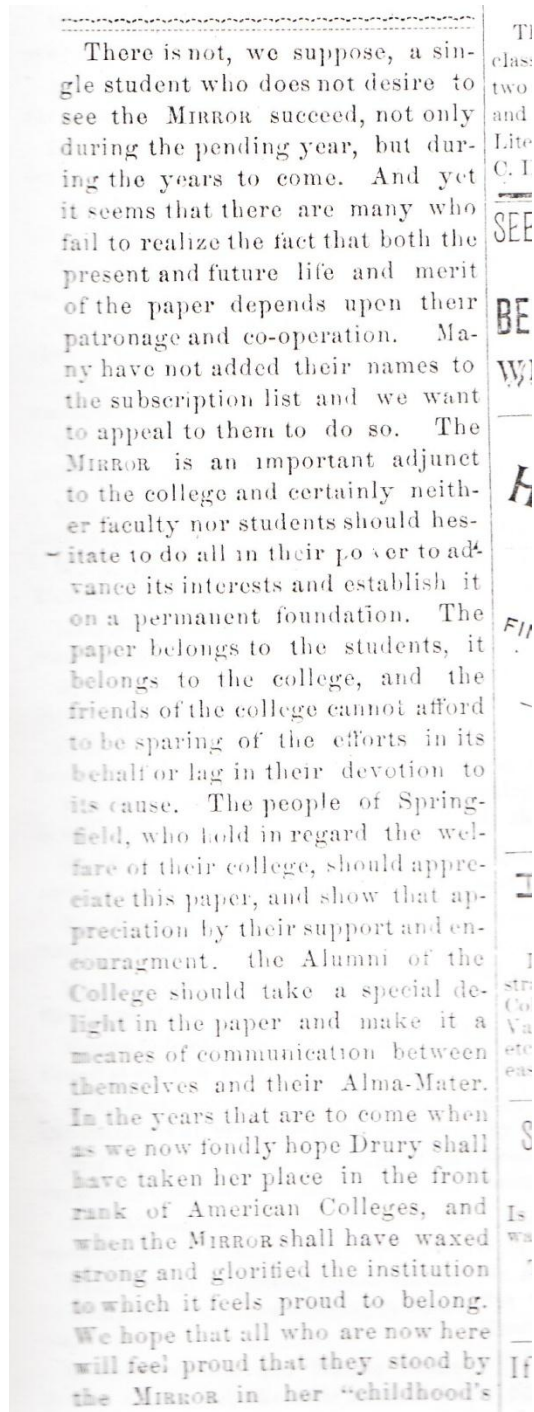


Figure 27. Success of The Mirror. The Mirror, (September 23, 1887).

There is not, we suppose, a single student who does not desire to see the Mirror succeed, not only during the pending year, but during the years to come. And yet it seems that there are many who fail to realize the fact that both the present and future life and merit of the paper depends upon their patronage and co-operation. Many have not added their names to the

subscription list and we want to appeal to them to do so. The Mirror is an important adjunct to the college and certainly neither faculty nor students should hesitate to do all in their power to advance its interests and establish it on a permanent foundation. The paper belongs to the students, it belongs to the college, and the friends of the college cannot afford to be sparing of the efforts in its behalf or lag in their devotion and its cause. The people of Springfield, who hold in regard the welfare of their college, should appreciate this paper, and show that appreciation by their support and encouragement. The alumni of the College should take a special delight in the paper and make it a means of communication between themselves and their alma-Mater. In the years that are to come when we now fondly hope Drury shall have taken her place in the front ranks of American Colleges, and when the Mirror shall have waxed strong and glorified the institution to which feels proud to belong. We hope that all who are now here will feel proud that they stood by the Mirror...

At one glance the heart of the old fellow will commence to jolt a little faster, the second look will call forth an exultant cough, and at the third turn of a page the place of the student in history will be secure.

In colleges and universities today the college paper is the one institution which cannot be killed. It may be on the verge of bankruptcy, its promoters may be expelled from school and the editor may have to run to preserve his life, and yet the old paper still comes out on time. The students may not subscribe for it, the advertisers may refuse to give longer to charity, and the paper may be the object of universal ridicule, but there is always some fellow who will work all night, flunk in classes, and give his last cent to keep the paper alive.

Of course college papers have their fat years like other institutions. Their editors do not always need a shave, the business manager is occasionally seen in a new suit, and frequently a body of students will be induced to subscribe quite generally. Sometimes the college paper is even in good repute. Its poetry is endured for a season with no show of violence, its swollen ideas concerning its own importance are charitably accepted, and its stories of big athletic prospects, increased enrollments, and brainy faculties are received for the truth.

Perhaps the reason for the longevity of the college paper is that it has acquired the habit of boosting everything that could withstand a boost. If there are only five faculty members and fifty students at the president's reception the paper will write of "a great throng of happy guests;" and when the school's teams are defeated in every game, there is no athlete who is not referred to as worthy of a place on the all-state aggregations.

In the early days of higher education, college papers appeared intermittently, once or twice a year; then the publication stalked forth in monthly form with long stories and treatises; later the advertisers were induced to pay for weekly issues; and now any large university should be able to publish a morning and an evening daily. Whatever may

Figure 28. The Mirror the Institution Which Cannot be Killed. The Mirror, (February 2, 1913).

At one glance the heart of the old fellow will commence a jolt a little faster, the second will call forth an exultant cough, and at the third turn of a page the place of the student in history will be secure. In college and universities today the college paper is the one institution which cannot be killed. It may be on the verge of bankruptcy, its promoters may be expelled from school and the editor may have to run to preserve his life, and yet the old paper still comes out on time. The students may not subscribe for it, the advertisers may refuse to give longer to charity, and the paper may be an object of universal ridicule, but there is always some fellow who will work all night, flunk in classes, and give his last cent to keep the paper alive... Perhaps the reason for the longevity of the paper is that it has acquired the habit of boosting everything that could withstand a boost. If there are only five faculty members and fifty students at the president's reception the paper will write of "a great throng of happy guests," and when the school's teams are defeated in every game, there is no athlete who is not referred to as a worthy of a place on the all-state aggregations....

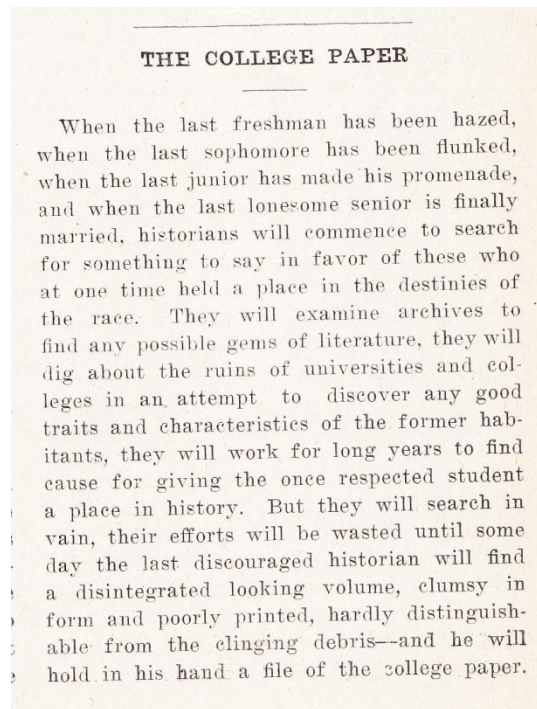


Figure 29. The Importance of the Paper. The Mirror, (February 7, 1913).

The College Paper. When the last freshman has been hazed, when the last sophomore has been flunked, when the last junior has made his promenade, and when the last lonesome senior is finally married, historians will commence to search for something to say in favor of these who at one time held a place in the destinies of the race. They will

examine archives to find any possible gem of literature, they will dig about the ruins of universities and colleges in an attempt to discover any good traits and characteristics of the former habitants, they will work for long years to find cause for giving one respected student a place in history. But they will search in vain, their efforts will be wasted until someday the last discourage historian will find a disintegrated looking volume, clumsy in form and poorly printed, hardly distinguishable from the clinging debris—and he will hold in his hand a file of the college paper.

SOMETIME soon it is the purpose of the MIRROR to print in its columns a roll of those upon the campus who have College Spirit enough to support their college paper; a roll of those who have enough pride in our school to desire a college paper of a standard high enough to represent Drury in its true light in comparison with schools of its class. It is but fair all round that people should know to whom they are indebted for the "Mirror" and to whom the honor of supporting it is due. It takes money and brains to get out our paper and you can supply both by subscribing one subscription and doing one creditable piece of literary work for its columns. The roll will contain the local subscribers and those who help in other ways. When the roll is called how many wi'l be there?

Figure 30 . Roll Call for Subscribers. The Mirror, (November 20, 1902).

Sometime soon it is the purpose of the Mirror to print in its columns a roll of those upon the campus who have College Spirit enough to support their college paper; a roll of those who have enough pride in our school to desire a college paper of a standard high enough to represent Drury in its true light in comparison with schools of its class. It is but fair all around that people should know to whom they are indebted for the "Mirror" and to whom the honor of supporting it is due. It takes money and brains to get out our paper and you can supply both by subscribing one subscription and doing one credible piece of literary work for its columns. The roll will contain the local subscribers and those who help in other ways. When the roll is called how many wi'l be there?

The Mirror is at times seen as a target of jokes and criticized by the students. In

1909, we see a mock paper included in the annual yearbook and in the 1913 yearbook a

similar statement expressing similar thoughts. Along with the negative speak, there seems to be a sort of love-hate relationship with The Mirror where excitement is generated when an edition is released and students rally together to pick apart what is written. (Figure 31). This may be explained in a statement included in the 1909 yearbook. The student describes the Mirror as “merciless” in exposing students and campus events/activities both in positive and negative ways. Further explanation of the criticisms is quoted from the 1913 yearbook:

Not alone to the students is the Mirror merciless, but even to the faculty. Rarely ever does this august body take any decided measures, either as a body to make rules for the students or as individuals to bind themselves together, but the same said measures are revealed to them by the Mirror as they appear to the minds of the students. Their particular characteristics, their wise remarks and their beloved phrases, all these they may see as the student sees them.

But the exposing of one’s defects is not the only mission of the Mirror, for it portrays good as well as bad. The literary aspirations, the poetical efforts and the mighty prowess of athletes, debaters, and musicians are reflected to fill the struggling student’s heart with pride and pleasure.

And so little by little Drury’s Mirror is teaching the students to “see themselves as others see them,” that they may not think they are everything, nor yet that they are nothing, but that each one may make his reflection in the world as an honor to himself and Drury. A. Silsby (Sou’Wester, 1909)

What is it that is criticized above all else in school? Exposed to scorn of “under-grads,” held up to ridicule? What is it that breeds pessimists, makes youthful brows look ill with dark responsibility of places hard to fill? What is it that all rush to get when word is given out that it’s at hand, and yet when got is food to growl about? What is it that deals with the “roasts” which never fail to fire the roasted ones and those who’re not with most outrageous ire? What is it that with worth and wit expected to be rife, a combination magazine of “Century” and “Life”? What is it that alumnae read with reminiscent smile and eager eyes, and memory that’s busy all the while? What’s necessary to a school. That lives and works, aspires, what is it that however scorned there’s no one but desires? What keeps at Alma Mater’s shrine an ever-lighted taper, what is it we revile, yet love, what—but the college paper? (Sou’wester, 1913)

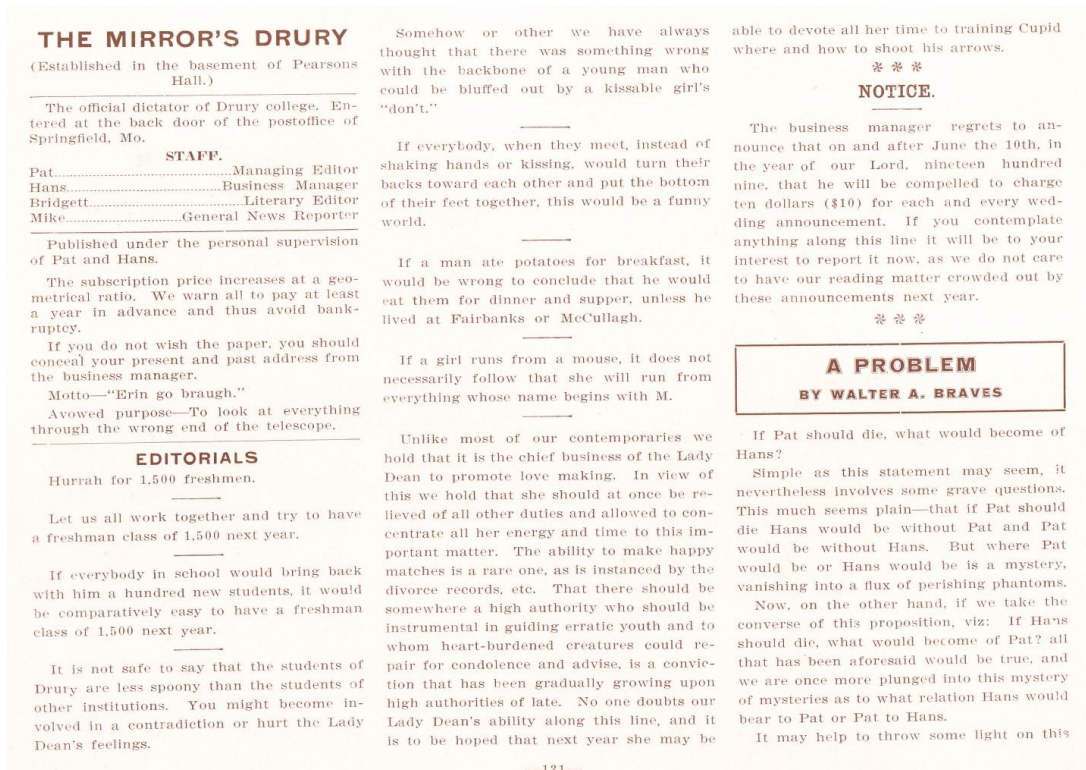


Figure 31. The Mirror—A Joke Sou'Wester, (1909).

The Mirror's Drury The official dictator of Drury College. Entered at the back door of the post office of Springfield, MO. ...the subscription price increases at a geometrical ratio. We warn all to pay at least a year in advance and thus avoid bankruptcy. If you do not wish the paper, you should conceal your present and past address from the business manager. Avowed purpose—To look at everything through the wrong end of the telescope...Notice. The business manager regrets to announce that on and after June the 10<sup>th</sup>, in the year of our Lord, nineteen hundred nine, that he will be compelled to charge ten dollars (\$10) for each and every wedding announcement. If you contemplate anything along this time it will be to your interest to report it now, as we do not care to have our reading matter crossed out by these announcements.

Finally, in Figure 32, we can view the price and advertisement for a Mirror subscription.

## **DRURY COLLEGE MIRROR.**

**F. C. Hubbard, General Manager.**

A semi-monthly paper published every other Friday throughout the college year, at Drury College, Springfield, Mo.

### **TERMS.**

One Year - - - 50 Cents.  
One Term, of 6 issues, - 20 Cents.

The MIRROR is published for the officers, friends and students of Drury College, and its highest aim is to assist in advancing the cause for which the College was founded.

Communications, as well as items of interest, at all times solicited. We retain the right to revise or wholly reject manuscript.

The MIRROR is endorsed by the officers and faculty of the College.

Local Notices inserted for 5 cents a line for the first insertion and 3 cents a line for each subsequent insertion. Rates for display advertisements made known on application.

Address all communications to Drury College MIRROR, Lock Box No. Springfield, Mo.

*Entered at the post office at Springfield, Mo., as second class matter.*

Figure 32. The Mirror Advertisement and Price for Subscription. The Mirror, (September 23, 1887).

### *Clubs and Organizations*

Multiple different clubs and organizations existed on the campus. Some organizations lifecycle were short lived while others survived for multiple years. Student interest drove the formation of different clubs and organizations. The following quotations taken directly from the academic catalogs and annual yearbook provide insight to the variety of organizations as well as the nature of meetings, topics discussed, events



held and the overall diversity of student led clubs and organizations during the first fifty years:

Politics have become very noticeable among the students and great enthusiasm is manifested concerning the coming election. The Democrats met Tuesday evening and organized a Cleveland and Thurman club. The Republicans met Wednesday noon and organized a Harrison and Morton club. Both these clubs recorded a large number of students. The Prohibitionists intend organizing soon. One young man is waiting for a clear day so he can meet with his shadow and organize a Streeter and Cunningham club. Wonder who will be president of it? Puck and Judge will be placed on the library table until after election by the respective political clubs. Small boys, (and girls too), you are requested not to spend too much time looking at the pictures. Campaign literature is flying thick and each one loads his mind with facts and figures and lays for his antagonist, but when he meets him his gun won't go off, so he consoles himself at night by setting up a noted debater, U. S. Senator, perhaps, and knocking his arguments to the four winds, and then he goes to sleep to dream of the blessings he will receive if Cleveland or Harrison, as the case may be, is elected. (Mirror, October 26, 1988)

Physical Culture and Athletics. There is an athletic association for the encouragement and conduct of many sports. The climate permits outdoor games during most of the year.

Special attention is given to the physical training of students. The gymnasium is situated on the northwest corner of the athletic field. It has ample accommodations for both the young men and the young women of the college, is thoroughly equipped and contains an indoor running track and a first-class basket ball court. (Academic Catalog, 1913-14)

Drury Scientific Association Motto, In all things however small there is a history.

The Drury Scientific Association is comparatively a new society, having been organized in the fall of 1901. Some of the students of the scientific course and others who wished to increase their knowledge of the sciences thought some organizations would be very helpful in connections with their work, and so an association was formed. Although the membership is not large, the association is strong and does some good work. Meetings are held the second Tuesday night of each month.

The society is divided into departments of Geology, Zoology, Psychology, Physics and Astronomy, Botany and Chemistry, with a director for each department. A meeting is devoted to each subject and is the duty for the director of each department to furnish a program for the evening, and

papers on direct phases of the subject are written and are open for informal discussion after they are read. (Sou'Wester, 1903)

After seven years of struggle, the Scientific Association has come to the place where she considers herself equal to any other society in the college. This year has seen some radical changes which now place the Association on an equal footing with other societies. For many years the college was hardly large enough to support four distinct organizations, so that a large number of members belonged to other societies, but this year showed forty students who were members of no society.

During this year the constitution has been revised, a new program system installed and a department of history created. The number of meetings have been changed from once a month to twice a month. There are elected at the beginning of every semester seven directors, who have charge of their respective departments, and who have to address the society once during the semester. Their papers take up the major part of the evening. This system has been far superior to any other, since it secures one large paper each meeting. It is true that we do not exercise the debating talent as much as the other organizations, but our aim has been to develop scientific research and methods, like those which have revolutionized our learning in the past two or three centuries.

This year ends with the brightest view as to the future, clearer and more brilliant than ever seen before, with a large and able nucleus for nineteen hundred eight and nine. We look towards some fine work and expect to see the Association the instigator of much thorough and profitable work. (Sou'Wester, 1907)

Delta Lambda Kappa. The need of a new College society with a new spirit and an organization based on modern progressive ideas being apparent to the students during 1899 they accordingly organized this club on October 10<sup>th</sup> of that year. Its basic principle is highest development and, as that is its aim, the greatest variety of training is sought. We believe that the highest development in debate, declamations and general literary work may be best brought about by the direct cooperation of both men and women in the club. Co-education in its highest and broadest sense is our ideal.

This club, thought young, has graduated some of the best all-around people ever sent out of Drury. Its work this year has been strong, honest and healthy. It enters heartily into every College enterprise, and can be depended on to do its part in anything. Its social life is pleasant, straightforward, and full of value.

Its objective has been kept continually in view and the fact that it has so nearly approached its ideal has been one of the greatest spurs to the other societies and simulated them to their present high degree of success.

“Rowing, not drifting,” the club’s motto, is a great stimulus to others to do

good work as well as to the club's own men and women, who will in the future climb together step by step up the stairs of life. (Sou'Wester, 1903)

The Expression Department this year shows an increase and growth since last year. The work is very enjoyable and holds a very prominent place in the College. There is also a special course of study divided into two years, which consists of Voice Culture, bodily Expression, Dramatic work, Oratory, Study of American and English Poets, Physiology and Hygiene, Physical Culture and Normal Teaching, and Literature in connection with the College. Recitals are given during the year. At the close of the two years work a final recital is given which is one of the most interesting features of Commencement. (Sou'Wester, 1903)

### *Greek Fraternities and Sororities*

By 1913, three Greek Fraternities were established on campus for men and women to participate. The academic catalog in 1913 named the six organizations:

Fraternities. The following chapters of fraternities exist at Drury College: For men, Beta Iota Chapter of Kappa Alpha, Phi alpha Sigma (local) and the Obelisk (local). For WOMEN MU chapter of Zeta Tau Alpha, gamma chapter of Missouri of Pi Beta Phi and Delta Kappa chapter of Delta Delta Delta. (Drury College Academic Catalog 1913-14).

In addition to the national Greek organizations, a number of local and student generated Greek organizations joined the other clubs and organizations and provided students the opportunity to join. Figures 33 and 34, serve as examples of these:

### THE NEW 'FRATERNITY'

For some months a movement has been under way for the organization of a new secret order among the men of Drury, and on February 15 a permanent organization was effected with the following men as charter members: James Ralph Foster, John Curtis Campbell, Waldo V. Jacobson, Bird Rothwell, and Fred Chambers. Although some insist upon calling us the new fraternity, we do not claim to be in any sense what is commonly known, in Drury, as a fraternity. Our sole object is to promote good-fellowship among the members and to work for the mutual welfare of all concerned. Admission to membership in the order depends entirely

Figure 33. The New Fraternity. The Mirror, (May 2, 1913).

For some months a movement has been underway for the organization of a new secret order among the men of Drury, and on February 15 a permanent organization was effected with the following charter members...Although some insist upon calling us the new fraternity, we do not claim to be in any sense what is commonly known, in Drury as a fraternity. Our sole object is to promote good-fellowship among the members and to work for the mutual welfare of all concerned...

#### S.F.T.P.O.T.P.F.O.R.

The power of the Campus, calling six unsuspecting ones together, informed them that upon their forming a connecting with Drury, they had involuntarily renounced the chief vanity of womankind, and henceforth must have their backs turned to the world, the flesh and escorts. Then the six banded together for charitable and protective purposes. The very name of the fraternity expressed their most laudable ambition, and their rights are conscientiously performed.

Finally, in the 1915, the following student rendering of stating "Come dear brother drink with me to our old fraternity" portrays a very formal and even dignified consumption of alcohol, even though that was most likely not the case.

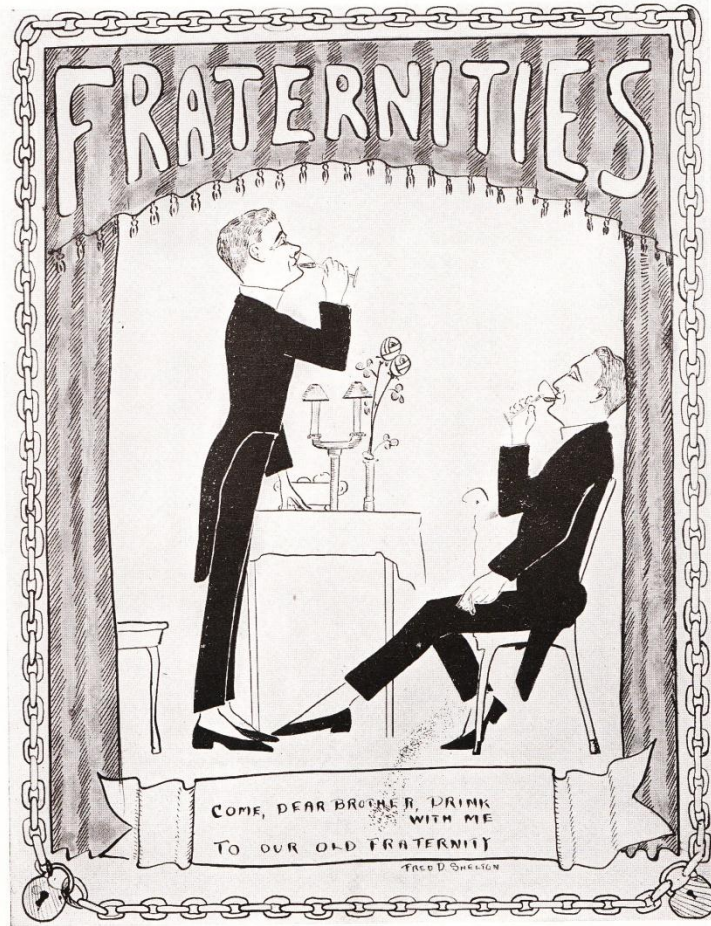


Figure 34. Come Dear Brother Drink With me. Sou'Wester, (1915).

### *Literary Societies*

Literary societies and debate were an integral part of student life. The student groups were well documented in each Sou'Wester yearbook and in each news paper. The yearbooks included photos of each society while The Mirror student newspaper advertised meeting times and successes of the groups. Figure 35-37, show group photos of the different Literary Societies and the following quotations were taken directly from the annual yearbooks to describe the nature of the Literary societies that were active on the campus in the early years.

Alpha Phi. This society has the distinction of being the oldest now in Drury. It was organized in 1883 and for ten years was the only girls' society, but in 1893 the College girls drew off and formed Lauriferae and since that time Alpha Phi has been the society for the Academy girls. Alpha Phi has had several places for holding its sessions. At one time a room of the Academy building was used; at another, one of the rooms on the fourth floor of Fairbanks Hall-when that was the girls' home- and the parlors of Fairbanks have been used also. Since McCullagh was built alpha Phi and Lauriferae have shared a hall there.

This society, like all others, has had its days of disappointment and trial, but has always come up with a determination to work harder. The meetings are held every Tuesday afternoon after school, and occasional joint sessions with Webster are held; also an open house session with Webster is given. (Sou'Wester, 1903)

Lauriferae. Lauriferae is the girls' literary society of Drury. We now have thirty-two, which is the limit of our membership. The society is doing good work this year, although Lauriferae was not so fortunate as formerly in the inter-society debates, as she won only one of them. However, for the first time in several years, one of the inter-collegiate debaters is a member of Lauriferae. Several enjoyable joint sessions have been held with D. O.A in connection with Delta and D.).A, Lauriferae is giving the College play this year: the leading lady is a Lauriferae girl. Mrs. Sheppard, our patroness, has given us one very instructive afternoon in parliamentary drill. Six of Lauriferae's members are graduated this year and Lauriferae will keenly feel her loss. Lauriferae is trying more and more to be a society of practice rather than theory and to live up to her motto, "The Laurel nods at deeds only." (Sou'Wester, 1909)



Figure 35. Lauriferae Group Photo. Sou'Wester, (1909)

Delta Lambda Kappa is the only co-educational literary society in Drury College. When this society was organized, it was thought that the best results could be obtained by the co-operation of young ladies and young gentlemen. It has been found, from this co-operation, the highest development has been attained. Perfect ease and self-control are gained in addressing the society in the presence of both.

The members are required to appear on the program in various capacities. They are assigned parts to prepare which necessitates hard work and deep thought, which causes the students to emerge stronger in intellect and stronger in character. Each member takes a pride in putting forth his utmost effort in preparing his or her part for the weekly program. Thus the society has developed into a most beneficial one.

We are working and striving always, for we are "not drifting, but rowing." (Sou'Wester, 1907)

The Drury Oratorical Association is a society for college men. It was founded in 1890, and ever since its organization it has held a leading place in Drury literary work and debating. This year a number of new students joined the Association, increasing its membership to about thirty.

Although the society encourages all kinds of literary work, special attention is given to debating. Both extemporaneous and prepared. Four intercollegiate debaters represent Drury this year in our contests with Arkansas University and Fairmount College, and two of them are D.O.A. men. Perhaps no part of the college course is of more value to the average young man after he leaves school than the training he can receive in this society. The live question of the day are discussed in a practical, business-like manner, thus fitting its members for the duties of public life. The past record of D.O.A. is a very creditable one, but its enthusiastic new members insure it a still more brilliant future. (Sou'Wester, 1907)



Figure 36. Lauriferae. Sou'Wester, (1907).



Figure 37. Drury Oratorical Association. Sou'Wester, (1909).



### *Athletics*

There were multiple athletic teams during the first 50 years. Men's and women's Basketball, baseball, track, and tennis. Each sport when it was active on campus was documented in the Sou'Wester yearbook and articles recording scores and photographs were captured in the student newspaper. Figures 38-49, represent a sampling of team photographs and rosters throughout the first 50 years. It is difficult to summarize the student experience because of the staged nature of these images. Articles from The Mirror provide more of an insight to student engagement as it relates to athletic teams.



GIRLS' TENNIS CLUB.

*Figure 38.* Girls Tennis Club. Sou'Wester, (1905).



BOYS' TENNIS CLUB.

*Figure 39.* Boys Tennis Club. Sou'Wester, (1905).



FIRST TEAM.

*Figure 40.* Football Squad First Team. Sou'Wester, (1905).

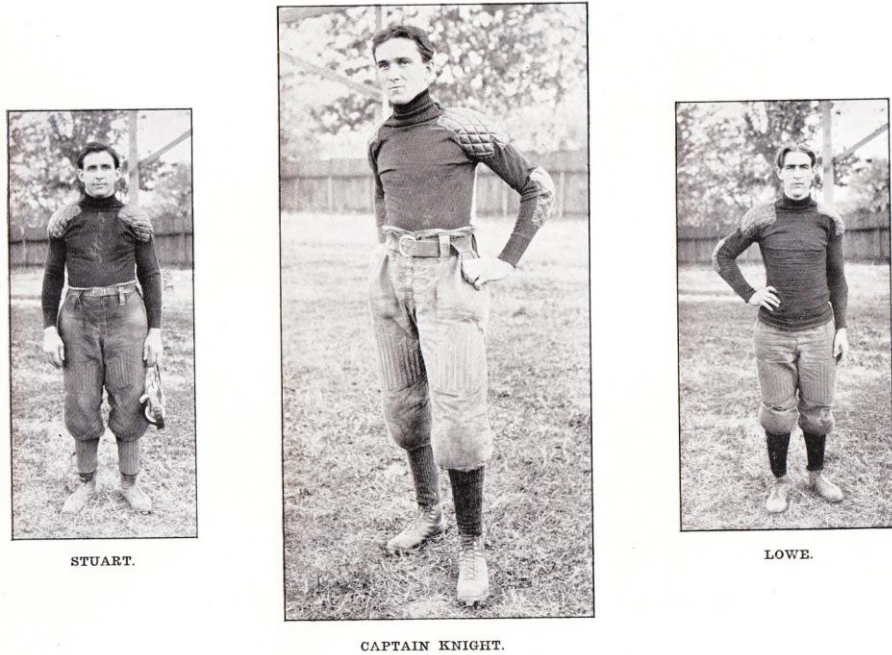


Figure 41. Football Captains. Sou'Wester, (1905).



BASE-BALL TEAM.

Figure 42. Baseball Team. Sou'Wester, (1905).



**BASKET-BALL TEAM.**

*Captain:* JAMES HASWELL.

*Manager:* JAMES VAUGHAN.

*Team.*

Charles Bunch, Charles May, Luke Stuart,  
Byron Rogers, Givan Allen.

Figure 43. Basketball Team. Sou'Wester, (1905).



TRACK SQUAD 1913.

Figure 44. Track Squad 1913 Sou'Wester, (1913).



PANTHER SQUAD.

*Figure 45. Panther Basketball Squad. Sou'Wester, (1914).*



BASKETBALL SCHEDULE.

January 10—Crescent College 11, Drury 9, at Eureka Springs.  
 February 12—Crescent College 26, Drury 13, at Springfield.  
 February 9—Marionville 21, Drury 10, at Marionville.  
 March 2—Marionville 12, Drury 6, at Springfield.

*Figure 46.* Women's Basketball Team. Sou'Wester, (1914).



*Figure 47.* The D Squad . Sou'Wester, (1913).

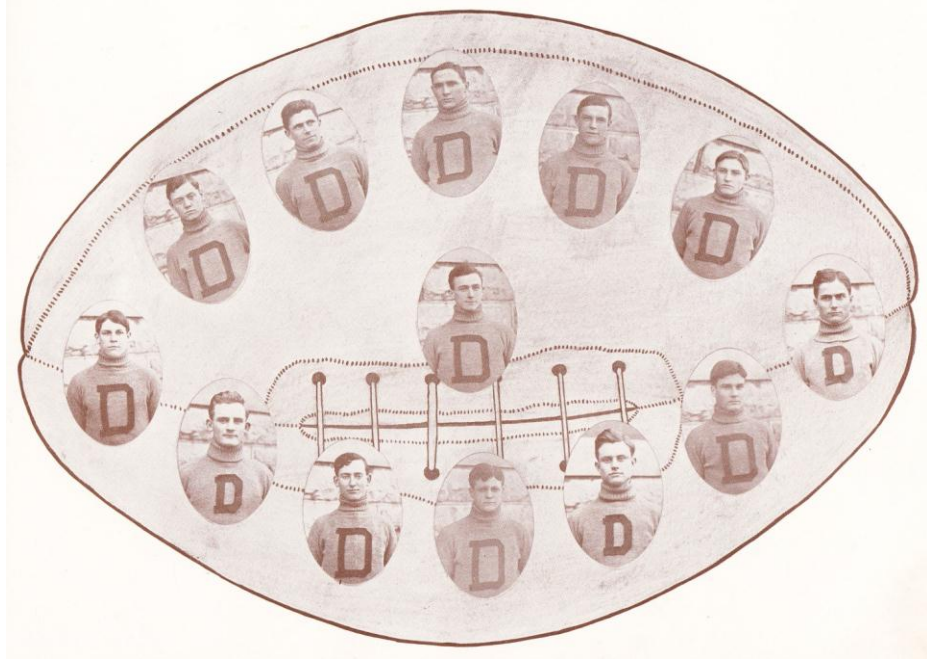


Figure 48. Football Team Sou'Wester, (1909).

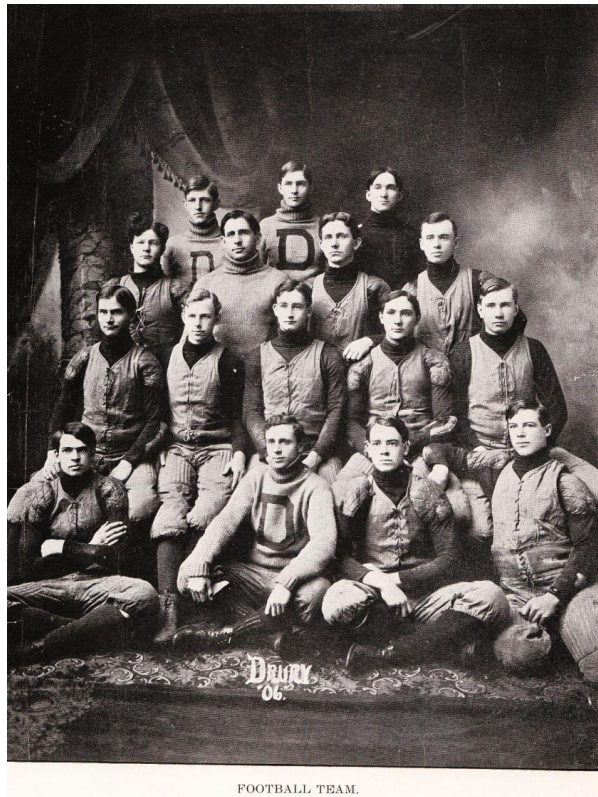


Figure 49. Football Team. Sou'Wester, (1907).

Summaries of each sporting season are published in the annual Sou'Wester yearbook. The following are two examples of write ups that occurred throughout the first 50 years. In most cases, the documentation praised the athletic spirit and efforts even if the season was not a winning season.

While we look with pride on the achievements of our football team we feel even greater pride in the five men who captured the state college championship in basket ball. This is the first time in her history that this title has fallen to Drury.

The season of basketball in many ways was no less remarkable than that of football. Out of series of thirteen games only three were lost. Out of the seven conference games only two were lost and these while on a trip extending over ten days. This is a percentage rarely ever reached by any team and never before by a Drury team...Here we cannot fail to declare our appreciation and esteem of Coach Dan Nee... We unhesitatingly proclaim hi the best coach Drury has ever and none the less hesitatingly the best she will ever have. (Sou'Wester, 1915)

The football season of 1920 was not as successful in point games won as Drury has been accustomed to. Due to an aversion which most of the conference schools have to playing Drury, our schedule only called for six games. These six were with schools who were represented with unusually strong teams. Our success over three of these, the three high sots which we had marked out in advance, left us feeling that even if a championship had not been attained we were well satisfied. (Sou'Wester, 1921)

The 1921 basket ball season marks the first time in a good many years that the Drury girls' team has lost more than one game in the whole season. This year the team went down to defeat several times, but it was victorious in an equal number of games. The annual basket ball trip was a decided success. Up to that time the lineup had been inconstant, but the girls worked steadily and not in vain. One big obstacle which in team had to face was the absolute indifference on the part of the college as a whole. The fact that every member of the team is an underclassman shows that there will be good material for a championship team next year. (Sou'Wester, 1921)

Multiple cartoons were created in both the Sou'Wester Yearbook and The Mirror. In general, these creations praise the performance of the student athletic teams. While it is unclear who "Jeff" is, the cartoons in Figure 50, 51, and 52, it could symbolize the



dedication to the football team through the sacrifices of clothes and food to be able to afford entrance to the annual Thanksgiving game.

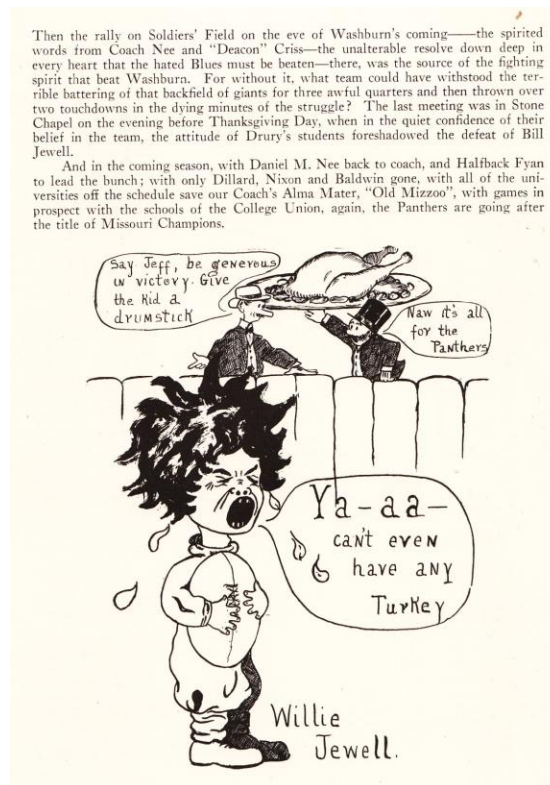


Figure 50. Willie Jewell and the Turkey Leg. Sou'Wester, (1913).

Say Jeff, be generous in victory. Give the kid (Willie Jewell—William Jewel the competing team) a drumstick. Naw it's all for the Panthers. Ya-aa- can't even have any turkey.

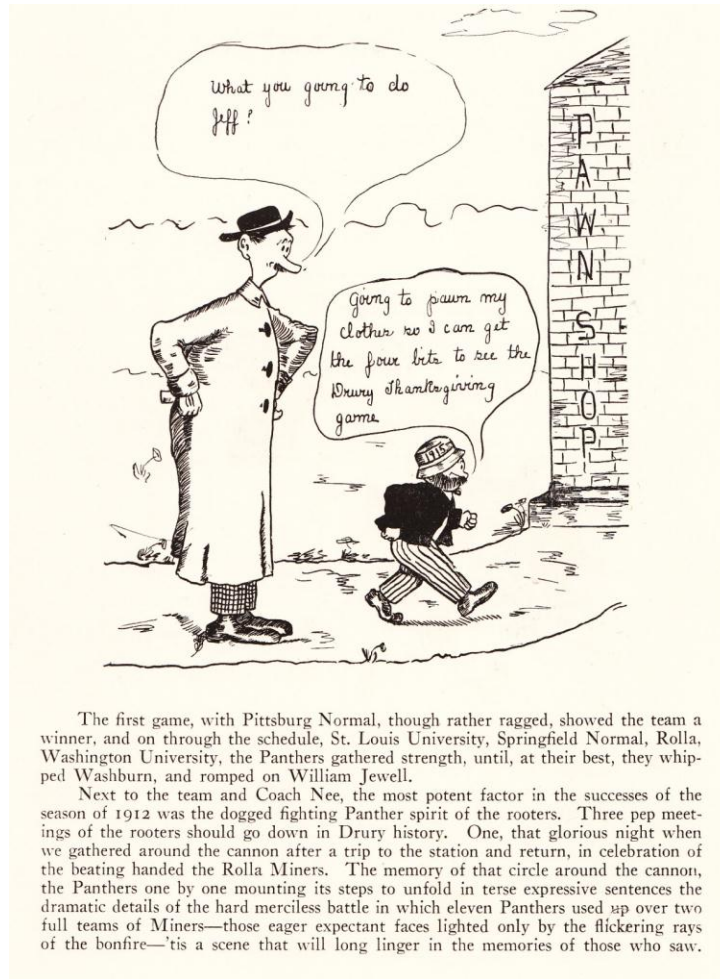


Figure 51. Pawning Clothes for Ticket to Game. Sou'Wester, (1913).

What you going to do Jeff? Going to pawn my clothes so I can get the four bits to see the Drury Thanksgiving games.

## Review of Foot Ball Season



THE Panther football schedule of 1912 opened with a decisive victory and closed with a glorious triumph. Replete with brilliant individual playing and winning team-work throughout, the 1912 season stands among the most successful in the history of the gridiron game at Drury. The reason? A team of hard working, sportsmanlike football players, backed up by a coach, a martinet for disciplines when in the harness, who away from the field is a prince of good fellows and an enthusiast admirer of his players, a man who strained every effort to secure All-Missouri recognition for his stellar performers and succeeded in the case of Collins at end. These were the principal cogs in the machine which fought its way to a logical claim on the College Championship of Missouri.

Coach Dan Nee began drilling his candidates with the opening of the college term, but two short weeks before the Pittsburg game. With a squad every member of which could testify to previous football experience, the ex-Tiger pounded into them his own system of play, modeled on the Roper idea of "Get the jump on 'em." And from the start his charges were schooled in open play. That he planned well, the twenty-one successful passes out of twenty-four attempted that won the Rolla game, and the four passes which won from Washburn, are eloquent testimony.



Figure 52. Four Bits for a Ticket. Sou'Wester, (1913).

Jeff what are you going to do Thanksgiving? Let's pass up the turkey dinner, save that four bits, and go see the Drury Football Game.

Men's athletic sports were not the only teams featured in the newspaper and the yearbook. The following cartoon and poem shown in Figure 53 and 54, mock the basketball girls by showing a scrappy fight between two players while the poem dated 1900, describes a player who is a heartbreaker.



Figure 53. Girls Basketball Scrappy. Sou'Wester, (1914).

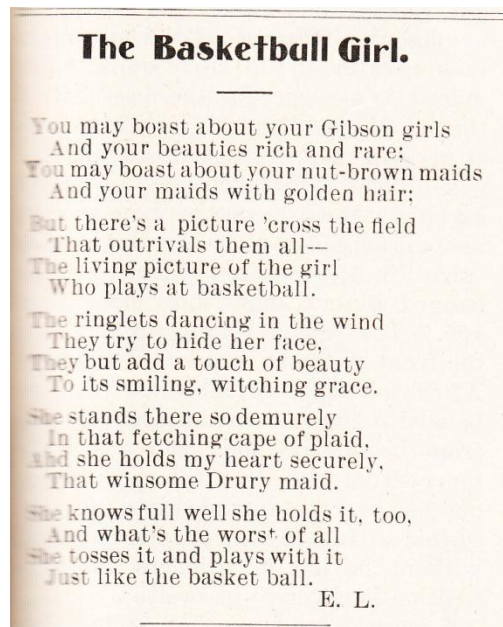


Figure 54. Poem Girls Basketball. The Mirror, (December 20, 1900).

The Basketball Girl. You may boast about your Gibson girls and your beauties rich and rare; You may boast about your nut-brown maids and your maids with golden hair; But there's a picture 'cross the field that outrivals them all—the living picture of a girl who plays at basketball. The ringlets dancing in the wind they try to hide her face, they but add a touch of beauty to its smiling, witching grace. She stands there so demurely in that fetching cape of plaid and she holds my heart securely, that winsome Drury maid. She knows full well she holds it, too, and what's the worst of all she tosses it and plays with it just like the basketball.

While women did play sports, the following two articles describe the conflicting nature of inclusion during these times. The longer article in Figure 55 from 1911 argues that girls deserve to play basketball if healthy competition is maintained, but they should only be allowed with restrictions and under special conditions while the article from 1907 in Figure 56, questions why a girl would ever even want to participate in a basketball game.

### BASKET BALL FOR GIRLS.

You remember our Alice in "Through the Looking Glass" had to run as fast as ever could to keep in the same place in which started. The college young woman, lately breaking away from traditional conservatism, has started on the path to develop herself physically that she may thereby be better developed morally and mentally. The true aim of athletics for women is high. Like Alice, the college woman must run fast and hard if she keeps any where near the ideal with which started.

The world has long realized that "all work and no play makes Jack a dull boy," and has invented all sorts of games, especially ball games, to satisfy the play element in his nature. Now it is just as true that all work and no play makes Jack's sister a dull girl. How many people have troubled their heads to devise games suitable for her? The lady-like game of "Tiddle-de-Winks" which might have sufficed in grandmother's girlhood, does not meet the demands of the girlhood today. Times have changed. Today the relation of women to society is very different from what it has been in the whole course of history. About twenty years ago women began to co-operate for philanthropic and educational purposes. Naturally they were ready for a game involving team work. At that time basketball, devised for boys, was appropriated by the college girls of the East. The game grew in favor largely as the result of a general need.

But, if it does meet the general need, why is it that, on the part of many parents, teachers and physicians there is such a cry against basketball for girls? The answer is to be found

in a study of the typical American spirit. Are we not, as a nation, criticised for the hard work we make of play? Are we not in the habit of making good things fads? Then do we not commercialize them, advertise with them, overdo them, and wrongly do them?

Basketball, the best game known for women began with the noblest purposes for advancing of womanhood. It was quickly taken up by colleges and high schools all over the United States. It was seized upon by directors, many of whom never took time to investigate its true aim and the great possibilities it held for women. Many teachers, read with enthusiasm for the fad, knowing nothing of a girl's constitution and seeming to care less, and not realizing that a girl cannot go into competitive games in the same spirit as men without developing nervous tendencies and losing poise and dignity, played (?) girls as if they were men. In too many cases, instead of giving the vital benefits of recreation, relaxation and the delight in the abandon of play, the game brings worries, fears and nervousness. Instead of raising a girl to all the jollity, good nature and courtesy a friendly contest is capable of, it too often lowers her to petty wrangling, which take the life and spirit out of the game. Instead of bringing out all that's noble in her character, it too often leads to rowdyism.

Shall we, then, because it is often carried to excess abandon basketball for girls? We might almost as well ask—"shall we abandon eating and drinking because some people eat and drink to excess?" Nature demands both food and play—play that is play.

Of those who have put most time and thought on the best methods to obtain the best results from basket ball for girls, probably Senda Anderson, physical director of Smith College, is the head. There are four things to which she and other physical directors of other leading girls' colleges are seriously opposed.

1. Men coaches for girls' teams.
2. Charging admission to games instead of issuing invitations.
3. Inter-collegiate games.
4. Playing to win instead of playing for fun.

In one of her lectures Miss Anderson says: "Today our ideals go far beyond even the imagination of the earlier era; today we believe

that physical education not only should produce health and endurance and poise and self-control, but that it can be made the most direct way of bringing out ethical, mental and moral forces—making the human organism to meet all life's activities more easily, more vitally, more sanely, and more joyously \* \* \* Organized games teach obedience to law, develop self-control, unselfishness, naturalness, quickness of mind and body, altruism and group loyalty.

I do not believe in inter-collegiate or in tri-scholastic games. The great desire to win, the hard grind of practice—not for the joy of playing, but to develop winning team—the traveling of teams to different towns bring about nervous excitement, worry, sleeplessness and all the evils of athletics. Mild competition is good and indeed necessary, but in most cases this can be brought about by inter-class contests. Tickets should not be sold for these occasions, but spectators should be asked by invitation.

The great athletic event of the year at Smith College is our annual basketball game between the Freshmen and Sophomore classes. The game is held in the gymnasium and the whole college comes to see it. All the youthful enthusiasm of the year is centered upon this occasion. The large gallery is filled with gaily be-lecked girls, the platform with interested members of the faculty and friends, the air is filled with the singing of songs. But the moment the game begins there is absolute silence, and no mean spirit of any sort is seen on the floor or in the gallery. Immediately after the game the winning team gives a dinner to the defeated team and the girls who have played against each other sit next to each other at dinner. The beautiful spirit shown at this dinner, the modest, gracious attitude of those who have won, the forgetfulness of self and the brave and noble attitude of those who have not won surprise and charm me each year."

FLORENCE B. HALL.

Figure 55. Basketball for Girls. The Mirror, (February 24, 1911).

Basketball for Girls. You remember our Alice in "Through the Looking Glass" had to run as fast as ever she could to keep in the same place in which she started. The college young woman, lately breaking away from traditional conservatism, has started on the path to develop herself, physically that she may thereby be better developed morally and mentally. The true aim of athletics for women is high. Like Alice, the college woman must run fast and hard if she keeps any where near the ideal in which she started. The world has long realized that "all work and no play makes Jack a dull boy," and thus has invented all sorts of games, especially ball games to satisfy the play element in his nature. Now it is just as true that all work and no play makes Jack's sister a dull girl. But how many people have troubled their heads to devise games suitable for her? The lady-like games of "Tiddle-de-Winks" which might have sufficed in grandmother's girlhood, does not meet the demands of the girlhood today. Times have changed. Today the relation of women to society is different from what it has been in the whole course of history. About twenty years ago women began to co-operate for philanthropic and

educational purposes. Naturally they were ready for a game involving team work. At the time basketball, devised for boys, was appropriated by the college girls of the East. The game grew in favor rapidly as the result of a general need. But, if it does meet the general need, why is it that on the part of many parents, teachers, and physicians there is such a cry against basketball for girls? The answer is to be found in a study of the typical American spirit. Are we not, as a nation, criticized for the hard work we make of play? Are we not in the habit of making good on thing fads? They do we not commercialize them, advertise them,, overdo them, and wrongly do them? Basketball, the best game known for women began with the noblest purposes for advancing of womanhood. It was quickly taken up by colleges and high schools all over the United States. It was seized upon by directors, many of whom never took time to investigate its true aim and the great possibilities it held for women. Many teachers, read with enthusiasm for the fad, knowing nothing of a girl's constitution and seeming to care less, and not realizing that a girl cannot go into competitive games in the same spirit as men without developing nervous tendencies and losing poise and dignity, played (?) girls as if they were men. In too many cases, instead of giving the vital benefits of recreation, relaxation and the delight in the abandon of play, the game bring worries, rears, and nervousness. Instead of raising a girl to all the jollity, good nature and courtesy a friendly contest is capable of, it too often lowers her to petty wrangling, which take the life and spirit from the game. Instead of bringing out all that's noble in her character, it too often leads to rowdyism. Shall we, then, because it is often carried to excess abandon basketball for girls? We might as well ask—"shall we abandon eating and drinking because some people eat and drink to excess?" Nature demands both food and play—play that is play. Of those who have put most time and through on the best methods to obtain the best results from basketball for girls, probably Senda Anderson, physical director of Smith college is the head. There are four things to which she and other physical directors of other leading girl's colleges are seriously opposed. 1. Men coaches for girls' teams. 2. Charging admission to games instead of issuing invitations. 3. Inter-collegiate games. 4. Playing to win instead of playing for fun. In one of the lectures Miss Anderson says: "today our ideals go far beyond even the imagination of the earlier era; today we believe that physical education not only should produce health and endurances and poise and self control, but that it can be made the most direct way of bringing out ethical, mental and moral forces—making the human organism to meet all life's activities more easily, more vitally, more sanely, and more joyously\*\*\*Organized games teach obedience to law, develop self-control, unselfishness, naturalness, quickness of mind and body, altruism and group loyalty. I do not believe in inter-collegiate or triscolastic games. The great desire to win, the hard grind of practice—not for the joy of playing, but to develop winning team—the traveling of teams to different towns bring about nervous excitement, worry,

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Why does a girl want to take college course and work herself to death? What good is her education going to do her? She had better be at home learning how to make a good housekeeper for some man. Now, just look at those Senior girls. They look as if they didn't have a bit of life in them. My idea of a girl is that she be something to look at and to do the cooking and the washing for the men. They ought to be interested in athletics, but only to watch and encourage the boys. They should never dress in bloomers and play basketball, but if a girl isn't interested in athletics for the boys, she ought to be expelled from school. Walter W. Langston. (Sou'Wester, 1907)

Throughout the first fifty years, Drury's athletic teams had good and bad years.

The following article from September 27, 1900 details a time of trials and troubles.



t may be a permanent feature of commencement week. Program:

1. Sonata, F minor, op. 57 (appassionata), Beethoven.
  - I. Allegro assai.
  - II. Andante con moto (variations).
  - III. Allegro, ma non troppo. Presto.
 Mr. W. A. Chalfant. Dell'Acqua.
2. Villanelle. Mrs. Lulu Sanford Tefft.
3. Scherzo, B flat minor, op. 31.
  - Prelude, D flat, op. 28, No. 15. } Chopin.
  - Valse, A flat, op. 4. }
4. Helene Thaurie, Elizabeth Stuart Phelps-Ward.
  - Etude, G flat (black key), op. 10, No. 5. }
 Miss Olive J. Pierce. Rubenstein.
5. Concert Etude, C, op. 24, No. 2.
  - Norwegian Bridal Procession Passing By, }
 E, op. 19, No. 2. } Grieg
6. Ave Marie, Melodie Religieuse, adapted to the first prelude of J. S. Bach, for Soprano, Violin, Piano and Organ.
  - March of the Dwarfs, D minor, op. 94, No. 3. }
 Mr. W. A. Chalfant.
7. Cuddle Doon. Anderson.
  - Lovers' Lane St. Joe, Miss Pierce. Eugene Field.
8. Romance in F sharp, op. 2. Schurman.
  - Second Hungarian Rhapsody, Mr. Chalfant. Liszt.

Thursday brought a beautiful commencement morning and for the first time in several years the procession of trustees, faculty, friends and students formed at Fairbanks and marched under the oaks to the chapel. The chapel was tastefully decorated with palms and class colors by the Juniors. As a whole the exercises were good and one of the trustees declared them to be the best of the three past years.

#### ATHLETICS.

Drury labors under many difficulties in the athletic line. The lack of a paid coach and proper training quarters have crippled foot-ball in the fall; the smallness of the gymnasium has hindered the formation of anything like a crack basket ball team; and this same last reason has made a champion base ball team almost an impossibility. Yet for all the trials and troubles, the spirit manifested in the fall has enabled Drury to form a foot-ball team, which, were she in a position to come in contact with the other colleges of the state, would be no disgrace to the institution. As it is she holds her own with institutions having command of three times the

number of boys, and while she has never boasted of a high rank among the foot-ball teams of the state, still had the pleasure last year of giving a severe trouncing to the team that claimed second place.

So much for our part. For the present Drury does not mean to be behind. Work on the gridiron has begun in earnest, and the candidates are getting warmed up to it. For a time while it looked as if there would have to be too many inexperienced men going to make anything like a strong team, but a line up shows the line intact, and candidates, good ones too, for every other position. With the earnest and enthusiastic support of every student in school, the team of 1900 will not be whit behind that one which so gloriously wiped up the earth with Rolla last Thanksgiving. Last week the Athletic Association met and elected L. W. Hayden as fifth member of the Executive Committee to act in the place of Fred Ratcliff, who did not enter the fall. Stanley Calland also did not enter and he has appointed Bert McAfee to act as captain until the first meeting of the executive committee. McAfee will be chosen permanent captain, and a more experienced and at the same time popular man cannot be found.

Let us as students this year remember that those boys who are hard work on the athletic field need our support, and then let us give it with enthusiasm never shown before.

HURRAH FOR THE PANTHERS!

#### The Rough-Riders' Reunion

Have you seen him? Who? W. Boscov.

If I thought any of you had been the Rough Riders' Reunion held in Oklahoma City, July 1 to 4, I would not dare mention the above, but since you probably only heard it second hand

Figure 56. Athletics. The Mirror, (September, 27, 1900).

Athletics: Drury labors under many difficulties in the athletic line. The lack of a paid coach and proper training quarters have crippled foot-ball in the fall; the smallness of the gymnasium has hindered the formation of anything like a crack basketball team, and this same last reason has made a champion baseball team almost an impossibility. Yet for all the trials and troubles, the spirit manifested in the fall has enabled Drury to form a foot-ball team, which, were she in a position to come in contact with the other

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### *Fitness Activities*

As intercollegiate athletics became a more important part of the college culture, so did interest in fitness activities for those students who did not play on athletic teams. Physical fitness was considered a part of educating the entire students. In 1886, we see references to the importance of the Gymnasium to the student population. The article comments on the students looking pale and flabby because the lack of access to the Gymnasium (Figure 57).

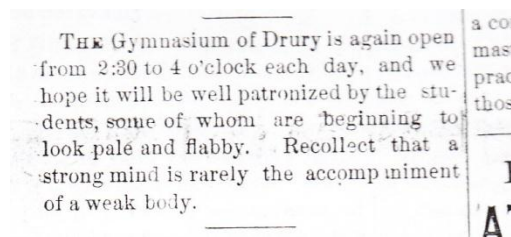


Figure 57. The Gymnasium of Drury. The Mirror, (April 29, 1887).

The Gymnasium of Drury is again open from 2:30 to 4 o'clock each day, and we hope it will be patronized by the students, some of whom are beginning to look pale an flabby. Recollect that a strong mind is rarely the accompaniment of a weak body.

A multi-year plea from the student body was well documented in the student newspaper as well as in the annual yearbook. Starting in 1905, Figure 58, represents a sarcastic response to the slow progress on the construction of the gymnasium that was not completed until 1909. In 1909, the following text (Figure 59) was included in the annual yearbook documenting the importance of the alumni in raising the funds and their involvement in the process of building a new gymnasium on the campus for the students to utilize.



Figure 58. Sacred to the Memory of The New Gym. Sou'Wester, (1905).

The dream of the alumni is a reality; the gymnasium is no longer one of theory, but is a substantial building of brick and stone. While the alumni do not attach undue importance to the financial part they have had in the matter, and give full credit to the citizens of Springfield for their generosity to the college, yet the fact that it was alumni initiative that established the undertaking, and the alumni fund, not imposing, yet too large to be ignored, around which the other grew, makes the association feel large rights of ownership in the cornerstone.

Few of Drury's children are rich in this world's goods, partly because even the oldest graduate is not yet hoary; partly, no doubt, too, because college ideals tend to make one rich in other things rather than in money. And yet "little drops of water" in this case, have made, if not "a mighty ocean," at least, a good-sized lake, and the bits of love for Drury all gathered together have proved to be a force worth reckoning.

The gymnasium, plans for which were long talked of, and were actually started at the alumni business meeting in June, 1905, stands as the first undertaking of the alumni body for Drury. By the coming up of the matter of the endowment immediately afterwards the scheme was modified so that efforts were necessarily confined to a small part of the original sum and to the alumni body itself from which to raise it. Yet the gymnasium will always stand, to the alumni, at least, a building sacred to their loyalty to the college. It is a visible token that they unite for its welfare; not, perhaps, in doing the thing for it which they would individually like best to do, but in lending a hand where help is most needed at the time.

The effort has strengthened the association, whose members, with class distinctions of the past forgotten, have worked together for one end. It has given them something of their own upon the campus to point to as a token that they, too, are a part of the present Drury. And it is but the first, we doubt not, of many signs by which Drury's children may even more unitedly express their love for their alma mater.

*Figure 59. The Dream of the Alumni: A Gym. (Sou'Wester, 1909).*

The dream of the alumni is a reality: the gymnasium is no longer one of theory, but is a substantial building of brick and stone. While the alumni do not attach undue importance to the financial part they have had in the matter, and full credit to the citizens of Springfield for their generosity to the college, yet the fact that it was alumni initiative that established the undertaking, and the alumni fund, not imposing, yet too large to be ignored, around which the other grew, makes the association feel large rights of ownership in the cornerstone. Few of Drury's children are rich in this world's goods, partly because even the oldest graduate is not yet hooray; partly, no doubt, too because college ideas tend to make one rich in other things rather than in money. And yet "little drops of water" in this case, have made, if not "a mighty ocean," at least, a good-sized lake, and the bits of love for Drury all gathered together have proved to be a force worth reckoning. The gymnasium, plans for which were long talked of, and were actually started at the alumni business meeting in June, 1905, stands as the first undertaking of the alumni body for Drury. By the coming up of the matter of the endowment immediately afterwards the scheme was modified so that efforts were necessarily confined to a small part of the original sum and to the alumni body itself from which to raise it. It is a visible token that they will unite for its welfare; not, perhaps in doing the thing for it which they would individually like best to do, but in lending a hand where help is most needed at the time. The effort has strengthened the association, whose members, with class distinctions of the past forgotten, have worked together for one end. It has given them something for their own upon the campus to point to as a token that they, too, are a part of the present Drury. And it is but the first, we doubt not, of many signs by which Drury's children may even more unitedly express their love for their alma mater.

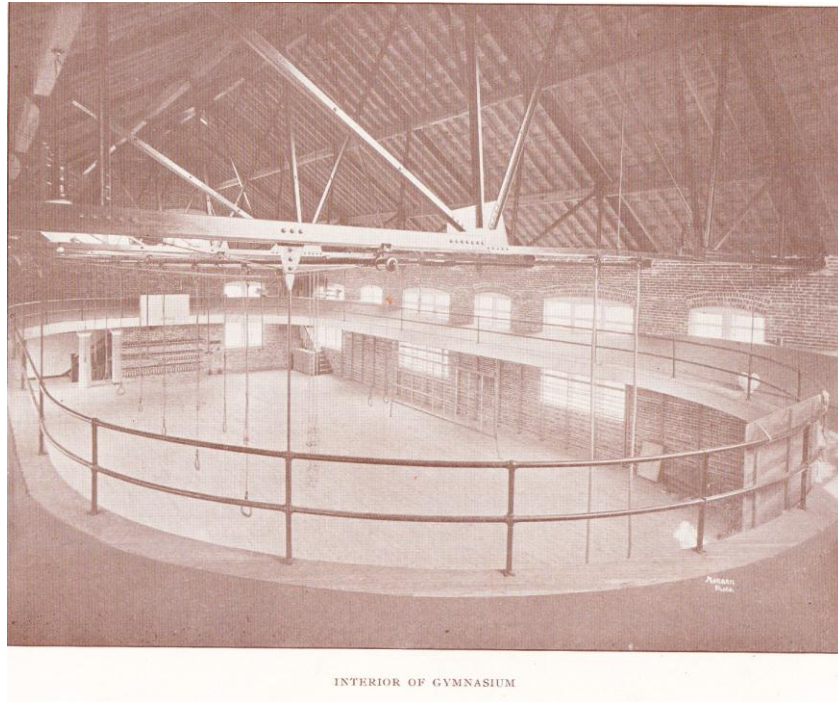
Figure 60 show images of the gymnastics class and Figure 61-66 represent the building process of the new gymnasium. The 1913-14 academic catalog dictates the following requirements for participation in the physical culture of the college:

Physical Culture. Physical Culture and Athletics. There is an athletic association for the encouragement and conduct of manly sports. The climate permits outdoor games during most of the year. Special attention is given to the physical training of students. The gymnasium is situated on the northwest corner of the athletic field. It has ample accommodations for both the young men and the young women of the college, is thoroughly equipped and contains an indoor running track and a first-class basket ball court. All Freshman, sophomores and specials are required to take physical exercise two hours per week throughout the college year. This work is done in gymnasium class under competent instructors, except in case of the members of regular athletic teams. Such members are excused from gymnasium work during the season of the team to which it belongs. (Drury College Academic Catalog 1913-14).

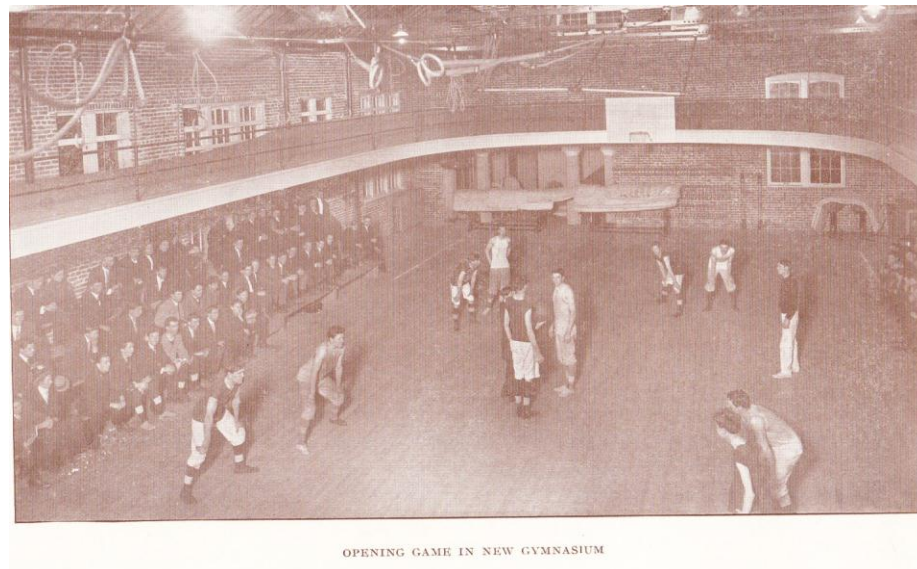


GYMNASIUM CLASS.

*Figure 60. Gymnasium Class. Sou'Wester, (1907).*



*Figure 61. Interior of Gymnasium. Sou'Wester, (1909).*



*Figure 62. Opening Game in New Gymnasium. Sou'Wester, (1909).*



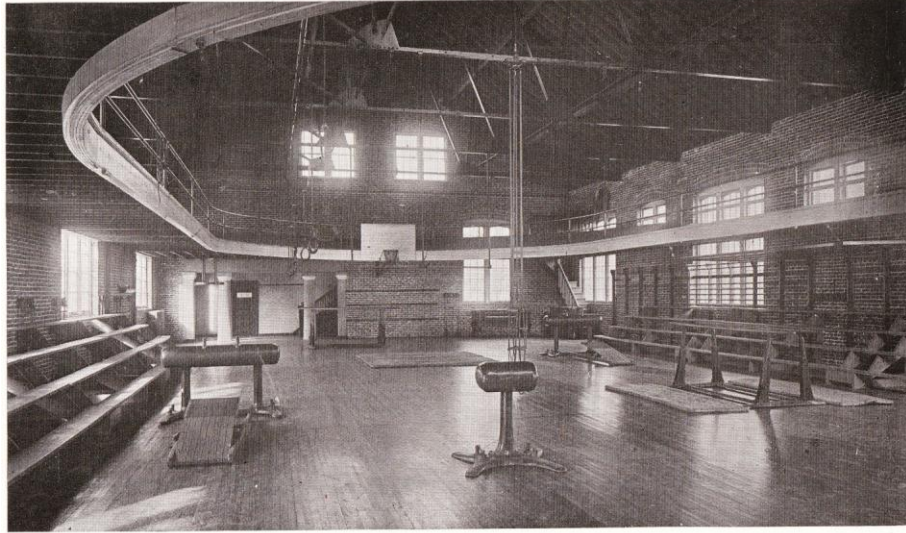
BEFORE

Figure 63. Gymnasium Cornerstone. Sou'Wester, (1909).



OUR PROSPECTIVE GYMNASIUM

Figure 64. Prospective of Gymnasium. Sou'Wester, (1906).



*An important place in our campus career  
Is the good old gym you see pictured here.  
Strange, you say? It didn't used to be—  
Well, now, they allow us to dance there, you see.*

*Figure 65. Interior Gymnasium. Sou'Wester, (1920).*

An important place in our campus career is the good old gym you see pictured here. Strange, you say? It didn't used to be—Well, now, they allow us to dance there, you see.





1873  
Golden Jubilee  
1923



**T**HE Gymnasium came with the growing recognition of the importance of physical education and the developing prominence of the College in intercollegiate athletics. A fund was raised for its building in 1909, during the administration of Doctor George. It is the center of both the social and the athletic life of the Campus.

Figure 66. Golden Jubilee Gymnasium Exterior. Sou'Wester, (1923).

The gymnasium came with the growing recognition of the importance of physical education and the developing prominence of the College in intercollegiate athletics. A fund was raised for its building in 1909, during the administration of Doctor George. It is the center of both the social and the athletic life of the Campus. 1923 yearbook

### *Music*

Educating students in the Fine Arts was an important part of the liberal arts curriculum At Drury College. Even those students who did not actively participate in musical ensembles or who did not take music lessons attended concerts and recitals when they were performed on the campus. Many recitals were given annually and by 1913, over four hundred recitals had been performed on the college campus. As outlined in the 1913-14 Academic Catalog, students were required to participate

Recitals are given at intervals, thirty or more annually, and students are required to take parts when requested. They are also given by the members of the graduating class at the time of the annual commencement. The conservatory has given over four hundred recitals under the present management. Students are not allowed to play or sing in public or to give instruction without having obtained permission from the faculty of the conservatory. (Drury College Academic Catalog, 1913-14)

Voice, piano, organ, and violin were all taught on campus. The 1878-79 Academic Catalog explains The Choral Union, which was open to community as well as students and in the 1903 and 1908 yearbook, the following text was included and explained the vastness of The Conservatory of Music which was an important part of the campus environment:

The Choral Union, embracing Students of the conservatory, teachers of the College, and citizens generally, is a musical organization for the cultivation and public rendering of vocal and instrumental music of a high order. It has weekly rehearsals during term time on Friday evenings, and usually gives one or more concerts during the year. No charge for membership is made except a nominal one for the use of music books. (Drury College Academic Catalog, 1878-79)

The Conservatory of Music offers a very comprehensive eight years; course. Prof. W. A. Chalfant, the director, has graduated from the New England Conservatory of Music. He has ably assisted by Miss Edith Lapham, instructor in Piano; Miss Elizabeth Hull, instructor in violin; and Miss Laura Patrick, instructor in voice. In all three have been one hundred and sixty-eight recitals given. To the seven previous graduates, Miss Mary Tefft's name will be added this year. The present enrollment is about eighty.

We greatly appreciate the excellent numbers which the Violin Department has furnished on so many programs. The vocal Department of the conservatory is one of the most attractive features. For the year 1903 there have been thirty-one pupils enrolled in the vocal class-a picture of which is given above-besides the members of the choral class. At intervals, recitals are given jointly with the Piano Department also with the Department of Expression. (Sou'Wester, 1903)

The Conservatory of Drury College offers more advantages than most conservatories in colleges of larger size. It occupies the northern wing of McCullagh Cottage. The lesson and practice rooms are fitted up very comfortably with upright pianos. The course is divided into eight grades, corresponding with the years in the Academic and Collegiate courses. Special attention is given to the preparation of public playing a recital being given once a week, and all students from the second grade on up are required to play several times during the year. These recitals take the place of an examination. By careful study it is possible for a pupil to finish two of the lower grades in one year, but the eighth grade cannot be finished in one year without the amount of practice specified for each grade.

A course of organ study is given, it being divided into five grades. Students are advised not to begin the study of organ until the completion of the third grade. The Director is especially well fitted for his work here, being a graduate of the New England conservatory of Music, and has taken post-graduate work with the celebrated organist, Clarence Eddy. The instructors in piano graduated in 1906 and have had experience in teaching.

There is given a course of study in Voice and also a course of study in Violin. The work has been very successful in these departments in the past years.

The Conservatory is organized as one of the departments of the College and the students have free use of the library and other advantages. (Sou'Wester, 1908)

Each year, photos of Drury College music groups were included in the annual student yearbook. The following images in Figure 67-70, are sampling of group photographs.



THE VIOLIN CLASS.

Figure 67. The Violin Class. Sou'Wester, (1904).



VCCAL MUSIC CLASS.

Figure 68. Vocal Music Class. Sou'Wester, (1904).

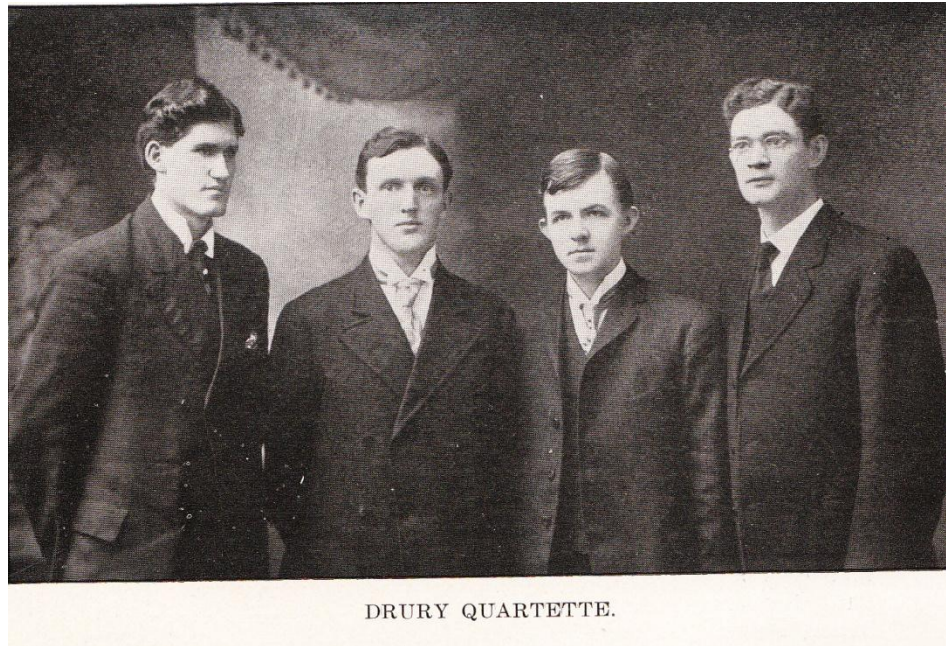


Figure 69. Drury Quartette. Sou'Wester, (1907).



Figure 70. Music Students. Sou'Wester, (1911).

The Glee Club formed in 1885 served as a visual representation of the Drury College music scene as they traveled around the region via railroad performing concerts. Hopes for a touring group that would cover expenses as well as profit were a dream from the beginning days of this group. This group evolved into a group that assisted in promoting and recruiting for Drury College and members served today's admissions representatives. The following images included as Figure 71-73, document growth of the Glee Club from infancy through success.

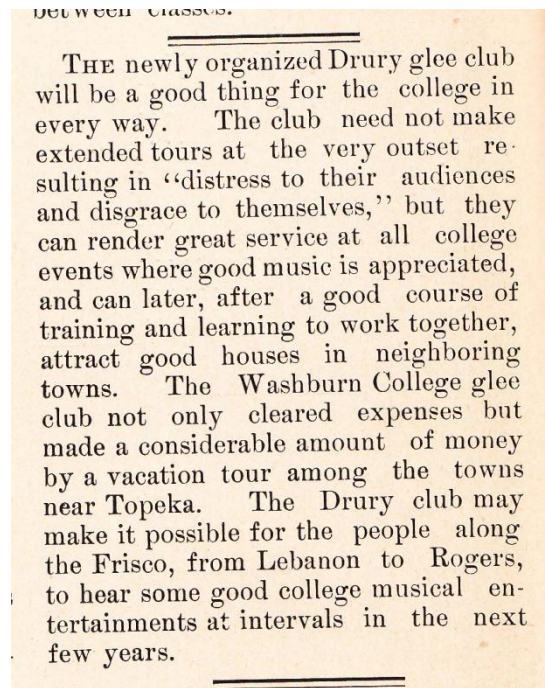


Figure 71. The Newly Organized Glee Club. The Mirror, (January 23, 1896).

The newly organized Drury glee club will be a good thing for the college in every way. The club need not make extended tours at the very onset resulting in "distress to their audiences and disgrace to themselves," but they can render great service at all college events where good music is appreciated, and can later, after a good course of training and learning to work together, attract good houses in neighboring towns. The Washburn College glee club not only cleared expenses but made a considerable amount of money by a vacation tour among the towns near Topeka. The Drury club may make it possible for the people along the Frisco (railroad

line), from Lebanon to Rogers, to hear some good college musical entertainments at intervals in the next few years.



READY FOR A TRIP

## THE GLEE CLUB

For the first time in several years Drury has a glee club, of which she is justly proud. This club is composed of sixteen men, and, under the able direction of Prof. Johnson, great progress is being made. Prof. Johnson deserves much credit for his work here, for when he began the work in September most of the boys had very little idea of what glee club work really meant.

After eight months of hard and conscientious work, Prof. Johnson decided the work of the club was so good that it would be profitable for the boys to take several short trips. On these trips they were accompanied by Miss Barnett, reader, Miss Dillard, accompanist, and Floyd Lyle, violinist. The season was opened at Republic, and trips have since been made to Nixa, Marshfield, Pierce City and Monett, the season closing here on April 16th. Everywhere the boys were most heartily welcomed and everywhere did splendid work and were most successful.

Plans are already under way for a long trip next year, and, with the start the boys have, there is no doubt that next year, among the best glee clubs in this part of the country a high place will be held by the Glee Club of Drury College.

Figure 72. The Glee Club. Sou'Wester, (1909).

For the first time in several years Drury has a glee club, of which she is justly proud. This club is composed of sixteen men and, under the able direction of Prof. Johnson, great progress is being made. Prof. Johnson deserves much credit for his work here, for when he began the work in September most of the boys had very little idea of what glee club really meant.

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Plans are already underway for a long trip next year, and, with the start the boys have, there is no doubt that next year, among the best glee clubs in this part of the country a high place will be held by the Glee club of Drury College.



On Monday, Dec. 19, the Glee Club is to take its departure from Drury. This is the annual concert tour which the club takes each year. Last year they started out on Feb. 5th and returned on Feb. 19th. It seems advisable to go out during the Christmas holidays this year, first, because, the club desired to make a rather extended trip and didn't feel as if they could afford to lose the three weeks from school. Second, the weather is usually better than later, and even if there should be a heavy snow, being Christmas, it adds to the holiday spirit and enthusiasm runs high. The trip extends down into Oklahoma, which is a new field and Drury wants to get her bid in for new students. Dr. Hale has provided each member of the club with a small vest pocket book, in which he is to keep addresses of the different "boys" that he meets along with a few other "incidentals."

The club goes to Ash Grove for the first concert. John Chandler, an old Drury student, has taken charge of the club. Rumors are in the air that there is to be something doing after the concert. At any rate each member of the Glee club has provided himself with an extra handkerchief for the occasion. From Ash Grove the club goes to Greenfield, Mr. B. F. Melcher

of the High school has provided for the club and says we will have a large crowd. The next stop is Mt. Vernon. Mr. Gibson Adams, one of Drury's former athletes has gladly consented to provide the club with a large enough crowd to defray expenses. From Ash Grove to Neosho, then to Vinita, then on to Claremore, where the club has their Christmas Eve concert and spend Christmas day. The club is to have a Christmas tree at Claremore and are going to try and fight shy of homesickness on Christmas day. The next stop is Tulsa, then Sapulpa, Guthrie, Edmond, Oklahoma City, and finally wind up at Shawnee for New Years eve at Shawnee the concert does not start until 8:30 and is to be turned into a watch party. The high school promises a great time and a large crowd, which will undoubtedly gladden the managers heart. From Shawnee the club heads to Okmulgee, then Wagnor, Miami, Joplin, Carthage, Aurora and finally will get back to Springfield unless the financial end fails, at Oklahoma City, Shawnee and Miami arrangements have already been made for quite an extensive automobile trip. The Chamber of Commerce said: "The Glee club boys are not married or settled down yet. Bring them here and

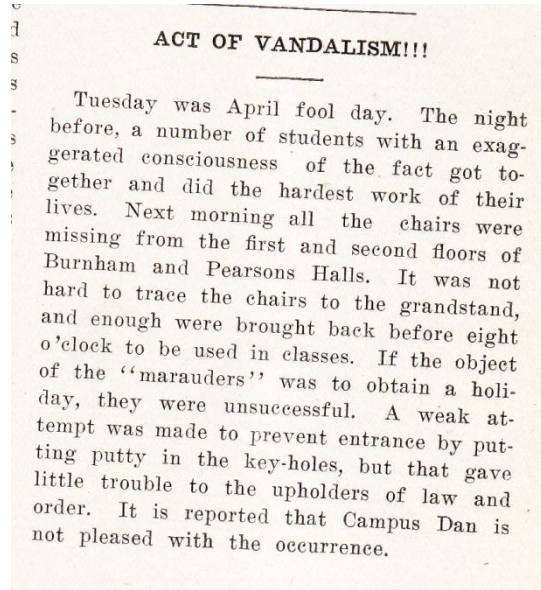


Figure 73. The Glee Club Tour. The Mirror, (December 23, 2010).

On Monday, Dec. 19, the Glee Club is to take its departure from Drury. This is the annual concert tour which the club takes each year. Last year they started out on Feb. 5<sup>th</sup> and returned on Feb. 19<sup>th</sup>. It seems advisable to go during the Christmas holidays this year, first, because, the club desired to make a rather extended trip and didn't feel as if it could afford to lose the three weeks from school. Second, the weather is usually better than later, and even if there should be a heavy snow, being Christmas, it adds to the holiday spirit and enthusiasm runs high. The trip extends down into Oklahoma, which is a new field and Drury wants to get her bid in for new students. Dr. Hale (president) has provided each member of the club with a small vest pocket, in which he is to keep addresses of different "boys" that he meets along with a few other "incidentals." ...Ash Grove...Greenfield...Mount Vernon...Ash Grove...Neosho...Vinita...Claremore...Tulsa...Sapulpa...Guthrie...Edmond...Oklahoma city...Shawnee...Okmulgee...Wagnor...Miami...

#### *Pranks/Class Wars/Traditions*

Examples of a student prank, a note about class wars, or traditions were noted in virtually every edition of the student newspaper and yearbook. Most pranks and wars or competitions between classes were in good natured spirit. Some pranks or competitions were one time occurrences while others lingered on for years. Class flags being raised on top of Stone Chapel, kidnapping and placing "Toby" the science department skeleton in random campus locations, and wars/competitions were commonly documented in both the student news paper and the yearbook. Figures 74-79, document these pranks, wars between classes, and traditions.



*Figure 74. Act of Vandalism. The Mirror, (April 4, 1913).*

Tuesday was April fool day. The night before, a number of students with an exaggerated consciousness of the fact got together and did the hardest work of their lives. Next morning all the chairs were missing from the first and second floors of Burnham and Persons Halls. It was not hard to trace the chars to the grandstand, and enough were brought back before eight o'clock to be used I classes. If the object of the "marauders" was to obtain a holiday, they were unsuccessful. A week attempt was made to prevent entrance by putting putty in the key-holes, but that gave little trouble to the upholders of law and order. It is reported that Campus Dan is not pleased with the occurrence.

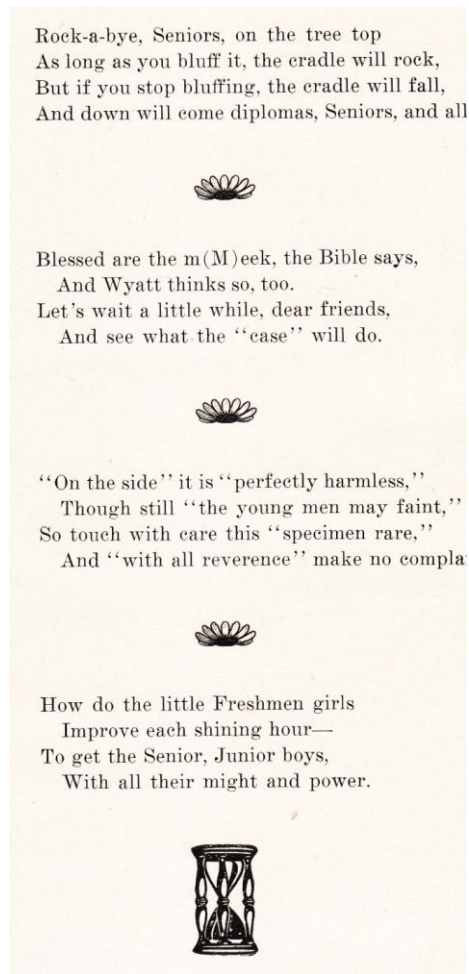


Figure 75. Class Joke. Sou'Wester, (1907).

Rock-a-by, Seniors on the tree top as long as you bluff it, the cradle will rock, but if you stop bluffing, the cradle will fall, and down will come diplomas, Seniors, and all...How do the little Freshmen girls improve each shining hour—to get the Senior, Junior boys, with all their might and power.

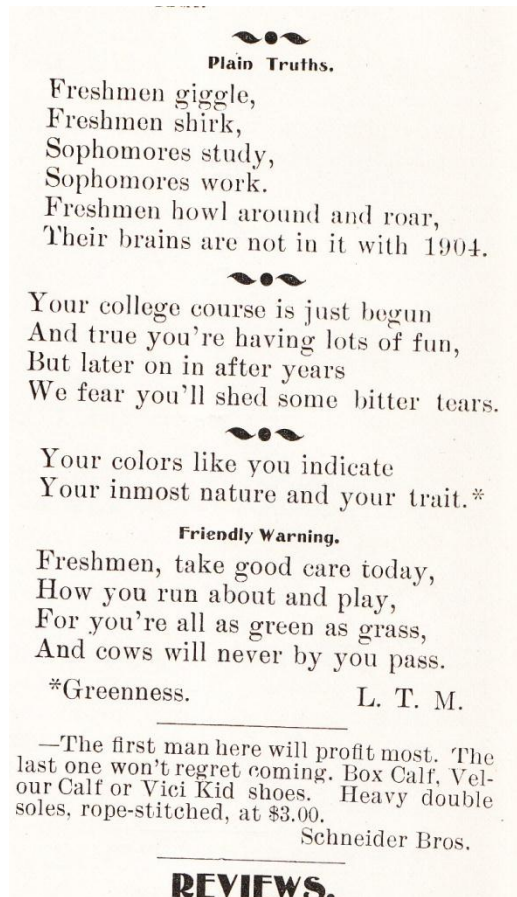


Figure 76. Plain Truths. The Mirror, (October, 11, 1909).

Plain Truths. Freshmen giggle, Freshmen shirk, Sophomores study, Sophomores work. Freshmen howl around and roar, their brains are not in it with 1904. Your college course is just begun and true you're having lots of fun, but later on in after years we fear you'll shed some bitter tears. Your colors like you indicate your inmost nature trait (Greenness). Freshmen, take good care today, how you run about and play for you're all as green as grass, and cows will never by you pass.



## SOCIETY



### FRESHMAN CLASS PARTY.

The members of the class of '14 enjoyed a very pleasant evening with Professor and Mrs. Schonberger on Tuesday, the twenty-second of February. The house was appropriately decorated with flags and crepe paper, and in many ways the guests were reminded of that great man whose birthday they were celebrating. During the evening the Freshmen presented Clinton Schonberger with a silver cup as a token of their appreciation of such an ideal class baby. One of the most pleasant features of the evening's entertainment was a reading given by the host. Dainty refreshments were served and at 11 o'clock the Freshmen departed thinking that

In our host and hostess we delight,  
And our class baby is just right.  
We hate to leave this jolly crowd,  
But to stay any longer we're not allowed.

### SENIORS ENTERTAINED BY DR. GEORGE.

On Wednesday night, February 22, Dr. George entertained the Senior class with a banquet at the Springfield Club. Promptly at 6:30 the guests sat down at the beautifully decorated table and were served with a most delicious repast. At the close of the banquet toasts were given by Dr. Rullkoetter, Mr. Fred Rowe, Miss Helen Parker, and Mr. Claude Rathbone. The party then repaired to the

parlors where a jolly time was spent in playing college games. The evening ended with the Seniors declaring that they were certainly very fortunate in participating in this annual affair of Dr. George's.

### JUNIOR PARTY.

The Junior class was charmingly entertained Wednesday evening, Feb. 22 by their class baby, Arthur Hays Hale, at the home of his parents, 1344 Washington avenue. The rooms were attractively decorated in the National colors, and this color scheme was carried out at the luncheon tables scattered through the rooms. Each bore a miniature cherry tree from which hung cherries and red, white and blue streamers. The luncheon was followed by a series of toasts given by the members of 1912.

### SOPHOMORE PARTY.

One of the social events of the season was the sophomore party held on Washington's birthday at the home of Prof. and Mrs. W. A. Chalfant with Miss Wingo as hostess. The hours sped merrily by with the various games. Prizes were won by Dorothy Huff, Ruth Thomas and Jack Moody. After refreshments and a flash light picture the party adjourned unanimously declaring the party "the best ever."

Figure 77. Class Parties. The Mirror, (March 10, 1911).

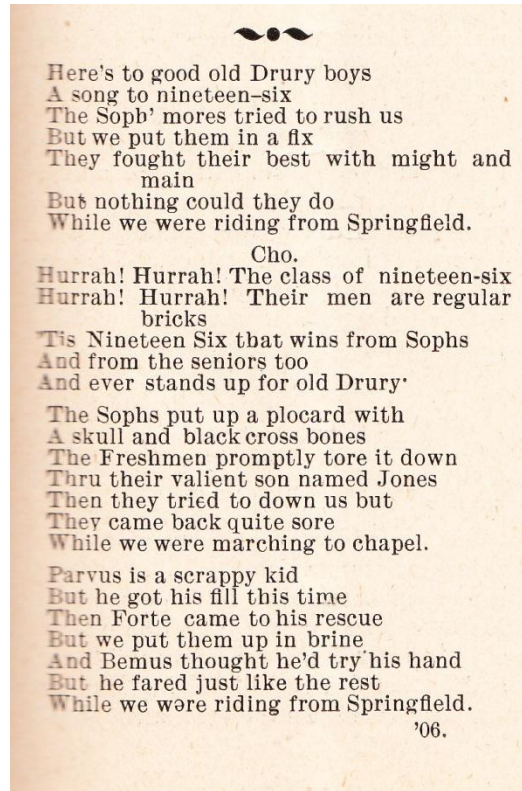


Figure 78. Good Old Drury Boys. The Mirror, (October 21, 1902).

Here's to good old Drury boys a song to nineteen-six. The sophomores tried to rush us but we put them in a fix. They fought their best with might and main but nothing could they do while we were riding from Springfield. Cho. Hurrah! Hurrah! The class of nineteen-six Hurrah! Hurrah! Their men are regular bricks. 'Tis Nineteen Six that wins from Sophs and from the seniors too and ever stands up for old Drury. The Sophs put up a placard with a skull and black cross bones. The Freshmen promptly tore it down thru their valiant son named Jones then they tried to down us but they came back quite sore while we were marching to chapel. Parvus is a scrappy kid but he got his fill this time then Forte came to his rescue but we put them up in brine and Bemus thought he'd try his hand but he fared just like the rest while we were riding from Springfield. '06.

SINCE writing the article about the bells we have found that some bright youth locked the door so that it was impossible to get at the bell. When Toby occasionally wearies of his monotonous existence and conducts himself in a manner unbecoming a skeleton or when the alarm clock wakes us up in the midst of our chapel doze we are rather amused. A good joke is enjoyed by all, but this making and using skeleton keys, stealing bell clappers, and other escapades of like nature are neither original nor bright. It is surely unnecessary to reiterate the well-known fact that a joke which annoys, inconveniences or injures other people is not funny and should not be indulged in.

Figure 79. Toby. The Mirror, (April 10, 1902).

Since writing the article about the bells we have found that some bright youth locked the door so that it was impossible to get at the bells. When Toby occasionally wearies of his monotonous existence and conducts himself in a manner unbecoming a skeleton or when the alarm clock wakes us up in the midst of our chapel doze we are rather amused. A good joke is enjoyed by all but this making and using skeleton keys, stealing bell clappers, and other escapades of like nature are neither original nor bright. It is surely unnecessary to reiterate the well-known fact that a joke which annoys, inconveniences or injures other people is not funny and should not be indulged in.

Toby. Since "Toby" has figured so much during the life of the present generation and also in the life of the last generation of students of Drury College, we will print a short history. Like all his ancestors he lived and died. His life before death is of little importance to us as our life will be to the future generations. But his post mortem life has been no small factor in the work of Drury. As an illustration of physical manhood he has often been pointed out to us. Passively he is of good morals, never gets out of patience however roughly handled, and has no bad habits. His activity, however, we should not strive to emulate. That he has actively has been shown by his work on the bar in the chapel, in the trees on the campus and his several unsolved escapades from the museum building. Recognizing his ability, eight young men of the college, through their endowment of a grave chair, made him professor of hypnotism. This is Toby as we know him; the following is Toby as we should know him.

Toby came to Drury, in his present condition, almost with the beginning of the college. He was the property of Thomas U. Flanner, A. M., M. D., who was a physician in Springfield and lecturer on physiology in the college. Dr. Flanner remained in this same connection with Drury until 1880 when he moved to Michigan, taking Toby with him. In 1884 Dr. Flanner died and his wife returned to Springfield the same year. She loaned Toby and Dr. Flanner mineralogical collection to the college under the care of Professor Shepard. This skeleton was purchased by Dr. Flanner from a supply house in New York between 1856 and 60, Nothing was known of it except that it is the skeleton of a Frenchman. Dr. Flanner gave it the name of Toby soon after it came into his possession. Why this name was given and whether it has any connection to Hamlet's "to be" or not is a question.

The students should appreciate the kindness of Mrs. Flanner and in their dealing with Toby, remember that it is not theirs nor part of the college but the property of a friend of the college. Not to many of us will be given a sphere of usefulness after death. Let us strive to be useful while we have a chance, be an example while we live, then our after influence will take care of itself.

Friday there made its appearance in one of the campus trees an imitation skeleton. Into what class of things to put it we are unable to determine. It is too elaborate and life size for the kindergarten, too imperfect for a work of art, in biology it would have to be a pathological specimen, his skull is too dolococephalus for a teacher of this age. Whatever its origin, it is a good imitation and a fine piece of work. When discovered it caused no little excitement for A.P. and W. C. who proceeded to rescue (as they thought) the aged member of the faculty, Toby; only to find the joke on them. We suggest that it be named "Toby Second" or "Tab" and that it be placed either in the mechanic arts department or be made a companion for Toby. (The Mirror, March 23, 1903).

### *Annual Events*

One event looked forward to by all students was the annual holiday picnic.

Academic classes were canceled and students spent the daylight hours enjoying their time away from campus. Below are two descriptions of festivities and activities enjoyed by the participations at the events. Figure 80 -82, explain the picnic celebration to include train and carriage transportation, meals prepared by the female students, picking flowers, netting insects, exploring caves, boating and swinging. Archival documents include



descriptions of this event each year. Some events occurred in the fall while others were chronicled during the end of the spring semester. Below are two examples.

**The Annual Holiday.**

The 20th day of May was given to the students for their annual picnic and right royally was it observed. Some spent the day upon the classic James and others at the beautiful and picturesque Doling Park. Those who went to Camp Cora on the James had as good R. R. accommodations as could be desired and all heartily thank the Frisco managers for their generosity and kind treatment. The train reached the desired spot at 10 A. M. and until 4 P. M. the time was spent in roaming the woods in search of flowers, enjoying the contents of the baskets which had been filled and brought along, or sitting upon the banks engaged in pleasant conversation.

Those who went to Doling Park were well entertained. The day was spent in boating, swinging, exploring the cave, partaking of a bountiful repast, which the ladies of Fairbank's Hall had prepared for the occasion. The picnic was pronounced by all to be a grand success.

**YOUNG GENTS OF DRURY. •**

Our stock of Summer goods is the largest in the city. We have all patterns in cheap seersuckers coats and vests, Elegant silk and linen genuine seersucker coats and vests, Handsome fine Mohair coats and vests in all colors. All the newest styles light color stiff hats. The nicest straw hats in thr city. The best line of underwear, collars and cuffs, and the "only" real handsome 25ct. neck ties. Dont fail to call at the Star when in need of anything in our line.

**STAR CLOTHING HOUSE.**  
Next to the Court House.

Figure 80. Annual Holiday. The Mirror, (May 27, 1887).

The 20<sup>th</sup> day of May was given to the students for their annual picnic and right royally was it observed. Some spent the day upon the classic James and others at the beautiful and picturesque Doling Park. Those who went to Camp Cora on the James had a good R. R. accommodations as could be desired and all heartily thank the Frisco managers for their generosity and kind treatment. The train reached the desired spot at 10 A.M. and until 4 P.M. the time was spent in roaming the woods in search of flowers, enjoying the contents of the baskets which had been filled and brought along, or sitting upon the banks engaged in pleasant conversation.

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**Annual Holiday.**

At 8:30 a. m. the drive in front of Fairbanks Hall was lined with carriages awaiting the picnic party. After considerable bustle in getting all the good things stowed away safely, everything was in readiness, and as the Chapel clock was striking nine, the last carriage rolled away, and after a delightful drive of about fifteen miles, reached the picnic grounds, a most charming and picturesque place. Selecting a suitable spot the young ladies immediately began preparing dinner, and in a few minutes invited the party to a dinner that a king might envy. The afternoon was spent in gathering flowers, horseback riding, netting, etc. At 3:30 p. m. the party left the picnic grounds for Doling Park, where an hour was very pleasantly spent in boating, after which all started home, arriving at Fairbanks Hall a few minutes before six. Taking it all in all, the picnic was a complete success. And long to be remembered by the participants.

Figure 81. The Fall Annual Picnic. The Mirror, (October 21, 1887).

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*Figure 82. Series of Picnic Photos. Sou'Wester, (1909).*

While the Annual picnic was social in nature, there was a second annual event that was focused on academic advancement. Each year, a group of students would travel for an extended field trip to the Bradley Field Station and to Winoka Lodge to for a scientific focused experiential learning exercise. Geology, Mineralogy, Biology, and Chemistry were all studied on the field trip. Figure 83, shows images of the Winoka Lodge where science experiments research were conducted and Figure 84-86, chronicles the 19-3 dedication of the Bradley Field Station. The final Figure 87, in this section is a Mirror newspaper article written by a student which records funny or witty memories from the most recent field trip noting that not all things learned on these expeditions were academic in nature.



### Winoka Lodge.

One of the delights of the scientific classes of Drury is the opportunity afforded by the kind invitation of Dr. Shepard to spend one or more days in field work around his club house, Winoka Lodge. Situated on James River about eight miles from Springfield, in one of the most picturesque regions imaginable, the lodge gives excellent advantages for scientific research, and the fresh air and quietude of the country are invigorating after the close application to books.

Along the banks of the river, on the hills, and concealed in the woods are many rare and interesting specimens for botanical work, and no one of Dr. Shepard's classes will ever forget the botany learned in the walks over the hills while gathering specimens. One of the many features of the lodge which enforces the lessons learned in the laboratories is the flora and fauna of the many caves. The search for blind white crayfish is pursued with animation by each zoölogy class.

After the days work is over, when the girls have prepared the meals and the boys have shown their approval by eating lustily and washing the dishes, all gather round the fireplace and wierd or gay tales are told, or in the spring they group on the long veranda and sing to the accompaniment of the brook.

*Figure 83. Winoka. Sou'Wester, (1904).*

Winoka Lodge. One of the delights of the scientific classes of Drury is the opportunity afforded by the kind invitation of Dr. Shepard to spend one or more days in the field work around his club house, Winoka Lodge.

Situated on James River about eight miles from Springfield, in one of the most picturesque regions imaginable, the lodge gives excellent advantages for scientific research, and the fresh air and quietude of the country are invigorating after the close application to books.

Along the banks of the river, on the hills, and concealed in the woods are many rare and interesting specimens for botanical work, and no one of Dr. Shepard's classes will ever forget the botany learned in the walks over the hills while gathering specimens. One of the many features of the lodge which enforces the lessons learned in the laboratories is the flora and fauna of the caves. The search for blind white crayfish is pursued with animation by each zoology class.

After the days work is over, when the girls have prepared the meals and the boys have shown their approval by eating lustily and washing the

dishes, all gather round the fireplace and wired or gay tales are told, or in the spring they group on the long veranda and sing to the accompaniment of the brook.

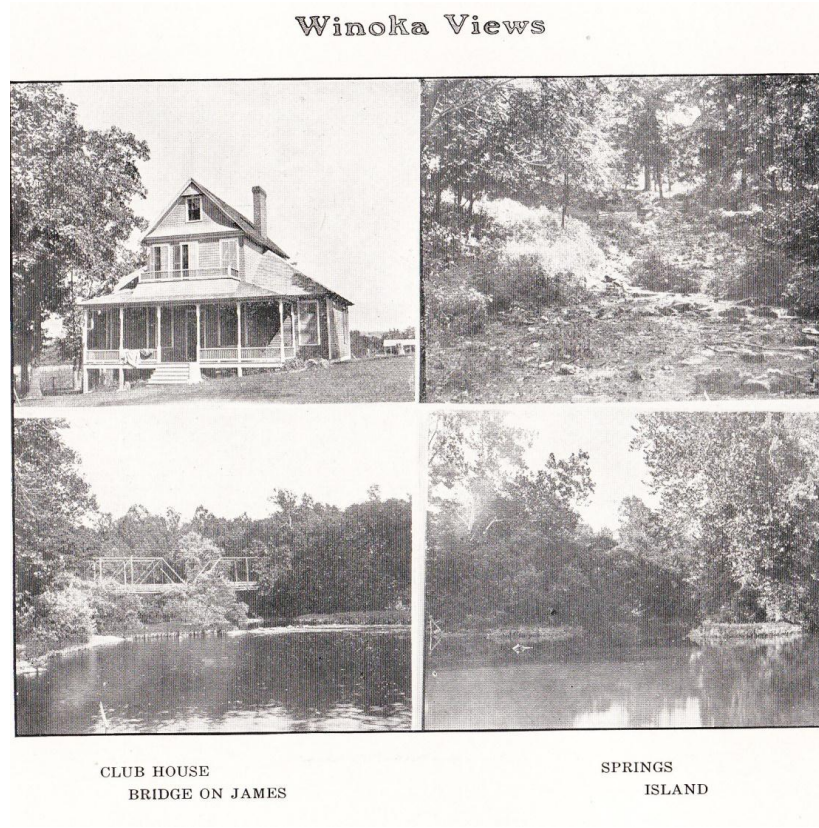


Figure 84. Winoka Views. Sou'Wester, (1906).

## *The Bradley Geological Field Station of Drury College, Graydon Springs, Mo.*

It has become the custom among the foremost educational institutions to have a field station for scientific research at some spot especially favored by nature. The advance of science and the methods of teaching now used make this well-high imperative. Hence the formal dedication of the Bradley Field Station, October 19, 1903, was a most noteworthy event for Drury.

Addresses were made by Dr. E. R. Buckley, Missouri State Geologist; Dr. J. W. Blankenship (Drury, '89), Professor of Botany, University of Montana; Judge A. W. Lincoln, of Springfield; President H. T. Fuller, and Dr. E. M. Shepard. The keys were gracefully presented by Mr. Z. T. Bradley, of Springfield, to whom the College is indebted for this valuable adjunct to its scientific equipment. Then the scarlet pennant bearing the letters BRADLEY in gray was presented by Miss Jessie Hays, and raised by Mrs. Bradley, while the old familiar D! D! D-R-U! rang over the hills.

There are two buildings well situated on the bluff of sandstone overlooking the half dozen springs of Graydon and the little stream flowing near them. In one of these is a laboratory equipped with chemicals, a microscope, and a small working library. The station is used not only for the study of Geology, but for work in Mineralogy, Biology, and Chemistry as well.

For the study of all these sciences it is splendidly located. The building itself rests on sandstone deposited in ages past by a mighty river, and at least twelve geological horizons outcrop within easy walking distance. The flora of the region is of more than usual interest to the botanist, while the variety of rocks and the number of mineral springs afford numerous opportunities for the chemist and mineralogist.

The nature of the work done may be seen in the Station Bulletin, to be issued in June by the Departments of Geology and Chemistry.

To this interesting spot the various classes make their annual pilgrimage, returning always with a wealth of pleasant memories and a feeling of thankfulness for such an opportunity.

*Figure 85. Bradley Field Station. Sou'Wester, (1904).*

The Bradley Geological Field Station of Drury College, Graydon Springs, Mo. It has become the custom among the foremost educational institutions to have a field station for scientific research at some spot especially favored by nature. The advance of science and the methods of teaching now used make this well-high imperative. Hence the formal dedication of the Bradley field Station, October 19, 1903, was a most noteworthy event for event for Drury.

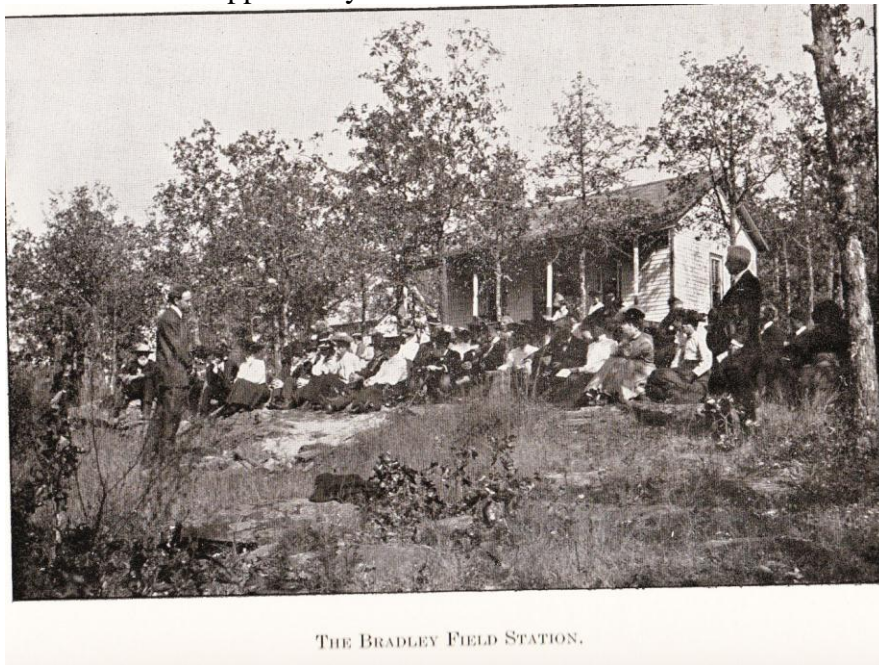
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*Figure 86.* The Bradley Field Station. Sou'Wester, (1904).



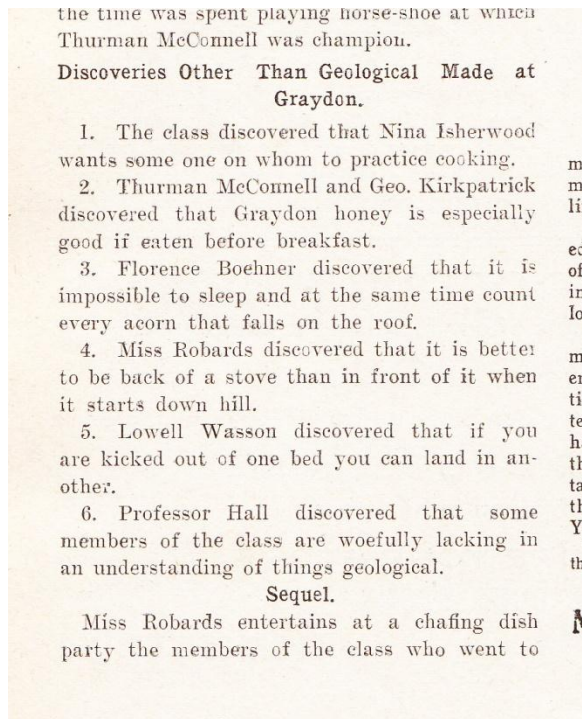


Figure 87. Discoveries at Graydon Springs. The Mirror, (November 10, 1910).

Discoveries Other than Geological Made at Graydon. 1. The class discovered that Nina Isherwood wants someone on whom to practice cooking. 2. Thurman McConnell and Geo. Kirkpatrick discovered that Graydon honey is especially good if eaten before breakfast. 3. Florence Boehner discovered that it is impossible to sleep and at the same time count every acorn that falls on the roof. 4. Miss Robards discovered that if you are kicked out of one bed you can land in another. 6. Professor Hall discovered that some members of the class are woefully lacking in an understanding of things geological.

#### War Time

This research project examines 1873-1923, the first fifty years of Drury College. During this time period, three major events occurred that must be included as part of the study because of their impact on the institution and in turn, the events impact on the student experience. The largest historical event that occurred was World War I which started November 22, 1914 and ended on November 11, 1918. In 1919, two amendments to the Constitution passed that are important to recognize. On January 16, 1919 the 18<sup>th</sup>

Amendment to ratify prohibition followed by August 18th, 1919, the 19<sup>th</sup> Amendment ratifying women's right to vote.

World War I impacted multiple areas of campus. According to Clippinger, many decisions were made to accommodate students during wartime. Both male and female students who served war efforts in any way were granted full semester of academic credit and for those men not enlisted because they were too young, Drury College actively sought their enrollment. As expected, enrollment numbers declined and academic course work altered to include emergency related courses as well as conservation and political science courses. Figure 88-93, provide a glimpse of the campus military focus during wartime. These images include staged group photographs of military members in uniform and in formation, a message from the College President regarding the war, and a summary of the military department at Drury College.



NON-COMMISSIONED OFFICERS

Figure 88. Non-Commissioned Officers. Sou'Wester, (1909).

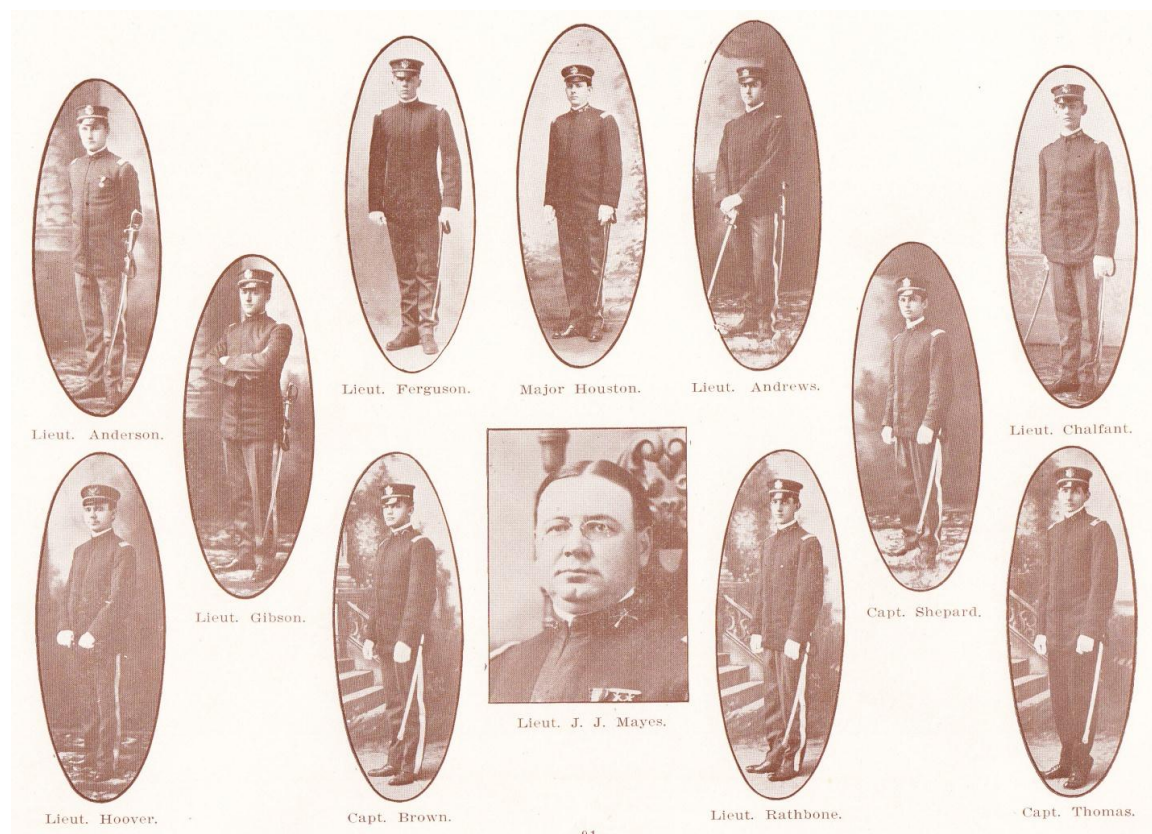


Figure 89. Military Officers. Sou'Wester, (1909).

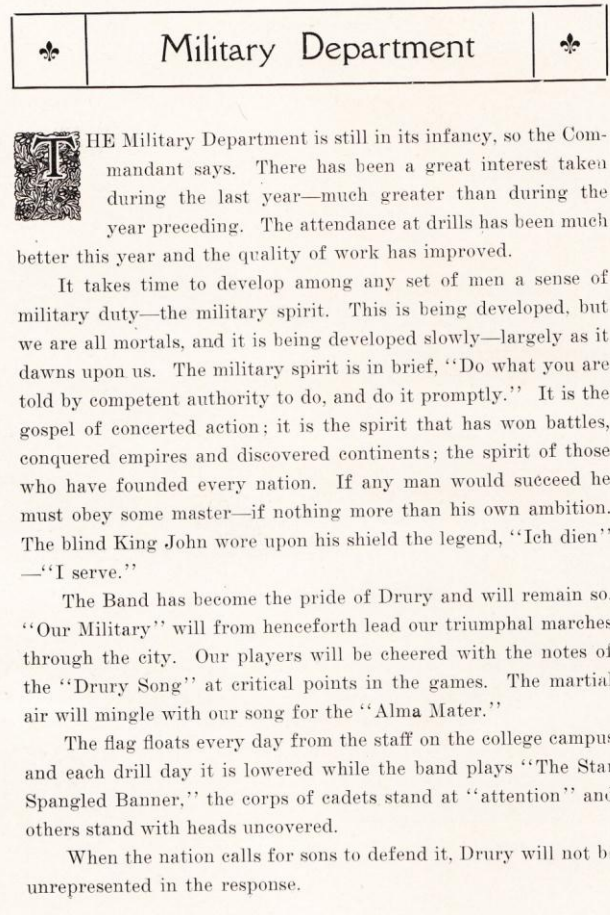


Figure 90. Military Department Text. Sou'Wester, (1907).

The Military Department is still in its infancy, so the Commandant says. There has been a great interest taken during the last year—much greater than during the year preceding. The attendance at drills has been much better this year and the quality of work has improved. It takes time to develop among any set of men a sense of military duty—the military spirit. This is being developed, but we are all mortals, and it is being developed slowly—largely as it dawns upon us. The military spirit is in brief, “Do what you are told by competent authority to do, and do it promptly.” It is the gospel of concerted action; it is the spirit that has won battles, conquered empires and discovered continents; the spirit of those who have founded every nation. If any man would succeed he must obey some master—if nothing more than his own ambition. The blind King John wore upon his shield the legend “Ich dien:--“I serve.” The Band has become the pride of Drury and will remain so. “Our Military” will from henceforth lead our triumphal marches through the city. Our players will be cheered with the notes of the “Drury Song” at critical points in the games. The martial air will mingle with our song for the “Alma Mater.” The flat floats every day from the staff on the college campus and each

drill day is lowered while the band plays “The Star Spangled Banner,” the corps cadets stand at “attention” and others stand with heads uncovered. When the nation calls for sons to defend it, Drury will not be unrepresented in the response.



Figure 91. Military Officers Staff. Sou'Wester, (1907).

## Foreword

IN view of the fact that our country is at war, and that there is a need for stricter economy than ever before, it seemed unwise to the Faculty and to the Junior Class to publish the customary edition of the Sou'wester, which involved the expenditure of large sums of money. After careful consideration, we have decided to offer you this War Edition of the Sou'wester. We have done this, partly to prevent the lapse of a year in which no Sou'wester was published, and partly as a tribute to our Drury boys who have gone to serve their country. We hope that you will find the 1918 Sou'wester, in spirit, if not in form, comparable with its predecessors.

Figure 92. Yearbook Forward During Wartime. Sou'Wester, (1918).

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### A Word from Drury's President

Every student who enters Drury College becomes at once heir to a priceless legacy. Years of labor and sacrifice and the generous gifts of consecrated men and women have been the price paid for the benefits which the College now extends freely to her sons and daughters. Drury is a treasure-house, rich in books and laboratories, in ideals and traditions, and in all that is finest and best in culture and learning.

Yet Drury College offers no royal road to knowledge and success. Drury offers only the royal opportunity to scale the "difficult and windy heights" of learning, to live for four years where the "color of life is red," to work earnestly and to play joyfully with men and women of ideals and purposes. It is to comradeship on such a royal highway as this that Drury College welcomes her fine company of eager and aspiring youth.

Striving to combine vision with service, idealism with efficiency, Drury does not stand as a detached institution of learning, dwelling in lonely, academic isolation, apart from the throbbing life of the world. Instead, Drury is one of America's training camps where young men and young women learn to live by living, where they are taught to see clearly, to reason sanely, to act nobly.

Drury men in large numbers, today are answering "Present" to the roll call of their country's need. When the war is won, when there comes the hour demanding constructive statesmanship in church, in government and in industry, strong men and valiant, trained in Drury's camp, will continue to arise and answer "Present" to every call and challenge of America and the world.

Figure 93. A Word from Drury's President. Sou'Wester, (1918).

A word from Drury's President from the 1918 Sou'wester year book Every student who enters Drury College becomes at once heir to a priceless legacy. Years of labor and sacrifice and the generous gifts of consecrated men and women have been the price paid for the benefits which the College now extends freely to her sons and daughters. Drury is a treasure-house, rich in books and laboratories, in ideals and traditions, and in all that is finest and best in culture and learning.

Yes Drury College offers no royal road to knowledge and success. Drury offers only the royal opportunity to scale the “difficult and windy heights” of learning, to live for four years where the “color of life is red,” to work earnestly and to play joyfully with men and women of ideals and purposes. It is to comradeship on such a royal highway as this that Drury College welcomes her fine company of eager and aspiring youth. Striving to combine vision with service, idealism with efficiency, Drury does not stand as a detached institution of learning, dwelling in lonely, academic isolation, apart from the throbbing life of the world. Instead, Drury is one of America’s training camps where young men and women learn to live by living, where they are taught to see clearly, to reason sanely, to act nobly. Drury men in large numbers today are answering “Present” to the roll call of their country’s needs. When the war is won, when there comes the hour demanding constructive statesmanship in church, in government and in industry, strong men and valiant, trained in Drury’s camp, will continue to arise and answer “Present” to every call and challenge of America and the world.

On November 11, 1918, the war was over. According to Clippinger, “There were six students who made the supreme sacrifice during the war: Wasson ’12, Willby’13, McNish ’14, Goad ’16, Barlow ’ 17, and Anderson ’19.” (Clippinger, 1992, p.177) The rebuilding process began on campus to create a new normal. In time, enrollment numbers returned to what they were prior to the start of the war and campus student life returned to a merrier environment.

The Cadet Corp was formed three different times during the first fifty years. The following section summarizes the life of the Cadet Corp as it prepared for service during times of need. In the beginning, the Cadet Corp represented Drury College by appearing in parades and community events and also served as a way to encourage physical fitness, rigorous training in drill exercises and discipline among student participants. It was not until later years that the Cadet Corp matriculated to serving as soldiers. Roulet summarizes the contribution the earlier Cadets made to the campus:

The Drury Cadets is an organization which has also contributed its share of fostering a college spirit among the students. This body had its birth during the presidential campaign of 1888. At this time two political clubs were formed in the college. The rivalry was very intense. Each side strove to outdo the other, especially in the matter of parades and processions. This gave rise to desire for military drill, and culminated the forming of a military company November, 11<sup>th</sup> 1888. A code of rules and regulations was adopted and approved by the faculty...the army discipline enforced in this military was helpful in every respect to its members and valuable to the good order of the institution.” (Roulet, 1899 p. 231)

On November 8, 1888, the following article appeared in The Mirror referring to the Cadet Corp as an advertisement for Drury College and stating the importance of the Corp to train students in obedience to the students involved in the group.

It is to be hoped that the contemplated military company will be organized among the students. The exercise needed can be taken in this way and will certainly make a better showing of skill and furnish a better prospect of usefulness than base ball, gymnastic exercises, leap-frog or tearing up sidewalks. Someone has wisely said that “clothes must be work” and they can as well be all alike as all different. A uniform need incur no extra expense. Whenever a suit must be bought, it will be found to be cheaper for all to get the same kind at the same place. This will be equivalent to adopting a college uniform, which is a “consummation devoutly to be wished: from more reasons than one. The discipline of the drill itself will be an education by teaching obedience and regularity in movement. Just see the effect produced last Saturday night by a few hours drill of the club which paraded. The company will be a valuable advertisement of the college. Whenever it parades it will be the greatest attraction and will make the name of Drury tangible. We have several students, who have been connected with similar companies, to drill us and ample grounds for practice; but we shall need large room for exercise in bad weather. It will require considerable time and patient labor to attain anything near proficiency and we should not undertake a thing unless we intend to make it a success. (The Mirror, November 8, 1888).

The final Figure 94, in this section celebrates the fully organized Cadet Corps in December, 1900. Although they were not equipped with uniforms, the group was drilling at a regular schedule and had the appropriate facilities to train.



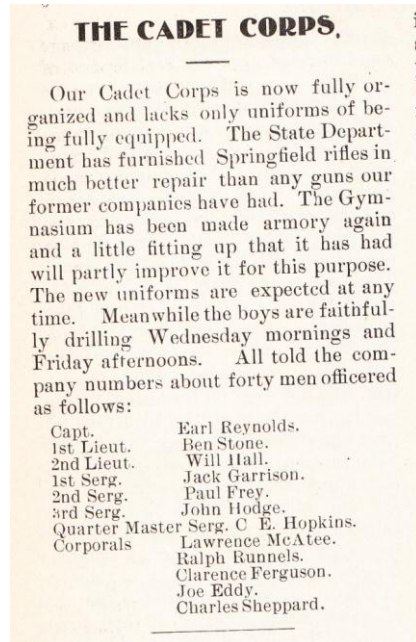


Figure 94. Fully Organized Cadet Corps. The Mirror, (December, 20, 1900).

Our Cadet Corps is now fully organized and lacks only uniforms of being fully equipped. The state Department has furnished Springfield rifles in much better repair than any guns our former companies have had. The Gymnasium has been made armory again and a little fitting up that it has will partly improve it for this purpose. The new uniforms are expected at any time. Meanwhile the boys are faithfully drilling Wednesday mornings and Friday afternoons. All told the company numbers about forty men...Dec 20 1900

The first research question asked the following: How do archival images and documents of Drury University's first fifty years describe the undergraduate student's experience, specifically in the area of their involvement and overall campus life? Eleven

different themes emerged from the data: 1) Campus Housing, 2) The Drury Mirror, 3) Clubs and Organizations, 4) Greek Fraternities and Sororities, 5) Literary Societies 6) Athletics, 7) Fitness Activities, 8) Music 9.) Pranks, Class Wars, and Traditions, 10) Annual Events, and 11) War Time. All of these themes contributed to the overall student experience as it relates to their involvement and engagement in campus life. Their experience living on campus together and participating in clubs, organizations, and activities added richness to the academic experience they were receiving. Overall campus involvement and engagement was altered during war time but the student experience, no matter what was going on in the outside, was an engaging student experience.

2. What themes and patterns are present, according to archival images and documents that tell the story of the collegiate experience at Drury University from 1873-1923?

To answer the second research question, what themes and patterns are present, according to archival images and documents that tell the story of the collegiate experience at Drury University from 1873-1923?, three themes emerged from the data. The themes included: 1) Students Connectedness to Faculty and Staff, 2) Students were Expected to Uphold Christian Values, and 3) High Academic Expectations and Standards. The first theme describes academic life for students as well as faculty interaction. The second theme connects the University's church affiliation to the corresponding rules and regulations that mirrored this value set. The final theme represents the idea that students were recruited and expected to uphold high academic expectations. These three themes provide a prospective of the collegiate experience for

undergraduate students. The following subsections present a discussion of each theme and representative data collected from university archives.

### Students Connectedness to Faculty and Staff *Academics*

Like other liberal arts colleges, Drury College sought to educate the whole individual both in and out of the classroom environment. By offering a comprehensive curriculum, students were challenged through their academic pursuits. The first academic semester in 1873 started with small numbers both in students and professors. Although faculty members were stretched with multiple responsibilities, students were provided with quality education and highly trained and qualified professors.

The first enrollment of students in September 1873, was only 39 and reached all told a total of 126 students during the entire year. The college had to take in everything and work it as best it could...The small faculty of three professors, when the college opened, with the few additions employed later was compelled to begin by teaching over a wide range of subjects, upon a still wider range of mental capacities. Each instructor was obliged to cover several departments. And it was only by slow degrees that the work of instruction could become centered around special departments. (Roulet, 1999, p. 253)

Figure 95, provides an example of the schedule of classes for the 1886-87 academic year.

The daily schedule shows a wide variety of course selections and an increased number of faculty from the three during the opening fall 1873 semester. The academic curriculum includes classical, scientific, and literary courses. Subsequent academic catalogs cite similar schedule of academic classes and course outlines.

SCHEDULE OF CLASSES FOR THE YEAR 1886-7,									
FALL TERM.									
	N. J. Morrison.	M. J. Nettleton.	P. Roulet.	G. B. Adams.	E. M. Shepard.	F. A. Hall.	A. B. Brown.	C. D. Adams.	A. P. Hall.
9.45 A.M.	.....	.....	Geometry.	.....	El. Physics.	.....	.....	.....	.....
10.45	Latin Less's	Ger. History.	French Lit.	Gener. Hist.	Zoölogy.	Anabasis.	Reading.	Demosthen.	Etymology.
11.30	Intel. Philo.	Amer. Liter.	Fr. Gram'r.	Eng. Anal.	Mineralogy.	Arithmet. B.	.....	Plato.	Arithmet. C.
11.15	Ev. Xty.	.....	Algebra.	Eng. Litera.	El. Zoölogy.	Arithmet. A.	.....	Homer.	Horace.
1.45 P.M.	.....	.....	Spher. Trig.	Eng. Gra. A.	Physiology.	.....	.....	Eng. Gra. B.	.....
2.30	.....	.....	.....	Logic.	.....	Cicero.	.....	Physics.	Caesar.
3.15	.....	Geography.	Rhetoricals.	Rhetorical A.	.....	Rhetoric'1 B.	.....	Greek Less's	Livy.
4.00 Fri	Rhetoricals.	.....	.....	.....	.....	.....	.....	.....	Rhetoricals.
WINTER TERM.									
9.00 A.M.	.....	.....	Algebra, A.	.....	Geology.	Anabasis.	Reading.	.....	.....
9.45	Latin Less's	French Hist.	Algebra, C.	.....	.....	.....	.....	Sophocles.	Arithmet. C.
10.30	.....	El. Eng. Lit.	Fr. Gram'r.	Int. Law, ½t	El. Chemis.	Arithmet. B.	.....	Herodotus.	De Officiis.
11.15	El. Mnt. Phi.	.....	Algebra, B.	Eng. Litera.	Chemistry.	Arithmet. A.	.....	Greek Hist.	Livy.
1.45 P.M.	Int. Phi. ½t	Eng. History	.....	Eng. Gra. A.	Physiology.	.....	.....	Eng. Gra. B.	Caesar.
2.30	Rhet. Praxis	.....	Conic Sect.	Hist. Civil.	Geography.	Virgil.	.....	Physics.	Book-keep'g
3.15	.....	.....	.....	German.	.....	.....	.....	Greek Less's	Rhetoricals.
4.00 Fri	Rhetoricals.	.....	Rhetoricals.	Rhetorical A.	.....	Rhetorical B.	.....	.....	.....
SPRING TERM.									
*9.00 A.M.	.....	.....	.....	.....	Botany.	.....	Reading.	.....	.....
9.45	Caesar.	El. Eng. Lit.	Algebra.	.....	.....	Homer.	.....	El. Astrono.	Astronomy.
10.30	.....	Roman Hist.	Plane Trigo.	Civil Libert'	Phys. Geog.	Arithmet. A.	.....	Euripides.	Arithmet. B.
11.15	El. Mor. Phi.	.....	Analy. Geo.	German.	El. Botany.	L. & G. Com	.....	Thucydides.	.....
1.45 P.M.	.....	.....	Geometry.	Eng. Gra. A.	Biology.	.....	.....	Eng. Gra. B.	Cicero.
2.30	Mor. Phi. ½t	U. S. Hist. A.	.....	U. S. Const.	Or. Chemis.	.....	.....	U. S. Hist. B.	Tacitus.
3.15	.....	.....	French.	Geography.	.....	.....	.....	Anabasis.	Horace.
4.00 Fri	Rhetoricals.	.....	Rhetoricals.	Rhetorical A.	.....	Rhetorical B.	.....	.....	Rhetoricals.

Figure 95. Schedule of Classes for the Year 1886-7. Drury College Academic Catalog, (1885-86).

The year prior to this Schedule of Classes in the Academic Catalog, President, Dr. Morrison addressed the Board of Trustees on the difficulty of establishing a college in this area of the country and the surrounding cultural challenges.

Dr. Morrison, in a report to the trustees in 1885, speaking of these early difficulties, said “to found a New England College anywhere in the west is a task of enormous difficulty,” and “Regency of settlement in a community is unfavorable to high intellectual culture anywhere; our people as a whole in country and city alike, are not predisposed to a college education.” (Roulet, 1999, p. 252)

Drury College offered a Ladies Department with special course work for female students. This department did not last the entire first fifty years and while there was special coursework for female students, they also enrolled in courses taken by the male students. Figure 96, references the Ladies Department requirements, justification, and benefits.

Lady students at Drury College enjoy the same advantages as young men. In general they recite in the same classes, are allowed to pursue the same course of study, to compete for the same "Honors," and to attain the same "Degrees". They reside with the Lady Principle in the Walter Fairbanks Hall, erected and furnished with every necessary convenience for their special accommodation. . . It is confidently believed that no college for Ladies, which offers such complete opportunities for a thorough and high education as does Drury College, presents so moderate a statement of costs. September 24 1886 mirror ad

**EXPENSES.**

TUITION—College Classes, for the year in advance.....\$48 00  
 (Fall Term, \$18.50; Winter Term \$16 00; Spring Term \$14 00.)  
 Preparatory Classes, for the year, in advance.....\$30 00  
 (Fall Term \$11 50; Winter Term \$10 00; Spring Term, \$9 00.)  
 Good table board is furnished to young men in the "Spencer Cottage Club" at actual cost, under the skillful supervision of Prof. Roulet.  
 During the last College year the average cost per week was only \$1 50.  
 The average weekly expenses of students in the "Spencer Cottage Club" including board, room-rent, fuel, lights and washing, did not exceed \$2 10.

**LADIES DEPARTMENT.**

Lady students in Drury College enjoy the same advantages as young men. In general they recite in the same classes, are allowed to pursue the same course of study, to compete for the same "Honors," and to attain to the same "Degrees."  
 They reside with the Lady Principal in the Walter Fairbanks Hall, erected and furnished with every necessary convenience for their special accommodation.  
 At present the cost of table board at Fairbanks' Hall is \$3 per week. Furnished rooms are provided at a charge to each occupant of from \$5 to \$6 per term.  
 It is confidently believed that no college for ladies, which offers such complete opportunities for a thorough and high education as does Drury College, presents so moderate a statement of costs.

*No College in the West Offers Such Advantages at so Small a Cost as does Drury.*

IN CONNECTION WITH THE COLLEGE IS THE

**MISSOURI  
 CONSERVATORY OF MUSIC.**

Under the management of Professors Chalfant and Brown, where the best of advantages are offered to those seeking musical instruction.

For Catalogue or Information Address

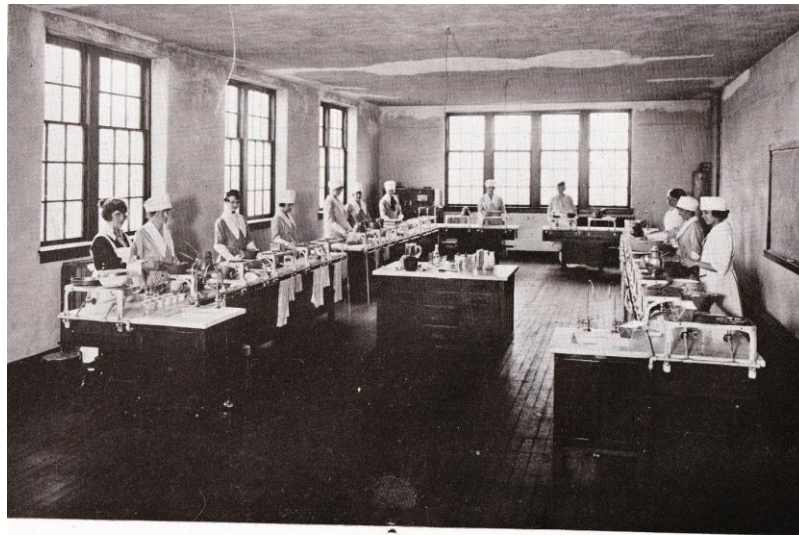
*N. J. MORRISON President.*

Figure 96. Expenses. The Mirror, (September 24, 1886).

Formerly, we had four year's course especially designed for your ladies in which proficiency in music and art might count along with the other but perhaps soldier branches, but for several years, this has fallen into "innocuous desuetude" I have always doubted the wisdom of demitting this course. Given its proper standing and dignity in the College, it would have materially aided in keeping up the number of lady students; it would not have diminished the value from the college, since no degree rewarded

the completion of the course. But so long as co-education is part of the theory of the institution, the institution should make suitable provisions to meet the wants of the young ladies (Roulet, 1999, p. 155)

Images from academic catalogues and yearbooks show interior class room spaces. Figure 97- 102), provide insight on what the physical appearance of the classroom environment. These images show students engaged in cooking and sewing coursework as part the domestic science department curriculum while show male and female students learning together in a scientific classroom. This evidence corroborates the statements (Figure 96), regarding the Ladies Department and how men and women were provided a similar education.



*Cooking Room—Domestic Science Department.*

*Figure 97. Cooking Room Domestic Science Department. Sou'Wester, (1918).*



*Figure 98.* Sewing Room. Sou'Wester, (1918).

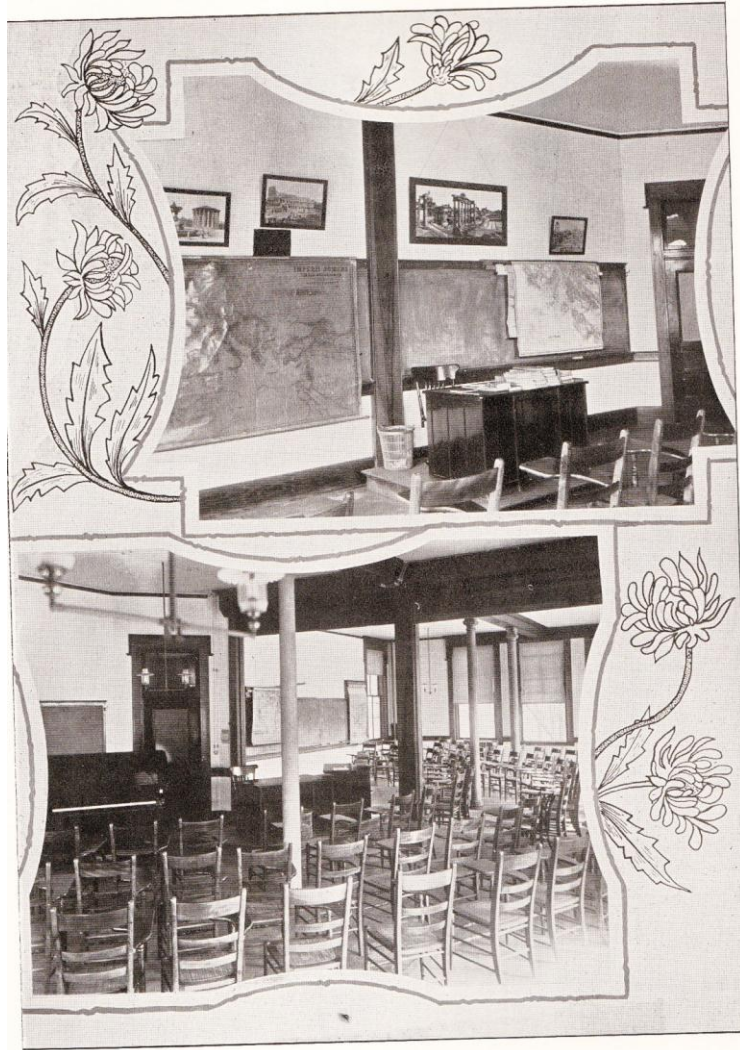


*Figure 99.* Science Lab. Drury College Academic Catalog, (1883-84)



*Figure 100.* Science Lab with microscope. Drury College Academic Catalog, (1893-84).





LATIN ROOM AND TWO SOUTH ROOMS AT PEARSONS HALL.

*Figure 101.* Latin Room and Two South Rooms at Pearsons Hall. Sou'Wester, (1904).



*Figure 102.* Science Laboratories: Chemistry Laboratory, The Weighing Room, Physics Laboratory. Drury College Academic Catalog, (1908).

How students earned grades for academic coursework and testing remained consistent throughout much of the first 50 years. The inaugural 1873 academic catalog and the 1913-14 academic catalog (Figure 103), both share the same statement on how examinations are conducted. While comprehensive testing served an important role in the undergraduate education at Drury College, there is evidence scattered through archival documents how examinations were the target of student complaints, commentary, and jokes.

An examination of all the classes takes place at the end of each term, and an annual examination at the close of the College year before a disinterested committee of gentleman of education from various districts of the state. These examinations are always public, and intended to be a fair exhibit of the actual work done by pupils and instructors. (Drury College Academic Catalog, 1913-14)

## EXAMINATIONS.

An examination of all the classes takes place at the end of each term, and an annual examination at the close of the College year before a disinterested committee of gentlemen of education from various districts of the State. These examinations are always public, and intended to be a fair exhibit of the actual work done by pupils and instructors.

*Figure 103.* Examinations. Drury College Academic Catalog, (1873).

The following article dated April 20, 1888 from the Drury Mirror documents the ongoing debate or utilizing oral or written exams. Fifteen years into the tradition of Drury College utilizing oral examinations, the students argue for a change to a more fair and purposeful standardized written final exam.

The subject of examination has been considered and discussed time and again by the educational journals and teachers. While there is doubtless good argument to sustain the position of these who believe in oral examinations, yet we believe, on the whole, written examinations are unquestionably superior in both fairness and in arriving at the real intent and purpose of the intellectual test. The true object of an examination is to get at the individual knowledge of the class on the subject in question. Obviously the best way to obtain this is to give each member the same questions on the same subject. (TheMirror, April 20, 1888).

Grading scales shown in the Drury College Catalogs are different than those utilized today. There is a slight inflation of expectation in the percentage on the grading scale. Where a 90 % today will earn a grade of "A" and 70% is considered average, the students in the early days of Drury College were expected to maintain a higher percentage rating.

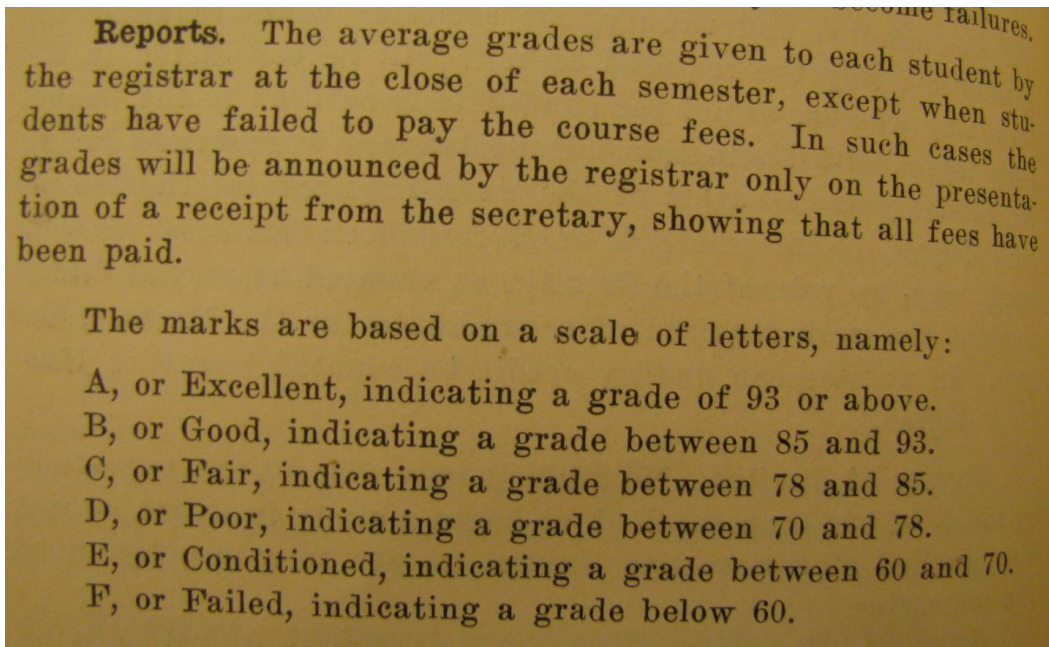


Figure 104. Schedule of Classes for the Year 1886-7. Drury College Academic Catalog, (1913-14).

Reports. The average grades are given to each student by the registrar at the close of each semester, except when students have failed to pay the course fees. In such cases the grades will be announced by the registrar only on the presentation of a receipt from the secretary, showing that all fees have been paid.

The marks are based on a scale of letters, namely:

A, or Excellent, indicating a grade of 93 or above

B, or Good, indicating a grade between 85 and 93.

C, or Fair, indicating a grade between 78 and 85.

D, or Poor, indicating a grade between 70 and 78

E, or Conditioned, indicating a grade between 60 and 70

F, or Failed, indicating a grade below 60.

With a focus on a curriculum of classics, science, and literature, a liberal arts education, a holistic approach to educating both men and women, and faculty dedicated to educating the entire person, there was still room for improvement and questioning. Roulet noted below in his manuscript documenting the history of the college, even the president, Dr. Morrison pondered the required classical coursework. The question is presented on the importance of the “rudiments” of education versus the classics.

By Dr. Morrison “We devoutly believe in the efficiency of the classical training for the symmetrical development of the mind, and the proper molding of character in the average American youth. Possibly our enthusiasm in this direction as extreme. I think we did sometimes urge boys and girls to take up Latin and Greek, when we ought to have drilled them in the rudiments of English writing and speaking. Should some of our former students, who spent a doleful year in an unsuccessful effort to make the acquaintance of Caesar, charge us with misguidance in their education, I fear I should have plead guilty to the charge...and yet, as setting up here at the onset the right standard of culture, and thereby fix for all time the quality of the education provided in Drury College, there can be little question of our course. With no little pleasure have I heard a patron of the school say, “where a student of Drury College gets through and gets his degree, we all know he has something of value.”...Parallel with the classical course of study, we have always maintained a scientific course. This was designed to meet the wants of a large class of young people, who for various reasons are unable to give attention to the study of Latin or Greek. In our ideal, this course should rank with the former in all the essentials of severe mental discipline, and liberal culture.  
(Roulet,1999, p. 154)

The following Figure 105 shows an example of the advertisement that appeared in each academic catalog, the units of academic coursework required for entry into Drury College and finally, an example of the Freshman framework of courses a student would be required to take once enrolled as a student.

RIDAY, SEPTEMBER 24, 1886.

# DRURY COLLEGE

FOUNDED 1872.

AT SPRINGFIELD, GREENE CO., MO.,

FOURTEENTH YEAR 1886-7.

Fall Term Began Sept. 16.

Winter Term Begins Jan. 4.

Spring Term Begins April 7.

THREE COMPLETE COURSES—Classical, Scientific and English.

## MEMBERS OF THE FACULTY.

NATHAN J. MORRISON, D. D. LL. D.  
*President and Professor of Mental and Moral Philosophy.*

MISS MARY J. NETTLETON, A. M.  
*Principal of the Ladies Department and Instructor in Physiology.*

PAUL ROULET, A. M.  
*Professor of Mathematics and Instructor in French.*

GEO. B. ADAMS, A. M.  
*Professor of History and English Literature.*

EDWARD M. SHEPARD, A. M.  
*Professor of Biology and Geology and Instructor in Chemistry.*

FREDRIC A. HALL, A. M.  
*Principal of the Preparatory Department and Teacher of Senior Classes.*

CHARLES D. ADAMS, A. M.  
*Professor of the Greek Language and Instructor in Physical Science.*

ARTHUR P. HALL, A. M., PH. D.  
*Professor of the Latin Language and Literature.*

J. E. TEFT, M. D.  
*Lecturer on Hygiene.*

MISS FRANCES J. FOWLER.  
*Instructor in Drawing and Painting.*

WILLIAM A. CHALFANT.  
*Professor of the Piano, Organ and Theory in the Conservatory of Music.*

GEO. B. ADAMS, A. M.  
*Librarian.*

Figure 105. Drury College Advertisement. The Mirror, (September 24, 1886).

**Units Required.** Fifteen units are demanded of all candidates for admission to regular standing in the freshman class. Half units will be accepted only when presented in addition to integral units in the same subject, and for this purpose the sciences may be regarded as one subject. One unit in any foreign language will be accepted only when the study of that language is continued in college. Of the fifteen units required eight and a half units are prescribed and six and a half are elective.

Figure 106. Unites required. Drury College Academic Catalog, (1913-14).

COURSES OF STUDY,  
COLLEGE.  
FRESHMAN CLASS

FIRST TERM.

CLASSICAL COURSE.	SCIENTIFIC COURSE.	LITERARY COURSE.
Livy.	French Grammar.	Virgil.
Latin Composition.	General History.	General History.
Homer.	Geometry,	Geometry,
Geometry, from Book IV.	from Book IV.	from Book IV.

SECOND TERM.

Livy continued.	French continued.	Virgil.
Latin Composition.	Anat. and Physiology.	Latin Composition.
Herodotus.	Algebra completed.	Anat. and Physiology.
Algebra completed.		Algebra completed.

THIRD TERM.

Horace.— <i>Odes, etc.</i>	French continued.	Virgil.
Greek Testament.	Physical Geography.	Latin Composition.
Greek History.	Plane Trigonometry.	Physical Geography.
Thucydides.		Plane Trigonometry.
Plane Trigonometry.		

Figure 107. Courses of Study Freshman Class. Drury College Academic Catalog, (1884-85).

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### Faculty Interaction

Scattered throughout the Sou'Wester yearbook and the Drury Mirror student newspaper, we see a witty theme of students calling out and mocking faculty personality characteristics. This alludes to a close relationship between students and faculty, an environment where students feel secure enough with their relationships to joke with and utilize satire towards their professors and faculty members accepting the cartoon likenesses created by the students. Figure 108, shows six different examples of student portrayals of the faculty members. Many examples of faculty hosting students for social activities and/or meals at their homes or out of class interactions are reported in the Drury Mirror. The graciousness and planning observed in the articles show the importance of these interactions from both the students and the faculty members.



Figure 108. Their (Faculty) Idea of Heaven. Sou'Wester, (1912).



The cartoon drawing titled “Their Idea of Heaven” depicts the music Professor Chalfant playing harp in the clouds of heaven, Professor Allen surrounded by chickens, science Professor Pinkle gazing at the planets through a telescope while flying above the clouds, Professor Hall with a pocket watch saying “on time good Ceaser but where is Livy?” Professor Johnson conducting the angels in heaven and Professor Hale just past the gates stating “Say! These streets aren’t gold.” While the meaning of some of the cartoon portrayals are unknown, the researcher believes each represent the faculty in their academic area of expertise taken to an extreme in a cartoon setting.

## THE FACULTY AT HOME



Figure 109. The Faculty at Home. Sou'Wester, (1910).

The cartoon titled “Faculty at Home” (Figure 109) is not as clear to assign meaning to. There are images of Professor Hale viewing a fight between the freshman and sophomore baby, it is unknown if he is encouraging the battles between the classes or trying to break up/discourage the fight. He does appear to have a black eye. Professor Johnson is inked with the quote “Smile and the world smiles with you, sing and you sing alone...Dynamite to raise the voice...Birdseed for Sophomores. Dean Hall is drawn mowing he grass while Professor Rullkoetter is hoeing the soil next to a sign that reads “Raus Mit Du” which translates to “Out with you” in German.

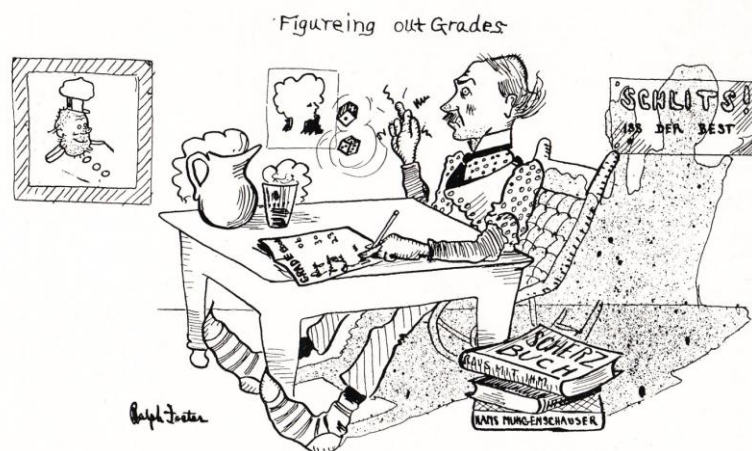


Figure 110. Figuring out Grades. Sou’Wester, (1910).

This sketch includes an image of a professor figuring out grades by rolling dice.(Figure 110) This possibly expresses the student perception of unfair and or unjustified distribution of grades or receiving a good grade is just left to chance. Writing on the books “Sherz bush” translates to “joke book” in German. It is possible this professor is Roulkoetter based on the previous cartoon image “Faculty at Home” which includes a sign in his yard saying “RAUS MIT DU.”



*Figure 111.* Pedagogues. Sou'Wester, (1910).

In Figure 111, you see tacks have been placed in the chair of this unknown faculty member. The professor stands, deep in lecture mode, possibly unaware of the prank of the tacks in his seat.

### Students Were Expected to Uphold Christian Values

#### *Church Affiliation*

As stated earlier in this document, Drury College was founded by Congregationalists and affiliation as a Christian school was central to the mission of the College. The archival references to the church affiliation is one of the most documented topics. Students attended required chapel services as part of the curriculum throughout the first 50 years. The 1873 academic catalog (Figure 112, outlines the church affiliation expectations of faculty and students in a section titled “Religious Culture”

## RELIGIOUS CULTURE.

The founders of Drury College do not wish to disguise the fact, that instructing youth in the Sacred Scriptures and the principles of the Christian religion has been a ruling motive in undertaking the work. They believe that character, founded on the rock of religious principle, is the great want of the time; and that education, divorced from the inculcation of the great principles of the Christian religion, is, at best, only half done, and likely to prove dangerous to society. Hence the trustees of Drury College expect their teachers to seek, first of all, to disciple their pupils to Christ. At the same time, no effort to advance the interest of any one religious denomination over those of another will be tolerated—the students being recommended, while urged to live lives of consistent piety, to adhere to the denominational predilections of their friends.

The College has no organic connection with any religious denomination or sect. It is responsible to no ecclesiastical organization, nor is any church responsible for it. Its charter, in this respect, being like those of most of the oldest and most distinguished Colleges and Institutions of learning of the country. The Board of Trustees is self-perpetuating, and responsible only to the community, to the laws, and the organic act under which it holds all its authority.

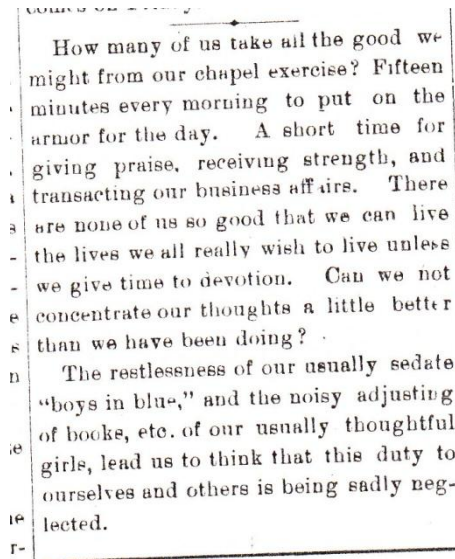
Figure 112. Religious Culture. Drury College Academic Catalog, (1873-74).

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The student attendance at chapel requirement is outlined in each academic catalog. The statement remains the same for subsequent years. Below is the text from the 1898 academic catalog.

### *Public Worship*

All students are required to attend the morning prayers at the Chapel. At the beginning of the year each student selects his church home and is required to attend public worship at the place of his choice every Sunday morning. (Drury College Academic Catalog 1898-99)



*Figure 113.* Taking Good from Chapel Exercise. *The Mirror*, (February 8, 1889).

How many of us take all the good we might from our chapel exercise? Fifteen minutes every morning to put on the armor for the day. A short time for giving praise, receiving strength, and transacting our business affairs. There are none of us so good that we can live the lives we all really wish to live unless we give time to devotion. Can we not concentrate our thoughts a little better than we have been doing? The restlessness of our usually sedate "boys in blue," and the noisy adjusting of books, etc. of our usually thoughtful girls lead us to think that this duty to ourselves and others is being sadly neglected.

Students shared their opinion and thoughts on chapel services. It is assumed the following commentary from the 1896-87 Drury Mirror is a joke. It appears to be a request for the faculty to rearrange the students into a seating arrangement that would improve the quality of the singing heard during chapel. Although this appears to be a joke, student

...seniors may be getting an abundance of good things, but the Juniors are getting abundantly good. They had an opportunity to bolt class last week but resisted the temptation. Why?

—A great deal of amusement was occasioned the other morning by the reading out of the names of the Preps who are to be in the study room the coming month. Poor Preps, they have our sympathy.

The Philopro Nests society varied their usual program on last Saturday night by having an extemporaneous exercise. This certainly is a good thing and might be profitable if we should have more of them.

—Some time ago a committee was appointed by the boys to confer with the Faculty about opening the Gymnasium, nothing has been done yet, the committee has failed to report and some of the boys are getting real anxious on the subject.

—We call attention to the professional card of E. A. Barbour which appears in this issue of the MIRROR. Mr. Barbour is one of the promising attorneys of the Southwest. He is very popular with the College "folks" and is highly esteemed by all who know him.

—There seemed to be an unusual amount of trouble in Chapel one day this week in regard to the music. This reminds us of the general character of our music for some time in the past. Why can't all the best singers male and female be put near each other so as to make an improvement in the singing? The Faculty might look after this.

—We desire to secure a large number of subscribers throughout the city of Springfield. We should have a thousand subscribers in this city outside of the students. We offer the MIRROR to new subscribers from now until the end of the College year for 25 cents. We will send it to any address in the United States without extra charge. If you cannot see the manager or one of the editors, send your subscription by any of the students or through the mail.

—Last Thursday evening the Senior class spent a most enjoyable time at the residence of Prof. G. B. Adams. Prof. Adams ministered to the mental wants of the class in a most interesting talk on their graduating essays, after which Mrs. Adams ministered to their physical wants in the shape of an elegant supper. The remainder of the evening was spent in social conversation, during which the class learned and saw much of Germany. In the interesting collection of photographs, which the Professor and his wife brought back with them as mementoes of their residence there. After a most enjoyable evening thus spent, the one lady of the class escorted by the six gentlemen wended their way homeward, with hearts full of thankfulness to Prof. and Mrs. Adams, who had so kindly and agreeably entertained them.

Figure 114. Trouble in Chapel. The Mirror, (January 21, 1887).

...There seemed to be an unusual amount of trouble in Chapel one day this week in regard to the music. This reminds us of the general character of our music for some time in the past. Why can't all the best singers male

and female be put near each other so as to make an improvement in the singing? The Faculty might look after this...

### *The College Chapel*

Stone Chapel located on the south side of campus played a central role in the religious culture of the campus. Multiple photos of the chapel are seen throughout archival images. Figure 115, comes from the 1911 Sou'Wester and, Figure 116 is from the 1907 Sou'Wester, and Figure 117, is an interior shot of Stone Chapel from the 1903 Sou'Wester. For the 1911 Sou'Wester yearbook, a student wrote a poem highlighting the special relationship the chapel holds for members of the Drury College Community. He stressed the sacred ground on which the chapel stands, the sounding of the college bell calling students to prayer, and memories of singing the college alma mater in the chapel with peers. This represents how the religious experience was integrated as part of the student experience throughout the years.

#### The College Chapel

Oh, lift your mighty form on high, Ye ivy mantled walls of stone, and let your wondrous beauty lie, enshrined in loving hearts, your home.

And let your spire forever stand, with solemn grandeur circled' round, though beacon light,, serene and grand, illumine all, 'tis sacred ground.

When from those spacious depths we hear the college bell that calls to prayer; the silvery tones bring hope and cheer, and linger in the morning air.

The swelling notes resound again, "Hail Alma Mater" praise unto thee; and every heart takes up the strain, with faith and love and loyalty.

All hail to thee dear chapel old, thy hallowed memories are sweet; they lovingly will e'er enfold and guide thy children's wandering feet. Charles McInahan, '13. (So'Wester, 1911)





Figure 115. Stone Chapel Front View. Sou'Wester, (1907).

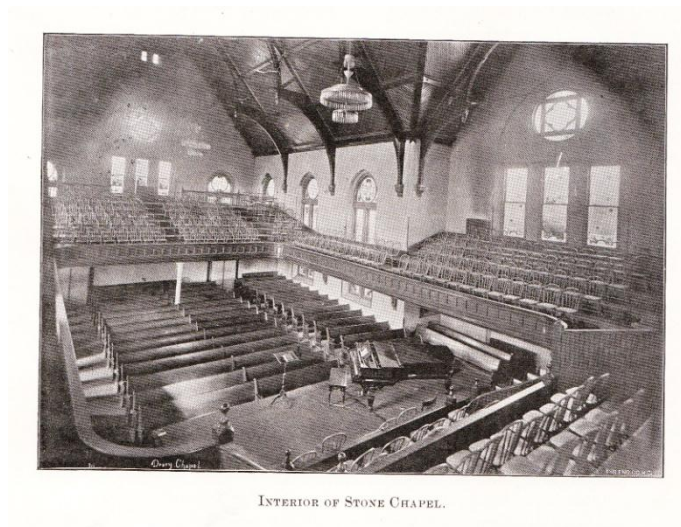
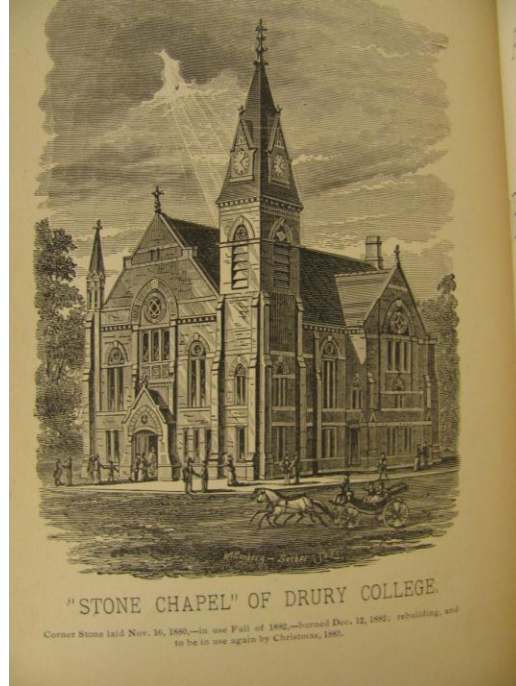


Figure 116. Interior of Stone Chapel. Sou'Wester, (1903).



*Figure 117.* Stone Chapel of Drury College. Sou'Wester, (1923).

High up on the crest of the Ozarks stands beautiful Stone Chapel, which, with spire pointing heavenward, symbolizes the eternality of Drury's ideals. Its ivy-covered walls and semi-Gothic architecture make it one of the most justly admired buildings in this section of the state.

On April 20, 1888, the Drury Mirror printed the following article sharing a hope that Stone Chapel would be completed and since fundraising efforts were successful. The chapel, once complete would be considered "the most beautiful in the west" and something for the entire community to be proud in.

We hope very much that the efforts of the authorities to complete Stone Chapel this year will be crowned with success. We understand that several thousand dollars have already been subscribed for that purpose. If there is anything that the citizens of Springfield and the Southwest generally should take an honest pride in it is Drury College. The fact that the college has been in the past compelled to rent a hall suitable for commencement exercises and that too, on account of lack of means to finish its own chapel building—the most beautiful in the west—ought to cease to be a fact. (The Mirror, April 20, 1888)

In the Roulet, manuscript and the 1891-92 academic catalogue, the following text brings to light a different view of Stone Chapel. The view that the expense of building the chapel could be considered an extravagance and possibly an unnecessary expense.

It is desirable that Stone Chapel should be finished as speedily as practicable. I cannot but feel that the building was a piece of wasteful and badly designed extravagance, even if the college had been able to erect it. I hope the citizens of Springfield who have rallied to our help in paying the debt, will be inclined to furnish the \$5,000 needed to finish and furnish the auditorium. I feel that the college has passed the greatest crisis in its history. As a trustee said to me “we are out of danger.” (Roulet, 1899, p. 225)

While the physical structure of Stone Chapel served as the location of religious services and ceremony, the overall campus religious culture spanned the entire campus. There is evidence of a desire on the faculty and administration of the campus to see students more active in the Christian life and students striving to hold their peers accountable to expectations. The Roulet manuscript references two different statements on the religious culture as part of the student life experience. During the 1892 annual president’s address to the Board of Trustees, Dr. Ingalls commented on the change in the religious culture and the student’s engagement and quote participation in religious life. The following acknowledge a decrease in student engagement in the religious experience provided at Drury College even though multiple opportunities to participate and engage are provided. The president goes on to share overall college spirit and participation in other student organizations are not of concern, only that of the religious culture.

His (Ingalls) annual report to the board of trustees, show how closely he was in touch with every pulsation of the life of the college, and how great the care and anxiety of all its interests affected him personally. The religious life of each student was to him always a matter of deep solicitude. In June, 1890, he says, “the religious life of the college has not been as pleasant and satisfactory as in the preceding year. We expected much in the beginning. The societies and college meetings have been

fairly well maintained...and we were much inspired and stimulate by an address from Rev. G. H. Williams of Kansas City, on the day of prayer for colleges. Yet the result of our work religiously leave much to be desired.” ...Again the following year he says, “There has always been much to encourage in the religious life of the college. During the past year we have had addresses by Rev. Marshall of St. Louis on his tour in Japan and China. By J. H. Williams of Kansas City on the claim of the ministry in behalf of the College and Educational society. By. Mr. Mott, International Secretary of the College department of the Y.M.C.A. and by Mr. Cossum, representative of the student’s movement. (Roulet, 1899, p. 234)

This year has been marked by a development of college spirit, beyond any preceding years. The interest in public speaking in the literary societies, in athletics are signs of this. Perhaps these things may account for the less general interest in religion on the part of students during the past year. While our meetings and religious associations have been well maintained, and while I am sure there has been growth, there has been no general spiritual quickening among the students.” (Roulet, 1899, p. 234)

On October 25, 1900, the following article was published in the Drury Mirror (Figure 118). It is included in the Church Affiliation section of this document because of the reference to Drury as a Christian college and the expectations of students to behave as Christian individuals. This same article could appear in the rules and regulations section as well as the section highlighting annual events. The article concludes with a resolution passed that condemns students drinking and the “spirit of rowdyism” displayed at the annual college picnic. The article opens with a reminder of the Christian influence at Drury College and outlines the poor choices of their peers who chose to drink at the annual college picnic.

## THE PICNIC AFFAIR.

Drury is a Christian college and most of her students are Christian men and women. In enrolling students good moral character, at least, is required of them. In various ways some come who are not as they ought to be, but when such enter Drury every effort is made to surround them with Christian influence. Many resist all such influences and court evil, so we have some rowdies among us. On the college picnic these made themselves conspicuous by drinking. Their conduct soon becoming generally known, the students petitioned for an indignation meeting and when it was held voiced their condemnation of the picnic affair. Those who were the cause of the disgrace now know that they must either turn over a new leaf or continue to sneak to the back alley dives to satisfy their tipping propensities—to try to disgrace along with themselves a

THE DRURY  
decent crowd of their fellow students is just a little too bold.

The following resolutions passed unanimously by the student body clearly shows the stand taken by the best of Drury:

WHEREAS—On the occasion of our recent college picnic, among a certain crowd, rowdyism, marked especially by ungentlemanly conduct, was very much the order of the day; and since among that crowd drinking was very common, two or three cases verging upon complete intoxication;

WHEREAS—the fact of the drinking on the part of those boys is now generally known on the campus, and—

WHEREAS—the traditions of Drury's student body always point to the condemnation of anything ungentlemanly and of anything that savors of rowdyism; Therefore be it resolved

That we most heartily condemn the spirit of rowdyism shown on that trip and especially the drinking which was done.

That not only will we condemn such action in the future, but as students we will do all in our power to co-operate with the faculty in enforcing the existing rules in regard to drinking.

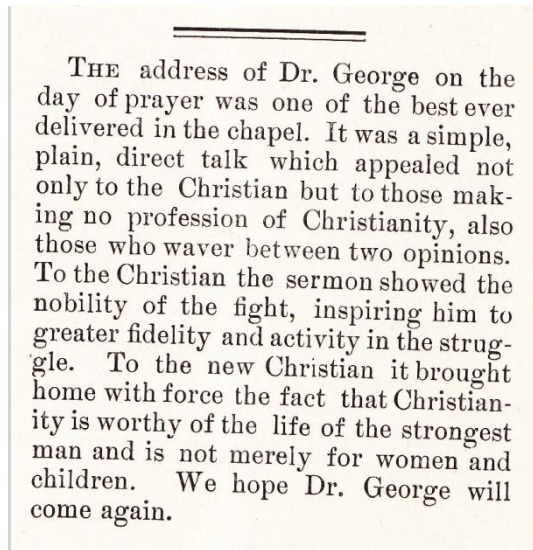
College Union Meeting

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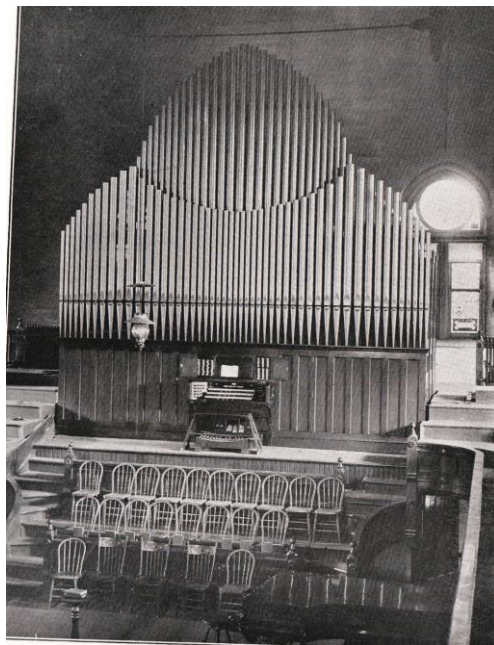
A day of prayer was held annually (Figure 119). The following is one example of many documenting the campus wide involvement and special events that surrounded each day of prayer. Typically the day of prayer included a special message delivered by a guest speaker. Visitors from come to campus from surrounding churches.



THE address of Dr. George on the day of prayer was one of the best ever delivered in the chapel. It was a simple, plain, direct talk which appealed not only to the Christian but to those making no profession of Christianity, also those who waver between two opinions. To the Christian the sermon showed the nobility of the fight, inspiring him to greater fidelity and activity in the struggle. To the new Christian it brought home with force the fact that Christianity is worthy of the life of the strongest man and is not merely for women and children. We hope Dr. George will come again.

Figure 119. Day of Prayer. The Mirror, (February 8, 1902).

In 1906, an important addition was made to Stone Chapel. After three years of anticipation, an organ was added to the facility. This too would play an important role in the religious culture at Drury College. The arrival of the organ was celebrated and integrated as a key role of the chapel services. Figure 120, below is taken from the 1906 Sou'Wester yearbook and shows the grand nature of the organ. The 1915 Sou'Wester yearbook contains a photo of the vespers choir singing in front of the grand organ, shown in Figure 122.



*Figure 120.* The Organ Stone Chapel. Sou'Wester, (1906).

## The Organ

At last the organ is a fact—it no longer exists only in the imagination of a dreamer, but “is here to stay.” After days, months, even years of oft-times discouraging work, the effort put forth has been crowned with success, and a magnificent instrument is the result. As often happens when one begins to build, the result is greater than the original plan. It was intended to secure a \$5,000 organ—we have a \$7,000 one instead. It has not come to us through any great contributions, but from the united gifts of many friends, the largest subscription being \$250. There is still a considerable sum to be secured, and while the organ will help earn the balance, there is ample opportunity for other friends to assist in discharging the debt.

We are to be greatly favored in the opening recitals which are to be given by the greatest American organist, Mr. Clarence Eddy, of New York, who will play afternoon and evening, Thursday and Friday, May 31 and June 1—the beginning of commencement. Mr. Eddy drew the

specifications of our organ and that is sufficient proof of its completeness, while the builders, Lyon & Healy, of Chicago, have taken great pleasure in carrying out the plans, and have even put in some additional features, at their own expense.

By some, perhaps, the organ has not been regarded as a necessity, but in a comparatively short period even these will come to realize that they could not get along without it. A greater number, however, have for years felt the need of a large organ and to them it will be a real inspiration.

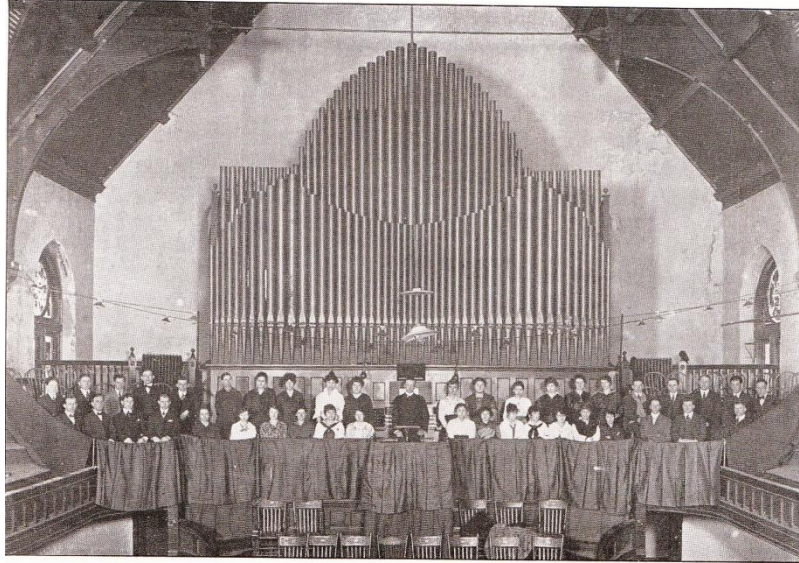
It is due largely to Mrs. Chalfant’s unceasing efforts of the past three years that the organ has been obtained and she is certainly deserving of all praise.

Let every one feel a proper pride and interest in this, the latest addition to the equipment, and through the coming years may it fulfill a mission in the earnest Christian life of the college.

Figure 121. The Story of The Organ Sou’Wester, (1906).

The Organ. At last the organ is a fact—it no longer exists only in the imagination of a dreamer, but “is here to stay.” After days, months, even years of oft-times discouraging work, the effort put forth has been crowned with success, and a magnificent instrument is the result. As often happens when on begins to build, the result is greater than the original plan. It was intended to secure a \$5000 organ—we have a \$7,000 one instead. It has not come to us through any great contributions, but from the united gifts of many friends, the largest subscription being \$250. There is still a considerable sum to be secured, and while the organ will help earn the balance, there is ample opportunity for friends to assist in discharging the debt...It is largely due to Mrs. Chalfant’s unceasing efforts of the past three years that the organ has been obtained and she is certainly deserving of all praise. Let everyone feel a proper pride and interest in this, the latest addition to the equipment, and through the coming years may it fulfill a mission in the Christian life of the college.





*Figure 122.* Choir in front of Organ in Stone Chapel. Sou'Wester, (1915).

## High Academic Expectations and Standards

### *Rules and Regulations*

The final theme relates to high academic expectations and standards. Rules were printed in each year's academic catalog. These sets of rules were short and to the point and referenced Christian morality and good manners as a guide to behavior. Figure 123 shows the set of rules as printed in the 1873 academic catalog. Although there are only 18 general regulations, the list attempts to control every aspect of the student life. Expectations include participating in required study hour, lectures, recitals, and Christian worship services, living in approved housing, not leaving campus without permission, and behaving at all times in an appropriate manner.

## GENERAL REGULATIONS.

The subjoined regulations embody our judgment of what is necessary in order to the successful prosecution of the work of the College, and they are made as few and simple as possible. The Faculty have no motive to make them arbitrary, or oppressive, and they invite the fullest conference concerning their grounds and their application.

This is not a complete code. The requirements of Christian morality and good manners are not here stated, but are held binding, as a matter of course. If these regulations be carefully observed, as well as the rules which prevail in good society, the result will be satisfactory alike to teachers, parents, and pupils. They apply equally to students of both sexes, so far as they may not be superseded by regulations especially made for the Ladies' Department.

THE OBSERVANCE OF THESE REGULATIONS, AS WELL AS GOOD MORALS, AND GOOD MANNERS, is a part of the condition on which students are received.

1. No student will be considered fully a member of the Institution until he shall have passed a satisfactory probation of one term; during which period he may, at any time, be dismissed if his course in study, or in conduct, prove unprofitable or demoralizing.

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CATALOGUE OF

2. *Students will not be allowed to leave the Institution, without permission, until the close of the term. Permission will be granted only in case of sickness, or for other urgent reasons.*

3. Students shall board at such places only as are approved by the Faculty. No place will be approved where violation of these rules is encouraged or connived at.

4. Any student who has been faithful in his duties and exemplary in his conduct, may receive, at the end of a term, a certificate of his attainments and of honorable dismission.

Figure 123. General Regulations. Drury College Academic Catalog, (1873-74).

## STUDY HOURS.

5. From 8 A. M. until 12 M.; from 1 P. M. until 3½ P. M.; and from 7 P. M. in the Fall and Winter Terms, and 7.30 P. M. in the Spring Term, until 9 P. M., are study hours.

During these hours students are required to be in their room engaged in study, except when occupied by recitations, or other prescribed exercises, or religious meetings, or the regular meeting of the Literary Societies. During these hours, also, they must refrain from athletic sports, loud talking, singing, and everything which may interfere with perfect quiet.

6. After 10.30 P. M., students must not visit one another's room nor be out of their own rooms.

## EXERCISES AND PERMISSIONS.

7. Students are required to attend all the prescribed lectures, recitations, and examinations, regularly and promptly. *Inability to be prepared for any exercise is no excuse for non-attendance.*

8. Students are required to attend public worship on the Sabbath, and regularly at the same places; attending with the teachers, when a service is conducted by one of them specially for the students; otherwise attending regularly at the church which their parents or guardians may conscientiously prefer. All noisy recreation and everything inconsistent with the sacredness of the day are forbidden upon the Sabbath.

9. All students are required to attend morning prayers in the Chapel.

10. After classification, students must join their classes at the next recitation, and none will be permitted to leave their classes or to demit any study, without permission of the President, if gentlemen, or of the Lady Principal, if lady students.

Figure 124. Study Hours and Exercises and Permissions. Drury College Academic Catalog, (1873-74).

## GENERAL CONDUCT.

12. No student shall leave town in term time, nor shall one in a regular course prolong his absence beyond vacation, unless previously excused ; nor shall any student be absent from any regular exercise after his arrival in town.

13. Students must wholly abstain from all profane, vulgar, or unbecoming language. They must not use any intoxicating liquors as a beverage, nor go to any billiard or bowling saloon.

14. Scuffling, noisy sports, and disorderly company in the College buildings, are at all times strictly forbidden.

15. Except in case of severe illness, *by express permission of the Principal of the Ladies' Department*, gentlemen shall not visit the rooms of the lady students, nor ladies the rooms of gentlemen students.

16. Young men are required, in all their associations with ladies of the Institution, to respect the regulations of the Ladies' Department, and are not allowed to protract a call so as to interfere with study hours.

17. For continued neglect of duty, or flagrant misdemeanor, a student may be reprimanded, suspended, dismissed, or expelled, at the discretion of the Faculty. In regard to testimony, the same rules will be observed as prevail in civil society. Concealment of wrong-doing, or persistent refusal to testify, will cause the person to be regarded as accessory.

## SYSTEM OF MARKING.

18. Delinquencies, when unexcused, are marked as follows : for tardiness at any required exercise, for absence from prayers, for failure to observe study hours, or for violation of the 10.30 P. M. rule, one mark is given ; for absence from a recitation, a lecture, a Bible or a rhetorical class, two marks ; for absence from an examination, eight marks. For other offences, marks may be given at the discretion of the teacher.

Figure 125. General Conduct ad System of Marking. Drury College Academic Catalog, (1873-74).

### General Regulations

The subjoined regulations embody our judgment of what is necessary in order to the successful prosecution of the work of the College, and they

are made as few and simple as possible. The Faculty have no motive to make them arbitrary, or oppressive, and they invite the fullest conference concerning their grounds and their application.

This is not a complete code. The requirements of Christian morality and good manners are not here stated, but are held binding, as a matter of course. If these regulations be carefully observed, as well as the rules which prevail in good society, the result will be satisfactory alike to teachers parents, and pupils. They apply equally to students of both sexes, so far as they may not be supersede by regulations especially made for the Ladies' Department.

The observance of these regulations, as well as good morals, and good manners, is a part of the condition on which students are received.

2. Students will not be allowed to leave the Institution, without permission, until the close of the term. Permission will be granted only in case of sickness, or for other urgent reasons.

3. Students shall board at such places only as are approved by the Faculty. No place will be approved where violation of these rules is encouraged or connived at.

4. Any student who has been faithful in his duties and exemplary in his conduct, may receive, at the end of a term, a certificate of his attainments and of honorable dismissal.

#### Study Hours

5. From 8 A. M until 12 M.; from 1 P.M. 3 ½ P.M.; and from 7 P.M. in the Fall and winter Terms, and 7:30 P.M. in the Spring Term until 9 P.M., are study hours.

During these hours students are required to be in their rooms engaged in study, except when occupied by recitations or other prescribed exercises, or religious meetings, or the regular meetings of the Literary societies.

During these hours, also, they must refrain from athletic sports, loud talking, singing and everything which may interfere with perfect quiet.

6. After 10:30 P.M., students must not visit one another's room nor be out of their own rooms.

#### Exercises and Permissions

7. Students are required to attend all the prescribed lectures recitations, and examinations, regularly and promptly. Inability to be prepared for any exercise is no excuse for non-attendance.

8. Students are required to attend public worship on the Sabbath, and regularly at the same places; attending with the teachers, when a service is conducted by one of them specially for the students; otherwise attending regularly at the church which their parents or guardians may conscientiously prefer. All noisy recreations and everything inconsistent with the sacredness of the day are forbidden upon the Sabbath.

9. All students are required to attend morning prayers in the Chapel.

10. After classification, students must join their classes at the next recitation, and none will be permitted to leave their classes or to demit any

study, without permission of the President, if gentleman, or of the lady Principal, if lady students.

#### General conduct

12. No student shall leave town in term time, nor shall one in a regular course prolong his absence beyond vacation, unless previously excused; nor shall any student be absent from any regular exercise after his arrival in town.

13. Students must wholly abstain from all profane, vulgar, or unbecoming language. They must not use any intoxicating liquors as a beverage, nor go to any billiard or bowling saloon.

15. Except in case of severe illness, by express permission of the Principal of the ladies' Department, gentlemen shall not visit the rooms of the lady students, nor ladies the rooms of gentlemen students.

16. Young men are required, in all their associations with ladies of the Institution, to respect the regulations of the Ladies' Department, and are not allowed to protract a call so as to interfere with study hours.

#### System of Marking

18. Delinquencies, when unexcused, are marked as follows: for tartiness at any required exercise, for absence from prayers, for failure to observe study hours, or for violation of the 10:30 P.M. rule, one mark is given; for absence from a recitation, a lecture, a Bible or a rhetorical class, two marks; for absence from an examination, eight marks. For other offences, marks may be given at the discretion of the teacher.

The 1913-14 academic catalog provides us with a statement on student conduct that sets expectations of students to conduct themselves as proper Drury College students at all times and discusses the rule of daily chapel attendance as well as Sunday church attendance at a local venue.

Conduct. Students entering the college become members not only of the college but also of the city community. They are expected to conduct themselves with propriety at all times and in all places.

Drury is a Christian college and as such, it both fosters the moral and religious life and required that students shall attend public worship at chapel each school day and at the church of their choice each Sunday morning unless detained by illness or other serious cause.

The rules governing these and other details of college life and conduct are published separately and may be had on application at the college office. (Drury University Academic Catalog, 1913-14)

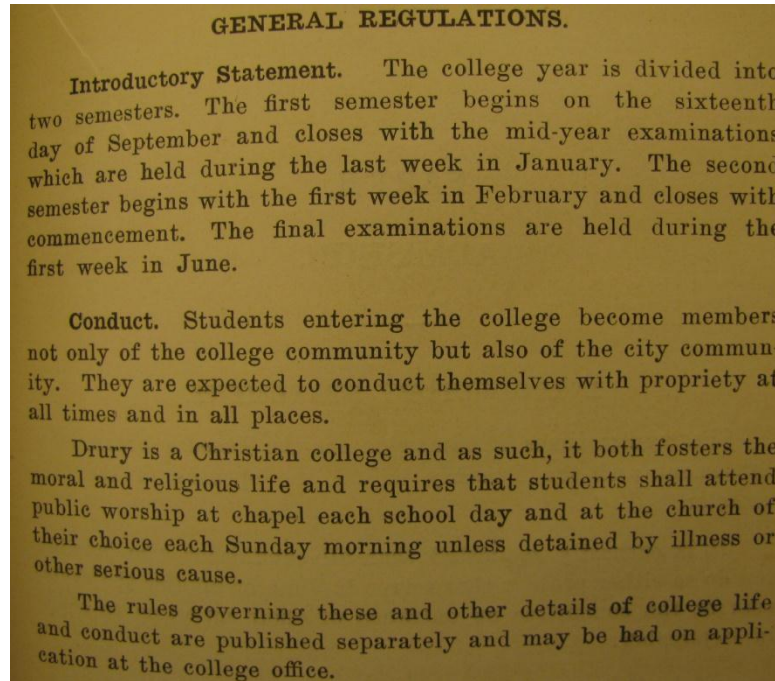


Figure 126. General Regulations. Drury College Academic Catalog, (1913-14).

Admissions requirements into Drury College were listed in each annual academic catalog and appear the same for multiple years in a row. The following introductory Statement from the 1913-14 academic catalog outlines the entrance examination requirement and grades earned along with a “testimony of good moral character.” Students are required to “present themselves” to a committee for matriculation and provide a transcript of their secondary academic work.

#### Introductory Statement

The regular times of admission are Tuesday before commencement and the Tuesday before the opening of the first semester.

It is earnestly requested that all candidates who possibly can do so either present themselves in June or apprise the chairman of the committee on entrance of their intention to enter in September.

Each student applying for admission must bring a testimonial of good moral character from the teacher under whom he or she was prepared for college, or from some other competent person. A student coming from another college must also present a letter of honorable dismissal.

Candidates are admitted only on examination, except when they come from accredited schools whose preparatory courses are substantially

equivalent to the requirements for admission. Candidates from such schools must present a certificate and a statement of the grades gained and of the work done in each subject. The diploma of graduation will not suffice. (Drury College Academic Catalog, 1913-14)

**Credentials.** All students entering for the first time shall first present themselves to the committee on college entrance in Burnham Hall. Each candidate for admission should see to it that a detailed statement of all secondary school work completed and the ground covered and the grade in each subject, properly signed by the officers of the certifying preparatory school, is in the hands of the committee on college entrance on or before the day of registration. Blanks for this purpose will be furnished by the secretary of the college on application. These credentials should be sent by mail from the certifying officer direct to the Entrance Committee, Drury College, Springfield, Missouri, and not delivered to the entering student. In case such a certificate is not available on registration day, the student may submit his own statement of work done in writing and he will be assigned to provisional standing which shall become regular standing when a satisfactory official statement has been filed with the committee.

**Matriculation.** Before being admitted to registration or to any class-room work, a student enrolling in the college for the first time must present himself for matriculation. Those entering at the beginning of the year will present themselves at the dean's office before the first day on which classes meet. Candidates for admission will present, (1) A certificate from the college entrance committee showing that the entrance requirements have been met, or one from the committee on advance standing and a certificate of honorable dismissal when the students seeks to enter an upper class. (2) One or more testimonials of good moral character. Satisfactory credentials will then receive final approval; instructions will be given with reference to the completion or correction of defective credentials; the student will be definitely informed regarding any necessary conditions. Students not prepared to elect a major will be assigned to some member of the faculty who will act as faculty advisor on electives until such time as the group and major shall have been determined. After matriculation is thus completed, the candidate will consult his faculty advisor in the preparation of his schedule and may then proceed to registration.

Students entering college later than the opening day should present themselves at the dean's office for matriculation at the earliest possible opportunity. (Drury College Academic Catalog, 1913-14)

Three themes were emerged to answer the second research question: What themes and patterns are present, according to archival images and documents that tell the story of



the collegiate experience at Drury University from 1873-1923? 1) Students Connectedness to Faculty and Staff, 2) Students were Expected to Uphold Christian Values, and 3) High Academic Expectations and Standards. The relationship between faculty and students both in and out of the classroom environment added to the richness of the student experience at Drury. The religious affiliation established by the Congregationalists established during the founding of the college permeated through the entire student experience. And finally, the academic standards expected prior to being accepted as a student to Drury College and in the classrooms once admitted was rigorous.

3. How were undergraduate students represented in archival images, documents, and additional resources?

To answer the third research question, how were undergraduate students represented in archival images, documents, and additional resources? Two themes emerged and included: 1) Student Created Representations of Student Life and 2) Academic Catalogs and University Publications. These two broad themes capture the representation of undergraduate students in archival data. The following subsections present a discussion of each theme and representative data collected from university archives.

#### *Student Created Representations of Student Life*

Student Newspaper articles as documented by students for students in *The Mirror* serve as a rich resource capturing the pulse of the campus. The student writers included calendars of upcoming and past events, wrote opinion articles, and honored student organization, athletic, and fine art events.

Cartoons/drawings were included in the annual student published yearbook titled Sou'Wester and in The Mirror. These cartoons utilize satire, humor, sarcastic references and mocking to document and share their thoughts of people and events.

The annual yearbook was published by students and included formal photographs of each student, student groups, a calendar of the events for each year, and written documentation of special events. Some yearbooks published photographs of the campus buildings specific events. In 1903 the first Sou'Wester was published. The students hoped to create a publication that would document the happy days of students at Drury College.

Greeting. This year the Sou'Wester appears for the first time, we hope that it will meet with the hearty approval of all. If these pages seem to deepen our love for old Drury, and in the future years, bring back recollections of dear days gone by, we shall not consider our labor to have been in vain. No matter how far we leave the old familiar scenes of the campus behind, may we never forget the happy days we spent together in. (Sou'Wester, 1903).

The majority of the images, documents, and text used in the research project were created by students. The student published news paper and annual yearbook were written by and for the students and are assumed to be an accurate portrayal of their thoughts, feelings, and opinions during the first 50 years. When searching for the student experience during the first fifty years, these images proved to be the most telling since they were expressed in the student voice.

#### *University Publications*

Academic Catalogs were published each year by the administration of Drury College. They served two different purposes: 1) to promote the College to perspective

students by highlighting the positive attributes Drury College could offer in hopes of recruiting new students and 2) to circulate the requirements for academic expectations. These Academic Catalogs were written in a formal voice and represented a clear cut view of the academic requirements, admission requirements, cost of attending, and the rules and regulations of the institution.

Official University Photographs were found in the archival images were mostly staged photograph. It is assumed the photography sessions were arranged by the faculty or administrators at the college to chronicle and preserve the history of the College. Formal photographs taken from 1873-1923 required preparation and setup. There were very few snapshots or action shots that were available.

In conclusion, without being able to speak directly with the faculty, students, and staff who were part of the Drury College Community during the first fifty years from 1873-1923, the archival documents housed in the Drury University library served as the primary source for understanding the student experience during the early decades.

The three research questions were asked and answered. Eleven themes were revealed to answer what type of student experience existed on campus, three themes were presented to document common patterns that occurred in the archival data, and two types of documents emerged as ways in which the student experience was documented.

The final chapter will provide a summary of the research project, introduce conclusions that can be drawn from the research project, and make recommendations for future research projects.

CHAPTER V  
CONCLUSIONS AND RECOMMENDATIONS

*Introduction*

The study is divided into five chapters. Chapter one is the overview of the entire study which includes the purpose of the study, the research questions that are expected to be answered, assumptions, delimitations, and limitations that will be made during the study. Chapter two serves as the background of the study and includes a summary the History of Drury College through present day, relevant history of Missouri, Greene County, and Springfield, and an overview of the status of education in Missouri from 1873-1923. Chapter three focuses on the methodology for the archival research conducted in this study. Included in this chapter is information on conducting imaged based research, where the images utilized in the study originated from, data collection, data analysis and the site of the study is highlighted. Chapter four is the largest of the research project. It contains the findings and includes the images, articles, and documents utilized in the project. This chapter will summarize the study, make recommendations for future research and discuss the findings.

*Summary of the Study*

This study focused on experience as a student at Drury College in Springfield, Missouri during the first fifty years from 1873-1923. Information was collected from archival images, documents, and photographs housed in the Olin Library on the Drury University campus. The majority of the images were taken from three different publications: The Mirror-a student news paper, the Sou'Wester-the annual student published yearbook, and the academic catalogs. The research questions examined in this project were as follows:

1. How do archival images and documents of Drury University's first 50 years describe the undergraduate student's experience, specifically in the area of their involvement and overall campus life?

2. What themes and patterns are present, according to archival images and documents that tell the story of the collegiate experience at Drury University from 1873-1923?
3. How were undergraduate students represented in archival images, documents, and additional resources?

The guidelines for analyzing information were borrowed from the field of sociology/anthropology and were utilized when drawing conclusions about what the archival images, articles, and documents meant.

- Has the researcher reported accurately what she or he has seen?
- Is the event reported on repeated enough times so that the single event can be understood to stand for a regularly repeating class of events?
- Do the events reported characterize the behavior of the group?

### *Conclusions*

1. How do archival images and documents of Drury University's first 50 years describe the undergraduate student's experience, specifically in the area of their involvement and overall campus life?

Ten themes emerged from the data. The themes include:, 1) Campus Housing, 2) The Drury Mirror, 3) Clubs and Organizations, 4) Greek Fraternities and Sororities, 5) Literary Societies 6) Athletics, 7) Fitness Activities, 8) Music, Pranks, Class Wars, and Traditions, 9) Annual Events, and 10) War Time. Based on the findings in the information presented in the student newspaper titled The Mirror, the annual student published yearbook titled the Sou'Wester, and documents from the archival collection at Drury University, the students appear to be engaged and involved in all aspects of student life. Even if they were not a participating member of an athletic team, a literary society, or a musical group, students attended the events held on campus. The required chapel service provided a daily common gathering for faculty and students and the requirement to leave campus and limited travel away from campus. The dormitory served as a focal point and the heart of the social life for the students. The hours spent out of class were

monitored carefully by staff in the dormitories while the satire documented through cartoons and in student news paper articles tell of a student culture of jokes, pranks, and general shenanigans.

2. What themes and patterns are present, according to archival images and documents that tell the story of the collegiate experience at Drury University from 1873-1923?

Three themes emerged from the data. The themes included: 1) Students Connectedness to Faculty and Staff, 2) Students were Expected to Uphold Christian Values, and 3) High Academic Expectations and Standards. The first being the dynamic relationship formed between students and faculty/staff. The academic rigor in the course of study and the investment made by faculty and staff to educate the whole student was evident in the relationships formed between the students and their mentors. The half- serious and half-humorous interaction was seen by the portrayal of the faculty personalities through cartoons, and the respectful way the students honored members of the community when they passed away. The strict nature of the academic and behavior expectations were both despised and respected by the student body. The faculty and staff who enforced the expectations were understood but mocked for their follow-through. The founders of the college grounded the religious culture of the college from the beginning; required chapel services and participation in local congregations set the tone for the student's behavior. The Christian expectations combined well with the final them of high expectations for the students both in and out of the classroom. Academic rigors were considered of the utmost importance while behavior and conduct were closely monitored.

3. How were undergraduate students represented in archival images, documents, and additional resources?

The majority of the images, documents, and text used in the research project were created by students. The student published news paper and annual yearbook were written by and for the students and are assumed to be an accurate portrayal of their thoughts, feelings, and opinions

during the first fifty years. The academic catalogs utilized were published by the administration and faculty and represent a clear cut view of the academic requirements, admission requirements, cost of attending, and the rules and regulations of the institution. Overall the students were represented in a respectful way that was appropriate for the time period.

Five overarching conclusions can be drawn from the data.

#### *Implications for Practice*

This study has implications in the field of higher education in that it provides a template of study for the same type of archival research at other institutions. Prior to the study, there were no similar archival research dissertations to reference format and methodologies. This type of research would be less cumbersome if institutions were able to allocate funding to digitize collections with the intent of making the historical documents more accessible.

This study has implications for the Springfield, Missouri community in that it provides an easier way to view archival images and documents. This style of summary encourages a concentrated study of the founding years of Drury College and the student experience during the first fifty years. It is possible this project will encourage more studies on particular areas of the institution and the impact it had on the surrounding area.

It is anticipated this study will open the door for other researchers to explore the history of Drury College and increase interest in archival images and documents. The information gathered can be shared with the college and local community and provides an opportunity for publication as a book highlighting the early years of Drury College.

#### *Recommendations for Future Research*

More in-depth research should be done on the pictorial history of Drury College. While two books have been written, images, photographs, and articles are not easily accessed by the general public. The time required to sift through the archival resources is tedious and specifically, there are numerous individuals, programs, and groups that warrant individualized

research and further documentation. Suggested research projects could include a focused study on any of the following subjects: athletics, student groups and organizations, Greek Fraternities and sororities, Music, Theater, Individual Faculty Members, students/alumni who achieved success after graduation, building projects and architecture, Drury College's relationship with the community, the religious affiliation and culture of campus, and comparing the Drury College culture to other institutions of higher learning during similar time periods. The possibilities of subject matter are limitless. The rich heritage of Drury College would allow for a number of different focused studies.

### *Summary and Discussion*

The research found five overarching themes that continued to appear in the data. They are as follows:

1. Student engagement-Students attended all events provided as part of the culture. The dormitories were a focal point of social events and interaction. It did not matter if the event was a concert, recital, play, athletic event, literary society reading or debate, or a shared meal, students attend the events. They did not need to be a part of the specific organization; they attended to enrich their collegiate experience. Their engagement continued after the event through discussions and evidence of their thoughts were shared as editorials and writings in the student publications.
2. Faculty and staff interaction with the students was present in all the data. There was a strong value placed on the value the relationships through photos and documents the tradition of liberal arts college and educating the entire student was continually represented.
3. Student humor and satire was demonstrated through cartoons, editorials and articles. The student voice was heard in the data and on most occasions, the students expressed their



thoughts through sarcasm and humor. The close nature of the relationships between faculty and students allowed for this type of printed banter and it did not appear to be upsetting to members of the Drury College community but instead it seemed to be a consistent part of the culture.

4. Establishment of traditions, some of which still remain part of the institutional culture today. Faculty and their spouse serving as host and hostess to a group of students and entertaining them in their home appeared in the data as a regular occurrence. That tradition still remains today.
5. Student entrepreneurship was an unexpected theme that materialized. Students provided their own firewood to heat the dormitories to save money, the organ for stone chapel was paid for in part by student fundraisers, the student newspaper was continually marketing itself and attempting to sell subscriptions, students financed their own way through college, and the Spencer Cottage cooperative was praised for their ability to provide an affordable well rounded meal plan for its residents.

The way in which the founders of Drury College grounded the college during the inaugural years played an important role in how the University functions today. As presented in this research, the student experience during the first fifty years was shaped and impacted by the college mission, academic curriculum, and how they chose to engage in their student experience.

If you were to remove the dates from the images, change the clothes on the students, and age the trees and buildings 150 years, you would find many similarities with the Drury College of 1873 and the larger Drury University of today. The focus on educating the whole student grounded in the liberal arts education, the importance placed on the faculty/student relationship, and the level of student involvement are very similar. Specifically, ongoing dialog and curriculum changes continue today as Drury University strives to keep up with changes in our global community. The tradition of strong relationships between our faculty, staff, and students

is why more of our students are more and more involved as they strive to take advantage of what is called “The Drury Difference.” The theme of the student voice being voiced and heard is also still alive today. The dialogue is not quite as eloquent and formal as it was during the first fifty years but the student voice is still there.

Drury College produced graduates who filled professional roles across the country and who continued to be actively involved as alumni and supporters of the institution. We have seen how doctors, lawyers, politicians, teachers, musicians, scientists, and writers all prepared for their business and professional years during their tenure at Drury College.

As presidents, faculty, and students weave their way in and out of the campus proper, one thing remained constant; the Mission of Drury College as set forth on opening day with the ringing of the chapel bell the college still focuses on educating men and women of character through a liberal arts curriculum.

During the first fifty years, Drury College survived war, The Great Depression, institutional financial struggles, construction/expansion, and administrative change. Through all of those growing pains, the institution was resilient and stood strong to become the institution we know today. On campus living, Athletics, Greek Life, Literary Societies, and involvement in the arts, all played a role in the overall student experience. We have seen how students at Drury College developed organizations, clubs, events, traditions and rituals and how these played a pivotal role during their college years. Their voice and engagement provided a foundation and culture which is still present on campus today. I am thankful to Professor Roulet, who years ago had the foresight to preserve and document the early years ago of Drury College. In his manuscript in 1899, he stated:

A day may come, when the early history of Drury College will be a matter of interest to many readers. Then these chapters written by a personal actor and witness of nearly everything related, will have a value. The material used has been catalogues, programs, addresses, and printed notices of every description, all of which are preserved... The story of Drury College, like that of all human undertakings and achievements, has also its mistakes to record, and differences of opinion among those in charge of the work, which at times stood in the way of its progress and once or twice threatened its life. Still, from first to last it I write a story of faith, of sacrifices, of struggles with poverty and debt, followed by rejoicings over happy deliverances from anxiety and trouble caused by the accession of new friends raised up for its relief in hours of darkness and imbue the old friends with fresh courage to go forward, in the good work. It is a story which tallies year by year substantial growth and progress, and demonstrates that a time, the means, the toil

and the lives which have been woven together into this effort will yet be in God's Providence receive ample reward. (Roulet, 1899. p 1-5)

Studies such as this are important because I believe we must know our history before we progress forward. This research process was possible because of the thoughtful preservation of archivists, historians, and all the dedicated students who wrote for The Drury Mirror, and who worked to publish the annual Sou'Wester yearbook. Through the documents and images saved from the beginning years of Drury College, I was able to capture a snapshot of the student experience at Drury College during the first fifty years. By understanding the history and traditions of the institution we can all benefit from examining the institutional experience. As we search for connections to the past, we can better understand our current status. Traditions run deep in organizations and reminding members of the current community of these traditions and their origins, we can strengthen our commitment and belonging. A prime example of a current practice is faculty and staff members hosting student dinners in their homes as part of our annual orientation schedule. Faculty hosting students in their homes is documented often in the archives from the inception of Drury College. Just as today, students treasure and benefit from the out of class interaction with faculty and staff. This is just one example of a part of the Drury culture that has sustained through the years. If someone were to take on a research project focused on liberal arts curriculum, athletics, the arts, student employment, the religious culture, town and gown relationship, etc compared to today's Drury University, I imagine many more traditions and connections would be discovered.

All institutions would benefit from searching archives for connections and explanations of where we have come from. Consider this research project an invitation to discover our histories.

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