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# NEBOSCOPE

SUMMER  
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To the Northeast Missouri State Teachers College  
with very pleasant memories of my  
experiences while there as a student way  
back in the late 70s and the early 80s, and  
with a feeling of gratitude and with cordial  
good wishes for the future. Sincerely,

John Pershing

# GENERAL JOHN JOSEPH PERSHING

by

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In old Alsace-Lorraine were laid the ancestral foundations that were one day to bring forth one of the greatest military leaders of all time. There the ancestors of John Joseph Pershing were born, and there they developed that sturdy, rugged, honest, Christian character that would in later years characterize the greatest son of that famous family. John Fletcher Pershing, the father of the distinguished General, came of that line, he having been born near Pittsburgh, Pa. He migrated to the vicinity of Laclède, Missouri, near the middle of the last century where he was married, probably about 1858, to Miss Ann Elizabeth Thompson. She was born near Nashville, Tenn., and though of southern birth, she joined her husband in ardent support of the cause of the Union, although hers was a divided family. One brother served in the Confederate army, and one in the Union army. She was evidently a woman of highest character, of firm convictions, and a splendid mother.

When John Fletcher Pershing first moved to Linn County, Missouri, he secured employment as a section worker for the railroad that later came to be a part of the Burlington system, but still is referred to as the "Hannibal and Saint Joe." When the war between the states broke out, Pershing became sutler, or purchaser of supplies, for the 18th Missouri Infantry, in which organization he served during the war. After the war he helped in many religious and philanthropic activities in and around Laclède. He was one of the founders of the Methodist Church in Laclède. He later left the employ of the railroad and became the owner and manager of a store in Laclède, and was at the same time postmaster. Some of his associates said of him that he enjoyed making money. He seems not always to have been wise in his investments, for his biographers tell of his having lost two sizable fortunes on the Chicago Board of Trade. In later years

he was a traveling salesman out of St. Joseph, Mo., and later out of Chicago. It was while living in Chicago that the elder Pershing helped establish the Hyde Park Methodist Episcopal Church, as well as the Hyde Park Branch Y. M. C. A. He seems to have been a good husband and father. It was the regular custom in that family for the father and mother to take their children to Sunday School and church each Sunday. In this atmosphere the three boys and three girls, of the nine children born to them, grew to maturity to be God-fearing, outstanding citizens. The elder Pershing served several years as Superintendent of the Sunday School, and he also frequently filled the pulpit in his church when that became necessary.

It was on June 13, 1860, that John Joseph Pershing was born to this Laclède, Missouri, family. There seems to be some difference of opinion as to the place of the future general's birth. Some of those who lived there at the time said that he was born "in a section house about 3,000 yards from the site of the old depot. The foundations," they say, "are still there." Some say that he was born in a rural area just east of the village of Meadville, and moved to the section house shortly after his birth. Be that as it may, it is certain that he first saw the light of day in the immediate vicinity of Laclède, and there attended his first school, a small, one-room building, about 18 by 20 feet in size. The interest that the father took in educational affairs is reflected in the fact that he was a member of the School Board for some time, and, in that connection, he helped establish the first graded school in Laclède. An old friend of the writer once described John J. Pershing, the boy, as a fine, straight, upstanding, rugged type of boy who held the highest standards of honesty and honor, and was ready to defend his ideals of right on occasion

should they be too severely challenged. He was a good, hard-working student who got results; not through his brilliance of mind, but by his untiring efforts, and tenacity. His roommate once reported a conversation he had with young John about ten o'clock one night when the two were busily engaged in the unfinished task of preparing the lessons for the next day, when the other boy asked, "John, how are you coming?" "Pretty stubborn," John said. The other boy replied, "Better go to bed, hadn't we," to which John replied, "No, Charley, I'm going to work this out." And I imagine he did. That attitude was to characterize him throughout his life.

After he had reached his middle to later teens, the future general sought to help the sagging fortunes of the family, and to make possible his own education by teaching school. His biographers say that, at the age of seventeen, the position of teacher of the negro school in Laclède became vacant, and his good mind, his sterling character, and not the least of his characteristics, his strong right arm, recommended young John for the position. He accepted the job, and served with satisfaction to all. He later taught in the Prairie Mound School, a rural school in Chariton County, to secure funds with which to attend the old State Normal School, later the Northeast Missouri State Teachers College, in Kirksville. He entered this college in February 1879 for five months study. The following year he spent ten months in study in that college, receiving the degree of Bachelor of Scientific Didactics on June 17, 1880. His courses in this college included American Literature, Etymology, Elocution, U. S. History, General History, Civil Government, Physiology, Spelling, Zoology, Rhetorical Expression, Arithmetic, Algebra, Geometry, Latin B, Drawing, Music, Art of Teaching, Teaching of Grammar, and Teaching of Arithmetic. He is credited on the official records of this college with having earned a total of 73.75 semester hours of credit. He earned 20 grades of 90 per cent or higher, and only four grades between 82 and 89. His lowest grades were in Civil Government and Physiology, in each of which he made a grade of 82 per cent.

Not long after his graduation from the Normal School, or possibly while

## Cover Picture - - -

Members of Blue Key National Honor Fraternity discuss Homecoming plans. The Homecoming events are scheduled for October 29th and 30th.

in the spring quarter of 1880 in school because of his limited finances, he decided to try for entrance to West Point. His standing in college at that time is well reflected in a letter received from Mr. Frank A. Swanger, an alumnus of the College, to President John R. Kirk. Mr. Swanger said of young Pershing, "Our class thought a great deal of John Pershing, and also of his beautiful sister. He stood well in his work, but was in the Normal only until he was called to West Point." An old friend of mine, the late Professor G. A. Smith of Chillicothe, Mo., related to me the details of the examination for entrance to the Military Academy. Mr. Smith and one other teacher were appointed to conduct the examinations. There were 18 boys taking the examinations. The formal examinations eliminated all but two, young Pershing and a boy named Higginbottom. These two had made exactly the same score on the examinations. It was agreed that the examiners should propose a sentence which each of the two boys would parse. They "parsed" sentences in those days. The sentence proposed, so my old friend told me, was "I love to run." Each boy submitted his results. Pershing said that "I" is the subject of the sentence; "love" the verb, and "to run" the object of the verb. The other boy concluded that "I" is the subject of the sentence; "love" the verb, and the phrase "to run" an adverbial phrase qualifying the verb. On that sentence parsing hinged one of the greatest military careers in our history. John Pershing received the appointment and shortly thereafter left to enter the Highland Military Academy in New York on the Hudson, where he did further preparatory work before taking on the duties of a West Point plebe. General Pershing in later years spoke very tenderly of the man who headed this academy, referring to him as "splendid old Caleb." In actual fact this prominent leader and instructor of young men was Colonel Caleb Huse, who was highly successful in his work in this academy.

His four years at West Point were about what one would expect of the lad who, at seventeen, had taken charge of a rough group of negro pupils and had made them like him. It was characteristic, also, of the boy who, the following year gave the bullying father of the school bully a sound thrashing when the parent came to the school to "whip" the teacher because he had made bold to discipline

his hitherto undisciplined son. He was not a brilliant student at West Point. He was graduated number 30 in his class in 1886 at the age of 26. He was president of his class of 87 men. His superiority is shown by the fact that the Superintendent of the Academy appointed John Pershing senior Cadet Captain in his fourth year. This was a distinguished honor for a student to earn, and one of which young Pershing was justly proud.

Second Lieutenant John Joseph Pershing was assigned to the Sixth Cavalry under General Miles and was ordered to the southwest where the Apache Indians were causing great disturbance, under the able leadership of the famous Geronimo, a name given him by the Mexicans. Thus, at the age of 27, in 1887, he led his unit in helping round up the troublesome Creek and Apache Indians. General Miles complimented Pershing in this campaign when the latter marched his men 140 miles over rough country with pack train in 46 hours, bringing every man through in good condition. This is characteristic of the military genius of the man in later life. He could do what, to most men, would appear the impossible, and, at the same time, conserve the physical well-being of his men. In 1889 he succeeded in rescuing a party of horse thieves and cowboys from a desperate situation when they were besieged by hostile Zuni Indians, without firing a shot. General Carr highly commended Pershing for this exploit. In 1890 Pershing journeyed northward to take part in the Battle of Wounded Knee in which the troublesome Sioux and the Dakota Indians were subdued. This battle was fought to avenge the disastrous campaign of General Custer against these same Indians.

On September 25, 1891, Lieutenant Pershing was ordered to the University of Nebraska to become Professor of Military Science and Tactics. His work there was highly satisfactory. While in this capacity, Pershing took advantage of a life-long ambition to study law. It is said that he wavered for some time in his decision as to whether he would become a lawyer or a soldier. It is said that he never intended to be a soldier for life. He received his degree in Law from this university in 1896, after which he was once more ordered into a campaign against the Indians. This time he won commendation in the campaign against the Cree Indians. Following this experience he had a brief tour of duty in

Washington at War Department headquarters of the Army. No matter where he was or what the duty, he never ceased to be a student, and he never ceased his most arduous labor to discharge his duty and to perfect himself in his profession.

These characteristics soon marked him as one who should be instructing young soldiers at his Alma Mater, West Point. He received this assignment June 15, 1897. Here he continued that quiet efficiency that had marked his days as a student, and as a soldier for eleven years in the west. The onset of the War with Spain caused Lieutenant Pershing to resign his post at West Point to join the old 10th Cavalry Regiment in which he took part in the campaign against Santiago, Cuba. It was in this campaign that he received the nickname "Black Jack" because he commanded the brave 10th Cavalry, which consisted of negro troops. His part in this war is modestly told by Pershing, himself, in an address which he delivered in the Hyde Park M. E. Church in Chicago on Nov. 28, 1898, in the church which his father had helped to establish years before. Tomlinson, in his *The Story of General Pershing* (p. 77) quotes at some length from this address. Pershing won a captaincy after the Battle of El Caney in 1898. In this battle his colonel commended him in these words: "I have been in many fights, and was all through the Civil War, but, on my word, he is the bravest and coolest man under fire I ever saw."

In 1899 he was transferred to the Philippines where the fierce Moro tribe under Aguinaldo was giving trouble following our occupancy of the islands. Here again, in every campaign, Pershing distinguished himself as a leader of men. He also demonstrated a remarkable ability to make friends with, and to understand the natives, and to win their confidence. Captain Pershing received the sad news of his mother's death as he was about to begin a campaign against the Moros. When the telegram was handed him he read it, turned pale, and then, without comment of any kind, gave the order to advance. That characterized him all through life. He showed the same trait in 1915 when he was on duty in El Paso, Texas, and received the crushing news that his wife and three small daughters had perished in a fire in the Presidio in San Francisco, only his small son, Warren having barely escaped.

Pershing was returned to the United

States in 1903 where he received the special thanks and commendation of Elihu Root, Secretary of War. He was married in 1905 to Miss Frances Warren, daughter of U. S. Senator F. E. Warren of Wyoming, who had admired the splendid young soldier when he appeared as a guest in the Senate chamber and she was in the gallery. In 1906, when General Chaffee found need of an officer of proven merit for a difficult assignment in the Philippine Islands, President Theodore Roosevelt promoted the Captain to a Brigadier General, jumping him 862 orders in the line of promotion, thus giving him precedence over many senior officers, which was almost unheard of at that time. In this new assignment he succeeded in establishing order in the Islands.

In 1916 General Pershing was in command of the El Paso patrol district on the Mexican border, and, when trouble arose because of the activities of the bandit, Villa, it was but natural that Pershing should be given command of the punitive campaign into Mexico. While he did not succeed in the capture of Villa, he did succeed in taking the regular army of the United States, and the National Guard and training them to become an efficient fighting army of well-trained men who would become the nucleus of the army which the following year was to go to France to strike the deciding blow for human freedom against the force of aggression that then threatened the peace and security of the world. He was made a full General in 1917, to become the fifth officer in the history of the United States to be given that rank, he having been preceded in that rank by Washington, Grant, Sherman, and Sheridan. Here, again, he was promoted over a number of officers who were his senior. Thus did President Wilson break a precedent, as President Roosevelt had done before him, in order to secure the best man available for a gigantic task.

In a series of unbelievable violations of her pledged word, Germany proceeded step by step to force the United States into the conflict. In 1915 it was the sinking of the Lusitania. In 1916 it was the torpedoing of the Sussex. Then she sent her submarines into our own American waters to sink the Stephano. It was probably the German note of January 19, 1917, in which she threatened unrestricted submarine warfare that finally made our participation in the war inevitable. President Wilson in his Flag Day

address in 1917 told the people in detail why we had been compelled to take up arms against Germany. The President acted more wisely than he then knew when he placed General Pershing in command of the American Expeditionary Forces. General Pershing landed in Liverpool on the S. S. Beltic on June 8, 1917, with his staff, and shortly thereafter he landed in France to be received by leading generals of the French and British armies, or their representatives. Our general assured our allies that "America has entered this war with the fullest intention of doing her share, no matter how small that share may be. Our allies can depend on that." And they did depend on that. After a very sincere welcoming period, during which the General visited the tomb of Lafayette and paid his respects, the commander of the A. E. F. got down to the serious business of fitting the American forces to their proper part in the titanic struggle then swinging in favor of the German army. Paris was seriously threatened, and the famous taxicab army streamed out from Paris to help hold the line that was gradually yielding under German pressure.

One of the first major decisions that had to be made was one that was to determine whether the American forces were to operate as units under American officers, or be absorbed into veteran French and British divisions. The conviction was firm in the minds of Marshalls Foch and Haig that our armies should be absorbed into existing battle-seasoned units. General Pershing was firm in his opposition to this view. He was determined that our troops should operate as American units, and this opinion was finally accepted. The result of this decision placed the veteran Marshal Foch of the French army in supreme command, but the American units operated as units under command of their own officers, with Pershing in command of our forces under Foch.

It was the American Marines who stopped the German drive at Chateau Thierry when the French commander had given up hope, and had even ordered retreat under pressure. Pershing then threw his forces against Saint Mihiel to pinch off that important German salient when he well knew that he had already agreed to have his forces ready to operate against the enemy in the Argonne on September 26. He had to conduct these operations without adequate preparation and without having in his opening

assault at the Argonne the crack divisions he had detailed to the Saint Mihiel salient. He made the Saint Mihiel jump-off on scheduled time, and was highly successful in that mission. Few if any now doubt that he could have driven on through Metz and into Alsace-Lorraine had he been free to do so, but he was committed to strike a maximum blow in the Argonne, which he did, although against huge odds.

Pershing had trained his men to shoot to hit. This seems to have been an important factor in the ultimate results. The 89th Division which contained many Missouri men, took part in the Saint Mihiel campaign and later joined the Argonne fight; while the 35th Division, which were National Guard troops, were a part of the main assault in the Argonne. The Kirksville company, Co. C, of that division was in this drive. Lt. Col. J. E. Rieger of Kirksville commanded a battalion in that drive against Exermont, and won the D.S.C. for heroism in that engagement. The forces under Pershing swept on at an unprecedented speed until the Germans had been driven back beyond Sedan, and surrender seemed the only way out for them. There is no doubt in the mind of anyone who knows conditions in that struggle but that the American forces under the masterful command of General Pershing were the deciding factor in the struggle. The French and British forces that had carried the fight so heroically up to that time were discouraged, and badly battered. The Germans had never faced such deadly fire as the trained marksmen from the United States hurled against them. They could not understand a soldier's standing, sitting or lying down and taking deliberate aim under battle conditions.

With surrender came the armistice on November 11, 1918, and the world celebrated with utter abandon the end of the most terrible war the world had ever seen up to that time. After the armistice General Pershing devoted himself faithfully to seeing to the proper care of the American cemeteries in France and Belgium, and to the return of his troops to the United States. The next ten years after 1919 were devoted largely by him to the caring for the final resting places of his boys who had fallen. He left nothing undone. When he had finally discharged every obligation to the war dead, he returned home to retirement,

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# THE ANIMAL WAY TO PEACE

*The questions of war and peace are of a vital concern to all of us. They shape the fate of all men and all nations, and determine the destiny of mankind itself. Until recently such vital questions as these have not been studied or taught scientifically at any of the institutions of higher learning.*

*The Northeast Missouri State Teachers College pioneered in introducing in 1940 a course for the scientific study of war and peace. The instructor who developed and taught this unique course is No-Yong Park, Ph.D. of Harvard, and a writer and lecturer of note. Recently, he published a book entitled "The White Man's Peace" in which he presented the main thesis which he developed while teaching that course. The book is creating a considerable interest throughout the country. In the words of James T. Shotwell, of The Carnegie Endowment for International Peace, New York, "it is unique in the recent literature of international relations."*

*Although not a biologist himself, Dr. Park studied the principles of war and peace among the animals several years. Strangely enough, from his study of the interspecies relations among the animals, he came to discover the main thesis which he expanded in his book. So, we take pleasure of presenting his article, *The Animal Way to Peace*.*

—Editor.

There are many idealists who are so ashamed of the brutalities of their fellowmen as to picture animal society as a blessed Garden of Eden. There are also many warmongers who, in their attempt to find justification for their bloody wars, paint the animal world as an arena of perpetual conflict. But the notion that animals renounced war and practice mutual aid as a matter of course is no more sound than the opposite view holding that they have no other business than burying their bloody teeth into the flesh of their victims. For the animal world, as our human society, is not only the home of the ferocious, hungry beasts constantly struggling for existence as presented by Charles Darwin, but it is also the abode of the meek, gentle and loving, who help one another in times of need and live and die together as companions of fate, as so romantically described by that noted Russian anarchist, Prince Kropotkin.

Roughly speaking, the animals are like human beings in that they enjoy internal peace with their in-group,

by

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though not without scrappings, but they suffer external struggle with out-groups almost constantly. The reason for this seems to be about the same as it is with men: the animals like us human beings, are so organized as to enjoy intraspecies peace on a small scale, but not so organized as to enjoy interspecies peace on a world-wide scale.

Living in a chaotic world the animals, like human beings, have been forced to learn to survive together the best way they know how. They have learned to huddle together in groups with their own kind for protection against hostile species. Some animals exist only in small groups as did primitive men, but others have built great animal empires which can be compared favorably with those of human beings

in scope, size, organization, moral integrity, social discipline, and mutual aid among their members.

One of the prairie-dog cities in the Middle Western United States covered an approximate area of 25,000 square miles with an estimated population of 400,000,000, which is equal to the total population of China. The coral polyps of Australia built together a magnificent metropolis, which we men call a coral reef, the reef which, according to Robert Hegner, is over 1,250 miles long, covering an area of 200,000 square miles, enclosing a channel from ten to twenty-five fathoms deep and thirty miles wide. When compared to this "Great Barrier Reef" of Australia, such cities as New York and London are only "one-horse" towns.

Now neither animals nor men can live together in groups without the observance of certain rules or codes, curbing the anti-social activities within the group and encouraging the cultivation of social virtues beneficial to the entire group. So many animals have learned, consciously or instinctively,



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to observe certain behavior patterns and to practice the principles of mutual aid and co-operation. Let us examine briefly how they actually carry out these principles in their society.

Because of the fact that the animals, like human beings, are possessed with strong parental instinct, all of them, even the goose and gander, pigs and skunks, do not fail to help their young against attacks. But the practice of mutual aid is not confined to family circles only. In fact, its application seems to be almost as wide and varied in the animal world as it is in human society. For instance, elephants have been seen helping their sick and wounded comrades. Dogs have been seen bringing bones to their companion helplessly imprisoned in a mountain crevasse. Rats have been observed feeding blind rats, crows feeding wounded companions, pelicans nursing their blind comrades, and the bluejays taking care of their aged and infirm.

The ants carry the program of mutual aid to the point where they spit out the food which they have already eaten and partly digested and feed a hungry member of the same nest. When a hungry ant asks for food, the other one with a full tummy regurgitates a drop of transparent fluid which is licked by the hungry one.

Strange as all these may seem, W. C. Allee, Professor of biology at the University of Chicago, states that the principle of automatic and spontaneous co-operation is "one of the fundamental biological principles" operating in the animal world. There are of course many other animals which have not learned to practice all the sacred principles of mutual aid and co-operation, but Allee insists that "animals in general are somewhat more co-operative than dis-operative."

The punishment of anti-social activities within the group is another interesting means of aiding social life among animals. In the case of bees, for example, the sentry at the gate kills off the robber bees, while not interfering with the movements of young bees which have lost their way into a "foreign" hive. If one of the ants refuses to give food to another ant wearing the same uniform of smell belonging to the same nest, it is said that he is treated as an enemy. If a lazy sparrow, says Kropotkin, steals a few sprays of straw from others' nests, the group interferes against the lazy comrade.

The animals do not seem to have courts of laws for the settlement of

their differences, but some of them seem to apply the principles of conciliation and intervention for the settlement of intraspecific disputes. Fr. Alverdes states in *Social Life in the Animal World* that if two domesticated hens fight with one another, a third cock which is superior in rank to both of them intervenes. When two male penguins fight, the females, like the ancient Sabine women, throw themselves between the fighters and separate them.

Most animals, however, appear to settle their differences by force. Hens and some fish establish their pecking order by physical combat. The bull elk or bull buffalos, when fighting over their females, do not go to arbitral courts; they usually settle the matter through direct physical combat. And the animals, like our modern nations, accept the decisions made by force only until they feel strong enough to change it. This naturally creates some intraspecific conflicts, or civil wars if you wish to call it, especially in the mating seasons. W. T. Hornaday believes, however, that most animals live at peace with one another far better than men do with their fellow-beings.

Because the animals in general observe certain social behavior patterns and practice mutual aid and cooperation within their group, the members of the same group naturally look upon one another as companions of fate and live together like brothers and sisters through thick and thin. But they have not yet learned to extend the sphere of mutual aid and co-operation to other species, as even we civilized men have not yet succeeded in learning to extend the sphere of co-operation beyond our national boundaries. Their interspecific relations are, therefore, very much like our international relations: both operate in the state of anarchy where there are no rules, no ethics and morals, and where the powerful takes what it wills and the weak yields what it must. Consequently, there is an eternal struggle for life between various species of animals, as between rival national groups in our human society.

Will the animals ever learn to extend the principle of mutual aid to interspecific relations? Will the wolf ever dwell with the lamb and the leopard with the kid?

There are many instances of mutual toleration or even mutual friendship between animals of different species. For instance, one of my students raised a mouse and a cat together. The two creatures sleep together and

play together like a pair of friendly twins. When they get up in the morning, the mouse jumps on the cat's back and the cat gives its companion a little ride before breakfast. If the cat and mouse can lie down together, why not the wolf and the lamb?

Ed Wheelan presents an incredible picture of a cat and a little bird playing together like real pals. The cat lies down contentedly on the floor with eyes half closed, and the linnet perches on the cat's paws and pulls on the whiskers, with as much ease as a child would pull on his grandpa's whiskers.

Captured animals, says Alverdes, often develop affection for a different species. An ape, for example, may be genuinely attached to a sheep or a pig, a rabbit, a parrot, or a bird of prey. Captive parrots once paired with a bird of a different species remain together, even when they later have the chance of pairing with their own species. Domesticated dogs protect their masters against other dogs, thus demonstrating the fact that blood is not always thicker than water. A young donkey foal which is placed among horses soon after its birth becomes so completely naturalized that when full grown it cannot be induced to pair with its own species.

But there are certain formidable obstacles which prevent or at least retard the realization of the animal millennium. One is that the animals are so numerous and their languages so diverse that not all members can become acquainted with each other. Another fundamental obstacle is that most animals have not learned the method of producing food and therefore they must catch their prey from other species and devour for survival. No one can expect that either animals or men can live together peacefully side by side when they devour each other.

Furthermore, the animals have no scientific means of organizing the countless species into a single unit, and it is physically impossible for them to set up an over-all machinery for co-operation, for the settlement of differences, or for the defense of one species of animals against another. There is little hope, therefore, for the wolf and the lamb to dwell together in peace at least for the time being.

The need of creating peace, however, is not as pressing to the animals as it is to our civilized beings. In the first place, the animals in general are not as belligerent and sanguinary as human beings, and rarely do they slaughter

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# GLENN FRANK MEMORIAL LIBRARY

by

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Memorials of many kinds have been established to perpetuate the memory of great personalities. Frequently the memorials have reflected the interests of the individuals so honored. What is more fitting to commemorate the personality of a great intellectual leader than a library which opens its doors to thousands of youths who come and go on a college campus eagerly seeking for inspiration and knowledge? When such a library is filled entirely with the best that has been written by the brilliant thinkers of past centuries,

and the books themselves have been coned over and pencilled with underscored passages by the one whose

memory is perpetuated, then that library is, indeed, unique and rare.

Such a memorial, known as the Glenn Frank Memorial Library, is soon to be dedicated on the campus of the Northeast Missouri State Teachers College, one of the oldest state institutions for the preparation of teachers west of the Mississippi River. The books for the library were presented to the college by the widow of the late Glenn Frank, Mary Smith Frank.

The five thousand books presented by Mrs. Mary Smith Frank composed the personal library of her husband and her son, Glenn Junior, both of whom met their deaths in an automobile accident in September, 1940. Glenn Frank, the one time boy preacher whose Alma Mater now houses the books he had collected and read over a period of thirty-five years never dreamed that some day these books, as well as those he was to author would be made accessible to the youth of his native state and to the college students of the institution where he received his first college education.

"Deeply read in life's most mighty books," were words of the philosopher-humorist, Opie Read, written in a letter in which he refers to Glenn Frank. Students who leaf through the books on the shelves of the Glenn Frank Memorial Library are impressed with the thoughtful manner with which Glenn Frank must have read during his formative years as well as during his later years. Underscored passages of significance appear again and again in the books, and one is inclined to think that the great thoughts of the master writers sank deeply into the consciousness of young Frank as he seriously reflected on his reading.

Could this youth who later became the president of the University of Wisconsin, this brilliant young educator, editor of the *Century Magazine*, noted lecturer, and political figure have taken for his life motto the passage he underscored when a young student in 1905 in the Kirksville Normal School which reads, "Study the age in which you live. Cultivate a restless longing to preach. Keep the inventive faculty healthy and active." Certainly the book by John Broadus, in which this passage is underscored, *Preparation and Delivery of Sermons* was a handbook for the youthful preacher circuit rider just as *The Bible* was a handbook



President Walter H. Ryle and Miss Ethel Hook, Director of Libraries, discuss cataloging of the huge collection. In the glass case in the background hang academic robes of the late Dr. Frank.

to a one-time lanky rail splitter who became a circuit riding lawyer in Illinois. How extensive a reader Glenn Frank was is evidenced by the wide variety of books in the donated library: travel, biography, religion, ethics, history, the classics, scientific volumes, sociology, psychology, industry, political economy and education.

Highly valued in the Glenn Frank Memorial library are the personally autographed books by Glenn Frank's contemporaries. Some three hundred and fifty books contain the signatures of the individual authors, and in many cases one finds brief friendly notes to Mr. and Mrs. Frank pasted on the flyleaf. Grant Wood, Sinclair Lewis, Padriac Colum, Cordell Hull, John McCormick, Calvin Coolidge, William Allen White, Woodrow Wilson, Charles A. Lindbergh, Amy Lowell, H. G. Wells and Pearl Buck are among the autographers.

Most unusual in the Glenn Frank Memorial Library are the files containing the lectures, addresses, and syndicated articles prepared by Glenn Frank over a period of twenty-five years. One is impressed with the versatility of the man and amazed at the enormous output of his keen intellect. Addresses to the alumni of Wisconsin University, commencement lectures, brilliant editorials, convention speeches of all kinds, lyceum lectures—all appear carefully recorded as to date and event. In the files of his numerous lectures appears a continent-wide commencement speech delivered at the request of the National Broadcasting Company in which Dr. Frank makes these statements: "Life is conquerable for your generation, both in the field of public policy and in the field of personal achievement. Keep your lives vibrant with a living sense of social responsibility." Knowing the

struggle young Frank encountered to get his education coming as he did from the rural school in the small town of Greentop, Missouri to the Kirksville Normal School in 1904, and being forced to stop at frequent intervals to pitch hay, paint signs, and do many odd jobs, one realizes the full portent of his advice to the college youth of the 1930's.

Glenn Frank made life conquerable in his day. Limited means did not prevent him from aspiring to great heights and John R. Kirk, President of the Kirksville Normal in the first two decades of the twentieth century aided and abetted him in his desire to enter Northwestern University in spite of discouraging advice from many of the boy's older acquaintances. His early aptitude for public speaking and his ease of expression, the result of his inveterate reading, brought him to

(Continued on Page 14)



This view of the Glenn Frank room shows but a small section of the thousands of books and manuscripts.

# ST. PAUL'S OF PALMYRA . . .

## *An Oasis of Culture on the Missouri Frontier*

*This is the first in a series of articles to be written on old academies of Northeast Missouri. Others will follow. Inestimable help has been given in the writing of this article by Mrs. Katherine Mackey of Palmyra, daughter of Dr. John Wainwright. In 1931 Mrs. Mackey wrote an interesting brochure entitled "The Story of St. Paul's College," Tales of the College Yard." Some of the material of this article is taken from this brochure with Mrs. Mackey's permission.*

—The Author.

In the northeastern section of Palmyra, Missouri, stand a number of buildings, now residential apartments, that were formerly a seat of learning in this "Athens" of Northeast Missouri. Because of the large number of classical institutions of learning located there, Palmyra was regarded as a seat of culture in the Ante-Bellum era of Missouri's history.

No one of the numerous academies and parochial schools contributed more to this title for the community than did St. Paul's College. Known first as "Governor Clark's Mission" this diocesan institution of the Episcopal Church of Missouri was founded in Palmyra in February of 1848. In 1847 George Rogers Hancock Clark, son of Governor William Clark of the Missouri Territory, gave to the Episcopal diocese of Missouri several hundred

by

*Pauline Dingle Knobbs*

Associate Professor of  
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acres of land on condition that a "mission school should be established at some point in the state best suited for the work." A parochial school organized by Rev. Thomas E. Paine had been in operation with varying success since 1840 at Palmyra. This school of Mr. Paine's was chosen by the Rev. Cicero S. Hawks, First Bishop of the Episcopal Diocese of Missouri, in August of 1847 as the site for the "Governor Clark Mission."

Citizens of Palmyra made donations for the "Clark Mission" stipulating that if the school were removed, they should have the right to reclaim their gifts without interest. The purchase price was \$1602.

The school started with uncertain financial backing for additional funds had to be raised through loans. The original St. Paul's college was located on a fifty-seven acre tract of land in the Northeastern boundary of Palmyra. This land was first granted to

Francis Coutely during the administration of John Quincy Adams. Later the abstract shows the transfer of this land to Rufus Easton, prominent leader in the early statehood of Missouri. In 1818 Rufus Easton sold it to Moses D. Bates, founder of Hannibal. In 1927, fifty acres of this land was donated to Marion County for "A Seat of Justice" by Mr. Bates. This plan did not materialize and in 1837 Francis C. Edmondson purchased fifty-seven acres of this land which included a three-room log house. Mr. Edmondson improved the house by adding weather boarding, tall mantels over the large fireplaces, and a vestibule opening on a luxurious porch from the middle room. An outbuilding was provided for the slaves of the household. This was the tract of land and buildings which the Reverend Cicero S. Hawks purchased in August of 1847 for the "Governor Clark Mission School."

In September of 1848 the school opened under the leadership of the Reverend William B. Corbyn, D.D., of Danbury, Connecticut. Mr. Corbyn had been trained in the old authoritarian ideas of school administration. He soon established a wide reputation for his ability to "take bad boys and make men of them," in the common parlance of the time. Four boarding students, three of them designated as charity scholars, and seven or eight day pupils formed the opening clientele. The two teachers were guaranteed "no salary but their living." Where and how they were housed is an unestablished fact of history.

In this same month of the founding of the school the construction of a new brick school building, fifty feet by twenty feet, was begun. One year later the school population had grown to twenty boarders and thirty day pupils. A third teacher was added to the faculty. For two years these three instructors gave their full time to the institution and their remuneration consisted only of board and clothing.

Additions to the buildings came rapidly through generous donations of friends of the Missouri diocese. In 1851 an addition fifty feet by twenty was made to the school building. A brick dining hall with basement kitchen was added as an ell to the three room dwelling. In 1852 another addi-



tion thirty-six feet by twenty-two feet was made to the school building with a two-story porch in the rear, finished above with rooms for students. This building had graceful buttresses between the windows and two gothic porticos. Besides classrooms and a dormitory, it contained the school's library and a complete chemical apparatus. In 1852 a teacherage was built in the form of a steep roofed two-room cottage with commodious attic space. The attic was reached by means of a ladder through an open hole in the ceiling.

In 1852 the Gothic chapel constructed of white limestone was begun. Palmyrians contributed \$1,600 toward its construction. In this same year a fourth teacher was added to the faculty.

In the summer of 1854 a new residence for the President was constructed. Patterned after English architectural design, steep roofed, and gabled, it was cruciform in shape. In every window was a cross from which four glass sections opened inward over the wide casements. Built of brick it was stately and impressive. This building which is still standing practically unchanged retains the "old world" appearance.

On February 24, 1853, by a special act of the General Assembly of the State of Missouri entitled "An Act to Incorporate St. Paul's College," the institution was given all of the powers and privileges of a university. The list of incorporators included the Reverend Cicero S. Hawks, Bishop of the diocese, Reverends Francis J. Clerc and W. B. Corbyn, and Dr. Moses McClintic, Daniel Hough, Job P. Doan, and Alfred Warner.

The school circular written by the Reverend George P. Giddinge and published by the *Quincy Herald* in 1855 announced:

"This institution has been in operation more than seven years. It comprises a Preparatory Department and a complete Collegiate course. Discipline is administered upon fixed principles and force is never employed until all gentler means have failed. The uniform of the college is a blue single-breasted frock coat with gilt buttons and a standing collar, white waistcoat, blue pantaloons, and cloth cap. Boys under fourteen wear jackets instead of frocks. Each boy comes furnished with bed and bedding (single bed), towels, and table napkins. The charge for tuition and board including wash and lights is \$175 per year. For tuition alone—\$30. For boys under

twelve years and others \$35. There is an extra charge of \$1 a term for general damages."

The teachers were listed with their assignments as follows:

President, The Reverend William B. Corbyn, A.M.

Professor of Mathematics, The Reverend George P. Comings, A.M.

Tutor in Latin, Joseph I. Corbyn, A.B.

Tutor in Modern Languages, Conrad Roischka, A.B.

The school is advertised at this time as second to none in the state. In 1857 it was closed because of a small-pox epidemic. Dr. Corbyn resigned and was succeeded by the Reverend S. Y. McMasters. In 1861 after the outbreak of the Civil War Mr. McMasters became a chaplain in the Federal Army. Dr. Corbyn again took over the school and refused to take the oath of allegiance required of all preachers and teachers in Missouri. As a result the ill will of the Federal officers quartered in Palmyra was vented upon St. Paul's. Union soldiers were quartered in the buildings and the gothic chapel was used as a stable for the horses of the Federal cavalry. The notes of the school went unpaid and it would have been sold at public auction in 1863 had not the Reverend F. B. Scheetz and Mr. Alfred Warner paid the notes. They were later reimbursed by Bishop Hawks.

In 1864 Dr. Corbyn bought the whole property and proceeded to organize the school in his own way. Discipline

became quite strict. Mild measures included manual labor out of school hours such as chopping wood or grubbing up buckberry bushes and stumps. Severe penalty meant two days in the cellar on bread and water watched by two shepherd dogs, Brutus and Casius. These dogs were trained to catch a boy by each arm. Escapes were sometimes attempted. The goal was old Marion City on the Mississippi where boats to all points south,—St. Louis, Cairo, and New Orleans, could be had. It was said to be a familiar sight to the townspeople of Palmyra to see Dr. Corbyn jogging along on his pony, Socrates, back of rueful looking boys apprehended in their breaks for freedom. The story is told that one of these returned escapees was a lad named Billy Garrison. Years later Dr. Corbyn was in New York and inquired the price of a ticket to England at the steamship office. "Name please," said the ticket agent. "William Corbyn," replied the teacher. "Nothing to you, Sir," said the agent to the Doctor. "You made a man of me—that pays for your ticket, I am Billy Garrison."

In 1869 under the Reverend C. F. Robertson, third bishop of Missouri, the school was reorganized in an attempt to bring it to a real collegiate level. The teachers and their fields were listed as being:

Reverend C. F. Robertson, D.D.—President and Lecturer on ecclesiastical polity.

Reverend W. B. Corbyn, D.D.—



Building erected as home for president of St. Paul's College in 1854.

Warden and Professor of the Greek and Latin languages.

Reverend Robert Corley—Professor of Mathematics and Natural Philosophy.

Reverend F. B. Scheetz—Professor of Pastoral Theology.

James G. Armstrong—Professor of Hebrew and English languages and Metaphysics.

J. T. Mendenhall, M.D.—Lecturer on Natural Science and Physiology.

Honorable Edward McCabe—Lecturer on Constitutional Law and Political Economy.

The property valued at \$15,000 to \$20,000 consisted of several brick buildings and twenty-three acres of land. The school failed to prosper as had been anticipated and in 1870 Dr. Corbyn resigned. The property entailed with a mortgage was sold to the St. Paul's College Corporation in St. Louis in whose possession it remained until 1877.

In 1871 Reverend Montgomery Schuyler, D.D., Dean of Christ Church Cathedral, St. Louis, and a trustee of St. Paul's was summering at Salisbury, Connecticut. He told the Rector of St. John's Church, Reverend Jonathan A. Wainwright, that he was greatly needed in Missouri to help out St. Paul's college. Dr. Wainwright left his wealthy congregation and came west in October of 1871 with his wife and three daughters. The trip of three days was of great hardship and when these cultured people beheld the muddy streets of this frontier

town it presented a most discouraging outlook.

When St. Paul's was opened this time the college part did not materialize for Dr. Corbyn came to Palmyra from Quincy, Illinois, to report to Dr. Wainwright that the sum total of the institution's finances totaled "Ninety dollars salary included." A new regime was instituted for St. Paul's based on an effort at human understanding. Gone were the dogs and solitary confinement measures, but still St. Paul's found it difficult to compete with the newly organized public or "common" schools of Palmyra. For three years Dr. Wainwright labored to rebuild the institution to its former academic status. Then he resigned to assume a pastorate in Denver, Colorado. His place as Warden or Headmaster of St. Paul's was filled for one year by the Reverend F. B. Scheetz. In 1875 the Trustees offered the property to Dr. Wainwright, but he did not purchase it until 1877 paying \$5359.00 for it, although it had been valued at \$20,000.

Dr. Wainwright then reorganized it as a co-educational school and St. Paul's flourished with a capacity load of thirty-two boarding pupils and a large local day attendance. Sixteen girls, housed in the President's home were too many and Dr. Wainwright closed the school in 1881 for remodeling and construction of more adequate dormitory facilities. In the meantime a serious affliction had overtaken Dr. Wainwright and he was becoming very deaf. He sought in vain for a suitable headmaster to assist him, but with the remodeling of the building at a cost of \$3,000 completed, St. Paul's again opened its doors. For several years it again enjoyed a period of prosperity. Pupils were registered from all parts of Missouri and from the States of Louisiana, Mississippi, Colorado, Illinois, Kansas, and Montana. A clipping from *The St. Louis Republic* dated June 16, 1888 described the commencement exercises of that year as "a very brilliant affair attended by five-hundred guests." The faculty consisted of five teachers and the music department of St. Paul's became quite outstanding. But only one year more of life existed for this center of culture. The expense of its maintenance was too great and St. Paul's activities closed with the Commencement exercises of June of 1889.

Dr. Wainwright continued his ministerial duties in Palmyra as rector of St. Paul's Episcopal Church until his death, November 16, 1898. With his

family he brought to Missouri the culture and polish of the seaboard New England section. His brilliant wife Caroline H. Wainwright was a queen among the cultured and refined women of old Palmyra. His daughters, Harriet, who married the Reverend John Evans, later rector of St. Paul's Episcopal Church in Palmyra, and Miss Katherine Wainwright, the wife of Joseph Warren Mackey of Palmyra, continued to contribute to the musical life of this frontier area. Mrs. Mackey, who still lives in Palmyra, continues her contribution to the literary and cultural life of the community.

Dr. Corbyn, the earlier headmaster of St. Paul's, resided in Quincy, Illinois until his death on March 27, 1902. In that city he founded the church of the Good-Shepherd, maintained a private school, and later became principal of the Quincy High School. He, too, was a man of dynamic personality, boundless energy, high ideals, and great faith that out of the west there would come a culture and educational leadership that would be vigorous, clean, and purely American. Born of frontier hardship and difficulty these early educators believed that a new culture would arise that could lead the world. In the light of the physical and financial sacrifices made by these early teachers, no tribute is too great for the educational world of today to pay to their confidence and faith. Here in the wilderness they planted on high hills small candles of learning whose gleams have shed their lights afar. Before the records of their efforts we bow in a tribute of silent appreciation for the foundations which they so firmly established for western education.

### Some K.S.T.C. Grads

Irene Mason, 1928, is teaching commerce at the Huntsville, Missouri, High School.

Birney Collins, 1939, is now teaching agriculture in the high school at Winterset, Iowa.

Orela Israel, 1933, is employed as English teacher at the Huntsville, Missouri, High School.

Mary Quinn, 1947, commerce major from Salisbury, Missouri, is teaching in the high school at Milan, Missouri.

Martha D. Brockman, 1941, formerly of Huntsville, Missouri, is teaching English at West Plains, Missouri, High School.

Floy H. Boone, 1943, is Superintendent of Schools at Wyaconda, Missouri. Floy was a major in music during his attendance at K. S. T. C.



Reverend Jonathan Wainwright

# MISSOURI: HEART OF THE NATION

## ART EXHIBIT

by

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The state of Missouri has a history rich in art. The broad sweep of her rivers, her rolling hills, the vast expanse of her plains, and the visages of her staunch people have captured the imagination of countless artists through the years. In the early days itinerant painters, mostly unschooled, traveled the land painting scenes and portraits for their livelihood. Many a Missouri living room, attic and museum can boast of one or more of these "primitives." During the mid 19th Century George Caleb Bingham and Charles F. Wimar, native sons, were to paint works so impressive as to place them in the class of America's "Old Masters." Bingham painted the people great and small, and the stirring times which preceded Missouri's statehood, from pioneer days through the years of the Civil War. Wimar painted the Indians and their way of life. Although a white native of the state, he lived so long with the Indians that he was commonly taken for one of them. As the 19th Century closed, Missouri had many native artists working at home and abroad. And today the state can boast of a fair share of the nation's finest. Thomas Hart Benton, Fred Conway, Frederick James, Fred Shane, and Wallace Herndon Smith are but a few who have gained fame in the world of art. Like Benton, many native artists have traveled widely, studied in many schools in America and in Europe. But the lure of their home state has brought them back, and like Benton's, some of their best works are being painted in Missouri today.

Scruggs, Vandervoort, Barney, Inc. of St. Louis in 1946 commissioned 14 outstanding artists to paint typical Missouri scenes to be made up into an exhibit to be sent throughout Missouri and the surrounding states. The exhibition was brought to Kirksville for two weeks in October through the efforts of Mrs. Roy Anderson, Mrs. Ralph Eggert, Mrs. J. H. Neville, Mrs. G. R. Gibson, Mrs. Roy Fickel and Mrs. Lewis Baum, under the sponsorship of the Sojourners Club.

The exhibit, valued at more than \$100,000 was composed of 96 paintings. Besides Missouri artists Conway, James, Shane and Smith; other top artists: Peter Hurd, Adolph Dehn, Aaron Bohrod, George Schreiber, Ernest Fiene, Lawrence Beall Smith and Jackson Lee Nesbitt, are represented.

es of these artists. Peter Hurd chose spirited stallions and the inevitable Missouri mule as his favorite subjects. Adolph Dehn rendered natural farm scenes which proved popular with the crowds which visited the Sojourners Club. George Schreiber's "Hog Killing at Nixa" and Fred Shane's historical scenes around St. Genevieve were great favorites.

Crowds far exceeded the 2,000 which the club had estimated would be in attendance. School children were brought to the club by bus and car. Visitors from La Plata, Edina, Novinger and from outside the state placed their names on the register. The show proved to be so popular that the club hopes to promote another civic enterprise of the same caliber in the not too distant future.

Their works include oils, watercolors, tempera, gouache and wash sketches, and pastel drawings.

Nearly every locale and activity of Missouri is depicted in the exhibit. The Ozarks, lead and zinc mines, rivers and hills, farms, cities, stockyards, history and folklore, and industry comprise subject matter for the brush-



Visitors to the Heart of the Nation Art Exhibit regard "Farm Auction" by Nesbitt

Ivan Davis, 1929, is now Superintendent of Schools at Bible Grove, Missouri.

John A. Rauh, 1928, is employed as Superintendent of Schools at Brunswick, Missouri.

Carver Forrest, 1942, who majored in English, is Superintendent of Schools at Elmer, Missouri.

Annie Pattinson, 1933, who is a social science major, is teaching the third grade at Huntsville, Missouri.

Louis Burkel, 1940, music major from Jefferson City, Missouri, is teaching in the Falls City, Nebraska, High School.

Willo Kincaid, 1940, elementary education major from Marceline, Missouri, is teaching the sixth grade at Decatur, Illinois.

B. V. Rosser, 1947, formerly of New London, Missouri, is teaching mathematics and science in the Virginia, Illinois, High School.

Berle Adams, 1930, whose home town was Clarence, Missouri, is now basketball coach at the Southeast High School in Kansas City, Missouri.

### —General John J. Pershing

(Continued from Page 5)

but not to actual retirement from the army. He remained on active duty to the end, and never lost interest in the defense problems of the nation, or the welfare of the veterans who had fought so bravely with him for victory over despotism. It was with great difficulty that he spoke the farewell words on that cross-studded hillside in the cemetery at Romagne, when he said, "Dear Comrades, farewell." His voice almost choked with emotion as he uttered those words. His tender devotion to his men then characterized his interest in their welfare as long as he lived.

His later years were spent in Walter Reed Hospital in Washington, D. C., where he continued as keenly interested in every problem of national welfare, and of national defense as he had been in his prime. At the ripe age of 88 death took him on July 15, 1948. His funeral in Arlington National Cemetery was an occasion of national mourning. The sturdy Missouri lad who had made such an outstanding record as a student in the old "Normal Number One" in Kirksville, and who had never intended to devote his life to the military service, was laid to rest in a hero's grave. His memory will be revered by all patriotic Americans for all time to come. "He now belongs to the ages."

## ALUMNI NOTES

Howard Keith, 1942, is now commerce instructor at Sylvia, Kansas.

Max Bozarth, spring, 1948, is commerce instructor at Toluca, Illinois.

Aaron Horn, summer, 1948, is commerce instructor at Kanawka, Iowa.

Ruth Owens, 1942, is now located at the high school in Excelsior Springs, Missouri.

Anna Lee Woods, 1929, is teaching social studies in the Huntsville, Missouri, schools.

Carl V. Roach, 1930, is teaching mathematics in the high school at Sullivan, Missouri.

Cliff Williams, 1948, is manager of a bus line for the Celco Corporation of Pearisburg, Virginia.

Alexander Yaskiw, 1939, a physical education major, is now coach at Passaic, New Jersey, High School.

Minnie Rae Boulware, spring, 1948, is employed as elementary teacher in the Moberly, Missouri, Public Schools.

Evelyn E. Powell, 1942, now has the position as music instructor in Missouri Valley College, Marshall, Missouri.

Marjorie Brockway, 1945, has a position as commerce instructor at the Moberly Junior College, Moberly, Missouri.

Mildred Cragg, spring 1948, is employed as Vocational Home Economics Instructor in the Keosauqua, Iowa, High School.

Mrs. Claudine Triplett, 1935, is supervisor of vocal music in the Moberly, Missouri, Schools, where she has been located since 1947.

Zella Bogguss, summer, 1948, formerly of Wyaconda, Missouri, is teaching the third grade in the Decatur, Illinois, Public Schools.

Charles Jeffries, 1938, is employed as Superintendent of Schools at Oregon, Missouri. He was an English major while attending the Teachers College.

Mrs. Huella Griffith Darling, 1947, whose home town was Jamesport, Missouri, is teaching commerce and social science in the high school at Basin, Wyoming.

Noel Turner, 1945, speech major from Brian, Iowa, is teaching school in San Francisco, California. His address is: 829 Baden Avenue, San Francisco, California.

Mrs. Dorothy Jean Taylor Munski, 1943, is teaching in a consolidated school district near Marshalltown, Iowa. Her address is: 102 North Ninth, Marshalltown, Iowa.

Hilda Harbert, summer, 1948, is teaching the sixth grade at Keokuk, Iowa.

Marguerite Vodicka, summer, 1948, is teaching the first grade at Decatur, Illinois.

Aileen Cosby, spring, 1948, is commerce instructor at Moulton, Iowa, High School.

Vaughnie Guffey, spring, 1948, is teaching social science at the Pueblo, Colorado, High School.

Clifford Cosby, spring, 1948, is industrial arts instructor in the Moulton, Iowa, High School.

William Carr, spring, 1948, is teaching commerce and economics in the high school at Preston, Iowa.

Lloyd Marshall, 1931, formerly of Pattonsburg, Missouri, is Superintendent of Schools at Wakenda, Missouri.

Helen Caldwell, 1940, formerly of Milan, Missouri, is elementary supervisor and art instructor at Burlington, Iowa.

Norman Little, 1947, formerly of Williamstown, Missouri, is teaching Social Studies at the Union, Missouri, High School.

Clifford Bryan, summer, 1948, is basketball coach and assistant football and track coach at the DeSoto, Missouri, High School.

### —Glenn Frank Library

(Continued from Page 9)

the notice of the president of Northwestern University. He became executive assistant to the president in 1912. Life continued to be conquerable by the young man, for he landed in the literary world when he was offered the associate editorship of the *Century Magazine* in 1919. Later, he became editor of the *Century Magazine* and then he rose to new heights when elected to the presidency of the University of Wisconsin at the age of thirty-eight.

Showered with honors by Michigan, DePauw, Northwestern and Temple Universities, as well as Rollins College, he became a national figure. The hoods which were presented to him from these great institutions are now in a large glass case at one end of the Glenn Frank Memorial Library and are reminders of the distinction he achieved. This son of a village school teacher never wavered in his loyalty to his old Normal School where he graduated in 1906, and his name will be revered by thousands of youths fortunate to be inspired by the books that stimulated and challenged Glenn Frank.

## ALUMNI NOTES

Hulda Hedberg, spring, 1948, is teaching the fifth grade at Keokuk, Iowa.

Edgar Mabry, spring 1948, is an itinerant agriculture teacher at Washington, Iowa.

Betty Remmert, spring, 1948, is teaching commerce and music at Northboro, Iowa.

G. N. McReynolds, spring 1948, is teaching science at Maysville, Missouri, High School.

Calvin Hale, summer, 1948, is teaching mathematics at the Bevier, Missouri, High School.

Dan W. Roberts, summer, 1948, is teaching industrial arts in the Seymour, Iowa, High School.

Mary Roberts, summer, 1948, is commerce instructor in the Moravia High School, Moravia, Iowa.

Norma Sue McAfee, spring, 1948, is art instructor in the Junior High School at Hammond, Indiana.

Mrs. Fannie Brummall, summer, 1948, is commerce instructor at the Salisbury, Missouri, High School.

Ada May Menze, spring, 1948, is teaching girls' physical education in the Kirksville, Missouri, High School.

Mary Lierly, 1947, of Trenton, Missouri, is teaching English and speech in the high school at Concordia, Missouri.

Ada Belle Rice, spring 1948, is Vocational Home Economics instructor at the Unionville, Missouri, High School.

Chester Lee Sutton, spring, 1948, is teaching science and industrial arts in the Junior High School at Mexico, Missouri.

Iva Marie Emmons, spring, 1948, is teaching social science and English at the Shelby High School, Purdin, Missouri.

Ercil Ewing, summer, 1948, formerly of Philadelphia, Missouri, is teaching English in the Memphis, Missouri, High School.

Riley E. Singley, spring, 1948, is physical education instructor in the high school and elementary school at Vandalia, Missouri.

Earnest Wayne Phillips, spring, 1948, is mathematics and general science teacher in the Unionville, Missouri, High School.

Carolyn Hamilton, spring, 1948, whose home town is Kirksville, Missouri, is teaching in the elementary schools in Ottumwa, Iowa.

Ethelyn Franklin, spring, 1948, whose hometown is Kirksville, is teaching mathematics and general science at the Bynumville High School, Bynumville, Missouri.

William Lemaster, summer, 1948, is an itinerant agriculture teacher at Washington, Iowa.

Helen Thompson, spring, 1948, is teaching in the elementary schools at Seattle, Washington.

Virginia Ruth Novinger, summer, 1948, is employed as second grade teacher at Tipton, Iowa.

Hudson Vollie Turner, summer, 1948, is teaching commerce at Keosauqua, Iowa, High School.

Cecil C. Ross, summer, 1948, is teaching mathematics and physics in the Eldon, Iowa, High School.

William Heinberg, summer, 1948, is employed as science instructor in the Kirksville, Missouri, High School.

Evelyn Phillips, spring, 1948, is teaching art and speech in the Raytown High School, Raytown, Missouri.

Benjamin B. Rockwell, summer, 1948, is commerce and mathematics teacher at Edina, Missouri, High School.

Bill M. Simmons, summer, 1948, whose home town is Kirksville, is physical education instructor at Milan, Missouri.

Geraldine Van Dyne, summer, 1948, is teaching in the elementary school in the Des Moines Public Schools, Des Moines, Iowa.

### —Animal Way to Peace

(Continued from Page 7)

more than will satisfy their hunger. Secondly, they are not equipped with scientific weapons of mass slaughter, and are incapable of bringing about their self-destruction. So, the animals can still live on as usual without banishing wars, without forming peace societies, without signing peace treaties, or establishing an animal's United Nations.

In summing up, the animals have neither the intelligence nor the means of outlawing warfare among them. But they still can survive without learning to unite all species of animals for peace because their power of destruction is limited. But with man it is different. He has the intelligence and the means of extending the sphere of co-operation over all nations. At the same time, he is endowed with an unlimited power of destruction. Therefore, if he should fail to unite all mankind for mutual protection, he will probably bring about his own destruction.

Hazel Elsea, summer, 1948, is teaching in the Kansas City School system.

Helen Jeanette Bross, summer, 1948, is teaching the first grade at Ferguson, Missouri.

Della White, summer, 1948, is teaching the first grade at King City, California.

Don Earl Williams, summer, 1948, is teaching in the high school at Mercer, Missouri.

Paul Gardner, summer, 1948, is industrial arts instructor at the Eldon, Iowa, High School.

Lilburn L. Via, spring, 1948, is commerce instructor at Greysbull, Wyoming, High School.

Maxine Walker, spring, 1948, is teaching English at the Springfield, Illinois, High School.

Lyda Jeanne Cleaver, summer, 1948, is teaching commerce in the high school at Easton, Illinois.

Louis P. Wright, spring, 1948, is industrial arts instructor in the high school at Avon Park, Florida.

Lloyd Collins, spring, 1948, is teaching social science and speech in the high school at Moulton, Iowa.

Elliott S. Pearson, spring, 1948, is teaching history and is coach at the Unionville, Iowa, High School.

Francis M. Walter, Jr., summer, 1948, is teaching social science in the high school at Canton, Missouri.

Bernard G. Novinger, summer, 1948, is teaching mathematics and science in the high school at Ilasco, Missouri.

Eunice Duell Pearce, summer, 1948, is teaching commerce and English in the high school at Baring, Missouri.

Elsie Sutton, spring, 1948, is employed as commerce instructor at the Nauvoo High School, Nauvoo, Illinois.

Lewis Lloyd Coghill, summer, 1948, is employed as industrial arts instructor at the Wentzville, Missouri, High School.

Wayne C. Gardner, summer, 1948, is high school principal and teaching social studies at Wentzville, Missouri, High School.

Richard M. Kimble, summer, 1948, whose home town is Baring, Missouri, is teaching mathematics and is assistant coach at Oakwood, Illinois, High School.

Jane Young, summer, 1948, whose home town is Trenton, Missouri, is teaching music in the elementary school and high school at Westboro, Missouri.

Paul J. Whalen, Jr., spring, 1948, is playing semi-pro basketball for the Caterpillar-Tractor Company, Peoria, Illinois. His address is: 1326 Howett Street, Peoria, Illinois.

# ALUMNI NOTES



Monroe Kelly, spring, 1948, is coach at Huron, Iowa, High School.

Ruth G. Priebe, summer, 1948, is teaching in the elementary schools at El Paso, Texas.

Mrs. Lulu Belle Evans, summer, 1948, is teaching the third grade at Rolla, Missouri.

Christine VanFossen, summer, 1948, is teaching the third and fourth grades at Decatur, Illinois.

Ralph Spires, summer 1948, is commerce instructor in the Vandalia, Missouri, High School.

Karl O. Nuhn, summer, 1948, is Principal of the elementary schools at Raytown, Missouri.

Dorothy Myers, summer, 1948, is teaching in the elementary schools of Kirksville, Missouri.

Helen Agnes Moss, summer, 1948, is teaching the third and fourth grades at Bucklin, Missouri.

Glenn Dale Riley, spring, 1948, is teaching agriculture in the high school at Washington, Iowa.

Margaret Jellum, summer, 1948, is teaching in the elementary schools at San Diego, California.

Joe E. Henry, summer, 1948, is teaching social science in the high school at Eldon, Iowa.

Opal Jeffries Evans, summer, 1948, is commerce instructor at Guthrie Center, Iowa, High School.

Leroy K. Mustoe, summer, 1948, is coach and commerce teacher at Breckenridge, Missouri, High School.

Robert Lear Feaster, summer, 1948, is teaching social studies in the Junior High School at Ottumwa, Iowa.

Leota Harrison, summer, 1948, is physical education instructor in the high school at Burlington, Iowa.

Mrs. Ruth Shobe Tunnell, summer, 1948, is teaching in the elementary schools at Chillicothe, Missouri.

Earleen Crawford Webber, summer, 1948, is teaching English and speech at La Plata, Missouri, High School.

Emil Morlan, summer, 1948, is teaching mathematics and physics at the Bloomfield, Iowa, High School.

John William Taylor, summer, 1948, is coach and teaching social science in the high school at Edina, Missouri.

Raymond Shelton, summer, 1948, has been employed as social science instructor at Bloomfield, Iowa, High School.

# NEMOSCOPE

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