# Pre-Cordrey Era, 1907-1914

## **Historical Context**

According to Jimmy Bryant (personal e-mail), Arkansas State Normal School began on May 14, 1907 since this is the day that the state legislature approved the bill, written by John James Doyne, who was originally from Virginia and would be the institution's first president, and introduced by Arkansas state senator Otis T. Wingo, originally from Weakley County, Tennessee. The original language, according to Worley, p. 2, was that the purpose of the Arkansas State Normal School was "the preparation and training of white persons, both male and female, citizens of the state and desiring to teach therein."



Caption: Model school building in which students learned how to teach by watching experts teaching actual students.

The first African American to be a student on campus would not happen until 1956 (Bryant, "From the UCA Archives: A Brief History of Desegregation at UCA," February 11, 2012, *Log Cabin Democrat*). Potential students were offered free tuition as long as the students worked on the Normal's farm and promised to teach in the state for two vears after graduation (Bryant, The Centennial History of the University of Central Arkansas, p. 13, Worley, History of Arkansas State Teachers *College*, p. 3). Four other locations for the state normal were considered: Fort Smith, Russellville, Quitman, and Benton. Conway edged out the competition with an offer including property, utilities, and the promise of connecting the property to the town. Ex-governor Donaghey raised funds in Conway for the new school and recalled "it was the easiest in which he had ever participated...he raised forty thousand dollars in forty minutes" and this was in a town that was "less than 3,000 and its trade area made up entirely of farming operations" (Minton, p. 16). The site, was, as Worley, p. 10, noted "far out in the country," with most of the property between the current site and the edge of the old residential area, about a mile, being vacant. In fact, part of the agreement for the establishment of ASTC was that the city would build "a concrete sidewalk all the way from the front entrance of the building to the down-town section of the city....a little over a mile and a half" (Worley, p. 10).



1916 picture of campus with the first building on campus, later to be called the Science Building and then officially the Cordrey Building in 1950, in the foreground, located on the site of the current Burdick Business Administration Building. The Model School is on the left and Doyne Hall, the women's dorm, on the right. This picture was taken from the corner of Donaghey and Bruce, looking southwest.

Aside from competition from other cities, the bill had a difficult time passing, with much opposition from the state house. Doyne lobbied diligently for the bill to pass and, with help from the Arkansas Farmers' Union, the bill passed both the state house and senate. It is interesting to note the connection between the farmers in the state and the creation of a normal school in Conway. As Worley, p. 1, notes "The advocacy of a state normal by the farmers shows that the normal school idea was associated concretely with the purpose of advancement of rural life." The fact that Arkansas was largely rural and agricultural at this time was noted by H. L. Minton in *History of UCA*, p. 68: "Most rural schools were operated in split sessions to conform to the two slack periods of work by children on the farm - a winter session and a summer session." Another example of the strong connection with agriculture was the Normal Farm that existed on the western side of the current UCA campus. Each student was given "a piece of ground 50 by 10 feet to grow crops of his or her choosing" (Bryant, p. 18). As noted in the 1915 *Scroll*, the Normal Farm supplied the school with food and provided an "educational function in that it serves as a working laboratory for the practical study of agriculture by the students." At that time, the Normal Farm had 25 head of cattle that produced 700 gallons of milk per month and 500 chickens, producing 100-150 dozen eggs per month. Also there was a six-acre orchard with fruit trees in "apples, pears, and plums." There were 50 acres total, with 32 of the acres in cultivation and the rest as pasture.



Farming was central to the new Arkansas State Normal School as indicated by this 1915 agriculture class photo.



1917 botany class, showing vegetables grown by students in the class.

Rural life was heavily influenced by Christianity, and the array of churches in Conway, in addition to the requirement that all students of the Normal attend chapel, were strong arguments for the creation of the

Normal in Conway (Bryant). The first (1915) edition of The Scroll (the annual for ASNS) recognizes the moral emphasis of the Normal, with the purpose of The Scroll being "to emphasize the traditions of the school, to keep the growth of the school before its friends and alumni and to create in all of us a spirit of pride for the wholesome and attractive atmosphere that surrounds student life in the Normal." After becoming the first president of ASNS, Doyne established daily Chapel with Bible readings (Minton, p. 28). The emphasis on preparing teachers to return to their rural roots was evidenced by Doyne's philosophy that "teachers and pupils must be oriented toward rural life, not away from it." Doyne was a strong supporter of the potential of education to improve lives and stated that "Better living...began at home with common things. It was in the reach of all, if only education could show it possible. Yet this faith flourished in the face of his intimate acquaintance with all the drabness, ignorance, and prejudice that stood in the way. The beginning point, Doyne believed, was the improvement of teachers" (Worley, p. 151). In science classes, the preparation of teachers recognized the fact that they would be going into rural schools after graduation and would need to teach with little supplies, hence in "science courses, students were taught not merely how to use equipment but also how to make it...." (Worley, p. 25).



1912 science class picture. Since graduates would be returning to rural Arkansas schools with small budgets to teach science, they were taught to make their own science equipment in addition to how to use it.

Religion played a dominant role in the early days of student life at the Normal as noted in Bryant's "UCA Archives: Rules, Religion, Dancing and Smoking, 1908-1940," *The Log Cabin Democrat*: "The Doyne Administration (1907-1917) was also a strong proponent of religion and believed students should be involved in a local church. Doyne made it a requirement for students to attend church while in Conway....Religion wasn't just for Sundays at UCA. There were chapel programs held on campus and students were required to attend; later they were strongly encouraged to attend. When UCA first began operation in 1908 and for several years thereafter, the chapel programs were a daily affair. However, at some point daily chapel program was dropped in favor of a more elaborate service once a week." As noted in *ASTC, SCA, UCA, 1954-1975, A Deaning Review,* by Alger E. Burdick, p. 15: "Only two state supported institutions of 'higher' education had been established earlier than the State Normal. What was to become the University of Arkansas had been placed in 1871 in the far northwest corner of the state, away from the center of population (and sin) in the manner common to the practice at the time. A mechanical and normal school for blacks had been founded in Pine Bluff in 1875."

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Auditorium in the Cordrey Building, with two students per chair in order to fit all of the students in the room. Also notice the separation of the men and women students...as noted by Minton (p. 29): "The custom of the time dictated that the sexes be kept pretty well separated in public places, except in family and closely related groups."

Today, UCA regularly enrolls students from every county in the state of Arkansas. As noted on the website for the UCA Archives, "Situated conveniently in the geographic center of the State of Arkansas, UCA traditionally enrolls students from each of Arkansas' 75 counties" (<u>http://uca.edu/archives/uca-history/</u>). This likely is a result of the history of this institution as the established normal school for the entire state in 1907. Alumni of ASNS from the early 1900s would become teachers, often returning to their home counties, and then telling their students about UCA.

Doyne's administrative style is worth noting. As noted by Minton: "Doyne's attitude toward his faculty was at first largely that of a high school principal, or a school superintendent, chiefly because that was the sum of his administrative background and because he knew that all members of his staff, except himself and his pedagogy teacher, were lacking in basic pedagogical training. He, therefore, often visited classes in session during the first two or three years. He, apparently, not only felt free but obligated to interrupt class proceedings to make a comment or to raise a question...."



The women's dorm, Doyne Hall, was the second building completed on campus (in 1913) and was named after the first president John James Doyne. Doyne Hall was located at the site of the current Doyne Health Sciences Center.

It is interesting to learn that the debate regarding the role of athletics in academic institutions has roots in the early days of the Normal as well: "Normal graduating speaker Clay Sloan, in 1912, deplored the 'trivialities' of modern education, particularly athletics, and pointed out that the kangaroo is unexcelled in the broad-jump...." (Worley, p. 131). The city has some issues with athletics as well and the "Conway City Council temporarily banned basketball in the city in 1913 on the grounds of noise and nakedness" (Worley, p. 132). Regardless, basketball was very important for the Normal, with the Normal having "a basketball team in its first year" (Worley, p. 136). Their rival was the larger college in town known as Hendrix, referred to as "the boys across the tracks," with Hendrix winning all of the games until 1927. Minton also commented on the rivalry between Hendrix and ASNS: "By this time the rivalry between the two schools had grown to the point that slurring remarks were exchanged by students during and following a game. It was about this time that a small group of Hendrix boys composed a yell that aggravated the case. It went: 'Root-a-ta-toot, Roota-ta-toot Old maids institute."



1910 football team.

Bryant ("UCA Debate Teams Drew Big Crowds in 1920s," *Log Cabin Democrat*) pointed out that the "first debates took place in 1910 and were between members of the two men's literary societies, Wingo and Clary" with women's teams created in 1924. Bryant notes that debates were "so popular at UCA that standing room only was the norm at most debates" and that its popularity rivaled, and probably eclipsed, that of sports at the Arkansas State Normal School. Worley (p. 77), noted that there was a banquet offered after the first year of debating, held "at Central College, with the Normal faculty and members of the athletic teams being invited guests....The revelry honoring the debaters actually lasted past midnight. But athletics was not completely forgotten. Coach O. D. Longstreth was presented a pair of genuine gold cuffbuttons for his production of a state championship basketball team."

### Faculty

When the Arkansas State Normal School was founded in 1907 (classes began in 1908), two of the original seven faculty members taught science. These were O.D. Longstreth and John Theodore Buchholz. Through the early years of the institution, although faculty members taught a variety of science classes, one faculty member taught primarily biological sciences and the other taught physical sciences. Longstreth was the original physical science teacher and Buchholz specialized in biological sciences.

During the time period of 1908-1914, science was organized as the Department of Science, with the 1908 bulletin listing a total of ten departments: Pedagogy Science English History Latin Mathematics Agriculture Drawing Vocal Music

#### Expression

No more than two faculty members were employed at a time in Science during the first six years of the ASNS. There were two one-year appointments during this time frame: Elizabeth Pearl Wiley, S. B., for the 1911-1912 academic year and then Charles Burt Gentry, S. B., A. B. For the 1913-1914 year, the bulletin listed an unfilled position in science, which meant Buchholz was the only science professor on campus for that year. This unfilled position only lasted for one year with the arrival of E. E. Cordrey in the fall of 1914. Since *The Scroll* did not commence until 1915, and Board of Trustees' minutes were not recorded until 1917, gathering much more information about Wiley and Gentry in terms of pictures, activities, and the like was not possible.



O. D. Longstreth, the first faculty member in physical science, is pictured at the top left, included with the original nine faculty members of the ASNS

### Oscar. D. Longstreth (1908-1911)

Longstreth taught at the institution for only three years. He was born in Muscatine, Iowa, in 1876 and graduated from Iowa State Teachers College with a Master of Didactics degree (Worley, p. 224). Prior to joining ASNS, Longstreth was a teacher and directed athletics, including serving as basketball and track coach, at Little Rock High School. His starting annual salary at ASNS was \$1,500 (Minton, p. 45). In addition to his role as the very first instructor of the physical sciences and head of the department of science at ASNS, Jimmy

Bryant of the UCA Archives did some research and determined that he also served as the first football coach leading the team to a record of 3-3 during its first season (UCA Record Book and "State Normal vs. Atkins," *The Log Cabin Democrat*, November 13, 1908). He also was the first coach for boys' and girls' basketball, for boys' track, and even organized a tennis club. As noted by H. L. Minton in *History of UCA*, p. 91: "O. D. Longstreth, who had been basketball and track coach at Little Rock High School, was the first coach for both girls' and boys' basketball and organized a team the first year. In the second year he entered teams in interscholastic contests for both boys' and girls' basketball and in boys' track, and won the state championship in girls' basketball and fourth

place in competition in track, setting a state record for the 440 dash." In 1909 the faculty formed an organization and elected Longstreth as Chairman of the Faculty, a position that carried duties of dean (Worley, p. 224) and was to act as president in his absence. After his service to ASNS he completed a law degree and had a successful law practice in Little Rock for more than forty years (Minton, p. 224). There is currently a street on the campus that is named for him. The O.D. Longstreth Lane runs north/south through the parking lot on the east side of the Lewis Science Center and from there east through the adjoining parking lot to Western Avenue.

As noted by Worley (p. 224), the "young and unknown State Normal owed much to him in its first three years. One has the impression from the records that this well-educated and energetic young teacher was second only to the president in influence on the destinies of the school in its beginnings."



1909 men's basketball team, with O. D. Longstreth as the coach (top, middle). Longstreth also was the first coach for women's basketball, men's football, and men's track. He also organized a tennis club.



1916 picture of John Theodore Buchholz, the first faculty member in biological sciences at ASNS

John Theodore Buchholz (1907-1918) Buchholz was the original faculty member in biological sciences, starting with the first semester of operation in 1908, being primarily a botanist. He completed an A.B. degree from the State University of Iowa just prior to joining the faculty at ASNS. He actively pursued additional training throughout his tenure at the institution, receiving an S.M. in Botany from the University of Chicago in 1914 and a Ph.D. from that same institution in 1917. His entry in the 1916-17 Scroll indicates that he spent that year pursuing "advanced work leading to degree of Doctor of Philosophy in the Department of Botany" at the University of Chicago. Minton, p. 119, stated

that Buchholz was the "first faculty member to earn the doctorate while in service" at ASNS. The bulletin that year lists a "to be supplied" position in science which was apparently for Buchholz's replacement. E.E. Cordrey served that year as acting chair of science. It appears that Buchholz returned to teaching at Normal for the 1917-18 year, but then left for another position during the summer of 1918. During the 1917-1918 school year, he presented "Comparative Studies of Embryos in Conifers" at the Botanical Society of America in Pittsburgh (January 18, 1917 *The Normal Echo*). Buchholz served a head of the science department beginning in 1911 when Longstreth resigned. In 1914, the unfilled position in science was filled by Everett E. Cordrey. In 1915, John Theodore Buchholz was listed as the head of the science department, however, when Buchholz took a leave of absence in 1916, Cordrey became acting head of science.

While at the ASNS, Buchholz formed a men's glee club and a brass band. He apparently was "quite a talented musician" with "a good baritone voice" and a "good trombone player" according to Minton, p. 42.

By all accounts Buchholz was a curious scientist. As noted by Minton: "Buchholz was doing field work in Biology at the University of Chicago when he joined the faculty in 1909. The work was done in summers at the open air Biological Laboratories at Bar Harbor Maine, operated in summers by the University. Evidently by agreement with Doyne, he continued this study while teaching at the Normal School during the regular session. Buchholz left the Normal to go to the West Texas Normal, then the University of Arkansas, and then the University of Texas and University of Illinois, gaining a national reputation in botany (Worley, p. 22). Worley (p. 22) has two interesting stories about Buchholz's scientific curiosity. He was "probably the first man in Arkansas to catch a glimpse of Halley's comet in 1910. He reported seeing it through his two-inch telescope on February 4, 1910, weeks before it was visible to the naked eye." Also, at "a faculty party one fall, Harrin recalls, Buchholz began examining fallen acorns on the lawn, picking them up and cutting them into cross sections. This particular tree had acorns with an odd sort of cotyledon. Buchholz forgot the party and spent the rest of the evening splitting acorns to check the cotyledons."

Buchholz did not return from his leave of absence that began in 1916 and so Cordrey began his 36-year tenure in a leadership position, first in science and then physical science and then dean of instruction. While at the Normal, Buchholz coached the basketball team, probably the most important sport on campus at that time.

### Facilities

Construction of the first building on campus was completed in September of 1908 (Bryant, p. 11) at the current site of the Burdick Business Administration Building on Bruce Street. This building "did not need a special name during the early years, for it was the only one" (Worley, p. 37). This building housed "everything except sleeping and eating" as noted by Worley, p. 13. First called the Science Building and in 1950 designated the Cordrey building, it had two stories and a basement, was constructed at a cost of \$40,000, and had dimensions of 168 by 67 feet (Worley, p. 6). As noted by Worley (p. 10), the Normal was "far out in the country" with "no paved streets or sidewalks...from the town to the Normal." Worley (p. 48) noted that there was no "regular transportation between town and campus existed before 1915 when Charles and Ernest Douglas inaugurated a 'jitney service' with an 'autobus' and two five-passenger cars." Bryant ("From the UCA Archives: First Year of Operation – 1908" October 30, 2011 Log Cabin *Democrat*) notes that "The first building was heated by steam heat

which came from a boiler in the basement and it had one telephone that hung in the president's office."



1913 picture of the physics lab in the Cordrey Building.

The second building on campus was a women's dormitory, named Doyne Hall after the first president of the Arkansas State Normal School. This building was completed in 1913, and was located in the current location of Doyne Health Science Center (Bryant, p. 15).

In 1914, the third building was constructed, called the Model School or the Green Building, and served as the model school (Bryant, p. 16). In 1950, upon Cordrey's retirement, the first building on campus, which had become known as the science building, was renamed the E. E. Cordrey Science Building in his honor.



1915 picture of the campus, including faculty, staff, and students at the ASNS. The Model School in on the left, Doyne Hall is in the middle, and the Cordrey Building is on the right. This picture was taken facing north, at roughly the outside entrance to the current Starbucks in the Torreyson Library.

### Curriculum

In a 1967 oral interview of H. L. Minton, who graduated from ASNS in 1916 and then became a faculty member at ASNS in 1921, he stated (p. 12): "So this school was really just a high school with some additional work needed in the preparation of people to teach." The curriculum in 1908 was created with giving students more grounding in the subjects they would be teaching and to prepare students of high moral character who would serve as leaders in their communities. The academic disciplines represented can be seen in the first seven faculty members hired by President Doyne, who would teach during the 1908-1909 academic year: W. O. Wilson, Mathematics; J. W. Sowder, History; Ida Waldran, English; Emma L. Rasor, Drawing; O. D. Longstreth, Science; L. A. Niven, Agriculture; and Beatrice Powell, Music and Reading (Worley). The 1908 Bulletin has a description of the two-year degree offered at that time:

"Graduates from the State Normal School will be granted a diploma, which shall be equivalent to a professional license, good for six years after being granted. At the end of this time, should the holder of said diploma present satisfactory evidence to the State Superintendent of successful teaching, said diploma may be converted into a State license, good for life, unless revoked for cause."

In the 1911 Bulletin, three different "courses" entitled a Latin Course, a History Course, and a Science Course, which are tracks of specialization within the two-year degree are listed, as noted in the following quote: "The three courses above outlined permit a choice of studies on the part of the student as to his preference. All students are expected to confine themselves to one course, except as regards to electives, where choice may be made from other courses in order that the required number of credits may be secured." The Latin and History Courses have only Science I and IV, whereas the Science Course has Science I-IV. As for the remaining requirements, all Courses (tracks) require some amount of English, Pedagogy, History, Mathematics, Agriculture, Music & Reading, Drawing, and Science. The Latin Course is the only one that requires Latin.

According to the 1908-1909 bulletin, the science curriculum in 1908 consisted of freshman physical geography and physiology. According to

Jimmy Bryant, Director of Archives & Special Collections at UCA, the term freshman referred to the student's first semester, sophomore the second semester, junior the third semester, and senior the fourth and last semester of the two-year program, assuming that the student had a solid high school background and did not need any additional training (note that many students did need up to two years of additional training prior to the two-year Licentiate of Instruction program). As a sophomore, students could take courses in botany and geology, with chemistry being a junior science course via Chemistry I. There also was Chemistry II, which was taken as a senior. Chemistry I consisted of 150 experiments grouped into 70 exercises. According to the 1909-1910 bulletin, "About three weeks will be given to Metal Analysis and two weeks to Elementary Quantitative Studies." Chemistry II was divided between qualitative analysis, mineralogy, and quantitative analysis. As you can see, content of the chemistry courses was decidedly applied in nature, consistent with the agricultural emphasis of the Normal. This emphasis is seen in the 1915 Scroll, in the Normal Farm section: "The purpose of those in charge of the Farm is to show that diversification, proper rotation, and scientific management will pay in themselves. That this is true is proven by the fact that the Farm is located on what was once a depression, occupied by stagnant water for most of the time." The 1908 bulletin listed Junior Science (the third semester of the twoyear degree), which consisted of Chemistry, Course I and Course II. Course I has the following description:

Chemistry – Five days per week, double periods.

Course I. General Chemistry consists, for the year 1910, of a study of the subject, based on special outlines, necessitating considerable reference work in addition to the work in a standard text. Studies showing the relation between the subject of chemistry and the modern industries will be given special place. The laboratory work in this course consists of 150 experiments grouped into 70 exercises, selected largely from the manuals written by Remsen and by Williams. About three weeks will be given to metal analysis and two weeks to elementary quantitative studies.

Course II has the following course description: All laboratory work, five days per week, double periods.

- a. Qualitative Analysis, three months, fall term.
- b. Mineralogy, three months, winter term.
- c. Quantitative Analysis, three months, spring term.

In 1910, Chemistry was still part of Junior Science, yet expanded to Chemistry I, II, III, and IV. There was a continued emphasis on qualitative and quantitative analysis. In 1911, a "Special Course" was created that was "intended specially for students who desire chemistry with a view to introductory work in agriculture, domestic science, physiology, geology and other kindred sciences, but do not care to take the regular year's work." Also, with the new course, "history and development of the subject from the standpoint of commerce and industry will be emphasized." The standard courses I-IV from the previous year have been condensed into three courses. In 1912, Course V was added using an "elementary text such as McPherson and Henderson" and the "third term will be given over to a study of the methods of qualitative analysis." In 1913, a course entitled "General Chemistry" was added with a prerequisite of Physics 16 and 17. This course involved "general principles of chemistry, giving special attention to the chemistry of industry." The course also covered solutions, electrolytes, nomenclature, and gualitative analysis. There is a course entitled "The Teaching of Physical Science" as well, intended for "those who expect to teach physics or elementary science in the high schools" with "equipment and maintenance of a laboratory" being emphasized; the "making of apparatus receives attention and various pieces of apparatus will be assigned to the members of the class for construction or repair."