

C  
M51J  
v.7:2

UNIVERSITY OF ILLINOI.

*Seventh Series.*

PRESIDENT'S OFFICE.

*Number Two.*

BULLETIN OF  
**Memorial University**

UNIVERSITY OF ILLINOIS LIBRARY

DEC 28 1920



*Historical Sketch  
1908*

MASON CITY, IOWA.

December, 1908.

Entered at Mason City, Iowa, as second-class matter  
under Act of Congress, July 10, 1894.

*Memorial Univ*

*Historical Sketch*

*1908*

# Memorial University

Mason City, Iowa.

A Military and Co-Educational Institution

Founded by the

## Sons of Veterans, U. S. A.

and dedicated to

### The Veterans and Loyal Women

of 1861-1865.

---

“There is great need of educated men in our public life, but it is the need of educated men in patriotism.”

Ex-President Grover Cleveland.

---

“While the teaching of patriotism has been to this time confined largely to the public schools of the land, yet the committee believe that every effort should be made to extend the work and have it taken up by advanced institutions of learning. To make and keep a country great and strong, education and patriotism must go hand in hand.”

G. A. R. National Encampment, Denver, 1905.

---

“Teach first and last, Americanism. Let no youth leave the school without being thoroughly grounded in the history, the principles, and the incalculable blessings of American liberty. Let the boys be trained soldiers of constitutional freedom; the girls the intellectual lovers of freedom.”

Chauncey M. Depew.

## Faculty.

WALTER J. PATTON, D. D., President.  
American History and Philosophy.

GEO. F. BARSALOU, A. M., Dean.  
Latin and Mathematics.

GEO. B. JACKSON, A. M., Registrar.  
German and French.

W. A. ELLIS, B. S.  
Ancient Languages.

OTIS M. WEIGLE, B. A.  
Science.

E. NETTIE CUNNINGHAM, Ph. B.  
History and English.

FRED D. CRAM, M. Di.  
Principal of the Normal College.

COL. I. R. KIRK, U. S. V.  
Military Science and Tactics.

CORP. HARRY A. OLSON, I. N. G.  
Drill Master.

CASSIUS E. KERSEY, M. Accts.  
Principal of the Commercial College.

BEULAH M. CARPENTER,  
Stenography.

DONNA BELL ELDER,  
Reading, Oratory and Physical Culture.

HAZEL A. STANBERY,  
Pianoforte.

LETTY ELLEN KEERL,  
Vocal Music.

HORTENSE M. STETLER,  
Librarian.

# Memorial University.

(Historical Sketch.)

---

MEMORIAL UNIVERSITY was founded by the Sons of Veterans, U. S. A., at the National Encampment held in Syracuse, N. Y., September, 1900.

The University is dedicated to the Veterans and the Loyal Women of 1861-65, and is a memorial to the men and women of war times.

It was located at Mason City, Iowa, by the Commandery-in-Chief of the Sons of Veterans. This location was selected because it is near the geographical center of the United States. The movement was approved and commended by the National Encampment of the Grand Army of the Republic, the Women's Relief Corps, and several other national patriotic societies. Immediately after the location was selected, the work of construction commenced, and on September 10, 1902, the Liberal Arts building was completed and the institution opened its doors to both men and women.

Memorial University is incorporated under the laws of Iowa, and its educational affairs are conducted by a Board of Regents, consisting of twenty-five members, eight of whom were selected by the Commandery-in-Chief of the Sons of Veterans, and the others selected by the original eight. The board is re-enforced by an Advisory Board of five members, appointed by the national organization of the Grand Army of the Republic. The property is held in trust for the University by its Board of Trustees, all of whom must be members of the Order of Sons of Veterans.

The institution has a campus of forty acres, named "Patriots' Hill;" the College of Liberal Arts Building, a three-story stone structure 65x180, modern and complete in equipment and apparatus, and capable of accomodating nearly 500 students; a steam heating plant; an athletic field, fenced in and possessing a commodious grand stand; the entire property valued at not less than \$150,000.00.

**PURPOSE.** Born of an intense patriotic sentiment, it is a practical and growing monument to the loyal men and women of the Civil War period. A monument which shall not alone keep green the memory of departed and departing heroes and heroines, but which shall become an institution for instruction in patriotism, from under whose portals shall march out into the active life of the country a womanhood and a manhood which shall enrich with loftiest patriotism all the arteries of the nation's life. A monument, in size as big as the biggest, in policy as broad as our democracy and in prophetic foresight as magnificent as was ever foreseen by poet or seer.

It is a Monument, and, at the same time, A National University of Patriotic Instruction.

**AIM.** 1st. To teach American History, as it has been "Writ large" by American statesmen and warriors from Plymouth Rock to Appomattox. As Old Testament History and prophesy culminate in the

Original from

UNIVERSITY OF ILLINOIS AT  
URBANA-CHAMPAIGN

Digitized by  
INTERNET ARCHIVE

coming of Messiah, and merge into the New Messianic Dispensation; so, the history of constitutional government leads steadily onward until it merges into "government of the people, by the people, for the people," as embodied in the Declaration of Independence and the Federal Constitution. Therefore, to the future citizens of the United States, American History should be the central sun, and not a mere planet in the firmament of history. The average college graduate is learned in the lore and history of Ancient Greece and Rome, and familiar with the characters of mythology, while lamentably ignorant of American history and unfamiliar with American statesmen and heroes. Not less, perhaps, of ancient lore, certainly more thorough knowledge of American History, is the high aim of Memorial.

2nd. Another feature and aim of the educational system of Memorial is the department of Applied Patriotism, where through the agency of lectures delivered by men of national reputation, and in many other ways, it is intended to instruct the students as to their responsibility to the state and nation. At stated periods lecturers are secured to address the students on patriotic, historical and national topics.

The aim is to create in the students a lofty and thoughtful patriotism. The education in American History, and that in Applied Patriotism, accentuated by the military instruction, co-operate to create such a sentiment. A most inspiring feature is the Chapel exercises, where, at eleven o'clock each morning the College is in session, the students salute the flag and pledge Allegiance to the Republic. After the students are seated, the pianist strikes the chords of "The Star Spangled Banner," and the students rise and stand to attention. The color sergeant, a young lady, attended by two members of the College Battalion, march around the Chapel to the stirring strains of "The Star Spangled Banner." When they reach the platform, on which stand the faculty, the Sergeant and Guard face the students, and the colors are dipped. Then every hand is lifted in salute to the colors, and the following pledge is repeated in unison: "I pledge allegiance to my flag, and to the Republic for which it stands; one nation indivisible, with liberty and justice for all." The flag is then placed in its stand, the guard dismissed, and the students sing, with the spirit and with the understanding, "My Country 'Tis of Thee!"

At the National Encampment of the G. A. R. of 1905, held in Denver, the Committee on National Patriotic Instruction embodied this statement in their report to the national body; "While the teaching of patriotism has been to this time confined largely to the public schools of the land, yet the Committee believe that every effort should be made to extend the work—have it taken up by the advanced institutions of learning. No man, no institution, but can be made better and stronger by patriotism and love of country. To make and keep a country great and strong, education and patriotism must go hand in hand." The accomplishment of this lofty and unique ideal is the purpose of the Sons of Veterans in the work at Memorial University.

*Departments of*  
**Memorial Unibersity.**

---

1. *The College.*
2. *The Academy.*
3. *The School of Military Science and Tactics.*
4. *The Normal College.*
5. *The Commercial College.*
6. *The School of Oratory.*
7. *The College of Music.*

## The Two Unique Features of Memorial.

### [A] *United States History.*

It is the aim of the management to make this the central course of Memorial University. Therefore the subject is presented at a length not always found in undergraduate institutions. No school subject has been more persistently wronged than American History. Students are taught to give dates of battles and treaties and that is about all. The more important matters, such as the development of politics and the rise and growth of American institutions, have been slighted. The courses offered here are of a different nature. The students are to learn our industrial, legislative and diplomatic battles. The philosophy of things is always considered. Present conditions are projected backward to their sources. Politics is made a vital part of the course, as it is a vital part of our history. Biographical sketches are a prominent feature, and lives of the founders and moulders of Americanism constitute to an American the most important history we have. It is one thing to learn that an event happened; it is another thing to know who brought it about, why he did it, what sort of a man he was, and how he grew. To learn our great men is the first step in patriotism; for patriotism is the love of men and not the love of land. We assert with confidence that no other college of similar grade offers a course in American history at all comparable to that offered in Memorial University.

### [B] *Chair of Applied Patriotism.*

This department, in connection with that of American History, the two combining to produce the Sons' of Veterans Monument to the veteran soldiers and members of the Grand Army of the Republic, reveals the reason for Memorial University.

The founders believe that patriotism should occupy a place in the curriculum at least as important as that of mathematics, the languages, the sciences, or any other branch of learning.

If it be insisted that there is no necessity for a Memorial University where American History and Patriotism are taught, emphasized and practiced; if it be said that it is a mere academic discussion, based on sentiment, impractical and a useless agitation, we would respond; then the agitation of the question of patriotic instruction in the common schools of the land conducted by the Women's Relief Corps, the Grand Army of the Republic, and the Ladies of the Grand Army, for many years, and which has been productive of such beneficial results, was also a mere academic discussion founded on sentiment and a useless discussion.



3 0112 105823238

If the movement of the Sons of Veterans to establish a National Institution of higher patriotic instruction, where descendants of veterans may breathe the patriotically intellectual atmosphere of their veteran ancestors, is an absurdity and useless, then, by parity of reasoning, the effect to secure patriotic instruction at all in the public schools is equally useless and as great an absurdity.

But if it is desirable that patriotism be taught at all, then it is of the greatest necessity that it be woven into the warp and woof of the brain of the leaders of the professions, as they come forth year after year from our higher institutions of learning. It is the aim of Memorial that every graduate shall become a missionary to the country in altruistic patriotism.

This course is peculiar to Memorial University, yet perfectly germane. It springs naturally from the sentiment that created the school. The great aim of those in authority is the development of **Americanism**—the students are to be scholars for the sake of being citizens. They are to read history that they may absorb the spirit of those who made history. Dr. Gunsaulus says of Gladstone that he was able to forecast the future because he knew the past—not merely the events of the past, but their trend. In like manner students are to regard history as a guide, a warning and an inspiration.

The course is properly philosophical, and is so ranked. It is made up of subjects from the courses in history, ethics, politics, etc., together with a close study of the world of today. The present place of our country in the world's affairs; her relations with other nations; present national policies and the possibilities before us; our men of today and their influence; the things they stand for; the great civic problems now demanding solution; these and kindred matters are to occupy the attention of the student. Under such a course he is expected to develop a citizenship impossible under the ordinary routine of book study, and to go forth from the school with a full consciousness of individual responsibility and with a willingness to bear it.

Instruction in this fundamentally important branch is not confined to any one course of study nor to any one department but permeates all courses and departments. It affects the youngest student in the academy, as well as the senior in advanced college work. It is, so to speak, the central Sun, which warms, illuminates and gives life to the remotest phases of the University's activities.

At the present time the institution is wholly dependent upon voluntary contributions from its founders and the friends of education and of patriotic instruction. The allied patriotic orders have been loyal in assisting the Sons of Veterans in erecting and maintaining this noble and unique monument. In the lead of all is the great body of the Woman's Relief Corps, and following closely in proportion to numerical strength, the Daughters of Veterans and the Sons of Veterans Auxilliary have assisted with generous support.

**For further information or complete catalogue of the University courses, address the President, Mason City, Iowa.**