



1820-2020

2000

THE BICENTENNIAL MAGAZINE

VOL 3 ISSUE 1

A Painting, a Song, and a Motto *A Trio of Alma Maters*

page 17



A Word from Director Kelly Kish

Dear Friends of Indiana University,

As we prepare this issue of *200: The Bicentennial Magazine*, we are in the middle of the Coronavirus global pandemic. We hope that this publication brings a distraction and respite to those who need it during the various stay-at-home and shelter-in-place orders in which we now find ourselves.

Fortuitously, this issue has as one of its central themes, brief forays into the histories of medicine, nursing, and the Riley Hospital for Children, and these stories take on paramount significance in our present environment as we appreciate the great service provided by these professionals every day. Another central theme in this issue is the role of Indiana University across Indiana—from the development of our regional campuses, the state parks, and the under-appreciated IU Extension Division whose efforts paved the way for the truly statewide presence of IU today. For more light-hearted engagement, we hope that you enjoy a three-way examination of our Alma Mater and a new IU-themed puzzle.

Just a few months ago, we celebrated the 200th Anniversary of Indiana University's founding on January 20, 1820. Our commemoration of this milestone anniversary continues through 2020, and we hope that we can see you (in-person!) soon. ❖

Cheers,

Kelly Kish, MA '02, PhD '10
Director
IU Office of the Bicentennial
Franklin Hall 200
601 E. Kirkwood Avenue
Bloomington, IN 47405
Phone: 812-855-1347
Email: iu200@iu.edu

contents



6

2

ASK AN ARCHIVIST

*Explore IU Southeast's archives
and unique history*

3

BEFORE AND AFTER

*The former site of Tamarack Hall at IU Northwest
has a new historical marker*

4

MYTHS OF IU

*Did the creation of the School
of Medicine impact athletics?*

6

A SCOTSMAN, INDIANA UNIVERSITY, AND THE CREATION OF SPRING MILL STATE PARK

Land, lawsuits, and blind cave fish

200

THE BICENTENNIAL MAGAZINE

200: The Bicentennial Magazine is published by the Indiana University Office of the Bicentennial. To request a copy or subscription, please contact the editor at iu200@iu.edu.

EDITOR

Sarah Jacobi, BA '03

DESIGNER

Jennifer L. Witzke

DIRECTOR, OFFICE OF THE BICENTENNIAL

Kelly Kish, MA '02, PhD '10

CONTRIBUTORS

Bre Anne Briskey, Bicentennial Graduate Assistant, BA '18

James Capshew, University Historian & Professor, History and Philosophy of Science and Medicine, IU Bloomington, BA '79

Gabrielle Carr, Coordinator of Archives and Special Collections, IU Southeast

Melissa Dombrowski, Former Bicentennial Intern, IUPUI, BS '19

Dina Kellams, Director, IU Libraries University Archives, BA '98, MLS '01

Kelly Kish, Director, IU Office of the Bicentennial, MA '02, PhD '10

Stephen McShane, Archivist-Curator, Calumet Regional Archives, IU Northwest, MLS '89

Mary Mellon, Assistant Archivist, IU Libraries University Archives

Hannah Ollen, BFA '15, MA '19

William H. Schneider, Professor Emeritus of History and Medical Humanities, IUPUI

John Simmons, Strategic Marketing and Communications Manager, Indiana University School of Nursing

John Summerlot, Director, Center for Veteran and Military Students, IU Bloomington

Stephen Towne, Associate University Archivist, IUPUI, MA '85

Jay VanderVeen, Professor, Department of Sociology & Anthropology, IU South Bend, MA '05, PhD '06

OFFICE OF THE BICENTENNIAL

Franklin Hall 200

601 E. Kirkwood Avenue

Bloomington, IN 47405

Telephone: 812-855-1347

Email: iu200@iu.edu

Website: 200.iu.edu



10

22

10

THE EARLY IU NURSES OF WORLD WAR I

How IU nurses served in the military during the Great War

12

THE ROCKY ROAD TO THE CREATION OF THE RILEY HOSPITAL FOR CHILDREN

The founding of a world renowned children's hospital

14

WHY WAS THE INDIANA UNIVERSITY SCHOOL OF MEDICINE LOCATED IN INDIANAPOLIS?

The events that led to the founding of the School of Medicine

17

A PAINTING, A SONG, AND A MOTTO: A TRIO OF ALMA MATERS

Three distinctive parts of IU's history

21

REMEMBER THE TITANS

IU: 200 Years in the Making Exhibit in South Bend

22

CARRY THE UNIVERSITY TO THE PEOPLE: THE INDIANA UNIVERSITY EXTENSION DIVISION

IU was a pioneer in outreach to communities all over the state



ASK AN ARCHIVIST



Gabrielle Carr, IU SOUTHEAST

By **GABRIELLE CARR**

Q: When was the current IU Southeast campus built?

A: The IU Southeast campus has a really interesting history. Originally known as the Falls City Area Center, classes were held in borrowed public school classrooms in Jeffersonville, New Albany, and other cities in the area. The first campus was in downtown Jeffersonville in Warder Park. In the 1960s the student population quickly outgrew the existing space and a new location was sought. The current home of IU Southeast was an area on the outskirts of New Albany. That area has grown and expanded along with the campus. Ground was broken for the new campus in 1971 and IU Southeast moved from Jeffersonville in the spring of 1973. The first classes on the new campus were held in the fall of 1973.

Q: When were the IU Southeast archives founded?

A: Judging from the materials I have seen in the collection, I would guess that the

archives were formally started in the 1960s. A part-time librarian was hired in the late '80s to organize the collection. Prior to that, all the librarians did their best to locate materials when they were requested. In the early '90s a full-time librarian was hired who oversaw the archives as part of her portfolio. We currently receive dozens of requests every month to view materials.

Q: How many and what kinds of items are currently in the archives?

A: This is the \$64,000 question. Our collection is relatively small, although we are bursting at the seams with the materials we do have. I would guesstimate that the archives collection is around 100,000 items. The majority of the collection is made up of photographs, but we also have oral histories—both for the Bicentennial Oral History Project as well as World War II and Korean War veteran's histories. Additionally, the collection includes the Indiana University Southeast metal letters which were on one of the buildings at the Warder Park campus. There is a misconception that we have a large fish collection in the archives. The Fish and Mussel Collection (collected in the 1970s from the Blue River) is housed in the Department of Natural Sciences. ❖



ABOVE: IU Southeast, 2018. Courtesy of IU Studios

RIGHT, TOP: IU Southeast groundbreaking ceremony. A description taped to the reverse side of the image reads, in full: "Indiana University Southeast has progressed a great deal in its development since this photo was snapped at groundbreaking ceremonies for the new campus in April, 1971." Photo courtesy of IU Archives, P0090858

RIGHT, BOTTOM: Taken in 1967-70, this photo shows students eating and socializing in Jeffersonville before the creation of the new IU Southeast campus in New Albany. Courtesy of *The Horizon*



Have a question about IU history? Email it to iu200@iu.edu. We may include it in an upcoming issue!

LEFT: Tamarack Hall, aka Gary Main, 1959. Courtesy of Calumet Regional Archives, IU Northwest



IU NORTHWEST

Tamarack Hall

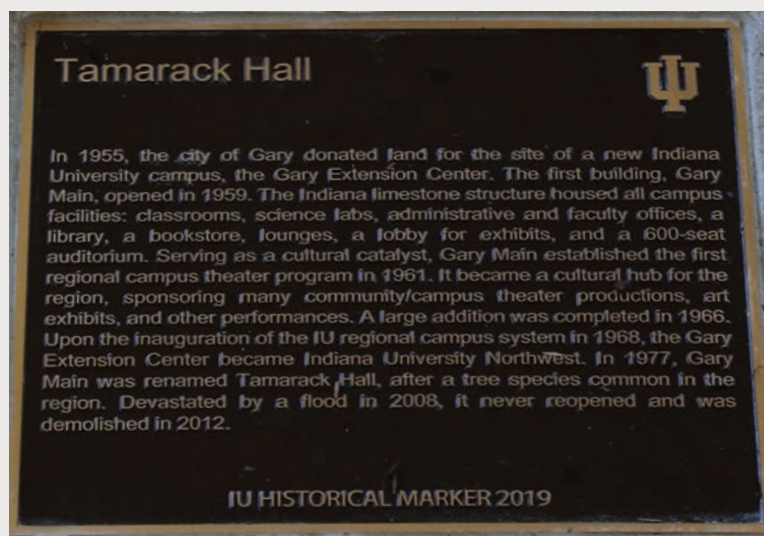
By **STEPHEN MCSHANE** *MLS' 89*

With the success of the Indiana University Gary Center after World War II, the university quickly outgrew its facilities in downtown Gary. In 1954, the university launched a search for a new site in Northwest Indiana. Two years later, the city of Gary offered 26.5 acres in Gleason Park (located in the city's Glen Park neighborhood) for the sum of one dollar. Groundbreaking occurred in August 1957, and the doors opened to the new IU Gary Center in May 1959.

Costing \$2.4 million, the structure housed all campus facilities at the time including classrooms, laboratories, a library, a student lounge/snack bar, a bookstore, administrative and faculty offices, and a 600-seat auditorium, complete with dressing rooms, scenery shop, and rehearsal areas. In the first year of use, the modern facility, known as Gary Main, attracted an enrollment of 1750 students; that number would rise rapidly in the following years.

In the mid-1960s, the university added a 65,000-square-foot addition to Gary Main, temporarily alleviating overcrowding, but as new degree programs became available, university officials realized the campus required more structures to meet the demand. Buildings were designated with alphabetical nomenclatures, and Gary Main's name changed, simply to "Building A." In the late 1970s, a campus planning committee recommended that campus buildings be renamed for trees, shrubs, and geological formations native to and abounding in Northwest Indiana. Building A's new name became Tamarack Hall which is a species of larch tree.

Unfortunately, in 2008, the nearby Little Calumet River breached its levee system and the resulting flood waters devastated Tamarack Hall, especially its beautiful theater. The building never reopened and was demolished in 2012. In September 2019, an IU historical marker was installed to commemorate Tamarack Hall. ❖





INDIANA UNIVERSITY
BICENTENNIAL

1820-2020



The 1906 baseball team. Photo courtesy of IU Archives, P0059576

DID THE CREATION OF THE IU SCHOOL OF MEDICINE

Create Bad Feelings between IU and Purdue?

By **STEPHEN E. TOWNE, MA'85**

TRUE OR FALSE?

Due to violence at an athletic event, IU and Purdue stopped competing against each other.

BUT IS IT TRUE?

Indiana University and Purdue University have battled on many fields. In the first decade of the 20th century, the two state universities fought over which institution would run a medical school in Indianapolis. The conflict was bitter, rancorous, unseemly, and sometimes dishonest. During this same period, between 1906 and 1908, IU and Purdue also suspended athletic contests. The sports hiatus has often been attributed erroneously to the tawdriness of the medical school dispute. Instead, it was the bad behavior of students exhibited at a baseball game that prompted the two-year break in athletic competition.

In 1903, IU President William Lowe Bryan received trustee approval to develop a two-year basic medical-sciences program, located in Bloomington. He envisioned a four-year

“It was the bad behavior of students exhibited at a baseball game that prompted the two-year break in athletic competition.”

medical school, located in Indianapolis, as the cornerstone for the university’s future growth. In 1904, Bryan began negotiations with the Medical College of Indiana and later with the Central College of Physicians and Surgeons (CCPS), the two proprietary medical schools in Indianapolis, to merge with IU. However, Purdue University President Winthrop E. Stone also yearned for a medical school for his institution.

In 1905, Stone got the jump on Bryan by securing an agreement with the Medical College of Indiana to merge with Purdue. Soon, the CCPS and the Fort Wayne College of Medicine also declared their intentions to combine with Purdue. It appeared Purdue had won the fight. However, CCPS

had negotiated secretly with Purdue while in talks with IU. When Bryan and IU supporters discovered this double-dealing, they fought back using every weapon in their arsenal.

IU and Purdue administrators and supporters hurled accusations at each other and moved behind the scenes to secure the big prize. Gradually, amid tense acrimony, faculty rivalries between the proprietary medical schools and deft maneuvering by the president and other IU supporters in the General Assembly sank the merger with Purdue. President Stone and the Purdue trustees yielded, and in April 1908, IU was left to sweep in and salvage a merger with the faculty of the combined medical school in Indianapolis to create the IU School of Medicine, which commenced in 1908.

While the bad behavior and ill will between IU and Purdue leaders over their medical school rivalry was sordid, a violent incident at an IU-Purdue intercollegiate baseball game was even uglier. On May 31, 1906, an IU baseball team defeated the Boilermakers 3 to 1 in a game played in West Lafayette before a crowd of about 1600 onlookers. According to an *Indianapolis Morning Star* report, the home team’s loss “robs Purdue of [state] championship chances.” After the game, members of the crowd surrounded the IU players and verbally insulted them. Purdue “rooters” then struck the IU players with rocks. When the visiting players were walking to their “hack” (taxi) the crowd massed around and attacked them again.

Within days, according to the *Morning Star*, the Purdue Athletic Association board, no doubt horrified by the violence, announced the “severance of all athletic relations with Indiana University.” The newspaper speculated that mischief started during the game when members

of the crowd “guyed” (ridiculed) the umpire, who “forgot himself and hurled epithets at the bleacherites [sic]...in the presence of many ladies.” Still, the report added, “bitterness” between IU and Purdue teams originally dated to a football game played in Bloomington in 1901 and had only intensified with time.

For the next two years, IU and Purdue did not compete on the gridiron, track, diamond, or basketball court. The lack of games and meets between the rivals meant that ticket sales and other revenues suffered. Moreover, at a time when both IU and Purdue competed against athletes from Wabash, DePauw, Rose-Hulman, Notre Dame, and other big and small colleges in the state, the absence of IU-Purdue competition meant state champions could not be crowned. To repair this costly breach, in January 1908 the athletic associations of the two universities patched up their differences. The spirit of good sportsmanship resumed on February 7, 1908, when the IU basketball team prevailed over Purdue 26-24 at West Lafayette. Press accounts reported no violence.

When IU and Purdue resumed play, newspapers noted that the reason for the sports hiatus was the May 31, 1906 baseball game, not the dispute over medical schools.

This myth is a strike out. ❖



INDIANA UNIVERSITY
BICENTENNIAL

1820-2020

Photo courtesy of Indiana DNR

HIDDEN IU



A Scotsman, Indiana University, *and the Creation of* **SPRING MILL STATE PARK**

By **DINA KELLAMS, BA '98, MLS '01**

What do 181 acres near Mitchell, IN, a Scottish immigrant, caves and blind fish, lawsuits (lots of them), and Indiana University have in common?

They are all parts of a little-known IU story about early conservation and numerous legal battles over land ownership and usage.

Scotland native George Donaldson was well-educated and from a family of means, yet is described by countless sources as “eccentric.” He became and remained a widower early in life and went on to lead a somewhat nomadic lifestyle, traveling all over the world. Donaldson owned at least five estates in the U.S. and Mexico, each selected for its beauty. He was enthusiastic about popularizing cave explorations and it may be southern Indiana’s caves that initially drew him to the area. After exploring one such cave, he offered to purchase the 101-acre property near the young town of Spring Mill in Lawrence County on the spot. Within two months, he purchased an adjoining 80 acres.

Donaldson fenced in his land and would not allow anybody to hunt, cut wood, or pick herbs or plants on his property. “Beautiful Shawnee,” as he called his estate of nearly 200 acres, was filled with virgin forest and the Scotsman wanted to keep it that way. He built a six-room house with double chimneys made from local boulders and filled the home with books and souvenirs from his travels. He planted a formal garden in front of the house and filled it with plants native to Scotland.

In 1882, while visiting his Alabama property, Donaldson received word that his Indiana cabin and barn had been ransacked; soon thereafter he learned that his house had burned to the ground. Donaldson never returned to Indiana, choosing instead to settle in Alabama. He stayed in touch with Indiana friends in the hopes of finding the arsonists and to recover his stolen goods but he never learned their identities. He placed his property up for sale in 1883 but never sold it. Not for lack of offers, supposedly—just not the right offer. In 1897 he returned to Scotland, where he died the following year in his late 80s.

When Donaldson died, he did not have a will (that was recognized by Indiana, at least) and was still a Scottish citizen. Following Indiana law of the time, his land escheated (reverted) to the state.

And so the lawsuits began, with various Donaldson family members laying claim to the land, including two American heirs, James Frazer and Thomas McAuley. In Donaldson’s absence, taxes had become delinquent on the property so Frazer and McAuley paid them to redeem the land—basically, to keep a legal claim on it through the various ongoing lawsuits. Their lawyer wisely noted that Indiana law allowed an alien (non-U.S. citizen) to transmit property by descent but the descendants could only hold the property for five years for the purposes of sale. Thus, late in 1903, just before the five-year deadline, the *Bloomington Courier* reported that Frazer and McAuley had sold the land to John Stout, president of the Orange County Bank in Paoli, for \$4000.

But there was a snag.

The Donaldson family were not the only ones who were interested in the Lawrence County land. IU ichthyologist (a marine biologist who studies various species of fish classified as bony, cartilaginous, or jawless) Carl Eigenmann was very familiar with the Donaldson Farm and was extremely interested in IU getting the rights to it. Eigenmann had traveled all over the world to study blind fish and in his investigations of the caves on the Donaldson land, he found some of the finest specimens he had ever seen and reported that it was the only place in the world where fresh-water blind fish were abundant—and for all intents and purposes right in his backyard.

In 1903, Eigenmann and IU President Bryan persuaded state lawmakers to pass an act which put the land under the university’s control. The act, which actually changed the state constitution, was suspiciously specific, stating:

“...in all cases when lands located in Lawrence or Monroe County has escheated...such lands shall not be sold by the Board of Commissioners of the County where such estate is

TIMELINE OF MAJOR EVENTS

1865 George Donaldson purchases 181 acres in Lawrence County.

1882 Donaldson’s Indiana home is ransacked and later burns to the ground.

1898 Donaldson dies in Scotland. The state of Indiana does not recognize his Scottish will and following state law, Donaldson’s property escheats (reverts) to Indiana and the common school fund.

1900 Donaldson’s heirs come forward with lawsuits to claim his property. Their lawyer argues under Indiana law, aliens (non-U.S. citizens) could actually leave land to descendants—but only for the purposes of selling the property, which must be done within five years.

March 1903 Indiana University President William Lowe Bryan and Professor Carl Eigenmann persuade the state legislature to pass an act stating that the control and management of any escheated lands in Lawrence or Monroe County “shall be vested in the trustees of Indiana University and such lands may be used by said trustees for any proper educational purposes.”

September 1903 Donaldson’s American heirs “sell” the property before the five-year deadline; in reality, an Indiana resident presented a \$4000 note, payable in the event heirs won the lawsuits.

1906 The Indiana Supreme Court denies the Donaldson’s heirs claims to land.

1913 The Indiana Supreme Court reviews Donaldson’s Scottish will, life, and intent. Rules that the state constitution clearly says escheated lands go to the common school fund and strikes 1903 act. Indiana University appeals this decision.

January 1915 Supreme Court declines to rehear the case.

February 1915 Indiana General Assembly approves House Bill 148 which allows the state to sell the Donaldson land to IU in an emergency sale; monies go to common school fund. Pressure begins for IU to turn over land for a state park.

1922 Indiana Governor McCray suggests Donaldson Farm be transferred to the Forestry Division of the Department of Conservation. The IU Board of Trustees decline to do so.

1925 IU’s Donaldson Farm Committee reports to the Indiana University Board of Trustees that the property is valuable as a laboratory and should “be permanently held within the complete control of the University.”

1927 Indiana University sells the farm to the state’s Park Commission for \$9747.41, the amount the university says it has put into the property.

1930 With the addition of the purchase of surrounding land to create an 1100-acre state park, Spring Mill State Park opens.



situated, but the title to all such lands shall be and remain in the State of Indiana and such lands shall be devoted to educational purposes.

The control and management of all such lands shall be vested in the trustees of Indiana University and such lands may be used by said trustees for any proper educational purpose."

Of his purchase of the property after this constitutional amendment went into effect, Stout confirmed the sale, telling the *Bloomington Courier* that "the title to this land is not yet settled to Indiana University." In a private letter to IU President Bryan, it is worth noting that Merrill Moores, the lawyer for Frazer and McAuley, shared with the president that it wasn't actually an outright sale. Moores wrote, "Stout...gave his note for \$4000, payable in the event the heirs succeeded in reversing the case. The sale was made to prevent the forfeiture enforced (*sic*) by the Indiana statute against aliens for

the failure to convey inherited land within five years."

While the lawsuits continued, Eigermann established a biological station on the property and soon he, graduate students, and scientists from IU and elsewhere began experiments within the Donaldson caves.

In the meantime, the Donaldson heirs continued to fight to gain possession of the land. In 1906, their case advanced to the Indiana Supreme Court, but the Court supported the state lawmaker's 1903 act. Newspaper reports stated the case would remain in the courts, though by this point, the heirs were "making only a feeble effort."

In April 1913, another lawsuit on behalf of the heirs advanced to the state's Supreme Court. In this case, the Court reviewed Donaldson's life, Scottish will (again, not legally recognized by the state of Indiana) and intent, as his heirs claimed Donaldson intended to become a U.S. citizen.

Fernandus Payne in Donaldson Cave, studying the reactions of blind fish to light, 1906. Payne was an IU master's student at the time but after earning his PhD at Columbia University in 1909, he returned to IU, to join the zoology faculty. In addition to his academic appointment, Payne served as Dean of the Graduate School 1927-1947. Photo courtesy of IU Archives, P0029752

In a surprising turn, the Court declared the state Constitution explicitly stated that all lands escheated (reverted) to the state belonged in the common school fund. As a result, the statement in the 1903 Act that possession and control of escheated properties in Monroe and Lawrence County went under the control of IU was stricken from the state constitution. Indiana University appealed but on January 19, 1915 a retrial was denied.

Not to be defeated, IU representatives were again able to influence the right people in Indianapolis. Remember the \$4000 note that John Stout of Paoli gave to the heirs so

that they didn't forfeit the five-year term to "sell" the property? On February 25, 1915, a little over a month after the Supreme Court refused to rehear the case, Indiana lawmakers passed House Bill 148 which allowed for an "emergency" sale of the property without notice. Essentially, the bill said that because the heirs had been willing to "sell" the property for \$4000, the state could now sell it to IU. Which they did, with the funds deposited into Indiana's Common School Fund.

Indiana University now owned the land outright and research on its fauna and habitats continued.

Meanwhile, the Indiana State Parks system was established in 1916 and yet another interested party entered the Donaldson saga—the State Park Board. Indiana University began to feel pressure to hand

the property over to the state.

In 1927, the Indiana legislature authorized the Trustees to instruct the university's president to sell the land to the Parks Commission for \$9747.41, equal to the amount of money the university had invested into the property to date. The sale agreement stated that IU would be allowed to continue to use the land for study and scientific purposes.

Thus, the state was now the rightful owner of Donaldson's 181 acres. The people of Lawrence County were keen on establishing a state park in their county, so they raised funds to purchase adjoining property, which they then donated to the state for its new park. With additional state land, the result is what we now know as Spring Mill State Park located near Mitchell, opened in 1930 with the restored pioneer village of Spring Mill as

INDIANA UNIVERSITY BICENTENNIAL



1820-2020

its crown jewel.

Thanks to Donaldson's "eccentric" and forward thinking conservation efforts (and his feeble efforts to later sell the property), visitors today can hike Donaldson's Woods Nature Preserve and stand among trees that are more than 300 years old or explore Donaldson Cave, where they may be fortunate enough to spot the endangered Northern blind cave fish. ❖

Carl Eigenmann at Donaldson Cave, circa 1905. Eigenmann, a renowned ichthyologist who specialized in cave fauna, directed field research on the Donaldson property. Photo courtesy of IU Archives, P0029759





The Early IU Nurses of World War I

By **JOHN SUMMERLOT**

Rhue D. Caster graduated from the IU School of Nursing on June 12, 1918. Five days later, she joined the Army Nurse Corps and served for 13 months.

World War I was the first time that women officially served in the military in large numbers. Twenty-nine IU women served in the U.S. military during the war and many more served in the Red Cross, Y.M.C.A, and other official support units. Fifteen served in the Army Nurse Corps. Of the 15 graduates of the Nursing program in its first two years—1917 and 1918—eight would go on to serve in World War I.

One of those nurses, Flora Ruth, became IU's first woman to die while in military service. Originally from Indianapolis, she graduated from IU in 1915 where she was a member of the Delta Zeta sorority. She then enrolled in the IU nursing program and graduated in 1918. Eight months later, while working at Camp Pike in Arkansas, she died from a burst appendix. Her photo was prominently featured in publications about IU students who died during the war.

Josephine Amada Grima was born in Matamoros, Mexico. A few months after turning 18, she headed north. After taking a ferry over to Brownsville, Texas, she made her way to Indianapolis and enrolled in IU's three-year nursing program. At 22, Grima

was in the first class of nursing graduates in 1917. Her slight stature of 4' 11" made her easy to spot in photos. The following March, Grima went to the Marion County Circuit Court and declared her intent to stay in the United States by swearing before them that she was not anarchist or polygamist (the two types of immigrants prohibited by law). Days later, she enlisted in the Army Nurse Corps. During her 19 months, the Army sent her to the Army hospital in Markleton, Pennsylvania and then to Camp Devens, Massachusetts. Camp Devens had become a primary facility for both pneumonia and Spanish Influenza cases and admitted over 15,000 patients.

Another of IU's pioneer nurses was Lettie Iva Wadsworth. She was born southwest of

“We who went into active service all had the feeling that we would never return to our former ways of life, and many even felt that their days were definitely numbered. This seemed to make people feel that they should cram everything possible into the short period left to them, and of course this attitude brought out the very worst in some, while in others it brought out all their good points.”

—Rhuie D. Caster

Bloomington in the small town of Raglesville in 1882. After graduating from high school in 1897 with nine other students, information about her is scarce until 1910 when she went to Chicago to enter a nursing training program. Afterwards, she briefly worked as

a nurse in Chicago before joining a Red Cross unit headed for Europe in 1915. The unit was part of the British Expeditionary Force. Wadsworth spent most of her 10 month deployment taking care of French soldiers in a Paris hospital. Then in the fall of 1916, at age 34, she enrolled at IU.

As the United States entry into the war became inevitable, Wadsworth found it hard to focus on her studies. She wrote “...the realization that our own American boys, our I.U. students, were about to lay down their lives as our toll in this awful struggle came upon me in full force and I guess I rather went to pieces over it. I know my grade suffered noticeably.” So Wadsworth withdrew from IU and signed up with the American Expeditionary Force.

“To me it is as though a great magnet were drawing me back to a work which I should not have left at all. I could no more keep from going...than water could keep from flowing downhill.” Wadsworth said. This time, she spent 15 months in service and was in a field hospital near the front lines.

When Wadsworth’s enlistment was over she quickly returned to IU making her the first known woman veteran to attend IU. As small waves of influenza still swept the country from time to time, IU called her into service as a campus nurse. In 1922, at age 40, she earned her bachelor’s degree in English.

These pioneering women would show that IU’s woman students and alumna were as able and willing to serve their country as their male counterparts. In 1922, IU launched a fundraising program known as the Memorial Campaign to secure funding for much needed campus facilities. The military service of IU women helped garner support for the Memorial Campaign for the building of a women’s residence hall. In 1925, in recognition of their service, the women’s dormitory, Memorial Hall, became the first monument to women service members in Indiana and one of the first in the country. ❖

FACING PAGE: Nurses during the 1916-1917 school year. Photo courtesy of IU Archives, P0073982

LEFT: Portraits of some of the roll of honor from IU during World War I. Top Row, L to R Melvin B. Kelleher, Paul B. Coble and Harrison Wiley. Middle Row, L to R Joseph K. Barclay, Flora Ruth and Melson Smith. Bottom Row, L to R Paul T. Funkhouser, Ornan J. Six and Frank A. Knotts. Photo courtesy of IU Archives, P0025741

The Indiana University School of Nursing 2020

INDIANA’S COMMITMENT TO NURSING TODAY

By John Simmons

The IU School of Nursing Kokomo is admitting its first cohort of students to a program designed specifically to address the need for IU nurses across north and central Indiana and now offers an accelerated 2nd degree BSN track.

Clinical associate professor Dr. Sharron Crowder is the first IU faculty member in 43 years and the first IU School of Nursing faculty member to be awarded a Robert Wood Johnson Foundation Health Policy Fellowship.

The first family nurse practitioner master’s degree students graduated in December 2019 from the IU School of Nursing Northwest. These new graduates are essential in meeting the growing demand for quality primary care providers in Northwestern Indiana’s urban and rural areas.

Beginning in Spring 2020, IU School of Nursing South Bend will offer a large-scale revision of its nursing curriculum including an increased emphasis on interprofessional experiences and evidence based practices.

IU School of Nursing Fort Wayne is the first educational center in the city to introduce advanced simulated defibrillators into healthcare simulations—this virtual tool allows for training students without the risk of electric shock.

The Division of Health Sciences at IUPUC in Columbus (which includes the IU School of Nursing) continues to pioneer a virtual simulation lab where goggle-wearing nursing students can treat a 3-D patient.

At the IU School of Nursing Bloomington, extensive planning is now underway to design and equip the school’s new Nursing Learning Resource Center which will be housed in IU’s new, state-of-the-art Regional Academic Health Center.





A doctor examines a child patient in the admitting room at Robert W. Long Hospital. At the time, waiting lists for Long Hospital were exceedingly long. Many individuals in the medical profession saw care for children as the greatest need, and therefore viewed the construction of a new children's hospital as absolutely essential. Courtesy of IUPUI University Library, Special Collections and Archives UA24-002610

THE ROCKY ROAD TO THE Creation of the Riley Hospital

By **MELISSA DOMBROWSKI, BS '19**

In the early 1920s, Indiana was still reeling from the 1919 Spanish Flu pandemic. Through the collaborative efforts between Indiana University and the Riley Memorial Association, the Indiana General Assembly passed a 1921 act which allowed for the founding of the James Whitcomb Riley Hospital for Children to curb the overwhelming need for quality pediatric healthcare. Yet, despite the obvious potential benefits of such an institution for the sick children of Indiana, the hospital's establishment was initially met with resistance from some members of the healthcare community.

According to a 1922 government report, at least 218,201 (19.8%) children under the age of five years died yearly in the United States. Up until the founding of Riley Hospital, Indiana had no hospital specializing in the treatment of children. A significant overcrowding issue plagued City Hospital and Long Hospital (IU School of Medicine's teaching hospital), the two hospitals near the IU School of Medicine. Both hospitals had extensive waiting lists for the admission of patients of all ages. Even before Riley hospital opened, parents of sick children wrote to Indiana University asking if their child could be admitted. In one letter, a mother expressed concern that her child had been turned away from Long Hospital due to the already long wait for treatment.

The proposed establishment of Riley Hospital also addressed the ever growing need for medical professionals in the state. The plans for the hospital's construction came amidst a nursing shortage so severe that the IU Medical Center Finance Committee deemed it an "emergency." Riley Hospital provided new opportunities for the training of pediatric nurses in connection with the already-established Indiana

University Training School for Nurses. Student nurses would thereby serve a vital role in filling in gaps left by nursing shortages which had been unfilled for decades.

Nevertheless, while the demand for Riley Hospital was evident, not everyone in the medical community was eager for its establishment. Between the hospital's founding and construction, articles in the 1922 *Journal of the Indiana Medical Association* (JIMA) accused "newly enfranchised women" employed as social workers as undermining the work of general practitioners. They also cast doubt on the ability of the "faculties of medical colleges" to provide the same quality care as private doctors. However, among the reasons for discontent among the medical community were newspaper articles touting the idea that Riley Hospital, while a state-funded hospital, would be free to all Indiana children. Fearing for their careers and financial likelihood, some medical professionals denounced the new children's hospital as both socialistic and communistic.

One editorial in the JIMA declared, "Certainly it is time for every red-blooded medical man to take off his coat and work for the high ideals he represents, to say nothing of aiding in his own self-preservation," adding that hospitals had no "moral right to enter into competition with the private institutions of the state." This author indicated that Riley Hospital should accept indigent patients exclusively, and to do otherwise would be to the detriment of the entire industry of private practitioners. However, other JIMA articles took a slightly different perspective. One March 1922 editorial stated that the openness of Riley Hospital to all Indiana children was perfectly acceptable, as long as those who were able to pay actually paid.

Over the early months of 1922, JIMA editor and manager Dr. Albert E. Bulson Jr. also corresponded with the dean of IU School of Medicine, Dr. Charles P. Emerson, fervently urging him to heed the outcry of the general practitioners and assure that Riley Hospital open its doors only to indigent patients if it was operated through state funding. In one letter to Emerson, Bulson complained that Long Hospital charged different patients based on social class and expressed a concern that the situation at Riley Hospital could end up worse. He also emphasized what he referred to as the “overwhelming sentiment in the medical community as opposed to [Riley Hospital]” and reiterated that local doctors were worried that building up the medical school would create too much competition for those in private practice. While the JIMA editor also clarified that he was not completely opposed to the construction of the hospital, he also stipulated that there would be a difference in the hospital’s ability to operate depending on whether it was funded by the state or maintained through donations.

At the inception of Riley Hospital, these letters from Bulson foreshadowed the importance public support would play amid the backlash from the medical community’s local practitioners. Throughout its history, charitable organizations have contributed to the growth of Riley Hospital. The early key to this progress was the Riley Memorial Association (now the Riley Children’s Foundation). Many other charitable organizations have also played important roles including Kiwanis, Rotary, the Junior League, Tri Kappa, Psi Iota XI, and the Riley Cheer Guild, in addition to thousands of private citizens and grateful patients.

Today, Riley Hospital is recognized as one of the leading hospitals for children in the United States for patient care, research, and education. Thanks to charitable contributions, families of patients receiving treatment at Riley Hospital can often stay free of charge at the Ronald McDonald House on the IUPUI campus as well as at the hospital in order to be closer to their children while they undergo treatment. ❖

RIGHT, TOP: Charles P. Emerson, dean of the IU School of Medicine, makes rounds with social work students in the 1920s. Courtesy of IUPUI University Library, Special Collections and Archives UA24-002603

RIGHT, CENTER: Riley Hospital exterior. Courtesy of IUPUI University Library, Special Collections and Archives UA24-004643

RIGHT, BOTTOM: First patient admitted to Riley, 1924. Courtesy of IUPUI University Library, Special Collections and Archives UA24-001551



1820-2020

Why Was the IU School of Medicine located in Indianapolis?

By **WILLIAM H. SCHNEIDER**

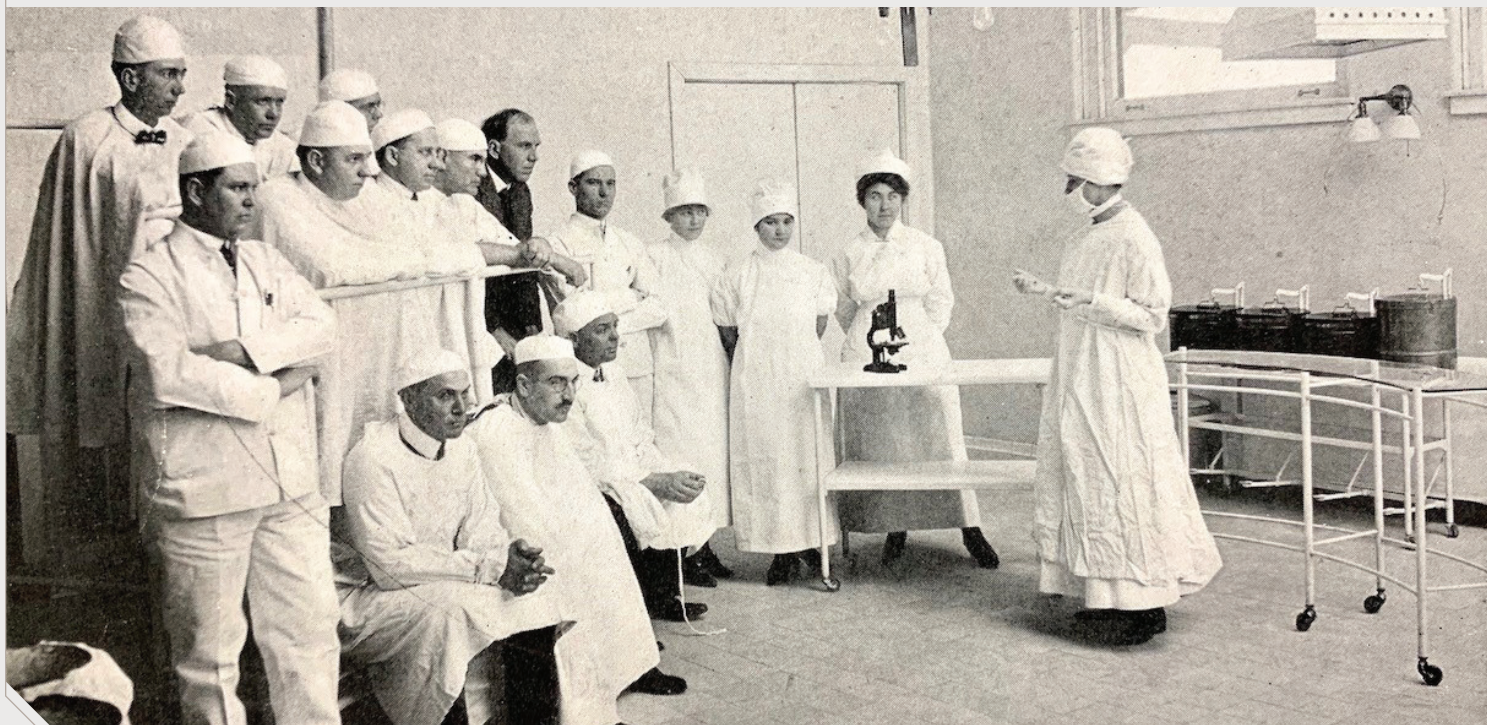
The IU School of Medicine has been a very influential part of Indiana University and the state of Indiana for over a century. Just on its own terms, it is quite a large enterprise. At its last accreditation in 2017, the school reported an annual income exceeding \$1.5 billion, with over 2000 full-time faculty, teaching 1350 MD students, plus roughly an equal number of residents, and awards of over \$250 million in external research funding. Parts of the history of the school are well known, but one of the most often asked questions remains: why is the medical school located in Indianapolis and not Bloomington? The answer is that the medical school is based where most of the doctors and patients were which was in Indianapolis, not Bloomington. The creation of the medical school was a complicated process.

The state-supported college in Bloomington was authorized for medical instruction in 1838 when its name was changed from Indiana College to Indiana University, but the school did not offer medical instruction until 1871. That is when IU made an agreement with the new private Indiana Medical College, established the year before in Indianapolis, to make it the university's Medical Department. Graduates of the five-month course still required years of apprenticeship, but the university failed to receive any state funding for medical instruction, so the partnership ended in 1876.

Private medical schools continued to attract students, and as medical knowledge grew, they extended the length of coursework and arranged for clinical instruction at the new hospitals, especially those established in

Indianapolis. The increased cost of this instruction and the beginnings of accreditation led the private schools to seek college and university partners. For example, the largest medical school in Indianapolis, the Medical College of Indiana, attempted to collaborate with Indiana Asbury (later Depauw) and Butler but these alliances were short-lived.

Soon after 1902 when William Lowe Bryan became president of IU, he proposed reestablishing medical instruction and approached the Indianapolis schools. When these discussions produced little agreement, the president decided to begin offering what by then had become the first two years of instruction in medical science (anatomy and physiology) and laboratory subjects (e.g., bacteriology), both of which could be accommodated in the current science facilities in



Bloomington with limited additional faculty. For clinical instruction, however, students had to transfer to schools in larger cities like Indianapolis where hospitals had the patients and doctors who could instruct students in clinical care. In 1900 Bloomington had only 6400 people whereas Indianapolis had quickly grown to 170,000.

Complicating matters, however, was Purdue University President Winthrop E. Stone who entered the scene and secured agreements with the two largest schools in Indianapolis (Medical College of Indiana and the Central College of Physicians and Surgeons), thus creating the Medical Department of Purdue University. This strategy was strongly resisted by IU, and in 1908, after a few years of what was called a battle in the press and legislature, Bryan finally reached an agreement with Stone whereby the Indianapolis schools joined IU. Initially, the first two years of instruction continued at Bloomington while the four-year curriculum of the merged Indianapolis schools also continued, but this awkward duplication was resolved a few years later when the president secured an agreement to have the first year taught only at Bloomington and the rest of instruction to be given in Indianapolis. This arrangement continued for another 45 years.

During that time the program was a surprising success with the rapid construction of multiple hospitals on what became the campus adjacent to the Indianapolis City Hospital, west of downtown. This was largely the result of local philanthropy, matched by state support that made possible the construction of Long Hospital (opened in 1914), Riley Hospital (opened in 1924) and Coleman maternity hospital (opened in 1927).

The IU School of Medicine was able to survive and even continue to grow during the Great Depression and World War II. The biggest and most dramatic change in medical instruction came between the late 1950s through the early 1970s, when the school shifted from an attempt to consolidate instruction in Indianapolis to an effort to distribute it around the state. The resulting statewide system is now the single most identifiable feature of the IU medical school nationally.

This process began with the opening of the Medical Building in Indianapolis in 1958, a project that responded to increasing criticism

School of Medicine Graduating Class of 1924 in front of Emerson Hall. Note there are three female and possibly three black male students although the exact number has not been confirmed. Photo courtesy of IUPUI University Library, Special Collections and Archives UA24-000269



of the division of instruction between Bloomington and Indianapolis that dated back to the 1930s. It also increased facilities for larger enrollments and enabled the recruitment of full-time faculty with a research agenda, a growing necessity in American medical education, thanks to the tremendous increase in available federal medical research funds following World War II. In 1958 the Medical Building (now Van Nuys Hall) opened and admitted first-year medical students in Indianapolis for the first time since 1911. The departments of anatomy and physiology were established, and the number of incoming students grew from 158 in 1957 to 215 in 1965. This gave the IU School of Medicine one of the largest MD classes in the U.S.

Despite this growth, which was especially welcomed by the state legislature, within ten years the medical school reversed its efforts at consolidation and began establishing the decentralized statewide program that exists today. What caused this change? It started when a report issued by the U.S. Surgeon General's Consultant Group on Medical Education in October 1959 warned of a shortage of physicians. Although errors were later found regarding assumptions about population growth and the identification of regions predicted for shortages (indeed, for a number of reasons by the end of the 1970s the medical professions and schools were most concerned about a glut of MDs.), the report sparked a national discussion about

the future supply of physicians in the United States, and a call by local politicians for more medical schools.

This soon included Indiana, despite the fact that the IU medical school was in the middle of expanding enrollment by 35%. In fact, the school's main focus had shifted to problems with residency, a much better predictor of where physicians would eventually practice. The state's only medical school was graduating over 150 students per year in the early 1960s, but the state had only just over 100 internship slots. As a result, throughout 1963, IU School of Medicine Dean John Van Nuys sought support for expansion of graduate medical education, but outside of Indianapolis the subtle relationship between medical graduates, residencies, and medical practice was not well understood. Instead, local politicians and business heads around the state, and Governor Matthew E. Welsh in August 1963, called for a second medical school to be established. Leaders in cities such as Muncie, South Bend, and Gary were less interested in graduate medical education and much more eager to see the expansion of medical education and accompanying economic development in their regions through the establishment of a new medical school.

In response, the IU Board of Trustees quickly moved to defend its "statutory responsibility for medical education" in the state by commissioning in November 1963 a study to examine the development of medical



education in Indiana. This proved to be the first of at least six committees that issued reports between 1964 and 1969. During this time, Glen Irwin, who became dean following Van Nuys's untimely death in February 1964, took the lead in gaining support for a compromise statewide plan whereby half of the first two years of instruction was provided at eight sites around the state and the other half in Indianapolis. Then all students would finish their degrees in Indianapolis. A couple of circumstances enabled such a dramatic change. First, was the rivalry over the decision about the location of a second school, with each of the other locations facing off against any one site that was gaining support in the legislature. A second compelling argument was the cheaper cost of expanding initial medical science instruction,

Medical students working in a laboratory in the Medical Sciences Building, 1959. Courtesy of IU Archives, P0051335

as opposed to the much greater expense of creating a whole new medical school with all the necessary faculty and facilities, especially laboratories and clinical hospitals.

As a result, the medical school sought locations for medical science instruction, if possible where there were university facilities. The campus in Bloomington had already been doing this on a small scale as part of the agreement to consolidate instruction in Indianapolis. A dozen or so MD students were allowed to receive the first two years of medical science instruction (and an MS degree) before transferring to complete their medical degree in Indianapolis. Following this example, in 1968 agreements were reached with Purdue and Notre Dame, the first few students began instruction in what became pilot programs in West Lafayette and South Bend. Implementation, however, proved to be quite complex, requiring selection of facilities and qualified faculty and establishment of lines of responsibility with multiple institutions at all the locations. In addition, the medical school had to make the case, especially to accrediting agencies, that students received the same education in all of

these varied settings. Nonetheless, by 1981 the first year of instruction was being offered to half of the entering students at all the sites around the state, and by 1990 the second year had been added. This plan continued until the early 2000s when, following predictions of another physician shortage, the IU School of Medicine moved to expand instruction of the last two years of the program at the sites around the state, a goal that was achieved by 2014.

In conclusion, the answer to why the IU School of Medicine is not in Bloomington is that there were not enough doctors and patients at that location to train physicians. If the greatest number of doctors has always been in Indianapolis, why isn't the whole medical school there? The most important reason is politics, and the best proof is found in the nature of the second medical school in the state which finally opened in 2013. It was established without state funding (or political influence) at Marian University with the assistance of the American Osteopathic Association, and the location is not only in Indianapolis but just two miles down the road from the IU School of Medicine. ❖



Blashfield's *Alma Mater*

In January 1924, IU President William Lowe Bryan wrote a letter to muralist Edwin Howland Blashfield to ask if his painting titled *Alma Mater* was still available for purchase. The painting depicts a soldier coming to the defense of the personified university against a dragon devouring textbooks on the floor. Bryan admitted, "There has not been a time since I saw the picture that I have not ardently wished to have it here." The two men discussed alterations to the painting, and, after making additions of iconic crimson paint and the IU seal to the soldier's shield, Blashfield gladly agreed to sell it to IU for the price of \$3500 (about \$52,000 today). This pleased the president, who fondly described *Alma Mater* as "The picture which I love so much. It is a great joy to me that my university is to possess it forever."

In the years following the World War I, Bryan saw the dragon's image as representing materialism and ignorance, threatening to destroy "the books which stand for the learning created and cherished by the University." He used *Alma Mater* as a teaching tool, comparing students to the soldier in the painting, emphasizing that "the whole essential fate of the American University depends on which side that student-soldier and his mates finally decide to fight." The president presented the painting to Indiana University during the 1924 Commencement and gifted it to the university in the name of his wife, Charlotte Lowe Bryan. He urged students and alumni to protect and defend their own alma mater, IU, much in the way he might have called soldiers to war. At an alumni induction ceremony later that day, the following command was issued by Paul McNutt, the President of the Alumni Association:

"You are more important to the University than ever before...You must care for her as you would for your Mother. Anticipate her needs. Believe in her. Support her. Love her. She has given you light and truth. Repay her with service and sacrifice."



Edwin Howland Blashfield, *Alma Mater*, 1924, oil on canvas, in honor of Charlotte Lowe Bryan, Indiana University Campus Art Collection, CA1924.2

A Painting, a Song, *and* a Motto

A Trio of Alma Maters

By HANNAH OLLEN, BFA' 15, MA' 19, MARY MELLON, and JAMES CAPSHEW, BA '79



Alma Mater in its original home, the third floor of the University Bookstore, in the Indiana Memorial Union as seen in 1945. Photo courtesy of IU Archives, P0044047

Funding for the Indiana Memorial Union began in 1921, and the president always intended for *Alma Mater* to hang in the finished building. When it officially opened in 1932, the painting was given a home on the third floor of the University Bookstore, paired with a quote from Abraham Lincoln: “I will study and get ready and then maybe the chance will come,” strengthening the connection between the soldier on the canvas and the students at IU.

There *Alma Mater* remained until 2011, when it became the centerpiece of a rotating exhibit, *Women of Indiana University*, because of course alma mater translates as “generous mother,” the ultimate depiction of the women of IU. The painting was later moved out of the exhibit for conservation and then placed near the Memorial Room, a chamber designed to honor the memory of students, staff, and faculty who have served in the military since the War of 1812. For

the bicentennial, *Alma Mater* is hung in the East Lounge stairway, where it is seen by hundreds every day.

Hail to “Hail to Old IU”

It was the 1892-93 school year in Bloomington, and IU sophomore Joe T. Giles (AB 1894) faced a problem: he and his fellow Glee Club members had no alma mater song to perform, for an upcoming competition, as was customary among collegiate singing groups. The *Indiana Student*, in its November 1, 1892 issue, also lamented the lack of a school song:

“What we need next is an alma mater song, for use on social occasions. Other institutions have their praises sounded in this way upon all festive occasions. Why can we not have such a feature? Have we not poets enough among us to evolve a song of real literary merit?”

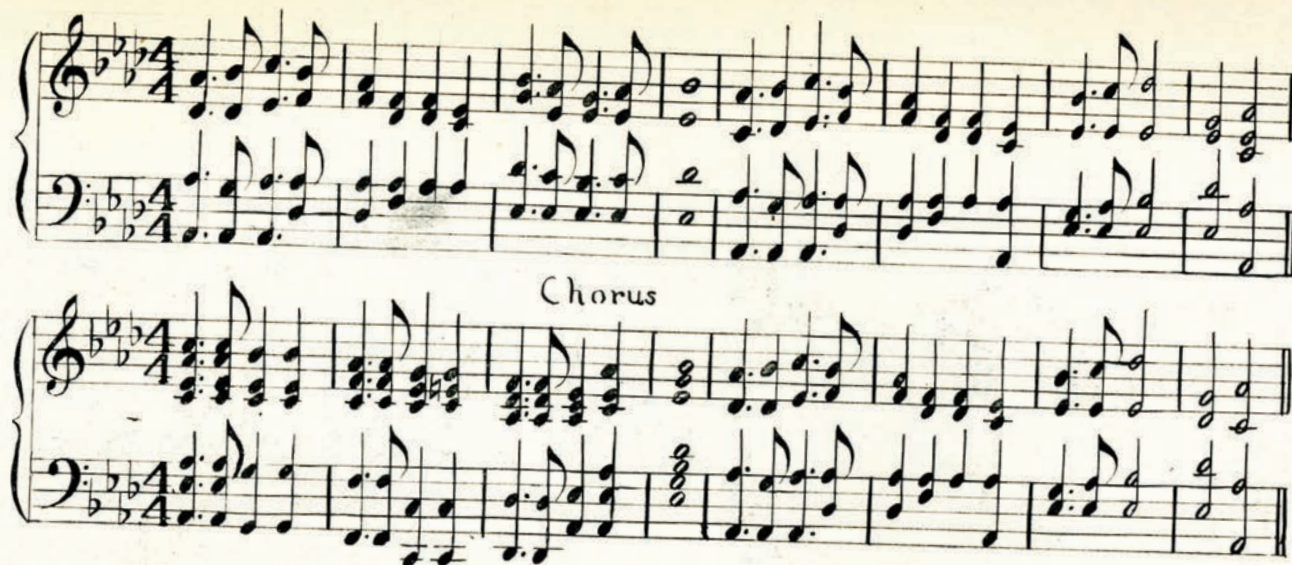
It was not only for the Glee Club, then, but the entire university that Giles took up his pen and began to compose what we know today as “Hail to Old IU.” He borrowed the music from the 1857 ballad “Annie Lisle,”

which over the years has proven a popular tune for alma maters, including those of Cornell, Kansas, Indiana State, Ball State, and the University of North Carolina. For the lyrics, Giles drew inspiration (and the word “Frangipana”) from a popular Hoosier cheer devised in October 1892.

The invention of the cheer, or “yell,” is a fascinating story in its own right. On October 24, 1892, a group of about 50 IU students boarded the train to Lafayette to see the Purdue-Michigan football game. En route to the game, there was a consensus among students that they needed a new cheer to show their spirit, and they came up with the following lines:

*Gloriana, Frangipanni [sic], Indiana.
Kazoo, Kazah! Kazoo, Kazah!
I.U. Hurrah! I.U. Hurrah!
Hooplah! Hooplah
State University!
Rah! Rah! Rah!*

The inclusion of “Frangipanni [sic]” was the inspiration of student Ernest H. Lindley who had seen that name (also known as plumeria) on a perfume sold in his father’s



Come and join in song together,
Shout with might and main;
Our beloved Alma Mater,
Sound her praise again.

Honor to the white and crimson
Banner that we love;
It shall lead us in the conflict,
And our triumph prove.

Chorus.

Gloriana, Frangipana,
E'er to her be true;
She's the Pride of Indiana,
Hail to old I.U.

Senior, Junior, Soph. and Freshman.
All together we;
Sound the chorus loud and glorious.
State University.

Here's to her whose name we'll ever,
Cherish in our songs;
Honor, love and true devotion,
All to her belong.

Courtesy of *Arbutus* 1894

drug store. Giles kept the term for the alma mater (inexplicably dropping "Kazoo," "Kazah," and "Hooplah") but altered the word to "Frangipana" to better rhyme with "Indiana."

The IU Glee Club debuted "Hail to Old I.U." at the state oratorical contest in Indianapolis on March 10, 1893, and the song went on to be performed at various IU athletic and ceremonial events. The score and lyrics appeared in the first *Arbutus* yearbook in 1894, and the song was first published in 1908.

And the rest is history...almost.

"Hail to Old I.U." has faced some stiff competition over the years from Hoagy Carmichael's composition "Chimes of Indiana," which the class of 1935 presented to the

university as a gift in 1937, for the status of the IU alma mater. Forty years later, the IU Alumni Association presented a resolution to the IU Board of Trustees requesting alma mater status for Carmichael's composition. The trustees compromised and made both songs alma maters in 1977. And thus "Frangipana" lives on.

The Mother of College Presidents

In 1921, the indefatigable Ivy Chamness, editor of all IU official publications, noted that Indiana University had the reputation as the "Mother of College Presidents" because so many of her graduates had been called to the presidencies of universities, colleges, and normal schools. Citing both recent examples

as well as older cases, she traced the phenomenon to the influence of David Starr Jordan, IU's seventh president, who served from 1885 to 1891.

Jordan, who introduced the elective system for students and reorganized the faculty into departments, was preoccupied with improving faculty quality in the face of limited financial resources. As he recounted in his autobiography:

"My next important move was to bring trained and loyal alumni into the faculty. Up to that time vacancies had often filled by professors released for one reason or another from Eastern institutions. Among my own early selections were a few young teachers from the seaboard universities, but most of



The "Spirit of Indiana" holds the IU cornucopia of buildings in Bloomington and Indianapolis. *Indiana University News-Letter*, June 1924. Photo courtesy of IU Archives, P0033867

them failed to adapt themselves, appearing to feel that coming so far West was a form of banishment. Indeed, as a whole, they seemed more eager to get back East than to build up a reputation in Indiana. Moreover, I found among the recent graduates several of remarkable ability; to them, therefore, I promised professorships when they had secured the requisite advanced training in

the East or in Europe."

Included among the many alumni he inspired were Indiana faculty stalwarts: Joseph Swain, William Lowe Bryan, Carl Eigmann, James A. Woodburn, David Mottier, and William A. Rawles. IU was without endowed wealth or accumulated prestige, so Jordan took a page from Hoosier agricultural heritage and populated the faculty with homegrown talent.

In 1938, the IU alumni magazine published an article, "Why is Indiana the 'Mother of College Presidents'?" Based on a survey of the 47 living alumni who headed colleges and universities, it probed the reasons for this phenomenon. One leader suggested: "Young men had no basis for a great economic career, coming as they did from the rock-ribbed hills, but they had ambition, the outlet for which was in the field of education." Another answered that, "although Indiana did not have great buildings or great financial resources, she 'did have some great men'" and a remarkable camaraderie among students, faculty, and administration.

In 1940, a sociological study of 300 current college presidents was published, revealing that they had been graduated from 180 baccalaureate institutions. Harvard was the leader, with nine presidents. Indiana and Yale were next, with six presidents apiece. The article lent a measure of empirical support to what IU boosters had been saying for two decades.

By virtue of its postwar program in College Student Personnel Administration, so many African American educators came to IU to get advanced training that it extended its reputation to become the "mother of black college presidents."

The Bicentennial Office has created an historical database that contains over 400 IU alumni that have served as college and university presidents. For nearly all of its 200-year history, IU has nurtured academic leaders, serving a myriad of institutions in the United States and abroad.

Since 1828, when the office of the president of Indiana College (later University) was created, 18 individuals have held that post. Six of them were alumni, and their combined tenure equals 93 years. American higher education as well as Indiana University has significantly benefitted from the institution's role as a fountainhead for leadership. ♦

INDIANA UNIVERSITY: 200 YEARS IN THE MAKING EXHIBIT

LOCATION: The History Museum, South Bend, IN

This exhibit showcases the 200-year history of IU, including the growth of IU South Bend and other regional campuses.

Remember the Titans

By JAY VANDERVEEN, MA '05, PhD '06

Some things are inseparably linked with a particular color. School buses are yellow. Pine trees are green. Indiana University basketball jerseys are cream and crimson.

Except when they are blue as worn by the Indiana University South Bend Titans.

Club-level athletic teams started competing at IU South Bend in the 1960s. In 1969, the student body held a vote and selected “Titans” as the official school mascot. At the same time, Air Force blue and white were chosen as the official team colors. This means that the traditional crimson shade is not seen on the men’s basketball team jerseys when they play at home.

Along the same lines, the original “home” court was not the same you would expect to see today. A gymnasium was not built on the IU South Bend campus until 2001. Instead, the team played at South Bend’s Greene Elementary school first, then at Mishawaka’s Bethel College, then at the city-owned Newman Recreation Center one mile west of campus, and other facilities nearby.

The school’s first three teams were men’s basketball (of course—after all this is Indiana), cheerleading, and a flag-football club. Through student petition, the men’s basketball club was made a varsity-level team in 1984. Three seasons later, the Titans hired Homer Drew as head coach. Drew left after one year to begin his storied career at Valparaiso University. Even still, that means that IU has had a National Collegiate Basketball Hall of Fame coach pacing the sidelines at a home court outside of Bloomington.

In 1990, the women’s basketball team began to compete at the varsity level. The “Lady Titans” played their home games on

the court at South Bend Community School Corporation’s Brown Intermediate School, which has since closed. With the opening of the Student Activity Center in 2001, the IU South Bend teams finally had a court to call their own. Wearing number 12 that season was Katie Prominski, a guard hailing from Rockford, Michigan and majoring in secondary education. Interestingly the women’s colors have always been cream and crimson, but the “Lady” moniker was removed from the jerseys in 2015. The women and men both now compete as “Titans.”

The school’s mascot, Titus, patrols the sidelines during IU South Bend games and can appear as either male or female. A student contest to design a Titan mascot took place in 1972. A student quoted in the student newspaper, *The Preface*, said at the time: “I don’t even know what a Titan looks like, other than it being a missile.” What started as a god-like figure throwing lightning bolts evolved into what the paper called “a bobble-headed cartoon caricature of what a fierce fighting machine might be.” Titus appeared as a male troll for its whole life, until the new costume was unveiled during the “Nearly Naked Mile” in the fall of 2019. Titus now wears a costume more closely associated with Greek mythology—an armored breastplate, leg guards, and a cape. In crimson, of course. ❖

RIGHT, TOP: A sampling of items that are featured in the Indiana University: 200 Years in the Making Exhibit. Courtesy of Jay VanderVeen

RIGHT, CENTER: The two different versions of the new mascot costume debuted at the Nearly Naked Mile in 2019. Courtesy of @IUSouthBend

RIGHT, BOTTOM: Titan mascot on Student Activity Center court, 2002. Courtesy Indiana University South Bend Archives, Box9A_Folder50





Photos courtesy of IU Archives

1820-2020

LATIN CONTEST TO OPEN NEXT WEEK

Miss Helen Jaehne, Instructor in Local High School, in Charge in The Sixth District

FIRST TIME COVERS STATE

Contest is Held for Purpose of Creating Desire to do Better And More Thorough Work in Latin

Miss Helen Jaehne, Latin instructor in the Rushville high school, will have charge of the sixth congressional district section of the Indiana school Latin contest, which will open with local contests the last three days of next week, February 21 to 23 inclusive.

Latin contests have been held in this district before, and Rushville high school pupils in the past have taken a prominent part in it.

GREAT BOOKS ARE TODAY'S BOOKS

- People want to discuss and think about problems which face us today.
- They want to know what the best minds of the ages have said about these problems.
- People learn by reading, thinking and arguing about these problems.
- Everybody enjoys this kind of learning.

THE GREAT BOOKS FOUNDATION

TO JOIN A GREAT BOOKS GROUP
CALL, WRITE, OR SEE...

PARENT-TEACHER PROGRAM READY

Speakers Named for State-Wide Conference at I. U.
March 29.

[Special to The Indianapolis Star.]
BLOOMINGTON, Ind., March 17.—
Parent-teacher

A PACKAGE OF INFORMATION

ON SUBJECTS OF MODERN INTEREST

FROM THE BEST MAGAZINES

HOME	LABOR	GEOGRAPHY
ECONOMICS	EDUCATION	LITERATURE
FOREIGN AND	ART	SCIENCE
DOMESTIC	POLITICS	BIOGRAPHY
PROBLEMS	RELIGION	CONSERVATION

SEND FOR LIST OF SUBJECTS

NO CHARGE FOR THIS SERVICE

BUREAU OF PUBLIC DISCUSSION

EXTENSION DIVISION

INDIANA UNIVERSITY

BLOOMINGTON - - - - - INDIANA



Luncheon meeting of the South Bend—Mishawaka Extension Center, 1940. (Sitting, L to R) Joseph Franklin, Mary Burchard Orvis, Herman Briscoe, Robert Cavanaugh, Ward G. Biddle, Lynton K. Caldwell and E. Ross Bartley. (Standing, L to R) H. W. Norman, Mrs. W. S. Bittner, Charles Harrell, Laura Alexander, F. R. Neff, George F. "Dixie" Heighway, Mrs. P. J. Ellis, Louise Rogers and Helen Duncan. Photo courtesy of IU Archives, P0033856

DID YOU KNOW?

The IU Bicentennial Professors program was modeled after the original faculty members who traveled all over the State of Indiana lecturing to local clubs and organizations through the Extension Division. In honor of IU's 200th Birthday, 23 faculty members were selected to serve as "Bicentennial Professors" and have been circumnavigating the state meeting with Indiana residents.

DETACH THIS COPY
Retain for Files

Indiana University Extension Division, Bureau of Audio-Visual
Bloomington, Indiana

Return to: Indiana University Extension Division, Bureau of Audio-Visual Aids
Bloomington, Indiana

Exact title of Aid		Type of Aid		This Material Produced By	
(1) Used by me in Classroom for	Elementary Junior High High School College Adult	Subject		(Most Important)	
(2) Used by me for Grades I II III IV V VI VII VIII IX X XI XII		Cover Single Topic		Date of Use	
(3) Used to Introduce Survey Summarize Course of Study		Teachers Guide		Date Returned	
(4) Correlation with Complete Truth, Unity, Sequence, Relevance of contents	Excellent Good Fair Poor	Student interest in material		No. Times Used	
(5) Technical Quality Excellent Good Fair Poor		Advertising or objectionable element		Total Attendance	
(6) I WOULD USE THIS MATERIAL AGAIN	Eagerly Willingly Reluctantly Never				

Teacher School

If you add comment on back of card, check here ☐

Based on Standard Form of National Evaluation Project of Educational Screen Magazine

Minimum for complete Score—12 dotted lines filled, 10 Italics underlined

Town and State

“Carry the University to the People”

The Indiana University Extension Division

By JAMES CAPSHEW, BA '79, BRE ANNE BRISKEY, BA '18, and KELLY KISH MA '02, PhD '10

In his 1903 inaugural address, IU President William Lowe Bryan expressed the goal of Indiana University: “What the people want is open paths from every corner of the state, through the schools, to the highest and best things which women and men can achieve.” To that end, in 1912 he appointed professor and assistant dean of liberal arts William A. Rawles as acting director of extension work. Correspondence study, lecture courses, and discussion clubs for high school and community groups were among the first initiatives.

In 1914, a national search yielded a fulltime director, John J. Pettijohn, who had lavish plans for extending educational opportunities around the state. Community institutes were tried, where university and other experts met with local residents on topics such as city beautification, childcare, recreation, and public health. The successful institutes were discontinued because of World War I, but wartime needs for public information before the age of radio mushroomed into a massive Speakers Bureau, where Robert Cavanaugh joined the work of the division. During this period, extension centers were established in the two largest Hoosier cities: Indianapolis and Fort Wayne.

After the war, the Extension Division pursued both formal teaching beyond Bloomington and informal educational outreach. The teaching service included correspondence courses, lectures, and classes. IU had a standing offer to Hoosier communities that, if 15 or more members of a community petitioned the university, an instructor would be dispatched to offer lessons on site, either weekly or fortnightly. By 1925, the number of students taking IU classes in places other

than Bloomington exceeded the student body in Bloomington.

The variety of informal educational outreach was impressive, ranging from supporting public discussion groups through package libraries and audio-visual materials to the sponsorship of high school competitions and contests to giving cooperative assistance to clubs and civic organizations and other community agencies.

Between the end of the World War I in 1918 and the start of World War II in 1941, the Extension Division addressed educational needs in the Hoosier state in responsive and dynamic ways, and additional extension centers were established in South Bend and northwest and southeast Indiana. Cavanaugh, who was director of the division from 1921-46, reflected:

“A university center is not designed to attract students to come from far afield. It is, on the contrary, designed for those who want university courses, lectures, adult

“University Extension is an attempt to bring some of the advantages for culture and instruction within the colleges of the university to people who are not enrolled as resident students. It is also a plan for rendering a public service of an educational and particular social welfare nature.”

—John J. Pettijohn,
Proceedings of the First
National University Extension
Conference, 1915



The Bureau of Visual Instruction, 1938. Photo courtesy of IU Archives, P0030827

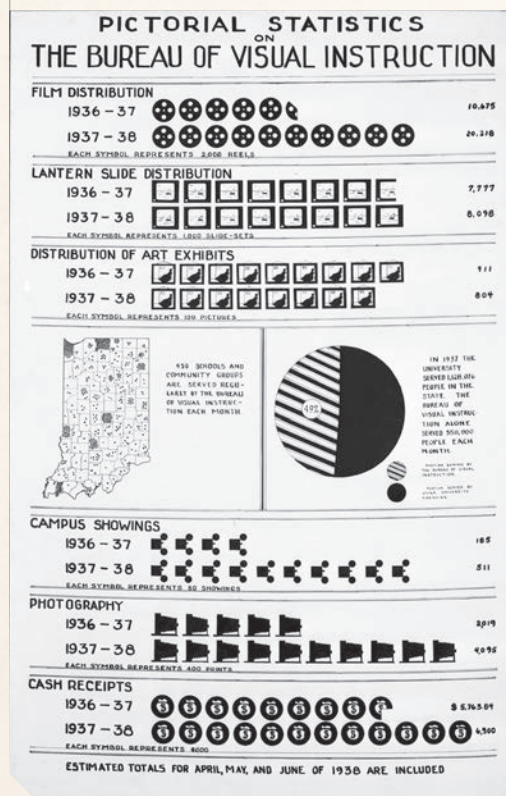


study opportunities, and guidance related to their professional and business pursuits within reach of their home. And not the least important consideration, of course, is the facilities offered to stimulate resources for personal development and enjoyment.”

After World War II, under the administration of IU President Herman B Wells, an ambitious expansion program began, with new extension centers in Kokomo and Richmond and cooperative centers in Evansville and Vincennes. In the postwar context, the division gradually changed focus towards the development of regional campuses, and its remaining work was eventually absorbed by other units of the university.

The Extension Division, through innovative and comprehensive programming, did “carry the University to the people.” It provided an array of educational services to Indiana residents for decades, and the extension centers laid the foundation for IU’s campuses around the state.

Photo courtesy of IU Archives



Wartime Public Lectures: The Four Minute Men

World War I disrupted the work of the Extension Division but also provided new opportunities. Collaborating with the State Council of Defense in 1917, a Speakers' Bureau was created, featuring over 400 volunteer speakers. Known collectively as the “Four Minute Men,” they talked for exactly four minutes before almost every kind of audience on a variety of subjects including “Where Did You Get Your Facts?,” “Food Conservation,” and “Liberty Loan.”

“At the movie house, when the hero and heroine had walked hand in hand into the sunset at the end of the first show of the evening, the pianist would shift from ‘Hearts and Flowers’ to ‘Over There,’ the lights would come on, and one of Cavanaugh’s Four Minute Men would take the stage.” When Extension Director John Pettijohn was called to Washington, D.C., in 1918 to serve as the associate director of the National Four Minute Men, alumnus Robert Cavanaugh was hired. During the short course of war, the Speakers' Bureau had 1800 engagements, with 370 volunteer speakers from Indiana and 85 from out of state. In a time before electronic communication, the Speakers' Bureau found ways to disseminate vital information wherever people gathered in public.

Bureau of Visual Instruction: The Magic Lantern Slides

Before the widespread usage of computers in classrooms to view images, both still and moving, instructors relied upon other technology, including slides projected through a “magic lantern.” The Extension Division offered collections of lantern slides to teachers statewide, expecting that they “will be common as necessary instruments of regular instruction.” Gathering slides from several sources, including academic departments, state welfare agencies, and businesses, the Extension Division organized and arranged

Pictorial Statistics on The Bureau of Visual Instruction, 1938. Photo courtesy of IU Archives, P0030830

Groups served regularly by the Bureau of Visual Instruction



A map of Indiana showing the groups served regularly by the Bureau of Visual Instruction, 1938. Photo courtesy of IU Archives, P0030855

sets of lantern slides for various subjects so that groups across the state could borrow them for educational usage. The groups paid only the cost of transportation.

Usage skyrocketed in the 1920s, from 292 lantern slide sets in 1920 to more than 5000 by the end of the decade. To accommodate the demand, the Extension Division created the Bureau of Visual Instruction. While lantern slides maintained high distribution rates in the 1930s, the advent of World War II, combined with technological changes, led to a sharp decline. Wartime changes in personnel and organization gave rise to a revamped Audio-Visual Center in 1946. Connections to the School of Education were developed that evolved into the Instructional Systems Technology department, and the Audio-Visual Center enjoyed an extended period of national leadership during its postwar heyday.



DID YOU KNOW?

Indiana University was a charter member of the National University Extension Association, founded in 1915 with 21 constituent institutions and devoted to the advancement of continuing education and extension. Both John Pettijohn and Robert Cavanaugh served terms as president (1920-21 and 1931-32, respectively), and Walton Bittner was longtime secretary-treasurer of the association (1928-56).

Taking Information on the Road: Package Libraries

Unconventional, unorthodox, and the antithesis of the traditional library, the Extension Division was one of the first to use “package libraries” for its public information initiatives. While anyone in the state had access to the package libraries, they were especially useful to rural residents to gain access to current information. Designed to stimulate discussion of current events with up-to-date news and to help increase civic consciousness, the Public Discussion Bureau of the division coordinated the production and distribution of the package libraries, easing the financial and administrative burden on local libraries. Beginning with a set of 250 topics in 1913, the collection of package libraries grew to over 1000 topics, with each library containing 10 to 50 pieces of material, continuously updated.

Some of the most popular package libraries were everyday concerns, such as pensions, marriage and divorce, and unemployment insurance, as well as social issues like immigration, world peace, and prohibition. Anyone in the state, from an individual resident to club secretaries, community leaders, and teachers who used the material in their classes, could borrow a package library for two weeks at no charge except for postage. Reaching thousands and thousands of Hoosiers, the impact of the package libraries was immense, demonstrating the direct reach of the Extension Division.

Helping Indiana High Schools: The Debate League and State Latin Contests

In an effort to expand and develop public education and to stimulate intelligent discussion across the state, the Extension Division generated contests and competitions to engage high school students. Organized by its Public Discussion Bureau, a wide array of contests and competitions were held, including high school debates and Latin contests. Starting in 1914, the State High School Discussion League cultivated civic awareness of local, national, and international issues. The program was designed to assist students in logical analysis, debating techniques, and platform speaking.

In the 1920s, the division increased its high school outreach programs. After many years of planning, a state-wide Latin contest was held in 1924. Aiming to improve the state teaching of Latin and to motivate and

PTA conference, 1949. Photo courtesy of IU Archives, P0077036

encourage students to study the language, over 280 schools, totaling more than 8000 students, participated in the first Latin contest. The popularity of IU sponsored high school contests grew, and, by the 1940s, there were contests in multiple categories. World War II travel restrictions and wartime rationing caused a temporary hiatus in such programs. Although high school debates and the state Latin contests continued after the war, interest gradually declined and were superseded by other organization.

Strengthening Local Schools: The PTA Bureau

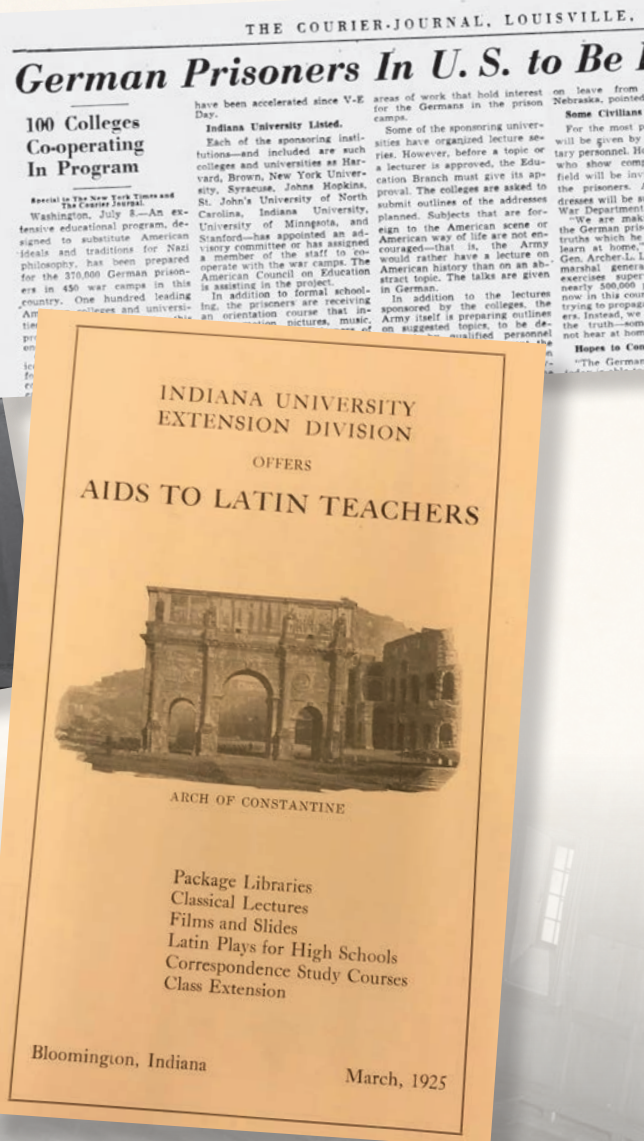
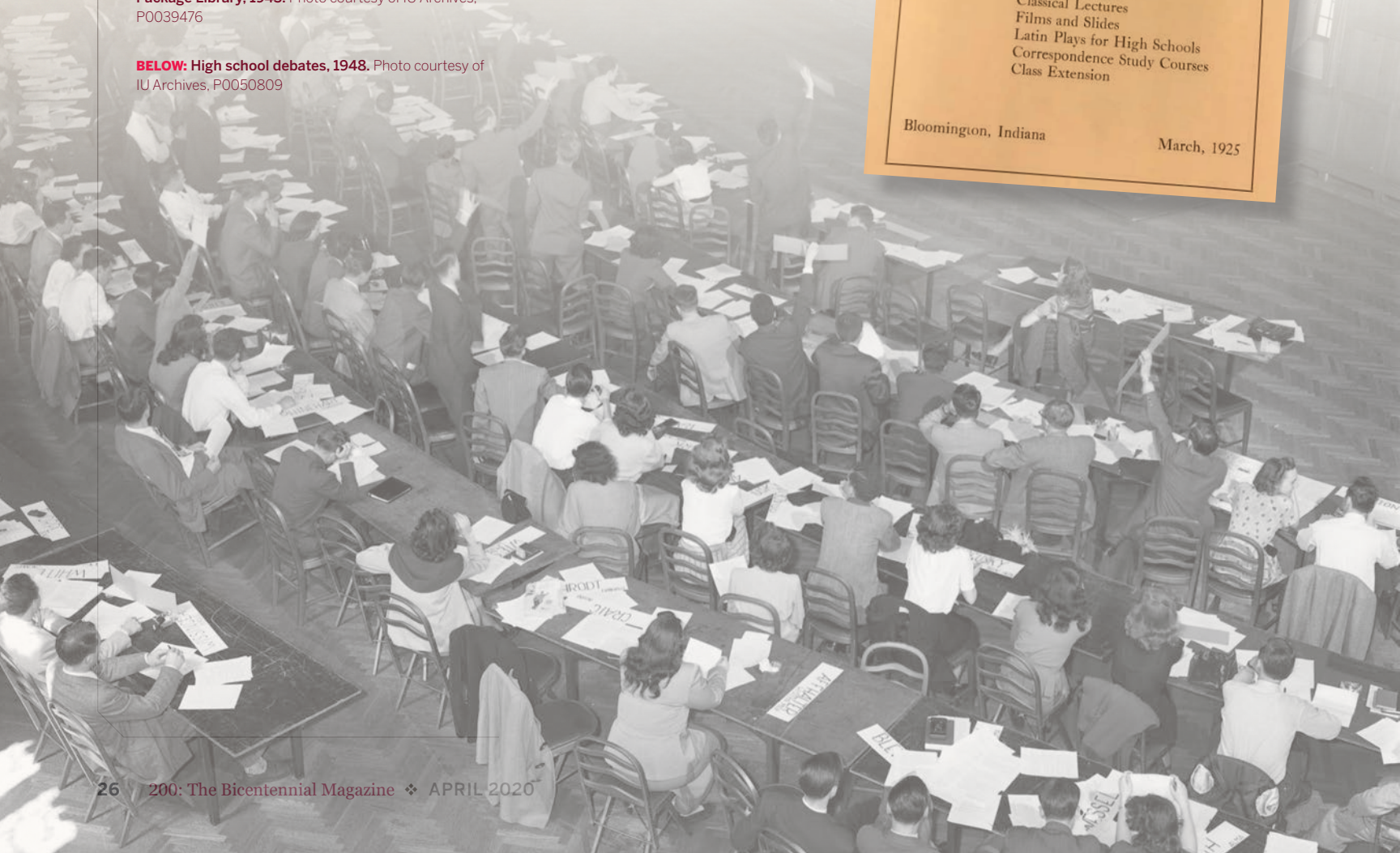
Shortly following World War I, the Extension Division established the Bureau of Parent-Teacher Associations (PTA). Its purpose was to provide assistance to the state association of parents and teachers, to function as a communication medium and clearing house for the association, and to offer services to the local associations. It aimed to improve children’s development and environments through lobbying for better schools and better teachers in order to create good citizens.

Working together, official materials, pamphlets, and weekly health announcements were centralized and distributed at the bureau. The university worked in an advisory role to the associations, and a member of the bureau served as the executive secretary



Package Library, 1943. Photo courtesy of IU Archives, P0039476

BELOW: High school debates, 1948. Photo courtesy of IU Archives, P0050809





INDIANA UNIVERSITY BICENTENNIAL



1820-2020

German prisoners of war and more than 100 institutions participated in a 1945 American Council on Education re-education program.

These unique students took courses in English, sociology, hygiene, physiology, business, psychology, economics, and geography. Occasionally, a POW was repatriated to Germany but the fate of most of these students is unknown. After the war, German students and former members of the Nazi Party did attempt to enroll at IU. In December 1947, admission of German students was halted for at least two months before one German national and former member of the Nazi Party, was admitted as a full-time student having met the regular requirements for admission.

THE PEOPLE OF THE EXTENSION DIVISION

Dynamic Director

JOHN J. PETTIJOHN (1875-1923)

The first fulltime head of the Extension Division was John Pettijohn, appointed in 1914. His background included four years on the extension staff of the University of Wisconsin, where he received his baccalaureate in 1911. Convinced of the worth of the university extension movement, he was an ideal director for the new IU program, keeping it focused on the big picture. The division's work was sorted into two main categories—the Extension Teaching Service (college credit courses and the like) and the Public Welfare Service (adult, informal, and non-credit offerings). The latter area was close to Pettijohn's heart. Lectures, community sings, musical recitals, exhibits, state-wide conferences, education institutes, and dramatic readings were all part of the early program.

The Teaching Service concentrated on correspondence courses, class study, and academic lectures. The university had a standing offer to send an instructor to any community group of 15 or more organized to study some academic subject. The first extension teaching centers were established

of the Indiana PTA. Originally aiding 50 associations across the state, this number increased to be nearly 450 associations in 1928 with the active help of the bureau, who provided model organization plans, literature, speakers, and programs. The bureau eventually expanded to collaborate with the United States Congress to establish educational standards and certifications, both for teachers as well as students. For many years, the PTA Bureau provided valuable help in connecting parents and teachers to strengthen local schools across the Hoosier State.

Music in the Dunes: The Calumet Symphony

The Extension Division aided the development of the Calumet Symphony Orchestra as an educational and cultural resource for northwestern Indiana. Organized in 1936 at the behest of mill workers in the Gary industrial region, the orchestra was composed of regional residents of diverse ages, languages spoken, and employment, providing opportunities for adults to continue their artistic development. Concerts were free of charge and often conducted with local choral groups.

The Calumet Symphony Orchestra played its inaugural concert on December 13, 1936. Drawing over 1000 people, the Extension Division's convocation was held in the Washington High School auditorium in East Chicago, with favorable responses to the new orchestra. According to *The Times* (Munster, IN), IU was the first state university to collaborate with community residents to maintain an adult musical organization beyond campus boundaries.

Newspapers reported that the Calumet Symphony was of similar caliber to orchestras in other metropolitan areas. Although the orchestra confined its performances

DID YOU KNOW?

In 1921, there were 148 total extension classes offered in 32 cities and 46 towns across the state by 70 instructors to 2968 students.

Host cities included: Anderson, Auburn, Bedford, Bloomington, Brazil, Columbia City, Corydon, Crawfordsville, Danville, Elwood, Fort Wayne, Gary, Gas City, Greensburg, Hammond, Hartford City, Huntington, Indianapolis, Jeffersonville, Kokomo, Lafayette, Petersburg, Plainfield, Rushville, South Bend, Spencerville, Swayzee, Wabash, Whiting, Williams-Huron, Winamac, and Winchester.

largely to the Calumet region, it did occasionally travel to other places, including Bloomington. At the height of its popularity, the orchestra filled large-capacity venues. The university-sponsored orchestra continued into the 1950s.

A Civic Duty: Educating Prisoners of War

World War II brought many changes to the university, ranging from calendar adjustments to new programs. The Extension Division was called upon to offer correspondence education to German prisoners of war held in American war camps. Between 1944 and 1946 at least 22 POWs, held in Louisiana, Tennessee, Kansas, and Arkansas enrolled in IU courses through correspondence education. IU was not alone in offering courses and programs for POWs in American camps. At least a half dozen colleges and universities around the country offered correspondence courses to



Robert Cavanaugh, circa 1940. Courtesy of IU Archives, P0024767

in 1916 in Indianapolis and in 1917 in Fort Wayne, and others followed over the years. During World War I, Pettijohn was called to Washington, D.C. to administer public information programs. Returning to the Bloomington campus in 1920, he was lured to the University of Minnesota the following year. Pettijohn served as president of the National University Extension Association in 1920-21.

Exceptional Administrator

ROBERT E. CAVANAUGH (1881-1960)

From 1921 to 1946, Robert Cavanaugh oversaw tremendous growth and diversification as director of the Extension Division. Appointed by IU President Bryan, who noted that he had “the right daring and the right prudence,” extension work prospered under his care. Growing up on a

farm near Salem, IN, Cavanaugh pursued education doggedly, teaching in nearby rural schools in the winter and attending Indiana State Teachers College in Terre Haute in the summer. He served as Salem High School principal from 1904 to 1907 before obtaining his bachelor’s degree from IU in 1908 and an MA from the University of Chicago in 1909, leading to his promotion as Salem public schools superintendent. Hired by IU in 1918 to head the nascent Indianapolis Extension Center, he was drawn into the Speakers Bureau war work.

As Extension Division director, Cavanaugh concentrated on the college teaching mission, helping to create several extension centers around state, but not neglecting the public education aspects of the division. Correspondence courses also expanded as well, becoming especially noteworthy during World War II, when students in military installations all over the world completed thousands of courses. The number of extension centers increased from two to eight, and numerous other state services were pioneered as well, including a traveling nursing service, the encouragement of parent-teacher associations, a traveling testing service for school children, and others. “Under his leadership,” IU President Wells noted, “our dream of taking education to all four corners of the state became reality.”

Cavanaugh was active in the national extension movement as well, serving on the executive committee of the National University Extension Association as well as

its president in 1931-32. He stepped down as extension director in 1946 but continued on the faculty until 1951, when he retired. He wrote a brief history of IU’s Extension Division that was published after his death in 1960. At IUPUI, a main academic hall—Cavanaugh Hall—was named in his honor in 1971. At the naming ceremony, University Chancellor Wells lauded Cavanaugh: “He believed passionately that education was the needed avenue for furnish upward mobility within our society. He believed that in part he had experienced it himself.”

Indianapolis Stalwart

MARY BURCHARD ORVIS (1884-1964)

After earning her BA in 1907 from the University of Wisconsin, Mary B. Orvis worked at her alma mater writing about university extension work. Moving to Bloomington in 1916, she was hired by the IU Extension Division while simultaneously pursuing graduate work in journalism. Receiving her MA in 1918, she was transferred to the new Indianapolis Extension Center, serving as secretary and professor of journalism. Orvis had many responsibilities at the small center, including planning activities, writing publicity, and managing the growing organization. Promoted to executive secretary in 1924, she taught writing, wrote book reviews for the *Indianapolis Star*, and published a book, *Short Story Writing*, in 1928.

Mary Orvis (center), 1938. Courtesy of P0030832



The Indianapolis Center grew vigorously, and extended into several buildings that were called the “downtown campus.” A natural teacher, Orvis encouraged students in their writing, and several became published authors. She stepped down from administrative work in 1945, but continued to teach and write, publishing another book in 1948, *The Art of Writing Fiction*. In 1954 she retired and moved to Bloomington. In keeping with her focus on students, Orvis left a substantial estate gift to IU for student mental health programs.

Road Warrior

ERNEST M. LINTON (1882-1977)

An unusually effective and popular teacher, political science professor Ernest M. Linton became an Extension Division legend over the course of a 30-year career that spanned both world wars. Beginning with a weekly journey to the Fort Wayne center in 1917, he eventually crisscrossed the state as

classes were offered in 85 towns and cities by the middle of the 1920s. In addition to his teaching duties, he became the associate director of the Extension Division in charge of summer courses at Winona Lake.

Linton was a member of the political science faculty in Bloomington from 1915, when he obtained his doctorate, to his retirement in 1953. Born on a farm in central Indiana, he was ordained as a Protestant minister and had experience as a public-school teacher before coming to IU in 1911 as a student. His colleagues noted that he “combined town and gown in his person,” and was able to communicate his knowledge of political science through the use of vivid examples, historical patterns, and oratorical effects. He continued to preach throughout his life, and his church audiences could identify with his broad humanity no less readily than his university students.

Ernest Linton, 1941. Courtesy of IU Archives, P0034423

Making a STATEWIDE UNIVERSITY

1912 William Rawles, professor and assistant dean of the college of liberal arts, appointed acting director of extension work.

1914 Extension Division formally organized and John J. Pettijohn appointed director.

1916 Indianapolis Extension Center established.

1917 Fort Wayne Extension Center established. IU and Purdue University merged their Fort Wayne extension centers to create IPFW in 1964.

1920 Robert Cavanaugh appointed director.

1920-21 3353 students enrolled in class study or correspondence courses.

1926 Gary Extension Center established.

1932 Hammond, Whiting, East Chicago Extension Center established (Calumet Center after 1936).

1936-37 11,188 students enrolled in class study or correspondence courses.

1940 South Bend-Mishawaka Extension Center established.

1941 Falls City Area Extension Center established (IU Southeast after 1968).

1945 Kokomo Extension Center established.

1946 Earlham College-Indiana University Extension established (IU East after 1971).

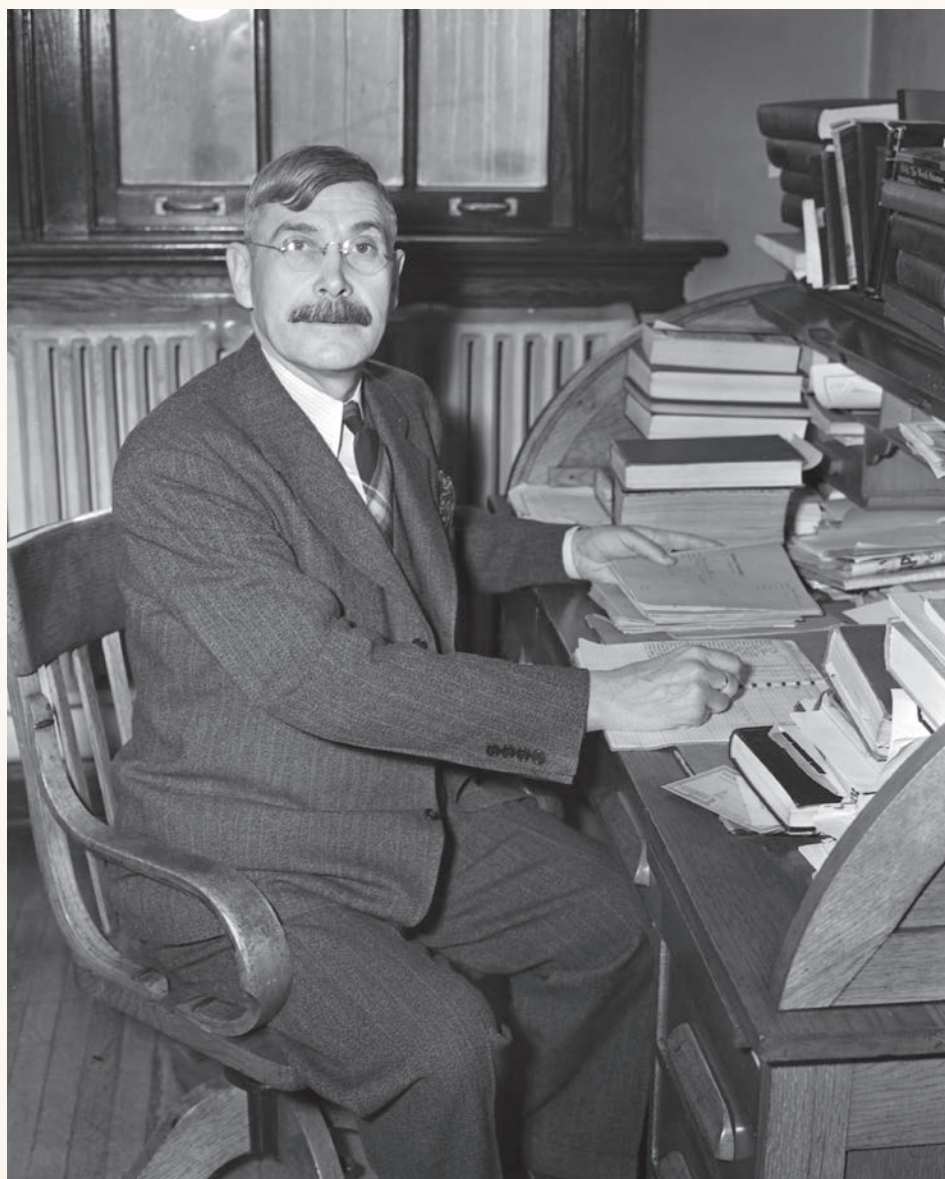
1968 Regional campuses became autonomous.

1969 IU and Purdue University merged their Indianapolis operations to create IUPUI.

1975 School of Continuing Studies established. The school was closed in 2012.

2011 Office of Online Education established.

2018 IPFW split into Indiana University Fort Wayne and Purdue University Fort Wayne.





Propagating University Extension

WALTON S. BITTNER (1884-1963)

A person of inexhaustible kindness and intellectual vivacity, Walton Bittner joined the Extension Division during its formative years and shaped its course through the next four decades. Hired to teach sociology in 1914, he was promoted in 1920 to associate professor and associate director of the division. Deeply involved in setting up programs and centers across the state, he believed that the university should provide educational resources to all Indiana citizens. After World War I, Bittner reorganized the Bureau of Visual Instruction, which later evolved into the IU Audio-Visual Center. In 1946, he coordinated the formation of the Bureau of Industrial and Labor Services. He retired from administrative service in 1950 but continued to teach for another five years.

Bittner played an important but unsung role in the National University Extension Association, serving as secretary-treasurer for 28 years. In that office, he began the monthly news *Bulletin* to keep member institutions informed, started the biennial publication *Guide to Correspondence Study*, and pub-

lished the association's *Proceedings*, all with the editorial assistance of Helen Duncan. The association, since renamed the University Professional and Continuing Education Association, presents the Walton S. Bittner Service Citation awarded to individuals for outstanding service to continuing education.

A Life of Educational Service

HELEN DUNCAN (1897-1988)

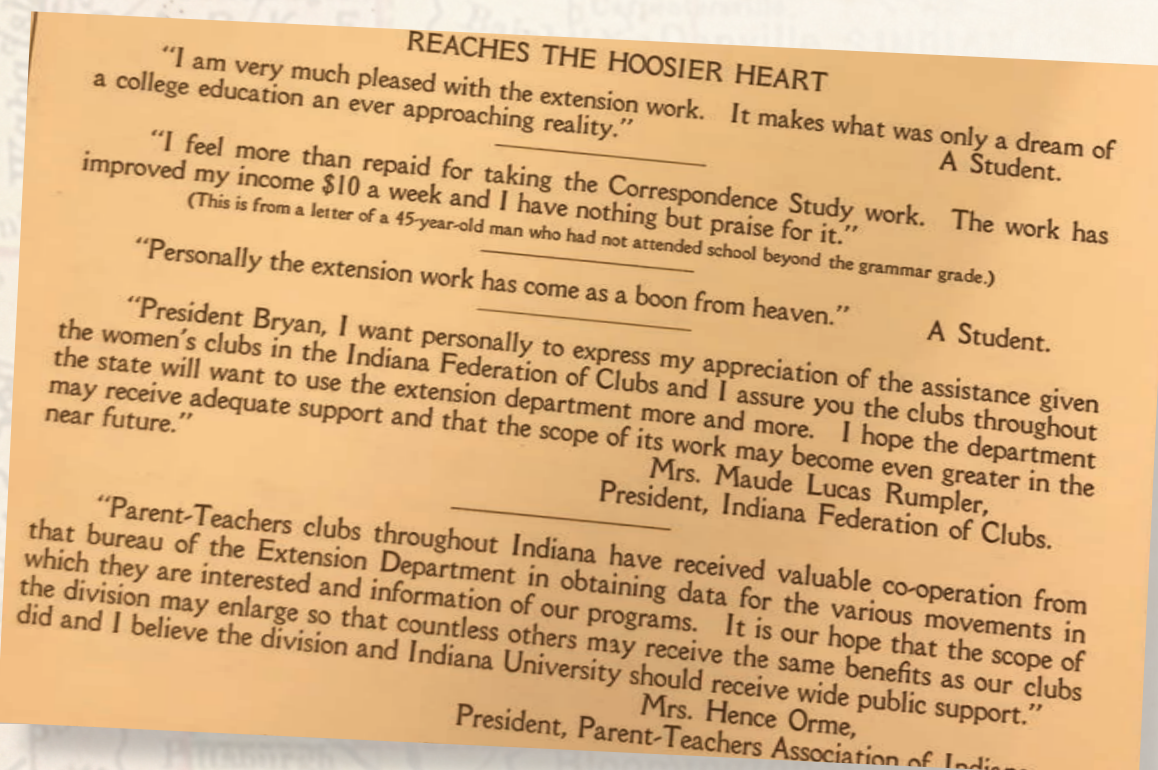
Characterized as extremely altruistic, Helen Duncan spent her career contributing to the IU Extension Division. Following graduation from Bedford High School in 1914, she became a student at Indiana University, pledging the Alpha Omicron Pi sorority. Duncan worked part-time as a clerical assistant for the Extension Division starting in 1917, going to Washington, D.C. in 1918 as part of the division's contingent working for the U.S. War Department. In 1920, she earned her BA in French and became a full-

time secretary for the Extension Division.

Promoted to office manager in 1924 after completing an MA on the sociology of public health in Indiana, Duncan became a linchpin of division's small but effective administrative team. Her responsibilities included managing the business office, organizing various programs of the statewide agency, and editing publications of the National University Extension Association. In 1946, after 25 years of service, Duncan was appointed assistant professor and director of the Bloomington Extension Center.

She retired in 1967, 50 years after she first started working for the Extension Division as a student. Universally remembered as a generous and giving person, Duncan volunteered at Bloomington Hospital and the local Red Cross, opened her home to students, and stayed involved with her sorority and the American Association for University Women. ♦

Photo courtesy of IU Archives

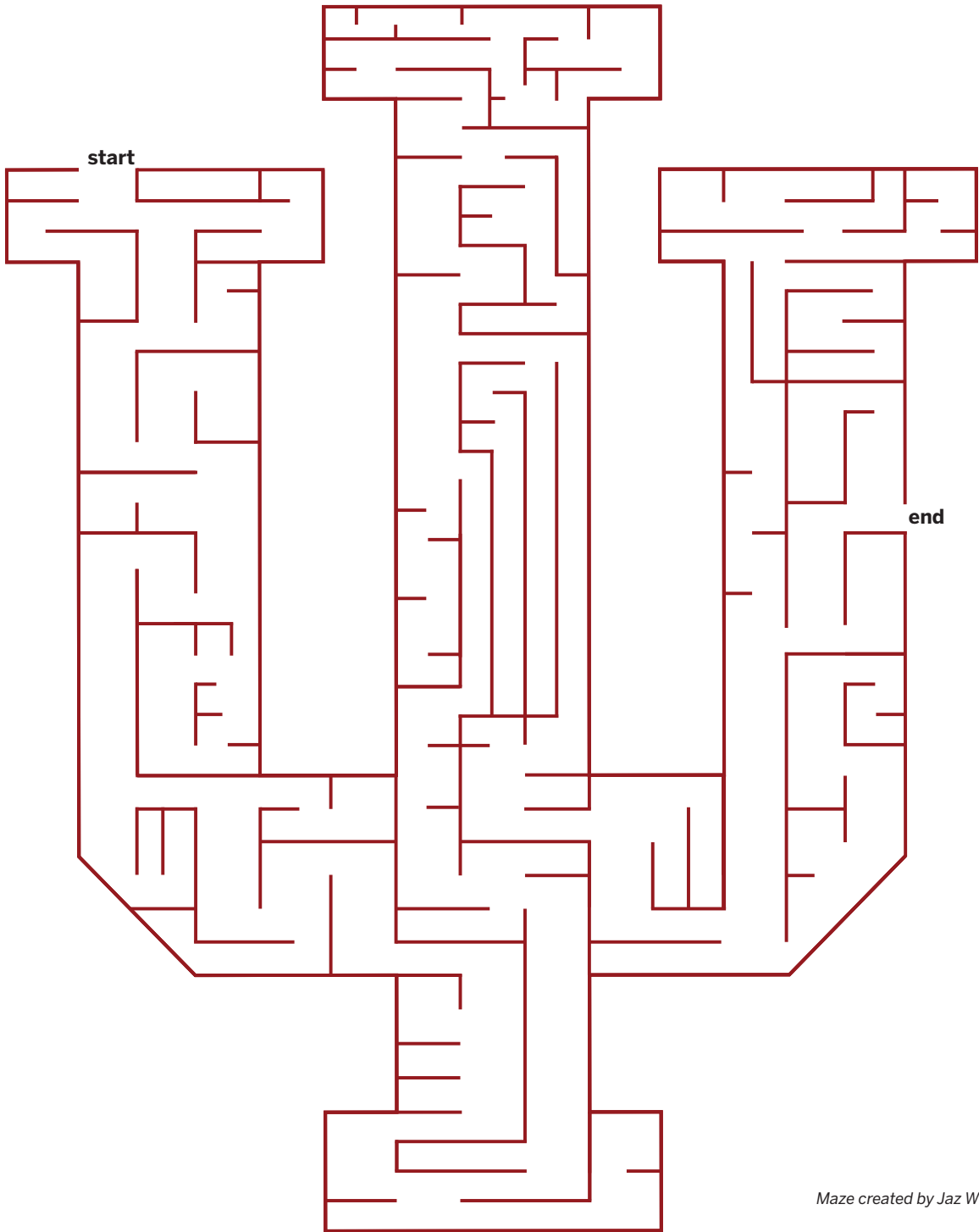


Solve the IU Maze!

INDIANA UNIVERSITY
BICENTENNIAL



1820-2020



Maze created by Jaz Williams



Email a scan or photo of your completed maze to iu200@iu.edu for a chance to win a Bicentennial prize pack!



A Message from IU President Michael A. McRobbie

A Historic Day of Commemoration

Jan. 20, 2020, was a truly historic day for Indiana University. On it we celebrated the very day 200 years ago when then-Indiana Governor Jonathan Jennings signed into law the bill that created IU. Over the subsequent two centuries, IU has grown to become one of the world's leading research universities and has fueled an engine of opportunity and prosperity for Indiana and the nation, led the state's international engagement, illuminated the boundless possibilities of human imagination and creativity, and sparked discoveries that have helped solve some of our state's and our world's most pressing problems.

At the time of this writing—the final days of a spring semester that has been changed in ways almost unimaginable from that day in January due to the COVID-19 pandemic—we are seeing copious evidence of the IU community rising to meet our most critical challenges. Indeed, IU faculty, staff, students, alumni, and friends are stepping up in extraordinary ways to help our community detect, manage and ultimately eradicate the threat of this deadly virus. They are working tirelessly so that we can get back to business-as-usual at IU, even though we know we are likely to feel the effects of this crisis for some time.

Still, we will not soon forget Jan. 20, 2020, for the way it reflected IU's educational excellence, longstanding community engagement, cherished traditions and commitment to diversity and inclusion.

That Monday was also Martin Luther King Jr. Day, when all of Dr. King's remarkable achievements are commemorated and his legacy remembered. In his essay on "The Purpose of Education," Dr. King wrote, "Education must train one for quick, resolute and effective thinking...(It) must enable one to sift and weigh evidence, to discern the true from the false, the real from the unreal, and the facts from the fiction."

Jan. 20 also saw a remarkable series of events to commemorate both Martin Luther King Jr. Day and IU's Bicentennial that highlighted technology both old and new, the impact and importance of the arts, and the representation of the university's history and ethos. These events included:

The dedication, before a standing-room-only crowd of 500 audience members, of the university's new Big Red 200 supercomputer, one of the fastest university-owned, artificial intelligence-capable supercomputers in the nation.

The inaugural ringing of the bells of the Arthur R. Metz Bicentennial Grand Carillon, relocated and rebuilt in the center of the IU Bloomington campus and which, through the addition of four new bells, is now one of fewer than 30 grand carillons in the world and one of only a handful nationwide.

The unveiling of two new allegorical paintings representing the university's Latin motto, "*Lux et Veritas*" at a 200th Anniversary Lunch held for about 250 students, faculty and staff who have developed numerous IU Bicentennial-related projects. These superb paintings, which now hang in Presidents Hall, were created by Bonnie Sklarski, professor emerita in the IU Eskenazi School of Art, Architecture + Design, and they are the first-ever works of art to interpret IU's motto, which translates as "light and truth."

The debut of "Megajeff," a digitally reconstructed full-sized skeleton of a giant sloth that roamed Indiana during the ice age, which had been housed at IU during the late 19th and early 20th centuries. *Megalonyx jeffersonii*, as it is officially known, will begin a tour of buildings at IU Bloomington and other IU campuses and schools around the state.

The unveiling before about 500 invited guests at a 200th Anniversary Dinner of a six-panel mural depicting the modern history of IU Bloomington. The mural, created by Caleb Weintraub, associate professor of painting in the IU Eskenazi School of Art, Architecture + Design, has been permanently installed in the Wright Quadrangle dining hall alongside seven existing murals that depict IU's history from 1820 to 1998, and it fills the gap through 2020.

A keynote lecture to commemorate Martin Luther King Jr. Day by acclaimed actress Viola Davis. Around 6000 current and former students, faculty, staff and friends gathered at Simon Skjodt Assembly Hall to hear Davis' truly inspiring lecture and see her receive an honorary IU doctoral degree.

Of course, while Jan. 20 was a day of commemorating a shared history, celebrating our successes and reflecting on our past and present, it also marked the beginning of IU's third century. As such, and in keeping with the goals we set at the beginning of IU's Bicentennial Year, it offered a time to envision how the university will evolve in its next 100 years and to express our appreciation for all those who have made the university the world-class institution it is today.

As I have often said, the stories of IU are the stories of its people—the students, faculty and staff who have helped to build and sustain the university in ever-greater cycles of excellence, as well as our loyal alumni, friends, and community neighbors to our campuses across our state who have helped to transform IU from a small seminary into one of the world's leading public research universities.

With your continued dedicated service and generous support, as IU begins its third century, we will remain steadfastly committed to our outstanding traditions—traditions have been the bedrock of our great university in its first two centuries. ❖

With continued appreciation for all that you do for IU,

Michael A. McRobbie
President
Indiana University



There are many ways to participate in the IU Bicentennial

- Provide emergency support to students
<http://go.iu.edu/2nb3>
- Purchase **Bicentennial Wine**. All proceeds benefit student scholarship programs
<http://go.iu.edu/2naG>
- Watch a **Bicentennial Minute Video**
<http://go.iu.edu/2n3s>
- See the process behind the **Bicentennial Medal**
<http://go.iu.edu/2n3t>
- Learn about the new ***Lux et Veritas* paintings**
<http://go.iu.edu/2n3u>
- Read blog posts about **IU History**
<http://go.iu.edu/2n3v>
- Participate in the **Bicentennial Oral History Project**
<http://go.iu.edu/2dk>
- Follow IU Bicentennial on
 - f /IUbicentennial
 - t @iubicentennial
 - i @iubicentennial

Visit **200.iu.edu** to find out more!



1820-2020

INDIANA UNIVERSITY
BICENTENNIAL

Franklin Hall 200
601 E. Kirkwood Avenue
Bloomington, IN 47405

NONPROFIT

U.S. POSTAGE

PAID

BLOOMINGTON, IN

PERMIT NO. 2

2000