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Educational History of Illinois

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EDUCATIONAL HISTORY

OF ILLINOIS

GROWTH AND PROGRESS IN EDUCATIONAL AFFAIRS
OF THE STATE FROM THE EARLIEST
DAY TO THE PRESENT
WITH
PORTRAITS AND BIOGRAPHIES

By
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INTRODUCTORY



IN entering upon the production of the present volume the publishers aim to meet a want that has heretofore been unsupplied, namely: A comprehensive history of education in Illinois from the inception of the State to the present time. No such work has yet been given to the public and the publishers feel that there is an ample field for such a contribution to educational literature, and that the same will be fully appreciated by the educators of the State. Every possible source of information has been drawn upon, all matter carefully corrected and revised, and it is believed the work will be found of value to every one in any way associated with educational institutions, or engaged in educational work.

THE PUBLISHERS.

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The Educational History of Illinois

INTRODUCTION

E DUCATION is a large term. In its widest sense it includes all of those disciplines, both conscious and unconscious, through which a race is led to exercise its capacities in such a way as to acquire steadily increasing efficiency in the struggle for survival. In a narrower and more technical sense it is limited to those conscious efforts at improvement which a people makes as it takes itself in hand and organizes its activities for the acquisition of the accumulated knowledge of the race and for the mastery of certain of its arts. The history of such a movement must always be extremely attractive to those who are interested in the story of the evolution of human society. It displays civilization in the process of becoming. All progressive races regard the existing culture as very precious and endeavor to pass it on to the new generation, while they at the same time add their own contribution to its riches. Thus, a widespread intelligence is slowly developed through which a great democracy becomes a possibility. A true history of education, therefore, is a splendid epic that celebrates the spiritual conquests of man over his lower nature.

The great educational agency, in the sense in which we are considering education, is the school. Improvement in education has been accomplished mainly through the improvement of the school. The history of education, therefore, will be chiefly the history of the growth of the school. In the following pages an attempt will be made to trace its development in the Illinois country from the early territorial days to the present, when the ancient wilderness has become a populous empire. Where a century ago were only the creatures of the wild are now the "seats of the mighty," palaces, temples, hives of industry and vast market places, all crowding upon each other for standing room.

This is not the place for anything approaching an exhaustive historical survey. Our task is far less pretentious than that. Illinois has a history abounding in events that exhibit all of the charm of romance. But it is to the school that we are chiefly to confine our attention. We are the children of the past, however, and to understand ourselves and our civilization we must know something of the conditions out of which our social and economic life developed.

Illinois occupies the most favorable position in the great plain. It contains the choicest portion of that vast northwest territory which the valor of Clark and his

intrepid comrades added to the colony of Virginia. It has no mountains, although the Ozark hills are sometimes dignified by such an appellation. They abound in charming scenery and often suggest the mountainous regions of Pennsylvania. The State is generally level, with a gentle slope to the southwest. The culminating summit, in Jo Daviess County, is but 1,257 feet above the sea, while Cairo, at the southern extremity, is barely 270. It is properly described as "the Prairie State," about seventy-five per cent of its surface consisting of those remarkable plains. The glaciers plowed their way down as far as Chester, leaving an unglaciated region below, and also in the extreme northwest. A second glaciation covered the northeast portion and extended to the neighborhood of Peoria.

What does Illinois not owe to her prairies! The pioneer gazed with wonder upon these treeless plains all ready for the plow and the seed grain of the farmer. Here were farms almost for the asking and without the wearing toil demanded by forest lands. Yet the early settlements were made along the streams and under the cover of the groves, for the early settlers shrank from the open country as the early mariners feared the open sea. When the boundless fertility of the prairies was once understood, however, there was exhibited that rare phenomenon of rapid colonization which soon transformed Illinois from a wilderness to a populous commonwealth.

In area, Illinois is almost equal to England and Wales. It lies well up in the temperate zone, where men may engage in severe manual labor without finding it oppressive. Here life may be comfortably and energetically lived. It is a splendid stage upon which a great people has played a notable part in the development of a free civilization.

The history of Illinois was a comparatively unexplored field until within a recent period. A few writers were attracted by its singularly interesting past, but the main business of its people was the cultivation of the soil, the opening of its exhaustless mines, the building of cities and the establishing of means of communication. At last the historian has discovered abundant material to occupy his pen. A recent legislative enactment requires the teachers of the children in the public schools to pass an examination in the history of the State, and, in consequence, an added interest has developed. Nearly all of the counties have been written up by thrifty publishers, and not a little that deserves preservation has thus been accumulated and placed at the disposition of the future chronicler. The State Historical Societies of the States that were carved out of the Northwest Territory are doing an admirable service in rescuing from oblivion a wealth of valuable and interesting matter that would soon have passed into forgetfulness. While little of it relates to the school immediately, it is all preparing the way for that later civilization which is impossible without the school.

The observations and discoveries of early explorers and the widely scattered remains of primitive peoples alike point to a prehistoric period vastly longer than that which has passed since the white man first gazed with wonder upon the prairies of Illinois. The singular mounds that have given a name to an early people still perplex the archaeologist. These and other remains indicate the presence of a race that struggled to express ideas of profound significance to them. It may be that

there was a culture that made something in the nature of an education a necessity for those who built the mounds, erected fortifications, cultivated the soil, shaped the stone implements and did something with such pliable metals as lead and copper. Whoever these mysterious peoples were, they had disappeared before the restless white man with his "burden" invaded the new continent.

When he came he found a confederacy of a few tribes of Indians, living for the most part in a wretched condition. In the midst of the bounties of nature they were diminishing in number from the constant warfare in which they were engaged, from destructive diseases of whose treatment they had learned little or nothing, and from starvation through the cruel winters for which they had never developed the foresight to prepare. They seem to have called themselves the "Illini," the men, to distinguish themselves from the Iroquois, possibly, whose ferocity made them rather akin to the fierce creatures of the wild. They contributed nothing to the land in which they dwelt and over which they wandered, beyond an occasional name of a locality, an interesting tradition, and those puzzling remains which still encourage curious speculation. That there were occasional characters among them who challenge the warmest admiration for their native ability and for their devotion to their people must be admitted. But it is all a tragic tale, a story of singular pathos.

The first white man to invade the wilderness was the adventurous Frenchman, stimulated by religious zeal, by fondness for exploration and stirring event, by a desire to win new lands for his sovereign, and by the common hunger of all men for gain. And it is interesting to remember that these pioneer invaders of the interior of the country were not the restless contingent of an overcrowded country, but were mainly scholars, gentlemen, and many of them members of the nobility. What were they doing in the great central valley, far in the rear of the English colonists who claimed the continent lying back of their discoveries on the coast? It is another of those many illustrations of the determination of the course of civilization by geographical elements.

Spain claimed the new world by virtue of the discovery by Columbus, in 1492. DeLeon, DeSoto and Melendez seemed to strengthen her title. England based her claim to whatever should be found upon the discoveries by Cabot in 1498. The patents to the Plymouth and to the London Company specified the territory lying between the parallels of 45 degrees and 34 degrees. It was within these limits that the activity of the English colonists was exhibited. Behind them were the mountain barriers and the savage Indians. Although there were French fishermen in the Newfoundland region very early in the first decade of the sixteenth century, and the Italian Verrazani under the patronage of Francis I. is supposed to have explored the coast from Labrador down to the limits of New England in 1524, it was the French Cartier who, in 1534, penetrated far into the interior of the continent by way of the St. Lawrence. Seven years later an unsuccessful attempt was made at colonization, but it came to nothing. More than sixty years passed away before a second serious attempt was made. The country was not forgotten, however. Samuel Champlain, destined to become the "Father of Canada," founded Quebec in 1608. Henceforward until his death he was identified with the new land.

He soon felt the presence to the south of a powerful and extremely warlike tribe of Indians. They had made their name a terror to the weaker tribes and were destined to play no small part in the subsequent history of the country. But for their jealous defense of their country it is altogether probable that the French, in the prosecution of their fur trade, would soon have found their way into the Illinois country instead of reaching it, as they finally did, by the circuitous journey of the lakes and Mackinac. With an earlier establishment of authority it might not have been so easy to dislodge them.

Our especial interest in Champlain in this connection is excited by his map of New France, published in 1632, in which he seems to attempt to locate "a nation where there is a quantity of buffalo," and of which he had heard, according to Edward G. Mason, "as he had coasted the shores of Georgian Bay." Mason thinks that the indications upon the map justify the belief that these people "were the tribe later known as the Illinois, and that the country in which they lived, where the buffalo abounded, was the prairie land upon which their name is fixed forevermore." Since Champlain reached Lake Huron five years before the landing at Plymouth this would indicate that the Illinois country had attracted the attention of Europeans before

"A band of pilgrims moored their bark,
On the wild New England shore."

There seems to be no doubt of Jean Nicolet's visit to Wisconsin some time in the late thirties, dispatched by Champlain to compose a quarrel between the Winnebagoes and the Hurons, and he was the first white man to go to the west of Lake Michigan. He is said to have brought back tidings of the Illinois Indians. We are interested to find as early a discovery as possible, for a certain dignity attaches to antiquity.

It would seem to be impossible that the knowledge which the Indians must have possessed of the Mississippi river and the prairie country would not be passed along until it should reach the French in Canada. In 1670, Jean Talon, Intendant of Canada, sent St. Luson to Sault Ste. Marie to inform such of the Indians as he could induce to come to his convocation that they were henceforward Frenchmen, at least by adoption. It was an interesting ceremony, as the historians portray it. Among the company who listened to the Proce Verbal by which French sovereignty was nominally established over this vast domain was a young man, once a priest but now an explorer and trader, Louis Joliet by name, who was selected two years later by Talon to go into the wilderness to find the great river and the country of the buffalo. Three years later he started upon his perilous journey, accompanied from St. Ignace by a young priest whose pious devotion to the cause of his Master entitles him to a place in the calendar of saints.

The story is a twice-told tale. It need not be rehearsed here. Both of these men were wilderness-wise and were thus peculiarly fitted for their expedition. They found the great river and the Illinois country. Later La Salle, Father Hennepin and the faithful Tonty are to extend the explorations of the French and to add new chapters to the romantic story of our early annals. These men were all of the true heroic mold. Father Marquette was the first to give his life to his zeal for the poor

savage, dying on the shore of the great lake at the early age of thirty-eight. In loving appreciation of his services in their behalf the rude children of the forest bore him tenderly back to St. Ignace and buried him within the little church "there to remain as the guardian angel of the Ottawa Mission." Joliet returned to Quebec in 1674, and seems never again to have visited the Illinois country. He was not forgotten by his superiors in Canada, where he spent the remainder of his life, dying in 1700.

La Salle and Tonty, by their longer residence and more extended explorations, are the intensely dramatic figures of the seventeenth century in the Illinois country. Arriving in the new country in 1667, La Salle engaged in the fur trade, which threw him into intimate relations with the Indians. He was soon exploring the wilderness, and when Frontenac built his fort for the control of the northern fur trade La Salle was put in charge of it. Full of vast plans of colonization and trade he went to France, where he was ennobled and received large grants from the King. In 1678 he was again in France with more stupendous schemes for the future of New France. They involved nothing less than a careful exploration of the whole country, the finding of the mouth of the great river, and the establishment of a line of fortifications from Fort Frontenac to the west and south, by which the control of the entire region should be secured for his royal master. Here was a man of large designs. He saw the future possibilities of the new continent and in his conceptions rose to the occasion.

Tonty was a lieutenant who was worthy of his leader. In 1679, in midwinter, they entered the Illinois country by way of the Kankakee. Henceforward La Salle's passion for exploration and colonization will keep him in the wilderness, with the exception of a brief visit to France, until the tragic ending of his eventful life. His sovereign entered into his plans so far as to confer upon him the dignities of barren offices, for in 1683 he was governor of that Louisiana which had taken from Canada the valley of the Mississippi. The places which were his bases of supplies and his centers of influence are red-lined on the map of the State. The location of Fort St. Louis, which was at the site of the ancient village of the Indians near Utica, must forever remain a historic spot. The faithful Tonty, with incredible hardship, built the fort on the summit of the frowning rock, and there, for years, waved the lilies of France. Judge Breese says of it: "It is a most romantic spot. I have stood upon the 'Starved Rock' and gazed for hours upon the beautiful landscape spread out beneath me. The undulating plains rich in their verdure, the rounded hills beyond clad in their forest livery, and the gentle river pursuing its noiseless way to the Mississippi and the gulf, all in harmonious association, make up a picture over which the eye delights to wander, and when to these are added the recollections of the heroic adventurers who first occupied it, that there the banner of France so many years floated freely in the winds, that there was civilization while all around them was barbaric darkness, the most intense and varied emotions can not fail to be awakened." Creve Cœur, the fourth of his projected forts, had a brief existence, but is another of the cherished suggestions of the great explorer.

Now that the way is opened by the explorer and the missions are established by the faithful priest, and the fur trader has given to the Indian the conception of value

to his trophies of the chase, the French are on the way to a real occupation of the great west. Something more than a royal gift of lands of which he never heard will be necessary to hold this vast inland empire for an English king, while the French are forging a more substantial claim with their forts and their villages and their grants. Destiny had not yet become manifest with respect to this splendid domain when such conflicting civilizations as those of England and France were rivals for its possession. More than half of another century is to pass into history before that memorable victory on the Heights of Abraham is to secure the great valley of the Mississippi to the institutions of the Germanic race. It is but the speculation of an idle hour to theorize upon what the character of the educational institutions of the Illinois country would have been if the French had been able to do what seemed within the range of probability at the beginning of the eighteenth century.

Old Kaskaskia was founded in the last year of the seventeenth century. It perpetuates the name of the Indian village on the Illinois where Tonty built his Fort St. Louis on the summit of the "Starved Rock." It is first of all a mission. Here is the church and here the parish of "The Immaculate Conception of the Blessed Virgin."

It is a source of sincere regret that we have only glimpses of the life of the first of all of the permanent settlements made by the French. They were not institution builders as the English were. They did not industriously write their annals and jealously preserve them. They were too simple-minded and pleasure-loving for that. They were rather disposed to meet the Indian half way and adopt as many of his customs as they required him to accept as an indication of his conversion. The Frenchman of all men can make himself at home anywhere. The exceptionally amicable relations of the French with the Indians have often excited remark. As an explanation, Judge Breese suggests: "Religious influence was brought to bear upon them by the most learned, acute, crafty, zealous and indefatigable men of the age, by intermarriages with them and by the power of 'fire water' and the possession of fire-arms. Added to all of these was that singular native aptitude, so characteristic of the Frenchman, to be satisfied under circumstances that would deprive the Anglo-Saxon of all his serenity and composure.

"Though naturally gay and volatile, he has, notwithstanding, great energy, courage and fortitude, and a happy *bonhomme*, disposing him, in whatever situation he may be placed, to inspire the same feeling in others, and an astonishing faculty of dispensing the light and beauty of his own nature around every circle, Christian or savage, and instead of being grum, gruff and surly over his wild rice and jerked venison, he laughs and talks with no counterfeited pleasure, and joins in the corn dance to the sound of the drum, and the rattle of the *chechegua*, with as much apparent gusto as he would in his national cotillion to the music of his own loved violin. He has, too, his own interests in his eye, as much as any other man, and, therefore, would neither say or do anything offensive to those among whom he had come to gather buffalo robes, peltries and beaver skins."

Something is learned of the early years at Kaskaskia and Cahokia by the entries in the parish register, but these entries are quite invariably confined to such commonplace facts as births, christenings and deaths. Bancroft, in the third volume of his

History of the United States, gives an idyllic picture of Kaskaskia days when the good Father Mermet was at the head of the mission. A college is said to have been established some twenty years after the founding of the mission, but it seems to have escaped the attention of the historian afterward. Later there was to be much coming and going of men of prominence connected with the control of Louisiana and with the trade with the Indians, and the greed for gold sent exploring parties into the wilderness in search of the precious metals. To be the commandant of the Illinois dependency of Louisiana was no mean dignity, for it carried many perquisites in the matter of Indian trade that were highly profitable. Indeed the time came when Old Kaskaskia was called "The Paris of the West."

A few miles away a fortress was erected in 1720 and Fort Chartres is full of connotations as to French conditions at home as well as to what was going on in the Illinois country. Men have always hoped to dig gold from the ground instead of accumulating riches by the slow processes of labor and frugality. France was in sad need of money and her sovereign looked to the new Eldorado to furnish it. That historic fact explains the grant to Crozat, and the absence of the gold mines explains Crozat's surrender of his costly privilege in 1717. What an individual could not do it was hoped that a company might do, hence John Law's Western Company, a forerunner of countless wild-cat schemes, succeeded to the chance for boundless wealth to the company and to the government of France. And now the people came in earnest and by the hundred; and not only the free emigrant, for Law sent three hundred slaves to work on the plantations and in the mines. This was the beginning of African slavery in Illinois, but the way had been preparing for it by the enslavement of Indians.

There is no space for details. It must suffice to throw Old Kaskaskia, Cahokia and Fort Chartres upon the screen for a moment. These remote posts in the wilderness were often a theme of anxious debate in the councils of statesmen at the French court. Edward G. Mason has told the story in a charming way in his "Chapters from Illinois History." Parrish writes of the overland trail from Kaskaskia to Detroit "in those far-off days of French ascendancy, when Fort Chartres was the center of French power in the great valley, and the commandant of the Illinois country ruled as a little king. This old trail witnessed many a gay cavalcade. Here passed fair maids and merry matrons of France, not a few in the ruffled petticoat and high-heeled shoes of fashion; beside them gallant soldiers rode with bow and smile, their lace-trimmed uniforms gorgeous in the sunshine. Courtiers of the French court, friends of the great Louis, traveled these somber miles of wilderness, passing the time with quip and fancy, while many an adventurer, his sole wealth his glittering sword at his side, pressed forward hopefully to his fate in the west. Troops, travel-stained and weary, marched it on their way to battle against the English outposts; wild raiding parties swept over it through the dense night shadows, and many a dispatch bearer, lying low upon his horse's neck, speeded day and night with his precious message."

In Publication Number 10, of the Historical Library of Illinois, Stuart Brown has written vividly of "Old Kaskaskia Days and Ways." In Number 8, of the same Library, Joseph Wallace contributes an interesting chapter on Fort de Chartres.

But these are but references taken quite at random. Whoever writes of early Illinois searches the annals for tidings of the French in the Kaskaskia region. The villages near the present site of Chester related themselves to all of the French settlements in the west, and the formidable fortress was in vital relations with all the links in the chain of forts that were built to realize the dream of the great La Salle. It brings us nearer to the Old French War, and to the career of the young Virginian who was destined to immortality, to learn that the Fort Chartres garrison was represented in his first defeat.

But the French regime was drawing to its close. It gave little to Illinois but a most romantic early history. The English victory at Quebec was also an English victory in Illinois. On the tenth day of October, 1765, the lilies of France that had waved so long above the ramparts at Fort Chartres were exchanged for the British ensign. Many of the old French inhabitants had already gone to New Orleans, leaving as soon as the news of the cession of the territory was known.

"Kaskaskia and its environs seem a fitter field for the poet than for the historian. When some skilled hand, worthy of the task, shall weave into the sober warp of fact the softer threads and brighter colorings of romance, and do for Old Kaskaskia what has been done for Acadia, we shall gladly excuse the historian from his labors. We do not care to know the formal history of Acadia. We do not concern ourselves about the number or the names of its governors, civil or military, if such there were, nor seek to find the exact date of the founding of the 'beautiful village of Grand Pré,' the exact number of its inhabitants, the extent of its cultivated acres, the quantity of its agricultural products or the value of its fisheries. If these facts were ever ours they have long since escaped us and we make no effort to reclaim the fugitives; for we know the story of Evangeline and of Gabriel, of saintly Father Felician and of sturdy Basil, the blacksmith, and what more do we care to know?"

"Comparing Old Kaskaskia with Acadia as a field for poetic endeavor the setting seems as picturesque, the life as idyllic, the souls as devout, the spirits as brave, the hearts as true, the end as tragic, the effacement as complete. They are all gone—

'Scattered like dust and leaves when the mighty blasts of October
Seize them, and whirl them aloft and sprinkle them far o'er the ocean.'

the soldier and his fortress, the priest and his people, the master and his slaves, the gold digger and his dreams, the hunter and his quarry, the trader and his traffic, the voyageur and his canoe, the cottager and his village, leaving no more impress upon the country or upon its institutions than was left by their fragile barks upon the broad bosom of the Mississippi. The work of Joliet and La Salle alone endures—a priceless heritage, a legacy in perpetuity to all the ages.

"Yes, it is a theme for the poet and not for the historian. Until another Longfellow shall arise to take in hand such naked facts as I have set before you, touch them with the magic wand of his sympathetic genius and clothe them in the graceful drapery of poetic thought and form, there will be no satisfactory rendering of the story of 'Illinois under the French.' "*"

In the capture of Kaskaskia by George Rogers Clark another name is added to

*Stephen L. Spear.

the list of illustrious characters in the early annals of Illinois. It is not difficult to recognize the hero when he appears. What did it matter to him whether the Illinois country should be wrested from the British and added to the territory of his own Virginia or not? There was an almost trackless wilderness between. There were hostile Indians lying in wait who were ready to contest the passage of any expedition through their territory. His force was small, but all were, like himself, at home in the wilderness. The only answer is that they were heroes one and all.

The conquest was conceived by Clark and furthered by his friend, the governor, one Patrick Henry, whom the historian loves to remember even for a single day and a single deed in a colonial assembly. Another Virginian, Thomas Jefferson, and still a third, George Mason, were in his confidence. It is enough for us here that the deed was done all on the fourth day of July, 1778, which marks the beginning of the modern epoch for Illinois. And yet the whole expedition would have come to naught through the neglect of her hero by the colony of Virginia if a rich St. Louis merchant, a Sardinian by birth but a sympathizer with the American movement, had not come to the rescue of the starving and ragged troop. Let us remember Francis Vigo for his gift of \$20,000, and for the subsequent aid which he rendered to Colonel Clark, and let us smother our indignation over the disgraceful fact that the generous Sardinian never saw his money again.

And thus it was that Illinois became a part of the county of Virginia, the dignity being formally conferred upon it by the General Assembly of that colony in October following the notable victory of Colonel Clark. A most abundant county it was, too, at least in territory, for it comprised all of what is known as the Northwest Territory, since divided into five spacious States. Although engaged in the great struggle with the English government for independent existence, what was conceived to be ample arrangements were made for the government of the acquired territory, and a man with extraordinary preparation for such a position was despatched. Governor Patrick Henry selected him because of his peculiar qualifications. His name was John Todd. He was lawyer, statesman, pioneer, Indian fighter and one of Colonel Clark's companions in the Kaskaskia campaign. Mason says that he was the first man to enter Fort Gage. His instructions were written in "Colonel John Todd's Record Book," probably by Patrick Henry himself. This precious document is now in the possession of the Chicago Historical Society and was rescued from the ruthless hands of the document destroyers at Chester. It is doubly interesting and valuable, for it was written almost in the presence of a British fleet, and it deals with the problems of free government in such a way as to commend itself to the inhabitants of a country which henceforward was to be free from the authority of kings and courts across the sea.

Colonel Todd was at this time at or near Vincennes, and in search of him went a faithful messenger bearing his commission and his instructions. The messenger found him at Vincennes and delivered his charge. Colonel Todd did not set out immediately for his new field of labor, but in the spring of 1779 he reached his destination. Respecting his coming, Mason, in his intensely interesting "Chapters from Illinois History," says: "This was no ordinary arrival at the goodly French village of Kaskaskia. In the eighty years of its existence it had seen explorers and

missionaries, priests and soldiers, famous travelers and men of high degree, come and go, but never before one sent to administer the laws of a people's government for the benefit of the governed. We may imagine its inhabitants gathered at the river side to watch the slow approach of a heavy boat, flying a flag still strange to them, as it toils against the current to the end of its long voyage down the Ohio and up the Mississippi. And when there lands from it one with the mien of authority (having, perchance, this book under his arm), they are ready to render him the homage exacted by royal governors, and here and there a voice even cries, 'Vive le Roi.' And as they are reminded that they are under a free government now, and learn that the newcomer is their new County-Lieutenant, on their way back to the village we may hear Francois and Baptiste say to one another, 'What is this free government of which they speak? Is it a good thing, think you?' Small blame to them if their wits were puzzled. Less than fourteen years before they had been loyal liegemen to King Louis of France; then came a detachment of kilted Highlanders and presto! they were under the sway of King George of Great Britain; a few years passed and one July morning, a band with long beards and rifles looked down from the heights of Fort Gage and raised a new banner over them, and now there was yet another arrival which, though seemingly peaceful, might mean more than appeared. Perhaps the very last solution of the mystery which occurred to them was that henceforward they were to take part in their own government."

The new governor began in a vigorous way the organization of a government on a democratic basis. Civil officers were soon chosen by the people, which was the first exercise of the elective franchise by the people within the limits of Illinois. Instead of an excess of office-seekers there were here more offices than available candidates, so that several individuals were obliged to serve in two or more capacities. Military organization was a prime necessity under existing conditions, and when that was attended to the other functions of a state were provided for. Business was encouraged, the financial question was considered, and it was grave enough, for on the eastern borders of the country they were engaged in the great struggle for independence. The paper currency was worth but little more than the material upon which it was printed. The land question demanded early and vigorous attention, and to all of these urgent issues the governor addressed himself with such expedition and energy as was possible.

As an example of the rudeness of the times there is an oft-quoted instance of the severity of the law which sentenced a negro slave to be burned at the stake in expiation of his dreadful crime, respecting which the historian seems to be silent. One such instance seems to have sufficed, for there is no further record quoted by the authorities of the infliction of so extreme a penalty.

For the history of this most interesting period we are almost entirely indebted to the industrious and painstaking care of Colonel Todd, the founder of the commonwealth of Illinois. His eventful life was spent on the frontier doing yeoman work for civilization and was finally closed in the unfortunate Indian battle of the Blue Licks, in Kentucky, in 1782.

One dwells with interest upon the beginnings of modern life in this noble State which has taken so conspicuous a place in the union of commonwealths. If not a

story of educational development it is at least the development of educational material. As an organized society it was parallel to the infant stage of the human being, in which consciousness has not yet awakened. The notion of freedom was in the air, and men were feeling their way blindly. Individualism had not yet submitted itself to the truer individualism of a self-conscious state. It was all to come in its own good time out of these simple beginnings.

The part that Illinois took in the Revolutionary War is a most enticing theme, but it has been so amply treated by the historians that it seems a needless repetition to introduce it into this brief introduction. It is enough for present purposes to say that although quick methods of communication and travel were unknown there were ways by which the little handful of people about Kaskaskia kept well informed as to the progress of events. It is estimated that at the time of the cession of Illinois to England there was a possible population of two thousand whites and a thousand negro slaves. It is to be remembered that the whites were nearly all French. Becoming British subjects they demanded all of the privileges that belonged to those who were "to the manner born." The home government regarded such a suggestion as the height of absurdity and returned a corresponding answer. Like the patriots on the Atlantic seaboard they assembled in convention or in popular assembly and repeated their demands. Kaskaskia witnessed scenes not altogether unlike those that occurred in the old "Cradle of Liberty." And they had the courage to declare that tyrannical government would not be endured. In 1777, one Tom Brady organized a valiant army, numbering only sixteen, counting horse, foot and dragoons, and stealing upon the English force at Fort St. Joseph stormed the redoubt and captured the garrison. But they were themselves captured before they could make good their escape, and were sent to Canada as prisoners of war. The succeeding summer a more pretentious army recaptured the fort and sent the English garrison across the border on parole for the remainder of the war.

Of course the main event was the Clark expedition, of which brief mention has been made. There were other minor campaigns that seemed to the Illinois people of great pith and moment, and the Indians were often the occasion of much anxiety. It is not to be forgotten that even in these remote regions the fires of patriotism were burning, and that the French colonists had been so awakened to the inestimable value of free institutions that they behaved like the Americans who boasted of their Anglo-Saxon descent and their right to the privileges conferred by Magna Charta.

But people are necessary to constitute a commonwealth and they came very slowly to the Illinois country. The stories of the valiant fellows who had gone with Clark doubtless stimulated some immigration, and a few families, accustomed to pioneering, came from the older settlements to the east. Parrish says: "For thirty-six years northern Illinois remained an almost untrodden wilderness. In 1812 possibly a dozen settlers were about the present site of Chicago, hovering within the protecting shadow of old Fort Dearborn, but no influx of colonists from the northern States, arriving by the way of the great lakes and spreading out over the rich prairies of the northern counties, occurred until after the close of the second war with England. Even the advance was slow beyond the main watercourses, several counties being without a single settler as late as 1840."

It is to be remembered that George Rogers Clark was a Virginian colonel and that his expedition was authorized and dispatched by that sovereign colony. Whatever of conquest he should accomplish would so far enrich the State promoting the expedition. In consequence the Illinois country became a county of Virginia.

The possession of vast outlying tracts of territory by some of the original States introduced a most troublesome and difficult problem for adjustment in organizing a union. Let those who will pursue the subject through congressional reports and legislative proceedings. It is enough for our purposes that Virginia ceded the Illinois country to the general government on March 1, 1784, and that the territory thereby passed from being a county of Virginia to the Northwest Territory, from which five great States were subsequently to be carved. To the one reserving the original name and occupying the most desirable location our interest especially attaches in the subsequent pages of this volume.

CHAPTER I.

“Not without thy wondrous story,
Illinois! Illinois!
Can be writ the nation's glory,
Illinois! Illinois!”

ON the thirteenth day of July, 1787, the Congress of the American Confederacy passed the celebrated ordinance by which the whole of the country northwest of the Ohio river became one territory for the purposes of government and for the encouragement of immigration. It left “to the French and Canadian inhabitants and other settlers of Kaskaskia, St. Vincents, and other neighboring villages, who have heretofore professed themselves citizens of Virginia, their laws and customs now in force among them, relative to the descent and conveyance of property.”

The temporary government was to consist of a governor, a secretary, and a court of three judges, all of whom must reside in the territory and be landowners. They were to adopt suitable laws then in force in the original States, which were to remain in force until the election of a general assembly, to which the territory should be entitled when its population reached five thousand “free male inhabitants of full age.” The governor was commander-in-chief of the militia, which he was authorized to organize; he could establish counties and appoint their officers, and in conjunction with the judges he could set in motion all of the necessary machinery to regulate civil affairs pending the organization of a government that should be chosen by the people.

The governor was clothed with large authority, but Congress did not surrender its jurisdiction and might step in at any time for the relief of the people if he should abuse his power. Provision was made for a free, representative government by the people as soon as they should appear in sufficient numbers. In addition to all of these specific details the ordinance contained six unalterable articles of perpetual compact between the people of the original States and the people of the Territory.

1. No person in peaceable demeanor was to be molested on account of his mode of worship or his religious sentiments.

2. To the inhabitants were guaranteed those inalienable rights of trial by jury, writs of habeas corpus, suitable representation in legislative bodies, access to the courts to be conducted under the common law, proper bail except in capital offenses, and so on through the list that has found a place in the fundamental laws and the statutes of all free people the world over.

3. Religion, morality and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged.

The Indian, once the possessor of this vast domain, so far as mere occupancy of a small part of it could confer ownership, was not forgotten. It was declared that good faith, justice and humanity toward him were to be observed, his lands and property were not to be taken without his consent, and peace and friendship were to be cultivated.

The three remaining articles made the Territory and the States to be formed therein perpetual members of the national union, provided for the payment of a proportionate share of the public debt by the inhabitants, prohibited discrimination in taxation against non-residents and any taxation of the lands of the United States, opened the navigable waters of the lakes without charge to all of the citizens of the United States, designated a minimum number of States to be organized and a minimum number of free inhabitants with which they could be admitted, and forever excluded slavery except for the punishment of crimes of which the party shall have been duly convicted. Who shall say that this is not a good beginning? It was enacted by Congress, then holding its sessions in New York, while over in Philadelphia the convention was laboriously working out a fundamental law for the whole country. Surely the education of the people is the only method by which such a scheme of government can be carried into effect. An intelligent law-making body has conceived it; it remains for an intelligent constituency to realize it.

In October of the same year Congress elected Major-General Arthur St. Clair governor. He had been an excellent revolutionary soldier, had suffered great losses in the war and his friends had pressed him for the position with the understanding that he was to retrieve his decayed fortunes by speculation in land. His tastes, however, did not run in that direction, and if they had he would not have engaged in it, believing it to be inconsistent with his position.

The governor and judges having promulgated a code of laws and proper officials having been provided, on the fifteenth day of July, 1788, the territorial government was launched. The date is worth remembering; it is the birthday of Illinois. A study of the code would be interesting if space permitted. Since there were no jails, it was necessary to provide forms of punishment for offenders that could dispense with that feature of municipal administration. The death penalty, whipping, fines and disfranchisement, the stocks and the selling of convicts into service were the main methods.

In 1789 President Washington directed Governor St. Clair to proceed to "the Kaskaskias" and carry into effect the orders of Congress with respect to the land titles of the people. In consequence, St. Clair arrived at Kaskaskia accompanied by his secretary the following February. This was his first official visit to this portion of his territory and is thus worthy of mention. The country from the southern limit of the territory to the mouth of the Little Mackinaw creek where it enters the Illinois river was erected into a county and was named after the governor. St. Clair county, although having been shorn of a large part of its original area, may still claim the distinguished honor of being the mother of all of the counties of the southern half of the State. There was as yet no need of any county organization in the remainder of the territory, for it was but an uninhabited wild, patiently waiting for the coming of the white man.

There is an abundance of most interesting events connected with the organization of the government, but it is beyond the present purpose which aims alone to find the beginning of the school as a well defined institution. Through all of the incidents connected with the early settlement whatever there was of education as we use the term was purely incidental. Intelligent parents taught their children the mastery of the tools of learning and left them to that self-education which is so often independent of the book and which surprises us by its results. The mind has a way of its own of realizing its native capacities.

In 1800 the Northwest Territory was divided, that portion of it now included within the States of Indiana, Illinois, Michigan and Wisconsin being included in the Indiana Territory. Nine years later Illinois, including the present State of Wisconsin, was separated from Indiana, after a close and bitter struggle. Ninian Edwards became its governor. We shall have occasion to refer to him later. The territory contained a population of about nine thousand.

Nine years more were to pass before the Territory was to rise to the dignity of statehood. They were to be years of great privation and stirring adventure for the people. Their history should be studied by the children of the great and populous commonwealth so that they may know what it means to convert a wilderness into a State. The gravest troubles were with the Indians, as might be expected. They fought to avenge their wrongs, of which they had many, and to retain their fields and hunting grounds. When the Indian question arises we find it convenient to discuss some other and simpler topic. It is easily disposed of. It is the old struggle between the weak and the strong in which the former has what the latter desires and usually gets. The victory is not always a bloodless one, however, and so it was in Illinois. It will not be surprising if some reflective youth, poring over these early annals, should wonder about the particular principle of justice under which these children of the wild, these strangers to what we call civilization, were dispossessed of their homes and driven to the new frontier. Like "Poor Joe" they have continued to "move on" to the west until their hereditary foe, the "civilized" man has flanked them. There is no longer a "west." Who will venture to write of their future?

It was in January, 1818, that the territorial legislature, then in session at Kaskaskia, passed a resolution directing the territorial delegate in Congress to petition that body to enact a law enabling the people to form a State government. The bill was introduced on the seventh day of April. The well-known controversy respecting the northern boundary of the State is of especial interest in the light of later events. The bill fixed the boundary at 41 degrees and 39 minutes, because of one of the articles of the ordinance of 1787. Delegate Pope moved an amendment to the bill extending the State to the parallel of 42 degrees and 30 minutes, thus including the southwestern shore of Lake Michigan within its jurisdiction. Mr. Pope made an interesting argument in support of his amendment, which was, in effect, that the proposed boundary would identify Illinois with the States to the south rather than with her immediate neighbors, for her interests would be so involved in the navigation of the Mississippi as to make such a relation of the most commanding importance commercially. Being cut off from the lake on the north her only relief would

be in the opposite direction. Furthermore, a canal connecting the lake and the Illinois river was only a matter of time, and every practical consideration indicated the necessity of having it within the territory of Illinois. It is interesting to see how narrowly the State escaped the loss of the port of Chicago and the range of populous counties on the north. What that loss might have involved is suggested by certain striking facts. The people of those fourteen counties made the election of Lyman Trumbull to the United States Senate possible, with all of its significance in relation to the Kansas-Nebraska policy of Senator Douglas. It was this portion of the State that gave the Republican party its victory in 1856, and thus made Lincoln an available candidate for the presidency in 1860. Mr. Pope must be credited with far more than ordinary foresight.

But this was not the only indication of the wisdom of Mr. Pope. He further urged the amendment of the original bill so that the provision appropriating the State's portion of the proceeds of the sale of the public lands for the construction of roads and canals was changed to the appropriation of two-fifths of such proceeds for the building of roads and the remaining three-fifths for the encouragement of learning, of which one-sixth part shall be exclusively bestowed upon a college or university. This added a very substantial sum to the school fund, and furnished a part of the foundation of the Illinois State Normal University, founded about forty years later.

Two other provisions of the enabling act are of especial educational interest. The first runs as follows:

"The section numbered 16 of every township, and when such section has been sold, or otherwise disposed of, other lands equivalent thereto, and as contiguous as may be, shall be granted to the State for the use of the inhabitants of such townships for the use of schools."

The second is of similar import:

"That 36 sections, or one entire township, which shall be designated by the president of the United States, together with the one heretofore reserved for that purpose, shall be reserved for the use of a seminary of learning, and vested in the legislature of the said State, to be appropriated solely to the use of said seminary by the said legislature."

This is another of the funds that formed the support of the State Normal University for the first twelve years of its existence. We shall hear of it later, for it became a bone of contention among the schoolmen of the State, a bone with no little nutrition attached, and conflicting clans did battle royal for its possession.

And now the new State has a constitution and is one of the noble sisterhood. There was a population of about forty-five thousand, some two thousand of whom were descended from the early French settlers in the romantic villages of Kaskaskia, Cahokia, Prairie du Rocher and Prairie du Pont. The latter was an interesting element of the population in retrospect, but next to worthless for the development of a State. They had common fields for farming and perpetuated the ancient customs of their people inviolate. One can easily imagine how disappointing this unpromising remnant would be to the reflective historian who sympathized with the ambitious aims of the French monarch and French ministers of the early part

of the nineteenth century. A sorry outcome, indeed, of the dreams of empire. The awakening had been rude, but the Englishman does not consider rudeness as altogether out of place when he is adding vast areas of territory to the dominion of his king. We must dismiss these picturesque people, with all of their lightness and airy grace, for they had nothing to give to the new State that could not be dispensed with without loss.

“The settled portion of the State extended a little north of Edwardsville and Alton; south along the Mississippi to the mouth of the Ohio; east in the direction of Carlyle to the Wabash; down the Wabash and Ohio to the mouth of the latter river. But yet there was a very large unsettled wilderness tract of country within these boundaries, lying between the Kaskaskia river and the Wabash; and between the Kaskaskia and Ohio of three days' journey across it.” (Ford's History.)

The proximity of the southern portion of the State to Kentucky and Virginia explains the immigration from those communities. Pennsylvania also contributed to the early settlement. The people were, in the main, a simple folk, without education. There were no schools except for the most elementary studies. There was slight need of lawyers, yet what there were came from older settlements. Doctors of Divinity could well be spared, with their learned disquisitions, for the preacher will always develop where he is needed, however uncouth his method or primitive his style. These pioneer exhorters usually have a message, and have a way, all their own, of driving it home. There was a popular belief that all that was needed for a teacher of religion was a knowledge of the Scriptures and a good degree of vocal power, and the second was generally characteristic of them whether or not the first was especially in evidence. There can be little doubt, however, that these early preachers were ministers of grace to the rude communities. They stood for the most essential virtues, if there can be a distinction among virtues, and they exerted a profound and salutary influence. Ordinarily their services were a free-will offering, as they maintained themselves by their physical labor in the fields.

The people generally were farmers. An occasional merchant undertook to supply them what their fields would not produce, but not much was needed beyond the domestic productions. The farmer could raise his food stuff, and as for such luxuries as tea or coffee, why they could be dispensed with or reserved for especial occasions. Wool and flax were easily produced and the women knew how to manage the spindle and the loom. Wild animals in abundance furnished skins for foot and head covering, and the trees were full of houses for those who could use the ax. The furniture was simple, but it was none the worse for that. The agricultural implements were of the same rude manufacture, but they sufficed and there was little thought of hardships. Fifty years later many an idle hour was beguiled by the stories of the survivors of those early days and many a sigh escaped from bosoms filled with profound regrets that the “good old days” were gone never to return. Thus is time ever lending to the past lights and colors which only distance can reveal.

That particular article in the Ordinance of 1787 which relates to education has been referred to. It is so unequivocal and pronounced that it must have come from a source that appreciated the advantages both of religion and education. The

section forever prohibiting slavery in the Northwest Territory had a similarly admirable sentiment for its source. Here was a great empire pledged to freedom, religion and intelligence, and some one man or some group of men are to be credited with that far-sightedness which distinguishes the statesman from the mere time-server. Jefferson was certainly in full sympathy with such high purposes, yet he had not been able to effect his ends with his pro-slavery constituents, for they voted him down whenever he advocated such schemes for the northwestern territory. Three days before the final passing of the ordinance an organizing act without the exclusion of slavery was pending. Eight days before its passage one Dr. Cutler, of Massachusetts, appeared in New York, where the Congress was in session. And who was Dr. Cutler? He was a charming gentleman of university culture and professional experience who had also won recognition by scientific treatises. He ranked along with the venerable and accomplished Franklin or, at least, near him. And what has brought him to New York? He was employed as a lobbyist by a New England land company that desired to purchase large tracts of public lands in Ohio. The country was wretchedly in debt. Its money was sadly depreciated and the company had secured enough of it to make a large investment. Still others joined in making Dr. Cutler their agent until he represented purchasers desiring more than 5,000,000 acres. He wished to buy and Congress most ardently desired to sell. He was in a position to make demands and he determined that the northwestern territory should be made as attractive to future citizens from the free States as congressional enactments could make it. He it was who dictated these immortal conditions that have made for freedom, religion and intelligence.

The universal popularity of the learned Doctor and the consummate skill with which he played one interest into alliance with another won the day. The ordinance was passed on the thirteenth of July, and irrevocably passed. Although efforts were made to repeal it they could make no headway.

And now that there is a State endowed with all of the dignity of sovereignty, what is it going to do about that education of which the great ordinance spoke with such portentous dignity? Very little, alas! Forty years are to drag themselves along before there will be a reputable school law on the statute books of Illinois, and more than another half century before it is to drop the antiquated methods of a worn-out and dishonored system.

The Constitution of 1818 has no word with regard to education. Indeed, the word does not occur in the instrument. There was no real need that it should, for the general assembly was clothed with ample powers. What will it do?

CHAPTER II.

THE FIRST SCHOOL LAW.

PASSING by, for later consideration, the early schools of the territorial period and the first three or four decades of statehood, let us follow the growth of educational sentiment and practice as exhibited in the development of a school law. No other index will more faithfully register the character of public opinion on any question than the session laws of the general assembly. In a sparsely settled country, where the problems of social life have not pushed themselves into prominence and where the industrial arts are few in number and simple in character, the need of education, in the ordinary sense of that term, is not especially conspicuous. Agriculture is almost the sole occupation. It is an art that is acquired by imitation, and real proficiency in the main duties is entirely possible where a soil of boundless fertility is ready to atone for the absence of any scientific knowledge as to the maintenance of the productive capacity of the land. While the men attended to the fields the women performed the duties that have since gone over to the mills. The spindle and loom converted the raw material that was furnished by the flax crop and the herd into the wearing apparel of the members of the family, with the possible exception of the foot covering. Each family was in large part an independent group and felt little dependence upon society at large.

It is not strange that the school was regarded with such indifference. The book is but one of the instrumentalities of education. There are ways of acquiring genuine intellectual power that dispense with its ministry. Although a considerable part of the people of the time which is now under consideration were illiterate according to census takers' standards, they were by no means ignorant with regard to matters of daily life and occupation. Many a man drove his herds to a distant market and materially enlarged the boundaries of his estate with his returns who was yet incapable of reading a bill of sale or of signing his name to a contract, except by proxy and by the rude cross which his clumsy hand managed to scratch. Knowing the character of the people and realizing the circumstances of their lives it should not be an occasion of too severe reproach if we find them very slow in developing educational facilities.

The first legislature assembled at Kaskaskia on the fifth day of October, 1818. There were thirteen senators and twenty-seven representatives. Shadrach Bond had been elected governor and the French Pierre Menard lieutenant-governor. The governor was a man of limited education, if acquaintance with books is to be the measure. He had been trained in the school of experience, however, and that was a matter of far greater consequence at this period of the history of the State. In his first message he called the attention of the members of the legislature to the

importance of education, declaring that "it is our imperious duty, for the faithful performance of which we are amenable to God and to our country, to watch over this interesting subject."

He did not succeed in awakening any considerable number of the members to a consciousness of their "imperious duty," however, for there is no indication in the session laws of any attempt to organize any system of public education. Since there were no manifestations of any disposition on the part of the lawmakers to provide for the education of the children who continued to appear in the world and to persist in growing toward manhood and womanhood, regardless of the neglect of legislative bodies, private enterprise attempted to supply local instrumentalities for that purpose. The General Assembly granted charters that were substantially identical to Madison Academy, at Edwardsville, Belleville Academy, at Belleville, and Washington Academy, at Carlyle. The preambles recite that several of the inhabitants of the towns have entered into arrangements among themselves to build by subscription academies for the education of their youth. Certain persons are constituted bodies politic and corporate, etc. It is made the duties of the trustees, as soon as the funds of the institutions will permit, to provide for the education of females. Another section enjoins the trustees to cause the poor people to be instructed gratis and also to furnish gratuitous instruction to all children as soon as financial conditions will make it possible.

The legislature also decreed that county commissioners should appoint three trustees for each township, and that these trustees should lay out the sixteenth section in lots of not less than forty and not more than one hundred and sixty acres, with timber reservations for the use of all of the lessees in common. Such a provision leads the reader to implications that lie between the lines. Material for buildings, fuel for the housewife, treeless plains called prairies, shelter for stock — these, perhaps, are some of the suggestions that arise in the mind as we read many of these quaint old statutes. The sixteenth section was from the first a matter of warm interest to the people and they expected the income from it to contribute very materially to the fund that was to be needed for the education of their children. And these measures were all that the first General Assembly did to promote the general intelligence of the people through the agency of the school.

The second General Assembly met at a town of its own making. Moses is authority for the statement that the change of location was due to the ambition of certain influential persons to profit by a town lot boom. Kaskaskia was far away the most important town within the limits of the new State and afforded transportation facilities not elsewhere equaled. Be that as it may, the change was made. The same authority vouches for the story that the legislators were anxious to select a name that should unite euphony and historical suggestion. A cruel wag gravely informed them that a powerful tribe of red men had once lived on the upper waters of the Kaskaskia and that they were known as Vandals. The name at once struck the fancy of the susceptible statesmen and Vandalia perpetuates their decision. The truth seems to be, however, that the name was that of a resident of the locality, a Mr. Vandalia, whose connection with the event has escaped the attention of the historian. A government grant of four sections in which there was no recognition

of the speculators dampened their ardor and set their speculative plans all awry. A writer remarks that the town was properly named, as the beautiful forests that marked the site were all leveled to the ground regardless of the future needs of ornamentation of streets and parks. A very ordinary two-story building had been provided by the commissioners to whom the duty was assigned, and thither the official records and belongings of the State were transported under the supervision of Sidney Breese. It was an inexpensive moving, as one wagon afforded ample carrying facilities and the whole expense was but twenty-five dollars.

December 4, 1820, the fourteen senators and twenty-nine representatives were again assembled for the purpose of continuing the business of building a State. There were plenty of laws added to the existing statutes if number is a sufficient criterion for a judgment, but popular education had not yet engaged their attention. Power was given to the Belleville Academy to lease out the school section in township number one in such a way as to enjoy half of the income for its own purposes and leave the remaining half for the schools that might be established in the north half of the township. Section 3 of the act provided for an election in which the legal voters were authorized to permit the academy to enjoy all of the income if they saw fit.

There was also an act providing for the incorporation of a debating and library society at Belleville, in which it was provided that the members might be fined for non-attendance, the proceeds to be devoted to the purchase of books.

An additional act is interesting enough to find a place in the history of the time. It is denominated "An act to encourage learning in White County." The preamble runs as follows:

WHEREAS, there is a society of Christians called "Cumberland Presbyterians," who have erected a house for public worship on the sixteenth section of township 5 south, range eight east of the third principal meridian, and whereas the said house may serve to have the gospel preached therein and likewise may be used for a school house, for the township,

SECTION 1. Be it enacted, etc., that two or more of the county commissioners are hereby authorized and required to lease five acres of the sixteenth section in township five south, range eight east, including said meeting house and burial ground, to the trustees of the township for ninety-nine years, for the use of said society of Cumberland Presbyterians and for the use of the schools of said township.

SECTION 2. Said school shall be under the direction of the trustees of the township and of said society of Cumberland Presbyterians. There shall be no preference of sect and the Cumberland Presbyterians shall be entitled to hold divine service in said house during the period of said lease.

And here is still another. So far as the record shows this is the first authorization in Illinois of the levying a tax of any kind for the support of a public school. The inhabitants of the town of Alton, in the county of Madison, petitioned the General Assembly to give them relief. The original proprietors of the town donated one hundred town lots, one-half of the proceeds of which were to be devoted to the support of the preaching of the gospel and the other half to the equipping and maintenance of a public school. But the town lots vested in the patentees of the tract, who were not authorized to use the donation for the purposes intended by the donor. The inhabitants, therefore, by petition prayed that the town might be incorporated and that trustees might be appointed in whom the lots might vest, and who could apply them to the purposes originally intended. The prayer of the petitioners was

granted. A corporation was authorized and organized and it was decreed that the lots should vest in them for the purposes named. But more, and here is the significance of the quotation—the said trustees were empowered to levy a tax not to exceed seventy-five cents annually on each of the lots for the purpose of erecting buildings and paying teachers. The machinery for assessing and collecting the tax was also provided for. The same trustees were also empowered to regulate the affairs of the town so that the city of Alton has the distinction of beginning its history as an educational institution. Every child of suitable age was to be permitted to enjoy the privileges accruing under the conditions established by the trustees.

The only additional legislation of an educational character which the second General Assembly attempted, or, at least, accomplished, was the authorization of the auditor of public accounts to lease the college township, which had been located in Bond County, and for the leasing of the school lands in Monroe County, the proceeds to go to the schools when they should be organized.

The third General Assembly convened at Vandalia on December 22, 1822, and continued in session until February 18, 1823. Educational legislation cuts a small figure. The action of the last preceding session in giving to the people of Alton the privilege of taxing town lots for education seems to have been too radical a move for the times. The trustees were forbidden the further exercise of such authority by the repeal of that section of the act. Moreover, the people were given an opportunity to express their wishes as to the repeal of the whole act of incorporation by a vote in which the number of votes by each participant in the election was to be determined by the number of lots he owned. The section of the Act of 1819 referring to the establishment of the Belleville Academy, which made the trustees of the academy also the trustees of the town, was likewise repealed. Evidently a union of State and school was not satisfactory to the people of Belleville and they sought relief by their separation. Aside from the incorporation of the Edwardsville Library Association there was nothing further. The school was awaiting public recognition and public support.

The action of this General Assembly can not be passed, however, without reference to the Memorial to the President of the United States with reference to the township which was to be set aside for the uses of a seminary of learning. It is worth quoting as a whole and is presented herewith.

TO THE PRESIDENT OF THE UNITED STATES:

The Memorial of the General Assembly of the State of Illinois would respectfully represent:

That, by the fourth article of the compact between the United States and this State, it was provided "that thirty-six sections, or one entire township, which shall be designated by the President of the United States, together with one heretofore reserved for that purpose, shall be reserved for the use of a seminary of learning, and vested in the legislature of the said State, to be appropriated solely to the use of such seminary by the said legislature."

As the period has now arrived when, in the opinion of your memorialists, such designation ought to be made, they respectfully request that the President will, as soon as practicable, cause the said thirty-six sections, or one entire township of land, to be designated for the purpose contemplated by Congress.

From the language in which the fourth article of the compact alluded to is couched, your memorialists infer that it is optional with the President to cause the said quantity of land to be located

either in separate sections or in one entire township. This opinion is strengthened by the fact that when the bill "to enable the people of the late territory of Illinois to form a constitution and a government" was on its passage in the House of Representatives, our delegate called the attention of the House to the words "thirty-six sections," expressly declaring that his object in inserting those words was to procure the selection to be made in separate sections, and intimating that if the House were unwilling that the selection should be made in that manner then was the time to expunge the words. No motion to that effect was made.

When the bill was in the Senate, the delegate appeared before the committee of that body to whom the bill had been referred, and made the same explanation, in the propriety of which the committee concurred; and the delegate states that he believes the same explanation was also made to the Senate by Mr. Morrow, of Ohio. From these facts, your memorialists infer that the plans of selecting lands in separate sections received the approbation of Congress.

For many reasons, your memorialists give their decided preference to this mode of selection. On the part of the United States, it is believed, no reasonable objection can exist to this mode, as they are not asked to designate a larger quantity of land than they are required by the compact to do. But for this State, for the interest and prosperity of the future institution which is to grow up under its fostering care, it is an important object with your memorialists to impress upon the mind of the President corresponding views with their own; more especially as what they ask is in the power of the President to grant, and is intended for the benefit of a seminary of learning. In a country like ours half a century may elapse before a tenantry can be collected in any one particular section of our State sufficiently numerous to cultivate an entire township to such an extent as to render it profitable for the purpose to which it is appropriated. But if the same quantity of land is selected by sections in different parts of the State the same objection will not exist. A few individuals may always be found in the vicinity of a section of land to whom it is more convenient to lease than to purchase. Perhaps, it may also be worthy of serious reflection, whether the collection of a large number of tenants in a single township might not at some future day give an undue influence to those who may be entrusted with the management of the land.

Other considerations might be urged in favor of the proposed mode of designation; but knowing that they address a Chief Magistrate whose administration has been eminently distinguished by his patronage of the arts and sciences, your memorialists will not doubt that, in prescribing the locating that portion of land which is to be consecrated to the sacred purpose of education, the President will be guided by a desire to hasten the arrival of that period when the benign consequences of the liberality of Congress will be felt and acknowledged in the general diffusion of useful learning among the inhabitants of this new and flourishing State.

Reference has already been made to the final disposition of the funds arising from the disposition of these lands. Some of the reasons for urging this method of selection upon the President never had an opportunity to materialize, as subsequent events will show.

Legislative action usually reflects the pressure of public opinion upon the members of the law-making department of the government. If one would seek to find in a highly condensed form the burden of conviction upon social matters that press upon the mind of the individual voter let him read the session laws of the General Assembly of the State in which he lives. Congressmen spend a considerable part of the year in Washington. Members of the legislature go back to their constituents the latter part of every week and are therefore in close touch with the subjects upon which they are thinking. If the information were accessible it would make a most interesting chapter to chronicle the events that led to the enactment of the first law for free public schools. There was no public press to serve the function of a clearing house in the exchange of ideas and opinions. But, really, it was not needed. Men

and women had but to look at the children in their own homes to be impressed with the need of the school and with the idea that it should be supported and controlled by the State and in the interests of all of the people, regardless of race or condition. ✓ Whatever the influence was, it was effective in stirring the fourth General Assembly to the enactment of the first free-school law in the history of the State. This was so significant an event and was, the forerunner of such extended subsequent legislation that it should find a place in its entirety in these pages, or, if not in its entirety, in its main features. It was introduced by Mr. Duncan, of Jackson County. It is entitled

AN ACT PROVIDING FOR THE ESTABLISHMENT OF FREE SCHOOLS.

APPROVED JANUARY 15, 1825.

To enjoy our rights and liberties we must understand them: their security and protection ought to be the first object of a free people: and it is a well established fact that no nation has ever continued long in the enjoyment of civil and political freedom, which was not both virtuous and enlightened: and believing that the advancement of literature has always been, and ever will be the means of developing the rights of man, that the mind of every citizen of a republic is the common property of society, and constitutes the basis of its strength and happiness; it is therefore considered the peculiar duty of a free government, like ours, to extend the improvement and cultivation of the intellectual energies of the whole; therefore,

SECTION 1. Be it enacted by the people of the State of Illinois represented in the General Assembly, That there shall be established a common school or schools in each of the counties of this State, which shall be open and free to every class of white citizens, between the ages of five and twenty-one years: Provided, That persons over the age of twenty-one years may be admitted to such schools upon such conditions as the trustees of the schools may prescribe.

SEC. 2. Be it further enacted, That the county commissioners' court shall from time to time form school districts in their respective counties, whenever a petition may be presented for that purpose by a majority of the qualified voters resident in that district: Provided that all such districts when laid off shall respectively contain not less than fifteen families.

SEC. 3. Be it further enacted, That the legal voters in each district to be established as aforesaid, may have a meeting at any time thereafter by giving ten days' previous notice of the time and place of holding the same; at which meeting they may proceed by ballot to elect three trustees, one clerk, one treasurer, one assessor, and one collector, who shall respectively take an oath of office to discharge their duties faithfully.

SEC. 4. Be it further enacted, That it shall be the duties of the trustees to superintend the schools within their respective districts; to examine and employ teachers; to lease all land belonging to the district; to call meetings of the voters whenever they shall deem it expedient, or at any time when requested to do so by five legal voters, by giving to each one at least five days' notice of the time and place of holding the same; appointing one or more persons living within the district to serve the necessary notice; to make an annual report to the county commissioners' court of the proper county, of the number of children living within the bounds of such district between the ages of five and twenty-one years, and what number of them are actually sent to school, with a certificate of the time a school is actually kept up in the district, with the probable expense of the same.

SEC. 5. Be it further enacted, That each and every school district when established and organized, as aforesaid, shall be and they are hereby constituted a body politic and corporate, so far as to commence and maintain actions on any agreement made with any person or persons for the non-performance thereof, or for any damage done their schoolhouse, or any other property which may belong to or be in possession of such school, and be liable to an action brought and maintained against them for the non-performance of any contract by them made.

SEC. 6. Be it further enacted, That it shall be the duty of the trustees to prosecute and defend all such suits in the name of the trustees, for the use of the school district, giving it its proper name;

and it shall be lawful for the said trustees, in the name and for the use of the said district, to purchase or receive as a donation, and hold in fee simple, any property, real or personal, for the use of the said school district, and they may prosecute or defend any suits relative to the same; and it shall be the duty of the trustees to give orders on the treasurer of the said district for all sums expended in paying teachers and all other expense necessarily incurred in establishing, carrying on and supporting all schools within their respective districts; and at the regular annual meeting of the inhabitants of the district, the said trustees, together with the other officers, settle all accounts which have accrued during the year for which they were elected.

SEC. 7. Be it further enacted, That it shall be the duty of the clerk of each district to keep a book, in which he shall make true entries of the votes and proceedings of each meeting of the voters of the district, and of the trustees, which shall be held according to law, and to give attested copies thereof, which shall be legal evidence in all courts of the State.

SEC. 8. Be it further enacted, That it shall be the duty of the treasurer of each school district to receive all moneys belonging to the same, and pay them over for the use of the school to the order of a majority of all the legal voters, by vote in general meeting, or the order of the trustees; requiring at all times written vouchers for such payments, stating the purpose for which it was made.

SEC. 9. Be it further enacted, That it shall be the duty of the collector of each school district to collect all of the moneys belonging to, or due to the same, when directed so to do, and to collect such taxes as by the vote of the district shall be levied, and to pay over all moneys when collected, to the treasurer of said district, within twenty days after such collection, except five per cent which he shall retain for his services, taking his receipt for the same.

SEC. 10. Be it further enacted, That it shall be the duty of the assessor of each school district to assess all such property lying within and belonging to the inhabitants of said district as he may be directed to assess by a majority of the voters in such district, and to make return of the same, within thirty days after such assessment, to the trustees of said district.

SEC. 11. Be it further enacted, That when any legal voter living in any school district shall be duly elected or appointed, according to the second section of this act, trustee, clerk, collector, assessor, treasurer, or to serve a notice, and shall refuse or neglect to discharge the duties of the same, he shall, if a trustee, be fined in the sum of ten dollars; if a clerk, in the sum of eight dollars; if a treasurer, in the sum of five dollars; if an assessor, in the sum of five dollars; and if a person appointed to serve a notice of any meeting, the sum of five dollars; and for a neglect to settle all of their respective accounts at the end of the year for which they were elected, the trustees, clerk, collector, and treasurer shall be fined in the sum of twenty dollars; which, together with all other fines imposed in this act, shall be collected by suit before any justice of the peace within the proper county; and when collected shall be paid over to the treasurer of the district for the use of the school or schools within the same.

SEC. 12. Be it further enacted, That the legal voters within any school district, lawfully assembled, shall have the following powers, to wit: To appoint a time and place for holding annual meetings; to select a place within the district to build a schoolhouse; to levy a tax, either in cash or in good merchantable produce, at cash price, upon the inhabitants of their respective districts, not exceeding one-half per centum, nor amounting to more than ten dollars per annum on any one person; to do all and everything necessary to the establishment and support of schools within the same.

SEC. 13. Be it further enacted, That one of the trustees shall preside at all meetings of the voters, who shall put all questions upon which a vote is to be taken, and when a vote is taken upon levying a tax upon the district, each of the voters present may propose a sum to be levied, and the vote shall be taken on the highest sum proposed first; and in case of a disagreement, upon the next highest; and so on down, until a majority of all of the legal voters within the district so taxed shall agree.

SEC. 14. This section prescribes the form of warrant which the trustees, or a majority of them, shall furnish the collector and which shall be his warrant for the collection of the taxes.

SEC. 15. Be it further enacted, That for the encouragement and support of schools respectively established within the State, according to this act, there shall be appropriated, for that purpose,

two dollars out of every hundred hereafter to be received in the treasury of this State; also five-sixths of the interest arising from the school fund; which shall be divided annually, between the different counties of the State, in proportion to the number of white inhabitants in each county under the age of twenty-one years, after the next census shall be taken; until which time no such dividend shall take place.

SEC. 16. This section provides that the state auditor shall issue his warrant upon the treasury on the first day of January after the census shall be taken and every year thereafter, to the county treasurers for the above funds.

SEC. 17. This section requires the county treasurer to pay to the district treasurer of each lawfully organized district its share of the above fund, the amount to be determined by the number of children under twenty-one and over five. But no school shall be entitled to any part of such appropriation unless it has maintained a school for at least three months in the year for which the appropriation is made.

SEC. 18. Be it further enacted, That the rents arising from the school lands in each township shall be collected by the trustees of such lands, and divided by them among such of the inhabitants of the township, as shall have contributed, by tax, subscription, or otherwise, for the support of a common school, in or near such township, for at least three months within the last twelve months preceding the time of making such dividend: Provided, that such rents shall be divided among the inhabitants aforesaid, in proportion to the sums contributed by them to the support of such common school.

SEC. 19. Provides that the auditor and secretary of state shall be commissioners of the school fund under the direction of the governor.

SEC. 20. Be it further enacted, That it shall be the duty of the cashier of the state bank, to pay to the order of the said commissioners, or a majority of them, the amount of the school fund on deposit in said bank; and the said commissioners shall, forthwith, proceed to buy up, therewith, as large an amount of the bank notes of said bank as the same will purchase; and the notes so purchased shall be by the said commissioners deposited in said bank, and the cashier shall give to the said commissioners a receipt therefor, and proceed to burn the same, in the manner and at the time prescribed for burning the ten per cent paid into said bank, which receipt the said commissioner shall present to the auditor of public accounts, who shall issue a certificate for the amount specified in said receipt, payable to the aforesaid commissioners of the school fund, in the legal currency of the United States, which certificates shall be by said commissioners safely kept as an evidence of the claim of the commissioners on the treasury of the State.

SEC. 21. Be it further enacted, That it shall be the duty of the clerk of the county commissioners' court of the several counties in this State, to make an abstract of the report of the trustees of the schools established, stating the number of children within each district, the number actually sent to school, the time a school has been kept in operation in each district, with an account of the expense of the same, and forward it to the Secretary of State on the first day in December of each and every year.

SEC. 22. Be it further enacted, That it shall be the duty of the inhabitants of any district, at their regular or called meetings, to make such regulations for building or repairing schoolhouses as they may think necessary, and for furnishing the schoolhouse with fire-wood and furniture; they shall have power to class themselves and agree upon the number of days each person or class shall work in making such improvements, and all other regulations that they may think necessary to accomplish such building or improvement: Provided, however, that no person shall be required to do any work or pay for such improvements or wood, unless they have the care of a child between the age of five and twenty-one years, or unless he shall attend the school for the purpose of obtaining instruction; and for any neglect or refusal to do such work, by any one of the inhabitants, according to this act, there shall be a fine for each day that they shall neglect or refuse to work of twenty-five cents.

SEC. 23. Provides that persons entrusted with the care of funds shall give proper bonds.

SEC. 24. Be it further enacted, That whenever the tax is levied, according to the twelfth section of this act, in good merchantable produce, it shall be lawful for the trustees to make out a list, with a warrant, stating what is to be collected in produce; and they shall have power to transfer the list

and warrant to any teacher or teachers that they may have employed, who shall have full power to collect the same; and if any persons shall refuse or neglect to pay their respective amounts, in produce, for two weeks after demanded, it shall be lawful to collect the same in cash: Provided, that whenever there is any disagreement about the price of any produce, offered in payment, it shall be the duty of each to select some disinterested housekeeper, to value the same, and if they can not agree it shall be their duty to choose a third, and their valuation shall be binding.

An examination of this law reveals the fact that it contains all of the conditions necessary to make it a free-school law. It provides for a school system covering the entire State. It relegates to the past the old system of rates and supplies whatever revenue is needed beyond the income from the school funds by a general tax levied upon realty and personal property and also upon persons.

That Illinois was a pioneer in school legislation is evident from the fact that only in New England could such provisions for the support and control of popular education be found. Nor did Rhode Island drop into line until eighteen years later. In one respect Illinois surpassed them all, for it appropriated two per cent of all money received by the State treasury for the support of schools organized under the conditions of the law. This would have furnished about one thousand dollars a year at first and if it had been retained would have supplied a large revenue in a few years.

Governor Ford, in his history of the State, declares that schools sprang up in almost every neighborhood under the operations of this law. The Governor must have obtained an exaggerated idea of the efficiency of the law, for, if his statement is correct, there must have been a sharp decline immediately after. It is true that the essential features of a free-school law were soon repealed, but it is hardly probable that the people who had once experienced its advantages would so soon abandon the educational enterprise. Indeed, it could hardly be said that schools were anything like abundant thirty years later, when the law of '55 went into operation. Hon. Cyrus Edwards is authority for the statement that "very few schools were established in the manner required, and they never received the promised reward of the State aid." As this statement was made in a report to the Senate as early as December, 1836, it would seem to be worthy of confidence. W. L. Pillsbury, a most reliable authority, says: "Certain it is that the published reports of the Auditor and Treasurer do not show any payments for the support of schools in 1825 and 1826. The law of January 22, 1829, repealing the State appropriation, appropriates the sum of twenty-five dollars for the school district in Johnson county and provides that all rights accruing under the act of 1825 shall not be affected by the repeal." This would seem to indicate that some districts may have acquired rights.

Mr. Pillsbury adds: "Not the least remarkable thing in connection with the law is that at the time it was passed it is not probable that five per cent of the inhabitants had come from States which had free-school laws, and that with two or three exceptions the members of the legislature had come from the South. If we could get at the unwritten history of the passage of the law we should, I imagine, find that its passage was secured by strong personal influences, more potent in Vandalia with the small number that could be talked to face to face, than with the sparse and widely scattered people of the State at large in those days of few newspapers of short subscription lists, when travel was chiefly on horseback."

CHAPTER III.

THE REACTIONARY MOVEMENTS AND THE DEVELOPMENT OF THE SCHOOL LAW UP TO THE LAW OF 1841.

At last the new State seems to be committed to the policy of public education. It would be interesting to know how the bill was pushed through the legislature. Many of its provisions were extremely liberal. It must have had some loyal and energetic friends. The presence of the word "white" in the law suggests a social condition in the State which is full of interest to the student of history and which made the enactment of a free-school law a matter of great difficulty. Although it is aside from the main purpose of this history to discuss the topic, "Slavery in Illinois," with any fulness, it is fitting that it should receive at least a passing notice in order that frequent reference to negroes, by implication if not explicitly, in educational legislation shall be understood.

The early settlers of the State were familiar with the "peculiar institution" for two reasons: many of them came from slave States and slavery was a feature of the early life of Illinois. A brief reference must suffice.

Although Crozat, when appointed governor of Louisiana, in 1712, was granted the exclusive privilege of importing negro slaves from the Guinea coast, if he regarded their services as essential to the development of the new country, he did not avail himself of his high privilege. Such seeming humanity can not be attributed to any philanthropic theories which Crozat may have held, hence the traffic must have been delayed for economic reasons.

When the management of the colony was transferred to the "Compagnie de l'Occident," however, there was slight delay in utilizing the opportunity. Corporations are not credited with souls, and a little short of two years after the transfer, on the sixth day of June, 1719, a century after a similar occurrence in Virginia, the first slave ship arrived from the Guinea coast with five hundred negroes. They were intended for the region below Natchez. This would have been a matter of comparative indifference to the people of the Illinois country perhaps, but it was in the same year that Philip Frances Renault started for this country with a force of two hundred workmen to develop the mines of the upper portion of Louisiana. Under the authority and patronage of the same organization he came by San Domingo, where he purchased five hundred slaves and brought them with him to work in the mines that were to be opened. These he brought into the Illinois country, for he located near Fort Chartres. This was the introduction of negro slavery into what was destined to be one of the great free States of the American Union.

It will be remembered that in the Virginia cession to the United States, in 1784, of her claims to the Northwest Territory, it was decreed that the people of Kaskaskia

and the neighboring villages should be secured in all of their ancient rights and privileges. One of these they conceived to be the right and privilege to hold negro slaves. But that fatal clause in the Ordinance of 1787, prohibiting slavery and involuntary servitude, except as a punishment for crime of which the offender shall have been duly convicted, excited grave apprehensions. Governor St. Clair, however, saw an easy way out of the difficulty. It was plain, to him, at least, that what was intended was the proscription of the further importation of slaves, not the emancipation of those already within the territory. In consequence the question was not agitated; masters were permitted to hold their slaves.

At last, however, the silent section of the ordinance began to attract the attention of the lawyers. Governor Edwards, whose opinion as a lawyer was highly esteemed, interpreted it as prohibiting slavery but permitting the indenturing of negroes for limited periods. There were three territorial assemblies without legislation on the subject, but by 1803 it was clear that the law must intervene to regulate the relations of masters and slaves. A slave code was enacted which permitted a scheme of "indenturing" that substantially amounted to the legalizing of a system of slavery practically similar to that of the States of the south. It is true that the period of indenture was limited by law, but there was slight difficulty in its evasion. Ninian Edwards registered several slaves in strict accord with its provisions. The periods varied from fifteen to forty-five years.

In 1818 the State was admitted to the Union with a constitution prohibiting slavery but retaining the right to "indenture servants." Encouraged by an apparent leaning to the proslavery view, that party determined to secure a change in the constitution which should unequivocally recognize the institution. In consequence the succeeding six years were full of strife, and the matter was not finally settled until the defeat of the "Convention" party of 1824. It was many years, however, before the education of the negroes was seriously undertaken, and separate schools are still maintained in some portions of the State.

As may be assumed, this bitterly fought battle left its animosities. It was but little more than a year after the defeat of the convention movement that the law for free schools was placed upon the statute books. It is not strange, therefore, that the word "white" should find a place in the opening section of the act. It was a concession to the strong proslavery sentiment of the legislature if it were not a universal sentiment.

Section twelve reveals the extremely conservative action of the Assembly with regard to local taxation. One-half per centum of the taxable property, even with a liberal assessment, would return only a small fund for educational purposes. The privilege of paying the tax in good, merchantable produce is an interesting commentary on the quantity of the circulating medium, and the absolute limitation of the tax to a ten-dollar maximum in any case, indicates with what a small beginning the educational propaganda was obliged to content itself.

Section fifteen was an astonishingly liberal provision of the law. Although it would have yielded but a small aggregate then, if a provision for one-fifth as much could have been retained in the law permanently it would have been a material improvement upon present conditions.

But the General Assembly could not have foreseen the character of its immediate successor. It paid its respects to the law of '25 in a most unequivocal way. A strong reactionary tendency developed and it resulted in a savage attack upon the law of 1825. The essence of a free-school law is its provision for raising revenues for the maintenance of schools. However elaborate the other features may be, they are of no avail unless there is behind them an energy which supplies the means for carrying them into execution. But there is the point at which the public feels the pinch of authority. It follows as a matter of course that the sections providing for separating people and their money will be the first to feel the effect of the opposition of the conservatives.

Section three of the amendments of 1827 permitted the legal voters of any school district, at their regular meeting, to exercise their discretion as to whether the whole or only one-half of the sum required to support a school in such district should be raised by taxation.

Section four marked a more ignoble retreat from the principle of free education at public expense. It was there provided that "No person shall hereafter be taxed for the support of any free school in this State unless by his own free will and consent, first had and obtained in writing. Any person so agreeing and consenting shall be taxed in the manner prescribed in the act of which this is an amendment." Only those consenting to be taxed were to be permitted to enjoy the privileges of the schools without the permission of the trustees.

Such a provision was a sufficient excuse for the disaffected to withdraw their support from the schools. It was not possible to maintain anything approaching an efficient school system on such terms. The cause of popular education was thus embarrassed and delayed. Children were growing up in ignorance and the development of the State was being retarded by so penurious and misguided a policy.

The sixth General Assembly at one fell stroke repealed the fifteenth, sixteenth and seventeenth sections of the act of 1825. Turn back to the law and see what this action means. The fifteenth section appropriated two dollars out of every hundred received in the treasury of the State for the purpose of maintaining schools. It further appropriated the interest arising from the school fund. The sixteenth provided for the issuing of the auditor's warrant for these funds to the county treasurers. The seventeenth directed the county treasurers to pay these funds over to the district treasurers. Such legislation paralyzed all effort toward the support of public schools. The sixth General Assembly made it the duty of the County Commissioners' Court "to appoint some good, competent and responsible person of the county to act as commissioner and agent for the county" in the sale of public lands. Here is the officer who finally developed into the County Superintendent of Schools.

By reference to the act of 1825 it will be seen that if there were any income from the sale of the school lands in a township the interest on the fund might be divided among those who had subscribed for the support of schools. The act of 1833 provided that if the school commissioner had any such money in his hand on the second Monday of the following November, and if such money were not needed for the payment of the expenses of the survey and sale of school land, it might be divided among teachers who had conformed to the following conditions:

The teachers were to call together their employers on the first Saturday in May, or, if school began later, then within a month after the beginning of school. These employers, upon their meeting, were to select three persons to act as trustees of schools until the following November, when they were to retire and be succeeded by others similarly chosen. These trustees were to have charge of the schools and were to require the admission to free tuition of children whose parents or guardians were unable to meet the necessary expenses of instruction. Immediately after the close of October, or at the close of his school, if completed earlier, the teacher was required to submit to the school commissioner a schedule indicating the attendance at his school and especially of those who were authorized to receive free tuition. This was to be certified to by the trustees or by five of his employers. The commissioner was then authorized to make a distribution of the distributable fund, although no part of it was to reach back previous to the last of the preceding April. Any balance due the teacher was to be paid by his employers.

Another interesting feature of the same law was a provision permitting school commissioners to lend any available funds to residents of the districts who were financially responsible, to the amount of two hundred dollars, for the purpose of building schoolhouses.

The ninth General Assembly, in session December 1, 1834 — February 13, 1835, seems to have determined to atone for the folly (?) of the sixth. It provided that the undistributed interest should be added to the principal up to the close of the year 1833. It further provided that the interest on the college and seminary fund should be distributed along with the interest on the school and township fund on the first Monday of January annually. The apportionment was to be made on the basis of the population under twenty years of age. This fund was to be distributed among teachers as provided by the eighth General Assembly, with the proviso that no teacher should receive more than half due him from this fund. If any remained after such distribution it was to be reserved as a county fund. This was the origin of that particular fund which subsequently became a source of revenue for the schools.

The legislature further provided that the entire fund should be loaned to the State to meet current expenses and that the State should pay interest upon it at the rate of six per cent per annum. It is needless to say that the State still remains a debtor to the fund, but pays the accumulating interest annually.

Some gain is therefore scored by the legislation of 1835. The earnings of the school fund are again available for the support of teachers so far as they will go. They are far from sufficient, however, to maintain a system of public schools, and the income must be very materially augmented by subscription or tuition. Before leaving this legislature it should be further credited with a repeal of the section providing for gratuitous instruction of children whose parents or guardians were unable to furnish it for them. One does not linger over these records with any especial degree of State pride.

At the second session of the ninth General Assembly the existing act was so amended as to provide for a semi-annual distribution of the county and township fund instead of annually as before.

In 1836, under the leadership of President Jackson, the government was furnished with a larger revenue than was necessary for the administration of public affairs. The surplus was returned to the States in 1837 and was set aside as a school fund to be known as "The Surplus Revenue Fund." In accordance with its custom and its needs Illinois turned the fund into the State treasury and arranged to pay interest on it at the rate of six per cent.

The year of grace 1841 witnessed another elaborate effort of the General Assembly to produce a school law. It ended with a law of one hundred and nine sections. The enacting clause ran as follows:

"SECTION 1. Be it enacted by the People of the State of Illinois, represented in the General Assembly: That for the purpose of establishing and sustaining common schools throughout the State, and taking care of and using the resources of the State held for purposes of education, the following sections and provisions shall take effect as the law of this State on the first day of July next."

The first division related to common school lands — their protection and preservation. These lands were to remain under the superintendence and care of the county commissioners. It was the duty of the commissioners to appoint three trustees in each township for a term of four years. It was the duty of the trustees to appoint a treasurer who should also be their clerk. It was their further duty to be the legal custodian of all real estate, personal property or money belonging to the township. All moneys coming into their hands were to be paid over to the school commissioners of their respective counties, to be applied to the support of schools. All school lands were to be protected against trespass.

The second and third divisions provided for the election of school commissioners and for the sale of school lands. A school commissioner was to be elected in each county on the first Monday in August for a term of two years. He was to give bond in a sum not less than twelve thousand dollars. His duties, as specified in some thirty-two sections, were to sell school lands, loan school funds and apply the income upon township funds for the support of schools.

The fourth division applied to the organization of schools and the application of interest. All income from township funds was to be applied to the support and maintenance of common schools organized and kept according to law.

It was made lawful for associations of inhabitants to acquire land, not exceeding ten acres, to build schoolhouses for common schools, to convey the same to the trustees to be held in perpetuity for the use of the association.

As many common schools could be organized and kept in operation in each district as the inhabitants desired, and each teacher was entitled to an equal portion of the district fund according to the time and number of scholars taught.

The manner of managing the school was very simple. The employers of the teacher were to meet within ten days after the beginning of the school and select three of their number as trustees. These trustees could be authorized to take charge of the school. It was necessary to have a new set each year.

It was necessary for the teacher to keep a schedule in order to determine the distribution of the fund. He certified to his schedule, and his trustees did the same. The funds were paid out half yearly on the first Mondays of January and July, no

schedule reaching back more than six months. If the township was not organized the schedule went to the school commissioner, who paid the teacher. The employers of the teacher determined his compensation and were bound to pay their due proportion of the same. The whole process was very simple, but it was not a free school.

The fifth division provided for the incorporation of townships. At an election called and held by the trustees of school lands appointed by the county commissioners' court, the people determined the question of incorporation. If the decision were affirmative, five trustees were elected as successors of the trustees of school lands. They were styled "Trustees of Schools" and had general charge of the schools of the township. They were authorized to examine teachers, or have them examined, and to grant certificates if found competent. Such certificates were necessary in order to draw public money.

The common school fund was defined as in the earlier laws. The interest was apportioned annually among the counties, by the auditor, on the basis of the number of white inhabitants twenty years of age and under. Where the teachers had been paid by the employers the money was held for their use; otherwise the money was paid to the teachers by the school trustees or the county commissioner. Any excess of funds was added to the principal.

Where districts were laid off, directors, three in number, were elected for a term of two years. Their duties were similar to those of present directors except with regard to the levying of taxes.

This law is mainly interesting for what it omits. Nowhere is there any provision for local taxation. We have seen that the previous laws rendered it possible to levy local taxes where the community was so disposed. Even that possibility disappears from the law of 1841.

CHAPTER IV.

THE MOVEMENT TERMINATING IN THE FREE-SCHOOL
LAW OF 1855.

WITH the growth of the State, and especially as settlers came from the New England and Middle States, where school sentiment was strong and where schools were popular, active interest in public education began to manifest itself here and there. As early as 1833, in the month of February, an educational convention assembled at the capital of the State, which was then the modest village of Vandalia. This is regarded as the pioneer effort of its kind. It was an attempt to discover existing educational conditions and to improve methods of instruction, to awaken public interest in popular education and to secure suitable legislation looking toward the organization of a worthy free-school system.

The Sangamon *Journal*, of February 22, 1834, reports a meeting for the promotion of a movement to secure a State superintendent of public instruction. About the same time the eminent Professor J. B. Turner, of Jacksonville, engaged in an active campaign in the interests of the free-school movement. Smith's "Student's History of Illinois" furnished interesting information which its author has collected from various sources and credit for which is acknowledged herewith. The legislature was to meet in the following December, and a few zealous friends of education were making extraordinary efforts to secure amendments to the emasculated school law. For this purpose another educational convention was planned for the State capital, which was to meet just before the assembling of the legislature. Prominent among these workers was Rev J. M. Peck, the editor and publisher of *The Pioneer and Western Baptist*. That he had been laboring with the members of the General Assembly in advance of the coming session seems to be indicated by his statement that during the campaign most of the candidates had expressed themselves as entirely favorable to the enactment of a proper law.

The second meeting of the educational convention was held in Vandalia just after the opening of the session of the legislature. Hon. Cyrus Edwards, brother of Ninan Edwards, was chosen chairman of the meeting, and the secretary was no less a personage than Stephen A. Douglas. Mr. Edwards was a member of the Senate and a considerable number of the legislators participated in the proceedings of the meeting. An address to the people and a memorial to the General Assembly were agreed upon. Four measures were discussed, and a bill embodying them was prepared and introduced by Hon. W. J. Gatewood, senator from Gallatin county. These measures were a system of taxation, a method of securing qualified teachers, a scheme for suitable supervision of schools, and for the proper distribution of school funds.

There were reasons for anticipating a successful outcome to the campaign for education on the part of the devoted enthusiasts who had been giving their time and effort to the cause. The newly elected governor was the same Joseph Duncan who, as a member of the State senate, had introduced the bill for the school law in 1825, and had worked it through the Assembly. He had now served seven years in Congress and had just resigned his office to assume the duties of governor. His devotion to his official cares had been so marked that he had not come home to conduct his campaign, but had trusted to the assistance of the press and the postoffice, thus furnishing the only instance in the history of the State of a candidate for that office who had voluntarily absented himself from a field in which matters of such personal pith and moment were at stake. He had very recently been honored by an act of Congress, which authorized the President to present to him and to each of certain other officers a sword, "as a testimony of the high sense entertained by Congress of the gallantry and good conduct displayed in the brilliant and memorable defense of Fort Stephenson," in the war of 1812, in which he had risen to the rank of lieutenant although a very young man for such a responsibility. When elected to the senate in 1824 he was a major-general in the Illinois militia.

A majority of the senate were old members, but the two already mentioned were there for the first time. The new members of the house included a few men who were destined to prominence in the subsequent history of the State, while there was one among them whom the *Muse of History* was to place among the immortals. Jesse K. Dubois and Jesse B. Thomas, Jr., are familiar names to those who have read the annals of Illinois, while Abraham Lincoln's fame transcends the limits of all states and nations.

Mr. Lincoln had expressed himself upon the subject of education two years and more earlier, in a communication dated "New Salem, March, 1832," and published in the *Sangamon Journal* on the fifteenth of the same month. It begins as follows:

Fellow Citizens: Having become a candidate for the honorable office of one of your representatives in the next General Assembly of this State, in accordance with an established custom and the principles of true republicanism, it becomes my duty to make known to you, the people whom I propose to represent, my sentiments with regard to local affairs.

After declaring himself in favor of opening good roads, of building a railroad from Springfield to the Illinois river at a cost of \$290,800, and of enacting a law setting a limit to usury, he adds:

Upon the subject of education, not presuming to dictate any plan or system respecting it, I can only say that I view it as the most important subject that we as a people can be engaged in. That every man may receive at least a moderate education, and thereby be enabled to read the histories of his own and other countries, by which he may duly appreciate the value of our free institutions, appears to be an object of vital importance on this account alone, to say nothing of the advantages and satisfaction to be derived from being able to read the Scriptures and other works, both of a religious and moral nature, for ourselves. For my part I desire to see the time when education, and, by its means, morality, sobriety, enterprise and industry, shall become much more general than at present, and I should be gratified to have it in my power to contribute something to the advancement of any measure which might have a tendency to accelerate the happy period.

Mr. Lincoln was defeated in the campaign of 1832, but he was elected in 1834, 1836, 1838 and 1840. The chances are ten to one that he was present at the Vandalia

educational meeting, although there seems to be no record of the event. The ninth General Assembly certainly did much to atone for the folly of the sixth, but it did not rise to the occasion, for it failed to provide the one essential thing — a system of taxation for the support of schools.

The bill introduced by Senator Gatewood had certain interesting features. It provided for a real public school system and included in its scope a plan for a Normal school in each county. Many years later a similar law was passed, but only three* counties ever availed themselves of their privilege — Peoria, Bureau and Cook — and two of them abandoned the project entirely after a few years and the other surrendered its school to the city of Chicago. But any scheme looking to an increase in taxation was doomed at its inception. The portion of the population especially desirous of developing the school came for the most part from the east, and the antagonistic element from the south. The latter was the stronger and was successful for many years more in maintaining the policy of conservatism.

The organization of "The Illinois Teachers' Association," which took place at Jacksonville, in September, 1836, in connection with the commencement exercises of Illinois College, was another movement toward the perfecting of a propaganda to forward the public school interests. The place and time betray the presence of Professor Turner and his ardent zeal, although the main credit is assigned to Rev. John F. Brooks, of Springfield. It held four annual meetings and then gave up the ghost, to be resurrected some twelve years later.

Shortly after these events the first school journal made its appearance under the name of *The Common School Advocate*. Its publishers were E. T. and E. Goudy, Jacksonville. Its columns contained early suggestions of the importance of electing a State superintendent of public instruction.

A bill to make the office of county superintendent elective was introduced into the legislature of 1839, but it was defeated, as was a bill for the creation of the office of State superintendent, which was ridiculed as an attempt to secure a schoolmaster-general. The attempt to secure a favorable public opinion was not abandoned, for in 1840, in Springfield, "The Illinois State Education Society" was organized and it petitioned the legislature to consider again the creation of the office that had been laughed out of court.

In 1845 the law received some material amendments. It was a real advance upon the law of 1841.

1. It provides for a State superintendent of common schools, although he is only an *ex officio* officer, the Secretary of State being authorized to act in that capacity. Unsatisfactory as was the outcome of the campaign for this amendment a genuine advance is scored.

2. It provides for the election in every county of the State of a school commissioner who shall be *ex officio* superintendent of common schools in his county. One of his duties is the examination of persons desiring to teach a common school and the granting of certificates to those found competent. Such certificates were necessary to enable one to draw public funds.

* The school at Peoria was really the only one established under the law.

3. All text-books must be in the English language, which must be the language of common communication in the schools.

4. Trustees are authorized to purchase school libraries and real estate for school-houses.

5. On the first Saturday of May the legal voters may meet together and determine whether they will levy a tax for the support of schools, for the building and repairing schoolhouses, or for other school purposes. If two-thirds vote for the tax they shall agree on the amount to be raised, not exceeding fifteen cents on the hundred dollars.

Illinois had now been a State in the Union for twenty-seven years, yet public sentiment had not yet developed to the point of making a tax for common schools compulsory. A good start had been made in 1825, but the succeeding legislature repealed nearly all of its good features, and in the twenty years since little of value had been accomplished.

The law of 1845 required on the part of the teachers a knowledge of reading, writing, arithmetic, geography, grammar and history of the United States. It was soon discovered that these requirements were far too high, and many districts were deprived of the school fund because they could not procure teachers having the legal requirements. In 1847 the law was so amended as to permit teachers to indicate which of these subjects they regarded themselves qualified to teach and so undergo examination in those only. Thus early in the development of the school we find the principle of specialization beginning to appear, but from necessity rather than from choice. The requirement for a two-thirds vote for taxation was also modified by a substitution of a majority of all of the voters of the district. But this increased the difficulty, for all measures looking to taxation could now be defeated by mere absence from the elections. The persistent opposition to local taxation seems difficult to understand in the light of our modern system.

In 1849 the former qualifications of teachers were restored, but subject to the will of directors, and the local tax was limited to twenty-five cents on the hundred dollars, while incorporated towns were allowed to levy fifty. In 1851 the limit was further raised to one dollar, but it still depended upon an election, and although the taxable property of the State amounted to \$100,000,000, the whole amount of local tax raised in 1852 was but \$51,000. The Secretary of State, *ex officio* State Superintendent, reported that in no case had the possibilities of the law been utilized.

Reference has been made to the efforts of educational and other organizations to affect legislative assemblies in the interests of improved schools. These movements were headed by men who had the best interests of the State at heart. Their devotion to the reforms that they were struggling to promote was thoroughly disinterested. Among the most conspicuous was John S. Wright. For fifteen years he was closely identified with the movement that culminated in the law of 1855. As publisher of *The Prairie Farmer* he had the readiest access to the farming community and he used his opportunity wisely. The valuable amendments to the school law already noticed as embodied in the act of 1845 were made possible in largest part through his influence. He called a State convention of school people who met in Peoria in 1844,

and who issued a memorial upon the subject of Common School Education. A copy is in possession of the State Department of Education, and it is of greatly added interest because it contains the name of the estimable Dr. Calvin Gowdy, a member of the General Assembly and later a member of the Board of Education of the State of Illinois, the governing body of the Illinois State Normal University. He was always an enthusiastic advocate of popular education at public expense.

This memorial is worthy of careful preservation and its main features are presented herewith. It prays the legislature to so modify the school system as to provide for a State superintendent, appointed by the governor; a county superintendent, at first appointed by the county commissioners and afterward by the township trustees; the organization of the townships as school units with a board of three trustees, elected by the people and made supervisors of schools under the direction of the county superintendents; distribution of the income from the school funds to the counties on the basis of population; the placing of school funds in the hands of the county superintendents; the district plan now in use with its directors, and especially the power of taxation for school purposes.

These recommendations are interesting as showing the influences that were at work to secure the school law of 1855.

Following the recommendations was an earnest plea for their enactment into a law. Regarding existing conditions the memorial says: "Our schools, evidently, are not what they should be. There is a listless apathy concerning them, more to be deprecated than fiery opposition, reigning supreme throughout the State. We need the adoption of some measures that shall arouse us from this death-like stupor, that shall infuse vigor into the frame and induce to healthy, steady, persevering action."

Seven pages are devoted to the argument for the State superintendent. It is profitable reading. We have little appreciation of the labor required to bring an efficient public-school system into being. That there was strong opposition to the office appears by implication in every paragraph of the discussion.

Realizing the wretched condition of the teaching force in many schools the memorialists urged the examination and licensing of teachers to be lodged in the hands of the county superintendent. The argument for such an officer was as cogent and should have been as convincing as for the State officer. In the majority of instances the examination of candidates for certificates was the merest form. A verified instance, occurring as late as 1862 and coming under the knowledge of the writer, illustrates the thoroughness (?) of the method. [The teacher had been at work for some time without a certificate, when the superintendent, a lawyer, happened to come to town to conduct a law suit. The teacher saw his opportunity and embraced it. "Look me in the eye," said the examiner. "Tell me, upon your honor as a man; can you make eggnog?" The candidate was equal to the occasion. "Well, Mr. Superintendent, I never done it, but I've saw it did." "My friend," said the lawyer-superintendent, "your case is a little doubtful, but we'll follow the suggestion of the law and give you the advantage of the doubt."

The memorial strongly advocated the election of a township supervisor. If the General Assembly halted before the proposition to have a State superintendent and

a county superintendent it is easy to tell the fate of their suggestion. Their argument was unanswerable but was, for Illinois, a century ahead of time.

The memorial cautiously approached the essential feature of any free-school system. A quotation will reveal the current opinion of the time with regard to it:

We come to consider, finally, the one great requisite of the proposed plan — taxation. Each of the parts is considered essential, yet they are but machinery to work this result. We come out frankly and boldly and acknowledge the whole system — every effort is intended only as a means of allure-ment to draw the people into the grasp of this most awful monster — a *school tax*.

But start not back in alarm. After all he may not be so terrible as some have perhaps imagined. Used with skill and judgment and no other power can accomplish what he will; no other can work such changes in your common schools, and it is in vain that we attempt to dispense with his services. All experience throughout the Union is in favor of his employment. We do not, however, propose coercing any to employ him who prefer to let him alone. All that we ask is to give those permission to use him who feel so inclined; and others, when they witness his subordination, and power to work for the cause of education, will doubtless desire themselves to try his services.

The memorial then pleads for such an amendment of the law as will permit school units to pass upon the question of taxation by a popular vote and impose taxes if a majority so decide. It is by such historical material that the opposition to taxation for school purposes is revealed and that the forty-years' fight for the principle is disclosed to the modern reader.

Enough has been said to give a correct impression of the character of the memorial. It converted the governor with respect to one of its contentions, and at the next meeting of the General Assembly it was enacted that the Secretary of State should be *ex officio* superintendent of public instruction. Although that officer was to receive no extra compensation for the increased duties of his office it was worth something to have the people become accustomed to the name. There was a report concerning the condition of education in the State, and its revelations did something toward the acceleration of the development of a public-school sentiment. It was signed by John S. Wright, of Cook county, D. J. Pinkney, of Ogle county, and H. M. Wead, of Fulton county.

On March 1, 1848, Horace S. Cooley, Secretary of State and *ex officio* State Superintendent of Common Schools, issued an appeal in behalf of the interests that had been added to his regular duties. It was little enough that he could accomplish in a matter that was at best but a side issue, yet he endeavored conscientiously to give an impulse to the movement that was beginning to penetrate the consciousness of the public.

His appeal is addressed to the citizens of Illinois. He declares that "It is an incentive to our renewed action in the cause of common schools, to know that we may, with just pride, confidently anticipate, as the results of our well-directed efforts, a permanently established system of popular education in our State, not to be exceeded in its usefulness by that of any State in the Union, and that a growing public interest in the importance of a properly organized system of schools is daily made manifest. The people in different portions of the State are becoming awakened to the manifold duties which press upon them in the advancement of this cause; and an emulation, each to exceed the other in the establishment and perfection of

schools, at the present time prevails, which is destined to prove irresistible to every obstacle. The zeal and determination of our citizens, which proclaim that at no distant day our magnificent State shall be second to no one in this respect, justify the conviction that no individual can be found in our community, who, if sensible of his ability, will withhold his personal efforts, or decline to become a champion in such an enterprise."

When we realize that seven years were yet to pass before the General Assembly could muster friends enough to free public schools to secure the law of 1855, Mr. Cooley's estimate of public opinion seems rose-tinted.

A further quotation will reveal the purpose of the "appeal." He says: "It is not improbable that many of our citizens, whose efforts are due to the public in the promotion of this cause, permit themselves to remain passive, from the impression that the exertions of any *one individual* can be of no particular service; and that this delusion permits them to look with faith and admiration upon the good deeds of others, while no good work proceeds from themselves. The following suggestions are ventured for the purpose of removing this fatal fallacy and to present the initiative to *personal, individual action*; and to urge upon all persons that they 'BEGIN -- *begin somewhere*,' and without delay, in their efforts to establish a uniform system of public instruction in our State."

Mr. Cooley had already issued a brief circular in which he had invited such persons as were interested in common schools to assemble in the various counties of the State for purposes of consultation with him and for a free interchange of opinion and for the utilization of the ideas of value that should develop in these conferences. As might be expected he found that his other official duties did not permit him to carry out his suggestion. He therefore submitted for the consideration of his fellow citizens certain propositions, in the hope that they would awaken the interest and active cooperation of the people. He therefore urged most earnestly the united effort of practical men everywhere in the State in erecting upon a permanent basis a plain, practical system of common schools.

He declared that "the great fundamental principle of this action should be, *that our schools be free to every child (native or adopted) in Illinois*. Free as the genial showers and sunshine of heaven. That unrestrained access to *free instruction* be the mystic influence which shall cheer the present and succeeding generations 'upward and onward' in their search after knowledge.

"Illinois at the present time, in the establishment of her system of schools, is far in advance of any of the States at a similar period in their history. But the advances which other States have made, and the advance which they must yet make to reach a contemplated perfection, speaks to us in a 'prophet's voice' (which should banish all apathy) of the services demanded of us in producing the ultimate destiny of *common schools in Illinois*." The fervor of Mr. Cooley's sentences indicates that his heart is in the enterprise.

He submits some statistical information of historical interest. In 1845 there were about 384,000 persons in the State under twenty years of age, and consequently entitled to share in the school funds. He estimated that 250,000 were of the proper age to attend school. On the basis of forty children to a schoolhouse, six thousand,

two hundred and fifty teachers in six thousand, two hundred and fifty schoolhouses were needed to furnish the needed instruction. From his estimate it must be inferred that the towns were few in number and that the graded-school idea had not as yet had much of a development anywhere, with the possible exception of the city on the lake.

The report of the previous superintendent, Thomas Campbell, the first superintendent of public instruction, contained returns from but fifty-seven of the counties, the remaining counties neglecting or refusing to report. From these counties the statistics for the rest of the State were averaged. On this showing there were perhaps three-fifths as many schools as were needed to accommodate the children. But in the same counties there were but thirteen hundred and twenty-eight schoolhouses. Applying the method of averages as above, this would show about two thousand in the entire State. From the reports contained in county histories, and these reports are presumably accurate, many of these buildings were nothing more than rude structures of the cheapest description. Mr. Cooley assumes that there were about one-fourth as many as were needed. He appeals to the patriotism and pride of the people to free themselves from so disgraceful a condition of indifference and neglect.

He calls attention to the utter inability of the Secretary of State to discharge in any efficient way the duties of superintendent of public instruction because already loaded down by the duties of his office. The salary was barely what is now paid to a stenographer, yet it was expected that he could discharge the duties of two offices, either one of which merited a man of superior abilities. Respecting the duties of the superintendent he writes as follows: "He should be required to visit every county in the State and deliver familiar lectures, and furnish instruction relative to the application of our school law, the proper organization of schools, the improvement in schoolhouses, the classification of pupils, and qualifications of teachers. He should assist in the proper application of school money and in forming associations of teachers and the friends of education in different portions of the State, and urge upon them frequent meetings in contiguous districts and counties; he should render all possible assistance to teachers and school officers to enable them to discharge their duties with efficiency, and receive reports from county officers of schools, and make his reports to the legislature, which should be virtually a report to the people of the entire State." Who will say that Mr. Cooley did not have a very definite idea as to the possibilities of the office that had been thrust upon him as a side issue, and as an answer to the appeals of the educational people?

As foreshadowing the prominence of women as teachers, and as an early appearance of the movement for Normal schools, the following further quotation is interesting: "We have, during the past year, been favored with the presence of a number of excellent and well-educated female teachers, who were sent to our State under the patronage of a society in another State; and we have noticed with pleasure that these teachers have been properly appreciated by our community, and placed in charge of well-filled schools and have successfully discharged their duties as teachers with fidelity, efficiency and to the satisfaction of the public. At a time when the demand for qualified instructors is increasing in our State (which demand is a cheering evidence of the awakening interest of our people to the subject of edu-

cation) it would be a suicidal policy which would reject the proffered services of well-educated, experienced and trustworthy teachers. Yet I am impelled by a sense of justice to the known intelligence and peculiar qualifications of the citizens of our own State and to the inestimable opportunities for education presented in the colleges, seminaries and schools of Illinois, to repeat my former suggestion of the importance that our common zeal to promote this cause (of popular education) should be directed to the proper education of teachers in the colleges, seminaries and schools in *our own State*. That, although compelled to rely upon teachers from abroad for present purposes, *we should not depend upon importations from other States to supply our future demands*. Our own native-taught teachers are adapted to the wants and peculiarities of our western institutions, and possess peculiar qualifications for adopting a course of instruction and discipline in accordance with the known wishes of the community. In providing systematic measures for the promotion of the intelligence of the coming generations of Illinois, we should not be unmindful of *our Paramount duty to secure the thorough qualification of our own citizens, male and female, in the art of teaching.*" The italics used in the foregoing quotation are supposed to express the emphasis which the writer desired to employ with regard to this particular suggestion.

Superintendent Cooley called attention to the section of the school law directing him to recommend the most approved text-books, maps, charts and apparatus, and urges uniformity in their use. He declared that he had found this more embarrassing than any other act connected with his official duties. The General Assembly seems to have appreciated the delicacy of the task, since they promptly relieved the office of that duty, out of the kindness of their hearts and the possible suggestion of publishers that may not have been getting their fancied share. He did recommend those prime old favorites, however, so familiar to the last generation, and that now decorate the curiosity-shop corner of Normal School libraries — McGuffey's readers, Sanders' spelling book, Butler's grammars, Mitchell's geographies, Ray's arithmetics or Emerson's, and Goodrich's or Grimshaw's history of the United States.

On January 12, 1849, Superintendent, or rather, Secretary of State Cooley, submitted to the governor the annual report of the condition of schools in Illinois. About three-fifths of the counties reported. When we remember that there was no penalty for not reporting, and that several of the officers upon whom the law placed the duty of collecting statistics received no compensation of any kind for their labors, the showing is not so bad. Because of the neglect of so many county superintendents to report, the figures given for the whole State have a doubtful value, as they are estimates upon the probable conditions as inferred from the reports sent in.

No other columns so accurately express the conditions of the schools as those set apart for the averages of county salaries. Schuyler has the distinction of leading the list in the salaries paid to men — \$30 — while Crawford, Richland and St. Clair touch the \$20 mark, for women. At the other end of the row stand Shelby, with an average of \$10 for men, and Cook and DeKalb with \$6 for women. The average for the fifty-eight counties reporting is \$16.56 for the men, and \$8.62 — about half as much — for the women. This means about four dollars a week for men and two

for women. We have seen that Cook county paid her women but \$6 a month, but she graciously did a little more than twice as well for the men, as they were paid \$13.

Sixty-one counties reported 1,937 schoolhouses, barely half enough for the accommodation of the children. Hundreds of these buildings were of the poorest quality, not even affording protection from severe weather. In the great majority of cases the furniture was of the rudest character, the methods of heating were barbaric, and the only method of ventilation was that afforded by the bad workmanship of the builder or by the destructive operations of the elements. Large numbers of them were mounted up on posts and the wind had free passage under the floor and often through it. The wandering swine sought shelter in these hospitable quarters and mingled their complaining voices with those of the children at their a b c's just over their heads. The fleas, that manifest so extreme a fondness for the companionship of this species of animal, often endeavored to improve their opportunities by invading the schoolroom and adding to the liveliness of pioneer experience. When an old settler dwells with fond remembrance upon the delights of "the good old times," it is in marked evidence that human nature is disposed to forget the disagreeable and cling to the agreeable experiences of life.

The amount raised by ad valorem taxes shows the widest variation. Since the tax was not compulsory there were counties in which not a penny of revenue was raised in that way. The gross amount for the counties reporting was less than \$25,000. The whole number of pupils enrolled was about 50,000 and the number of teachers reported at about 2,500.

The law of 1845 helped the cause significantly by providing for the office of State Superintendent of Schools, even though the duties were added to those of an already overburdened State officer, for there was now a voice that could speak with authority, and that could therefore command the attention of the people. The same thing can be said of the county superintendency. Among the whole body there were sure to be several who would be active in organizing meetings, in contributing articles to the press, and in illustrating in their own counties what could be done even under such unhappy conditions. They served to swell materially the sum of the influences working toward the coming law.

And now appears upon the scene the Constitution of 1848. The fact that it was to last but twenty-two years indicates its character. It was a most interesting exhibition of an attempt to incorporate into the organic law of a great State a most illiberal and parsimonious policy. It was conceived in a spirit of ultra-conservatism and apparently with an eye single to retrenchment. It shows how little comprehension the convention had of what was waiting Illinois in the way of development. In the attempt to reduce current expenses to the lowest living possibility it overdid itself, and necessitated the most original and ingenious schemes for evading the constitution in order that the machinery of government might be kept in motion. The salary of the Governor was fixed at \$1,500; of the judges of the supreme court at \$1,200, and that of circuit judges at \$1,000. Think of the State Treasurer and the Secretary of State being obliged to subsist on \$1,200 each and the members of the General Assembly as compensated at the rate of \$2 a day for the first forty days and at \$1 a day thereafter. Such a scheme of compensation may have had one thing

in its favor — it reduced the sessions of the Assembly to forty days. The total per diem of the members for the first session under the new constitution was less than \$15,000, and this included the mileage also. The possibilities of construction of the law are indicated by the fact that the same body under the same organic act voted to itself for the session of 1869 \$206,181, more than thirteen times as much. The number of constitutional lawyers must have had a remarkable increase in the intervening years.

As in the Constitution of 1818, there was no reference to education. The word can not be found in the instrument. There was a Declaration of Rights, containing twenty-six sections, but one will search in vain for the declaration of the right of the children to be educated at public expense. The glowing words of the Ordinance of 1787 had not yet awakened an echo in the hearts of the people. But important events are at hand. The young man who acted as secretary at the first educational meeting, at Vandalia, in 1834, has become the most conspicuous political figure in Illinois. The following year he was a member of the lower house of the General Assembly. Later he was successively Secretary of State, an associate justice of the supreme court of the State, twice a member of the lower house of the National Congress and was now serving his first term as United States Senator. By the most skilful management he had succeeded in carrying through Congress against the bitterest opposition the bill for the granting of public lands to the Illinois Central Railroad. The generosity of the nation made the construction of this road possible and made Illinois the center of interest to a large number of highly intelligent and enterprising men in the Eastern States. They sought their fortunes in the new Eldorado and brought with them their advanced ideas with regard to popular education.

Add to the character of the new immigrants the influence of an awakening press that is always so potent in shaping public sentiment. The teachers also soon had an organ in the field that gave material assistance to the cause — *The Illinois Teacher*. It was ably and aggressively edited, and furnished a center of influence around which school men could gather and make themselves felt. School conventions multiplied and protested against the shameful inactivity of the legislature. The election of 1852 resulted in the selection of Joel A. Matteson as governor. In his inaugural address he made a strong plea for a common school system commensurate with the dignity of the State. But taxation was a hateful word to large numbers of the people. To deprive one of any part of his estate, even by law and for the purposes of popular education, seemed to them to do violence to the principle of private property. In consequence, the legislature of 1852 did nothing. Anticipating an extra session in 1854, a teachers' convention met at Jerseyville, in which several adjoining counties were represented, and another representing the whole State met in Bloomington. Their utterances were scattered broadcast over the State. They struck a responsive chord and even the members of the General Assembly were finally aroused. The Governor included the desired measures in his call for the extra session, and in February, 1854, the legislature passed the bill authorizing the separation of the office of superintendent of public instruction from that of Secretary of State. The new officer was directed to report to the next legislature a bill which should provide for the education of all of the children of the State.

On account of an error of dates in the bill it became necessary for the Governor to appoint a superintendent to serve until the next general election, in 1856. On the fifteenth of March, 1854, he selected for the position Ninian W. Edwards, a son of that Ninian Edwards who was for nine years territorial governor of Illinois and for four years governor of the State, beginning with 1826. He at once entered upon the duties of his office and on December 10 submitted to the Governor his first report as Superintendent of Public Instruction.

This report is replete with interesting material. The school, college and seminary fund now amounted to \$951,504.07. This yielded a distributable fund of \$54,711.49, to be divided among the counties in proportion to the number of persons under twenty-one years of age. The income from the county and township fund increased this amount to a total of about \$196,000 for the year 1853. The sum raised by an ad valorem tax for the same year in ninety-seven counties was something less than \$43,000, most of which was appropriated to schoolhouses, sites, furniture, etc.

Reports were received from only seventy-nine counties with regard to schools. In these counties there were 4,215 schools, of which 2,492 were taught by males and 1,157 by females. The remainder were taught by both. The average compensation for males was \$25 and of females \$12. One hundred and thirty-six thousand, three hundred and seventy-one children attended school, which was about one-third of those of school age. The average number of months of school was six. The total amount expended for schools was \$308,385.52. This statistical information is followed by an earnest plea for the adoption of the bill submitted with the report, in accordance with the report of the General Assembly.

The following are the main provisions of the bill submitted to the General Assembly, for its consideration, by State Superintendent Edwards. The first twelve sections provided for the election of a State superintendent of public instruction on the first Monday of November, 1856, and biennially thereafter, and prescribed the duties of his office.

The next thirteen sections related to the election and duties of the school commissioner, who was to be the county superintendent of schools and who was to serve for two years. The only change of importance suggested was the election of the school commissioner by the boards of education in the county.

Nineteen sections were devoted to township boards of education. Quite a radical departure was here suggested from the existing law. It was proposed to constitute a board of education consisting of five members with two-year terms, instead of three trustees as provided by the existing law. The following duties were to devolve upon this board:

First. They shall establish a sufficient number of common schools for the education of every individual person over the age of five and under the age of twenty-one in the township, and shall make provision for continuing such schools in operation for at least six months, and longer if practicable.

It will be observed that the word "white" does not appear in this section.

Second. Suitable buildings suitably furnished, and supplied with fuel are provided for. These were to be subject to the rules, regulation and control of the county convention described later.

Third. They shall have supervision of the schools, which one or more of their number must visit at least once a month, the result of the visit to be recorded.

Fourth. They shall appoint all teachers, fix the amount of salaries, and may dismiss them for proper reasons; they shall determine the course of study and may suspend or expel disorderly pupils.

Fifth. They shall have the power to establish schools of different grades in the township and assign the scholars to these different schools. If scholars could be more conveniently instructed in other schools, their tuition shall be paid by the township but shall not be more than in schools of the same grade in the township.

A unique feature of the system proposed by Superintendent Edwards was a County School Convention and Teachers' Institute. It was to consist of the members of the boards of education of the several townships of the county, and was to meet at the county seat biennially and elect some person of literary and scientific acquirements and of skill in the art of teaching, who should be a resident and legal voter of the county, as school commissioner and superintendent of schools for the county, and who should be commissioned by the Governor. He was to be *ex officio* president of the convention.

These conventions were to have power to organize in their respective counties teachers' institutes for the instruction and improvement of teachers, and the promotion of the common schools of the county. They were to constitute a general clearing house in the matter of relations between the township boards of education and the school commissioners and they were to have the power to appropriate money to carry out their measures. They were also to be able to meet at other times, as they might see fit, as well as in their biennial assembly.

They were also to be authorized to appoint two competent assistant examiners to aid the county commissioner in the discharge of his duties as examiner of candidates for certificates, and were also to be permitted to prescribe the qualifications for teachers suitable for the different grades of schools to be established, and the requisite acquirements of each grade and the branches of learning necessary for each teacher of such grade to be examined in and to be qualified properly to teach.

For the support of schools Superintendent Edwards proposed a direct tax of such a number of mills on each dollar as the legislature might direct, which should be added to the interest on the existing school fund and should be distributed to the counties on the basis of the number of white children under twenty-one years of age, with the provision that one-tenth of one mill of the tax should be expended by the State Superintendent for books and apparatus to be distributed to the schools.

For the supplementing of the funds as above provided so that schools shall be supported for the education of all of the children, each township board was to be authorized to levy a sufficient tax to meet all necessities.

The school commissioners were to be compensated by a percentage of the money passing through their hands. Schools for persons of color were to be entitled to an amount equal to that collected from such persons. The other recommendations were in substance the same as in the existing law.

These suggestions were a radical departure from the law then in force. Some of them might well be incorporated into the present law. They indicated an appre-

ciation of the needs of the schools and of plans that would work their very material betterment.

In support of his bill Superintendent Edwards made a vigorous and effective argument. He declared that "Government is bound, solemnly pledged, to look to the matter of education! Our children have a right to demand it on the ground of solemn engagement; and if we neglect it the curses of future ages must rest upon us. And to make it sure, it must not be left to chance nor to private enterprise; it must be *absolutely secured* by timely and judicious legislation. It is cheaper to sustain schools than poorhouses and courts and prisons.

"I can not too strongly urge the importance of making education free, alike to the rich and the poor. The system which provides for the education only of the poor is necessarily unsuccessful. It has ever been, and ever will be, regarded as a part of the pauper system; and in a country like ours few will consent to appear on the pauper list.

"The only way to bring in the children of the poor is to bring them in on the same footing and on terms of equality with those of the rich. Make the schoolroom just as free and as much common property as our public highways and the air we breathe. Let the poorest child feel that he has as much right to be there as has the child of the millionaire, and that the only distinction known is that of merit, and then you will reach the poor, while no injury will be done to the rich."

Sentiments of this character are now regarded as a matter of course. Unfortunately they were not so regarded at the time they were written. The free public school is now so firmly entrenched in the framework of the social order that it is not easy to appreciate the long and disheartening battle that its friends were obliged to wage before victory crowned their efforts.

One can not but admire the high intelligence of Superintendent Edwards as indicated by the provisions of the bill which he submitted to the legislature. He recommended certain features which educational reformers have persistently attempted to have introduced into our school law. If these measures had only met the approval of our legislators in 1855, Illinois would long since have been in the front rank of educational States. Unfortunately some of the follies of the act of 1825 were perpetuated and now are so strongly entrenched in our school system as to make their removal well nigh impossible. One of these proposed features was a State tax of sufficient magnitude to secure to all counties a sum sufficient, with what it was possible to add by local taxation, to insure good schools for all of the children.

Another provision of the bill was an efficient system of supervision. After more than fifty years we have not yet approximated the recommendations of Superintendent Edwards. His scheme for a county convention of which the county commissioner should be president looked toward the organization of a body of professional teachers through the work of the convention and of the institutes that should be managed in connection therewith.

He also proposed to make the township the unit of school organization. He realized the folly of the multiplication of school officers, as is exhibited in the present district system. More printers' ink has been spent in denunciation of that top-heavy and inefficient relic of a primitive system than of any other feature in our

legislative crazy-quilt that we call the school law. There are counties in Illinois having more than eight hundred school officers. Thus far every effort toward the township system has been met by the stern disapproval of the people. What but a passion for office-holding can explain the stubborn tenacity with which we cling to the district system!

Although there was no provision in the bill looking toward a Normal school, Superintendent Edwards sounded the key-note of a chorus in which the educational voices of Illinois were soon to join. He says: "I can not too strongly urge the importance of a State Normal School, the object of which will be to elevate the profession of a teacher and place it on a level with the other learned professions. For all of the other professions, arts, and trades, schools have been established. Then why should the teaching profession, one of the most important of them all, be neglected? In this Normal school I propose to provide for a practical education, in which shall be included not only what is included in a common-school course, but a practical knowledge of the sciences in their application to the ordinary pursuits of life. Such an institution should be located on a tract of land large enough for a fair application of the science of agricultural chemistry and vegetable physiology, and also for a botanical garden. Such an institution, under the direction of a well-qualified superintendent, would not only send forth a host of efficient teachers for our common schools, but would send forth a flood of light to the people, and produce the most happy results in the ordinary pursuits of life. To this school vast numbers of pupils might be transferred by the various township boards, where their education would be as well perfected as in the best colleges, and where they would be eminently and especially fitted for the noblest of professions—that of *teachers of youth*."

Enough has been said to indicate the ardor and faithfulness with which Superintendent Edwards discharged the duty imposed upon him by the General Assembly. It now remains to show the result of his labors as indicated by the school law of 1855 as it came from the hands of the legislature. It had passed the Senate with but three dissenting votes. In the House it was once defeated, but was saved by a reconsideration in which many desirable features were sacrificed to secure its final passage. But there was at last a provision for a State tax for schools; local communities could now tax themselves at their pleasure, and a free school was provided for every district and for six months in every year.

The first eleven sections related to the superintendent of public instruction. His election was on the Tuesday after the first Monday in November, 1856, and every two years thereafter. He gave bond to the amount of twenty-five thousand dollars. He was to keep an office at the seat of government, file all papers properly, pay over all money that came into his hands, counsel and advise with experienced and practical school teachers, supervise common and public schools, advise county commissioners, issue circular letters from time to time containing practical advice with regard to the general administration of educational affairs, visit every county in the State at least once during his term of office and deliver a public lecture to the teachers and people of every county. In addition he was required to report to the Governor, biennially, elaborate school statistics; to make rules and regulations for

carrying into effect the provisions of this act, and interpret the law for the county commissioners, such interpretation to be final unless otherwise directed by the legislature or reversed by a court of competent jurisdiction. He was authorized to direct any school officer to withhold funds from any officer, township or teacher who should fail to conform to the requirements of the law. For his services he was to receive a salary of fifteen hundred dollars a year and such contingent expenses as were necessary for the management of his office.

Fourteen sections related to the office of school commissioner. He was to be elected at the same time as the State superintendent and for the same term. The following is a brief summary of his duties: Must give a bond of not less than twelve thousand dollars; must keep careful accounts with common-school lands and all loans of school funds; he shall be the custodian of the bonds of the township treasurers and shall turn over to them all funds and papers relative to the township schools; he shall apportion the distributable funds to the townships and fractional townships on the basis of the number of white children under twenty-one years of age returned to him; he shall loan all funds not distributable, shall report to the State superintendent the facts needed for his report, shall visit and supervise schools, examine candidates for teaching, and perform certain other functions for the securing of reports and for the protection of the school funds. The compensation of the commissioner was three per cent for the sale of school lands, two per cent for the distribution of funds, and two dollars a day for visiting schools not more than fifty days a year.

Each congressional township was established a township for school purposes. Its business was to be transacted by three trustees, elected on the second Monday of January biennially. Their duties were not especially different from those of the same officers under the present law.

It will be remembered that Superintendent Edwards warmly recommended the adoption of a township system instead of a district system of organization. The General Assembly, evidently, could not be induced to think favorably of such a scheme. The district system comes as near affording an opportunity for office-holding to every citizen as any office-lover could devise. It was saddled upon Illinois most effectually by the act of 1855, and all the subsequent struggles for relief from its ridiculous conditions have been unavailing. Two sections were enough to accomplish it. They made it the duty of the legal voters in each school district to elect, biennially, on the first Monday of October, three directors. They were given power to purchase school libraries, and it was their duty to establish a sufficient number of common schools for the education of every individual person over the age of five and under twenty-one in their respective districts. They were directed to make the necessary provisions for continuing such schools in operation for at least six months, in each year and longer if practicable. "They shall cause suitable lots of ground to be procured and suitable buildings to be erected, purchased or rented for schoolhouses, shall supply the same with furniture and fuel, and make all other provisions relative to schools which they may deem proper. They shall exercise a general supervision over the schools of their respective districts, and shall, by one or more of their number, visit every school in the district at least once a month, and shall cause the result of such visit to be entered on the records of the

board." They were authorized to appoint teachers, fix salaries, dismiss for cause, determine the course of study, and suspend or expel pupils for cause. They were the legal custodians of all books bought or donated, but were not permitted to pay a librarian.

Teachers were to be equipped with certificates that were good for two years and were of but one grade. The subjects of examination were spelling, penmanship, reading in English, arithmetic, English grammar, modern geography and the history of the United States. Satisfactory certificates of good moral character were required. Every school was to be for the purpose of teaching the branches of an English education, although foreign languages might be taught. Teachers were required to keep and return schedules as in the earlier laws.

The law provided for a township treasurer whose duties were substantially the same as under the present law. The most significant changes in the law were in sections 67, 69, 70 and 71. The first of these sections required the levying of a two-mill tax on all the property of the State, to be collected and paid into the treasury of the State as all other taxes were levied and collected for State purposes. The distributable fund now consisted of the proceeds of the two-mill tax, six per cent interest on the school, college, and seminary fund and on the surplus revenue fund, and on any other fund that has been or may be received from the United States by the State for the uses of common schools.

The distribution of these funds was to be made by the State Auditor on the first Monday of January in each year, on the following basis: Two-thirds of the two-mill tax went to the counties in proportion to the number of white children under twenty-one; the income on the land fund was distributed on the same basis; the remaining third was distributed according to the number of townships and parts of townships in each county.

Section 70 required the levying of a tax for an amount which, added to the amount otherwise received, should keep in good condition and operation in each township a sufficient number of schools to accommodate all of the children during the ensuing year.

Section 71 authorized the levying of a tax for the erection of schoolhouses, the purchasing of school sites, or for the repairing and improving of the same, and for procuring furniture, fuel, and school libraries.

It will be observed that the word "white" still adorns the statute books. Section 84 provided that in townships where there are persons of color the board of education shall allow such persons a portion of the school fund equal to the amount collected from such persons in their respective townships. Since such persons were not large taxpayers it is not probable that any considerable sum was returned to them. Why they should be deprived of their share of the income from the school fund does not appear. They were counted in the enumeration by which the fund was distributed and the townships received the benefits. There is no provision in the law forbidding their attendance at any common school, but it is altogether probable that there might as well have been.

These are the main, new provisions of the school law of 1855. It finally recognizes the duty of the State to provide free schools for all white children within its limits.

CHAPTER V.

EARLY TEACHERS AND EARLY SCHOOLS.

BEFORE attempting to trace further the development of the school law let us turn to the beginnings of education in Illinois and pay our respects to the pioneer teacher and the pioneer school. Education is about the last thing to which the ordinary historian turns his attention. The events of the school are so unobtrusive and commonplace that they do not furnish material for the annalist. One may turn the pages of many volumes devoted to the pioneer life of a people and find but little in the way of enlightenment respecting the educational methods and facilities of the times of which they treat. Here and there, in the report of a school-teacher or in the columns of a long-suspended newspaper, in the reminiscences of an old settler or the accumulations of a gatherer of antiquities, an interesting and valuable bit of information may disclose itself among the rubbish. As to its reliability there is no method of determination. If it should happen to be merely the invention of some gossipy newsmonger it may answer its purpose. It is not a great matter anyway.

In the Illinois School Report for 1883-4, Dr. Samuel Willard, a most charming chronicler, published a brief history of Early Education in Illinois. Dr. Willard will himself be the subject of a sketch in a later portion of this history, but it may be said of him, in passing, that he is one of the honored veterans of the brotherhood of schoolmasters. He was the first teacher of history in the Illinois State Normal University, and when Chicago was only a big, blooming village on the lake he became the teacher of the same subject in her first high school.

Dr. Willard was a diligent searcher after facts, and his high repute as a student of history is a voucher for the accuracy of his statements, or, perhaps it should be said, for the accuracy of his report of what he was able to discover in the way of statements in early records. Free use is made of this article and a large acknowledgment is here made. Later writers have made free use of his material.

One John Seeley is credited with the honorable distinction of having taught the first American school in Illinois. The scene of his labors was in Monroe county. Smith's "Student's History of Illinois" awards the honor to Samuel J. Seeley, and locates him at New Design, although Dr. Willard is cited as the authority. His schoolhouse was the abandoned cabin of some restless pioneer and the date was 1783. It is not probable that the news of the peace of that year between England and the colonies penetrated to his remote home in time to instruct his pupils about it at that term of school. His successor was Francis Clark, the following year, and, still later, an Irishman named Halfpenny. He is said to have taught for many

years, engaging in the milling business meanwhile. It would be interesting to know what his term fees were, what books were used and what his gross per diem was.

John Doyle, one of Clark's army of conquest, returned to the scene of his military glory and engaged in the less spectacular employment of school-teaching. It is quite possible, however, that he had experiences with his schools that reminded him of the early martial happenings, for school-teaching in those days was not infrequently a strenuous calling. He taught school for several years in the last decade of the eighteenth century in Randolph county. One can easily imagine him recounting to his flock the many vicissitudes of the historic campaign against Kaskaskia. There was no more trying march in the entire war than the traversing of that inhospitable wilderness to Kaskaskia and the return to Vincennes. The next school known was in 1812. In 1816 a Mr. Davis, an old sailor, also taught in the county. There is also a record of a school near Sparta in 1821.

"Madison county had its first school on the edge of the great American Bottom, in 1804. The teacher, John Bradbury, is said to have been 'faithful but not learned.' John Atwater opened a school near Edwardsville in 1807. He came from Massachusetts and gained a reputation as a good teacher. Six Mile had a school in 1805."

John Messenger taught a school in 1804 near Shiloh, in St. Clair county. He was a surveyor by profession and taught only an evening school. He was the man who drew the map of Illinois, known as Peck and Messenger's. John Bradley taught a school in the same county near or at Turkey Hill. The first schoolhouse in the county was built at Shiloh, in 1811. These records appear in the county histories and are presumably accurate.

In those days the schoolhouse, like the settler's house, was built of logs. It is not probable that the first schools were housed in buildings intended for their exclusive use. An old smokehouse that had outlived its usefulness for the purpose for which it was erected occasionally did service. The absence of a window would be something of a drawback, but the open door would do fairly well. A corn-crib or a stable, or a house that had been abandoned because it would no longer afford shelter to a family, was better than nothing. An instance is recorded of a school being driven out of a former dwelling by the vermin that the movers had not taken with them. Any building not otherwise preempted that would shut out the severe weather was utilized in the absence of a schoolhouse. The courthouse, when not required for the uses of the magistrates, was sometimes rented to the school, an instance occurring in 1833 when the sheriff was directed by the County Court to turn it over to the school authorities at a rental of 50 cents a month.

The following description, by no means strange to many now living, will illustrate the method of preparing and furnishing a schoolhouse far later than the time that Illinois was still a territory:

For the first schoolhouse the settlers met with a yoke or two of oxen, with axes, a saw and auger; no other tools were necessary, although a tool for splitting out clapboards was desirable. The first settlements were never in the open prairies, but always on the skirts of timber land or in the woods; the schoolhouse had the same location. Trees were cut from the public lands; rough-trimmed and unhewn they were put together to make a log house, generally sixteen feet square; a hole was cut on one side for a door; a larger hole on the other side to allow the building an out-door chimney. The

roof was made of clapboards, roughly split out, which were held in place by "weight poles," laid on the ends of the clapboards and secured by pins or otherwise. Three or four days' labor might be enough to do all of this and to add the chimney and the furniture; the walls and roof, with a fairly numerous company, would require but the second day. Generally such a house had not an atom of iron in its structure; all was of wood and stone. We read of one made of gum logs, which sent out sprouts and twigs after it was built; of another that was used without door or window or "chinking."

The next step was "chinking and daubing." The spaces between the logs were filled out with chips and bits of wood; the clay or surface mud was daubed upon this filling, both inside and outside, until all openings were closed, and light and weather excluded. Not unfrequently this work would be done by pupils and teachers. On at least one side the space between two logs would be left open to admit light; and this window would be closed with greased paper to exclude the rain and snow, or a plank or hewed "puncheon" might be hung to act as a shutter. Sometimes a few small panes of glass would be set in the opening. A schoolhouse in Schuyler county in 1835 had leather flaps for shutters. It is noted as a great rarity that a schoolhouse in Edwards county had a real glass window as early as 1824. Sometimes no opening was left, or it proved insufficient, and part of the roof was left movable so as to be raised on dark days. The door was made of clapboards or of slabs split thin and put together with wooden pins; and it was hung on wooden hinges that creaked distressingly. Generally the floor was the natural earth; or perhaps a layer of firmer clay was laid and packed down hard. Sometimes a floor of puncheon (logs split and hewed somewhat smooth on the inner side) was laid; such a luxury belonged to the more ambitious houses. One old man remembers such a floor in the schoolhouse of his early days, set up so far from the ground that the pigs occupied the under space, and, as he humorously says, raised sometimes a racket and sometimes the floor.

A ceiling under the roof was another luxury. If made, more clapboards stretched from joist to joist; or, at least in one case, bark from the linden tree was used, and earth was spread on this to keep out the cold. The chimney was large, six feet or more in width, set outside the house; it was even made so wide as to occupy all of one end of the house. Sometimes there was no chimney; a hole was left in the roof in Greek and Roman fashion, and a board was provided to be set up on the windward side of the opening, and shifted from side to side as the wind might vary. The chimney was built of small poles, and topped out with sticks, split to the size of an inch or two square, laid up in log-house fashion and chinked in with mud. Inside a liberal bank of sod was laid up to protect its woodwork from the fire; with great labor, oftentimes, stone was procured for that purpose. We read of a house which had a ceiling with a chimney starting from the joists, and thus built inside of the house; this gave access to three sides of the fire. Stones or logs were used for andirons; a clapboard was the shovel; tongs there were none. The fire must be kindled with flint, steel and tinder, or coals must be brought from the nearest house. Firewood was cut four feet or more in length, and was generally green, fresh from the woods.

If a schoolhouse of this pattern were destroyed by fire, the men of the community would assemble and build another within the limit of two or three days. No issue of bonds was necessitated; not a penny would be spent. Travelers through the South may discover plenty of similar schoolhouses to-day.

The imagination will easily supply the furniture for such a schoolhouse. Split a log as near the middle as possible; hew off the splinters; bore four holes at the proper angle and drive in the legs; saw off to suit the taste of the teacher — not the pupils. When writing—a late occupation in the curriculum—was on the program a desk was needed. Long pegs were driven into the walls and a puncheon was supported on them, the pupil facing the wall. A sorry wit described the seats set in front of these slab desks as like those in a railway car—"springy and reversible"; the pupil did the springing and reversing.

"There were no blackboards, of course; no wall maps; generally no teachers' table or desk; probably he had a split-bottom chair, entirely of oak. A pail of

water, or a 'piggin' of water, with a gourd instead of a tumbler or mug, was an essential part of the furniture; it was a reward of merit to be permitted to go to the spring or well to fill the bucket or piggin."

It goes without saying that there were schools during all of these seemingly sterile years. Doubtless many were growing up in illiteracy, but not all parents were regardless of the interests of their children. The writer knew not a few men, of considerable local prominence, in the early fifties, men who had accumulated property and who transacted business of no small magnitude as stock and produce farmers, who signed their names by touching the end of a penholder. They were educated by the experiences of life, but they knew nothing of books. There had been no school in their neighborhood when they were growing up, so they missed the kind of training that it gives.

Many teachers were utterly unfit for the work which they attempted. It was found necessary to scale down the legal requirements occasionally or else to ignore them altogether in order to get any kind of a teacher. But not all of the men and women that came into the wild were ignorant. Once in a while immigrants of excellent scholarship would seek their fortunes in the new State and would serve the public in the winter as teachers of the children. Surveyors were in demand and they would lay aside the transit and the chain in the season when their work was of necessity at a standstill and would try their hands at keeping school. One of the early teachers was a doctor who used the front part of his house for a schoolroom. As he had no suitable furniture the children brought their own. When his professional duties were in demand his wife divided her time between the schoolroom and the kitchen. It was not uncommon for the local clergyman, where there was one, to do something in the way of instruction.

There was a class of teachers, not yet extinct, who farmed in the summer and taught school in the winter. And their services are not to be estimated lightly. Many of them did good work. An occasional adventurer turned up, who may have left his country for his country's good, and excited some little surprise by his superior scholarship and by his success in the schoolroom. One teacher in Shelby county was the postmaster and carried his mail in his hat. It was not an anticipation of free delivery, for people got their mail when they met him on the street or modestly knocked at the schoolhouse door and called him out. A farmer in Effingham county cleaned up an old stable and installed an ambitious lad of twelve as a teacher and advertised the merits of his institution as a sort of educational emergency hospital.

The use of intoxicants was so common that it was not a very unusual event for a school to be dismissed for a day on account of the indisposition (?) of the teacher. Not very much was thought of such occasional lapses at a time when whisky was in demand for every secular gathering. It must have been counted among the mechanical powers for it was regarded as indispensable for a barn-raising. Few farmers attempted to harvest their small grain without having an abundant supply, and a common question by a harvest hand when his services were solicited and the per diem compensation was specified, was, "Do you furnish whisky?" The writer remembers a most devout and zealous clergyman whose fondness for it sometimes proved to be a painful embarrassment to his congregation, because of his non-

appearance at the hour set for divine service. He was freely forgiven, however. Under such conditions of the social conscience the teacher might occasionally step aside from the straight and narrow path of strict sobriety and yet retain the public confidence. ~~X~~ It is said that the second school in the State was a failure on account of the drunkenness of the teacher, and Dr. Willard quotes the story of a St. Clair county teacher whose hobby was bookkeeping, when he was sober, but who devoted himself to discipline when he was a little the worse for his cups, and who then regularly and impartially flogged the whole school. This was not always the last of it, for indignant parents sometimes took a hand in the proceedings and a fist fight was the result. The modern statement that it takes an "all-around" man for a school-teacher was equally true in the times now under consideration.

The standard of literary qualifications was low. Little beyond the three r's was expected, and if a candidate showed proficiency in them or even in two of them he was very welcome. The laws quoted indicate the method of selection. A teacher who was asked for a definition of orthography replied that his education was confined to the common branches, and another received a certificate because he could spell "phantasmagoria," a puzzler which one of the committee had been saving for a supreme occasion.

As quotations from the session laws have indicated, these early schools were usually the result of the private enterprise of the teacher. They were either purely subscription schools or were paid for in part out of the income from the school funds. A rate was made per pupil or there was a lump price for the teaching of a specified number for a specified time. The rate varied from one dollar to two dollars and a half a month. Illustrations of the lump deal are found in contracts that were made to teach forty pupils for six months for one hundred dollars. "Boarding round" was a familiar feature of the contract. As has been seen, payment was often made in produce at the market price and this was strictly according to the statute. A case is cited from Perry county in which the teacher agreed to receive his pay in cattle, mink skins and fence rails. LUMP

"Father" Roots, of Tamaroa, of whom the reader will hear later, furnishes a sample case of a teacher's contract with his patrons:

Articles of agreement, drawn this 25th day of May, 1833, between Allen Parlier, of the County of Washington, and the State of Illinois, of the one part, and we, the undersigned, of said county and State, witnesseth, that the said Parlier binds himself to teach a school of spelling, reading, writing and the foregoing rules of arithmetic, for the term of three months, for \$2 per scholar per quarter for three months; said Parlier further binds himself to keep good order in said school, will teach five days in each week, all due school hours, and will make up all lost time, except muster days, and will set up with twenty scholars, the subscribers to furnish a comfortable house, with all conveniences appertaining thereto, the school to commence as soon as the house is fixed.

N. B.—Wheat, pork, hogs, beeswax, tallow, deer skins, wool and young cattle, all of which will be taken at the market price, delivered at my house at the expiration of said school, day and date above written.

(Subscribers' names.)

ALLEN PARLIER.

When a teacher had made a formal contract to "keep good order" as a condition of remuneration it will be seen to be a vital feature of his obligation. If he should employ rigorous measures in order to carry out the conditions of his contract it will

not be an occasion of surprise. Corporal punishment was in common use in the home and its employment in the school excited no opposition. It was the readiest means of securing prompt obedience and ordinarily excited little ill will on the part of either the parents or the pupils.

What books were in use in these early schools? First and most conspicuous for the beginners was the blue spelling-book edited by Webster. It was in common use within the period covered by the memory of the writer of this record. It is not only a spelling-book but it is at the same time the application of a pedagogical theory. There are few people who have crossed the three-score line who have not had a practical application of its method. It began with the alphabet, which every pupil was required to learn as a condition of further progress. The logic of the situation was simple enough. Words are made of letters; how can one hope to get on who does not know them? Therefore, learn the letters. The alphabets were followed by words of two letters, systematically arranged. The first consonant was successively combined with each of the vowels, thus: ba, be, bi, bo, bu, by. The second consonant was similarly exploited and the process was continued until the ground was thoroughly covered. Then words (?) of three letters were introduced, as bab, beb, bib, bob, and so following. There was a steady progress in difficulty until words of interminable length, like immateriality, and indivisibility, were presented. At the back of the book there were a few reading lessons with a moral content. Millions of children used this book. Millions of men and women have remembered the picture of the boy in the apple tree and the farmer's method of dislodging him.

Books were scarce and expensive. A few books sometimes did service for an entire school. The New Testament was often made to serve the purposes of the reading classes. Near the close of the preceding century Murray's "English Reader" issued from the press, and was a precious inheritance from the parents or grandparents in many a home: A few books had been prepared for home perusal, such as the "Pleasant Companion," and others consisted of selections especially intended for speaking. These furnished material for Friday afternoon rhetoricals, a very profitable but not very popular feature of the weekly program. Who has not heard or read the little poem by David Everett, beginning

"You'd scarce expect one of my age
To speak in public on the stage,
But if by chance I fall below, etc."

It has put words into the mouth of many a beginner in the divine art of oratory and has furnished an apologetic prelude of a humorous sort to the effusions of hundreds of mock-modest, after-dinner toast responders. Regular readers were slow in making their appearance, the Pierpont series coming into use at the beginning of the second third of the century. What boy, ordinarily well favored in the matter of parents, did not read and read again the "Life of Washington" and the "Life of Francis Marion," by dear old, gossipy Parson Weems? He was the originator of the "hatchet story," and although the critics have long ago discounted his historical accuracy that pleasing invention is predestined to immortality as a symbol of the Father of his Country.

Arithmetic always ranked high in the early curriculum, and Pike's seems to have been the pioneer. It enjoyed something of the same preemption of the field that Ray's did later. The boy who had ciphered through Ray's Higher enjoyed some such local distinction as did the Greek winner in the Olympian games or a prize-winner in a Chinese state examination. Few cared for grammar, yet Kirkham and Murray, the latter in priority of time, had their disciples. In the middle fifties Smith entered the field as a competitor. It was arranged on the catechism plan, supplying ready-made answers to the printed questions. Some of the readers of these pages may remember the ingenious introduction to Case:

Question. When a horse is fat we say he is in a good case and when he is lean we say he is in a bad case; what, then, is case? 1850

Answer. Case is condition.

The quotation may not be literally correct, but the deviation, if any, is not material.

It was in the fifties that Mitchell's geographies appeared. The text with questions was a modest octavo and was accompanied by a large atlas containing the maps. A striking merit (?) of this publication was the suggestive hint that followed the question. Thus: "What gulf lies south of the United States? Mo." This convenient aid to the teacher and inspiration to guessing to the pupil often rendered the atlas a superfluity. How many times we youngsters learned our lessons on the guessing plan and left the needless maps to their merited seclusion.

The venerable Dr. Willard probably contributes a little of his own experience in his description of the efforts to master the difficult art of writing. He says:

Writing was a difficult attainment. The copy books were made up at home from the unlined paper which was the only style in market then. The pupil or teacher ruled lines as needed, with a bit of lead — a graphite pencil was a rare possession. The pupil was well furnished with a straight-edged strip of wood for a ruler, with a bit of lead tied to one end with a string — the lead was pounded to an edge so as to draw a line with it. Copies were set by the teacher. The ink was often of domestic manufacture, made from copperas and the galls of our native oaks. To prevent loss by a possible or probable upset, cotton was stuffed into the inkstand to keep the ink absorbed. The steel pen as yet was not — the goose quill was in universal use. The teacher must make the pens for all the writers, and mend them frequently, for the points wore out rapidly; besides, the unskilled pupils were always complaining, "This pen scratches."

It is not difficult to infer what the general character of the teachers was under a system that offered so little in the way of compensation and that cared so little as to the condition of schoolhouses. Here and there were excellent teachers. Occasionally a log schoolhouse would shelter a genuine school. The memory of the writer goes back to the early fifties and recalls with pleasure the tuition of a precise pedagogue, "with beard of formal cut," and with other marks of a painstaking attention to details. The house was rude enough although it was not made of logs. It sheltered a goodly company of young pioneers who did not fear to face the wintry gales that swept across the bleak prairies, and who were generally intent upon the business of mastering the elements of an English education.

But such teachers were most decidedly the exception rather than the rule. They were fairly remunerated for their services, as remuneration was counted in those

days. Indeed, there are several hundred men teaching in similar schools to-day who receive but little more.

From a book of Cass county sketches the following description of an early school gives an idea of what was common about the time of the passage of the free-school law, in 1855:

It was built of logs and the chinks between the logs were rudely stopped with clay. The seats were benches without backs that reached the length or width of the room, and were made of heavy slabs with holes bored in each end for legs, that protruded more or less above the top of the seat. A wide board that, like the benches, reached the length or width of the room, was fixed up against the wall at what was deemed the right height, and with the proper slant, and here on one of the long benches, managing as well as they could to get feet and legs over it and under the slanting board, the pupils sat to write. They wrote with quill pens, and the teacher's patience as well as the metal and condition of his penknife were greatly tried in keeping these pens in order.

The girls in pairs took turns in sweeping the floor and were allowed unrestricted freedom in adorning the walls with boughs, while all vied with one another in beautifying the teacher's desk or table with violets, sweet williams, hawk's bills, lady slippers, Dutchman's breeches, ferns and bluebells. As in my memory of this school it is always summer so it is always afternoon, and the scholars, with faces washed clean at the "branch," and hair made smooth with "side combs" after boisterous play, are swaying to and fro on the high benches, absorbed in their spelling lessons. Two freckle-faced boys — how well I remember them — are on the floor reciting their "a b abs." "B-ah, a-ah, ba-ah; c-ah, a-ah, ca-ah; d-ah, a-ah, da-ah," the sound is monotonous; the soft, cool air, scented with flowers, is irresistible, and one little girl goes fast asleep and drops her spelling-book. Startled by the sound she gathers it up hastily, receives the teacher's chiding meekly and with a shame-faced air begins to study her lesson. There were long rows of spelling classes, and much strife in getting head marks; emulation in reading and in quickness in answering mental arithmetic problems.

This description is doubtless true to the fact, for the writer vividly recalls similar scenes. Indeed, not every community was so well equipped as this. In the early fifties there were many hamlets, homes of recent immigrants, not supplied with any kind of schoolhouse. Here and there might be found a farmer's wife who had been favored with some schooling in her old home and who was glad to accept some tuition pupils in her new home although the quarters might be cramped a bit. She may have had some boys and girls of her own that were in great need of a teacher, and she could turn an honest penny by taking in some outsiders while she did her duty by her own. She could get a little something from the school fund as well as from her pupils, and anything in the way of money was a godsend to the pioneers. There are memories of the threatening prairie fires in the fall when the grass was tall and dry and of the larger boys going out to fight it with counter fires and thus to keep it away from the buildings and the stacks on the scattered farms. Perhaps there was something that compensated for the poor teaching. Who can tell? Certainly the teaching was poor enough.

And once in a while, when the big boys came in for a little schooling in the winter, there was greater need of muscle and courage than of scholastic attainments. A "rough house" was not an unusual incident, especially about the winter holidays, when it was expected that the teacher would celebrate the occasion by proper hospitality. Any indisposition in that direction meant a lock-out or perhaps a throw-out. Such interesting incidents have found their way into literature along with the "loud schools," but they are as suitable for sober history, for the real events were

a little difficult to exaggerate in the telling. To triumph over the schoolmaster was to win a sort of distinction in the community, although such occurrences were even then the exception rather than the rule. When disorder was circumvented by the ingenuity or courage or strength of the teacher he became a local hero and enjoyed the admiration of those whom he had defeated no less than that of the rest of the community. We have seen that the ordinary requirements of a certificate were of necessity toned down from time to time, and that the halt, lame and blind intellectually were able to receive the official sanction of those who were authorized to give them letters of credit.

A further quotation from Dr. Willard will illustrate the not uncommon event of barring out the teacher for the purpose of making him treat the school at Christmas time:

A few days before Christmas, the teacher, on coming to the schoolhouse, finds the pupils inside in full force; but admission is refused to him unless he will promise to *treat* on Christmas day. If he tries to force his way he finds the door effectually barred. A small boy is sent as an envoy, conveying the ultimatum of the pupils. The teacher has probably heard already preliminary hints that a teacher who will not treat is mean; it is very likely that he has found such a notion prevalent among the adults of the community, who thus support the rebels. If there are large boys in the school whose strength is superior to his he may as well give up — a struggle would only emphasize their victory. But the teacher often tries to maintain his dignity by force and besieges the schoolhouse. Perhaps he goes upon the roof and tries to get in from above by descending the ample chimney or tearing up the roof. To anticipate this move the besieged have a good fire and a pile of straw or hay, and meet him with volumes of smoke or flame. Sometimes, if the teacher is bold enough to go down, at the risk almost of life itself, he may succeed; but instead, he may find himself but a Gulliver among the Lilliputians, overpowered by numbers, a prisoner and bound by cords. If he now refuses he is taken to the nearest stream or pool and ducked until he yields.

Dr. Willard quotes the following as illustrations of the method of treatment employed in reducing the unwilling schoolmaster to terms:

A teacher in St. Clair county resisted until he was carried to the water's edge, when he capitulated.

In Champaign county, in 1838, a teacher was made to treat to whisky and molasses, and all of the boys got drunk.

In Schuyler county, in 1827, two boys wallowed the teacher in the snow and left him tied because he would not treat to whisky. He was rescued from perishing and gave a New Year's treat of two gallons.

A queer fellow at Turkey Hill, in 1825, regularly besieged the schoolhouse for a week, marching round it with sword belted on and musket on shoulder; but this Poliorcetes finally gave cakes and apples.

In Brown county, in 1844, a teacher only eighteen years old determined to fight it out. He took a stout hoop pole and, getting in, he sternly ordered all who would behave to go to one side of the house. All obeyed except two young men and a girl. These undertook to force him to submit. None helped him except by begging these to let him alone. The girl encouraged the young men by telling them that the teacher ought to treat; there was a law that he should treat; her father had many a teacher treat. They undertook to take him over a hill to a creek a half a mile away. He fought them as long as he could and whenever he recovered strength he renewed the struggle. At last they gave up, tired out. But after all, he thought best to treat on Christmas day and at the cost of one dollar he furnished them two gallons of whisky and two pounds of sugar.

We have sketched truthfully the early schoolhouses and schools of Illinois. But as the immigration from the South and especially from the East poured in, the modes of life of the people changed;

then the earth floor and the slab seat and puncheon writing-desk gave way to oaken boards from the sawmill. The ceilings and the walls ere long were clothed with lath and plaster; the chimney of brick and the stove superseded the huge chimney of sticks; glass windows admitted light; the frame and boarded house took the place of the log structure, and change followed change until the present tasteful, well-furnished schoolhouse caused the old expedients of the early day to be forgotten. With these the pupils and teachers and text-books changed in equal ratio. The barefooted boys and the girls clad in homespun material have been followed by well-shod youths in the fabrics of the power-looms and the silk factory; the few books have given way to a puzzling profusion, beautifully illustrated and printed on fine paper; the goose quill is unknown, for steel or gold usurps its ancient function; the teacher comes from Normal or high school or from college, with great store of knowledge, to take his place in a system of classes and grading; and the community recognizes his business as a profession. Only by the historic retrospect can the vast changes come before us as the shifting scenes of a great panorama, in which Illinois, twenty-third in rank, advances to be the fourth State in the Union.

— In the year 1831, Mr. J. M. Peck, of Rock Spring, Illinois, published a small volume which he christened "A Guide for Emigrants, Containing Sketches of Illinois, Missouri, and the Adjacent Parts." The population of the State was then about 165,000. The author treats of various subjects, his information having been derived chiefly from personal observation and from aid derived from intelligent gentlemen residing in the States. Fifteen pages of the little book are devoted to education, and from these pages the following extracts are made:

Education in Illinois is still in its infancy, and many settlers have no proper view of its necessity and importance. Many adults, especially females, are unable to read or write, and many more, who are able to read a little, can not readily understand what they attempt to read, and therefore take no pleasure in books or study. Common schools are usually taught some part of the year in most of the settlements, but more frequently by teachers wholly incompetent to the task than otherwise. Some are decidedly immoral, especially intemperate, and many parents have not felt the necessity of having teachers of unblemished morals and correct principles.

In 1818-19 the author traveled through most of the settlements then formed in Missouri and made it an especial object to visit and inquire into the character of the schools then taught, which was done by a visit to every school, or an inquiry of proper persons in every settlement where a school had been taught in the Territory. According to my judgment, the result was, that one-third of the schools were public nuisances and decidedly injurious to the children from the immorality and incompetency of the teachers. One-third did about as much harm as good, and the remainder were of some public utility.

It is presumed that the same investigation would have brought forth similar results in Illinois. It must not be presumed by the reader that this is now the state of things, and the character of the schools in either State. The character, habits, feelings and manners of the population are undergoing rapid changes every year; and the influx of emigrants, better qualified to appreciate good schools, is producing a rapid change in common education. In a short time the facilities for common schools in the more populous portions of the State, and even for an academical or collegiate course, will be equal to most of the States in the Union.

The author alludes to the effort at educational legislation in 1825 and describes some of the features of the law. He attributes its brief life to designing and selfish politicians, who "seized hold of it to raise popular ferment."

Many good common schools now exist, and where three or four leading families in a settlement are disposed to unite and exert their influence in favor of the measure, it is not difficult to get up and sustain a good English school. Qualified teachers are becoming more numerous. Some young men, natives of the State, have received an education that will enable them to teach with facility the rudi-

ments of an English education. Others are now pursuing studies with the same design. Both male and female are emigrating to the State, with the view of teaching. The Sunday-school System is awakening attention to that of common schools, and eventually in aid of other means, will change the current of feeling on this subject.

Several seminaries and institutions of a higher grade than mere common schools are in successful operation, and promise much to the country.

In an earlier part of this history reference was made to the action of the first General Assembly in granting substantially identical charters to Madison Academy, at Edwardsville; Belleville Academy, at Belleville, and Washington Academy, at Carlyle. The following description of the Belleville Academy indicates the character of institutions of its kind in the early times in Illinois.

BELLEVILLE ACADEMY.—This institution is a select boarding school for boys, under the management and instruction of John H. Dennis, Esq., a liberally educated gentleman from Virginia, and well qualified for the station. The pupils are limited to twenty-five, one-third of which are from the village and vicinity; the rest boarders from a distance, chiefly from St. Louis. The cost of boarding and tuition is seventy-five dollars per annum. There are two vacations of one month each when the pupils return to their friends. It is altogether a private institution. The various branches of an English education, with Latin, Greek and mathematics, are taught here. This academy commenced in 1826. CO 1111
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ROCK SPRING SEMINARY is located in the same county at the residence of the author, eighteen miles from St. Louis, on the principal stage road to Vincennes, entirely in the country and intended in its original plan to be remote from the habits and influence of a village population.

The buildings, which are framed, are as follows: A seminary, which consists of a main building twenty by thirty feet, two stories, with wings on each side fourteen feet by twelve, and forming a front of forty-four feet. The lower story of the main building is a public hall for recitations and school exercises, the left wing for the library and teachers' room, and the upper rooms for dormitories. There was also a boarding-house with proper equipment and a sufficient number of cabins to furnish sleeping apartments for the students that could not be accommodated in the regular dormitories. The institution was the owner of considerable land, but at the time of the author's description the main building was not completed and the infant institution was experiencing the common fate of schools of its kind — it was perpetually on the edge of starvation.

The original plan of the institution embraced two departments:

1. A high school conducted on the plan of a New England academy and with the modern improvements in education, and admitting students without distinction of age or previous study.
2. A theological department designed for preachers of the gospel, of any age or requirements. The fact that multitudes of professors of religion in the western country became preachers of the gospel without any previous literary or theological knowledge, and who will continue to preach in their way whether sufficiently qualified or not, and these men, with all of their errors and false notions, will gain influence over the uninformed — all of these things point out the necessity of an institution and a mode of study that will accommodate their circumstances, expand their minds, and thus convince them of the necessity of a learned ministry.

The seminary was gotten up partly by donations obtained in the Eastern States by the author in 1826, and partly from subscriptions of shares from individuals in Illinois and vicinity.

This school opened on November 15, 1827. It had about fifty students. At the time of the writing it was in a state of suspension, but the author was hopeful of another lease of life.

So much space has been spared for this little school because it was typical. The maintenance of such educational agencies was a labor of love and involved much of the sort of sacrifice that Pestalozzi illustrated in his philanthropic experiment at

Neuhof. It is astonishing to discover the vitality of many of these early schools. Usually they outlived the highest expectations of their warmest friends and illustrated the sublime faith of their founders in the efficacy of education as an instrumentality for social betterment.

An account of the founding of Illinois College narrates the beginnings of that interesting institution and will appear in substance on later pages.

Vandalia High School is an institution gotten up by the enterprise and public spirit of the citizens of Vandalia. It is taught in the public meeting-house, and at present is under the charge of Rev. William K. Stewart, a Presbyterian clergyman, with some celebrity as a teacher, from Kentucky. The number of students is supposed to be about fifty.

Individuals of the Methodist denomination have raised funds and erected buildings at Apple Creek, in Greene county, and at Lebanon, in St. Clair county, but they have never been finished so as to organize schools.

If the author had written later he would have had more to say about the second of the above enterprises.

Several young ladies have recently opened boarding schools for females. One is taught in Hillsborough, in Montgomery county; another in Carrollton, Green county. At Edwardsville is a female academy, designed as the commencement of a public institution and managed by trustees. It is now under the superintendence of Miss Chapin, aided by Miss Hitchcock.

These glimpses of educational beginnings more than three-quarters of a century ago seem extremely primitive and simple. But education is the same process wherever it is discovered and we have but increased the facilities for its accomplishment.

CHAPTER VI.

THE PERMANENT SCHOOL FUNDS.

IN the original act providing for the survey and disposal of public lands there was a reservation of certain portions of it for the maintenance of public education in the States containing these lands. Such a gift to the people for the purpose of aiding them in bearing the expense of the education of their children would attract the closest attention and, in consequence, we may look for attempts to utilize the cession for the purposes designated. It is the office of this chapter to describe the several funds of a permanent character that have come into being with the circumstances of their development and the officers that were successively appointed to manage them. Full credit is here given to W. L. Pillsbury for his admirable monograph on this subject.*

There are seven of these funds. They are respectively:

1. The Township Fund.
2. The Seminary Fund.
3. The School Fund Proper.
4. The College Fund.
5. The Industrial University Fund.
6. The Surplus Revenue Fund.
7. The County Funds.

THE TOWNSHIP FUND.

The treaty closing the War of the Revolution made the Mississippi the western boundary of the new nation. It was the fashion of the original colonies to lay claim to the territory lying to their west and between the parallels forming their northern and southern boundaries. There was of necessity slight knowledge of its extent until the country had been explored. Far-seeing members of Congress did not fail to appreciate the value of this vast domain and consequently endeavored to have it transferred from the possession of the colonies to the ownership of the nation, which alone could provide for its proper government and determine the conditions under which new States could be organized and admitted to the Union. Virginia ceded a vast region to the general government in 1784, a region equal in extent to five such imperial States as Illinois.

In 1785 Congress passed "An ordinance for ascertaining the mode of disposing of the lands in the Western Territory," and thus provided for the township method of surveying and designating lands. In this ordinance the sixteenth section was reserved for the maintenance of public schools in the several townships. This action

*See Illinois School Report, 1881-2.

on the part of Congress was so memorable an event that it should be red-lettered in the educational calendar — May 20, 1785. All subsequent acts for the distribution of the public lands have followed the lead of this celebrated ordinance, and thus the sixteenth section finds a conspicuous place in the educational history of Illinois, as well as in that of several other States. This action was a practical application of the principle contained in those oft-quoted words of the immortal Ordinance of 1787: "Religion, morality and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."

With the formation of States out of this outlying territory the disposition of the sixteenth section would be a matter that would of necessity arise for consideration, since school systems are maintained by the States and not by the general government. In the enabling act of 1802, authorizing the people of that portion of the territory of Ohio which subsequently became the State to prepare to enter the Union by assuming statehood, the sixteenth section, or its equivalent if it were disposed of, was offered to the convention for its acceptance or rejection, with the explicit understanding that, if accepted, it should be permanently used for the maintenance of schools within the township of which it was a part. This action was all that was needed to establish a precedent that was followed in the admission of subsequent States until the admission of Michigan as noted further on. The titles to these lands have therefore passed with their survey from the general government to the States. The original idea was that these lands were not to be sold by the States, but were to be held in trust by proper school officials. This policy was abandoned in 1826 by authorizing Ohio to provide for their sale. If the original plan could have been adhered to, what a superb endowment would have accrued to the schools. It was too much to expect, however, and in consequence the fund yields only a beggarly part of what would otherwise have been available in the way of rents.

A departure from the plan of reserving the sixteenth section for the benefit of the residents of the township occurred in 1836 with the admission of Michigan. In that case the section was "granted to the State for the use of schools." This explains the superior funds in some of the newer States, for this precedent became a rule of action in the case, and was followed in all of the subsequent grants. With the admission of Oregon, in 1848, the thirty-sixth section was added to the sixteenth, thus doubling the national gift to the States in the promotion of public education. Wherever these sections were not available other grants were made to take their places. Let it be remembered that this additional section is in a way a gift from Senator Douglas to the children of the nation, for it was upon his motion that the change was made. The curious may discover further details by an examination of Mr. Pillsbury's article.

It is with the congressional grants of lands in Illinois, however, that this discussion is mainly concerned. Congress passed the enabling act looking to the admission of the State on the 18th of April, 1818. It contained a tender of the sixteenth section or its equivalent for the uses of the people of the township for the maintenance of schools, and upon its acceptance by the convention it became obligatory upon

the general government to grant the lands or, if they had been sold, to supply unsold lands, suitably located, to take their place. The convention accepted the tender on the 26th day of August, 1818.

In order that the sixteenth sections should yield a revenue for the support of schools the First General Assembly, at its second session, made provisions for renting them. This act necessitated the selection of suitable public officers for the performance of this duty. It was therefore provided that the county commissioners, the officials who managed the affairs of the county and who in nearly all counties were later supplanted by boards of supervisors, should appoint three freeholders in each township upon whom this duty should devolve. These trustees were to have charge of the township lands and were to divide them into suitable tracts, according to the provisions of the statute, and to lease them to tenants upon such terms as could be agreed upon. These officers were to appoint a clerk and a treasurer. The trustees, with their clerk and treasurer, continue to the present, although in the mutations of time their functions have radically changed.

But all of these preparatory arrangements were of no avail for the purposes of revenue if the tenants failed to materialize, and such a condition unfortunately prevailed. It was stated above that Ohio was permitted by the act of 1826 to sell her lands. This permission was in response to a memorial from the General Assembly of that State, setting forth the fact that land was too easily obtainable by purchase to make leasing a possibility under ordinary circumstances, and that where it could be leased at all it was only to those who were too shiftless to become owners. Little in the way of return could be expected from the lands for a considerable period except by direct sale and by putting the proceeds out at interest. The argument was sufficiently convincing to induce Congress to afford the desired relief, and an act was passed authorizing the sale and thus removing the possibility of a shadowed title.

Similar conditions obtained in Illinois. Anticipating that Congress would follow the precedent established in Ohio, the General Assembly, in 1829, passed an act directing the Governor to make public announcement of this action as soon as it should occur, and further provided that as soon as the proclamation should be made the county commissioners in each county should appoint a commissioner and an agent who should proceed to sell the sixteenth section. Congress failed to meet the expectations of the General Assembly, however, and two years later it was determined to proceed without the congressional authorization. A law was passed directing the county commissioners to appoint a commissioner to sell the lands. Some safeguards were thrown around the transaction. Three-fourths of the legal voters must petition for the sale, the trustees were obliged to put a valuation of not less than a dollar and a quarter an acre upon it, and the commissioner could then proceed to sell it at public sale, but not for a less amount than the valuation. As some uneasiness existed with respect to the validity of the title, Congress passed an act in 1842, legalizing past sales and providing for the future. In passing it is worth remarking that the commissioner thus provided for is later to develop into the county superintendent of schools, the most important school official mentioned in the school law.

The curious may find other interesting details regarding the resulting fund in Mr. Pillsbury's article. For the purposes of this account it is enough to say that the fund we are considering is an outcome of the sale of the sixteenth section.

The number of acres granted was in round numbers a million. The fund has steadily grown with the sale of the land and with the occasional application of the accrued interest to the principal. It has now reached more than nineteen millions of dollars. The entire amount distributed for the support of schools is probably fully double that amount.

Although the conditions for lending the fund were carefully specified, there was no little loss. The rate first designated was twelve per cent. Loans could be made on personal security, but for not more than one hundred dollars nor for more than one year. In 1831 the law permitted associations of persons to borrow not to exceed two hundred dollars for a period of ten years for the purpose of building school-houses. Two years later the act was amended so as to require that the association should consist of not less than five persons, of whom three should be freeholders, and that they should bind themselves under a severe penalty to build within a year a good schoolhouse and maintain a school for at least three months in the year. In 1837 the fund passed from the custody of the commissioners to the township treasurers.

One can not but regret that the people did not manifest a greater degree of patience and self-denial and foresight and hold these lands until their value had materially appreciated. Undoubtedly large quantities were sold to residents of the townships who desired to purchase them at a low price, and the commissioners sympathized with them more than with the children who thereby suffered consequent loss. Indeed, it is a matter of common knowledge that such occurrences were not extremely unusual. The proceeds were really a godsend even though so small relatively, for we have seen how grotesque was the character of the teacher's compensation in the early pioneering days.

THE SEMINARY FUND.

The act providing for the grant of the sixteenth section also included other grants, among which was an entire township, to be designated by the President of the United States, to be reserved for a seminary of learning and to be vested in the legislature of the State for that specific purpose. The fourth paragraph of Section 6 of the enabling act, making a tender of this township, mentions a township previously reserved for the same purpose. This reserved township was provided for by an act of Congress of March 26, 1804, which directed the Secretary of the Treasury to locate a seminary township in each of the districts in which land offices were opened in the Indiana territory. As these offices were at Detroit, Vincennes, and Kaskaskia, respectively, Michigan, Indiana and Illinois received the coveted land.

The Illinois township was located in Fayette county, in the southeastern part of the State. The grant made in the enabling act vested the title in the legislature, with the express provision that it was not to be diverted from the original purpose of the grant. But up to 1823 this township had not been located. It was in that year that the memorial quoted in Chapter II. was presented to the President of the

United States. The President granted the prayer of the petitioners and asked that commissioners be appointed to make the selections. It appeared that the selection of the Fayette county township was especially unfortunate. In consequence, the legislature memorialized Congress in 1829 to be permitted to surrender the township and select in its stead land that would carry out the purposes of the original grantors. It was declared to be of no value as it was located in a swamp, for the greater part, and the remainder was impossible of cultivation. This memorial was also respected, and the township having been surrendered, admirable lands were selected in its place. Here, therefore, were forty-six thousand and eighty acres of land, chosen by persons assumed to be competent to get the best possible advantage of the splendid gift and all to be devoted to the maintenance of a seminary of learning.

And now there must be written the account of the folly of the State in parting with this magnificent domain. If nothing worse is to be charged to those who managed the transaction appearances were of such a character as at least to excite suspicion. It was in January, 1829, that the legislature enacted a law requiring the auditor of public accounts to announce that the seminary lands already located and not under lease would be offered at public sale; the only limitation being that the price must not be less than a dollar and a quarter an acre. If not sold publicly they were to be disposed of at private sale or they were to be subject to preemption. A Board of Commissioners of the Seminary Fund, consisting of the Governor, the Auditor, and the Attorney-General, was provided with authority to invest the proceeds of the sale.

As a possible partial extenuation of what subsequently occurred it should be remembered that the income for State purposes was very small. The amount of taxable property upon which revenues could be raised was insufficient to furnish funds to carry out the projects then at the front. Doubtless it occurred to the wisecracks that if these lands were marketed and the money borrowed by the needy State some of their perplexing problems would find a solution. At any rate the legislature authorized the Governor to make such a disposition of the proceeds, and that is what became of the money. The State was, of course, a safe borrower and might be depended upon to pay the interest. Two years later the legislature passed another act authorizing the sale of any other selected seminary land on the same conditions as above. Thus it was that all of these lands, with the exception of four and a half sections, were disposed of at this shamefully low rate. The sale yielded only \$55,000.

With regard to this sale, Mr. Pillsbury writes: "The lack of wisdom shown in the sale of these choice lands at that time is amazing. The sale was made in advance of any authority of Congress to sell, at a time and in a way to make sure of disposing of them at a low price and before there was any seminary of learning which could be made a beneficiary of the fund. Had the lands been kept and rented until 1857, when the income of the fund was first put to a legitimate use, they would doubtless have sold for an amount, which, with the accumulation from rents, would have made a fund of a million dollars instead of the beggarly \$59,838.72, which is all we have to show as the proceeds of the sale of 43,200 acres of superior farming lands. That this is no exaggeration is abundantly proved by the fact that the four and a half

sections given to the Illinois Agricultural College brought \$58,000 in 1861. A number of the State officials seem to have taken advantage of the opportunity to acquire cheap lands. That is not saying that they were responsible for the costly error, but somebody was and they profited by it."

This Illinois Agricultural College was located at Irvington, in Washington county. It violated the conditions of the appropriation and an effort was made to recover the fund, but little came of it. There was still another misfortune that came to this unfortunate fund. In 1835 the commissioners were authorized to loan the interest to the school fund for annual distribution. This was done, with a slight exception, for more than twenty years, the several loans amounting in the aggregate to seventy thousand dollars at the time that the Normal University was founded and made the recipient of the fund. The State should have returned this amount to the fund, but never did so. In 1908 the seminary fund amounted to \$59,838.72.

THE SCHOOL FUND PROPER.

As the States entered the Union they contained more or less government land within their boundaries. Since Congress is composed of representatives and senators from the States, and since these men are quick to discover opportunities for benefiting their constituents, we may look for legislation appropriating some portions of the sale of these lands for educational or other purposes. Certainly nothing could be wiser than a generous gift for the furthering of educational enterprises, and it is a matter of regret, when the heavy burdens of modern education are considered, that a materially larger portion of the proceeds were not set aside for that purpose.

On the 12th of December, 1820, Congress passed an act directing the Secretary of the Treasury to pay to the State of Illinois three per cent of the proceeds of the sale of such public lands as were unsold and lying within the State on the first day of January, 1819. This fund was divided into two parts. Five-sixths of it became a common school fund and the remaining sixth was set aside as a college fund. As it was received from the United States it passed into the control of the commissioners of the school fund, previously mentioned, and was deposited by them in the State Bank to be used by the government and to draw interest at the rate of six per cent. In 1908 it amounted to \$613,362.96, which has been the same for some thirty years.

This fund was not available for a number of years because of an act passed in 1829. This act provided that the Governor should borrow the school fund for the State and pay an interest charge of six per cent for it, but that this interest should be added to the fund and thus become a further obligation to the State. Because of this withholding of the income from the schools and of a failure to make an accounting of the money received, the government declined to pass over the accumulations for several years. This resulted in a warm controversy between the Governor and the Secretary of the Treasury, but it was finally settled by a repeal of the accounting requirement and the payments were resumed, and were continued until 1863, when the lands were finally disposed of. This is another of the funds which has no existence as a fund proper, but only as an obligation of the State upon which

it pays its annual interest of six per cent. This necessitates a biennial appropriation by the General Assembly to meet this charge.

THE COLLEGE FUND.

The origin of this fund is explained above. It has received fairer treatment than the seminary fund. It was turned into the State treasury, as the other funds were, to meet the current expenses of the State government. The members of the General Assembly had the impression that it was wiser to make such use of it than to run the hazard of displeasing their constituents by levying a sufficient tax to take care of the interests of the State. In 1857 the interest of this fund was appropriated to the Illinois State Normal University. In 1861 the institution was in sore straits as the original gifts had not been sufficient to complete its building. The legislature therefore came to its relief by declaring that the accrued interest up to 1857 and unpaid amounted to approximately \$100,000; \$65,000 of this amount was passed over to the State Board of Education to cancel these debts and the remainder was added to the fund. It now amounts to \$156,613.32. The interest on this and on the seminary fund is divided equally between the two Normal Universities.

ILLINOIS INDUSTRIAL UNIVERSITY FUND.

This fund amounts to \$641,477.53. It originated in an act of Congress passed on July 2, 1862. This act provided for a reservation of 30,000 acres of land for every member of Congress, in each of the States, the proceeds to be devoted to the support of a State University. These lands were to be sold when in the judgment of the Boards of Trustees it was deemed wise.

SURPLUS REVENUE FUND.

In 1836 the general government found itself with more money than was necessary to meet its obligations. On July 4 of that year Congress provided that all money in excess of five millions of dollars should be divided into four installments and loaned to the several States in proportion to the number of congressmen, with the understanding that in case the Government should subsequently call for the money it should be repaid. Three payments were made and were never called for. The amount deposited with the States aggregated about twenty-eight millions of dollars. Of this Illinois received about \$478,000. The larger part of this amount went to the school fund as a payment of the amount then due the school, college and seminary funds. The school fund was thereby increased by \$335,592.32. This, according to its custom, was borrowed by the State with the promise to pay the customary rate of interest for its use.

THE COUNTY FUNDS.

These funds arose because of a provision in an act passed in 1835. It was decreed that if the distribution to any county exceeded one-half of the amount due to pay the teachers of that county, that excess should be reserved as a county fund, not distributable, but to be put at interest and its income used for the support of schools. This fund in 1908 amounted to \$61,091.11. The aggregate of the seven funds in the year last named was \$20,917,312.05.

CHAPTER VII.

CONDITIONS AS SHOWN BY SUPERINTENDENTS' REPORTS.

BEFORE following further the development of the school law, which is the thread pursued in this portion of the history, an examination of the reports of the State superintendents for the years following the enactment of the law of 1855 will reveal educational conditions and especially educational ideals. It is interesting to note that Superintendent Edwards and Superintendent Powell, his successor, were urging some of the reforms that have not yet been accomplished, and for which our latest superintendents have organized active campaigns.

Superintendent Edwards transmitted his report for 1855-6 to the Governor on December 1, 1856. He begins his report by reiterating his oft-repeated assertion that "It is the right of every child in the State, whether rich or poor, to have an education that will fit him to discharge most usefully the duties of an American citizen." He further declares that his observation satisfies him that the people are at last in hearty sympathy with his contention. Reports were received from ninety-five counties and they reported 7,694 schools. Male teachers received an average wage of \$45.33 and women \$27.10. He sharply opposes the proposed plan of appropriating the interest on the college and seminary funds for the support of a college or university, and for two reasons: It is insufficient to support such an institution and, in the second place, it is needed for the support of common schools. His attitude is explained by the fact that the movement is now on which is to end a year later in the passage of the act establishing The Illinois State Normal University. That interesting and eventful agitation must have a place for itself.

The question of a uniformity of text-books appeared at the opening of the new educational epoch. The law required the superintendent to recommend a uniform system of text-books and to urge their adoption in all of the schools of the State. He had made contracts with several publishers, contingent upon their acceptance by the legislature, but that body failed to ratify them. The State was to receive a bonus on the sale, but the only amount realized was one thousand dollars donated by the publishers of Webster's Dictionaries, which was to go toward the establishment of a State Normal School. By consulting the law establishing such an institution it will be seen that the money reached its proper destination. Superintendent Edwards was a warm advocate of State uniformity of text-books, and made an argument in favor of the scheme. He recommended district uniformity to the General Assembly, probably assuming that a larger unit would not be approved. It is interesting to see that after fifty-five years the question is still a mooted one.

Several amendments to the new school law were suggested. One of them indicates the advanced position of Mr. Edwards with regard to school supervision.

Finding that the compensation of county commissioner would not attract talent that would be able to accomplish results worth considering, he proposed that a commissioner should be elected from each congressional district to whom should be paid a salary of one thousand dollars a year. Such compensation, he conceived, would attract competent men who would be willing to devote their entire time and effort to the work of supervision, and that thus far better results could be realized than with the existing arrangement.

Again Mr. Edwards returns to the township system of organization upon which he had set his heart in the original bill. It would seem as if the modern advocates of the system have done little since that time but quote the arguments here presented. They are a round dozen in number, but, like all subsequent arguments on that contention, they fell on deaf ears when presented to the legislature.

Mr. Edwards returns also to the subject of a Normal School, and urges the wisdom of its immediate organization. He quotes freely from the opinion of experts with regard to the influence of the State Normal School, at Bridgewater, Massachusetts, and declared that it was the unanimous or quite unanimous opinion of boards of education and school committees conversant with what had been done, that teachers educated in Normal schools were far superior to any other teachers of which they had knowledge. He showed the failure of the attempt to graft such schools upon existing academic institutions and called the eminent Horace Mann to testify to the danger of expecting teachers in such institutions to perform a double duty.

Mr. Edwards gave warm support to the educational magazine, *The Illinois Teacher*, which had recently been established, and recommended that it be made the official organ of the State superintendent through which he could make public his decisions with respect to school questions that came before him for adjudication.

The appendix to this report contains reports from sixty-three school commissioners, in which they write more or less freely with regard to the operations of the new law in their respective counties. A few quotations will be instructive. They indicate the impression which the law is creating among the people in general.

Various amendments to the new law are proposed and urged by the commissioners. Here are some of them: There are grave objections to the method of distributing the income from the two-mill tax. Some of the counties that pay more than they receive desire to have the law so amended that their good money, wrung from the hands of honest toil, shall not go to other and less favored counties. The conception of statehood has not yet counted for much with such persons.

The idea of serving the public without pay is a new one to many of the people, and the provision of the law denying compensation to trustees and directors is objected to in some quarters. Similarly the limitation of free tuition to pupils under twenty-one is regarded as objectionable. At this time there were many young men and young women who had been obliged to forego the acquiring of an education for the simple fact that schools were not accessible. It seemed a hardship that they should not be able to take advantage of their own contributions to the school fund, for many of them were taxpayers. Why not permit persons of any age to attend

the public school, whether they be eighteen or eighty? "Let us encourage rather than burden so commendable a spirit and disposition."

That the policy of paying all of the expenses of the schools out of the money raised by general taxation has not yet been fully accepted is evident from a proposition from one of the commissioners to reinstate the old "rate bill" scheme. It seems that some progressive districts have been disposed to pay "extravagant salaries" and thus exceed the levy. There is no limitation to the powers of directors in this matter of salaries, while there is to the power of levying taxes.

As would be expected, there was a general complaint with regard to the qualifications of available teachers. The great majority had no special preparation for teaching and the scholarship of large numbers was very low. The commissioners were directed by law to examine candidates in certain subjects, and in some localities teachers were secured with great difficulties who could meet the requirements of the statutes. It was therefore proposed that the law should be so amended as to have the directors indicate to the commissioners the extent of scholarship required, and to limit the examinations for the certificates. The only demand in some of the counties was for the teaching of orthography, reading, writing and arithmetic. Why should such localities be burdened with the expense of employing persons whose educational enterprise had led them to explore geography, English grammar and history, when cheaper teachers could meet all the requirements of the situation? The injustice of such a law was apparent as soon as stated. There was also objection to the section of the law requiring a stated term of school in order to secure a portion of the general fund. Why not distribute the fund on the ratio of the number of months taught, and the localities could then determine for themselves how much schooling was needed for their children?

Here and there teachers' institutes are appearing, supported sometimes by the communities in which they are held. An occasional commissioner makes an argument for the early establishment of a Normal school. One of the commissioners makes a plea for the introduction of the monitorial system introduced into England from the continent just at the close of the preceding century. The scarcity of good teachers is an ever recurring complaint, and many suggestions respecting methods of ameliorating this unfortunate condition appear in the various reports. The most interesting of all of these reports comes from St. Clair county, the commissioner being no less a man than George Bunsen, a German with extended scholarship and an experience of forty years in the schoolroom. He was a pupil of the great Swiss reformer, Pestalozzi, and was the best-informed school man then engaged in public-school work. He took the most advanced position regarding Normal schools, declaring that they are absolutely essential to the success of the movement now going through its beginnings. He declares that very few of those proposing to teach have any adequate idea of how to proceed. Their only method is to start the pupil at the beginning of whatever book he may possess and insist upon a verbatim memorizing of the text. He says: "We need teachers by profession in our schools, but not farmers, not mechanics, not students of medicine or law, nor clerks without a situation, nor ladies that have no other aim but to gain a set-up, all of whom, in most cases, are the teachers of our youth presently, not for the purpose of teaching them,

but for the purpose of swallowing the two-mill tax paid by the people for far different purposes." The good Doctor's ideas are better than his English. We shall find him on the first Board of Education of the State of Illinois, presently, and one of the men who were to have charge of the Normal school for which he made so admirable a plea in his report to the Superintendent of Public Instruction.

Here and there also the graded school begins to materialize. Instead of ungraded schools entirely independent of each other there are springing up, in towns of sufficient size to maintain them, central schools with the children grouped according to their ages and attainments. The high school is as yet an unknown feature of the system, but it is in the not distant future.

The most radical suggestions in the way of amendments to the law, from the commissioners, came from Wabash county, its commissioner being William M. Harmon. He urged that the school election should occur at the time of the general election, in November, in order that there might be a larger vote. His scheme was to have a separate ballot box for the votes on school matters. Like a number of others he urged the abolition of the absurd district system and the substitution of a township system. He would have school officers paid for their services, if not by direct compensation at least by exemption from some of the social burdens. He says: "We have too many school officers, so many that none of them attend to their business, and, in fact, but few of them know what their business is, and when one does know he leaves it for another to attend to." He proposed that the commissioner of schools should employ all of the teachers of the county. His acquaintance with the teachers and his knowledge of their qualifications he regarded as fitting him especially for that duty. He was one of the earliest advocates of a sort of compulsory attendance law, for he proposed that if any child should fail to attend school for forty out of every sixty days his parents should forfeit to the school fund the amount which the tuition of the child has cost the fund for the time of his attendance.

These are voices out of the past with regard to the working of the law of 1855 for the year after it had gone into operation. On the whole it is warmly commended, but it is regarded as obscure in many of its provisions, and extremely deficient when regarded from the standpoint of an excellent school system.

Mr. Edwards retired from office in January, 1857. He was the first of a long line of real State superintendents and must be accounted as one of the most efficient, although he had never been a teacher nor had he given any especial attention to school matters before his appointment. He was a Kentuckian by birth, and was in the later forties when he assumed the duties of the office. He was a son of Ninian Edwards, who was the Chief Justice of the Court of Appeals in Kentucky at the time that the Territory of Illinois was created and was appointed its first governor by President Madison. He was brought to the new territory when only a few months old. He was educated for the law and was appointed Attorney-General for the State in 1834, at the early age of twenty-five. He was elected to the legislature in 1836 and served in the House and Senate for sixteen years, and was also a member of the Constitutional Convention of 1847, and was therefore in some degree responsible for the wretched document submitted by that body to the consideration of the voters of the State. The best expression of his educational theories is the

bill that he submitted to the legislature of 1855 and which received so little consideration from that body. If it could have been passed substantially as it came from his hands education in Illinois would have been a half century in advance of where it now is in some of its features.

Mr. Edwards was succeeded by William H. Powell. On December 15, 1858, he submitted his first report to the Governor. It is a volume of more than 400 pages, thus exceeding in size the aggregate of all of the preceding reports from the State Department of Education. Events of extreme importance had occurred in the two years of Mr. Powell's occupancy of the office, hence he had interesting incidents to record.

In 1857 there were, in round numbers, 11,000 teachers. The succeeding year adds about 2,000 to this number. Salaries were still as low as \$5 a month for women and \$9 for men, while on the other hand they had risen as high as \$150 for men and \$54 for women. In 1858 this upper limit had risen \$50 for men and \$6 for women. Graded schools are coming on in encouraging numbers, as there were 181 in 1857 and 303 in 1858. No high schools are separately reported, but it is more than probable that several of these graded schools had attained a high-school grade at the top.

Numerous defects in the school law have appeared. Their number was so great that the superintendent was constrained to advocate its total repeal and the enactment of another. Profiting by the difficulties in securing even so poor a law, wiser counsels prevailed in the hope that the obscurities and incongruities would result in suitable amendments. Imagine the collisions and blunders that occurred among the thirty-five thousand officers necessary to put the law into execution, when but a small number of that vast throng had any adequate conception of what the law really was and of how it should be put into successful operation.

The superintendent found himself without money to employ a clerk. He adopted the dangerous plan of employing one at his own expense, trusting to a subsequent legislature to reimburse him. Only \$250 a year was appropriated to cover the entire contingent expense of the office. Under such discouraging conditions it is not strange that little could be accomplished in the way of awakening the people to a realization of the value of education and of inducing such legislation as would put the schools upon a proper footing. Illinois has long shown a strange reluctance to put her public-school system somewhere near the front of the great progressive movement in popular education. This modern conservatism is a direct consequence of the unhappy start which the State made in the organization of its system, and from 1855 to the close of the session of the forty-seventh General Assembly the capital of the State has been a battle-ground every two years in the interests of a better law. But the changes have been mainly of little consequence and as direct result Illinois now lags in the rear of a score of States in the effectiveness of her school system.

The private schools that looked with such suspicion at the new law have had their worst fears realized. Two-thirds of those existing two years before have gone out of existence either by suspension or by being transformed into union graded schools. Thousands of such schools existed when the new law went into effect. Indeed, without them Illinois would have presented a most disheartening spectacle.

Her children would have grown up without education. Happily, the heads of many of these institutions were warm friends of the public-school movement and became its energetic propagandists. Naturally they took conspicuous positions in the new organizations.

The superintendent reports thirty-eight institutes as having been held in the course of the year and with the most satisfactory results. So warmly interested were the teachers of the State in the maintenance of such instrumentalities for their own improvement that the State Teachers' Association assumed the responsibility of maintaining an agent in the field, meeting his salary and expenses by direct appropriation from their treasury, never too full. Of his services Superintendent Powell writes: "He has been most indefatigable and successful in his labors. Constantly on the wing, he has been the messenger of glad tidings to all parts of the State, and by traveling nights and laboring days, he has visited fifty-six counties, assisted in holding nineteen institutes, and delivered no less than one hundred and fifty-three lectures." This energetic and tireless missionary was Simeon Wright, of Whiteside county. He subsequently became a member of the Board of Education of the State of Illinois, and had his name permanently associated with the Illinois State Normal University by its adoption by one of the literary societies of that institution.

As was to be expected, there was an immense activity in the building of schoolhouses. In the two years embraced by Superintendent Powell's report there were more than twenty-four hundred schoolhouses erected. Respecting them the report remarks: "Many of these houses take the place of the old, unsightly, inhospitable log pens, which once 'squatted' about in the obscure corners of the highways. Although an improvement upon their predecessors a large majority of them lack many of the essential characteristics which distinguish the schoolhouses of the present day from those which had an existence in the most favored portions of the country a quarter of a century since. Many of them are seated with the old, inconvenient and uncomely pine bench of the last century, or the still older slab, of such harrowing memories. If any one doubts the intimate relation between a good schoolhouse and a good school let him enter one of these dilapidated and forlorn specimens of barbarity still to be found in the country and contemplate its gloomy and forbidding aspects; let him note the open crevices between the logs, the rude slab seats, slimy walls, rough and filthy floor, if floor it has at all, and after he has carefully observed all of these let him turn to the slovenly and unhappy inmates and see how nearly their looks and actions correspond with surroundings; how exactly their recitations match the conditions of things."

The memory of the writer goes back to the schoolhouses of central Illinois in the year 1852. The frame house had then succeeded the log cabin, but the backless bench was the rule for most of the schools. A shelf was fastened to the wall at a slight angle, and the pupil, upon taking his seat, deftly turned his back upon the teacher by slipping his feet over the bench and under the shelf. Although the arrangement had its defects it was not without certain ameliorating features. A degree of solitude was secured to the pupil and the master had the advantage of keeping the boys and girls under surveillance while he himself was on their blind side.

So far as the character of the teaching was concerned there was no uniformity, for here and there were men of education and good breeding who were getting their start in a new country by serving for a time as schoolmasters. It was the writer's good fortune to be a pupil of such a man. It is true that he graduated into business only to be a defaulter to the tune of some thousands of dollars, but that was due to his evil associations, doubtless, after he had abandoned the moral atmosphere of the school.

This report is memorable for the vigorous plea made by the superintendent for a more adequate supervision of the schools. He quotes eminent and abundant authority, all of which goes to show the "utter futility of trying to operate a free-school system without proper supervisory agents." Since this was before the development of our modern industrial system there was lacking the modern object lesson in constant and intelligent oversight of workers. The superintendent was without clerical help and was obliged to perform the menial task of writing all of his official letters with his own hand. Letters poured in upon him from all parts of the State to come and assist in the organization of schools, to untangle the complications arising from the attempt of inefficient officers to put an obscure and often ambiguous law into effect, and to win over, if possible, an often hostile community to the idea of establishing and maintaining suitable schools for their young; but there were letters to write and other inconsequential duties to be performed that a \$40 clerk was abundantly equal to, but to the wise statesmen under the dome of the capitol letter-writing was as important as anything else so far as the schools were concerned.

Enough has been said to indicate that the man at the head of the school system understood the needs of the situation. He saw that an amendment to the law which should provide for the election of a genuinely competent county commissioner and for his adequate compensation would result in an early reform of the unfortunate conditions existing in nearly all parts of the State. His ideal is not always realized even after the lapse of more than a full half century. "He should be at once an acknowledged gentleman, a practical teacher and a ripe scholar. A ready public speaker and a good writer, he should have had experience in the school-room and among men. And above all, he should have love for the undertaking, the energy to succeed, and the native ability and tact to seize hold of all of the elements at his control, mould them at his will, and compel success, however reluctant, to crown his efforts."

The report contains the first vigorous movement toward the development of school-district libraries. It is not to be forgotten that the State was heavily in debt and was making strenuous efforts to meet its obligations. The law provided for the purchase of school libraries by school directors and for the payment for them out of funds secured by general taxation. Superintendent Powell devised a scheme for the securing of the libraries through their voluntary purchase by the districts. He seems to have been averse to the employment of the power of the State, offering the over-worked argument that a thing is not appreciated unless procured through one's own effort. He selected a commission of competent men who designated four sets of books in which there were no duplicates, each to cost \$50. It was assumed that any district could afford to purchase at least one set, while the well-to-do dis-

tricts could easily purchase all. With so simple and so practical an arrangement it was believed by the optimistic official that at least ten thousand libraries would be in operation before the close of another year. It goes without saying that his enthusiasm distanced the actual achievements of his plan, but he made a start and his efforts were not wholly without results. It is at least worth knowing that the school library movement is about as old as the school law, and that it is only after an approximate half century of agitation that even our present moderate success has been achieved.

Another topic freely discussed by Superintendent Powell is the union graded schools. To advocate their adoption was to antagonize the existing academies. He did not hesitate, however, to "hew to the line." He summarized the arguments advanced by the private schools in support of their contention that it was impossible for the public schools, and especially the rural schools, to make any suitable provision for the education of the older pupils. While admitting the excellent offices that they have performed in the education of the people he does not hesitate to characterize them as greater obstacles to the progress of the common schools, and, consequently, to the general education of the children of the people than all other forces combined. He declares the public school to be the exemplification of the doctrine of republican equality, while the academy is in the nature of the case aristocratic and exclusive. Already the superiority of the graded school had served to close large numbers of the private schools, and the superintendent entertained the hope that the good work of extermination might continue until the union graded school should be the exclusive occupant of the educational field.

With a good graded school in every village it is not altogether easy to appreciate the earnestness of the plea of the report. It seems to the ordinary reader so palpable a necessity of a good school system that an elaborate argument for its adoption seems a waste of time and effort. Let it be remembered by the student of to-day that even the graded school is a recent institution and came to its own only through a slow period of evolution and because of the earnest endeavors of such aggressive propagandists as the writer of the report under consideration.

The report devotes a few vigorous and unequivocal pages to the discussion of the question of Industrial Education. The air had been full of voices, for the few years last past, engaged in the discussion of this topic. On one side the advocates of a Normal school and on the other the friends of an industrial university had advanced their arguments and rounded up their followers. The Normal school men had won the battle, and the school had now been in operation for more than a year. In its proper place the story will appear, but full credit should be given to this retiring superintendent for the impulse which he gave to educational movements that have meant great things to the illustrious commonwealth which he was trying to serve to the best of his ability.

In closing his report Superintendent Powell gives a summary of things accomplished within the period covered by his term of office. It will throw no little sunshine upon a situation that is represented by the writers of the time as being in many respects exceedingly disheartening.

1. The establishment of a State Normal University.

2. The organization of a system of school-district libraries and the introduction of a thousand of them into the school districts of the State.

3. The building of three thousand schoolhouses in the various school districts of the State.

4. The sustaining of free schools for nearly seven months, during each of the school years of 1857 and 1858, in nearly every one of the school districts of the State.

5. The organization of nearly two thousand new school districts.

6. The organization of over fifty institutes in the various counties.

7. The conversion of over two-thirds of the private academies and seminaries which had an existence at the beginning of this period into public graded schools under the law.

8. The introduction of the most approved school furniture and apparatus into a considerable number of the schools.

9. The awakening and building up of an all-powerful and constantly increasing public opinion, in all portions of the State and especially the southern, in favor of public education, which has no parallel in the history of the country.

If this encouraging enumeration does not in all respects tally with other parts of his report the differences may be explained by the suggestion that one does not care to admit, as he retires from office, that his labors have been in vain. That there had been a decided improvement does not admit of doubt. That school conditions in many parts of the State were still in a most deplorable condition, so far as school appliances and school teachers were concerned, is the common testimony of many who contributed to the report.

With the close of the administration of Superintendent Powell a distinct period in our educational history may also be said to have terminated in a characteristic way. There is to be an intermediary period in which all social organizations are to be greatly disturbed, for the war is near at hand, but a free-school law, quite worthy of its name, is on the statute books and rapid progress is now inevitable. Moreover, Newton Bateman is the new Superintendent of Public Instruction and there is to be a substantial continuity of tenure in the office. Before leaving this stage of our educational history there are significant achievements whose evolution must be recorded. In these narrations there will be something of repetition, of necessity. It will only serve to accent events that are worthy of repetition, however.

CHAPTER VIII.

FOUNDING OF THE FIRST NORMAL SCHOOL IN THE
MISSISSIPPI VALLEY.

THE first of the achievements enumerated by Superintendent Powell was the most radically significant of all. There is no better place to tell the interesting story than at this point in the narration of the evolution of public education in Illinois. It illustrates in a striking way the value to a commonwealth of a few devoted and disinterested men. Although something more than a half century has elapsed, the material is abundant and reliable with which to revive that early period and live again in the thick of the struggle. And it must be accounted as a remarkable accomplishment when the conditions then existing are considered. The law of 1855 had just been passed. It was by no means in good working order. A large but not a preponderating part of the population had not yet been converted to the idea of the public school. The law contained so many defects that many of its friends were seriously considering the advisability of repealing it in its entirety and of again embarking upon the uncertain sea of legislative possibilities. That at such a time an institution of a kind quite new to American experience and wholly unknown to the very large majority of the people and legislators of Illinois should be authorized and established is the best tribute that could be paid to a group of capable and heroic men.

It will be recalled that in the chapter on the Permanent School Funds two of the seven funds are designated as the Seminary Fund and the College Fund. It will further be remembered that the lands constituting these funds were disposed of to relieve the treasury of the State in the dire extremity in which it found itself because its revenues were inadequate to meet its current expenses. Although the lands were gone the pledge remained that the interest on these funds should be devoted to the sacred purpose for which they were originally intended.

The existence of this obligation of the State was a matter of common knowledge on the part of the leading educational people. There was not a single struggling private institution of higher culture in the State but dreamed of the inexpressible relief that would be experienced if it could in some fashion become the blessed recipient of the coveted interest. A cleavage among the schoolmasters left on one side a group favorable to such a disposition of the property as would bring relief to the existing colleges, and on the other side a larger or at least a more influential group that would not abide such an abandonment of the idea of a State institution as would be implied by its absorption by the denominational schools. We shall discover who these men were as we proceed.

But there was still another cleavage in one of these two parties and it was of such a character as to jeopardize the plan for a State institution. On one hand there was a demand for an industrial university in which there should be a coordinate training of hand and brain, and in which the ideal of labor and learning, happily conjoined, should be realized. That there were prophets in those days can be more easily appreciated when it is understood that the time under consideration was more than a full half-century ago, and that the conception so warmly espoused and so persistently urged is only now becoming one of the accepted axioms of modern education. Opposed to this group was another with whom the idea of a Normal school had become the possible solution of many educational difficulties. It has been seen that this suggestion had been made by several of the leading educational men. Massachusetts had made a start at Lexington less than twenty years before. She had subsequently added others to that single institution. Horace Mann had become the protagonist of the Normal school movement. His splendid abilities and his quenchless ardor had fired the hearts of susceptible leaders everywhere. He was at once poet and prophet, and had turned his back upon political preferment that stood waiting to shower honors upon him, and upon business success with its glittering rewards enticingly displayed before him. Others had caught his spirit, and some of his disciples were here in Illinois and were working as ardently for the establishing of a Normal school here as he had done in Massachusetts.

Thus far there has been no other annalist that compares with Mr. W. L. Pillsbury in the thoroughness with which he has treated of the events of this stirring time. To him again large acknowledgment is made, as his contribution to the Report of the Superintendent of Public Instruction for the years 1887-8 will be drawn upon freely for material. Any reader of these pages who desires to discover a fuller statement than space will here permit is referred to that admirable article.

Reference has been made to an Educational Convention that met at Vandalia, then the capital of the State, in 1834, in the month of December. As the legislature was to meet at the same place within a few days there was some significance in the coincidence. At this meeting a series of resolutions was adopted in which there was suggestion to the effect that the interest on the College and Seminary Funds could be wisely used in training teachers for the public schools of the State. Some two months later, as has been narrated on a preceding page, Senator William J. Gatewood, from Gallatin county, introduced a bill which not only provided for a uniform system of common schools throughout the State, but also for a system of county seminaries, whose main purpose was the education of teachers. The seminaries were to be supported by the interest on these two interesting funds. The bill failed to pass, but a similar bill, in the last particular, was more successful many years later. Senator Gatewood made a second effort to secure the passage of his bill two years later, but was again unsuccessful.

In 1837, Rev. John F. Brooks, of whom we shall hear later in connection with the founding of Illinois College, attempted the management of a school for teachers at Waverly, but it did not receive sufficient patronage to warrant its continuance, so he removed it to Springfield where it was continued in a modest way for several years. While considerable attention was paid to the training of teachers, or rather,

to the education of young men and young women who were looking toward teaching, others were admitted so that the school was rather an academy with a pedagogical inclination, so far as anything was known of pedagogy in those early days.

In one of the publications of the National Bureau of Education will be found an interesting account of the Normal school ferment in New England from the early twenties until the formation of the Lexington Normal School, in 1839. Space will not permit any elaboration of that effort here, so it must suffice to say that the educational leaders of Illinois were not unaware of what was going on in that portion of the Union. But their own State was reaping the folly of the internal improvement craze, and there was no hope of imitating New England.

Mr. Pillsbury gives credit to John S. Wright, of Chicago, the founder of *The Prairie Farmer*, for agitating the Normal school question as early as 1840. There is no doubt with respect to his attitude in 1842, for he then published an editorial in the *Union Agriculturist* in which he pleads with the utmost earnestness for the recognition of the needs of the schools in the matter of an improved teaching force, and urges upon the people the necessity of a teachers' seminary. He was a voice crying in the wilderness, however, so far as making any impression upon the General Assembly was concerned.

Mr. Wright was a tireless worker in the interests of popular education, and in 1844 he called an educational convention that met in Peoria. Here Rev. D. J. Pinckney, of Mount Morris, offered a resolution which was adopted, and that proposed the New York plan of training teachers, as the Massachusetts plan of a separate institution seemed to be making no headway.

Here is the resolution:

Resolved, That in the opinion of this convention the interest on the college and seminary funds in the possession of the State ought to be applied to those seminaries in the State that will establish a teachers' department, to be distributed according to the number of teachers instructed and rendered competent for the discharge of a teacher's duty; reports of the teachers so instructed to be made by the principals of the several institutions.

In 1847 the matter of establishing a Normal school came up again, and this time in the form of a resolution adopted by the Senate. The committee on school lands and education was instructed to inquire into the expediency of establishing such an institution, to be maintained by the income from the College and Seminary Funds and also from the School Fund. As usual nothing came of it.

The Constitutional Convention of 1847 contained one man who was devoted to education. He had received his inspiration from the immortal Pestalozzi, whose school, in Switzerland, he had attended, for the purpose of preparing himself for the work of teaching. His name was George Bunsen. Like many of his German compatriots he had been obliged to leave his native country because of his pernicious activity as a political liberal. He had been a teacher for several years and continued in the same calling after coming to this country, alternating his teaching work with agriculture. Nothing would be more natural than that he should most cordially espouse the cause of the Normal school. Nor was he disposed to have the State engage in any half-hearted way in the preparation of teachers. He introduced into the convention a series of resolutions to be referred to the Committee on Education.

They proposed the incorporation into the organic law of the State of a scheme of professional training for teachers. This plan, in brief, was as follows: The State was to be divided into a number of school districts, at the center of each of which was to be located a seminary for the preparation of teachers. The head of the institution was to be selected because of his especial fitness for the position, but no clergyman was to be eligible. Each of these directors was to be the superintendent of schools of the district in which the seminary was located. In addition to his duties as director he was to examine all teachers desiring employment in the district and to supervise the management of all schools. He was to be supplied with a sufficient number of assistants to make his scheme practically effective. If the shade of the good George Bunsen revisits the scenes of his Illinois experiences, how sincerely it must deplore the indifference of the people with regard to the professional preparation of the teachers of their young. It is a notable fact that the Constitution of 1848 omitted all mention of education.

The idea of the Normal school was in the air, however, and was a subject of frequent mention. The secretaries of state, in their *ex officio* capacities of superintendents of public instruction, made mention of it in their biennial reports. Teachers' conventions adopted resolutions favoring it, and in 1851, Senator Cloud, of Morgan county, introduced a bill so unique in its provisions as to make it worthy of more than passing mention. The title of the bill was as follows: "A Bill for an Act Organizing a State University for the Benefit of Popular Education and for Distributing the Income of the College and Seminary Fund." It provided for a governing body consisting of the Governor, the Secretary of State and the presidents of the colleges complying with the provisions of the act. They were to constitute "The Regents of the University of the State of Illinois." An examination of the bill discloses the purpose of the maker. It was a renewal of the effort to divide the income from the two funds so frequently mentioned among the colleges of the State. Each institution eligible to participation — only regularly chartered colleges with four-year courses and at least a president and two additional professors, a library and apparatus were eligible — in the income from the funds must instruct gratuitously one pupil from each county in the State, or, in the failure of such pupils to apply for instruction, an equal number may be received from anywhere. Metes and bounds were designated so that the participating colleges should be protected and the original purpose of the funds protected. The "Regents" were to perform a function similar to that of the University of London. They were to have general control of the distribution of the fund and were also to have authority to conduct examinations and grant academic degrees. All candidates for instruction were to give an approved bond obligating them to teach for a certain time in the public schools of the State. In the event of their failure to fulfill their obligations they were to pay to the college attended a specified tuition and the legal rate of interest on the same for the time elapsing since leaving the school. The scheme evidently had been carefully elaborated, but it failed to win the approval of the lawmakers of the House, although it passed the Senate.

This bill was evidently under examination when the bill that was finally successful was prepared. The resemblance of the latter to the former in certain sections is

too strong to admit of any other explanation. It served to keep the subject before the public mind, and thus aided in the formation of that public opinion which six years later induced the legislature to take definite action.

Mr. Pillsbury makes note of an interesting fact in connection with this bill. He says: "Folded in the bill as filed in the office of Secretary of State is a memorandum of arguments in favor of the measure, written out, doubtless, for use in some discussion of the bill. The memorandum is of value as showing in what interest the bill was prepared, and I give it in full."

1. The cause of collegiate education has a right to this fund.
2. It is the first effort ever made to qualify and send out a suitable number of teachers for the common schools.
3. The colleges remunerate the State actually for the bestowment by the education of its teachers.
4. The teachers remunerate the State by their teaching.
5. The colleges of the State are satisfied with the provisions of this bill and their ability to benefit the cause of common-school education will be vastly increased.
6. No denominational preferences are allowed to operate for or against the equal operation of this law.
7. The University will ask nothing for the interest of past years of this fund, but only the proper appropriation for time to come.

And now the historic struggle to get possession of the funds assumed a new phase. The stalwart Prof. J. B. Turner, of Jacksonville, attended a convention of teachers held at Granville and presented to that body a plan for the organization of a State Industrial University to be supported by the income from the precious funds. He sharply attacked the above bill presented by the college men and clearly indicated the inevitable war of denominations that would certainly follow such a disposition of the funds. His clear vision saw in the scheme only failure for the Normal-school idea. It would be the attaching of "a Normal canoe to their college vessel" and with certain disaster to the canoe.

An Industrial League was organized to further the interests of the Turner plan. It coquetted with the Normal contingent by proposing to make the Normal school a department of the university. It was willing to use the Seminary Fund for the immediate establishment of that department. It actively engaged in the propaganda for the two succeeding years and thus aided most significantly in preparing for the final event.

In 1853 the State Teachers' Institute, the forerunner of the present State Teachers' Association, was organized. This was a memorable event in Illinois educational annals. It furnished a rallying point for the capable men who were shaping affairs and moving irresistibly to great consummations. We have already seen how they aided in getting into the school law of 1855 the provision for State Superintendent of Public Instruction. We have also seen something of their contribution toward the passage of the free-school law. We are now to see how they accomplished the third of their projects, the establishing of the State Normal School. This was the measure to which they were most closely related.

Note the line-up: The college men are willing to provide professional instruction in return for the possession of the interest on the funds. The university advocates

are willing to make a strong department to be known as the Normal Department of the University. The Normal school contingent will consent to nothing but an independent institution, endowed by the income from both of the funds. And now the new association comes into being. At first the common-school teachers had little voice. By the second meeting, which was held in Peoria in 1854, the official complexion had materially changed, for a few men, of whom we shall hear later, men of tireless energy and great ability, became the commanding spirits of the convention. Prominent among them were Newton Bateman, to become in later years a great State superintendent; O. C. Blackmer, afterward to be a conspicuous teacher in Chicago; Charles E. Hovey, a recent importation from Massachusetts and a master of diplomacy; and the inimitable B. G. Roots, to be known from one end of the State to the other as "Father Roots, of Egypt." And there were others; there always are. At this meeting there was an unmistakable indication that the tide was turning toward the contention of the Normal-school group, for the opposing propositions were voted down.

The next meeting of the Institute was held in Springfield, and the Normal-school sentiment was evidently in the lead, for Mr. Hovey was elected president, and the university movement was vigorously opposed on the plea that the commanding themes were the common schools and the Normal schools. There was also a new school journal, *The Illinois Teacher*, and Mr. Hovey was the editor. There was a State Board of Education, a creation of the association, and its members were preponderatingly Normal-school men. The association also employed a State Agent, one Simeon Wright, and he was of the same sort. And Chicago had attached a Normal department to its new high school and that helped the cause. The man who came to take charge of it was a Bridgewater product, Ira Moore, of whom we shall hear further. A year later the City of Chicago sought a superintendent of schools in Massachusetts and returned with another Normal-school man, William H. Wells, the principal of the Westfield Normal School. All things were conspiring in the interests of the Normal school.

Meanwhile the 1856 meeting of the association was coming on. It was held in Chicago. The distinguished Henry Barnard, of Connecticut, was there and declared it to be the duty of the State to provide for the adequate preparation of its teachers. Mr. Wells discussed teaching as a scientific procedure. The following resolution was introduced and vigorously discussed:

That the educational interests of Illinois demand the immediate establishment of a State Normal School for the education of teachers; and, in the language of the Board of Education, we therefore recommend an appropriation by the next legislature of a sufficient sum annually for the next five years to support such a seminary of learning.

Of course this resolution evoked a very lively discussion. At last the long contest had come to a direct issue. The passage of the resolution could not but have a profound influence upon the action of the legislature, for the men who were engaged in the movement were influential and tireless. Whatever may have been true of the chances of the resolution at the opening of the debate, there was no question of the outcome when Newton Bateman arose and read a letter written a few days before the meeting by the "noblest Roman of them all," Prof. J. B. Turner. He had been

the inspiration of the Industrial League. He had clung to his idea of coupling the Normal school and an agricultural school, believing that the latter would appeal so profoundly to the immediate interests of the people as to secure the highest success for the institution. But he was now satisfied that the Normal-school people had developed the wiser plan, and after stating the grounds for his contention he closed with the following statement:

"It is high time, my friends, that you had your Normal school, whether we ever get an agricultural department to it or not. Let us all take hold together and obtain it, in such form as you may, on the whole, think best."

When Professor Turner came over, his friends followed. The Normal-school fight was practically won, so far as the educational people were concerned. As Mr. Pillsbury remarks, in his interesting description of the memorable struggle, "Without this, success would have been impossible. The concession was generous, too, for it gave over to the Normal school not only the Seminary Fund, to which it could lay a good claim, but the College Fund, which the university men might with justice have insisted should be left unappropriated until such time as they should secure a charter; and this was done at a time when, as yet, it was not clear that any endowment could be secured by them from Congress." The association at once appointed a committee to secure the desired legislation. It consisted of Simeon Wright, who had been acting as agent for the association, Charles E. Hovey, who had been brought out from Massachusetts a few years before to take charge of a private school in Peoria, and Daniel Wilkins, county superintendent of schools of McLean county. These are very familiar names to many yet living, although to the present generation they have slight significance.

There was then living, in the town of Shelbyville, a lawyer who was warmly interested in the plans of the schoolmasters. His name was S. W. Moulton. He was representing his district in the lower house of the General Assembly and agreed to champion the bill at his end of the Capitol. Two years before, he had introduced the bill which became the school law of 1855. He was destined to be connected with the governing body of the Normal school for seventeen years, and all of the time as president. Capt. J. S. Post, of Decatur, took charge of the bill in the Senate. There was no trouble in the upper house, but in the popular branch the fight was desperate. The measure finally won with only a single vote that could have been spared. One of the members of the House, and a warm friend of the bill, was Hon. Shelby M. Cullom, who continues to represent Illinois in the Senate of the United States after a most honorable record in Congress of nearly forty years, thirty-three of which have been spent in the upper house. He is one of the few survivors of that notable group who honored themselves by committing the State to the policy of educating its teachers. Ninian W. Edwards, the retiring Superintendent of Public Instruction, and William H. Powell, the incoming Superintendent, were zealous workers for the success of the bill, as would be inferred from what has already been cited from their writings.

Mention has been made of a State Board of Education, but it will be remembered that it was the creation of the Teachers' Association and not of a legislative statute. The first section of the new act constituted "The Board of Education of the State

of Illinois" as the governing body of the Illinois State Normal University. The title is a formidable one and has sometimes subjected the institution to embarrassing criticisms. Several gentlemen had to do with the drafting of the bill, but the responsibility for the name of the institution was assumed a few years ago by a resident of New Jersey, Dr. Wilder by name, who happened to be in Illinois at the time of the drawing of the bill, and recommended that the institution be called a Normal University, with the thought that the name might be of service at some future time in connection with possible funds.

Of the fifteen members of the Board not one now survives. Their names are familiar to but few of the schoolmasters of the present, yet several of them were conspicuous in their time in political and legal circles. Simeon Wright was a well-known teacher, having had charge of a private school at the village of Lee Center, near Amboy. He is affectionately remembered by venerable residents of that locality. His name designates one of the literary societies at the Normal school that he labored so hard to bring into being. He died in the early seventies and was buried at Rock Falls. He was a born "mixer," as the modern phrase goes, and rendered incalculable service to the cause when it was sorely needed. Ninian W. Edwards, the first Superintendent of Public Instruction, has received frequent mention in these pages. He was a member of the board for two years. Daniel Wilkins was a clergyman who turned schoolmaster and also served as school commissioner for McLean county. He is gratefully remembered by the writer of these pages, who received from him a teacher's certificate to teach school without the usual formality of an examination, all of which was some forty-five pleasant years ago. Mention has been made of George Bunsen, who, as member of the Constitutional Convention of 1847, attempted to secure some recognition of education from the body that made so signal a failure in its attempt to produce a State constitution. He was the best informed member of the board in educational matters and took the warmest interest in the work of the school after it had begun its notable career. As has been stated, he was a pupil of Pestalozzi, and thus links this institution to that immortal educational reformer. Flavel Moseley was so far identified with education as to be the president of the Board of Education of the City of Chicago. He is gratefully remembered by the city, as one of the schools bears his name. Barely a year before, William H. Wells had been called from the principalship of the Westfield Normal School in Massachusetts, to take charge of the city schools of Chicago. He was assumed to be an expert in that slowly developing science of education which was beginning to be talked about as pedagogy. He is well remembered by those who were connected with the school in its early history. To at least one youth he seemed a veritable paragon of culture, and produced an impression upon his mind that almost a half century has failed to dim. The intonation of his voice, the suggestion of semi-invalidism or of delicate health, the hint of the scholar's stoop, the apt quotation from Addison as if he had been repeating the remark of a familiar friend — who can tell what great events in a human life may be determined by the casting of a feather's weight into a balanced scale? Charles E. Hovey was another of the schoolmasters, but we shall hear of him again.

Of the remaining eight members one was the Superintendent of Public Instruc-

tion, who was a member *ex officio*. William H. Powell held the position at that time. Dr. George P. Rex resided at Perry, Pike county. He must have been a teacher at some earlier period, for his interest in the institution was intense and led him to identify himself with its success in a most unequivocal manner. Of John J. Gillespie, of Jasper county, little has found its way into educational annals. The remaining five were lawyers. S. W. Moulton has already received mention. He served as congressman-at-large in the Thirty-ninth Congress and for two subsequent terms from his home district. He was a familiar figure at the Normal school for many years. He was one of the leading attorneys of southern Illinois, as his practice was by no means confined to his own immediate neighborhood. He illustrated abundantly the admirable service that one outside the immediate ranks of the professional educational folk can render to the establishing of institutions whose purpose is the general diffusion of knowledge. We shall find another remarkable instance of the same sort of service nearly forty years later when the new Normal school movement was on in Illinois. John R. Eden, of Moultrie county, also represented his district in Congress. He was another of the lawyer people who had interests outside his calling. The same may be said of Wesley Sloan, of Pope county. He must have done missionary work in his community, for from the first a highway was established from Golconda to the school and the grass has never been allowed to grow upon it from that day to this. A. R. Shannon, of White county, served a full term of six years, but was not subsequently intimately connected with the school. C. B. Denio, of Galena, must have been of material service in securing the passage of the bill, although little appears in the accessible accounts. This is an inference from the fact that he was an influential factor in determining other legislation. He was a notable wit, being the chairman of the "third house" in subsequent sessions of the legislatures. This extra-constitutional chamber will be recognized as the organized lobby which, under the Constitution of 1848, did not encounter the limitations of the present organic law.

These were the men who were to usher the new institution into life by determining where it should be located and who should pilot the uncertain venture through the precarious years of its infancy. The law providing for the establishing of the school made it the duty of the board to invite competing bids and to accept the most advantageous one. The interest of the university and seminary fund, or such portion as might be found necessary, was appropriated for the support of the school, but not a penny was available for the purchase of a site and the construction of a suitable building. It is evident from the reading of the law that not only was it expected that the equipment would be furnished through the desire of some community to possess the prize, but that there would also be material contribution to its support from the same source.

When the occasion calls the man responds. On the northern edge of the thriving village of Bloomington lived a gentleman who concluded that a State Normal University would be a suitable adornment for the suburb which he had recently projected. The location was ideal. It was near the central meridian of the State and not too far from the central parallel to be objectionable. Its place in the heart of the corn belt rendered it certain that it would always be surrounded by a thrifty

and intelligent population. Moreover, the settlers of that portion of the State were in the main immigrants from the New England and Middle States, with a sprinkling of very well-to-do folk from Kentucky. They generally believed in education and might be expected to respond generously when the call for substantial inducements should be made. The gentleman himself was of Quaker forbears. His name was Jesse W. Fell. He was easily the best man in Central Illinois to undertake the enterprise. He had been a law partner of Judge David Davis and was the personal friend of Abraham Lincoln. It was to him that Mr. Lincoln addressed the autobiographical letter that was used in the memorable campaign of 1858. Add to these qualifications the qualities of head and heart that had won the warm esteem and complete confidence of all who knew him or knew of him, an energy that was as tireless as fate and a liberality that seemed at times almost prodigal, and you have the ideal leader for such an occasion.

Bloomington, therefore, became an exceedingly active bidder for the institution. The towns of Washington, in Tazewell county, and Batavia, in Kane county, entered the field with offers of twenty and forty-five thousand dollars respectively. Little could be expected from towns of such limited resources, but when Peoria announced her determination to carry off the prize Mr. Fell and his friends were genuinely alarmed. Enthusiasm was at fever heat in the latter city. Public meetings were held for the purpose of arousing a spirit of intense rivalry and for appealing to local pride. Mr. Fell was not well known in the city, so he ventured to attend some of the gatherings and by the exercise of the shrewdness which was one of his marked characteristics he ascertained a fairly approximate idea of the amount of the city's offer. Meanwhile Bloomington had been quietly visited by a Peoria representative who had learned from an indiscreet insider the length of the local purse. Determined to be safe beyond the possibility of failure Mr. Fell secured a large addition to the amount that was generally understood as ready for the contest, and when the board held the meeting for receiving the proposals it was found that Bloomington was more than sixty thousand dollars in advance of its chief competitor. The county of McLean was the possessor of a large tract of "swamp" land and the county commissioners determined to offer it as its part of the subscription. As a matter of fact McLean county never had an acre of genuine swamp land within its boundary. There were numerous ponds that consisted of slight depressions in the prairies and which were filled by the spring rains. As the only method of drainage was by evaporation they presented the appearance of valueless areas akin to the real swamps of other States. If the institution could have retained this splendid domain it would have had a superb endowment. The valuation placed upon it by the donors excited some opposition, but Bloomington was so far in the lead that the board would not consider the objections to the bid and at the meeting for the determination of location that city was awarded the prize.

Before dismissing this important incident in the history of the school it should be added that there was a string attached to the decision of the board. McLean county's land subscription was counted at seventy thousand dollars. Fearing that land values had been exaggerated the Bloomington bidders were required to make a bond equal to the amount of the valuation, the condition being that the bond should

be void if the amount should be realized on the land within ninety days. In the event of failure the Peoria bid was to be accepted. But nothing could dampen the ardor of Mr. Fell and his friends. It goes without saying that he was the moving spirit and fed the enthusiasm of his coworkers out of his abundant store. Mr. Lincoln drew up the bond and Mr. Fell secured the signers, so all went merry as a marriage bell. Mr. Fell's subscription was the largest on the list, amounting to about eleven thousand dollars. He was not a wealthy man, but it was probable that he would derive material benefit from the increase of value in his holdings. Doubtless that possibility had weight with him; but he was first of all an enthusiast for popular education. He was never so happy as when engaged in some enterprise that promised advantage to society.

One of the donors contributed forty acres of land that came near being a fatal gift. It was his original idea to have it used for an agricultural experiment station and the probabilities are that he so indicated on the subscription paper. The three words, "including agricultural chemistry," occurring in Section 4 of the law, give color to the contention that such an idea was in the minds of the persons who drew the bill. In the fear that the board would not consider a subscription paper, bonds for warranty deeds were executed by all donors of land and the condition was overlooked. Adversity overtaking the gift-maker he undertook the recovery of his gift after nearly a score of years had passed. It was his contention that the conditions of his subscription had never been carried out, as the institution had not developed an agricultural department. In 1873 he applied to the Board of Education for a re-deeding of his land and was refused, as there was no record of a conditional gift. When he drew his bond he was too anxious to secure the location of the institution to remember his modifying qualification, for he was the possessor of other lands and realized the signal advantages that would come to him if a State institution should be established in their immediate vicinity. The expected appreciation of value came as a matter of course, but he proved to be unequal to prosperity. He pursued his case with a degree of energy that would have won competency if applied to any ordinary business. Many prominent people were disposed to aid him, some of them believing that he had a just cause and others sympathizing with his misfortunes. He carried his case into the courts, but they ruled against him. He appealed to the General Assembly and in 1883 that body passed a joint resolution directing the board to re-deed the land. This it declined to do, figuratively snapping its fingers in the face of that august body. The succeeding legislature placed a rider on the appropriation bill and said in effect, "No deed, no money." Wiser counsel prevailed, however; the rider was removed and the bill passed.

Defeated in this direction the contestant got his case into the Supreme Court, and in 1887 that tribunal declared the Illinois State Normal University to be a private institution. Again the board was petitioned to restore the land, and again the petitioner met with a refusal, on the ground that the members of the board would render themselves liable for the performance of such an act in the absence of a court decree. Despairing of success by any other means the petitioner determined to enjoin the State Treasurer from paying any moneys to the institution, on the ground of its private character.

As the reader may imagine, these were days of anxiety for the managers of the institution, as the writer well understands for he was its president. The case seemed to be without a parallel. Was the Normal school, which had come into being through such great tribulation, to be snuffed out as a result of one man's financial disasters and the sympathy of friends prominent and influential in the community? There was, withal, a good degree of confidence in the idea that the Supreme Court would find a way to save an institution that had accomplished so much for the commonwealth and that had become so thoroughly entrenched in the regard of the people. Before the decision of the court was finally rendered, a highly consolatory suggestion was made to the head of the institution by one who was in a position to know something of the probabilities in the case. It was to the effect that the Supreme Court was not likely to destroy one of the great educational agencies which the State had fostered for so many years. The decision appeared soon after and fully settled the status of the institution in the following language:

"Normal schools are public institutions which the State has a right to establish and maintain. The purpose of their establishment is to advance the public-school system and create a body of teachers better qualified for the purpose of carrying out the policy of the State with reference to free schools."

This was the end of the famous "Bakewell Case" which for almost twenty years threatened the permanency of the institution.

The location of the institution having been accomplished at the Springfield meeting of the board on May 5, following the passage of the bill, there remained the necessity of electing a president and preparing for an immediate beginning of a building. The former duty was delayed until June 23. This meeting was held in Bloomington and resulted in the selection of Charles E. Hovey, who was elected by a majority of one over William F. Phelps, of New Jersey. Mr. Hovey entered at once upon the duties of his office.

The building committee soon secured plans for the building and the contract was let and the work begun so that the corner-stone was laid September 29. The site was out on the open prairie, a little more than two miles north of the Bloomington courthouse. The passer-by who admires the charming campus of to-day can have little conception of the barrenness of that treeless plain on that memorable day more than a half century ago. The writer of these lines had on several occasions in his early boyhood ridden across the unattractive prairie, its only inhabitants being a scurrying wolf, or grazing deer, or a flock of wild fowl in which the country abounded. The possibilities of an educational institution crowded with young men and young women seemed too remote a thought to be entertained in connection with such a scene.

Desirous of making as rapid headway as possible in the development of a school, a few rooms in the upper story of a small building in Bloomington, known as Major's Hall, were rented, and on the fifth of October the long expected school opened its doors to students. Six young men and thirteen young women presented themselves and were received by the principal and Mr. Ira Moore, the recent head of the Chicago Normal School. The only other member of the faculty was Miss Mary Brooks, of Brimfield, Illinois, who had been selected as teacher of a model school in which were

to be exemplified the new methods of instructing children. The school grew apace and before the end of the year eighty-eight students were enrolled.

'Twere long to tell of the manifold misfortunes that came to the new enterprise. It was alone in the Mississippi valley. Only nineteen years had passed since "Father" Pierce had met his three students at the beginning of the first American Normal school, at Lexington, Massachusetts. The people knew little of its plans and purposes. The financial panic of 1857 came on like a devastating tempest and threatened to wipe out all of the pledges of financial aid upon which the board depended for the construction of the building. Three years of struggle against difficulties that often seemed overwhelming were to pass before the school could leave its cramped quarters in Bloomington and move to the commodious structure that had been waiting to receive them. A class was now ready to graduate, and with joyful hearts and abounding enthusiasm they went out to the unfinished building and celebrated their first commencement, near the end of June, 1860.

Through those troublous years one dauntless spirit held his way through storm and sunshine. He seemed exhaustless in fertility of resource. When there was no money in sight he followed the trail of men who had money, until they yielded to his solicitations. He hesitated at no personal responsibility, took all the chances that promised any furthering of the project that was nearest his heart, spent sleepless nights, saw many days without a ray of sunshine, but at last his great task was done. He knew that whatever of debts had accumulated would eventually be paid by the State rather than to see the enterprise fail, and his confidence was not misplaced. All who still survive those days of educational pioneering, and who are informed with regard to the conditions that prevailed, unite in the common opinion that without the leadership of Charles E. Hovey the Normal school would have waited long before it became a reality in Illinois.

Notwithstanding the tremendous energy that Mr. Hovey had put into the founding and starting of the Normal school and the erection of its permanent home out on the treeless prairie of North Bloomington, he did not remain long with the school. In its fourth year the war was on. The young men were drilling on the campus and a martial spirit pervaded the institution. It looked as if the years of struggle to secure the long-expected teachers' college had been quite profitless, for it was now threatened with complete disintegration. Mr. Hovey finally promised the young men that if they would hold the school together until the end of the year they would all go together in the same regiment. With this understanding, studies were resumed and the ordinary routine continued with such calmness as was possible when every breeze brought to the ears of the students the clamor of the noisy drums, as regiment after regiment went cheering by on its way to the front. The second commencement was held, the Board of Education made arrangements for an acting principal for the presumably brief period that Mr. Hovey would be absent, and the sometime principal and a large group of the boys donned the blue and marched off to the South. As he did not return to the school, the interruption being longer than was anticipated, and as we shall part company with him here, it is fitting that something more should be known of this brilliant and tireless man who was for a few years a striking figure in the educational activities of Illinois.

Charles Edward Hovey was born in the town of Thetford, Vermont, on the 26th day of April, 1827. He was one of eleven children, four of whom were girls. They were a wiry, long-lived race, with no end of endurance and pluck. At the age of seven he was sent to the public school, a couple of miles away, and was soon made acquainted with the "fragrant birch." His father was a farmer and he alternated the labors of the farm with an occasional term of school until he was fifteen, when he began his career as a teacher.

He was soon at the head of the village school with a salary of \$20 a month, and began to believe in himself and in the future. His second effort was less successful than the first, however, and while waiting for destiny to show her hand he "took to the woods" and became a lumberman. But the love of culture pursued him into the solitudes, and in 1848 he bade farewell to the logging camp and entered Dartmouth College, from which he graduated in 1852, supporting himself throughout his whole course by teaching school.

With the long-coveted diploma in his hands the great question of choosing a profession could no longer be deferred. Like many before him and since, he became a teacher without intending it. He drifted down to Framingham, Massachusetts, and became the principal of the academy and high school. In a brief autobiography he describes the "Preceptress" as a paragon of grace and beauty. After an acquaintance of almost a half century with her the writer finds himself in full accord with that sentiment.

In 1854 an association of leading citizens of Peoria, Illinois, determined to establish a school for boys and young men in their growing city. They invited him to come west and take charge of their new enterprise. Accompanied by the "Preceptress" he arrived in Peoria late in the autumn of the same year. His coming was well-timed. We have seen how he was soon to be in the thick of the fight for all good things in the way of public education.

The dominating sentiment of the town was essentially southern, which is but another way of saying that there was little sentiment favorable to public schools. The newcomer had imported his New England ideas on that subject, along with his other belongings, and was not slow in giving them an airing. The result was to set the conservatives buzzing about his ears like angry hornets whose nests had been disturbed. The story were long to tell. It is enough to say that the sleepy town awoke one morning to a genuine sensation. The pestilent fellow from New England, along with a few other pestilent fellows of his ilk, had concocted a conspiracy and actually succeeded in securing the passage of an act by the General Assembly which amended the city charter and left the chivalry in a condition of helpless paralysis, like Braddock's unfortunate army, of which the genial Autocrat sings —

" * * * * * Done so brown,
Left without a scalp to its crown."

And this was really the beginning of the great public-school system, of which, with her big distilleries, Peoria is so proud. So it was that the private schools came to a happy death and lived again in the new public common schools, with the pestilent fellow as the principal of the high school and superintendent of the system.

We have already heard of that "fund," that snug and substantial "fund" at the disposal of the General Assembly, and how the schoolmasters and the college people had wind of it and how they were waiting with such patience as they could command until the time was ripe for picking it. We have seen how it was that with the assistance of Hovey and Turner and Bateman and the rest of the shrewd fellows in the public-school party, the Normal University finally succeeded in pocketing it, but not much has been said of Mr. Hovey's part in the proceedings.

It will be remembered that it was in 1854 that the Teachers' Association met in Peoria. It was his introduction to the Illinois schoolmasters. Guessing as to the crowd into which his sympathies would take him would be an easy matter. He went to the Normal contingent, as we have seen, and he went with all of his heart. He was a very large reenforcement. As has been said of him, he was tireless, how tireless only those who knew him can understand. But he was as resourceful as he was tireless, and he was pluck to the backbone. It soon became apparent that an organ was needed, so the *Illinois Teacher* was launched upon the uncertain sea of educational journalism. Hovey took hold of the enterprise and assumed the editorial and business management. The "Preceptress" handled the subscription list and personally mailed the magazines. In a single year the list ran up to fifteen hundred and a year later to two thousand.

But the editor had larger fish to fry, and left the *Teacher* to other hands after the second year. He had made good use of his opportunity. He had found an audience and had kept the Normal school idea before the people. We have seen how Professor Turner and his followers came into the Normal camp and how the fight was thus won, and, later, how the legislature passed the Normal bill, how the board located the institution at Normal after Jesse Fell had beaten all other competitors, and how Charles E. Hovey was elected to the principalship of the school.

Pages would be necessary to describe adequately the misfortunes that were encountered in the erection of the building. The cornerstone was laid on the 29th of September following the passage of the bill. It was accompanied with imposing ceremonies. A cannie Scot, one Robert Burns by name, has remarked shrewdly something about the possibility of a slip 'twixt the cup and the lip. Laying cornerstones is the merest holiday matter. Building hundred-thousand-dollar buildings on doubtful subscriptions and in times of financial disaster is another matter. Three years were to pass before the structure should be completed. If the readers of these pages care to know how it was done without money let them look into the History of the Illinois State Normal University.

And now to return to Mr. Hovey's retirement from the school. He determined to do a bit of reconnoitering on his own account. Accompanied by Mr. Fell he went to Washington City and arrived there just as alarming rumors began to reach the city from the Virginia side of the river. By dint of strategy and pluck they ran the guard and reached Alexandria in time to mount a train that was rushing reenforcements to the front. They had not gone far before they concluded that there was a genuine war on, for they soon met the retreating troops on their way from Bull Run to the Washington camps that they had so recently left.

In consequence of what he saw that day he made up his mind that he was more

urgently needed as a soldier than as a schoolmaster, so he returned to Normal and began the work of raising a regiment. This was soon accomplished, and it was so largely composed of Normal students and teachers that it was known as the "Normal" Regiment. It marched away to the front to render notable service to the nation and closed the career of Mr. Hovey as a teacher. The same qualities that he exhibited in putting the Normal school upon a permanent foundation won for him rapid promotion, so that he was soon wearing the stars of a general. He was connected with the schools of Illinois less than a half-score of years, yet so vigorous and successful were his efforts that no history of its educational development would be complete that omitted his contribution.

Upon his retirement from the army he removed to Washington City, where he engaged in the practice of the law for the remainder of his life. He died in November, 1897, and lies in the National Cemetery near the old Lee mansion.

ASSOCIATES OF PRESIDENT HOVEY.

Mention has been made of the presence of Ira E. Moore, on the opening of the Normal school in 1857. He continued as a teacher until he entered the army in the thirty-third regiment with Mr. Hovey. As Mr. Hovey's time was mainly occupied in the erection of the school building out on the prairies to the north the management of the institution on its educational side devolved mainly upon Mr. Moore. He was a teacher of extraordinary rigor and clearness, and the reputation for unusually thorough instruction that attached to the school for many years was due in no small measure to the impulse in that direction that he gave in the four years that he was at the head of the department of mathematics.

Upon his return from the army he went west and subsequently became the president of the State Normal School, at Los Angeles, California, where he remained until near the close of his life.

At the beginning of the second year of the school, Edwin C. Hewett, a graduate of the State Normal School at Bridgewater, Massachusetts, was elected to the chair of geography and history. Others were to come from the same institution and were to bring the spirit of Nicholas Tillinghast, the principal of that school, to the new West. Mr. Hewett was connected with the school for thirty-two years, succeeding to the presidency in January, 1876.

When Mr. Hewett came to Illinois little attention had been paid to anything approaching a definite method of instruction in the subject of geography. His ideas were extraordinarily clear and he was quite as exacting in his demands as Mr. Moore. It is probable that he did more to improve the character of the instruction in that subject than any other of the early teachers. He produced a profound impression upon his pupils, and wherever they went they became the active exponents of his ideas. We shall have occasion to refer to him again.

Another of the early teachers was Leander H. Potter. He was a man of liberal scholarship, of so retiring a manner that it approached shyness, but was so accomplished in the department of English for which he was engaged that his success was notable. He entered the army with Mr. Hovey and rose to the rank of lieutenant-colonel. At the close of the war he resumed teaching and later was elected to the

presidency of the Soldiers' College, at Fulton, where he remained for several years, and at the time of his death, in 1879, was professor of literature in Knox College.

For the first three years there was no head to the department of natural science, the work in the several subjects being distributed among the teachers. In 1858 Joseph Addison Sewall, a State-of-Maine man, was selected for the position with the understanding that he might devote two years to preparation. This he did at Harvard College and entered upon the duties of the position in the fall of 1860. Dr. Sewall remained with the school for eighteen years, becoming president of the University of Colorado in 1878. He has for some years been a resident of Denver. As an original thinker he was preeminent in the early faculty. His lectures on scientific and allied subjects materially strengthened the young institution in the confidence of the people of the State.

Dr. Samuel Willard, from whose article on "Early Education in Illinois" liberal quotations have been made, was also a member of the faculty for a time, having charge of the classes in history. Dr. Willard went from Normal to Chicago, where he was teacher of history in the old high school for many years. He is still a resident of that city.

Of course there were others that had a part in the first four years of the life of the institution. Happily two histories of the school have appeared, and there has been an earnest effort to do justice to all of the pioneers.

With the withdrawal of Mr. Hovey, the first distinct period in the life of the Normal University closes, although many of the problems remained unsolved and passed over into the next administration. But it was now established and there was slight danger that it would be discontinued. It is to pass into other hands and experience great changes. The narration of the main events in the three subsequent periods in the life of the school may be left to later pages.

CHAPTER IX.

THE ORGANIZATION OF THE FREE-SCHOOL
SYSTEM OF ILLINOIS.

THE free-school law of Illinois, in force July 1, 1911, provides for the following school officers:

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| 1. Superintendent of Public Instruction. | 4. Township Treasurer. |
| 2. County Superintendent of Schools. | 5. School Directors. |
| 3. Trustees of Schools. | 6. Boards of Education. |

It will be interesting to set over against this showing the features of the school law of 1855 and trace the developments of the various offices. Something of repetition will of necessity appear, but the convenience of reference will be a sufficient excuse for such a treatment.

1. The election of a State Superintendent of Public Instruction with duties specifically prescribed by statute and with a salary of \$1,500 a year.

2. The election of a School Commissioner with duties prescribed by law. He was to receive for his services three per cent of the proceeds of the sale of school lands, two per cent of the amount distributed to township treasurers, \$1 each for the examining of teachers and the granting of certificates, and \$2 a day for visiting schools.

3. The school district was made the territorial unit with its three directors.

4. Directors were empowered to establish school libraries.

5. It was made imperative upon the directors to establish a sufficient number of schools for the education of all persons between the ages of five and twenty-one, to keep such schools in session at least six months in the year and longer if possible, and to visit each school in the district by at least one of their number every month.

6. Their relations were substantially the same to teachers as at present, except in the matter of visitation.

7. Teachers were required to hold certificates from the Commissioner of Schools.

8. Provision was made for the election of a county treasurer.

9. The law provided for the collection of a two-mill tax levied on all of the property of the State and distributed on the same basis as other funds for school purposes.

10. Levying of taxes for the support of schools and for the building of school-houses, etc.

11. The word "white" was retained in the school law, but a section provided that all taxes collected for school purposes from colored persons should be returned to them upon application for the same.

For convenience of reference the historical development of these administrative instrumentalities is presented under appropriate captions.

1. SUPERINTENDENT OF PUBLIC INSTRUCTION.

No provision was made for such an office in the early school laws. It goes without saying that its necessity would appear to enlightened school men early in the development of a school system. It must be remembered that Illinois, unlike the States that have been admitted to the Union within the last half century, did not have a rich mine of precedents to explore in working out her scheme of popular education. New England had handled the problem with vigor, liberality and skill, but her example had little influence upon our communities. The students of her efforts endeavored to inspire our people with her spirit and enterprise, but a depressing conservatism possessed the masses and it was a disheartening task. A large part of the early settlers were from a portion of the country that was not disposed to take kindly to the leadership of Massachusetts and her sisters.

That such an office had been suggested quite early in the history of the State is highly probable, for Mr. George Churchill, of Madison county, introduced a bill, in the legislative session of 1838-9, for the election of such an officer, but it got no farther than the committee to which it was referred. This is by no means the only instance in which Madison county men were identified with plans that promised educational progress long before the enactment of the law of 1855.

At the special session of the legislature held in 1839-40, Senator Richard B. Servant, from Randolph county, made a second effort to provide such an officer. The bill seems to have excited warm discussion, but it was received with ridicule rather than with favor, one Senator opposing it on the grounds of expense. Mr. Pillsbury quotes him as saying: "Gentlemen appeared to think that the appointment of a schoolmaster-general and his traveling about the country would educate our children as if by magic. What could the superintendent learn of the wants and conditions of the schools more than is known by the representatives of the people? He was for such a system of common-school education as would diffuse its blessings over the State. In this respect he yielded to none." The friends of the measure were willing to reduce the salary of the office to \$1,000 in order to meet the objection raised by the watch-dogs of the treasury, but it was of no avail. It was opposed from another quarter by the assertion that at least nine such officers were needed, one for each judicial district, and that one would be a waste of funds. The bill made no progress, but fourteen senators registered their votes as favorable to the measure, and that was at least a promise for the future.

On January 13, 1841, a memorial prepared by a committee of the Illinois State Education Society was presented to the House of Representatives of the General Assembly. It submits the following petition and suggestions:

Let a superintendent of common schools be appointed—a man of talents and yet a laborious and self-denying man; one who would go out into all the dark corners, as well as bright spots of the State, and labor day in and day out for the improvement of our common schools. Such a man would be of great use, not only in awakening the public to the importance of education, but for the collection of facts for the information of your honorable body and the people. He would associate with all classes of the community, from the cabin to the mansion— from the humble teacher of the humblest school to the most learned professor—and advise you of their feelings and views. He would note the practical operation of the system, and suggest for your consideration where it could be improved.

He would (a matter of no mean moment to the success of common-school education) do much toward bringing about a steady and uniform administration of the law.

Your memorialists would also suggest that, as a matter of economy, a man of established virtue — of much experience; one who is familiar with the habits and feelings of our people; a man whose mind is well disciplined — should be placed at the head of this department. The interests involved are so various, so momentous, that the best mind in the State should be set to watch over them. Should the right sort of man be selected, and paid out of the general school fund, he will save to the general and township funds, by looking after their interests (aside from all other benefits resulting from his labors) a sum at least equal to his salary.

Your memorialists would also suggest, that if any regard is due to the example and experience of other States, who have found a superintendent necessary to the success of their efforts in behalf of common-school education, you are strongly urged thereby to appoint a superintendent for the State of Illinois.

This memorial was signed by twelve members of the committee.

One of the signers merits far more than a passing mention, not only in connection with the topic under consideration but also with regard to the whole popular education movement. He and the others were predestined to disappointment at this time, for the legislature refused to incorporate the reform into the School Law of 1841, which repealed all previous laws and created a new act of one hundred and nine sections. John S. Wright, however, did not despair. He was a Massachusetts man who had come to Chicago, at the age of seventeen, in 1849. Mr. Pillsbury is authority for the statement of Hon. John D. Caton, eminent in the early history of the State, that "as he looked back over the past and noted the successive steps in the progress made in Illinois and the neighboring States during the past fifty years, he without hesitation gave John S. Wright the credit of seeing more clearly than any one else he had known, the possibilities of this part of the country and just what measures must be taken and how, to make these possibilities realities." We shall hear of him again in connection with other projects for the promotion of education.

In the following year Mr. Wright again became active in urging the State Superintendent movement. In the March, 1842, edition of the *Union Agriculturist* he declared editorially that "Two things we consider absolutely necessary to create a system of common-school instruction adequate to the needs of our State — the appointment of a competent superintendent and the establishment of a teachers' seminary.

"The appointment of a superintendent — this is the first step to be taken. The members of the legislature have not the means of learning and they can not learn the wants of the State for educational purposes without employing a competent agent, who, by traveling throughout the State, will acquire facts and data upon which the legislature could act understandingly. Such a man would not merely visit the towns and villages where he would receive sumptuous entertainment and have the pleasure of addressing large audiences, but he would go into the sparse settlements, and by mingling with the farmers and obtaining their views learn what the people require. He would address public meetings, organize societies auxiliary to the Illinois Education Society, and awaken a deep interest in the subject wherever he went."

In the November edition of the same paper Mr. Wright continues an editorial discussion of the same topic. The editorial is headed, "A Superintendent of Common Schools." It is too long to be transferred bodily to these columns but may be found in full in the Illinois School Report of 1885-86. The purpose of the editorial was to secure the circulation of a petition to the General Assembly to so amend the School Law at its coming session as to provide for a State Superintendent of Schools. The main defects of the existing law are dwelt upon and the great advantages of such an officer are clearly and vigorously presented.

These petitions found their way in considerable numbers to the members of the General Assembly, but with the usual result. In explanation of the failure of the measure, Mr. Pillsbury says: "It was a bad time to secure any legislation looking to the expenditure of money, for the people had not recovered from the financial revulsion of 1837, and the State was on the verge of bankruptcy from the complete collapse of its gigantic schemes of internal improvements. The State was without means to pay its current expenses and meet interest accrued on its enormous bonded debt of over \$15,000,000. Its warrants were not worth more than fifty cents on the dollar. The Governor, in a message, said that candles worth cash thirty-seven and a half cents a pound cost the State one dollar in its paper, and other things in proportion. One county petitioned to be relieved from the payment of taxes on the ground that all of the money in the county would not suffice to pay them."

Whatever may have been true of others, Mr. Wright did not give up the battle. He was the editor of *The Prairie Farmer*, an agricultural paper that had the field quite to itself in the forties and the fifties, and he made it a voice for those who were endeavoring to build a school system in those early days. In the May number, 1844, he proposed an Educational Convention to be held in October and with a preference for Peoria as its meeting place. The convention was held and continued its sessions for three days. A report of the meeting may be found in the volume from which the preceding quotation was made. The first paragraph of the report suggesting amendments to the school law runs as follows:

The Common School Convention, convened at Peoria, October 9, after due deliberation, offered the following system as amendatory to our common-school laws:

1. That there be one general State Superintendent appointed by the Governor, who shall have a liberal salary, to be paid out of the State treasury, who shall visit all of the counties of the State, so far as practicable, address the people on the subject of common schools, confer with the county superintendents as to the best mode to be adopted, and learn from them the condition of the schools within their respective counties and report the result of his labors to the next General Assembly, and suggest such amendments and alterations as he may deem necessary to perfect a general system of common schools.

This memorial contained several other items of interest which will come up in their appropriate connection. It was written in full by Mr. Wright, the secretary of the convention, who presented it to the legislative committees and gave the arguments for the adoption of its recommendations. The document was received with sincere respect and it was ordered that 5,000 copies be printed for the use of the members and for the information of the public. It is interesting to note that Mr. Wright had suggested, as one of the powers of the contemplated official, the grant-

ing of State certificates to teachers. Indeed, he seems to have anticipated a large share of the reforms that the last half century has succeeded in accomplishing.

A bill was introduced containing the suggestions of the memorial, but it shared the common fate of reform measures. Many of the features recommended were eliminated by successive amendments. One thing was accomplished, however, for a bill making the Secretary of State *ex officio* Superintendent of Public Instruction ran the gauntlet and received the approval of the Governor.

The office of State Superintendent of Public Instruction was created by an act entitled, "An act to establish and maintain common schools," and was approved February 26, 1845. The fifth section of this act made it the duty of the officer to report to the Governor, on or before the fifteenth day of December, 1846, the condition of common schools in the several counties of the State; the number of scholars in each county; the number taught by males, and by females; the number of scholars in attendance and the number in the county under twenty years of age; the amount of township funds; the amount annually expended for schools; the amount raised by an *ad valorem* tax; the number of schoolhouses, together with such other information and suggestions as he may deem important, in relation to the school laws, and the means of promoting common-school education throughout the State.

FIRST EX OFFICIO SUPERINTENDENT OF PUBLIC INSTRUCTION.

The honorable Secretary of State in 1845 was Thompson Campbell, hence upon him devolved the honor and responsibility of the first *ex officio* Superintendent of Public Instruction of the State of Illinois. The first report from the new office reached its destination in due time and was by the Governor transmitted to the "Speaker of the Senate" on the twenty-first day of January, 1847. Five thousand copies were ordered printed.

In securing material for his report Mr. Campbell addressed a circular to each of the school commissioners, soliciting the information to be embodied in his report. It is an interesting comment on the conditions of the times that he was unable to receive replies from forty-five of them. His information, therefore, was far from complete. The duties of the office of Secretary of State were enough to occupy his entire attention and it was with regret that he attempted to add to his burdens those of the new office. He had little time to follow up the delinquent commissioners and wrest from them the statistics for which the law called. The following summary will be found instructive:

In the fifty-seven counties reporting there were 1,592 schools, 46,814 scholars, 155,715 persons under twenty years of age, 1,328 schoolhouses, and 1,535 teachers, of whom 484 were females. The amount raised by taxation is \$8,763, and the average of the teachers' wages was \$12.90. A little start had been made at district libraries as twenty-one were reported. Of the amount raised by taxation \$5,204 came from Cook county. To point a moral the report says: "And what has been the result? Their schools are in a most flourishing condition. They have erected large and elegant schoolhouses, procured competent and accomplished teachers, and have 2,095 children in daily attendance at these nurseries of learning." Let us indulge the hope that the salaries averaged more than \$12.90.

It is useless to dwell upon these statistics. They tell their own story. Illinois had been a State for nearly thirty years, yet she had made only a small beginning in the direction of popular education.

Reference has been made, on a previous page, to the changes in the law by the amendments of 1845. Under the discussion of the topic, The Certification of Teachers, the growth of requirements will be exhibited. Mr. Campbell was appealed to by countless correspondents in various parts of the State in behalf of the poor teachers whose lack of requirements doomed them to retirement, but he urged upon the examining authorities the necessity of adhering strictly to the letter of the law.

Under the Constitution of 1818 the Secretary of State was appointed by the governor. His term did not of necessity expire with that of the governor who appointed him. Lyman Trumbull was acting in that capacity when Governor Ford assumed office. After three months of service together, radical differences of opinion arose between them and Governor Ford removed the Secretary and nominated Thompson Campbell as his successor. The Senate at first refused to confirm the appointment, but wiser counsels subsequently prevailed and Mr. Campbell became the Secretary of State, and in due time the first Superintendent of Public Instruction. He resigned his office on December 23, 1846. He was a member of the Constitutional Convention of 1847, from Jo Daviess county, and engaged in so violent a debate with his colleague from the same county that a challenge to a duel resulted. Their differences were to be adjusted on the field of honor somewhere in the neighborhood of St. Louis, but the police got wind of the threatened encounter and opportunely interfered. He represented his district in the thirty-second Congress, but seems to have occupied no other positions of importance.

SECOND EX OFFICIO SUPERINTENDENT OF PUBLIC INSTRUCTION.

The second *ex officio* Superintendent of Public Instruction was Horace S. Cooley, who was appointed to succeed Mr. Campbell, December 23, 1846, as Secretary of State. He was the first incumbent of the office under the Constitution of 1848, which provided for the election of that officer. He died April 2, 1850, thus holding the office of Superintendent of Public Instruction for more than three years. He was succeeded by David L. Gregg, of Cook county.

In an earlier chapter the events of his administration have been given with some fullness. His report was submitted to the Governor in December, 1848. He prepared as an appendix to his report "An Appeal in Behalf of Common Schools," but the manuscript was mislaid by the public printer and was not discovered until three months later. It appears, therefore, as a separate publication.

THIRD EX OFFICIO SUPERINTENDENT OF PUBLIC INSTRUCTION.

The third *ex officio* Superintendent of Public Instruction was David L. Gregg, who served in that capacity for something less than two years. Mr. Gregg had been a member of the thirteenth General Assembly and was reelected to the fourteenth. He was a member of the Constitutional Convention of 1847 and a presidential

elector in 1852. His report was submitted to the Governor on January 10, 1853. It was very brief, consisting of an inconsequential introduction written by himself, a few pages of statistical information, and a number of valuable reports from the county superintendents. He had a suggestion with regard to the interest on the College and Seminary Fund which undoubtedly met the approval of the college men, for he recommended that a portion of it should go to their institutions and the rest of it to the preparation of teachers. He discouraged the amending of the school law, yet advised such a change as should give greater compensation to county superintendents and would permit a majority of those voting to determine the amount of tax to be levied for school purposes, instead of the requirement that a majority of the voters of the district must so express their desire. He reported the average wages of male teachers as \$20.59 and of female teachers as \$11.07. There were still 1,568 log schoolhouses against 925 frame, 137 brick and thirty-seven stone. There were 106 schoolhouses with more than one room and 108 school libraries. This discouraging exhibit was from but seventy-four counties. A fuller report might have presented a more cheering outlook.

FOURTH EX OFFICIO SUPERINTENDENT OF PUBLIC INSTRUCTION.

The fourth *ex officio* Superintendent of Public Instruction was Alexander Starne. He first appears in Illinois history as a member of the thirteenth General Assembly, from Pike county. He was returned to the House in the fourteenth and after sixteen years was elected to the Senate in 1870 and reelected to the same position four years later. In 1852 he was elected Secretary of State and was serving as *ex officio* Superintendent of Public Instruction when the law was changed. He was a member of the constitutional convention of 1870. He was elected State Treasurer in 1862 and was recognized as a man of prominence in his party. He died in 1882.

In the fall of 1853, three men, who were the first to move in the organization of the State Teachers' Association, went to Springfield to ask Mr. Starne, in his capacity of State Superintendent, to call an educational convention. This he declined to do, but consented to act with leading educational men in doing so. In consequence his name heads the list of signers issuing the call. The convention met, pursuant to the call, on December 26, 1853. One of the resolutions reported for discussion by the committee on business ran as follows: "That the convention recommend to the legislature the creation of an office of State Superintendent of Common Schools, with a sufficient salary to secure the undivided energies of a man in all respects competent for said office."

The convention resolved to appoint a committee to memorialize the legislature to pass acts carrying this and other reforms into operation. The committee consisted of D. C. Ferguson, of Chicago; C. C. Bonney, of Peoria; Lucius Loring, of Lacon; Prof. W. Goodfellow, of the Illinois Wesleyan University; W. H. Powell, of La Salle Institute.

It is not known how much this committee had to do with legislation on the subject here considered, but Governor Matteson included school legislation among the topics authorized for consideration in a call for a special session of the legislature to convene on February 9, 1854. He laid great emphasis upon the necessity of

early legislation in that direction, and thus not only afforded an opportunity for such action but made a place for it in the minds of the members by his sympathetic attitude.

Hon. Samuel W. Moulton, of Shelby county, was chairman of the House committee to whom the proposition respecting the State Superintendent was referred. He had demonstrated his interest in popular education and was to identify himself with the Normal-school movement by becoming its champion in the House three years later and by acting as president of the Board of Education of the State of Illinois for many years. He reported a bill creating the desired office and it passed the House by a vote of forty to eleven and the Senate by a vote of sixteen to five. While the matter was pending in the upper house, the zealous John S. Wright, on the 24th of February, 1854, sent "To the Honorable the President and the Senators of the State of Illinois" a communication which was most respectfully received and laid before the Senate. It ran as follows:

A meeting of the friends of education was held in Chicago on the 21st inst., to consider the recommendation of his Excellency the Governor, to create the office of State Superintendent of Public Instruction, when the following resolutions were unanimously adopted:

Resolved, That in the opinion of this meeting, the cause of popular education in this State requires the appointment of an efficient Superintendent of Public Instruction, with a salary sufficiently liberal to command the services of a gentleman of the highest talent and experience; and that this meeting petition the legislature of this State to create such an office at the present session, independent of any other office or place.

Resolved, That the rapid improvement of schools in those States where efficient and faithful Superintendents of Public Schools have been employed proves beyond question the advantage and necessity of such employment.

The undersigned had the honor to be deputed to present the resolutions to the legislature and urge the necessity of this office, but he finds with deep gratification that any effort on his part is unnecessary. The action of the House of Representatives — having yesterday passed the bill creating the office, with only eleven dissenting votes — strongly indicates the concurrence of the legislature in the earnest appeal of the Executive in behalf of this office; and instead of outside effort being required to secure the adoption of the measure, the friends of education have only to congratulate themselves that at length a legislature is convened that sees the necessity of doing something more than has hitherto been attempted to forward the great interests of *educating the people*, and that the first step in the onward march of reform is to get a wise, judicious, competent head to our system of public instruction, having no other duties to distract his attention and divide his efforts.

May we not hope that the Senate will do even better than the House and pass this bill without even one dissenting vote?

I would respectfully suggest that the salary (\$1,500) without traveling expenses is not what such an officer ought to be paid; but probably to attempt an amendment at this late day would not be expedient. The friends of education will supply any deficiency in the salary till the legislature shall again convene, when any necessary alteration can be made.

In conclusion, I can not forbear to express the deep, fervent thanks with which the adoption of this measure will be hailed by the earnest, devoted friends of education throughout the State. It is justly regarded — more than any one object presented for your consideration — as *the measure* of the session, and without the slightest hesitation or doubt will I pledge the united, efficient cooperation of the friends of education in the support of the superintendent in the discharge of his high, responsible duties.

God grant that a brighter day is to dawn upon us — that such a system of education may be speedily devised, adopted and enforced as shall give to every child within our borders, be he high

or low, rich or poor, the same equal and sufficient advantages to obtain a good education, and qualify him to discharge any duties in life, however exalted they may be.

I have the honor to be

Your most obedient servant,

JOHN S. WRIGHT.

What recompense shall a people return to one who devotes himself thus disinterestedly for years to their welfare? How can the historian give him that recognition that will preserve his name from the quick forgetfulness of the years? Let the children learn of his long service in their behalf and pass his name along to the new generation as that of one who merits the endless gratitude of a great people.

Seven days later the Senate passed the bill with the vote given above. And at last the goal is won. The schools have their superintendent. And what have the successive occupants of that high office not done in the promotion of the cause they were elected to serve? Realization has far outrun expectation and the progress of education is mainly exhibited by a narration of the reforms which they have brought to pass.

By an error in the law it was provided that the Superintendent should be elected at the general election in 1855 and every two years thereafter. Was this an error of an engrossing clerk? There was no general election in 1855. It also provided that the Governor should appoint a fit man to hold the office until the election. The duties of the office have not radically changed from that day to this, but the first incumbent was to recommend the most approved text-books, maps, charts and apparatus, and to urge uniformity in the use of the same; and it was made his duty to report a bill for a school law, as is shown on another page.

THE FIRST SUPERINTENDENT OF PUBLIC INSTRUCTION.

The Governor selected as the first State Superintendent of Public Instruction Hon. Ninian W. Edwards, a brief sketch of whom appears elsewhere.

He faithfully obeyed his instruction with regard to the preparation of a bill for a school law. He was far in advance of his time on educational lines, as may clearly be seen by a perusal of what he submitted to the consideration of the General Assembly. Had that honorable body seen fit to enact his bill into a law Illinois would have had a statute in many particulars superior to what now ambiguously adorns the pages of her statute book.

Because of the error in the law his appointment held until the general election of 1856 and enabled him to hold the office until his successor was chosen and qualified. He engaged in the exercise of his duties with the greatest enthusiasm and industry. He studied existing systems and combined the best features that he could find in all of them in his draft of the proposed law. This done, he visited all of the counties in the State and instructed the people with regard to its provisions, and urged them to press its advantages upon the attention of the lawmakers. The bill is given in full on an earlier page. The Teachers' Institute being in session in Peoria he appeared before it and explained what he had done for the consideration of the General Assembly. The Institute appointed a committee, consisting of Bronson Murray, C. C. Bonney and Simeon Wright, to go over the measure and pass judgment upon it in the interests of the organization.

The bill met with almost unanimous approval in the Senate; there were but three votes against it. It was less fortunate in the House, where it was at first defeated, but was saved by a reconsideration and by the sacrifice of some of its most valuable features, notably the section making the township the territorial unit instead of the district. One can but speculate upon what might have been accomplished in all of these intervening years but for the defeat of that single section. The district system then fastened upon the people has withstood all of the cannonading that has been directed against it for a full half-century and is to-day, seemingly, as far from deserved death as ever.

This great protagonist of educational reform was astounded by what he found in his campaign for the new law. Existing conditions were anything but encouraging. There was nothing approaching a unanimous sentiment in favor of the free-school system, the opposition being very bitter in the southern part of the State. But the method of collecting and distributing the State tax settled the matter in its favor. Property was to pay the bills, and the distribution was made on such a basis as to favor the poorer counties. Two-thirds of the income went to the counties in proportion to the number of minors and the remaining third on the area of the school units. Thus the enemies of the measure were the greatest gainers. Cook county was the richest of the counties because of the city within its borders. It paid in the first year more than sixty thousand dollars and received back less than half that amount. The other thirty thousand went to the poorer counties, which received far more than they contributed. The two-mill provision was always popular in the sparsely settled districts and correspondingly unpopular in the centers of population.

SECOND SUPERINTENDENT OF PUBLIC INSTRUCTION.

The second Superintendent of Public Instruction was William H. Powell, of La Salle county. He was nominated for the office in 1856 by the delegates of the new Republican party and was duly elected the following November. The term was but two years — a grave mistake which was soon to be corrected. So brief a tenure was fatal to any superior success, as one was no sooner beginning to be at home in his position than he was called upon to fight for his official life.

Some of the historians have confounded William H. Powell, of La Salle county, and William B. Powell, at one time a resident of La Salle county but later a resident of Kane county, where he was for several years superintendent of the schools of Aurora. Mr. W. B. Powell was a candidate for the office of State Superintendent in 1874, being the nominee of the Republican party. That was a year of political upheavals and Mr. Powell went down to defeat with his party. He was a candidate for the nomination four years later, but was defeated in the convention. His prominence in connection with this office accounts for the historical error. Mr. Powell was called from Aurora to the superintendency of the schools of Washington City, where he remained for several years and attained a most enviable repute. He will appear elsewhere in these chronicles.

W. H. Powell had been active in the promotion of the cause of education. His name appears in the early reports of teachers' meetings, especially in connection

with the State Teachers' Institute. He was elected president at the Peoria meeting, in 1854. At the Springfield meeting the following year, the Institute determined to express its preference for first and second choice of a candidate for the office of Superintendent of Public Instruction. Within a few months the political parties would have their men in the field soliciting the votes of the people. It was an effort to eliminate the political feature in the selection of a man for an educational office. It was thought that neither party would care to run the risk of defeat by the nomination of a man who should be unacceptable to the school people. W. H. Powell, Newton Bateman, Ninian W. Edwards and Prof. J. B. Turner were nominated as candidates for the ballots of the Institute. Mr. Edwards and Professor Turner declined to be considered. When the ballots were counted it was found that Mr. Powell had received twenty-four; Mr. Bateman, seventeen; Dr. Cutcheon, of Peoria, four; Simeon Wright, two; Rev. J. Blanchard, of Knox county, three; Rev. J. F. Brooks, four. Dr. Cutcheon does not again appear in educational history. Mr. Brooks was a zealous worker for education, but only incidentally. Simeon Wright was a most useful and most skilful worker with men and receives merited mention elsewhere. Mr. Blanchard will again appear as a college president. Dr. Bateman's name was to become a household word.

An attempt was made to nominate Mr. Powell for first choice by acclamation, but it was unsuccessful, Mr. Bateman receiving thirty-four votes to his twenty-six. When it is remembered that Mr. Powell was nominated by one of the great political parties and elected by the people it will be seen that what the teachers in their Institute had to say about the matter counted for something so far as their second choice was concerned.

Under another caption will be found a discussion of the administration and reports of Mr. Powell.

THIRD SUPERINTENDENT OF PUBLIC INSTRUCTION.

The third Superintendent of Public Instruction was Newton Bateman. In 1855, the Teachers' Institute held its annual session at Springfield. Mr. Bateman was at that time principal of the West Side Union School at Jacksonville, and was also the county superintendent for Morgan county. He was present at this session of the Institute and came to the front by natural gravitation. The record says that he "delivered an instructive and interesting address upon the subject of popular fallacies in teaching." He made the report of the Committee on School Government, for which he received the cordial thanks of the Institute. It is thus seen that he was already prominent among the school people. He was now thirty-three years of age and at the threshold of his notable career. A friend who knew him intimately thus writes to Mr. Pillsbury about him: "Newton Bateman came to the office as the second elected superintendent while the office was yet a new one, and it was his lot to shape its work so far as it was not shaped by law. He had the great advantage of enjoying the confidence and good will of the teachers of Illinois, and this he never lost. His work was partly *official*, i. e., what by law falls to the office; but I think his reports and discussions of educational questions, his addresses to the people and teachers, his work with the legislature to secure amendments to the

law from time to time and to prevent unwise tampering with it — these held the public confidence and did great good. He had good judgment on questions brought officially before him; he was judicial and judicious. He has been called the Horace Mann of the West; but he was less original than Mann and less a warrior; he had less opposition. His work was a steady, judicious pressure upon public opinion, and upon the character and work of teachers to elevate and inspire both. He was no politician; he was able to carry his points in legislation by their considerate reasonableness, and not by urgency or balancing of interests. He felt deeply on all subjects; during the war he bore the burden of every battle as if his own brother and children were wounded and slain. So he carried his sympathy, his feelings, his sense of justice into all his vast correspondence."

Newton Bateman was born at Fairfield, New Jersey, on July 27, 1822. He was descended from English and Scotch ancestors and bore in his person and his character the marks of both. His parents came to Illinois in 1833, and the boy of eleven began the life of a western pioneer. He early developed a love for learning and through his own efforts won his education, graduating from Illinois College in 1843.

The original idea of his alma mater was the preparation of young men for the Christian ministry, and his susceptible nature ardently responded to the influences that environed him. Immediately after graduation he entered Lane Theological Seminary, where he remained for one year. Finding his health unequal to the task of completing his course he gave up his ambition and spent a year in travel. In 1845 he became a teacher, engaging as instructor in an English and classical school in St. Louis. He had found his life-work, and henceforward devoted himself to it without interruption, for the rest of his working life. Without the laying on of hands and of clerical anointing he was to become a preacher, a lay preacher of personal and national righteousness, until the end. His early predilection strongly marked his attitude toward all questions and even gave a certain character to his dress, for he could easily have been mistaken by his appearance for a clergyman. He was short of stature, with a large, well-shaped head, a stout frame and a sensitive and sympathetic face. Occasional excerpts from his reports will indicate his fondness for the themes that engaged his eloquent pen. He was widely known as an orator of unusual power and was recognized as an educational leader of national repute.

From 1847 to 1851 he was professor of mathematics in St. Charles College, Missouri. In the latter year he returned to Jacksonville and became the principal of the West Side Union School. He remained there for seven years; during the last four he added to his regular duties those of county superintendent of schools of Morgan county. In 1858 he was nominated and elected Superintendent of Public Instruction of the State of Illinois, and assumed the duties of that office in January, 1859. He was soon thrown into intimate personal relations with Abraham Lincoln and enjoyed the warm friendship of the great Emancipator. A completer biography will be found on a later page.

His first report is a small volume of 132 pages. It was submitted to Governor Wood on the 15th day of December, 1860. The country was aflame with excite-

ment and the trying years, the pitiful years, the heroic years, were immediately before the unhappy country.

As Mr. Bateman was now entering upon the duties of his responsible office he deemed it wise to lay down the fundamental principles out of which systems of public instruction at state expense and under state and local control emerge, and to judge of existing instrumentalities from the standpoint which they afford. He says: "These principles are: The just moral claim of every child in the commonwealth to an education commensurate with the importance and dignity of his obligations and duties as an upright and loyal citizen; the corresponding obligation of the State to make adequate provision for such an education for all; the inseparable relation of universal intelligence and probity to the strength and perpetuity of a republican government.

"Recognizing the truth and validity of these principles and the duty of incorporating them more fully into the permanent educational policy of the State, the General Assembly, in February, 1855, passed 'An Act to Establish and Maintain a System of Free Schools.' This was the first strictly *free-school* law ever adopted in the State, and although amended in 1857 and 1859, most of its essential provisions remain unchanged.

"Notwithstanding acknowledged imperfections, the educational interests have advanced and are now advancing, under the beneficent provisions of this act, with a steadiness and rapidity scarcely anticipated by the most sanguine of its friends; and which may challenge comparison with the progress achieved in any other State within the same number of years."

The statistical information is extremely interesting to the student of social progress. The number of schools is increasing at the rate of approximately 800 a year. The number of male teachers exceeds the number of female teachers by about 2,000. That condition of things will soon suffer radical change, for the bugles will call the young men of the country to the tented field and the women will take their places in the school.

The highest monthly wage for a man in 1860 was \$180 and for a woman was \$75. Set over against these figures \$8 and \$4, respectively, as the minimum wages. It is evident that the high figures represent isolated cases, as the average monthly wage for men in 1859 was but \$29.42 and the following year was 60 cents less, while for women they were \$19.20 in 1859 and but \$18.80 in 1860. These exhibits hardly sustain Superintendent Bateman's optimistic note of progress. County institutes were held in forty-four counties, indicating that this agency for the preparation of teachers was coming into use.

The period from 1856 to 1860 was marked by extreme financial depression. The effect upon the schools is indicated by the reduction of the average monthly wages of male teachers from \$45.33 to \$28.82 and of female teachers from \$27.10 to \$18.80. Teachers' salaries are among the first to drop in times of financial stress and among the latest to respond to the return of prosperity.

The new school law was on trial and was undergoing no little adverse criticism. Superintendent Bateman was satisfied, after carefully canvassing the situation, that this was not due to the unwillingness of the people to assume the burden of taxation,

but to a misapprehension of the law and of the duties incumbent upon the school officials. He therefore began a systematic course of instruction through circulars and through the *Illinois Teacher*, and also through the assistance of the public press. As an immediate consequence complaints diminished in number and in vigor, although there was a strong sentiment in favor of the repeal of the law and of the enactment of a new and quite radically different law. The more conservative element prevailed, however, and adopted a policy of successive amendments as time should reveal the wiser course to be pursued. It was clear that the people of the State must learn by experience how to conduct the splendid enterprise which they had undertaken.

Superintendent Bateman attacked the situation at its most vulnerable point. The law of 1855 had not made school visitation obligatory upon the commissioners. He recommended such a requirement, realizing that supervision of an intelligent character is indispensable to the efficiency of school systems. As an entering wedge he advocated a compensation of not more than \$3 a day for not more than one hundred days in any one year. He made an unanswerable argument in favor of his suggestion; but of all conservative bodies, educational officials are usually most conservative. The reform was sure to come in its own time, but at the expense of thousands of children. Many of the commissioners were engaged in other occupations of necessity and had slight interest in education. If they had chosen to visit schools they would have been but blind leaders of the blind. Their interest ended with the securing of the commissions arising from the sale of school lands and from the distribution of the school funds. There were notable exceptions here and there, but the emoluments of the office were insufficient to attract in any considerable numbers genuine educational leaders. As we shall see, it was to be a long and persistent struggle, a battle lasting for a full half century, before the county superintendent, the successor of the school commissioner, was to receive such compensation as to attract to the office in encouraging numbers a superior class of educational men and women.

He also recommended the making of the minimum school age six years instead of five. Many thousands of children under six were reported as enrolled in the schools.

With regard to certification he recommended a system including two county certificates of first and second grade, respectively, good for two years and one year, and a distinct certificate good for six months in a given district only, and a State certificate to be issued by a State Board of Examiners. The General Assembly approved the suggestion respecting the county certificates, as will be seen later. Other minor amendments were also suggested, but they were not of sufficient importance to claim especial mention.

The General Assembly made some advantageous changes in the school law in the session of 1859. Instead of electing three directors annually the tenure was changed to three years with the election of one each year, thus making the board a continuous body. As the method has now been in vogue for more than half a century, and as all attempts to change from a district to a township system have been unsuccessful, it is a fair conclusion that the people are wedded beyond the hope of divorce to this absurd and outgrown scheme.

The superintendent discussed exhaustively the question of teachers' institutes. If the topic had not long since passed beyond the realm of debate and become one of the established features of school administration, a summary of his arguments would be suitable for these pages. It was to be more than a quarter of a century before the reform for which he pleaded was to be accomplished, but it was to come in its own time and through the energetic administration of a later superintendent.

Several pages of the report are devoted to the subject of primary instruction. It is an interesting commentary on the lack of books for teachers, that a public document of this character should be obliged to serve the purposes of a treatise on the methods of the elementary school. Side-lights of this sort indicate the primitive condition of public education fifty years ago. It is doubtless true that Superintendent Bateman realized the necessity of dealing with these seeming commonplaces, in the absence of suitable publications that he could commend to teachers. He seemed not only burdened with the duties of an administrative officer but also with the added obligation of furnishing pedagogical treatises for the use of the immediate teachers of the young. It was not far from this time that the pioneer volume for the teacher, "Page's Theory and Practice of Teaching," made its appearance and thus became the honored forerunner of those almost countless volumes that crowd the libraries of the modern progressive teacher.

For the improvement of the physical conditions of the school, Mr. Bateman published an admirable chapter on School Architecture. That it was a timely publication is demonstrated by a single illustration out of many that are available: "The furniture of a certain schoolhouse consisted of a square, pine table, roughly constructed, for the teacher; desks of the same material, not planed, eight feet long, with slabs of the same length for seats, supported by rough sticks driven into auger holes and protruding an inch above the slabs, for the pupils. The rest of the equipment corresponded in style and finish. Upon these fixtures, fit only for kindling wood, and worth less than \$5, there were cut, carved, marked and scratched, the likenesses of things in the heavens above, the earth beneath, and in the waters under the earth." The stock argument used by directors in opposing anything in the way of improvement was the statement that the pupils would treat anything superior to this style of equipment in the same ruthless fashion, hence it would be an exhibition of the sheerest folly to subject a district to such unnecessary and unwise expenditure. He considered exhaustively the whole question of schoolhouse construction and equipment and the discussion may profitably be reread to-day, although a half century of progress has intervened with its remarkable development of hygienic knowledge. It should be remembered that these utterances of Superintendent Bateman were among the earliest pleas for the recognition of scientific principles in the construction and furnishing of schoolhouses, as well as for the artistic treatment of school grounds.

A full third of the report was devoted to the State Normal University, which had now been in operation three years and had already made a strong impression upon the teaching force of the State. To this subject the writer gave himself with more than his accustomed enthusiasm. To that institution he looked with the fondest hopes. He treated the whole subject of the professional preparation of the teacher

with the vigor and eloquence which characterized the entire report. A quotation will furnish the reader with the generous method which he employed in dealing with educational themes: "Did the Central Railroad Company entrust the survey of its lines, the description of its graceful curves, the adjustment of its numerous grades, to a mere novice; did a carpenter's apprentice throw that splendid bridge across the Illinois at La Salle? Who poised that miracle of strength and beauty above Niagara's 'Hell of waters'? Was the achievement of the suspension bridge a mere lucky hit, a first attempt of the illustrious Roebling, or was it the great fruition of his life, after years of profound study, repeated experiments and many failures? Did the Crystal Palace at Sydenham spring at once, resplendent in its airy beauty and faultless proportions, from the hand of Paxton, or did it lie in his mind, a beautiful dream, a 'palace of the soul,' long before it rose, a poem of glass and iron, to challenge the admiration of Britain and the world? Who can tell the tough problems in mechanics, in the strength of materials, in the laws of architecture which he was compelled to toil through; or the miniature palaces that were reared and crushed in despair, before the bright creation was complete? Was a man ever born a sailor; was the quarter-deck ever gained in a step; does the muscle necessary to haul upon the halliards or pull the royal imply the seamanship necessary to lay the ship on her course and rectify her longitude by an astral or a solar observation? Would you trust your life or your merchandise for a voyage across the Atlantic to a freshly shipped deck hand, or to a veteran who had gained the captancy by having passed through every grade of the service, whose courage had been tried in many a storm, and whose knowledge of nautical astronomy had been proved by bringing his vessel safely to her moorings a hundred times?

"What accomplished farmer would risk the care of his herds and horses, or the tillage of his broad acres, to one ignorant of stock, unable to distinguish the properties of soils, ignorant of all rules of practical husbandry, incapable, it may be, as the governor of a certain western State, of distinguishing a field of wheat from a field of oats? Do not all of these things require long, patient, progressive instruction, discipline and experience? If you wished the portrait of some illustrious statesman, some cherished benefactor or friend, to speak to you from the living canvas as only the works of genius can, would you give the commission to a house and sign painter, a mere pretender to the divine art? Would you have the crude production of inexperience or mediocrity at any price?

"Now in all of these pursuits the absolute necessity of *preparation*, of earnest, well-directed study, of special professional training, of express knowledge, both scientific and practical, is unhesitatingly admitted. No one pretends to doubt or question it. The same principle, the same conditions of success, the same immutable necessity of express preparation, undoubtedly apply to the science and art of teaching. Is it reasonable, then, to deny in the latter case what is affirmed in the former? Is it logical to admit the legitimacy of a conclusion under given conditions in one case, and reject the same conclusion under precisely similar conditions in another case? But it is said that the instances cited are not parallel — that I have misled the mind by plausible but false analogies? Is it said that the enterprises alluded to are more difficult, more complicated than that of teaching, and hence that a less

amount of previous training is required in the latter case than in the former? Or is it insisted that the consequences of ignorance and failure are more disastrous in the former pursuits than in the latter, and therefore the motives to experience and skill on the part of engineers, mariners and farmers are weightier than in the case of teaching? If this be so, it is indeed a valid argument against our position. But is it so?

“Is it more difficult to survey the path of a railroad than to map out a life? Is there not a more fearful whirlpool into which the young may plunge than that which boils beneath the Suspension Bridge? Is the moral mechanism which spans the abyss of vice and crime with the solid arch of truth and virtue less complicated than that required to stretch the iron rail securely across the watery gulf? Is it more difficult to guide the ship across the sea, amid surfs and breakers and foam-crowned billows, than it is to guide the wayward, ardent nature of a child on its eventful voyage across the sea of life? Does it require a profounder analysis, a nobler husbandry, to know when and how to drop the seed of corn and wheat into the shower-softened fallows of a literal soil, and rear the waving grain to its maturity of golden beauty, than it does to sow invisible seed in the moral garden of the heart and conscience, and train the plants of knowledge, truth and love to a fruitage of more than earthly beauty and glory? Is the former harvest richer and better than the latter? Did painter or sculptor ever receive such a commission as that entrusted to the teacher? Does he not trace lines upon imperishable tablets — is not his limning upon immortal canvas? Is it not true that his work, be it good or bad, will survive when the stars have fallen and the sun is wrapped in eternal eclipse?”

This somewhat extended quotation has been made for the purpose of exhibiting Mr. Bateman's method of arousing in the minds of his readers a favorable consideration of his contentions. In the reports of no other superintendent in the succession from his time to the present shall we discover its literary parallel. Rather florid and over-abounding in rhetorical figures, it must be conceded, but well adapted to secure a reading and to the disarming of opposition. It must be admitted that he was stronger with the pen than in the immediate and personal contact with members of the General Assembly in the committee rooms of the capitol, where legislative bills were to be hammered into shape and where opponents of a more liberal and efficient school law were to be silenced by the fearless and tireless work of an aggressive protagonist.

The remainder of the volume is principally occupied by the report of Principal Charles E. Hovey, of the Normal School. He discusses the organization of the school, the course of study, the internal management, and displays as clearly as a verbal description can present such matters, the work which the institution is endeavoring to perform.

The Fourth Biennial Report of the State Superintendent of Public Instruction was submitted to the Governor the 15th day of December, 1862. It covered the two years beginning October 1, 1860. When the preceding report appeared the result of the quadrennial presidential election was known, and, as has been stated, the country was aflame with excitement. And now the country was in the second

year of the dreadful Civil War. Many disasters had attended the armies of the North. Republican institutions were trembling in the balance, as the crucial test proceeded to its happy or fateful conclusion. Meanwhile the children were growing and their education was an imperative duty. On October, 1861, there were fewer schoolhouses reported than in the previous year, which indicates that some of them had been destroyed or abandoned, or that some of the county superintendents had failed to report. The number of male teachers had fallen off only one hundred and twenty, while in 1862 there were fewer than in 1859, notwithstanding the increase in population and in the consequent number of schools. Salaries continued to decrease and there was everywhere indication of an arrest in the development of our institutional life.

Four hundred graded schools are reported for 1862, but Superintendent Bateman questions the accuracy of the report. He says: "We have graded schools which in their principles of classification, courses of study, ability of teachers and thoroughness of instruction are not surpassed by those of any other State within my knowledge, and I have visited several of the best graded and high schools in each of the principal cities of the Union. But that we have four hundred such schools is more than truth will warrant us in assuring ourselves. It is probable that, except in our cities and larger towns, very crude ideas are entertained by many school officers and even by teachers as to what a graded school is, and hence that not a few schools are reported of that class which have no claims at all to be so designated." It appears that in many instances schools employing more than one teacher were so designated, although the pupils were divided among the teachers on the basis of numbers and not at all on the basis of advancement.

In order that officials might henceforward understand the nature of a graded school a careful definition was presented and its application illustrated. Moreover, an elaborate argument, presenting the advantages of such a school over the primitive, ungraded school, was furnished and serves in a striking way to show the slight advance beyond the ideas of two centuries ago that had been made in many localities fifty years ago. These features of the report are dwelt upon to exhibit the work that Mr. Bateman found it necessary to do and also to show the sincere and skilful way in which he devoted himself to the task. The previous superintendents had either failed to realize existing conditions or had been unprepared to deal with them after the method of a wise schoolmaster.

The General Assembly of 1861 amended the law for certification, providing for three county certificates, as recommended by the superintendent in his third annual report. The act of 1855 provided for only one grade of certificate, which was valid for two years in the county in which it was issued. No distinction was made between the experienced scholar and the novice. Regarding such a system as unjust and injurious, the educational sentiment of the State agitated the subject so vigorously that the legislature responded with three certificates, a first grade valid for two years, a second grade valid for one year, and a third grade valid in a given district for six months.

The examinations for the three certificates were upon identical subjects—spelling, reading, arithmetic, grammar, penmanship, modern geography and history of the

United States. The grade of the certificate was determined by the relative degree of excellence of the candidate's examination. The superintendent formulated a basis for the determination of the grade and pleaded, with his accustomed earnestness, for a conscientious discharge of the duties imposed upon the examiners.

A second recommendation of the superintendent was also embodied in the law. He was authorized to grant life certificates, valid throughout the State, under conditions substantially determined by himself. He was authorized, at his option, to assume the whole responsibility of the examination personally or to appoint a committee for that purpose. He chose the latter method and the precedent thus established has usually been followed since.

The first examination under this provision of the law was held at the State Normal University, on the 2d and 3d of July, 1861, at which five teachers passed successfully. The second examination was held at the high-school building, at Bloomington, on the 24th and 25th of December, 1861, at which eighteen were successful. The third was held in the high-school building, in Springfield, on the 6th and 7th of August, 1862, at which nineteen diplomas were granted. The superintendent ruled that Normal graduates of assured success as teachers were eligible for certificates and he, therefore, awarded nine at the end of this first series of examinations. This policy was discontinued after a few years, for reasons best known to himself but without sufficient warrant in fact. It should have been continued, as there was no statutory provision against it and as its legality was not questioned. Detailed descriptions of these first examinations may be found in the report under consideration by the educational antiquarian, should he care to avail himself of them.

The pertinacity with which State superintendents followed up the discussion of teachers' institutes should have been more successful in achieving substantial results. The seventy-first section of the school law authorized county courts and boards of supervisors to make appropriations for their support, but public sentiment was not yet aroused to the point of securing action on the part of these bodies except in comparatively few counties. In general it may be said that where there were energetic school commissioners all of the privileges of the law were utilized. Where there were not, but little was accomplished beyond what a low public opinion seemed to be satisfied with. Superintendent Bateman formulated a plan for their organization and maintenance, but we shall be obliged to wait until the days of Henry Raab and his remarkable assistant, William L. Pillsbury, before we shall be able to chronicle much in the way of substantial success. The scheme here referred to recommended a State appropriation of \$2,000 per annum as an institute fund. All institutes were to be held under the direction of the Superintendent of Public Instruction if they were to participate in the appropriation. No institute was to be held officially except upon the application of at least twenty-five acting teachers of a county, made to the superintendent through the commissioner of schools of the county. Upon the receipt of such an application it was to become the duty of the superintendent to call, organize and conduct the institute either in person or by proxy. Each person appointed and employed in the conduct of the institute was to receive as compensation the sum of \$2 a day and all necessary traveling expenses. All bills were to be properly certified and sent to the superintendent. No institute was to continue for less than five days.

Some of the remaining features of this report were: A strong plea for making the office of school commissioner of some educational value; another careful discussion of the township system; a recommendation that trustees be elected one each year; a plea for allowing teachers pay for the time spent in attending institutes; a vigorous commendation of the *Illinois Teacher*; an urgent appeal for additional sinews of war for the office of the State Superintendent. It is interesting to note that the entire appropriation for the office was \$2,400, the superintendent's salary being only \$1,500 and that of a clerk \$750.

There is an essay on "The School and the State," meriting a place in permanent educational literature, and another on "Moral Education" which is worth studying for additional light on our present problems.

The voice of the people called the Democrats into power in 1862 and Mr. Bateman was succeeded by John P. Brooks. He was soon to return, however, and we shall hear much of him for several succeeding terms.

FOURTH SUPERINTENDENT OF PUBLIC INSTRUCTION.

Mr. Brooks served a single term of two years. His report covered the third and fourth years of the War. As would be expected, the unhappy struggle in which the nation was engaged told sharply upon all educational interests. Thousands of young men were missing their only opportunity to acquire a literary education, but they were undergoing an experience that would be of priceless value to them and to the nation.

The number of male teachers in 1864 was approximately one thousand less than in 1862. The women had come to take their places, their number having increased more than two thousand in the same period. It is quite possible that the educational revolution for which the war was mainly responsible in the early sixties would have occurred within the next score of years without so grave a cause, but it is certainly to be deplored that the male teachers threaten to become an extinct species.

The wages of the men had increased \$5 a month in the two years and those of the women \$3. Thirty dollars was now the average for the men and \$19 for the women. In certain localities there was a strong prejudice against the employment of women. Especially was this true in the counties of southern Illinois, in which the population was largely German. The necessities of the situation, however, were producing a change in sentiment which could not have been accomplished in any other way. The men were at the front and were not available. If there were to be schools the women must do the teaching, or at least a large part of it.

The enormous expenses incurred in carrying on the war had the logical effect of inducing economy in public expenditures where it was possible, yet the State was prosperous because of the high prices of farm products when estimated in the depreciated currency of the time. Corn sold at a dollar a bushel and a dollar was a dollar when it came to the payment of debts incurred before the war. The "green-back" was the only circulating medium, as the precious metals became matters of merchandise, whether coined into money or not, and their prices were quoted along with other objects of exchange.

A study of these old reports reveals the points of especial inefficiency in the school

law and the efforts that were making to improve existing conditions. There was one point upon which all leaders of educational thought and practice were agreed. It was obvious that little could be done in the way of improvement in the teaching of the children without a more efficient system of supervision. In consequence the reports were filled with discussions of methods of increasing the efficiency of the school commissioners. Following the lines established by his predecessors, Superintendent Brooks argued the question from every possible angle. One must conclude that educational reforms come with the greatest difficulty. These men talked against the north wind, for more than twenty years were still to pass before there was to be much in the way of relief.

Conventions of county superintendents are now familiar gatherings. Superintendent Brooks did a piece of pioneer work when he succeeded in getting twelve of the one hundred and two commissioners together on October 1, 1863, at Bloomington. He was so much encouraged with even this humble beginning that he called a second convention in Springfield on the 29th of December of the same year. Forty were present and the discussions were of the most practical character. This convention recommended several amendments to the school law, the first of which was the changing of the name of the county commissioner of schools to that of the county superintendent of schools. Provision was made for perpetuating the body as a State organization. Two men were selected as a committee to prepare a constitution. Their names were to become household words in educational circles. They were Daniel Wilkins, of McLean, and John F. Eberhart, of Cook.

As a further indication of what the school people were thinking about, the program of the State Teachers' Association is interesting. The tenth annual meeting was held at Springfield in December, 1863. Here are some of the topics that were discussed: Compulsory attendance legislation; an agricultural college; State teachers' institutes; an extension of the term of office of the school commissioners to four years; the management of the Illinois State Normal University. The following resolution shows that the hearts of the teachers were beating to the music of the Union:

That as the hands of traitors are still raised for the destruction of this, the best of governments, we feel it our duty to renew our expression of unswerving fidelity to our country, and pledge an unconditional support to every efficient means for the suppression of this unholy rebellion; that we will endeavor to instil into the minds of the rising generation a deeper love of freedom and of republican institutions, and a spirit of patriotism which will prompt them, if need be, cheerfully to lay down their lives in defense of their country.

On the subject of State Institutes the resolutions recommended an elaborate organization. They proposed a system of institutes under the auspices of the State Normal University, to be held in each and every county in the State. The plan contemplated the separation of the State into three districts of thirty-four counties each, to be known as State institute districts. The institutes in each district were to be conducted by a superintendent of institutes, assisted by such members of the Normal classes as might be designated by the principal of the State Normal University, and such other persons as by their experience should be competent to give instruction.

Institutes were to be held in each county of the State at such times as should be decided upon by the Board of Managers in cooperation with the school commissioners.

The Board of Managers was to consist of the faculty of the Normal University and three superintendents of institutes to be appointed by the State Board of Education.

The county commissioner was to be the president of the institute in his own county, although the institute might elect at its option. He was authorized and required to give notice of the institute in the county papers and by circulars sent to each town in the county and also to provide a suitable place to hold the institute.

The course of instruction and the statistics of each institute were to be reported by the superintendent to the principal of the Normal University, and by the school commissioner to the Superintendent of Public Instruction. Teachers were to be permitted to close their schools during the sessions of the institute and they were to receive their pay as if their schools were in regular session, provided they attended the meetings.

A committee of five was to be appointed to elaborate the details of this plan and to embody its provisions in the form of a bill to be introduced into the next General Assembly.

This elaborate plan came to little or nothing in the way of practical results. Its discussion assisted in keeping alive a warm interest in the institute question, and in that way served a useful purpose, perhaps.

It was further resolved by the Association that the term of office of the commissioner of schools should be doubled. We shall soon see that very desirable reform accomplished. But to return to the report of the superintendent.

Generous space is given to the Normal University. Unstinted praise was bestowed upon its management. The ordinary reader might conclude that the report expressed the general sentiment of the people respecting the institution. The conditions in that respect, however, were far from satisfactory. On the part of a considerable portion of the older teachers and school officers and, as well, of the legislators, there was a deep-seated prejudice against the whole scheme for the professional training of teachers. Unfortunately this sentiment was shared by a majority of the college and university men. The existence or possibility of a science of education and of a consequent art of teaching was flatly denied. President Edwards and his devoted associates at Normal were obliged to endure, with such philosophy as they could command, misrepresentation, abuse and ridicule in what they felt should be the house of their friends. The present generation can have slight conception of the heroic struggle through which the Normal schools won their way to their present universal recognition.

In the chapter devoted to the University of Illinois will be found an account of the early movements to secure vocational education for the industrial element in our population. Superintendent Brooks made a strong plea for the establishment of a State Industrial University in the report under consideration. The argument was unanswerable and exhibits the character of the appeals that thinking men were making to the public in the interests of working men and women. Education had been the privilege of the few. The subjects of instruction were chosen for the

preparation of those who sought the professions. The old curriculum still possessed the schools. The voices that now begin to be heard are those of that spirited vanguard who had the vision to recognize the educational necessities of the new epoch.

The movement had received a tremendous impulse through the Congressional Act, passed July 2, 1862. Notwithstanding the engrossing character of the war, far-seeing men had recognized the supreme use to which a generous part of the landed possessions of the general government should be devoted. By this historic act each loyal State received a donation of 30,000 acres of land, or its equivalent in scrip, for each senator and representative in Congress, according to the census of 1860. To avail itself of this magnificent gift it was necessary for the State to provide a college for the benefit of agriculture and the mechanic arts. In what other way could the public lands so efficiently promote the welfare of the nation as to furnish foundations for institutions of learning? The proceeds of their sale thus became a fund in perpetuity whose interest should forever be devoted to the development of those spiritual qualities which alone make a people great.

The share of Illinois amounted to 480,000 acres. Under the conditions of the law it devolved upon the State to restore any portion of the derived fund that through accident or contingency should be diminished or lost.

With regard to the part played by Illinois in the inauguration of this unsurpassed enterprise, Superintendent Brooks writes: "It is a source of just pride and congratulation that the first efficient impulse given to public opinion upon the subject of national industrial education originated in our own noble State. To Illinois belongs the high honor of inaugurating this beneficent social enterprise and of making the first organized movement toward the amelioration of the producing classes, by proposing means for the specific and higher education of the toiling masses of the nation. The earliest published record of organized effort for purposes of industrial elevation in the United States, so far as is now known, are those of the convention of 1851, which was held in the town of Granville, Putnam county, in this State." Further details of this epochal convention will be found in the chapter referred to above.

Another topic alluded to by Superintendent Brooks gives additional value to his interesting volume. He appeals to the patriotic and philanthropic impulses of the people in the interests of a State Orphan School. The smoke of the cannon had not yet disappeared from the fields of strife and the end was not clearly in sight, but the children of the fallen heroes were everywhere reminders of the sacrifice which the State was making in helping to preserve the integrity of the nation. Their helplessness made an irresistible appeal to the gratitude of the commonwealth. Only a few years were to pass before a generously supported institution was to embody the suggestions of this discussion and rescue from the unhappy fate of ignorance thousands of those dependent wards of the nation.

SUPERINTENDENT BATEMAN AGAIN.

In the fall of 1864 Newton Bateman was recalled to the office of Superintendent of Public Instruction. Illinois returned to her former political alignment under the leadership of her illustrious son, then at the head of the nation. Superintend-

ent Bateman's report, issued two years later, throws much light upon existing conditions.

A large part of the report was written by himself. It was submitted to the Governor on the 15th day of December, 1866. It is marked throughout by the triumphant spirit of a victor. Four years had passed since his last report. He pictures the contrast between that despairing time and the present with its abundant promises of peace and prosperity? He says: "It is again my privilege to speak to the people of Illinois, through their representatives in the General Assembly, upon the great themes of popular education. How changed the scene; how different the circumstances of the country! Treason, at least armed and insurgent treason, is dead. The great slave-empire that was to rise upon the ruins of the republic is itself in ruins, its legions vanquished, its banners in the dust, its hopes perished, its chieftain in prison awaiting the outraged majesty of the law, and if suffered to live still doomed to scorn and to the infamy of baffled and defeated treason. The vast armies of the Union have quietly dissolved their organizations, returning their muskets to the arsenals of the government, or exchanging the honored 'blue' of the soldier for the garb of the citizen; and a million brave men, who were but yesterday in the tented field, the invincible avengers of the nation, are to-day engaged in peaceful pursuits, as modest and unassuming as if they had not filled Christendom with wonder and inaugurated the Heroic Age of American History."

His observations upon the educational aspects of the war should have at least a small place in these pages. He sees "the vitalizing power of popular education upon the national armies in times of war. Never before were such vast armies assembled of whom so large a portion could read and write, while the number of well-educated and even liberally educated men in the Union armies was entirely without precedent." He submits many statistics showing the ardency with which the students in the colleges abandoned their benches and their books and followed the bugles and the drums, and deduces his arguments for the necessity of the school in order that the heart and the brain may be trained to meet the supreme exigencies of national life.

These facts are related to the history of education only in so far as they seem to demonstrate the effectiveness of the educated man as against the uneducated.

At the close of the war there was marked activity in the erection of new school-houses, especially in the villages and towns. Communities vied with each other in the character of these structures. In 1866, 1,122 buildings were erected and at an average cost of \$1,357. Many \$10,000 houses gave evidence of the new enthusiasm for popular education, and even \$40,000 was not an extraordinary expenditure. It is to be remembered that \$500 would build then what would now cost three or four times as much. The prices of products had been high through the war, the returns from the farms had been generous, and liberal expenditures were not unusual along the lines where public sentiment had been developed. In not a few cases a spirit of extravagance was manifested and mortgages were assumed that became burdensome in the soberer years that were to follow.

The General Assembly of 1865 made some important changes in the school law. Notably, the school commissioner becomes the county superintendent of schools

with a four-year tenure of office and some slight increase in his compensation. The change of name was significant and marks an advance. When the office was created its duties related especially to the public lands. The people were so impressed with their endowment that all other considerations assumed minor significance. The commissioners had little to do with education of the children. Later the crying need of supervision to be exercised in controlling certification and the management of schools resulted in an extension of the functions of the commissioner. Now that the school lands were mainly disposed of the office took on a new meaning. County superintendents were required among other duties to visit each of the schools in their counties at least once each year and to be real supervisors so far as their ability would permit. They were made the official advisers and constant assistants of the school officers and teachers of their counties and were to encourage the formation and assist in the management of county teachers' institutes, and labor in every practicable way to elevate the standard of teaching and to improve the condition of the common schools of their counties. Their compensation was increased by an allowance of \$3 a day for any number of days not exceeding two hundred in any one year. This secured a salary of at least \$600 and the percentage for the sale of school lands and for the distribution of revenues. Further, county courts and boards of supervisors were authorized to make additional appropriations to county superintendents for their services, if deemed advisable, and they were also permitted to make appropriations for the support of teachers' institutes.

A new classification of certificates was provided as the number was reduced from three to two, the first grade being good for two years and the second grade for one. Qualifications for certificates were not specified further than to declare that the candidates must be competent to teach the subjects named in the law of 1855. Examinations were to be held quarterly in such parts of the county as would be most convenient for applicants and no fee was to be charged for a certificate.

Two important changes were made in the sections of the law relating to the State Superintendent. The term was changed from two years to four and the salary of the office was changed from \$1,500 to \$2,500.

It has been seen with what reluctance the school law was so amended as to make local taxation for the support of schools mandatory. In those early days the collector of taxes seems to have been the least welcome of visitors. Indeed, the times were anything but prosperous, and the raising of sufficient money to meet the demands of that strenuous officer was often a matter of no small moment. The law of 1855 has now been so amended as to permit no one to vote at any district election for the raising of money who has not resided in the district for at least thirty days preceding the election, nor unless he shall have paid a tax in that district the preceding year, or shall have been assessed in the district the year in which the election is held. There were other changes of more or less importance, but they will appear under their appropriate headings.

Notwithstanding the provision of the law with respect to school visitation, twenty-six per cent of the schools were unvisited in 1866. Inadequate compensation and lack of interest on the part of the county superintendents and other officers explains this unfortunate condition. Indeed, there was a strong disposition in some quarters

to abolish the office. Superintendent Bateman felt it necessary to make a vigorous argument against such a possibility. He contrasted their treatment with that of the other county officers, and appealed, with all of the earnestness at his command, for greater consideration for the children whose interests are so dependent upon good supervision. Progress must of necessity be slow in an unlearned generation, since it has but few who are able to appreciate the value of an education.

The General Assembly had not yet made any adequate provision for the traveling expenses of the superintendent nor had it provided him a deputy. Mr. Bateman now directed his batteries upon that body for relief. His previous appeals seem to have accomplished encouraging results. It is a sad commentary upon public sentiment that a considerable part of a biennial report is found to be occupied with efforts to secure the pitiful sum needed to put a State department on its feet.

The college is an inheritance from a remote past. It had existed for the few. The public school, at the time under consideration, was a late product of democracy. Between its highest grade and the college was a gulf that had been bridged by the academy — a private institution and also for the few. The public high school was in the early stages of its development. In consequence of these conditions many college men were not as active in promoting the interests of the public schools as would be expected. Mr. Bateman recognized this fact and devoted a dozen pages of his report to a discussion of the "Relation of Colleges to Public Schools." Such an article throws a light upon the situation that could be obtained elsewhere with difficulty. The high school was obliged to encounter the hot opposition of many private academies and other institutions of about the same grade, that were masquerading under the name and charter of "Colleges."

Superintendent Bateman's treatment of these institutions may be illustrated by quoting a single paragraph from this discussion:

I remark, therefore, that it is not the province of public schools to confer the higher and severer culture of universities and colleges; they can not do it; they should not attempt it; it is absurd. The moment that a college complains of the damaging rivalry of public schools, either that college should be deprived of its charter, as unfit to wear the honored name, or that public school should be forced back into its appropriate sphere. High schools are a legitimate and most valuable part of every good public-school system, and if there are any colleges, not to say universities, that find themselves unable to compete with such public high schools, let them perish by the competition; the cause neither of learning nor of truth or honesty, will suffer by the catastrophe. Such so-called colleges are pretentious cheats. The curriculums of all public high schools should end, and nearly all do end, substantially where the true college course begins. It is not colleges, therefore, but second-rate high schools, preposterously *called* colleges, that cry out against the monopoly of the higher departments of the public-school system. To real colleges, sitting serene and calm upon the upper heights of learning, the mothers of severest culture and profoundest philosophy, the idea of jealousy toward the public high schools, of whatsoever department or grade, may provoke a smile but nothing more. They, on the contrary, thank God for the millions thus brought into the outer courts of the beautiful temple of knowledge, knowing that the number of those that will there be fitted to approach the inner sanctuary will be vastly multiplied.

He defines the place of the college as carefully and as accurately as he has that of the public school, and shows clearly what it may expect from a large growth of public schools. He declares that the lower schools must really draw their life and

inspiration from these higher institutions that deal with the real material of education. He refers to the noble history which is their priceless treasure and vividly portrays the immeasurable influence of the Christian college. He makes clear the case of the Normal school, whose establishment has aroused the quick fears of some of the college men, and shows wherein such an institution makes for the especial advantage of the college instead of becoming a dangerous competitor. The possibilities of the coming years, under the new order established by the results of the war, entrance him and he endeavors to inspire his readers with the vision that is disclosed to him. The old order is gone, never to be restored. "Restore all things as they were, the constitution as it was, the government as our fathers made it! Turn back the sun upon the dial of Ahaz! Roll the waves of Lethe over all the bloody past! When the maiden forgets her slain lover; when the widow remembers not her dead husband, and orphan children revere not the name of father; when white-haired parents think no more of the noble boy who went forth with their blessing, but came not back; when vacant places in the household shall be filled by the lost ones again, and the familiar step shall tell of the dear one's coming, and the loving tones shall fall once more upon the ear, and hands that are dust shall again be clasped and fleshless arms be stretched forth in love as of old."

These quotations may assist in understanding the means that the eloquent and emotional leader employed to advance the cause for which he stood — the harmonizing of all the parties engaged in the education of the children of the people and rallying them around the common free school.

A second extended essay in the same report is entitled "The American Idea of Popular Education." Its purpose is the education of the public that stands behind the common school and upon whose conceptions of its function it must rely. He who reads these essays and wonders at the method of treatment fails to appreciate the task which Mr. Bateman had set for himself, and fails as well to understand the far cry from the public-school sentiment of to-day to the popular estimate in which they were held nearly a half century ago. The writer of these lines was then a young man and well recalls those early days and the struggles of the educational leaders, and especially remembers this ardent advocate of universal education.

In the report under consideration appears an effort on the part of President Edwards, of the Normal University, to ascertain the condition of public sentiment respecting the work of the institution under his charge. Realizing the necessity of a vigorous campaign against the opponents of professional training for teachers, he addressed a circular letter to a number of prominent educational men, asking for an expression of opinion respecting the success of the graduates and also for a statement of the repute in which the school was held by the communities with which they were familiar. The effort and the results throw further lights upon the times.

These letters were addressed to county superintendents and to the leading town and city superintendents, and also to prominent professional men whose familiarity with public affairs gave them a rare opportunity to understand public opinion. The letter bears date October 29, 1866. The school had now been in operation for nine years, four of which were under the new administration. Responses were received from fourteen county superintendents, eight town and city superintendents, and

eighteen others who were variously members of school boards, lawyers, physicians, clergymen and business men. They were fairly distributed over the State but were quite exceptional in that they were generally prominent. The replies are characterized by candor. The great majority indicate that the graduates and undergraduates are doing well and that the school is winning a growing appreciation. A few failures are noted, especially in government and in lack of the culture that is usually found in the college graduate. Up to this time the practice school had been limited in size and in supervision so that there was slight opportunity for the students to engage in actual teaching. Moreover, the qualifications for admission were very low, most of the students having had little or nothing beyond the eighth grade of rural schools. This expression of confidence was immensely encouraging to the faithful workers in the Normal school.

The change of tenure of the superintendent from two years to four, by the law of 1865, brought the election midway between the national elections. To some extent this separated it from a purely political contest and made an election in some fair degree a reward of merit. Mr. Bateman was renominated by acclamation and was elected in the following November. On December, 1868, he published the Seventh Biennial Report of the Superintendent of Public Instruction, which was the fourth that he contributed to the official literature of education in Illinois.

Here are some of the interesting statistics:

The whole number of graded schools reported in 1867 was only 565 and the increase in 1868 was but sixty-nine. The contrast of that period with this is striking. These schools constituted but five per cent of the whole number in the former year and but six per cent in the latter. Even this number is more likely to be too large than too small on account of the disposition to make a good showing. It is thus seen that the ungraded school is still occupying the field, or at least ninety-five per cent of it. The number of private schools shows a steady decrease while their attendance shows a marked increase. In 1865, 742 such schools were reported, while in 1868 the number had been reduced to 584. The attendance meanwhile had increased from 22,000 to 37,000, showing the law of the survival of the fittest to be energetically doing its beneficent work. The number of schoolhouses increases about 700 a year, and at an average cost of about \$3,500. This indicates a large increase in recent years in the number of superior buildings. Let it not be forgotten that this fine result is all accomplished through local taxation and by a vote of the people. Assuredly the common school is growing in popular favor. Some of the old houses are still in use, however, "pictures of filth, and squalor, and dampness, and low ceilings (some of them under six feet), and horrible atmosphere, and general discomfort, dilapidation and ruin, from which one is almost tempted to turn to the calendar to see in what year of the world such things can be." Suitable methods of heating and ventilation are urged upon the attention of school officers, showing that the crusade for the same ends so energetically on in the year 1911 was strenuously urged more than twoscore years ago. It is of passing interest to note that there was an average daily attendance of about 250,000, with an average of something more than twenty-four to the school, in 1867, and an average daily attendance of 20,000 more in 1868, with an average of more than twenty-five to the school.

Now that the war is over the men seem to be coming back into the schools. 1866 shows an increase of about 600 over 1865, and 1867 and 1868 show a larger increase over their immediate predecessors. The number of women, meanwhile, diminishes. The wages of male teachers fell off in 1867, but in 1868 reached an average of \$42.40, the highest point thus far attained. The wages of women show a more marked advance, moving from \$24.96, in 1865, to \$32.80 in 1868.

The report of 1869-70 closes the period under the Constitution of 1848, an organic act so inadequate to the needs of a superior people that there were none to regret its abandonment. It ushers in the new period with the Constitution of 1870 as the fundamental law of the land.

While Article VIII is distinctively the educational article it is by no means the only part of the constitution bearing upon popular education. The "Bill of Rights," Article 2, Section 3, removes the whole question of religious faith from the conditions of certification. At the same time it protects the schools against the presence of immoral teachers.

"The General Assembly shall not pass local or special laws, providing for the management of common schools." Art. 4, Sec. 22.

Section V provides for the election of a State Superintendent of Public Instruction. The office is thus removed from the possibility of discontinuance by the General Assembly.

Other articles and sections cover all of the multitudinous points involved in eligibility to office, right of suffrage, reports, etc.

Article VIII marks a distinct epoch in the educational history of the State in that it provides that the advantages of the schools are to be enjoyed by *all* of the children of the State. No longer are the poor prisoners of fate who wear a black skin to be denied the opportunity of entering into the common heritage of culture.

The proviso that no part of any public fund shall be used for the support of sectarian schools is another of the advanced positions assumed by the fundamental law. Illinois derived great profit from the "extraordinary and startling spectacle" exhibited in another State, where large sums of money, belonging alike to all of the people, were diverted to the uses of particular sects.

Another section protects the public, or is devised for that purpose, against the possible participation of school officials in the profits accruing to the sellers of commodities purchased by school authorities.

The document is so easy of access that further description of its provisions need not be given here. It is enough that the constitutional convention gave to Illinois an organic act conceived in the spirit of broad statesmanship and disinterested patriotism. After forty years little need has been found for any material amendments.

The report of 1871-72 is of especial value historically because it records the changes made in the school law by the twenty-seventh General Assembly, a legislature that gave more careful attention to the needs of the common schools than any of its predecessors. The law of 1865 was an advance upon preceding legislation, but the law of 1872 was in the nature of a careful revision, although it left much for its successors in office. There were fourteen modifications of the exist-

ing law and sixteen additions of importance. Several of these will appear again under other headings, but it is deemed advisable to tabulate them here for convenience of reference.

✓ 1. Apportionment of Funds.

Under the old law the ^{State} auditor had one basis of distribution to the counties—one-third in proportion to territorial area and two-thirds in proportion to the number of persons under twenty years of age; the county superintendents had another basis of distribution to the townships—one-third in proportion to territorial area and two-thirds in proportion to the number of persons under twenty-one years of age; and the township trustees had a still different method of distribution to the districts—one-half in proportion to the number of persons under twenty-one and the other half in proportion to the number of pupils reported as in attendance on the schedules of the teachers. Under the new law the method is the same for all—in proportion to the number of persons under twenty-one years of age. Under the old law one must be white to be counted; now all are counted.

② Visitation of Schools.

Visitation is no longer obligatory unless directed by the county board.

3. School Elections.

Election day is changed from Monday to Saturday. All special limitations upon voters when levying of taxes is involved are removed. Evidently the public purse strings are loosening.

4. Tenure and Residence of Township Treasurers.

Changed from two years to one. Must be residents of their respective townships.

✓ 5. Altering District Boundaries.

Takes such power from trustees and leaves it to a vote of the people.

⑥ Use of Schoolhouses.

Empowers directors to permit use of schoolhouses for certain purposes.

7. Custody of District Funds.

Puts them into the hands of the township treasurers.

⑧ District School Tax.

The power of directors was unlimited in the levying of a tax for the support of schools. They are now limited to two per cent.

⑨ District Bonds.

Districts could make an annual bond issue of five per cent of the property of the district, if they so voted. Now the aggregated bonded indebtedness must not exceed five per cent of the taxable property of the district.

⑩ Duration of Schools.

Old law—a six months school or no share of the public funds. New law—six changed to five, but directors may extend school to nine months without a vote of the district. Tax for support, however, must not exceed two per cent.

11. Payment of Schedules.

Monthly or ten per cent interest under certain conditions.

12. The School Month.

Changed from calendar month, excluding Saturdays, Sundays and lawful holidays, to twenty-two days actually taught.

13. Holidays.

“Teachers shall not be required to teach on legal holidays, Thanksgiving or fast days appointed by State or National authority.”

14. Compensation of School Officers.

The compensation of county superintendents had finally reached \$5 a day for official services actually rendered, in addition to three per cent of the proceeds of land sales and two per cent of the amount distributed, paid out or loaned. The amended law says their compensation shall be fixed by law, and the Fees and Salaries Act retained the commissions and allowed them \$4 a day for all other duties and left the number of days to the county board. In Cook the \$4 was doubled.

There are minor changes in addition to these but they need not be enumerated. All of these are in the right direction.

And now for the new provisions:

1. Consolidation of Fractional Townships.

A provision enabling weak townships to unite with other townships and thus to be made able to support schools and reduce the number of school officers.

2. Delivery of Poll Book.

Officers who neglect to file the proper evidence of an election and thus hazard the existence of schools are to be punished.

3. Deduction of Debts.

A provision requiring districts that are in debt to provide for their legal obligations when united to other districts.

4. Township High Schools.

A most admirable addition to the law, the conditions being substantially the same as in the present law.

5. Statistics of Illiteracy.

Directors must report the number and names of illiterates above the age of twelve and under twenty-one. The purpose is obvious.

6. Financial Statement of Directors.

Must make a detailed written report to voters on election day and must transmit a copy of same within five days to township treasurer.

7. Statement of Uncollected Taxes.

Must be given to township treasurer by directors if he requires it.

8. Special Powers and Duties of Directors.

Must prescribe branches of study, text-books and apparatus to be used, and must enforce uniformity of text-books; must not permit text-books to be changed oftener than once in four years. May suspend or expel incorrigibles and no action shall lie against them. May provide that children shall not be confined in school more than four hours daily.

9. New Branches.

This addition to the law marks a new departure. It came about through the nature-study propaganda that had been going on for some years.

Elements of natural sciences, physiology and laws of health added to examination for certificate. On request of directors these subjects may be omitted from requirements in special cases. Vocal music and drawing may be taught if prescribed by directors or requested by vote of district.

10. Loaning District Funds.

If district acquires surplus fund, directors may request treasurer to loan same under terms prescribed in other cases.

11. Removal of Delinquent Directors.

County superintendent may remove them and order a new election.

12. Perversion of School Funds.

Appropriation of public funds to schools under sectarian control emphatically forbidden.

13. Traffic in School Books.

Teachers and school officers forbidden to have any pecuniary interest in any appliances used in the schools under their charge.

14. Election of Boards of Education.

Towns of not less than two thousand and not under special acts may elect Boards of Education consisting of six members and three for each additional ten thousand.

15. Reorganization under the General School Law.

Schools under special laws may reorganize under the free-school law.

16. Schools in the City of Chicago.

As the Constitution of 1870 prohibits special acts and as Chicago needed privileges peculiar to

herself the desired results were reached by enacting a law applicable to cities having more than one hundred thousand population.

The superintendent discusses these various changes with the probabilities of their service to the schools. His discussion of the "Effects on Teachers" of the introduction of the new subjects is more than a passing argument, it is a bit of literature on the influence of a widening intelligence on the teacher's influence upon his pupils. The "Effect upon Pupils" of the nature work in elementary schools is as well a timely plea for the present as for the time in which it was written.

Hidden in these old reports are discussions that ought to be again brought to the light. "Mind, in the Arts and Industries," "Reading, as a Life Force," "Latent Forces," answers to "Strictures and Criticisms," "Testimony" as to the inefficiency of the schools — gathered from intelligent parents — suggest the topics with which he dealt with great discrimination and attractiveness. In such articles as "What Should be Accomplished?" "What is Accomplished?" and "How Can More be Accomplished?" he defines the scope of the school for teachers and patrons. He submits illustrative lessons in the elements of the natural sciences, supplies simple pedagogical principles and guiding suggestions of the most practical character and thus converts an official document into a volume of invaluable information and suggestions for guidance along lines for which few books then offered help.

Compulsory attendance laws are now regarded as a matter of course. He who should attempt to secure their repeal would find himself without substantial support. The public has come to the conclusion that if one man's money can be taken from him by law to educate another man's child the same authority should see to it that the child shall meet the money. This is an "advanced view," a position that was offensive to many even a decade ago. In 1872 a compulsory attendance law was an impossibility. But Mr. Bateman was on the skirmish line all of the time and in the report under consideration devotes nearly thirty pages to an elaborate argument in support of such a law. By suggesting seemingly radical policies he familiarized the public mind with them and in process of time the novelty of the idea wore off and the reform was accomplished.

On December 15, 1874, Mr. Bateman submitted to the Governor the Tenth Biennial Report of the Superintendent of Public Instruction, which was at the same time his seventh and last. Sixteen years before he had assumed the office and had held it continuously except in 1863-64. A few statistics will serve to indicate the development of the educational enterprise within the limits of his official service.

The population of the State had increased about 1,300,000.

The number of pupils enrolled had increased 210,000.

The number of teachers had increased 8,000.

The lowest monthly wages paid to female teachers had increased from \$5 to \$9 and the highest from \$60 to \$211.11. The corresponding figures for male teachers are from \$10 to \$15 and from \$200 to \$330.

The amount raised by local taxation had increased from about a half million to more than five and a half millions — eleven times as much.

The average compensation of male teachers had increased from less than \$30 to more than \$48 and of women from less than \$20 to more than \$33.

The average compensation of county superintendents had nearly doubled, but was now only \$626.

The total amount expended for common-school education had increased from a little less than five millions to more than nine millions.

On pages 238-9 of this valuable and compendious report may be found an exhibit of the progress of the common schools in several leading particulars during the last sixteen years, in a table of comparative statistics under twenty-five captions.

It was in this biennium, the act being approved May 3, 1873, that an annual appropriation of \$1,000,000 was substituted for the two-mill tax provided by the law of 1855. In 1873 this amount exceeded the income from the two-mill tax by \$10,000, but within a few years the tax would have amounted to several times the appropriation.

It will be remembered that Mr. Bateman biennially paid his respects to the district system as opposed to a township system. In his last report he fires a parting shot at that absurdity, but it was of no avail. It is entrenched in the hearts and traditions of the people and if it should be disturbed "the country's done for."

His personal contributions to this report close with an essay on "The Coming Teacher." It bears the unmistakable marks of his method, beginning, "Through costly experiments, splendid failures, and baffled hopes, we make our way toward the Augustan age. . . . In the rapt visions that come to me — as they come to all — I sometimes seem to see the apocalyptic gates swing open, and far down the aisles of the future, brightly revealed in the soft, clear light, there stands the incarnate idea of the coming Teacher." "Health . . . Goodness . . . Intellect . . . Learning . . . Common Sense . . . Imagination . . . Personal Presence . . . In the words with which I closed my first report, fourteen years ago: 'In the name of the living God it must be proclaimed that licentiousness shall be the liberty — violence and chicanery shall be the law — superstition and craft shall be the religion — and the self-destructive indulgence of all sensual and unhallowed passions shall be the only happiness of that people who neglect the education of their children.' "

Mr. Bateman retired from the office which he had filled with such distinction to become the president of Knox College, where he spent the remaining years of his working life, loved and honored by a grateful people whom he had served with such fidelity and ability.

In the Twenty-second Biennial Report of the Superintendent of Public Instruction is a memorial address, delivered by Dr. Samuel Willard at the meeting of the State Teachers' Association following the death of Dr. Bateman. It is a source of regret that it can not be transferred bodily to these pages.

"Dr. Bateman, of English ancestry, was born in Bridgeton, county seat of a southern county of New Jersey, July 27, 1822, and was a little over seventy years old at his death October 21, 1897.

" 'Saturday's child must work for his living,' says an old rhyme; and so this Saturday's boy entered a life of toil; toil at first from stern necessity; toil imposed later by the spirit within that made him a helper of men and found scant room for idleness.

"Of the boyhood in New Jersey I never heard Mr. Bateman speak. His father,

Bergen Bateman, was a weaver by trade; a trade that grew less and less profitable as modern manufactories sprang up. When the boy was in his eleventh year Mr. Bergen Bateman fell into the great current of migration that was flowing westward and that promised new openings for business and enterprise. He came to Illinois in 1833 and landed at Meredosia, on the Illinois river, with five children and the corpse of his wife, dead of the new pestilence, Asiatic cholera. Our Newton Bateman was the youngest of the five.

"The family suffered the hard grind of poverty for many years. Little Newton, small for his age — he never grew tall, dwarfed, probably, by the privation that hedged in his youth — little Newton became an errand boy in the family of an eminent jurist and judge then living in Jacksonville.

"It was there that a great ambition lodged in the boy. The judge had a pretty daughter, sweet and lovely in temper. A passion of boyish love determined him to make such place that he might ask her hand on equal terms. He would go to the college then rising on the hill west of the town; he would enter a profession and then—

"To that ambition, to that passion, I may say, we are indebted for the Newton Bateman we have known. That hope carried him through a struggle of twelve years. He did not marry her at last. It is no derogation of the young lady that I say he did better, and so did she; each found a more *suitable* partner; there are adaptations aside from individual worth. In speaking of these four I speak of the dead.

"Of the youthful days that followed I can say little. They were heavy years to him. He once told me of spending cold days of winter at cutting wood with but a pone of corn bread for his noonday meal. But the beautiful maiden and the determination to be more than a woodchopper were never out of his thoughts; these sustained him.

"To the preparatory school connected with the college he went, and entered Illinois College as a freshman in 1839.

"Illinois College was the first in the State to form regular classes and have a graduation. Our great war governor, Richard Yates, was of the first class, graduating in 1835. Bateman entered its ninth class and graduated in 1843. His class numbered ten, most of whom have shown remarkable vitality; fifty-four years after their graduation day six of the ten were living; five of us still survive, at ages ranging from seventy-four to seventy-nine. And the class proved above average for ability and influence.

"How did we live in college in those days? Classes were small; as there were no high schools or academies in those days, the colleges had preparatory departments; but all told the pupils then at Illinois hardly numbered seventy. Few were from wealthy families; many found it hard to get along. Many boarded themselves; that is, they purchased food which they cooked and prepared in their own rooms. Bread we bought; other things we learned to make ourselves. We had only the ordinary heating stoves of sixty years ago; on or in these we fried or broiled meat; boiled or fried eggs, or scrambled eggs, if skilful enough; we made mush; baked potatoes or apples; and in our simple fare we had healthful food at little cost. During his preparatory years, on one occasion, when funds were scanty, for two successive weeks, Bateman and his roommate, who was afterward Dr. Augustus F. Hand, of

Morris, Illinois, lived at a cost of $12\frac{1}{2}$ cents a week for each of them. Their sole food was corn-meal mush of their own making, eaten without butter, milk, syrup, molasses, or any other trimming or relish. I think this experience was not repeated. Such was the sturdy perseverance and independence with which many a youth gained his diploma in those days. When Bateman and I were roommates, as we were in our junior and senior years, I lived week after week at a food cost of $62\frac{1}{2}$ cents; and he spent no more than I. We were glad to pick up any odd job to earn a little. I remember a student who was afterward a major in our patriot army and a member of Congress who was mortar-mixer and hodcarrier for the plasterers one summer.

"For light we could not afford candles (this was before the days of coal oil); we made a strong light with a lamp of Greek style, lacking beauty of form, to wit: a saucer of lard, with a wick made of a twisted rag projecting over its edge. Such were our Diogenes-like economies. But when Bateman's son and mine went to college there was quite a different story.

"Bateman, while in college, was subject occasionally to fits of discouragement and almost of despondency; but these were short, for he was constitutionally and on conviction and principle, courageous, cheerful and optimistic. Of all the class he had the greatest sense of humor, and the keenest appreciation and enjoyment of pure fun. He enjoyed good solid nonsense, like the verses of Edwin Lear or 'The Adventures of Alice in Wonderland.' Perhaps no other man apprehends rationality so thoroughly as the man who also sees its contrast, the sham rationality of nonsense, and appreciates mirthfully the difference. The lack of such appreciation of the ridiculous leaves man a prey to practical absurdities.

"Bateman never wrote serious poems, but he often produced comic verses. He did not *try* to be the wag of his class; his fun was spontaneous, bubbling out of a joyous heart; his laughs were the heartiest; he rejoiced in existence. His classmate, Thomas K. Beecher, responding to my announcement of his death, writes, 'He always has been and will be "Newt Bateman," dear old boy that he was and is.' Looking at his subsequent life I see that this exuberance of the comic was a relief to his supersensitive nature, and lightened many a load which those of sterner mold would have carried with clenched teeth and knitted brow.

"In the last year of our course a class in Latin of the preparatory department was assigned to Bateman for instruction, and thus he began his true career. Graduating in June, 1843, he planned to enter the ministry of the Presbyterian church, of which he was a member. He went to Lane Seminary. But lack of money caused him to leave the school and take a book agency, an occupation less common than now. He sold Lyman's Historical Charts, in map form, then a new work. He traveled in Ohio, Kentucky, Pennsylvania and other States to the east, meeting the usual rebuffs and occasional successes of such agents. He could afterward make fun of encounters that then were bitter enough. He came once to the verge of absolute beggary, when some one sent him relief anonymously. In the fall of 1845 he had gathered a private school in what was then the northern part of St. Louis; and there I found him, jolly after the fashion of Mark Tapley, making the best of a life of care and narrow means. But he was making reputation; and in 1847 he was elected Professor of Mathematics in the University of Missouri, at Columbia.

“At this time Mr. Bateman was walking along that dangerous ledge where many fall. The flowery path of dissipation temptingly invited him. His vivacity, wit, social spirit, and other attractive qualities made him welcome everywhere, and especially to those of his own age, some of whom were associates whom a better acquaintance did not find worthy. Again love and honor saved him from these baleful companions. Soon after he was appointed professor he married Sarah Dayton, of Jacksonville; not his boyish first fancy, but one whose sweetness, dignity and intelligence commended her to his manly judgment of love. She drew him gently away from dangerous associates before they had tainted him.

“In 1861, the west district of Jacksonville established a free school and called him to its head. Henceforth he was felt as a power there and at meetings of teachers. He became a school commissioner of Morgan county. He threw himself zealously into the movement which founded the State Normal at Bloomington, the agricultural and industrial college which is now the University of Illinois, at Champaign, and into the work of the State Teachers' Association. This body made him vice-president, for 1855, and editor of one number of the *Illinois Teacher*, a paper which they then founded by appointing monthly editors. He was made sole editor for 1858.

“In the summer of that year he was, contrary to his own wish, made the Republican candidate for Superintendent of Public Instruction, and elected in November. He did not wish the nomination, because of his friendship for his predecessor, Mr. W. H. Powell, and because he had just accepted the principalship of the Jacksonville Female Academy, so that he felt that it would be unfair to its trustees and teachers if he should seek the office. Emphatically, the office sought the man. I was his confidant in this matter and speak with full knowledge. Another reason was that on May 16, 1857, death had suddenly taken from his arms his dearly beloved wife, mother of his only son and of a daughter. All his ambition fled away; and despite the native elasticity of his spirit, this stroke wounded him so deeply that I saw no ripple of a smile upon his face for a year. In January, 1859, he took his place as State Superintendent.

“In the later years of his superintendency he had several offers of college places; he advised with me on each, but said ‘no,’ till the presidency of Knox College was offered him; that he accepted. What his work there was for eighteen laborious years I have not time to tell. The college had needed for a long time just such a man. At once it began to rise. Money came in for its upbuilding. Students flocked in, summoned by the magic of his name and fame; the standard of education rose; young men who came under the charm of his influence told of the new power they had felt. While doing this work for his college, he was for several years an active member of the State Board of Health. He was in demand for addresses here and there. He answered all calls to the full extent of his strength. Meanwhile his home grew solitary. His second wife, Annie Tyler, married in 1859, died in 1877; his four daughters married and left him; only an orphan niece remained with him to the end.

“But all of the time there was creeping upon him that fatal disease of the heart that ended his sweet life. In 1893, on the anniversary of his graduation fifty years

before, he gave his office into the hands of his successor, gladly laying down a burden that was becoming too heavy. Holding the position of professor emeritus, he taught only a single class. He also edited a work on the history of Illinois which was just completed at his demise. Finally the occasional spasms of distress became a constant and increasing misery that culminated October 21, 1897, in the final relief.

"Dr. Bateman was exceedingly tender, sympathetic and loving. The strokes of bereavement seemed to fall crushingly upon him. The loss of his son Clifford, a bright young professor in Columbia College, nearly overpowered him. During the war he felt for days and weeks the agonies of every slaughterous battle. I am of the opinion that such sensitiveness may have disturbed the function of the heart and laid the foundation of the final ailment. His attachments to his friends were exceedingly loyal and strong.

"While his pupils of the district school and of the college will long remember the clear-minded and gentle teacher, stern only in necessity, Dr. Bateman's greatest influence, like that of Horace Mann, to whom he was often compared, was in those eloquent reports which set up ideals and stirred the hearts of those who read them to a new purpose and a new hope. His decisions on the school law, gathered in a volume, made a text-book for school officers; but his appeals to teachers and to the people were not law, but gospel, the revelation of new and better ways, with encouragement to walk therein; the incitation to a perpetual ascent. Like the angel in the Apocalypse, he was saying, 'Come up hither and I will show thee.' This influence passed the bounds of Illinois and is still spreading. We may say of it as Tennyson says in the Bugle Song, speaking of the long echoes of the bugle tones,

"O, love, they die, in yon rich sky;
They faint on hill, or field, or river;
Our echoes roll from soul to soul,
And grow forever and forever."

FIFTH SUPERINTENDENT OF PUBLIC INSTRUCTION.

This is not the place to discuss with any fulness the political movements of the times. Educational interests are sometimes affected by them, however, and to that degree they force themselves upon the attention of the chronicler of the evolution of the school.

In 1874, what is known as "The Grangèr Movement" in Illinois reached its culminating point. The Grange, or Patrons of Husbandry, is a secret society, organized in 1869, in the interests of farmers. It had enjoyed deserved popularity and the number of the Granges rapidly increased. The depressed state of agriculture was attributed in no small degree to the "exorbitant" rates charged by the railroads for the transportation of the products of the farm to the markets of the world. Although there was no thought of political purposes in the minds of the founders of the organization, the idea was insisntly pressed by certain of the leaders that the only possible relief for the oppressed classes was through friendly legislation, which involved, of necessity, the idea of legislation hostile to the railway monopolists. The notion spread like wildfire. It was aided by certain politicians, especially those

of the minority party, who saw, or thought they saw, their opportunity in this "uprising of the common people." "The Illinois State Independent Reform" party was organized and many from the old parties flocked to its standards.

As a consequence, there were three nominating conventions in the summer of 1874—the two old parties and the new put their tickets in the field. The Republican convention nominated for Superintendent of Public Instruction William B. Powell, Superintendent of Schools of the city of Aurora. The new party placed in nomination for that office Samuel M. Etter, of Bloomington, a teacher of considerable experience. When the Democratic convention was held Mr. Etter induced the delegates to ratify the nomination of the Independents, and he was elected in the following November.

Mr. Powell, a brother of the distinguished Major Powell of canyon exploration fame, had many of the qualities of his more celebrated relative. He was ardently devoted to his calling and easily ranked among the foremost educational men of the State. As has been said on a previous page, his repute as an educator was sufficient to win for him the superintendency of the schools of Washington City.

Mr. Etter had been superintendent of two or three of the smaller cities of the State, but he had no such professional standing as his competitor. Notwithstanding his handicap, if it really counted for anything, he was elected by a majority of over 30,000, showing that placing the election of State Superintendent midway between the national elections with the thought that it might lessen the political tension was a vain hope. Mr. Etter was duly installed in office at the beginning of the year 1875.

The Eleventh Biennial Report of the Department of Education was transmitted to the Governor on December 15, 1876. It abounds in valuable statistical material and in instructive information from the heads of the various State institutions. The contributions of the Superintendent are meager in amount and insignificant in merit. It is quite possible that the more urgent need had passed for the peculiar work which Dr. Bateman so loved to do and performed with such rare skill. However that may be, the new officer's talent did not lie in that direction. The volume is a tribute to his industry and editorial discrimination. Frequent references will of necessity be made to it under other headings.

Among the most interesting tables of the report are those showing the compensation of county superintendents. It varies from \$218, in Johnson, to \$2,500, in Cook. Twenty-one counties pay the superintendent \$1,000 or more. Nine exceed \$1,200, and Hancock, McLean and Whiteside exceed \$1,500. Forty pay \$500 or less and eight less than \$300. The reform moves slowly.

In 1876 the historic Centennial Exposition was held in Philadelphia. Superintendent Etter was alive to the opportunity thus afforded the schools to show to the nation at large and to foreign countries what Illinois was attempting to do in the education of her children. In no way can a State more successfully invite superior immigrants than by demonstrating that she possesses an excellent educational system. The following condensation of Superintendent Etter's history of the action of the education department will indicate what was done.

It was evident that whatever was undertaken would depend upon the enterprise

of the educational people. The General Assembly had taken action in the premises, but there were no funds in sight with which to carry on the enterprise. A joint resolution had been adopted by the legislature on January 30, 1874, authorizing the Governor to appoint a "State Board of Managers" to represent the interests of the State at the International Exhibition, but had attached to the resolution this interesting qualification: "Provided, That said Board of Managers shall not incur any expenses, personal or otherwise, on behalf of the State." On the 8th of April, 1875, a bill was approved making an appropriation of \$10,000 for the uses of the Board, but requiring the members to act without compensation.

In October, 1875, Superintendent Etter made application to the Board for the sum of \$1,000 to defray at least a part of the expenses necessary for the preparation of an educational exhibit, but he was informed that no funds were available for such a purpose. In this dilemma there was but one thing to do; the State Department of Education was obliged to take upon itself the task of devising plans for something in the way of a showing. It would have been a serious reproach upon the State to permit such an opportunity to pass without recognition. As there was no legal authority by which State funds could be used it was clear that the sinews of war must come from some other source.

At this distance and in the light of what was done at the subsequent International Expositions, it is difficult to understand the strange apathy with which the State regarded its duties. Reflections upon its lack of action are unprofitable, but it is a source of congratulation that the action of Superintendent Etter and the leading educational men saved the reputation of the State in some fair degree.

Early in November Mr. Etter issued a circular letter to a number of men prominent in educational circles, inviting them to a conference in Chicago. The meeting was well attended. It was clear that the needed funds must be secured through voluntary donations and that there must be a representation that would be a credit to the State. A committee on finance, consisting of President Allyn, of the Southern Normal School, Superintendent Powell, of Aurora, and Superintendent Sarah E. Raymond, of Bloomington, was appointed, which unanimously recommended that a fund of \$10,000 be raised; that nothing be asked from the Centennial Commission; that an appeal be made to the county superintendents and other friends of education, and that the details of raising the money be left to a committee consisting of Superintendent Etter, President Gregory, of the State University, and President Edwards, of the Normal University.

A committee, of which Assistant Superintendent Duane Doty, of Chicago, was chairman, reported a general scheme for the exhibit. The details may be found on pages 381-2, of the Eleventh Annual Report. Six committees were appointed to take charge of the several departments. The members of these committees were all prominently identified with the education of the time. The list is worthy of preservation. It is as follows:

HISTORY OF PRIVATE SCHOOLS — President Gregory, of the University of Illinois; President Sturtevant, Illinois College; President J. W. Locke, McKendree College.

HISTORY OF PUBLIC SCHOOLS — Superintendent Etter; President Standish, of Lombard University; Prof. Samuel Willard, of the Chicago High School.

APPLIANCES — FIRST GROUP, President Allyn, of the Southern Illinois State Normal University; County Superintendent Wells, of Ogle county — so long identified with his official position that he was everywhere known as "Wells, of Ogle"; Prof. D. B. Parkinson, of the Southern Normal School.

APPLIANCES — SECOND GROUP, Superintendent Powell, Aurora; Assistant Superintendent Doty, Chicago; Prof. Edwin C. Hewett, of the State Normal University.

RESULTS — FIRST SECTION, Superintendent J. L. Pickard, Chicago; E. C. Delano, Principal of the City Normal School, Chicago; D. S. Wentworth, Principal of the Cook County Normal School.

RESULTS — SECOND DIVISION, Superintendent Sarah E. Raymond, Bloomington; Professor Thomas, State Entomologist, Carbondale; S. A. Forbes, Curator State Museum, Normal.

The committee for the raising of the funds soon issued its appeal, offering several suggestions as to the method of securing the necessary money. It was accompanied by an additional appeal from the State Department of Education.

'Twere long to tell of the arduous labors of the diligent workers having this worthy project in hand. It is well recorded in the report under consideration. It must suffice for our purposes to note that the school people raised nearly \$5,000; that the indefatigable Principal White, of the Peoria County Normal School, prepared all of the articles sent for shipment, arranged them after their arrival at Philadelphia, and took charge of the exhibit during the Exposition. Who besides him would have undertaken so arduous and so unremunerative a task! But he knew no law but that of faithful service to the public. Respecting the character of the exhibit Principal White wrote as follows in a private letter: "In its character the exhibit is creditable to the teachers of the State. As a presentation of work actually done by pupils and students, it is not surpassed in its completeness and excellence when taken as a whole. In a single feature, others are superior, as Massachusetts in art. No State has, by any means, so good an exhibit of its higher educational work as is made by our Industrial University, and I think that the work of the ungraded schools of the country districts is not represented by any so fully as by several of our county superintendents."

It is enough that the efforts of the school people, led by the Superintendent of Public Instruction, won the warm praise of many discerning educators among our own people and also from the other side of the sea. Principal White submitted a report of what had been accomplished, at the meeting of the State Teachers' Association, in December. Ten tons of material were shipped. It was in place and about ready for inspection when the Exposition opened. The writer of these lines remembers the pride with which he examined it. Mr. White offered interesting suggestions as to the value of the exhibit and it is clear that the effort was wisely undertaken and successfully executed.

The Executive Committee supplemented the report of Mr. White by giving a detailed statement of the receipts and expenditures, Hon. S. M. Cullom having acted in the capacity of treasurer. The committee raised \$4,652.14 and carried out its plans by an expenditure of \$3,573.78, leaving a balance of \$1,078.36 which was turned over to the Association. Congratulations were certainly in order for

those who had so signally succeeded. It is due to Mr. White that a brief extract from the report of the Executive Committee should find a place in these pages:

"The Committee secured the services of S. H. White, of the Peoria County Normal School, as its agent to superintend the shipment and arrange the exhibit in Philadelphia. The energy, fidelity and ability with which Mr. White executed this important trust can not be too highly commended to the Association. Few men could have been found so well qualified for the position, or who would have executed the work with such energy and economy. He left his place in the Peoria County Normal School in charge of another, to whom he paid \$225, which we believe should be refunded to him by the Association. We therefore recommend that the committee be instructed to pay him a sum sufficient to reimburse him for the money thus paid to his substitute during his absence." There will be occasion to refer to the educational work of this most admirable and faithful man, who was known only to be loved and revered.

The Constitution of 1870 killed the pernicious practice of passing special acts by the General Assembly. Before that prohibition it was possible for any community to get what it might desire in the way of a charter for school or other purposes. Even individuals found it practicable to secure exclusive privileges by smuggling bills into the "omnibus" and thus having them passed with many others on a single vote. A case occurring in McLean county illustrates the loose methods then in vogue. A man actually succeeded in getting a bill through the legislature and up to Governor Oglesby, which gave him the exclusive privilege of manufacturing cheese in McLean county. The watchful executive did not approve bills on the "omnibus" plan and vetoed the measure in a historic message: "I see no more reason for giving one man the exclusive privilege of making cheese in McLean county than for giving the same man the exclusive privilege of eating cheese in McLean county." In consequence of the free rein granted by the constitution towns everywhere had secured special charters. Superintendent Etter named seventy-one that regarded themselves as quite above the scope of the school law. Confusion worse confounded resulted from such a condition. He therefore recommended the repeal of all such charters. The provisions of the law of 1872 with regard to towns and cities finally won most of these communities over to an abandonment of the special acts and to a reorganization under the general law.

The Twelfth Biennial Report, and the last by Superintendent Etter, consists of the statistical exhibits required by law, the reports of the heads of the State institutions and little besides. By an odd oversight the reports of the county superintendents were omitted — an error which the Superintendent specifically declares himself not responsible for.

THE SIXTH SUPERINTENDENT OF PUBLIC INSTRUCTION.

The political agitation that carried Mr. Etter into office in 1874 had assumed a somewhat different aspect four years later. The independent element had become a "greenback" party and had thus lost the support of a considerable contingent that formerly joined it. It was no longer possible for it to secure the ratification of any of its candidates by the minority party. In consequence there were three

sets of candidates in the field. The "Greenbackers" nominated Mr. Frank H. Hall for the office of Superintendent of Public Instruction. We shall hear of him later. He won a proud place in the esteem of the people and died greatly lamented. The Democratic convention renominated Mr. Etter and the Republicans selected Mr. James P. Slade, after a warm and very close contest between him and Mr. Powell, whom Mr. Etter had defeated four years before. There was at least a seeming injustice in defeating Mr. Powell, for he had made a brilliant campaign under most trying circumstances four years before, and the equities seemed to demand that he should have another chance under clearer skies. The political disturbances had quite subsided and the mass of voters had returned to their old allegiance, so that Mr. Slade was elected by a round 30,000, about the majority that Mr. Etter had secured four years before. Mr. Hall received about 65,000 votes.

Mr. Slade was born in Albany county, New York, on February 9, 1837. He was the son of a farmer and his early life was spent in that capacity. When he was nineteen his parents removed to Belleville where he soon became connected with the public schools, and was elected county superintendent of schools. Mr. Slade was a man of sterling integrity, but was in no sense an educational leader. His absolute sincerity and disinterested devotion to the cause of education, however, won for him the warm support of the educational men of the State.

The Thirteenth Biennial Report was handed to the Governor on the 1st day of November, 1880, and covered the fractional year beginning October 1, 1878, and ending June 30, 1879, and for the new year beginning July 1, 1879. The legislature had wisely changed the ending of the school year from September 30 to June 30.

The appropriations for the State office had so far increased as to permit the superintendent to employ a competent person as an assistant. Mr. Slade had the wisdom to select one of the most thoroughly capable and scholarly men ever connected with the office. William L. Pillsbury was a Harvard man of high rank who had come west in 1863 to take the principalship of the Normal University High School. He held that position for seven years, winning for the school a most enviable reputation. He was discovered by the business people and dragged out of teaching and into money-making, but his old interests gained the ascendancy and he returned to educational work. His name is a familiar one to the readers of these pages and we shall hear more of it.

With Mr. Slade and Mr. Pillsbury in the education rooms of the State Department excellent results were confidently expected. The report rises at once to the plane with which the public had been familiar in the days of Newton Bateman.

To keep run of the nature of the development of the State a brief space is again allotted to comparative statistics.

Twenty-five years have now passed since the enactment of the school law of 1855. The population is two-and-a-half times what it then was. The total number of persons under twenty-one years of age is six times what it then was. There was no enumeration of persons between six and twenty-one — the new school age — at the former date, but it is now double what it was in 1860. The enrolment is more than four times as great. The number of school districts is something less than twice as great. The number of public schools is nearly three times as great. There

was no enumeration of graded schools at the former date, but the report of 1860 gives about 300. It will be remembered that this number is very unreliable because of the loose conception of the character of a genuine graded school. The number reported in 1880 is more than a thousand. There were no public high schools in 1855; now there are one hundred and ten. Then there were approximately three thousand male teachers and nine-tenths as many female teachers; now there are nearly nine thousand male teachers and about forty-five hundred more female teachers. Then the highest monthly wages were \$110 and \$40 respectively, and the lowest \$10 and \$4, the average being \$29.16 for males and \$16.43 for females; now the figures run as follows: \$235, \$165; \$10, \$10; \$41.92, \$31.80. The change is not so great as the development of the State in other respects would seem to warrant, but it is encouraging. There were no figures for private schools in 1855, but in 1860 about six hundred were reported with an enrolment of about twenty-nine thousand; in 1880, there were only seventy more, but the enrolment has increased to something over sixty thousand. The total expenditures for the teachers, in 1855, were a little less than \$245,000; in 1880, a little more than \$2,500,000. The other expenditures for the former date were \$28,743, and for the latter, \$7,531,941.75; here are the unequivocal marks of great progress.

We have seen that there were marked changes in the school law in 1872. Dr. Bateman and Superintendent Etter had suggested needed changes, but little came of it until 1879, when their recommendations began to bear fruit. The most important changes were:

1. The statistical year was made to end July 1 instead of October 1. By this arrangement the county superintendents found it possible to get their reports to the State Superintendent in time for him to furnish the General Assembly information upon which it could act.

2. It had been the duty of the township trustees to examine the books of the township treasurers, but it is easy to understand their negligence in this respect. It is probable that the large majority of these officials had no knowledge of book-keeping, and many of those who had were disposed to trust their neighbor, the treasurer, with the whole matter. Losses were frequent and grave in consequence. It was now made the duty of the county superintendent to examine the books annually. Presumably that officer is competent and will attend to the matter. The change in the law was greatly needed and was a genuine reform. Mr. Slade is authority for the statement that a saving of half of the entire expense of the county superintendency for the year 1879-80 had been made in that time by this new requirement.

3. Official business shall no longer be transacted except at a regular or legally called meeting of the boards of directors.

4. A number of changes were made in the matter of district boundaries.

5. The month of "twenty-two days actually taught" was very unsatisfactory; so the law was changed, making the calendar month the legal month when no other was specified in the contract.

Superintendent Slade followed the precedent, now hallowed by custom, of making the regular biennial appeal to the General Assembly in behalf of the county super-

intendency. In no other way could the reforms that had been accomplished be brought about, and we are to see that, finally, after decenniums of advice, this office is to be put into good shape, thus justifying the effort made to secure such a result. Superintendent Slade clearly shows how it will be impossible to carry out the law unless these indispensable officers shall be more adequately compensated.

The graded schools have now been in operation long enough to demonstrate their superiority over the ungraded schools and a discussion of the reasons for this obvious difference is one of the best features of this report. It is seen that the former are in session longer annually than the latter, that their buildings are better, that they have much better teachers, that the changes are far less frequent, that there is a uniformity of text-books and a course of study. The development of the graded schools creates a leverage for the improvement of rural schools, and the county superintendents as well as the State Superintendent are making energetic use of it. In consequence there will be evolved a system of grading country schools, whose history will be given in its proper place. Mr. Slade strongly enforces the main necessity of the situation, however, in his discussion of the necessity of good teachers. All other considerations sink into relative insignificance when compared with this fundamental need of the schools. This position leads him to a thorough discussion of the professional preparation of teachers and of the great need of additional Normal schools. This is the first note of that rising demand which is to accumulate force until, fifteen years later, two new State Normal schools are to be provided for.

It is not easy at this time, when several of the States of the Union have a round dozen of these institutions, to understand the intensity of the fight for the realization of the hope here expressed. The suggestion was regarded as extremely radical and met with little encouragement from many of the educational men and women. The existing Normal schools manifested no especial warmth in seconding the motion. It was evident that the number of trained teachers produced annually was strikingly inadequate to the needs of the State, yet it was argued that if the existing schools were not over full they would suffer if competing institutions were established. It was a bold stroke on the part of the Superintendent of Public Instruction and was fully warranted by the existing conditions. Henceforward the subject was in the minds of the people. It will appear at teachers' gatherings and the propaganda will quietly extend its influence in all directions until the end is won.

Another feature of the report is a forcible discussion of the question of supervision, which leads immediately to the need of more efficient county superintendents. And here is suggested the advisability of a legal prescription of qualifications for the county superintendency. The idea was admittedly an excellent one, but was regarded as an academic rather than a practical plea, and to this day nothing has come of it. It is one of the deferred reforms which will inevitably be accomplished in its own time.

Still another instructive discussion is that of Teachers' Institutes. An examination of the reports for eleven years reveals the fact that for that period less than three-fourths of the counties held annual institutes, and the average period was about four and a half days. Less than one-third of the teachers attended these meetings. The institutes differed greatly in size and quality, in general being

smaller and poorer where the need was the greatest. Perhaps it would be as well to invert the order of statement and remark that where there were good institutes that were well attended there were also good schools. Superintendent Slade repeats the recommendations of Dr. Bateman and urges their adoption.

One hundred and ten high schools are reported for 1880. The number is smaller than that reported the previous year. On the surface it would seem that the high schools were not holding their own. The apparent decrease is due to a more rigorous system of reporting. Six township high schools have been organized. These schools will receive full attention under another heading.

In the fourteenth biennial report of the superintendent the whole subject of school text-books is carefully gone over in a discussion of some twenty pages. Superintendent Slade announces himself as thoroughly favorable to free text-books. This is another of his advanced positions.

The matter of additional Normal schools, so forcibly stated in his preceding report, is again under discussion. In the two years intervening he had canvassed the subject in various parts of the State and found a sentiment highly favorable to such an addition to the facilities for the professional preparation of teachers. It is interesting and instructive to follow in these succeeding bienniums the quiet but steady growth of sentiments favorable to policies which at the time of their promulgation were regarded as unwise because of their radical character.

The number of high schools increased thirty-two in the two years since the last report.

An interesting case arose in Belleville at this time. German was taught in the public schools and suit was brought against the Board of Education, in that an injunction was sought restraining the Board from expending public funds for the education of the children in a foreign language. Mr. Justice Scott delivered the opinion of the court in which the subject is gone over in a most instructive way. It may be found in full in the report under discussion. The Board was fully sustained and the case, in consequence, settled the whole matter of the power of Boards of Education in such cases.

Mr. Pillsbury contributed to the report, among other things, a "Sketch of the Permanent School Funds of Illinois." This article is the source from which the chapter on that subject in this history was obtained.

Before leaving this volume attention should be called to the most valuable reports from the State educational institutions. Over two hundred pages are given to the institution for the education of deaf mutes, in which the subject is illuminatingly discussed by a large number of experts. Those desiring information on the early methods employed in teaching feeble-minded children will find the contribution from the head of the institution devoted to that work extremely valuable.

In harmony with a well-established custom, Mr. Slade sought a renomination at the hands of the party that had elected him. Unexpectedly a man became a candidate who had never been associated in any prominent way with educational affairs, having been a teacher for a brief period only and in an entirely inconsequential way. It was clear that the politicians were after the office. The State seemed to

be so safely Republican that a nomination was regarded, in political circles, as equivalent to an election. Moreover, what is a schoolmaster — a masculine nursery maid, a mere wielder of the birch and manipulator of the spelling book — that men who are the masters of states should take account of him when it comes to the determination of who shall hold the places of trust and responsibility!

Charles T. Strattan, of Jefferson county, was a member of the thirty-second General Assembly. He is mentioned by Moses, the historian of Illinois, as among those whose voices were frequently heard in the determination of affairs. Having had some official experience he aspired to the highest office in the ranks of education. He was a genial and fairly capable man and far outstripped the modest Mr. Slade in all the arts of the politician. He made an active and successful campaign and won the nomination by a small margin. But the very observing Mr. Burns once called attention to the distance between the cup and the lip and the possibilities of a failure to make proper connections. Mr. Burns was an authority in the matter of "cups" and his remark should have been more instructive to the politicians.

The Democrats held their convention on September 7, and put in nomination for the office of Superintendent of Public Instruction Henry Raab, for many years at the head of the Belleville schools. Mr. Raab was a highly reputable schoolman, a German and personally very popular wherever known. The Greenbackers also put a ticket in the field, renominating Mr. Frank Hall. The Prohibitionists also nominated a candidate in the person of Elizabeth B. Brown.

When the votes were counted Mr. Raab showed a plurality of nearly three thousand. For the schoolmasters, resenting the action of the Republican convention, made a most vigorous campaign in the interests of Mr. Raab. They occupied a much higher place in the estimation of the politicians after the election was over than they had ever held before. Since that memorable election there has been no disposition on the part of the laymen to interfere with the office of the head schoolmaster.

Upon Mr. Slade's retirement from the superintendency he purchased Almira College, a private school for women, where he remained for eight years. For a number of years later he was superintendent of the schools of East St. Louis, retiring from that position to take charge of one of the ward schools. He died while in the harness and enthusiastically engaged in the work that engrossed his energies for a lifetime.

The following extracts from an address read at his funeral by his lifetime friend, Marshall W. Weir, of Belleville, reveal some of the qualities of Superintendent Slade as they appeared to those who were near him:

"In the year 1856, James P. Slade, a modest, unassuming youth of nineteen years of age, left his native town in the Empire State and came to Illinois with a view to making this his field of labor and entering on the work of his life — teaching school. He had the mental preparation which came from the district schools of his native town, supplemented by instruction in Hudson River Institute, and the moral training which came from a happy, intelligent, Christian home. He came directly to St. Clair county, which has been his home ever since. On arriving here he wanted a school and the directors of a district three or four miles north of Belleville wanted

a teacher. He secured the school and this began a career which proved to be a remarkable one. He had not finished this engagement before he began to exhibit those excellent qualities as an instructor which characterized him ever after. His services were demanded in a more extended field. The following year he obtained a position in Belleville as principal of one of the grammar schools. He was connected with these schools for fifteen years, eleven of them as principal of the high school. He was county superintendent of St. Clair county for ten years.

"Mr. Slade filled every position under our school law from teacher of a country school to the State superintendency. In all of these fields he was eminently successful. He was in thorough sympathy with the public school. He had a comprehensive appreciation of its possibilities, and he had the requisite administrative ability to so order details that those possibilities might eventually be realized."

SEVENTH SUPERINTENDENT OF PUBLIC INSTRUCTION.

Henry Raab was born in Germany, June 30, 1837. He emigrated to America in 1853. Four years later he became a teacher in the schools of Belleville and was promoted to the superintendency in 1873, in which capacity he continued to serve until his election to the State superintendency.

He was a stalwart figure with a most winning manner, although he possessed no little of the characteristic brusqueness of his race. He was greatly beloved in his home community, and one needed but to know him with even a fair degree of intimacy to share in the sentiment of his neighbors. He loved the children and was proud of his calling, to which he devoted himself with great enthusiasm and high intelligence. To him there could be no greater profession. He was transparently honest and sincere, and agreed with Herbart that the true aim of education is moral character. He was very much of a problem to the Puritan element in our population, for it was known that he had the common habits of the Germans and that the pedagogical societies of his town held their sessions not infrequently in the beer saloons, for they contained no women. It was the pleasure of the writer to see more than one of those who were prejudiced against him on that account come into a very warm admiration for the purity of his character and the lofty aims that he set before the children.

His death, which occurred at his home, in Belleville, March 13, 1901, was deeply deplored, for it seemed untimely. He had the figure of a Viking and suggested those heroic characters who have been clothed by the imagination with the daring and vigor of the Norsemen.

He had many friends, but the one who was perhaps nearest to his heart was Prof. Emil Dapprich, his successor in the superintendency of the Belleville schools and subsequently principal of the German-American Normal School, of Milwaukee. Professor Dapprich delivered his funeral oration, from which the following extracts are made.

"What the great poet, Shakespeare, the favorite poet of our departed friend, said of the dead hero, Brutus, applies fully to this our dead: 'His life was gentle and the elements so mixed in him that nature might stand up and say to all the world, this was a man.' . . . Twenty-five years ago I arrived in Belleville as a stranger.

I stepped from the coach with wife and child on a cold winter night in a strange city. There stood before me, like a messenger from heaven, the imposing figure of my now departed friend. With friendly greetings he received us and escorted us to his hospitable home. In his family circle we found an asylum, where there was welcome during each hour of the day, during each hour of the night, and we learned to adore him with every fiber of our being.

“Many years have since then passed; we have fought the battle of life shoulder to shoulder and nothing was able to separate us. In this way we two have worked energetically and cheerfully for the education of the youth of this city. . . . Teachers and pupils, parents and children, were of one mind, of one soul. The seed which we sowed in the young hearts brought fruit a thousandfold. It was a pleasure to go with our friend along the streets of the city; he knew all, from the oldest mother to the smallest child. For each he had a friendly word, a loving look and a kindly smile. To his teachers he was a true and fatherly friend. He never appeared to them as the ruler. His hints, his advice, yes, his corrections, bore the garments of brotherly love and spurred them to higher aims and more fearless work. So he led us like a genial chief to unlooked for victories.

“He was a teacher from the crown of his head to the sole of his foot. His clear view, his keen understanding, enabled him to separate the chaff from the grain, and as he possessed a rich experience, gained through years of untiring work, one could depend on his pedagogical judgment. No question of importance escaped his observation. Physical culture, kindergarten, manual training, in short every new departure in the pedagogical field that promised advancement, found in him a critical observer and, if it proved successful, a decided advocate. His renown as an educator extended far beyond the limits of his home city, and when, in the year 1882, the Republican party attempted to displace a worthy Superintendent of Public Instruction and fill his place with a man not suited for the work, Mr. Raab accepted, upon the request of numerous of his colleagues, the nomination, and defeated his opponent.

“His home county gave him an almost unanimous vote. What he did for the public schools of the State, during his two terms of office as a leader in school work, only those can fully appreciate who are conversant with the development of the school system of the State. In the one hundred and two counties of this large State he was among teachers and school officers a well-known personality. His addresses that he delivered everywhere encouraged an advancement of the public schools. A new spirit prevailed in the country schools, and his deep understanding, his practical advice and his fiery enthusiasm worked wonders in the advancement of the schools. Millions of pupils now harvest the fruits of his labors.

“Mr. Raab was and remained to his last breath a true German, and could hardly have denied his descent. His imposing figure, the broad chest, the massive build, the powerful head with the broad reddish beard and lionlike mane, proved him to be one of Wotan's best sons. Barbarossa-like, he seemed to have ascended from the Kyhæuser, and his determined appearance challenged the admiration of the observer. He was without fear and without deceit. His true heart forbade all hypocrisy. He was, as Horace says, ‘*Integer vitæ scelerisque purus.*’

"Now he ascends through fire into the ether; Walhalla's doors open themselves to him; Wotan receives him; in the list of heroes he takes his place, for he has gloriously finished the battle of life."

Thus spoke the survivor of two friends who were to each other as Damon and Pythias, the symbols of undying affection. The discussion of the administration of Mr. Raab, as revealed in his reports, will determine whether such high praise was really merited, although it must not be forgotten that the man is always more than his achievements.

Mr. Raab showed his largeness of mind by retaining as his chief clerk Mr. Pillsbury, who had rendered such genuine service to Mr. Slade. They differed in political affiliation, but Mr. Raab was seeking only efficiency and not the payment of any political debts; he had none. By this single act he satisfied the educational people that his only object was the good of the schools and he thereby increased the high esteem in which he was already held wherever he was known.

The record of his administration is found in the laws that were enacted through his influence, in the discharge of the routine duties of the office and in the advice and inspiration that came out of his long and successful experience.

The fifteenth biennial report of the office was handed to the Governor on November 1, 1884. It covers the years 1883 and 1884. It is interesting to note that the total expenditures for school purposes in the first year were nearly nine millions of dollars and in the second were more than nine and a half millions.

The man continues to withdraw from the teaching profession, at least relatively. Of the 6,240 teachers in graded schools 1,160 are males. Of the 13,657 teachers in ungraded schools 5,554 are males. The whole number of teachers in 1884 was nearly 20,000. This statement shows that there were twenty-two per cent as many male as female teachers in the graded schools in 1884. But the gain in those schools in the years 1883 and 1884 was 700 females and only 40 males, the increase in male teachers being less than six per cent of the gain in female teachers. Meanwhile there was a decrease of 500 males in ungraded schools.

Mr. Raab was no sooner in office than he began a campaign for the improvement of the school law. Believing that the greatest need of the schools was the improvement of the teaching force and that the teachers' institute is a most admirable instrument for the accomplishment of that end, he determined to secure favorable action on a comprehensive institute law if possible. To the General Assembly of 1883, therefore, must the credit be given for the enactment of a law that has increased in popularity from that day to the present. Its provisions may be briefly stated. By an amendment to Section 51 of the school law the county superintendent is directed to charge each applicant for a certificate, or for the renewal of a certificate, a fee of \$1, and he is required to regard the fund so created as the county institute fund. The law directed each county superintendent to hold an institute of at least five days annually, but permitted him, if he regarded it as more advantageous, to combine with some other county in the holding of a joint institute. All teachers holding valid certificates were admitted to the institute without charge, as were those who had paid a fee of \$1 within the year for an examination that had been unsuccessful.

At last the State had an institute law that was workable, for the fees derived from

the examinations produced a fund that would secure good talent for the teaching force. This fund amounted to \$21,634.50 the first year and the attendance at the institutes nearly doubled, 11,406 persons being in attendance. We must at once give Mr. Raab a long credit mark.

The statistical tables are very inviting, but are available for all who desire to work through them, hence any considerable number of them must be denied a place here. An exception must be made in the case of an article by Mr. Pillsbury with the heading,

“SOME STATEMENTS RELATIVE TO THE TEACHING FORCE OF THE STATE.”

The collection of this material was entered upon some four years previous to its publication and was an attempt to settle certain matters that were much talked about, but of which little was really known. The number of persons included in the examination is ninety per cent of the whole teaching force of the State, a sufficiently large percentage to give reliable results.

And here are some of the facts of interest that were revealed by this statistical study:

1. Of the teachers in ungraded schools sixty per cent were born in Illinois. Of the men in graded schools only thirty-seven per cent were native to the State. This is not far from what would be expected, as the ungraded schools are unlikely to attract immigrants.

2. The teachers in graded schools are five years older than those in ungraded schools. This, again, would be expected — at least, that they are older. In the ungraded schools the ages were 27 and 21.7 respectively.

3. With what experience did the teachers engage in their work? This is a matter of grave importance, for the skill exhibited will depend in no small degree upon the length of time the workers have been engaged in their calling.

The average for male teachers in graded schools was 81.5 months and for female teachers, 59.5; for teachers in ungraded schools the numbers were respectively 34.5 and 21.5.

4. Is there such a thing as a teaching profession, a body of workers who persistently continue at the calling? Here is the report for 1884. The tables show that the number of those who had chosen teaching as a calling was very small. The percentage of beginners for males and females in graded and ungraded schools ran as follows: 4.5, 8.9, 20.4, 20.8. It is further disclosed that one-half of the teachers in the ungraded schools had taught less than ten months. The probabilities point to the following as the life of the teaching force of that time: Men in graded schools, 81.5 months; women, 59.5. In ungraded schools the numbers are respectively 34.5 and 21.5, that is, the numbers reported above indicate also the average time of service. If a subsequent examination should show an increase in the average experience of those teaching, these figures would, of course, be changed.

5. How many of these teachers had received any special preparation for the work in which they were engaged? Only 2,388 or 13.4 per cent. The following statements show the distribution of these favored ones: Graded schools — men, 22.8 per cent; women, 21.6 per cent.; ungraded — men, 10.8 per cent; women, 8.5

per cent. This is a sorry showing when compared with what countries across the sea were doing.

6. What of the scholarship of the teachers? The following is the exhibit of those having secondary instruction: About one-half of the whole number were high-school graduates. Their distribution among the four classes in the order followed was 60 per cent, 67 per cent, 42.9 per cent, 45.3 per cent. These figures are a little higher than was expected, and show what an important factor the high school had become in its relation to the teaching force.

7. About 7,000 of the teachers — 38 per cent in round numbers — had received neither secondary nor high school instruction.

8. In the earlier days, in New England, a considerable portion of the teachers were college undergraduates. They spent the long vacation in the winter, in some colleges arranged with that in mind, in earning means with which to continue their studies, often encroaching upon the succeeding term. Whittier has made us familiar with the type in one of the delightful "Snow-bound" pictures. We should not expect so favorable a showing in Illinois. Of the men in graded schools about one-third had received college instruction; oddly, the ratio of the women is about the same. In ungraded schools the ratios are respectively 23.5 per cent and 9.8 per cent.

9. As would be expected, the life of the teacher in Chicago is materially longer than the statistics cited show. They seem to indicate something like a ten-year tenure. In the larger cities it runs down to six years and in the smaller to less than four.

Here are some of Mr. Pillsbury's deductions from his figures:

1. We employ far too many teachers who seek this employment to earn a little money.
2. The imperative need of the public-school system is more Normal schools.
3. Many lack a large part of the education which the teachers of our public schools should possess.
4. The country school is the peculiar sufferer.

It is to be regretted that no other statistician has attempted to repeat Mr. Pillsbury's task after a lapse of twenty years. It would be extraordinarily valuable, as it would enable us to form a more satisfactory judgment as to how we are coming on and what we should do about it.

Other contributions that serve to make this volume historic are as follows: "Brief History of Early Education in Illinois," by Dr. Willard; "Good Schools," by the Superintendent; "School Hygiene," by the Superintendent, and several tables of statistics in addition to those required by law. In all of the reports the contributions by the county superintendents are worth studying and they will receive attention in the chapter detailing the development of that office.

The report covering the years 1885 and 1886 still shows schools that pay male teachers only \$12 a month and female teachers \$11. Indeed, in 1886 the figures ran down to \$10 and \$8 respectively. It is also noticeable that the number of pupils enrolled in ungraded schools shows a steady decline as the graded-school enrolment enlarges.

Again the comparative tables reveal their wonderful story of growth. Thus, the total amount paid to teachers in 1855 was less than a quarter of a million, while twenty-one years later it was more than twenty-four times as much. This is more striking: The total expenditures for the year 1855 were \$277,583, while for 1886 they were nearly thirty-seven times as much.

In this report is the article on "Early Education in Illinois," contributed by Mr. Pillsbury. It covers one hundred pages and must ever remain about the only reliable authority for the period with which it deals. Every writer on the history of education in Illinois is profoundly grateful to its untiring author. Much of it appears in these pages. It was a labor of love and covered years of research. It is difficult to understand how one not so favorably situated could have gathered these widely scattered facts and put them in so attractive a form.

In 1886 the Democratic convention nominated for Superintendent of Public Instruction Franklin T. Oldt, of Carroll County. Mr. Oldt had been for many years the superintendent of the schools of Lanark. He was not widely known, but was recognized by those who had been familiar with his work to be a very capable and intelligent man. The Republicans nominated the eminent Richard Edwards, for fourteen and a half years the president of Normal University and subsequently the successor of Owen Lovejoy, in the Congregational Church of Princeton. He was also connected with Knox College for a time as its general agent. Dr. Edwards led his ticket by some thousands, as did Mr. Oldt on the Democratic ticket. It is thus seen that the schoolmasters are coming to their own.

THE EIGHTH SUPERINTENDENT OF PUBLIC INSTRUCTION.

Dr. Edwards was duly installed in office at the beginning of 1887. The two admirable reports of the department which bear his name indicate some of the interests that he served during his tenure of the office.

One of the tasks that he undertook was a revision of the school law. It will be remembered that there were certain radical changes in 1872. Since that time amendment had followed amendment until the law was extremely complicated and in some respects in hostility to itself. Further, as the law was published the ninety-eight sections were not so arranged as to be easy of examination.

The Thirty-fifth General Assembly assigned the work of revision to the Superintendent of Public Instruction. He was assisted by Hon. E. R. E. Kimbrough, of Danville, a lawyer; County Superintendent Albert G. Lane, of Cook County; Prof. John W. Cook, of State Normal University, and Superintendent Newton C. Dougherty, of the Peoria schools. The various sections were rearranged under sixteen Articles.

Mr. Pillsbury appears again in this volume as the author of two valuable sketches: the "History of State Normal University" and the "History of the University of Illinois." Dr. Edwards contributed a number of inspiring articles on subjects immediately connected with the schools.

In 1887 the National Education Association held its summer meeting in Chicago. The educational people seized the opportunity to prepare an exhibit of the school work of the State. At the meeting of the State Teachers' Association, in December,

1886, a committee was appointed "to make the necessary arrangements for a State exhibit of all classes of educational work" at the National Educational Exposition to be held in connection with the annual meeting of the National Education Association, in July. The committee consisted of the following persons: Richard Edwards, S. H. Peabody, A. R. Sabin, W. L. Steele, C. J. Kinne, C. W. Tufts and John Hull.

The General Assembly indicated its sympathy with the movement by making an appropriation of \$2,500 "to aid the schools of the State to make an exhibit of their work," at the time and place before mentioned, and the committee was authorized "to expend the same or such part thereof as might be necessary for the purpose." The act required a report from the committee to the Governor, within sixty days after the close of the Exposition, giving a detailed account of the expenditures and a return to the treasury of any unexpended portion of the appropriation.

The exhibit was made in the Exposition Building. Illinois was assigned a floor space of 25,000 square feet and it was crowded to its fullest capacity. Exhibits were sent by the University of Illinois, by the Illinois State Normal University, the Cook County Normal School, by the State Institutions for the Blind, the Deaf and Dumb, the Feeble-minded Children and the Reform School. Twenty-five counties and several of the cities also contributed richly to the exhibit, each of the great public schools of Chicago being represented.

A brief quotation from the report of the committee must suffice:

"It seems to be admitted that the educational exposition of Chicago was the largest and most complete that has been held in America. It may be claimed that the exhibit from the State of Illinois was not surpassed in extent or variety by any other made on that occasion. It was expected that the State, its wealthiest county and leading city, should be conspicuously represented in any display that should be made within their own borders, and this expectation was not disappointed. It is perhaps well that no more of the counties and cities were represented. Had all responded as fully as did those that came, the entire area given to the exposition would have been occupied by Illinois alone."

The full report may be found in the volume under consideration.

The report for 1888-90 contains a brief mention of a subject that will receive separate mention under its own heading — "The State Course of Study." The introduction of this system of organizing the ungraded country schools was one of the notable reform movements in the history of rural schools.

Reference has been made to the discussions of compulsory attendance laws as they have appeared from time to time in the biennial reports. In 1889, the General Assembly took the matter in hand and enacted a law requiring attendance for a portion of the year at either a public or private school. Statistics convinced the legislators that there were more than a hundred thousand children who were not receiving the educational benefits that life in a republic demands. Party politics was for the time entirely forgotten. The Senate passed the bill unanimously and there were but six dissenting votes in the House.

Notwithstanding the unanimity of sentiment with which the bill was introduced and passed by the legislature, the friends of the parochial schools were panic-stricken

in some mysterious way. Superintendent Edwards was not at all responsible for the introduction of the bill nor for its passage, although he was favorable to the measure, as were the school men generally. He contributed an article in his report, explaining the character of the law, and showed the admirable results that followed its enactment, as indicated by the increased attendance in private as well as in public schools. The opponents of the measure called it "the Edwards law," and the name stuck and the responsibility as well, to those who had lost their heads in the belief that a deadly blow was aimed at the religious schools. Arguments were useless.

Meanwhile, the parties nominated their candidates for the election of 1890. The Democrats were first in the field and selected for Superintendent of Public Instruction Hon. Henry Raab, who had the prestige of a highly successful administration and was a German. These qualifications were of great value at this time for it was the adherents of the German Lutheran churches that were especially hostile to the compulsory law. Mr. Raab was far from being a Lutheran, his inclinations leading him toward free thought in matters of religion. His admirable character, however, coupled with the fact of his nativity made him the candidate of candidates for his party; it was the psychological moment for his reappearance.

The Republican convention followed after and placed in nomination for the same office the estimable and capable Dr. Edwards, who had everything in his favor except the fact that he was the official incumbent when the hated bill was passed. He was a historic character in the educational annals. He was a most effective orator, which could not truthfully be said of Mr. Raab. He had served as a clergyman with great acceptance, which should have commended him to his opponents. He was most affectionately regarded by the throng who had been his pupils when he was at the head of the Normal University.

The field was cleared for a battle royal. As an instance of the peculiar circumstances that may arise when one seeks the suffrages of the people the following is an illustration: The beloved Albert G. Lane was a candidate for reelection to the office of county superintendent of schools of Cook county at the same time as the State election. He remarked to the writer three days before the election, "Strange are the experiences of a candidate for public office. On next Tuesday Dr. Edwards will be defeated on the ground that he was responsible for the compulsory law. At the same election I shall be returned to my old position. The people who will defeat him will elect me, yet I am far more responsible for the compulsory law than was Dr. Edwards." His prediction was verified, for it proved to be a Democratic year. The candidate for State Treasurer won by a majority of something less than 10,000 while Mr. Raab's majority was more than 34,000.

The educational people knew that in any case they were to have a most excellent officer, but it was a clear case of punishing the wrong boy.

As was to be expected, the second biennial report of Dr. Edwards was, like its predecessor, a valuable contribution to official educational literature.

An article by the Superintendent on "The Dangers that Threaten our Public Schools," and another by John D. Benedict, the chief clerk, on "Practical Questions in Administering the School Law," are especially worthy of mention.

In retiring from office Dr. Edwards has the following to say with regard to his assistants:

"I can not close this report without adverting to the very valuable services of the two gentlemen who have occupied the position of chief clerk during the last four years, Superintendent J. H. Freeman, of Aurora, and Ex-Superintendent John D. Benedict, of Vermilion County.

"Mr. Freeman entered upon his duties without previous experience relating to the same. But by his energy, readiness and high executive ability he soon made himself master of all that belonged to his work.

"Mr. Benedict having done eight years of successful work as county superintendent and having a good knowledge of the law took up his duties in the State office readily. I wish to thank both gentlemen for their good sense, thorough loyalty to their work and marked success in the performance of it."

Upon the retirement of Dr. Edwards from the office of superintendent it had been his purpose to engage no longer in educational work, but he was so persistently solicited to accept the presidency of Blackburn University for at least a brief period that he finally accepted the call and acted in that capacity for a single year. At the expiration of this brief engagement he removed to Bloomington and made his home on a pleasant eminence from which he could look across the intervening valley to the Normal School, where the greatest work of his life had been accomplished from 1862 to 1876. Here he spent the remaining years of his life in delightful retirement, occasionally indulging in his old work of addressing a public that always listened with rapt attention to what he had to say. There seems no more fitting place in these chronicles to record the main facts of his distinguished career although a volume would be inadequate to do him justice.

Richard Edwards was born in Cardiganshire, Wales, on the twenty-third day of December, 1822. He died in Bloomington, Illinois, on the seventh day of March, 1908. Eighty-five years and three months lie between these two dates which bound the life of one of the most interesting characters in the history of American education. In his eleventh year he began to be an American and thereafter could not have been truer to his adopted country if native born.

He was the eldest of a family of ten, and the resources of his parents were limited. Too much energy was needed to keep bread in the larder to leave much time for education. There was something in the way of elementary instruction in Wales and something further in an Ohio district school, with a taste of secondary education in the Ravenna high school. At eighteen he was a journeyman carpenter and soon after a boss carpenter. But he was always a student of books and what he found in them was so enticing that he soon bade farewell to the hammer and the saw and determined to devote his life to the work of the teacher. He was twenty-one when this passion took possession of him and the active portion of his subsequent life was devoted to some form of educational activity.

He began as a district school teacher in an Ohio rural school, with a salary of \$11 a month. He soon attracted the attention of a man whose influence changed the current of his life. A graduate of Harvard College was resident in his neighborhood and occasionally attended the debating society that had been organized by

young Edwards and some of his companions. He quickly discovered the superior qualities of the aspiring schoolmaster and urged upon him the importance of an education. Many friends in the community joined Reverend Mr. Hudson in his advice, and suggested Massachusetts as offering the finest opportunities for the accomplishment of his purposes. It was a great undertaking for a young westerner with little money and a narrow, if enthusiastic, circle of friends. Mr. Samuel S. Greeley, for many years a resident of Chicago, interested himself very warmly in the enterprise and won the lasting gratitude of Mr. Edwards. It is altogether probable that what this friend did for him at the psychological moment explains, at least in part, what he did for so many young men and young women who were similarly conditioned.

The idea, once dropped into his mind, was like a seed, ready for germination, that finds itself in a warm and fertile soil. Mr. Greeley gave him money, without which the plan would have suffered hasty shipwreck, equipped him with wise counsel, and, as he was about to leave, handed him most valuable letters to prominent educational men. One of them was addressed to Samuel J. May, of Lexington, Massachusetts, a name to conjure with in those early years of public Normal schools in America.

In October, 1844, Mr. Edwards started for Massachusetts to find educational advantages not then available in Ohio. He had managed to possess himself of \$30, and with this limited financing but with a heart full of courage and hope he plunged into the future. Arriving at Cleveland he found that the boats for the East were out of commission, so he made the tedious journey to Buffalo by stage coach, only to learn that the boat which had disappointed him had arrived three hours in advance of the coach. The unlooked for expense had played havoc with his capital, but he ventured upon an Erie canal packet and viewed with increasing dismay the rapid disappearance of his little store of money. Reaching Albany he was so fortunate as to find a man who desired to secure a driver of a team to Westfield. Thanking his lucky stars for the lift and investing the larger part of his remnant in a second-class ticket to Boston he at last found himself within easy reach of his destination. Putting up at a third-class hotel he at once called upon Mr. May, who gave him a letter to Principal Tillinghast, of the Bridgewater Normal School, and went with him to call upon "Father" Pierce, the first principal of the first American Normal School, at West Newton. There he learned of a vacancy in a school at Scituate. He declined a pressing invitation to dinner, walked back to Boston — nine miles — settled his hotel bill and started on foot for Scituate. He walked eighteen miles that night and lodged with a good brother who, perceiving his unmistakable ambition to rise in the world, put him to sleep in the attic. He never forgot that interesting experience, for a New England northeaster came along in the night and howled around the old farmhouse, sifting the snow through the crevices and testing the fortitude of the adventurous stranger, hundreds of miles from home and almost penniless. The next day he was so fortunate as to receive an appointment at Hingham, some miles distant. At the suggestion of his employer he started, still on foot, to apprise the other members of the board of his engagement. The night was dark and rainy. Guided by the cheerful lights of a dwelling he stopped and begged

entertainment for the night, but his appearance was against him, as his pedestrianism had been anything but improving to his personal appearance. The householder regretted that they had but one spare room and that Mr. Brown was an expected guest due to arrive at any time. But happening to refer to Mr. May, with whom he had so recently been in personal contact, the atmosphere suddenly cleared. The "Mr. Brown" fiction was dismissed and he was entertained with the most cordial hospitality. And now his main troubles were over. He began his work the next morning with two fine shillings still in his pocket.

He taught the Hingham school for two winters, working and going to Bridgewater the intervening summer. He finished the course there—it was but a year in length—the next year and in the fall of 1846 went to Waltham as a teacher in the school of which President Hill of Harvard University was the chairman of the school committee. After a winter at Waltham he entered the Rensselaer Polytechnic Institute, at Troy. He afterward completed the course, and in 1848 was employed as a rodman on the Boston waterworks. A Mr. Chesboro was at that time superintendent, and twenty years later, then a resident of Chicago, occupied a sitting in one of the city churches at which Mr. Edwards was temporarily officiating. He cordially greeted the preacher, as he descended from the pulpit, with the remark, "The apprentice often gets above the master."

But Mr. Edwards did not long remain a rodman. In September of the year of his graduation from the Institute he was called to Bridgewater to become the assistant of Nicholas Tillinghast, the principal of the school. He never wearied of expressing his sense of obligation to this interesting man. As an expression of his appreciation he conferred the name of his friend upon one of his boys. Mr. Tillinghast was a graduate of the National Military Academy and carried the rigorous methods of West Point into the school under his charge. His pupils passed along both the spirit and the methods and made them most energetic principles in every school with which they were connected. This was the beginning of Mr. Edwards' Normal school work and he was to be in the thick of it quite continuously for the next twenty-eight years.

He remained at Bridgewater for nearly five years, his salary advancing meanwhile from \$300 to \$700. His experience at Bridgewater produced a profound impression upon his life and character. It was an interesting incident in his career that three of his fellow students there were afterward associated with him as subordinate teachers at Normal. They were Thomas Metcalf, so affectionately remembered as the beloved "Saint" Thomas, Albert Stetson, and Edwin C. Hewett, who succeeded him in the presidency.

Mr. Edwards left Bridgewater to become the principal of the English High School, at Salem. The significance of this simple announcement is not apparent on its face. Salem was almost under the eaves of Harvard College. The new Normal schools were a bit too insignificant to win even the contempt of the college men. And more than that—here was a man who could not pronounce the shibboleth of culture. He was but a Normal school graduate with a year or two at a polytechnic institute. It was true that he had been for five years a teacher at one of the new "short-cut" institutions to an education, but he had dealt with but the rudiments

of learning. But for some reason they were glad to have him at Salem. In some way he had discovered other agencies than the college to lift himself into their esteem. The selection of such a man to such a position was as fine a tribute to his ability as any event in his long and active career. He made an overflowing success. So capable did he prove himself to be that he was designated as an agent of the State Board of Education under the directions of the distinguished Horace Mann, discharging the duties of the office in addition to his responsibilities as principal. His reports to the board are interesting reading. He occupied the position for a single year only, for he was next selected as temporary principal of the Salem Normal School, and opened that institution on the 13th day of September, 1854, with one assistant. A month later, "on account of the large number of pupils," he was given an additional assistant and on the meeting of the governing board he was made permanent principal.

As agent of the State Board he was called upon to make frequent addresses to the public and to bodies of teachers, and thus found rich opportunity for the cultivation of his remarkable natural gifts as an orator, and his later successes were doubtless due, in no small degree, to these educative experiences.

Mr. Edwards remained at the head of the Salem Normal School for three years. The school grew rapidly, and his influence and reputation widened proportionally. Meanwhile the city of St. Louis had established a training school for teachers and was looking about for the right man to take charge of it. It was quite natural for them to turn Massachusetts way, for that little commonwealth had done more than any other State in the development of the Normal school as a distinct institution as contrasted with an annex to some other school. There were in that State, therefore, more men who were informed with regard to competent Normal school principals than could be found elsewhere. Mr. Edwards had come into personal relations with the eminent Horace Mann, the great-hearted philanthropist, who had represented his State in the United States Senate and who turned his back upon other political honors that waited only his nod of acceptance. He also gave up a lucrative law practice and determined to give his life to the cause of popular education. Doubtless Mr. Mann had much to do with the call that came from St. Louis to Mr. Edwards, who had been solicited in 1856 to accept the principalship of their proposed institution. He could not then be persuaded to leave his work at Salem, but when the call was renewed the following year he accepted, and organized the school and began his work.

A record of his compensation is not without interest. In Ohio he had served for \$11 a month and lived on the community by "boarding round." When he went to Bridgewater he received \$300 a year, but it was soon increased until it reached the princely proportions of \$700. When he went to the Boys' High School at Salem he received \$1,000. The following year he was offered \$1,200 to become the agent of the State Board of Education, whose secretary was the honored Barnas Sears. His salary of the Salem Normal School was \$1,500 and when he went to St. Louis he received \$2,500.

While he was working out his plans at Salem, Illinois was astir. It has been seen how the State Normal University came into existence and how the quite incom-

parable Charles Hovey set things in order and then marched away with the 33d Regiment of Volunteers. The days were dark for the new school which had barely established itself in its new building at Normal. A member of the board, Perkins Bass, of Chicago, tried to hold things together while the teachers' committee searched the country for a suitable successor. They had not far to go. A hundred and sixty miles away their man was waiting for them although he did not know it. His five years in St. Louis had made him a western man again. He was in his fortieth year, in splendid health, and burning with enthusiasm for his work. He was the unanimous choice of the committee and came to the field of his future labors in April, 1862. He occupied a subordinate position for the remainder of the school year and in September assumed the presidency. On the day of his incumbency the writer of these lines became his pupil and there began an affectionate intimacy that was broken only by his death nearly forty-six years later. If something of seeming extravagance may appear in an estimate of his character and ability it will thereby be explained, although the sober reflection of later years abundantly confirms the opinions formed in those early years.

Two days are imperishably set against the background of that distant past. The first is a Monday afternoon in the early September of 1862 and the other the closing day of the fall term of 1875. The former was matriculation day and the first view of the new president; the latter was the day of his retirement from the presidency to assume the pastorate of the old Owen Lovejoy Church, at Princeton. It was a sorrowful occasion for those who were associated with him as teachers and as pupils. The student days had passed and one of the matriculants of 1862 had been one of his subordinate teachers for nine and a half years. Dr. Edwards tried to speak in acknowledgment of the parting gifts which covered the table before him, but his heart was too full of precious memories and he sank into his chair and bowed his head upon his hands in pathetic silence.

Those were the great years in the life of Richard Edwards. He acquitted himself in a highly superior way in all of the positions of his later life, but he was first of all a teacher, and peculiarly a Normal school teacher. He bore the crucial test by which all great teachers may be recognized. He was capable of entering into the lives of his pupils in a most determining way. Brilliancy of intellect may win warm admiration; superior scholarship may excite profound respect or even extreme wonder; amiability of disposition may awaken enduring affection; but the supreme test of one's right to claim the name of teacher is the ability to awaken in his pupil an overmastering disposition to reproduce his message in terms of life; without this outcome of his effort the cunning of the teacher's art is wanting. If this be a just measuring stick, Dr. Edwards answers to the description of a remarkable teacher—a very remarkable teacher.

Here are a few of the more striking qualities that explained his phenomenal success:

First of all, he was capable physically. Rather above average height; long limbed and spare; a clear case of the nervous and impulsive temperament; a wonderful voice with a thrill in it; full of gesture and motion; energetic and tireless to the last degree; in brief, a man to attract attention at first contact.

Then he had an unusual endowment of native ability. His mind was quick and alert. He acquitted himself brilliantly in all of the situations that engaged him. There was added to this happy gift a warm emotional nature. He was impulsive rather than judicial in his earlier years, but he took on a more deliberative habit as he grew older. He was capable of the most unbounded enthusiasm. Supplement these qualities with an energy that was suggestive of the resistless tide of the sea and you have a trinity that laughs at obstacles. Because of the privations of his childhood and early youth the world of science, of art and of letters was a delayed revelation, but when his quick spirit found its way into it he was enraptured with the vision that was revealed to him. Those who were born on the high plateaus and to whom the great sweep of a landscape is a familiar thing can never know the ecstasy of an ardent soul that has hungered and thirsted for the summits and at last finds itself tantalized no longer with disappointing hopes. There is to be no jog-trot in life thereafter. The pure air of the hills, when once he found it, gave him a sense of exhilaration and joy; the wide horizon bounded a great new world and invited him to a splendid career. He scorned the man who asks the time of day when at his work, however severe it may be. He knew only to do what was within his power when the interests of his pupils were involved.

This was the man that some hundred and fifty of us found ourselves in contact with nearly a half-century ago. His enthusiasm for teaching suffused the whole institution. The atmosphere was surcharged with it. He looked upon it as a sacred calling, for he was an idealist to the core. And he poured his life into it with copious prodigality. He was one of the old crusaders back again out of the past and gathering his followers around his standards. Every one must have the glow in his face. Indifference was intolerable. Selfishness was not one of the deadly sins; it was all of them. He scorned the suggestion that one should ever think of himself when the interests of childhood, which are the interests of humanity, are at stake. It is not strange that the young men and women that went out from the sphere of his influence should fancy that they had a mission and that they should be characterized as idealists and enthusiasts and all that occasionally.

He had the profoundest respect for our ordinary, common life, and festooned it with graces and beatitudes that the "practical" man could never discover. And he was always urging us to see what was so plain to him and hidden from us because of the very commonness of it. Because of what is possible through the ministry of education he was always exhorting the young to press against the molding influence of the cultural forces of the times and to select the finest, those that make for the highest intellectual development and preeminently those that make for righteousness. He had an almost dangerous faith in the possibilities of young men and young women. Upon their shoulders he would lay large and grave responsibilities and would enjoin them to carry their burdens splendidly and never to submit to the shame of failure. His own remarkable career in lifting himself out of humble life and discouraging conditions made him believe in a wonderful way in the capacity of others. He was the prophet of the strenuous life. Work was the gospel that he and his fellow teachers were forever preaching. They were of one mind about it, but the idealism of it saved it from drudgery and made it engaging and fine.

Add to what has been said the gift so common among genuinely capable men, a memory that never forgot the name of a student and that charmingly enriched all of the subjects with which he dealt. They were relatively elementary, but they illustrated in a striking way the cultural possibilities of a somewhat simple content in the hands of a skilful teacher. The situation gave point to an oft-quoted remark that should be made with great caution, that the method of treatment is of more importance than the subject matter. His reading classes were notable examples of this principle. With a superb voice and a passionate sensitiveness to ideas and emotions, he was a fine reader. But the exercises were far more than an elocutionary drill, although they were that also. They were the study of the best literature and of its adequate vocal expression. "Thought analysis" was the unique feature of his method and the vistas that it opened made the study a liberal culture. Such previously unrevealed possibilities disclosed a new view, a wonder-world, so novel and interesting that the pupils pushed into it with much of the enthusiasm of their leader.

With these qualities he joined a fine technic in the management of a class and of the material of instruction. His example amply justified his claim that there is a real art of teaching grounded in a science of education. He was the conscious master of a process and seemed to appreciate the pupil's difficulties by a sort of divination. He knew how much of the right sort of assistance to give him to enable him to catch a trail that would otherwise have been too obscure for him to search for it advantageously. He was extremely fond of teaching and did it with such satisfaction and with such delightful skill that it made us all anxious to try our hands at it. Of course, it happened, with such a vigorous example, that a few caught only his personal peculiarities and afterward paraded them before their schools, but they were incapable of any deeper insight and were all the better for what little they got. This aspect of his peculiar skill is dwelt upon, for after all the intervening years and the development of our latest pedagogy we have but few extremely skilful teachers of young men and young women, whatever we may have accomplished in training teachers of children.

His management of the school as a whole may be inferred from what has been said. He had a task that called for great energy and great patience. He had more of the former than of the latter, yet he exhibited admirable tact. He did not always have his fiery spirit under complete control, when it rose like a tidal wave, but it made few or no enemies, for the cause in which it exhibited its sometimes tempestuous energy was its complete explanation. With what admiration we talk about it and with what words of praise we dwell upon it! The Normal school was then a new institution in our American life and there were enemies to spare. Worst of all, many of them were found where there should have been only friends. After all of these years, with the Normal school established as an essential factor in our educational agencies, one who was in the thick of the fight can look back upon those old battle-fields with real composure and can regard "the enemy" with a larger measure of charity than when he was threatening the life of an institution that the seers recognized as absolutely indispensable to any adequate solution of the problem of popular education. Doubtless the survivors have long since repented and have

only regrets for their mistaken zeal. There are those in the North who opposed the prosecution of the war in the early sixties and who would have consented to a pitiful compromise for peace, even to the dissolution of the Union of the States, who would be happy indeed to expunge the hateful record; for them we have only profound sympathy. It is too bad that they should have been on the wrong side when the chances are few to be splendidly right. Dr. Edwards was splendidly right and the consciousness of it kept the smile upon his face when the shadows were long and the evening was coming on. It was heart-breaking in the early days to be misunderstood and misrepresented and opposed at every turn in the great work that he was doing. Not a few of the "statesmen" at Springfield decorated their oratory with ridicule and waxed eloquent over the superlative virtues of the old-fashioned school and the absurdities of attempting to teach people how to teach. But he won his battle and secured his appropriations and piloted his craft into comparatively comfortable waters before he gave up the task.

One must speak further of the stimulation to growth that every student who caught the spirit of the school carried with him to his work. Added to the intense conviction that no other calling could compare in sacredness with that of the teacher was the feeling that every day must witness some substantial growth in scholarship. There must be a conscious expansion of knowledge and power. The school must be for the teacher as well as for the pupil. A finished education? Perish the thought! A text-book in the hand to ask questions from? Shame upon one who is not master of the work of the day! There is too much corn to be cultivated and there are too many dishes to be washed to rob the field and the kitchen without enriching the school.

Then the immense influence that Dr. Edwards exerted through his text-books in reading amounted to a revolution. The series had an immense sale and had a double function: it furnished reading matter, in the higher grades especially, of the finest literary quality, and it gave to the teacher a method that in many respects has never been surpassed.

Mention has been made of his great power as a public speaker. He had the orator's art of arousing his hearers to his own enthusiasm and especially of giving to the commonplace a dignity that is ordinarily denied it. He had never been ordained to the ministry yet he was often called to fill pulpits, and his magnetic personality made him very popular. He began to receive calls to pastorates and one of them was too attractive to be declined. He therefore took orders, and in January, 1876, became the pastor of the Congregational¹ Church of Princeton, Illinois. Owen Lovejoy, the great apostle of freedom, had been there before him, so he came to a great estate. He was equal to the task and spent nine happy years in work that was in the highest and completest sense to his liking. The cares and vexations of his strenuous life at Normal dropped from him like a discarded garment. These ministerial years were sacred in his memory, for he felt that they were full of the richest spiritual growth. He enjoyed the confidence and companionship of the people of that cultivated little city and he had, perhaps, his rarest opportunity for the family life that was so dear to him.

Any sketch of Dr. Edwards would be notably incomplete without the mention of

one who walked by his side, shared his hardships and successes for almost sixty years, and was his constant inspiration and support. It was in 1849, on the fifth day of July, that he married Betsy Josselyn Samson. Eleven children were born to them, of whom nine survive. Mrs. Edwards and two of her daughters, Ellen and Florence, continue their residence in Bloomington. In writing of her father Miss Ellen Edwards says: "He was preeminently a family man, a home-lover. He had the hospitable heart and preferred always to meet his friends in his own home rather than elsewhere. His wife and children had his confidence; they shared intimately his griefs and joys, his defeats and his successes.

"In St. Louis, before the war, he would take us all — there were only five of us then — on his lap and sing about the greedy old woman who took more apples than she could carry, and when 'Her apron strings broke and she let them all fall' the children would roll down on the floor in a heap of merry laughter. If he was merry the house was bright. When he was blue he was very blue, and the household was under a cloud. The moral of his story stayed with us. There was always a moral to his stories, preferably stated with distinctness. In St. Louis we heard all of the Shakespeare stories, and became vigorous patriots whose last bit of money or life blood was for Abraham Lincoln on demand."

He was honored with many degrees. From Rensselaer Polytechnic Institute he received C. E. and B. S. in 1848; from Harvard, A. M., in 1863; from Shurtleff, LL.D., in 1867; from Blackburn College, D. D., in 1891. He was a member of the Illinois State Teachers' Association for forty-six years and at the time of his death was a member of the N. E. A., of the Illinois Historical Society, of the McLean County Historical Society, of the Bloomington College Alumni Club and of the Committee of One Hundred, American Association for the Advancement of Science, on National Health, and was also President of the McLean County Bible Society.

He loved to visit the school with which he had been so closely identified in its early history and he spoke there a few days before the end. At the semi-centennial celebration, in June, 1907, he was a central figure. In a notable speech he said, "I love to be remembered here; I trust that you will speak of me when you meet." The next speaker was a member of his first class and one to whom he had been peculiarly a friend. With a heart that was full of love and gratitude he said, "Forget you, Dr. Edwards! Not while memory holds her gracious empire in the soul." And so say we all of us, his gray-haired boys and girls.

The writer can not close without endeavoring to express the deep obligation that one must ever feel toward his benefactor. To him far more than to any other man he was indebted for recognition and for the chances to show what he could do in the first twelve years of his professional life.

SUPERINTENDENT RAAB'S SECOND ADMINISTRATION.

Mr. Raab selected for his chief clerk Mr. James Kirk, of whom he remarks:

"I wish to give expression of the highest appreciation of the services of my assistant, Mr. James Kirk. Ever ready to do the often tedious work of the office, he has familiarized himself with all of its details and faithfully executed whatever fell to his share. Accurate and painstaking, industrious, and courteous to visitors,

he has been to me a true assistant and helper. His experience as a county and city superintendent has been of great value to the office."

Each of the successive biennial reports has not only given the statistical information prescribed by law, but has added a mass of most valuable material in the way of suggestions to school officers, teachers, and to the public in general, although it could hardly be expected that an official document would have large circulation among lay readers. Moreover, there is to be found in these volumes much of an inspirational character that has had a marked influence upon public sentiment as it has reached school patrons through the school people.

In the present volume Mr. Kirk has an article on "The Care of School Funds," and the Superintendent contributes instructive articles on "The Annual Institute," and "The Rural School Problem."

Although Mr. Raab owed his election in no small degree to the opposition to the compulsory law, he shows his independence by an article in which he discusses the question candidly, indicating his belief in the wisdom of such legislation.

The law establishing annual institutes provided that instructors must be licensed by the Superintendent of Public Instruction. Superintendent Raab recommended the holding of an annual institute whose membership should be the licensed institute instructors of the State. As the necessities of the situation require some three hundred workers and as there exists the greatest diversity of ability and attainment, it would seem to be in the interests of true economy to secure some uniformity of plan.

In June, 1892, although there were no funds with which to pay the legitimate expenses of instructors, Mr. Raab called a convention of licensed instructors and county superintendents, which continued for two days. A profitable session was held. President Cook and Professors McCormick, Felmley, Colton and McMurry, and Miss Ela, of the State Normal University; Professor Hull and Miss Anderson, of the Southern Normal University; Mr. Burns, of Monmouth, and Professor Harker, of Illinois College, assisted in this "labor of love."

The General Assembly was asked to make an appropriation for the support of so practical an instrumentality, and in the hope that his request would be granted Superintendent Raab held a second institute in June, 1893, of three days' duration. No funds having been placed at his disposal for that purpose he was obliged to meet the expenses out of the contingent fund, thus crippling other enterprises. The institute was discontinued in 1894.

At the 1893 session the following well-known institute conductors assisted: R. R. Reeder, Miss Lottie Jones, Mrs. Ella F. Young, W. F. Rocheleau, S. B. Hood, H. W. Dickinson, Silas Y. Gillan, F. W. Parker and the Superintendent of Public Instruction.

The Columbian Exposition afforded an unprecedented opportunity to exhibit the work of the educational institutions of the world. To be properly represented at such an array of achievements was a natural ambition of the Illinois school people. The General Assembly was awake to its responsibility, and in providing funds for the part which the State was expected to play did not forget the educational interests.

A special building, erected by the State, yielded a portion of its space for some of the features proposed by the managers.

The act authorizing the exhibit provided the following:

- a. A model common-school room of high grade, fully equipped and furnished, under the direction of the Superintendent of Public Instruction.
- b. An illustration of the methods and results of educational work as pursued by the State Normal Universities, the public, technical and art schools and the high schools of the State.
- c. An exhibit by the University of Illinois of the equipment, methods of instruction, and the achievements of that institution in its several departments.

For the collection and arrangement of the material, Mr. William Jenkins, recently superintendent of the schools of Mendota, west side, was selected. Mr. Jenkins made a careful study of the situation and the exhibit was installed in accordance with his plans and designs. The elementary and high schools freely contributed to the display and thus made it possible for an intelligent student of education to determine the character of the instruction afforded the children of Illinois, so far as an examination of results can furnish such information. The pictures, blue-prints, apparatus, furniture, school decorations, text-books, reference books, maps and all the rest of the material equipment of the school concretely illustrated the environment and working tools of the pupils. A model schoolroom exhibited the appliances in their proper relation to each other.

The exhibit of the University of Illinois was mainly polytechnic and attracted the attention of the people to the superior facilities afforded by that institution in that line of work. The two Normal Universities were creditably represented, having custodians in charge of their exhibits who were familiar with the working plans of the two schools and therefore competent to instruct those who were making an especial study of the teachers' schools of the country.

The following is the award of Josiah H. Shinn, Individual Judge, which was approved by the President of the Departmental Committee and the Chairman of the Executive Committee on Awards:

First, the display from all parts of the State gives evidence of a good public-school system. Country and town alike are permeated by its salutary effects and unite in presenting excellent results.

Second, the showing is very finely made by the city schools, especially Chicago. The work is scholarly, progressive and inspiring.

Third, the kindergarten, drawing and primary work of the large schools are excellent.

Fourth, the system of Normal colleges or schools is one of great merits and their work excellent.

Fifth, the system of superior instruction of the University of Illinois is excellent.

It is quite obvious from the construction of the above report that the writer was not competing for a prize in English.

Reference was made, in considering the Eighteenth Biennial Report, to an article by John D. Benedict, on "Some Principles of the Illinois School Law." With such amendments as time and circumstances required, the article was reprinted in the

Twentieth Biennial Report, the additions having been made by Mr. Kirk, the chief clerk under Superintendent Raab. It is a condensed statement of the provisions of the law and powers and privileges of teachers and school officers. It will be found of great service to those who wish to make an exhaustive study of the evolution of the Illinois school law.

In 1891, the General Assembly passed a law giving to women the right to vote for "any officer of schools under the general or special school laws of this State."

The Supreme Court by two decisions modified the scope of the law, declaring that women may not vote for a State or a county superintendent of schools. The Court held, 139 Ill., 622, that "the legislature had and has no power or authority to invest women with a right to vote at an election held for a county superintendent of schools." As the Constitution of the State prescribes the qualifications of electors for that office they can not be changed by an act of the legislature. The only remedy is by a constitutional amendment. This decision debars women, except the very few who may have the constitutional qualifications, from voting for a State or county superintendent of schools.

The second decision confirmed the right of women to vote for other school officers, if they possessed the general qualifications of age and residence, for these offices are not specified in the Constitution and being creations of the General Assembly the qualifications of electors for those offices may be prescribed by that body.

In two contributions to the Twentieth Biennial Report, Superintendent Raab expressed his educational views with regard to primary schools and also to the preparation of teachers for common schools. With respect to the branches that should form the course of study and the extent to which they should be taught he assumed the position substantially held by the schools of Europe and especially by the German schools. As to the manner in which this instruction should be given he held pronounced views, for he had worked out his theories in specific details. To be able to think logically and to work happily is the great desideratum for the pupil, while in the teacher "the love and forbearance of the mother" should abundantly manifest themselves, they "should be blended with the earnestness, firmness and consistency of the father." Mr. Raab's attitude will thus be understood. While he stood for all the loving consideration for the child that the warmest affection would warrant, and held to the doctrine of interest so richly developed by his great countryman, Herbart, he realized the necessity for that rigorous, cultured discipline that has also characterized the work of the German teacher. In brief, Mr. Raab was an Americanized German, bringing to his new citizenship the genuineness and thoroughness of his native land and combining it with the gentler method of his adopted land.

He stood especially for drawing, music, manual training, the kindergarten, and all of the other innovations that have so changed the character of the school, but he mingled with them the leaven of earnestness and the demand for tangible results in that sterling character that fits one for the real battles of life. With even greater insistence, if possible, he stood for the professional preparation of the teachers, and in his public addresses as well as in his reports contributed richly to that newer and advancing sentiment that will in its own time put a professionally prepared teacher into every school. The attitude of this interesting man toward his work can not

better be expressed than by a brief quotation from his paper, "The Future Primary School":

"To the teacher may be truly said what Goethe causes Faust to say to his famulus Wagner, when the latter complains of the vastness of studies:

'You'll ne'er attain it, save you know the feeling,
Save from the soul it rises clear,
Serene in primal strength, compelling
The hearts and minds of all who hear.
You sit forever gluing, patching;
You cook the scraps from others' fare
And from your heap of ashes hatching
A starveling flame, ye blow it bare;
Take children's, monkeys' gaze admiring,
If such your taste, and be content.
But ne'er from heart to heart you'll speak inspiring,
Save your own heart is eloquent.'

"No instruction is of any avail when it leaves the child indifferent. Even the most difficult will become easy when the teacher knows how to awaken the interest in matters of instruction, and how to keep it alive. By this alone can the attention of the students be kept awake, and without this no teaching can prosper. To be wearisome and monotonous — this has been very truly said — is the cardinal sin of all teaching. Coercion, displeasure and impatience of the teacher annihilate the sympathy of the pupil in the instruction. Whoever knows how to interest children will grow tired sooner in the conversation than they themselves.

'And deep be the stake, as the prize is high —
Who life would win must dare to die.' "

The article on "The education of Teachers for the Common Schools" takes high grounds in its demand for Normal schools, but scourges with a whip of scorpions the mechanical methods of too many of the teachers' seminaries.

Henry Raab and Richard Edwards represented two distinct types of school men, yet with passionate ardor they pressed for a common goal. They were a great gift to the schools and should be enshrined in the memories of the people.

THE NINTH SUPERINTENDENT OF PUBLIC INSTRUCTION.

In 1894 the Democratic convention renominated Mr. Raab. He certainly merited the honor. The Republican candidate for the same office was Prof. Samuel M. Inglis, a professor in the Southern Illinois State Normal University. We have seen how Mr. Raab was elected in 1890 by the defection of a large German-Republican element, offended because they regarded the compulsory school law as a menace to their parochial schools. In 1892 the Republican party suffered its first gubernatorial defeat for forty years. Governor Altgeld was elected by the same vote that went to Mr. Raab. In 1894, however, the storm had passed, and Mr. Inglis went in with the fine majority of 123,000 and more.

Mr. Inglis was quite well known in educational circles. While he could hardly be regarded as a student of education in the modern sense of the term nor as an

educational leader of especial prominence, he had been a school superintendent for many years in one of the better towns of Southern Illinois, had been a professor in the Southern Normal School for several years and was, withal, a popular, lovable man, and where known was regarded with much affection.

He selected for his chief clerk Mr. John W. Henninger, a former resident of Southern Illinois, who had been a teacher and superintendent for some years. Mr. Henninger served for a time and was succeeded by Mr. J. H. Freeman, already familiar with the duties of the office because of his service under Dr. Edwards. Mr. Freeman was a most loyal and helpful assistant and was highly esteemed by the educational people of the State.

Mr. Inglis was in declining health when elected. The duties of the office, especially the travel and addresses, wore upon him. In the latter part of April, 1897, he sought relief at a Kenosha sanitarium, thinking that a few weeks of rest would restore him to health. He was doomed to disappointment, as his illness was more serious than he and his friends had suspected. While engaged in pleasant social converse with acquaintances he suddenly passed away, the golden cord being rudely severed. This was on the evening of June 1.

It devolved upon the Governor to appoint his successor, and in harmony with the wishes of all who understood the situation, he selected Mr. Freeman.

From an address delivered by Mr. Freeman at the 1897 meeting of the State Teachers' Association, the following extracts are taken:

"Samuel M. Inglis was born in Marietta, Pennsylvania, August 15, 1840. He received his early education in the public schools of Ohio. Coming to Illinois in 1856, a poor boy, he struggled against poverty for an education. After leaving the public schools he attended the Mendota Collegiate Institute, from which he graduated with the first honors of his class in 1861. It was in the fall of 1857, four years before his graduation, that he began his life as a teacher. He commenced a school soon after his graduation, in the stormy days of 1861, but he soon left the schoolroom for the army, enlisting in the 104th Regiment of Illinois Infantry. On account of a serious accident occurring soon after his enlistment, he was compelled to return home, and his place was filled by his brother, who was killed by Longstreet's men at Knoxville, Tennessee.

"Mr. Inglis retired to his father's farm in Henry county, where he remained for some years, caring for his father's family, and teaching in the country schools during the winter months. He cast his first presidential vote — for Abraham Lincoln — in 1864. In the fall of 1865 he was called to the supervision of an academy, located in Hillsboro. Here he remained as a successful instructor until the summer of 1867. During these years he occupied his spare time in the study of law in the office of Judge E. Y. Rice, of the Springfield district. Home duties requiring his attention he returned to his home and assisted in the support of his father's family until the fall of 1868, when he was called to take charge of the schools of Greenville. During his stay of fifteen years in Greenville he graded the public schools, and in 1883 left them in charge of a fine corps of well-trained teachers, the school ranking among the best in the State.

"In April, 1881, Governor Cullom appointed Professor Inglis a trustee of the

Southern Illinois Normal University. In the spring of 1883, through the earnest solicitations of his fellow trustees and the faculty of the University, he accepted the Chair of Mathematics in the institution whose business affairs, as a member of the Board of Trustees, he had so faithfully assisted in managing for two years.

"In September, 1883, Governor Hamilton commissioned him as one of the five delegates to represent the State of Illinois at the National Convention of Educators, that convened in Louisville, Kentucky, to devise ways and means to better the illiterate condition of certain portions of our country.

"At the close of the third year in the chair of Mathematics, which he had so ably filled, the Board of Trustees transferred him to the chair of Literature, Rhetoric and Elocution, to which work he devoted his energies for eight years.

"In 1887, he was married to Miss Anna Louise Jackson, of Hillsboro, who died in 1892. Three years later he was united in marriage to Miss Louise Baumberger, of Greenville.

"On April 12, 1898, he was honored by being unanimously elected president of the Eastern Illinois State Normal School, at Charleston, his duties to commence September 1, 1899. He held the degree of A. M., and in the last week of his life Blackburn University conferred upon him the degree of LL. D.

"One of his first official acts was to issue a circular letter to the county superintendents and prominent educators, rallying them to the support of the bills then pending in the legislature providing for the establishment of the two new Normal schools. In behalf of these measures he rendered valuable and efficient work in personal appeals to the members of the General Assembly and before the educational committees of both Houses, as well as in other ways."

Mr. Freeman calls attention especially to his labors in furthering the child-study movement, the establishment of rural-school libraries, his active service on the various boards of which he was *ex officio* a member, his efforts to secure a law providing for classes for the deaf in connection with public schools, and his extremely laborious address-making in which he traversed the State from one end to the other.

The regard in which he was held by his pupils is indicated by letters from those who had stood in that relation to him. One writes as follows:

"To all of his pupils the echoes of his deep, sonorous voice are hallowed memories, for the words that he spoke to us were the words of truth and life. We can never forget his commanding presence and the whole-souled, genial manner which was but the natural expression of his kind heart."

A friend writes, "Every department of the school reflected his buoyant, sympathetic and vigorous spirit. The children loved him and the teachers knew him to be a friend, wise and true. To all those who were privileged to know him as a teacher he will be an ever-present inspiration and a most glorious memory."

At a meeting of State officers held on June 2, 1898, to take appropriate action on the death of Professor Inglis, the following resolution was adopted:

"*Resolved*, That as State officers we learn with most sincere and profound regret of the death of State Superintendent of Public Instruction, Honorable Samuel M. Inglis, and that we desire to place upon record our appreciation of the many virtues that have characterized him during his long and able career. His acknowledged

ability has long since placed him in the front rank of educators. His efforts as teacher, professor, and State Superintendent of Public Instruction form no small part of the history of education in this great State.

“Professor Inglis was not only a hard worker and a recognized leader in the ranks of his profession, but he was a man of sterling Christian character, and was a true type of the highest order of American citizenship. His mind was broad and liberal. His heart was tender and sympathetic, and the hundreds of young men and women in this State who have been encouraged by his kindly help in the struggle for an education will join with us in lamenting his death. To his wife we extend our most profound and heartfelt sympathy.”

THE TENTH SUPERINTENDENT OF PUBLIC INSTRUCTION.

Mr. Joseph H. Freeman, in assuming office, issued the following circular:

DEPARTMENT OF PUBLIC INSTRUCTION,

SPRINGFIELD, ILL., June 23, 1898.

To the School Officers and Other Friends of Education in Illinois:

Having been appointed this day by Governor John R. Tanner to fill the vacancy caused by the death of Hon. S. M. Inglis, I assume at once the duties of State Superintendent of Public Instruction.

At the request of the Governor and in accordance with my own wishes, I have appointed as assistant Mrs. S. M. Inglis.

By the appointment of Mrs. Inglis, a just and fitting tribute is paid to the memory of our fallen leader. By this appointment, also, is assured the faithful and efficient performance of the duties of the position.

I take this opportunity to express my grateful acknowledgments to my many friends in Illinois who have so kindly and promptly interested themselves in furthering my promotion.

Earnestly desiring the loyal and hearty cooperation of all of the friends of education in our noble State, in the discharge of the work that has fallen to me, I am,

Sincerely yours,

JOSEPH H. FREEMAN,

State Superintendent of Public Instruction.

Mr. Freeman's report is an educational document of genuine merit. It may be said of all the biennial reports that as their statistical content is designated by law they are all valuable. They differ in their deviations from the common type and this deviation is determined by the originality of the officer issuing them. The Twenty-second Biennial Report contains several extremely valuable biographical sketches. They are as follows: The memorial sketch of Mr. Inglis, by the Superintendent; a paper on the life and character of Newton Bateman, by Dr. Samuel Willard; a sketch of the life and services of Charles E. Hovey, the first president of the State Normal University, by John W. Cook; a similar article on Hon. John Milton Gregory, the first president of the State University, by Thomas J. Burrill, Ph.D., LL.D.; memorial articles on E. C. Smith and William Jenkins. An article on newly organized high schools exhibits the development of secondary education.

THE ELEVENTH SUPERINTENDENT OF PUBLIC INSTRUCTION.

At the opening of the year 1899, Alfred Bayliss was installed in the office of Superintendent of Public Instruction. He was to remain there for eight years and

render good service to the commonwealth. He issued four biennial reports and retired to take up the work of president of the Western Illinois State Normal School.

It is interesting to observe that although the highest salary paid continues to increase, the lowest continues to disfigure the page. The highest salary paid to a male teacher has now climbed to the \$300 mark, while the similar figure for a female teacher is \$280. The lowest, however, is \$12.50 for a male and \$8 for a female. The averages are still too low, being respectively \$60.42 and \$53.27. These are the figures for 1899. 1900 shows an advance of \$50 for males but a dropping off of \$40 for females. It is at least encouraging to note that no woman worked for less than \$12 a month.

The comparative statistics are, as usual, full of interesting matter. The whole amount paid to teachers in 1900 is approximately fifty times that paid in 1855. The value of school property is about \$46,000,000, showing an increase of a million a year since 1870. But these pages need not be burdened with details which the curious can find by going to the report.

The opening of the new century witnessed a great revival of interest in the country school. The Twenty-third Biennial Report reflects this interest and the student of those schools is referred to this report. The "Consolidated School" movement in Ohio began to attract the attention of the educational people of Illinois. It was observed that the district schools were steadily diminishing in size. One county superintendent reported five schools enrolling ten, thirteen enrolling fewer than ten, and four schools fewer than five. The remedy was obvious: the children should be transported to localities where there are real schools. Mr. Bayliss recommended to the General Assembly an enabling act which should give to districts the power, upon vote of the people, to tax themselves for that purpose. Since that recommendation was made six general assemblies have met, fought over that proposition, defeated bills looking to its realization and have adjourned without giving relief. Meanwhile several consolidated schools have come into being, as will be seen by reference to the article on that subject, yet transportation of children at public expense is not yet accomplished in 1911.

Superintendent Bayliss issued a circular letter to the county superintendents, on August 10, 1900, asking for certain special information to be embodied in his forthcoming report. This circular was extremely inquisitive and called forth an amount of information that throws such light upon the country schools as enables one to speak intelligently about them.

QUESTION 1. Has your county a permanent county teachers' association? If so, how often does it hold regular meetings?

Seventy-seven counties reported permanent organizations, three of them reporting combinations with other counties. Meetings vary in number from one to nine a year.

QUESTION 2. What proportion of your teachers do all, or part, of the State Teachers' Reading Circle work or its equivalent?

Less than ten per cent were not doing the work. Five counties reported 100 per cent doing the work. Twelve counties reported more than 90 per cent; nine,

80 to 85 per cent; twenty-one, 70 to 75 per cent; fifteen, 50 per cent. The ninety counties reporting work average approximately 65 per cent.

QUESTION 3. To what extent are your teachers encouraging the Pupils' Reading Circle work or its equivalent?

Here and there a county was doing something, but in the aggregate little was being done.

QUESTION 4. What success has attended your effort to assemble the school officers of your county?

Very few reported any satisfactory results.

QUESTION 5. How many schoolhouses in your county are unsanitary or otherwise unsuited to their purpose?

The answers varied greatly. Evidently there was a personal equation here as well as bad schoolhouses. Several reported none. Others reported that every country school was seriously defective. Here are some of the answers: 5, 20, nearly all, 12, half of them, 3, 25, 40, 25. It is clear that a very considerable number of the houses are far from being what they should be.

QUESTION 6. How many grounds without trees? Do you encourage Arbor Day? If not, why not?

In the wooded counties trees are usually found on school grounds. In the prairie counties the reports are very variable. It is clear that Arbor Day, which seems to be quite universally encouraged, is accomplishing much good. Still there are many school grounds that have no trees.

QUESTION 7. What, if anything, are your teachers doing in the way of school-room decoration? How many well-furnished, tastefully decorated, and perfectly comfortable schoolrooms are there in your county?

The answers indicate that decoration is thought to be the proper thing. In the greater number of counties — much the greater number — something is done in almost every school. Generally little skill is shown and much instruction is needed. The indications are that there will be a marked improvement in this particular in the near future.

The answers to the second question indicate that the number is small.

QUESTION 8. How many districts in your county find it difficult or impossible to maintain school six months as required by law, with the limit of taxation at $2\frac{1}{2}$ per cent?

Twenty-nine counties reported districts so conditioned. The entire number of districts numerically reported was 144. One county reported one-tenth of its districts as so conditioned and another one-half. In some of the other counties schools were maintained in some of the districts by paying very low salaries.

QUESTION 9. How many of the schools are still without libraries?

Forty-nine reported numerically. In these counties there were 2,663 schools without libraries. The numbers were very unequal, however. Thus in one county there was but one; in another, 150. In one county there were 71, but there were 208 with libraries. Twenty-four reported in per cents, and ran as high as 90 per cent and as low as 20 per cent.

The reports indicated that the school library is still a novelty not to be found in thousands of schools.

QUESTION 10. How many schools in your county enrolled fewer than ten pupils last year? How many fewer than five?

Fifty-four counties had schools with fewer than ten pupils. Of these sixty-four schools had less than five pupils and 323 less than ten.

The report is profusely illustrated with pictures of schoolhouses, showing floor plans as well as elevations. Only country schools are represented. Interiors are shown in a number of instances.

In February, 1901, Circular 28, treating of Rural School Architecture and School House Decoration, was issued. It quotes the following from Dr. Bateman's report of 1861: "A central location; boards and shingles to protect from storm and cold; just space enough for all the scholars in the district; an adequate supply of the plainest seats and desks, the former often backless; a 'ten-plate' stove, a pail, tin cup, and broom — these are too often regarded as an ample endowment for a district schoolhouse."

At that time there were 1,102 schoolhouses "totally unfit for the purposes for which they were used," while 4,600 were described as "in tolerably good repair, but with small lot, unenclosed, *destitute of outhouses*, poorly seated, and not large enough for the scholars of the district." There were also at that time 1,447 log schoolhouses.

After forty years there are still 1,278 "unsanitary or otherwise unsuitable" schoolhouses and but 1,794 "perfectly comfortable ones."

The purpose of the circular was to give teachers and school officers the latest information regarding schoolhouse architecture and decoration. It contains a paper from a former architect of the Chicago Board of Education, a paper by Mrs. Orville T. Bright, on schoolhouse decoration, and a number of illustrations of which mention has been made. Attention is called to this feature of the report for two reasons — it indicates the conditions in 1900 and notes articles worthy to be studied at the present time.

The special features of the Twenty-fourth Biennial Report, the second issued by Mr. Bayliss, are the plates showing the latest achievements in the line of high-school architecture, the report of the proceedings of the Conference of County Superintendents and Institute Teachers, and memorial addresses on Henry Raab and Francis W. Parker.

Reference was made on a previous page to the conferences of institute workers held by Superintendent Raab and also of their discontinuance because of the lack of funds. Superintendent Bayliss revived these conferences. As the report is accessible to all desiring it these pages will not be burdened with an account of the work presented.

In the Twenty-fifth Biennial Report several important decisions relating to school matters and coming from the Superintendent and the Attorney-General are reported. The question as to whether teachers in the public schools of Pekin could legally draw public funds without holding a county certificate came up for settlement. The decision of the department may be found on page three of the report. It held

that in that district two certificates were necessary: the county certificate and the certificate required by the school inspectors.

As has been noted, the "consolidated" school was beginning to interest the educational people, and although it was clear that schools could unite it was by no means clear that money could be legally expended for the transportation of children who were too remote from such union schools to reach them without the aid of transportation facilities.

The question came up from Winnebago county as to whether "a consolidated district may use public funds to pay for transportation, provided the people, at the annual school meeting, the third Saturday in April, by a majority vote authorize the directors to use a sum not greater than a specified amount in providing transportation for all children living at a distance too great to reach the school by walking."

The department decided that it is within the powers of the school directors to provide such facilities after the district has authorized it by vote. The decision of the department, however, has the force of law subject to the decisions of the courts of competent jurisdiction. As will be seen in the article on "Consolidated Schools," the courts did not agree with the view here taken by the Superintendent of Public Instruction.

A decision was rendered by the department on a question going up from La Harpe that had important consequences. In some of the counties the common council was authorized by special charter to appoint the members of the school board and was also authorized to determine its powers and duties by ordinance. It therefore became, in effect, the school board in addition to its functions as common council. Unhappily the result was most unfortunate in its effect upon the schools. It was held that the act of 1897 put such common councils out of commission. The case subsequently went to the courts and the view of the Superintendent was sustained.

The following decisions were also announced:

The board of education has no power under the law to make contracts beyond the expiration of the current school year.

The county superintendent has the power to remove a member of a board of education elected under a special act if such member fails to discharge the duties of his office.

It is the duty of the board of inspectors of a city having a special school charter to return its certificate of levy to the township treasurer and not to the city council. This annulled the claim of certain common councils that they could control the amount of tax to be raised for school purposes.

Holding that wherever special charters conflicted with the statute of 1903 with regard to cities the special charters became inoperative, certain cities were obliged to conform to the recent law with regard to the election of boards of education.

Under the above rendering, the high schools of the City of Chicago, which had been returned as under special charters, were required to correct their classification.

Another special feature of the report under consideration is a discussion of township high schools.

Mr. Bayliss appointed as his assistant Mr. J. H. Freeman, who had succeeded

Mr. Inglis and had filled out the unexpired term of that officer. Mr. Freeman resigned July 1, 1902, to take charge of the school for the education of the blind, and was succeeded by Mr. J. E. Bangs, then principal of the Pontiac township high school.

A new assistant was at this time appointed whose especial duty was the preparation of the decisions of the department rendered necessary by the relation of the State Superintendent to school officers. Mr. J. C. Thompson was appointed to that position and has continued to act in that capacity until the present (September, 1911).

Before the retirement of Mr. Bayliss he had been selected as the president of the Western Illinois State Normal School, and we shall hear of him again in connection with the history of that institution.

THE TWELFTH SUPERINTENDENT OF PUBLIC INSTRUCTION.

Francis G. Blair was the nominee of the Republican party for the office of State Superintendent in 1906, and was elected in the following November. It was a significant indication of the growing sense of the worth of the school that nominated him and elected him. It goes without saying that the political leaders exert a preponderating influence in the selection of candidates. There was a strong sentiment in all quarters that the office of State Superintendent of Public Instruction is far too important a position to be held by an inferior man. The people, who determine things in largest part, put their heads together and substantially agreed that the man who was then holding the chair of Supervisor of Practice Teaching in the Eastern Illinois State Normal School was in all ways equipped for the superintendency. They judged correctly, as subsequent events have abundantly proved, and as those who knew Mr. Blair well understood before the selection was made.

He was a Southern Illinois boy and found his way to the Normal University, at Normal, where he discovered what he needed. He soon made his mark as a teacher, but the desire for more liberal culture took him to college. Upon graduation he resumed his calling, and in the process of time was called to the Eastern Illinois State Normal School, from which he was promoted to the Superintendency.

Mr. Blair has the gift of tongues as well as the genius for work. He therefore combines the Greek ideals of the counselor and the man of deeds. He has visited every nook and corner of the State and the people are familiar with his face and his voice. He has been a minister of education to the folk of all degree and has needed seven-league boots to meet his engagements. At this writing he is serving his second term, having been reelected over a most admirable antagonist in 1910.

The treatment of the office by the General Assembly is now in happy contrast with the conditions existing in the days of Newton Bateman, when he was serving at a salary of \$1,500 a year and was not permitted an ordinary clerk to aid him in the burdensome duties of correspondence. Biennially he pleaded for a little money to make the office more efficient, but he received slight encouragement, although the Superintendent's compensation was advanced to \$2,500 and a clerk was finally allowed him.

In the process of the years the salary of the Superintendent was advanced to

\$3,500 and so continued until near the close of Mr. Blair's first term. It was then advanced to \$7,500, and it is gratifying to feel that the head of the public-school system is receiving adequate compensation. It dignifies the calling and raises every one engaged in the educational enterprise in the estimation of the people who pay the bills.

Mention has been made of the energy with which Superintendent Bayliss turned to the problem of the country school. Mr. Blair selected an assistant who gives his whole time and energy to schools of that character. Mr. U. J. Hoffman won an enviable reputation as county superintendent of La Salle county, and was admirably fitted to carry out the plans which Mr. Blair had matured. Mr. Thompson was retained in the department of law, and Mr. H. T. Swift was selected to manage the department of publicity. The department of education is therefore more thoroughly organized and more amply equipped than ever before.

The Twenty-Seventh Biennial Report, the first issued by Superintendent Blair, reflects the work of the office for the first two years of his incumbency. A questionnaire containing seventeen interrogatories was sent to the county superintendents, and answers were received from eighty-seven. These replies probably make the best available exhibit of educational conditions so far as the questions sought information. They are of great value, therefore, as a record for the year 1908.

With regard to these replies the Superintendent says: "A careful analysis lays bare some interesting facts. More than half of the superintendents say there is now a shortage of teachers, another majority says there is an increasing difficulty in securing a sufficient number of qualified persons to fill all of the positions. On the other hand, as large a majority of teachers are making strenuous effort to better themselves by regular study along professional lines. Either of two conditions prevails—the teachers are not keeping step with the general progress of the community, or the community is setting higher standards for teachers and their qualifications.

"The part the community should bear in the matter is set forth in the statement of about one-half of the superintendents heard from, when they say there is positive difficulty in taking care of the teachers, and more than one-third of the number reporting say there is some difficulty in this matter, while fourteen say they have no trouble of this kind. One-half say there is difficulty in officering the schools; thirty say in part this is their situation, and twenty report either a difficulty or a general disinterest prevails. Facing these facts it appears the people generally are making large demands for better school work.

"The officers of the schools are doing their work well in that the directors are showing a disposition to consult higher school officials and trying to unite the schools, and are working to a common end. Practically all of the schools are adopting and using the State Course of Study.

"The report of the school itself shows rapid progress, not merely in scholastic efficiency but along lines of general culture. The physical environment of the children has not been forgotten nor neglected. About eighty per cent of those reporting say there is much improvement in the interior of schoolhouses in heating, ventilation, lighting, and the furnishing of more comfortable seats and desks.

The real growth of a public-school system is indicated by these small details rather than by the striking incidents that attract the public eye for a day only to be succeeded by another sensation.

The Superintendent reports that in the two years covered by his report he has delivered five hundred and thirty lectures, visited ninety-two counties, attended nineteen conferences of county superintendents and school officers, seventy-five teachers' associations, conventions and county institutes, and seventeen farmers' institutes. The question naturally suggests itself, how, in the performance of such prodigious labors, is there time left for anything else?

Feeling that the information embodied in the biennial reports reaches but few people, Mr. Blair conceived the excellent idea of issuing a monthly Press Bulletin. The newspapers are willing to admit to their columns material of interest to their readers and by this device a much greater publicity is secured for general educational intelligence.

Reference has been made to the selection of U. J. Hoffman, former superintendent of La Salle county, as one of the office assistants. It became his duty "to visit county superintendents, to counsel and advise them about the best methods of organizing and classifying their schools, of collecting statistics and making reports, of formulating uniform courses of study and securing uniform text-books, of visitation and supervision, to attend meetings of country-school teachers and officers, to visit, in company with the county superintendent, schools in various parts of the State, making observations and suggestions, to prepare circulars of suggestions and plans for country schoolhouses and country-school work — these are some of the special duties which he performs." Assuredly the appointment of this officer marks an epoch in the educational history of Illinois.

The General Assembly of Illinois has indicated a singular unwillingness to give to the diplomas of the State Normal schools the validity of a certificate even when backed by the discriminating judgment of the faculties of such schools with respect to the competency of the candidate. In this respect the State has lagged far behind her sisters. As the Superintendent of Public Instruction is authorized to conduct examinations for perpetual State certificates and to indicate the qualifications of the candidates, the matter is to a large extent in his hands. It did not occur to previous superintendents that they were at liberty to regard graduation from a State Normal school as an equivalent for at least a portion of the examination. Newton Bateman should be excepted from this statement, for he granted certificates to such applicants for a number of years, and then, for some reason, discontinued the practice. Superintendent Blair began the practice of considering the Normal graduate as entitled to consideration, and in Circular 1 announced the conditions under which graduates of the School of Education of the University of Illinois, and of the State Normal schools might secure the perpetual certificates. Examinations were required in English, Pedagogy, Algebra, Geometry, Biological Science, Physical Science, History and Civics. In addition, the candidate was required to submit an acceptable thesis of some educational topic. The number of topics thus designated was one-half of the number required of candidates not having had Normal-school training.

Later the number of subjects for such candidates was still further diminished, and

at this writing Normal-school graduates of demonstrated skill are examined in but three subjects in addition to the thesis—English, Principles of Education, Applied Psychology. In consequence, large numbers of them are writing the examinations, and very few of them are failing.

Circular 2 formulated rules and regulations governing the examinations of candidates for Normal scholarship. In 1905 the General Assembly passed an act known as "The Lindley Bill," so designated because introduced by Representative Lindley, of Greenville. It provided that graduates of the eighth grade might receive gratuitous instruction in any State Normal school for a period of four years by passing a competitive examination to be conducted by the county superintendent.

THE EDUCATIONAL COMMISSION.

The most significant legislation in the first term of Superintendent Blair's administration was the passage of the act creating an Educational Commission. It provided for a commission of seven members, six of whom were to be appointed by the Governor, the Superintendent of Public Instruction to be *ex officio* chairman. Sections 3 and 4 indicated the duties of the commission:

SECTION 3. The commission shall meet at the call of the chairman and elect a secretary, and shall cause a record to be made and kept of all the proceedings. Four members shall constitute a quorum for the transaction of business.

SECTION 5. It shall be the duty of the Educational Commission to make a thorough investigation of the common school system of Illinois and the laws under which it is organized and operated; to make a comparative study of such other school systems as may seem advisable, and to submit to the Forty-sixth General Assembly a report including such suggestions, recommendations, revisions, additions, corrections and amendments as the commission shall deem necessary.

Superintendent Bayliss in his last biennial report had called attention to the chaotic condition of portions of the school law and recommended the appointment of a commission for a careful revision, more extended in its character than those of 1872 and 1889. The legislation under consideration was an outcome of his suggestion. The Governor took a warm interest in the matter and the appointment of the commission met with general approval. It was well understood that the General Assembly would have the last word with regard to what it might recommend and would be the party to determine whether its deliberations would result in anything of advantage to the school system.

An appropriation of \$10,000 was made to meet the expenses of the commission. The members were to serve without pay, their traveling expenses being provided for in the act.

The commission was appointed on September 27, and consisted of the following members: Hon. Francis G. Blair, *ex officio* chairman; Edmund J. James, president of the University of Illinois; R. E. Hieronymus, president of Eureka College and president of the State organization of nonstate colleges and universities; Alfred Bayliss, president of the Western Illinois State Normal School; Edwin G. Cooley, superintendent of the Chicago public schools; A. F. Nightingale, county superintendent of Cook county; Harry Taylor, principal of the Harrisburg Township High School. An examination of the positions held by these gentlemen will indicate the

equitable manner in which the various educational interests of the State were represented. Upon the meeting of the commission in Springfield, on December 27, 1907, Ira Woods Howerth, of the University of Chicago, was appointed secretary of the commission at a salary of \$4,000 a year.

The first work which the commission cut out for itself was a thorough revision, condensation, simplification and codification of the school law. The secretary was instructed to commence a thorough investigation of the school laws and school systems of other States in order that the commission might have all available light upon the problem of improving the school system of Illinois. His investigations are embodied in a series of bulletins through which the public was kept informed of the work of the commission. It was hoped that an intelligent public sentiment might be created that would demand proper legislation. These bulletins are nine in number. They constitute a series of most valuable technical studies in education whose literature is thereby greatly enriched.

Bulletin No. 1 contains a tentative plan for the creation of a State Board of Education. As there were thirty-three State boards of education at the time of the preparation of the report and as each one received careful study it is obvious that the commission was drawing upon a large fund of experience.

Bulletin No. 2 presents the findings of a study of county boards. Twenty-nine States have incorporated this element into their educational system. It also contains a study of the county superintendency in all of the States and Territories in which it is to be found. As there are thirty-nine of the former and two of the latter the richness of the material may be imagined.

Bulletin No. 3 is a study of the whole matter of the certification of teachers, and contains a tentative plan for Illinois.

Bulletin No. 4 is a study of the various territorial units of school organization.

Bulletin No. 5 considers the whole question of county teachers' institutes and offers certain tentative recommendations with regard to their management and to methods of securing the attendance of teachers.

Bulletin No. 6 is the revised, simplified, condensed and codified school law.

Bulletin No. 7 is a study of the compensation of teachers and the treatment of the wages problem in the various States of the Union and also in foreign countries. The commission offers certain suggestions with regard to the length of the school term and the minimum salaries that should be paid, and discusses the whole question of minimum salary legislation.

Bulletin No. 8 contains three bills — a bill to provide for a State Board of Education, one to provide for the certification of teachers, and a third to enable the districts of certain townships to vest the management of their school affairs in a single board.

Bulletin No. 9 is the preliminary report of the commission to the General Assembly.

The bulletins in the aggregate constitute a volume of more than four hundred pages. Of the value of such a study too much can not be said. It is a compendium of educational facts and will constitute an invaluable body of information for the guidance of future General Assemblies.

The recommendations of the commission include fourteen amendments to the

existing law. The most important of these aim to secure the following results: A uniform system of bookkeeping by township treasurers; an increase of the length of the school year from six months to seven; defining the school month as four weeks of five days each; making eighteen years the minimum age for teachers; the protection of teachers in cities of less than 100,000 population by making the dismissal of a teacher impossible except for cause and upon written charges, and after a hearing by the board of education; the employment of superintendents for terms of four years instead of one, after two years of trial; to enable boards of education in certain cities to perform certain functions without a vote of the people; removing the limitation upon the appropriation of money for libraries and apparatus and enabling boards to purchase them as they are needed; providing for the payment of the actual traveling expenses of county superintendents of schools while visiting schools; providing free high-school facilities for pupils living in districts where there are no high schools; the restoration of the two-mill tax and the consequent doubling and more of the State appropriation for schools.

In addition to the bills mentioned two more were introduced into the General Assembly — to provide for an increase in the salaries of county superintendents, to provide for organizing and conducting county institutes. To dispose of the surviving special charters that have been outgrown in the development of educational ideas the commission recommended an amendment that would induce these localities to surrender them and organize under the general law.

As the Forty-sixth General Assembly made an appropriation of \$5,000 to enable the commission to complete its work, as soon as the appropriation was available Governor Charles S. Deneen asked the members of the Educational Commission to assist in the duties for which the appropriation was made. Superintendent E. G. Cooley had tendered his resignation and W. L. Steele, superintendent of the schools of Galesburg, was appointed to succeed him. President R. E. Hieronymus was no longer in charge of a nonstate college, so he tendered his resignation. President A. J. Burrowes, of St. Ignatius College, was appointed to succeed him. R. E. Hieronymus was appointed secretary of the commission at a salary of \$3,000 a year. The remainder of the commission was composed as before. The secretary visited many of the cities and towns of the State and made a study of their schools as well as of the schools of country districts, and before taking up his duties spent three months abroad, devoting his attention to schools and school systems in the British Isles and on the continent.

It had been the purpose of the commission from the first to deal with the question of industrial education before submitting its final report. In conformity with this purpose a subcommittee was appointed, consisting of Eugene Davenport, chairman, dean of the College of Agriculture of the University of Illinois; David Felmley, president of the Illinois State Normal University; T. C. Burgess, director of the Bradley Polytechnic Institute; Frank H. Hall, superintendent of Farmers' Institutes of Illinois; Miss Bertha Miller, head of the Household Science department of James Milliken University; Mrs. Dunlap, president of the Domestic Science Department of the Illinois Farmers' Institute. It was a source of sincere regret that Dr. Hall was unable to render any assistance beyond general suggestions because of the illness that resulted in his death.

In accordance with the instructions of the committee the chairman invited Mr. Fred L. Charles, assistant professor of Agricultural Education, University of Illinois, and Miss Alice Patterson, teacher of Nature Study, Illinois State Normal University, to formulate the work for the grades. Dr. Charles A. Bennett, head of Manual Training Department of Bradley Polytechnic Institute and editor of the *Manual Training Magazine*, assisted very materially in the preparation of the courses of study in manual training.

To guide them in the preparation of the courses, so far as what had been done elsewhere would serve as a guide, the country was canvassed. Information was diligently sought from all sorts of schools that had attempted work along the lines under consideration. A questionnaire of twenty-three carefully prepared interrogatories was sent out, to which 233 replies were received. There is no space here for anything approaching a detailed account of what they contained, nor is it necessary, as the report itself is easily available. It must suffice to say that, so far as information is available, this is the first instance of its kind in the way of an attempt to organize material into the workable shape of courses of study for the various grades that has been attempted in this broad way.

The report closes with an appeal to the educational people to introduce vocational courses into the public schools in connection with the traditional work instead of placing reliance upon special schools for that purpose. The well-known attitude of the distinguished chairman of the special committee, Dean Davenport, gives especial value to the argument.

ADDITIONAL LEGISLATION.

There were sixteen acts relating to schools passed by the Forty-fifth General Assembly. In addition to the act establishing the Educational Commission, four of them conferred upon four of the State Normal schools the power to grant professional degrees. Another provided for the formation and disbursement of a teachers' pension and retirement fund in Chicago. Another provided for the contribution from interest on public-school funds to the teachers' pension fund. This act prohibited any custodian of school funds from retaining any interest that might accrue on such funds; such earnings of the fund must be turned into the city treasury and made a part of the public-school teachers' and public school employees' pension and retirement funds. The amount of the interest thus contributed, however, shall not exceed in any one year one per cent of the sums so levied for such purposes. An amendment to the attendance act added an additional exception to the scope of the law. The law had been found to work hardship in certain cases where children between the ages of fourteen and sixteen were properly employed. The amendment excepted such cases from the operation of the law.

From December 15, 1906, to June 26, 1908, Superintendent Blair issued twenty-eight circulars. Here are the topics of which some of them treat: Arbor and Bird Day; Memorial Day; Institute Work for Beginners; Supervision of the County Schools; A Questionnaire soliciting information as to what each county in the State is doing to secure closer and better supervision of the country schools; The Library Problem, with a list of suitable books from which selections can be made; A Letter

to the Mothers' Clubs of Illinois; A Directory of Principals and Others; Celebration of the Anniversary of the Lincoln-Douglas Debates. Circular 28 is a circular of some thirty pages whose theme is the One-room Country School. It was prepared by Assistant Superintendent Hoffman, State supervisor of country schools, with the assistance of Mr. W. C. Zimmerman, then State architect. It discusses the construction and furnishing of schoolhouses and furnishes plans and specifications for the same; it gives detailed directions as to their warming and ventilating; it discusses other matters of vital interest to the country school and illustrates its statements with numerous pictures.

The report contains a paper of much historical interest on The Salary Situation, by Dr. David Felmley, president of the State Normal University. The paper is available for study, but it throws such a clear light upon the subject it discusses that space must be made for a few extracts.

Low salaries are explained in part by the fact that teachers are not making adequate preparation for their work. Over 3,000 of the teachers of Illinois have not attended even a high school. Other and more profitable occupations are attracting the best teachers away from the calling. It is true that salaries have increased; the average for men in 1908 had risen to \$86.50 and for women to \$62.04. It must be remembered, however, that this average has been increased mainly by the conditions in Chicago and other cities. There are twenty-eight counties in which the average salary for women is still less than \$40. Annual salaries in the country schools have advanced just twenty-five per cent in ten years, which is about the advance in the cost of living for the same period. This seems an encouraging fact, but when the actual conditions are revealed they disclose a situation that is painful in the extreme. The best salaries paid country teachers are in the eastern part of the State, and to the south, in what are known as the broom-corn counties — \$375 a year. A few scattered counties pay more, as St. Clair and Macon, \$435. The lowest are less than \$250. In Chicago there is an established salary schedule that metes out something like justice. The average wages of teachers in country schools are \$332. It is not forgotten that the school year is at best but a fractional part of the whole year, yet teachers can not turn from the schoolroom to other forms of wage-earning with any facility.

The paper compares the wages of teachers with those of other wage-earners, and putting them upon the same time basis offers an explanation of the condition of our country schools. If the teachers were to work twelve months instead of seven the average would rise to approximately \$550. On the same basis bricklayers would earn \$1,200; plasterers, \$900; carpenters, the same; plumbers, \$1,000; painters, \$750; journeymen tailors, \$900; locomotive engineers, \$1,800.

But space will not permit more than such a mention of the article as to call attention to it as of significant historical value.

The Forty-sixth General Assembly passed the bill prepared by the Educational Commission. It was a general revision of the school laws. There was no significant change of existing laws. It is the third general revision since the adoption of the Constitution of 1870, the two others having been passed in 1872 and 1889 respectively.

In addition to the foregoing, two acts were passed, the first being "An Act to

provide for moral and humane education in the public schools and to prohibit certain practices inimical thereto," and the second, "An Act in relation to the adoption, use and price of public-school text-books in the free public schools of this State."

The first of these acts declared "That it shall be the duty of every teacher of a public school in this State to teach to the pupils thereof honesty, kindness, justice and moral courage for the purpose of lessening crime and raising the standard of good citizenship.

"In every public school within the State not less than one-half hour in each week, during the whole of each term of school, shall be devoted to teaching the pupils thereof kindness and justice to and humane treatment and protection of birds and animals, and the important part they fulfill in the economy of nature. It shall be optional with each teacher whether it shall be a consecutive half-hour or a few minutes daily, or whether such teaching shall be through humane reading, daily incidents, stories, personal example, or in connection with nature study."

Experimenting upon living creatures is prohibited in all public schools and "no animal provided by, nor killed in the presence of, any pupil of a public school shall be used for dissection in such school, and in no case shall dogs or cats be killed for such purposes." Dissections are confined to class-rooms and to pupils engaged in the study.

It is further the duty of the Superintendent of Public Instruction and the committee in charge of the preparation of the program of the State Teachers' Association to include a discussion of the topic in their annual meeting. County superintendents are also commanded to include the same topic in their annual institutes.

In order to secure the enforcement of this law teachers are required to state in their monthly reports whether they have conformed to its provisions, and in case of failure are liable to a withdrawal of five per cent of the public moneys that they would receive in the month in which the omission occurs.

The text-book act is an attempt to prescribe the price which publishers shall charge for books furnished to public schools. It is too extended to permit of insertion here. It is extremely complicated and thus far has been a dead letter.

The Forty-seventh General Assembly was a grave disappointment to the progressive element in education. The work of the Educational Commission has been briefly described. It was sincerely hoped by the Department of Education that its proposed reforms would win the approval of the law-making body, especially the certification bill. But all such hopes proved to be vain. An element that has thus far looked with suspicion upon any attempts to modify the present system of examinations for certificates was strong enough to bar all progress in that direction. Fourteen acts were passed, however, four of which were amendatory of acts in which a defect had appeared.

A new law appears with regard to the support of day schools for the education of the deaf and dumb and blind. Under existing provisions the expense of such schools was met by payment from the State fund distributed to the locality in which such schools were held. The new act provides for a direct payment from the State treasury of the excess amount for the education of such children over the cost of the

education of normal children, provided that such excess shall not be greater than \$110 a pupil for the deaf and dumb and \$160 for the blind.

Another law is added to the statutes which enables boards of education and school directors to establish and maintain classes and schools for delinquent children resident in such cities and committed by courts of competent jurisdiction. This is another of those recognitions of the practical aspects which modern education is progressively exhibiting. The excess cost is payable annually to the board of education establishing such schools upon the warrant of the Auditor of Public Accounts. The limitation of excess cost is \$190 a year.

Townships have long been authorized, upon a vote of the people, to establish township high schools. An act was passed by the General Assembly under consideration making certain changes in the law which are not material to the existence of the township high schools, but which permit any township having a school district with a population of 1,000 or more, but not more than 100,000, to organize as a high-school district. The governing board is to consist of six members and a president. An additional act permits the inhabitants of any territory composed of parts of adjoining townships to organize as a high school district.

Three acts relate to Teachers' Pension Fund in the city of Chicago.

The law relating to the transfer of pupils from one district to another was so amended as to permit the free transportation of transferred pupils under certain conditions.

As the session laws of the General Assembly are easily obtainable it is not deemed wise to burden these pages with a further narration of recent legislation.

CHAPTER X.

THE COUNTY SUPERINTENDENCY.

THE county superintendent of schools is the direct successor of the commissioner of school lands, an officer having nothing to do with the supervision of schools. The Sixth General Assembly, by an act approved January 22, 1829, made it the duty of the county commissioners' court to appoint "some good, competent and responsible person of the county to act as commissioner and agent for the county" in the sale of public lands. His only compensation was a small percentage of the receipts of such sales.

In 1833 this officer was authorized to apportion the interest of the school fund in his county among the several teachers entitled thereto and was permitted to retain as his compensation two-and-a-half per cent of all sums so apportioned. The Act of 1835 provided that if there were any income from the sale of school lands in a township the interest on the same might be divided among those who had subscribed for the support of schools. Eight years later an act provided that if the school commissioner had any such money in his hands on the second Monday of the following November, and if said money were not needed for the payment of the expenses of the survey and sale of school lands, it might be divided among teachers who had conformed to certain conditions named on an earlier page. This provision of the law explains the compensation noted above.

In 1841 the General Assembly enacted a general school law. After periods of about fifteen or twenty years the school law has been found to be very suggestive of a crazy quilt, and, in consequence, it has been more or less carefully revised and reenacted. The legislation referred to is an instance in point. The second and third divisions of this law provided for the election of school commissioners and for the sale of school lands. A school commissioner was to be elected in each county on the first Monday in August for a term of two years. He was to give bond in a sum not less than \$12,000. His duties, as specified in thirty-two sections, were to sell school lands, loan school funds, and apply the income upon township funds for the support of schools. It will be seen that thus far he has no supervisory duties. His compensation was three per cent of the amount received from the sale of school lands, two per cent on moneys reloaned, and two per cent of all moneys distributed and paid to teachers and trustees for the support of schools.

In 1845 the law received some material amendments. One of them provided for the election in every county of the State of a school commissioner who shall be *ex officio* superintendent of common schools in his county. One of his duties was the examination of persons desiring to teach a common school and the granting of certificates to those found competent. For this duty he received a fee of \$1. Such

certificates were then made necessary to enable one to draw public funds. The law of 1841 had devolved this duty upon the township trustees. The examination often took place after the service was rendered and was at times the absurdest of farces.

Ten years were to elapse before there were to be any significant changes in the office. The struggle that resulted in the enactment of the first free-school law of 1855 has been narrated at least in part. Fourteen sections of that law related to the office of school commissioner. He was to be elected at the same time as the State Superintendent and for the same period — two years. By turning back to the account of the law on a previous page the details will be found. The significant feature of this law to which especial attention is called is the addition to his former duties of the visitation and supervision of schools. In addition to his previous compensation he is now to receive \$2 a day for visiting schools for not more than fifty days in a year.

From now until the county commissioner shall have evolved into the county superintendent of schools and a fair salary shall have attached to the office, there is to be an uninterrupted campaign conducted by the State Superintendent and other leading educational people. It is to cover fifty-four years and is at last to be crowned with victory, for the General Assembly of 1909 is to pass a Fees and Salaries Bill that does justice to that indispensable officer in the way of compensation. Other reforms in the way of suitable assistants will come in their own time as they depend upon the local boards of supervisors. Some features of that long battle may be reviewed with interest.

Ninian Edwards, the first superintendent under the act establishing the State superintendency, was not satisfied with the provisions for the county commissioners and recommended the substitution of a school commissioner for each congressional district. That would have limited the whole number of these supervisory officers to nine. He would have them highly competent men and would have them devote their entire time to the duties of their office. It was not unusual for the commissioner to be a farmer or a lawyer or a doctor, for the compensation was too limited to yield support and was necessarily supplemented by an additional income from some other source. The situation would then have been a State Superintendent and nine assistants for the schools of the State. He claimed for his scheme the double merit of economy and efficiency. Each county would pay in proportion to the service that it received, which would be measured by the apportionment of the public funds. He figured the cost of the commissioners at \$30,000. If his plan should be adopted, he argued, there would be a saving of \$20,000 a year to the State.

Happily this absurd suggestion fell upon deaf ears. The folly of expecting nine men to cover a territory of more than 55,000 square miles and do anything of a supervisory character in the schools was apparent and nothing further was heard of his proposed amendment. In his plan of a system of State education, in conformity with the law creating the office of State Superintendent, he proposed a biennial convention of his suggested township boards which should elect a school commissioner who should be *ex officio* county superintendent of schools. He anticipated great results from such a convention, expecting it to increase the compensation of the officer as his duties multiplied.

In a chapter on Supervision, in the Second Biennial Report of the Superintendent of Public Instruction, Hon. W. H. Powell says: "The law regulating the election and duties of school commissioners should be materially modified. As the law now stands, it is unreasonable to expect the commissioners to perform the duties required of them, or that they should be of any essential service to the cause they represent." Their compensation was shamefully inadequate. He, therefore, recommended "that the office of school commissioner was to provide for the election, once in three years, of a county superintendent of schools, who shall be commissioned by the State Superintendent and act directly under his control. To remove the office as far as possible from the control of politics, the county superintendent should be elected by the school officers of each county, and the question of qualifications should be the only one at issue in his election." He made an excellent argument for his contentions, all of which may be found in the report alluded to.

In the Third Biennial Report, Newton Bateman recommended an amendment to the law requiring each school commissioner to visit every school in his county at least once each year and allowing him a compensation of \$3 a day for not exceeding one hundred days. He urged upon the General Assembly the recognition in education of the principle of supervision, universally recognized in every other calling as essential to success. Again, in the Fourth Biennial Report, in 1862, he again urges the necessity of more adequate supervision. He says: "But few commissioners are familiar with the practical *educational* duties pertaining to their office, and even where it is otherwise, they can not afford to devote their time to services for which they receive no adequate compensation." He declares that this lack of efficient subordinate supervision renders it impossible for the State Superintendent to give unity and strength to the whole system and that it also interferes equally with the attempts of the commissioners to improve the schools in their counties.

In the Fifth Biennial Report Superintendent Brooks urges an extension of the official tenure and increased compensation. He says: "The policy of the State with reference to this office is strange beyond comprehension. If it had been the direct purpose of the State to legislate the office into public contempt it could hardly have been done more surely. To associate it with the noisy strife and chicaneries of party, compelling men to go hawking and bargaining among political hucksters and traders to gain the place — to assign it so frail and precarious a tenure that the men who step into the office have hardly time to reconnoiter their position before they are called upon to step out — to add insult to injury by the appointment of a compensation so absolutely insignificant — all taken together is certainly enough to make the office contemptible in the public eye and undesirable to the incumbent himself." Commissioner after commissioner wrote in the same vein and deplored the indifference of the people to a matter of such vital importance to the welfare of the schools.

At last an impression seems to have been made upon the legislature. In 1865 the law was so amended as to create the office of County Superintendent of Schools, with a tenure of four years, and to require such officer to visit each of the schools in his county at least once every year. For such service he was allowed \$3 a day. The statistics however show that twenty-five per cent of the schools were unvisited.

The reason was not far to seek. The legislature was yet unwilling to enact a law providing such compensation as would permit the superintendents to carry out the provisions of the law without an actual loss. County Superintendent of Boone county, W. H. Durham, reported that the office cost him \$200 a year more than all of the emoluments derived from the office. Superintendent John P. Richmond, of Brown county, says in his report to the State Superintendent: "My pay, aside from my commission on the distribution of the school fund, is in county orders which I have been obliged to sell at 75 cents on the dollar, which reduces my per diem to \$2.25 in greenbacks. Now suppose I had to hire a horse and buggy, as some undoubtedly do, or even a horse without a buggy, where would my compensation be? But having my own horse and buggy and taking into consideration the wear and tear of my buggy, the expense of feeding and shoeing my horse, the expenses of traveling and other incidentals, where, it may again be asked, is the compensation for my services?"

These quotations are typical of the experiences of the superintendents generally. There is practical unanimity in the plan of making the superintendency a salaried position, but it is to be nearly a half century before such a plan is to be satisfactorily worked out. Verily, educational reforms move at a snail's pace while other far less worthy enterprises seem to wear seven-league boots.

In 1867 the General Assembly became convinced that the \$3 allowance for school visitation was too small and increased it to \$5. Respecting this reform, Superintendent Bateman wrote: "The good effect of this action of the General Assembly is shown in part by the statistics of work given elsewhere in this report (the Seventh Biennial). But the full extent and value of that measure can not be exhibited in statistical form. It has given a prodigious impulse to the whole line of common-school forces in the State. It has enabled many able and efficient superintendents, for the first time, to bestow their whole time and energies upon the duties committed to them, and the results have been in the highest degree encouraging. More and better institutes have been held in the State, and more and better work has been done in all of the departments of the school system, than in any preceding two years of our free-school history."

It is worth while to pause and see to what degree the office has now evolved in the year of grace, 1867.

The superintendents are elected to office by popular vote and for a term of four years. Any citizen possessing the ordinary qualifications of an elector may hold the office. They must take an oath and give bond and are liable to removal. They may sell school lands under certain conditions—a survival of the original and only duty of the first school commissioners. They have the custody of all county school funds; they are required to visit each of the schools in their respective counties at least once each year; they are the official advisers and assistants of all of the subordinate school officers and teachers of their counties, and are the agents of the State Superintendent in reaching the schools. They are enjoined to encourage the formation and assist in the management of teachers' institutes. They have primary jurisdiction in questions and controversies arising under the school law in districts and townships, and their decisions are final unless appeal is taken to the

State Superintendent. They are the only authority that can examine and license teachers except the State Superintendent. Their compensation is \$5 a day for services actually rendered and it is payable semi-annually from the county treasury. They also receive a three per cent fee for the sale of school land and a two per cent fee for all moneys distributed, paid or loaned out. They are required to report annually to the State Superintendent, and it is the material thus transmitted to him that constitutes the larger part of his report.

The Constitution of 1848 had nothing to say about education. The Constitution of 1870 is in sharp contrast with it in that as well as in most other respects. The last section of the article on education provides that there may be a county superintendent of schools in each county, whose qualifications, powers, duties, compensation, time and manner of election, and term of office shall be prescribed by law. The new constitution necessitated a general revision of the school law similar in character to what has occurred from time to time since it was originally enacted. The Twenty-seventh General Assembly passed what is called the School Law of 1872. Some of the changes have already been noted. Those relating to the county superintendent are the only ones of interest in this immediate connection.

There was a weakening of the requirements with regard to school visitation, for the former law made it obligatory upon the superintendents to visit every school in their respective counties at least once every year, while the new law made it optional with the county board, hence there was to be no visitation unless directed by that body. This meant a practical abandonment of school visitation in many of the counties, for the law provided a new method of compensation. The percentage feature was retained, but it was supplemented by the following: "For all other duties required by law to be performed by them, for such number of days as may be designated by the county board, in counties of first and second class, the sum of \$4 a day; in counties of the third class the county superintendent shall be paid \$8 per day: Provided, that the entire compensation received by him shall not exceed the sum of \$3,000 per annum."

This was a sad blow to the superintendency and aroused the most serious apprehensions among the friends of public schools. There was but one county in the third class — Cook. The three per cent commission amounted to only \$2.50 a county in 1872. The two per cent commission averaged for each county about \$200. The former law provided a per diem compensation of \$5 and left the time to the discretion of the superintendent. In consequence the compensation averaged about \$800. The indications were that under the new law it would average about half as much. It is difficult to understand what influences had been at work to accomplish so disastrous a result. Superintendent Bateman sounded the alarm in his biennial report of 1871-2, where the whole matter received a most interesting and elaborate treatment.

As was expected school visitation dropped off in a most disheartening way. In 1874 there were less than half as many schools visited as in 1873, and but two-fifths as many days devoted to it. The average compensation dropped from \$1,050.11 in 1873 to \$626.04 in 1874. The number of days designated by county boards varied from twenty-five to three hundred, while five counties left the whole matter to the

discretion of the superintendent, and eight counties allowed a fixed salary. The salary in Cook county was thirty-three times that in Monroe, being \$3,300 in the former and \$100 in the latter.

Relief came slowly. In 1877 the average compensation advanced to \$745.15, but the following year there was a loss of about \$13,000 in the per diem compensation that brought the average down to about \$670. In 1882 the total compensation of superintendents was \$74,841.38 against \$123,773.30 ten years before.

Superintendent Slade, in the biennial report for 1881-2, made a vigorous plea for an efficient superintendency and submitted the following showing: He said: "This is the way superintendents were paid last year: In ten counties the compensation ran from \$200 to \$300; in thirteen, from \$300 to \$400; in fourteen, from \$400 to \$500; in fourteen, from \$500 to \$600; in four, from \$600 to \$700; in nine, from \$700 to \$800; in four, from \$800 to \$900; in eight, from \$900 to \$1,000; in ten, from \$1,000 to \$1,110; in one, from \$1,100 to \$1,200; in eight, from \$1,200 to \$1,300; in two, from \$1,400 to \$1,500; in one, from \$1,500 to \$1,600; in three, from \$1,600 to \$1,700; in one, \$3,000."

Here is another way in which he put it: "In fifty-one counties the county superintendent gets less than \$600 a year, while in only five counties do they succeed in getting teachers for their best schools for less than that amount. Seventy-six counties pay their superintendents less than \$1,000 a year; but only forty-nine counties pay their best teachers less than that amount. There are eight counties in which the best paid teacher gets higher wages than is paid any county superintendent in the State outside of Cook county. In more than two-thirds of the counties of the State the best paid teachers could accept the office of superintendent only at a pecuniary loss, unless they should engage in some other business at the same time, and treat the superintendency as a side issue."

In Superintendent Raab's report for 1884 he submitted a comparative showing of the salaries of county officers. The salaries of the state's attorney and county judge were approximately \$1,200, that of the county treasurer \$1,300, of the circuit clerk and the sheriff \$1,500, of the county clerk \$1,600 and of the county superintendent \$791.11. Something was to be done about it by this energetic German and his efficient chief clerk. The report for 1886 looks better. There was an increase of more than \$27,000 in the compensation of county superintendents, which meant an advance of the average compensation in 1886 over that of 1884 from \$820 to \$1,086. What had taken place? In 1883-4 the number of schools visited once was 5,124, while in 1885-6 it was 9,973, an increase of almost 95 per cent; the number of schools visited more than once in the former period was 930; in the latter period it was 2,508, an increase of about 160 per cent. The whole amount of time spent by the superintendents in the former period was 18,087 days; in the latter, 24,485 days, an increase of 26 per cent. A similar increase is noted in the number of institutes and the number of days they were in session. It is clear that something had happened. And the good work continued, for in 1888 the total compensation of the superintendents reached \$141,204.85, an increase of 28 per cent. All of this means that Superintendent Raab determined to secure such an amendment to the law as

would rescue the superintendency from the pit into which it had fallen by the action of the General Assembly in 1873.

His office scored its first great success in 1883, when it succeeded in inducing the General Assembly to enact the first institute law. The provisions of the law were very simple. All persons undergoing an examination for a certificate were obliged to pay a fee of \$1. This fee was deposited by the county superintendent with the county treasurer, as an institute fund, and was subject to the order of the county superintendent. It was made obligatory upon the county superintendent to hold an annual institute of at least five days, although he was permitted to unite with the superintendent of an adjoining county if he deemed that plan to be expedient. Persons holding valid certificates were exempt from the payment of an institute fee, but others were required to pay \$1.

This was an admirable piece of legislation and put the county institute on its feet. There had been gatherings of teachers from the beginnings of schools in the State, but they had received no recognition from the law further than a legal provision permitting boards of supervisors and county commissioners' courts to make appropriations for their support. Subsequent legislation enabled the Superintendent of Public Instruction to control, at least partially, the character of the instruction in these institutes by making it necessary for the instructors to hold certificates from him.

Two years later the State Department scored another triumph by securing the enactment of a law that put the county superintendency into far better shape than it had ever been before. It restored the visitation feature cut out by the law of 1872. The superintendent was required to visit each school in his county at least once each year, and more frequently if possible. Half of the time of the office was to be devoted to the country schools. It classified the counties on the basis of the number of schools and removed from the county board the power of determining the time of the superintendent except within certain limits. The counties were divided into four classes: Those having not more than fifty schools, those having from fifty-one to seventy-five, those having from seventy-six to one hundred, and those having a greater number than one hundred. In the first-named class the limitation could not be less than one hundred and fifty days; in the second, not less than two hundred days; in the third, not less than two hundred and fifty and the fourth class could not be limited in time. The compensation was made \$4 a day with the percentages remaining as they were, and an additional \$1 a day was allowed for all days spent in visitation.

It is now easy to understand the remarkable increase in school visitation noted above. The compensation of the county superintendents was received from the Auditor of Public Accounts, with the exception of the percentages, and the amount thus remitted was withheld from the amount of the public funds due the counties. The increase of compensation naturally attracted a better class of candidates for these positions and the quality of the work done by these officers steadily improved.

In the earnest efforts that were made through many years to improve the condition of the county superintendency it was urged that a fixed salary should attach to the office. This was finally accomplished in 1905. The section of the school

law fixing the compensation of these officers was so amended as to make the salaries of the superintendents in counties of the first class \$1,250 per annum, in counties of the second class \$1,650 per annum, and in counties of the third class (Cook county) \$7,500 per annum. Boards of supervisors are authorized to increase this compensation if they desire, the same to be paid from the county treasury.

The latest action with regard to this matter was taken in 1909 when the law was again amended so that it now reads as follows:

County superintendents elected hereafter shall receive in full for their services in counties which, according to the census of 1900, contained a population not exceeding 12,000, \$1,250 per annum; in counties which, according to the census of 1900 contained a population of more than 12,000 and not exceeding 20,000, \$1,500 per annum; in counties which, according to the census of 1900 contained a population of more than 20,000 and not exceeding 28,000, \$1,800 per annum; in counties which, according to the census of 1900, contained a population of more than 28,000 and not exceeding 36,000, \$2,000 per annum; in counties which, according to the census of 1900, contained a population of more than 36,000 and not exceeding 50,000, \$2,250 per annum; in counties which, according to the census of 1900, contained a population of more than 50,000 and not exceeding 75,000, \$2,500 per annum; in counties which, according to the census of 1900, contained a population of more than 75,000 and not exceeding 100,000, \$2,750 per annum; and in counties which, according to the census of 1900, contained a population of more than 100,000, \$7,500 per annum, payable quarterly from the State school fund. *Provided, however,* that the board of supervisors or the board of county commissioners may allow additional compensation for such services, payable quarterly from the county treasury. The Auditor, in making his warrant to any county for the amount due it from the State school fund, shall deduct from it the several amounts for which warrants have been issued to the county superintendent of said county since the preceding apportionment of the State school fund.

It has been a long time coming, but, at last, the county superintendents of Illinois receive a fair compensation for their services. In consequence, the schools are steadily improving in efficiency and the near future will witness a development in the country school heretofore unknown in the history of education in Illinois.

COUNTY SUPERINTENDENTS SINCE 1865

ADAMS COUNTY.

1865-69	Seth W. Grammer.	1894-97	A. A. Seehorn.
1869-82	John H. Black.	1897-1910	A. R. Smith.
1882-93	*John Jimison.	1910	John H. Steiner.
1893-94	Ella M. Grubb.		

ALEXANDER COUNTY.

1865-69	Joel G. Morgan.	1891-98	Nannie J. McKee.
1869-73	Louis B. Butter.	1898-1902	Mrs. P. A. Taylor.
1873-82	Mrs. P. A. Taylor.	1902-09	*John Snyder.
1882-86	Louise C. Gibbs.	1909-10	Silas E. Gott.
1886-90	Mrs. P. A. Taylor.	1910	Fannie P. Hacker.
1890-91	*Riley J. Bain.		

BOND COUNTY.

1865-73	Thomas W. Hynes.	1890-94	James C. Blizzard.
1873-77	Samuel G. Duff.	1894-1902	Wm. E. Robinson.
1877-82	Michael V. Denny.	1902-06	Wm. T. Harlan.
1882-86	Philip C. Reed.	1906-10	H. A. Meyer.
1886-90	Thomas P. Morey.	1910	H. A. Meyer.

*Deceased.

BOONE COUNTY.

1865-73	Wm. H. Durham.	1885-90	H. J. Sherrill.
1873-77	Mary E. Crary.	1890-1902	Levi R. Fitzer.
1877-82	D. C. Cowan.	1902-10	J. G. Lucas.
1882-85	Julia Eaton.	1910	Elizabeth B. Harvey.

BROWN COUNTY.

1865-73	John P. Richmond.	1894-98	H. E. Bartlett.
1873-81	James P. Amonett.	1898-1902	James O. Briggs.
1881-90	George H. Lee.	1902-06	H. V. Davis.
1890-94	James O. Briggs.	1906-12	C. W. Sellers.

BUREAU COUNTY.

1865-67	* Marion E. Ryan.	1877-82	G. B. Harrington.
1867-69	Albert Ethridge.	1882-86	Jacob Miller.
1869-72	Albert Ethridge (resigned).	1886-98	G. B. Harrington.
1872-73	Joseph A. Mercer.	1898-1910	Claude Brown.
1873-77	Jacob Miller.	1910	George O. Smith.

CALHOUN COUNTY.

1865-69	Stephen G. Lewis.	1894-98	Elmore Allen.
1869-73	Solomon Lammy.	1898-1902	Charles H. Lamar.
1873-77	Israel J. Varner.	1902-06	Elmore Allen.
1877-86	James McNabb.	1906-10	Stephen J. Sibley.
1886-90	Wm. E. Barber.	1910	Stephen J. Sibley.
1890-94	J. E. Watson.		

CARROLL COUNTY.

1865-69	Nelson Fletcher.	1886-98	J. H. Grossman.
1869-82	James E. Millard.	1898-1910	John Hay.
1882-86	George C. Mastin.	1910	John Hay.

CASS COUNTY.

1865-69	J. K. Van Demark.	1886-94	Charles A. Schaeffer.
1869-73	Harvey Tate.	1894-98	John G. Pearn.
1873-77	John Gore.	1898-1906	Albert E. Hinners.
1877-82	A. J. Hill.	1906-10	Henry Jacobs.
1882-86	Andrew L. Anderson.	1910	Henry Jacobs.

CHAMPAIGN COUNTY.

1865-73	T. R. Leal.	1882-1902	G. R. Shawhan.
1873-77	Samuel L. Wilson.	1902-10	Charles H. Watts.
1877-82	Mrs. C. E. Larned.	1910	Charles H. Watts.

CHRISTIAN COUNTY.

1865-69	A. McCaskill.	1886-98	Robert W. Orr.
1869-73	W. F. Gorrell.	1898-1900	D. O. Witmer.
1873-82	Robert W. Orr.	1900-10	Anna L. Barbre.
1882-86	Francis Boyd.	1910	H. L. Fowkes.

*Deceased.

CLARK COUNTY.

1865-69	James Dawson.	1886-90	Horatio V. Gard.
1869-73	Wm. T. Adams.	1890-94	Benjamin A. Sweet.
1873-75	*Perry A. McKain.	1894-98	John C. Perdue.
1875-77	Edward Pearce.	1898-1906	J. D. Shoemaker.
1877-82	Edward Shaw.	1906-10	Harry W. Drake.
1882-86	Wm. A. Porter.	1910	Harry W. Drake.

CLAY COUNTY.

1865-69	John Russell.	1894-98	Thomas B. Greenlaw.
1869-73	C. H. Murray.	1898-1902	D. A. McQueen.
1873-74	Jacob H. Songer (resigned).	1902-04	Jacob I. McKneeley.
1874-82	George W. Smith.	1904-06	D. W. Dillman.
1882-86	Cleveland W. Mills.	1906-10	G. O. Lewis.
1886-90	Lon S. McKnight.	1910	G. O. Lewis.
1890-94	John T. Campbell.		

CLINTON COUNTY.

1865-69	O. B. Nichols.	1877-94	George A. Beattie.
1869-73	S. B. Wyle.	1894-10.	Wm. Johnson.
1873-June 1877	Philip Bottler.	1910	Wm. Johnson.
1877-June to Dec.	Elisha Sharp.		

COLES COUNTY.

1865-69	Elzy Blake.	1894-98	John L. Whisnand.
1869-73	S. J. Bovell.	1898-1902	John H. Sawyer.
1873-77	Allen Hill.	1902-06	W. E. Millar.
1877-86	T. J. Leo.	1906-10	Marietta A. Neal.
1886-90	A. J. Funkhouser.	1910	W. E. Millar.
1890-04	Charles F. Feagan.		

COOK COUNTY.

1865-69	John F. Eberhart.	1891-1902	O. T. Bright.
1869-73	A. G. Lane.	1902-10	A. F. Nightingale.
1873-77	George D. Plant.	1910	E. J. Tobin.
1877-91	A. G. Lane.		

CRAWFORD COUNTY.

1865-69	George N. Parker.	1886-90	Francis M. Shaw.
1869-73	Samuel A. Burner.	1890-94	Valmore Parker.
1873-77	Presley G. Bradbury.	1894-98	M. N. Beeman.
1877-81	George W. Henderson.	1898-1902	Edgar L. Douglas.
1881-82	Hugh McHattan.	1902-10	Harry E. Green.
1882-86	Henry O. Hiser.	1910	Harry E. Green.

CUMBERLAND COUNTY.

1865-73	Wm. E. Lake.	1890-94	Charles B. Stansberry.
1873-77	T. C. Killie.	1894-98	S. S. Frederick.
1877-81	Henry J. Groscup.	1898-1902	J. F. Grissamore.
1881-82	Wm. E. Lake.	1902-10	H. M. Tipward.
1882-86	Samuel C. Miller.	1910	John W. Costelo.
1886-90	Lewis Decius.		

*Deceased.

DE KALB COUNTY.

1865-69	Martin V. Allen.	1890-1906	Lewis M. Gross.
1869-77	Horace P. Hall.	1906-10	W. W. Coultas.
1877-81	L. L. Graham.	1910	W. W. Coultas.
1881-90	George I. Talbot.		

DE WITT COUNTY.

1865-69	Stephen K. Carter.	1890-94	Nelson R. Hughes.
1869-73	F. M. Vanlue.	1894-1902	Hattie P. Wilson.
1873-77	Mary S. Welch.	1902-10	T. C. Wampler.
1877-90	Mary S. Welch.	1910	John C. Costley.

DOUGLAS COUNTY.

1865-69	W. W. Monroe.	1894-98	Mamie Bunch.
1869-75	*S. T. Callaway.	1898-1900	Thomas M. Wells.
1875-77	Charles W. Woolverton.	1900-02	Joseph O. Neal.
1877-82	J. W. King.	1902-06	Annie E. Rogers.
1882-86	Jos. R. Burres.	1906-10	E. E. Gere.
1886-94	Nora A. Smith.	1910	E. E. Gere.

DU PAGE COUNTY.

1865-69	Charles W. Richmond.	1882-85	John K. Rassweiler.
1869	Charles Clark. (Elected but failed to qualify.)	1885-86	Samuel Fisher.
1870-73	Charles W. Richmond.	1886-1910	R. T. Morgan.
1873-82	J. R. Haggard.	1910	R. T. Morgan.

EDGAR COUNTY.

1865-69	George Hunt.	1882-86	David T. Stewart.
1869-73	A. J. Mapes.	1886-94	James A. Kerrick.
1873-77	R. S. Cusic.	1894-1902	George H. Gordon.
1877-82	W. H. Roth.	1902	George W. Brown.

EDWARDS COUNTY.

1865-69	L. T. Rude.	1898-06	Frank Coles, Jr.
1869-86	Levinus Harris.	1906-10	W. H. Siefferman.
1886-90	Edward C. Fitch.	1910	W. H. Siefferman.
1890-98	Fred W. Potter.		

EFFINGHAM COUNTY.

1865-69	W. I. N. Fisher.	1898-1901	Charles L. Combs.
1869-73	S. F. Gilmore.	1901-10	C. E. Mitchell.
1873-81	Owen Scott.	1910	J. A. Davis.
1881-98	J. A. Arnold.		

*Deceased.

FAYETTE COUNTY.

1865-69	Thomas K. Jenkins. (Resigned March, 1869.)	1884	Jesse Mays. (March to Novem- ber.)
1869	Zeiba S. Swan. (March to Novem- ber.)	1884-94 1894-98	Thomas W. Hart. Charles L. Fogler.
1869-73	D. H. Mays.	1898-1910	C. F. Easterday.
1873-84	Benjamin F. Shipley.	1910	Frank E. Crawford.

FORD COUNTY.

1865-69	J. B. Randolph.	1879-82	S. A. Armstrong.
1869-71	James Brown.	1882-90	Frank G. Lohman.
1871-73	W. L. Conrow.	1890-1906	E. A. Gardner.
1873-77	Robert N. Gorsuch.	1906-10	H. M. Rudolph.
1877-79	Daniel H. Armstrong.	1910	H. M. Rudolph.

FRANKLIN COUNTY.

1865-73	R. R. Link.	1898-1902	W. S. Buntin.
1873-77	George C. Ross.	1902-06	Hiram M. Aiken.
1877-90	Charles D. Threlkeld.	1906-10	Offa Neal.
1890-94	Wilford F. Dillon.	1910	C. W. Mundell.
1894-98	Hiram N. Aiken.		

FULTON COUNTY.

1865-67	Samuel S. Tipton. (Resigned.)	1882-86	E. R. Boyer.
1867-69	J. K. Harmison.	1886-94	Maurice P. Rice.
1869-73	H. J. Benton.	1894-1910	M. M. Cook.
1873-77	V. M. Grewell.	1910	M. M. Cook.
1877-82	H. J. Benton.		

GALLATIN COUNTY.

1865-73	Nathaniel P. Holderby.	1890-98	George Hanlon.
1873-82	Thomas J. Cooper.	1898-1906	W. J. Blackard.
1882-86	Hugh C. Gregg.	1906-10	J. M. Greenlee.
1886-90	Thomas J. Proctor.	1910	J. B. Boswell.

GREENE COUNTY.

1865-69	Stephen F. Corrington.	1886-90	Laura Hazle.
1869-72	C. A. Worley. (Resigned.)	1890-94	Wm. A. Hubbard.
1872-73	John Johns.	1894-98	Harvey T. White.
1873-77	Kate L. Hopkins.	1898-1902	Harry E. Bell.
1877-80	David F. King.	1902-06	Lucian K. Jones.
1880-82	H. H. Montgomery.	1906-10	George B. McClellan.
1882-86	Wm. J. Roberts.	1910	George B. McClellan.

GRUNDY COUNTY.

1865-73	Hiram C. Goold.	1890-98	David R. Anderson.
1873-82	John Higby.	1898-1902	Mary R. Holderman.
1882-84	Orrin N. Carter.	1902-10	Charles H. Root.
1884-90	Stillman E. Massey.	1910	Charles H. Root.

HAMILTON COUNTY.

1865-73	George B. Robinson.	1886-94	Johnson H. Lane.
1873-77	John P. Stelle.	1894-1902	D. J. Underwood.
1877-82	R. G. Eckols.	1902-10	T. W. Biggerstaff.
1882-86	La Fayette Howard.	1910	Whitson W. Dailey.

HANCOCK COUNTY.

1865-69	George W. Batchelder.	1890-1902	John A. Califf.
1869-77	Wm. Griffin.	1902-10	J. E. Williams.
1877-86	Samuel W. Layton.	1910	S. A. D. Faris.
1886-90	L. P. Cravens.		

HARDIN COUNTY.

1865-73	John Jack.	1890-94	T. H. Stubbs.
1873-77	Marshall Rose.	1894-98	Thomas C. Jackson.
1877-82	James A. Lowry.	1898-1902	John H. Womack.
1882-86	John H. Jenkins.	1902-10	H. M. Rittenhouse.
1886-90	Frank E. Matheny.	1910	John H. Oxford.

HENDERSON COUNTY.

1865-69	John A. Summers.	1890-94	C. C. Butler.
1869-73	R. P. Randall.	1894-1902	Simeon E. Mace.
1873-77	James McArthur.	1902-06	Albert C. Keener.
1877-82	James M. Akin.	1906-10	Mrs. Della Yeomans.
1882-86	Elizabeth A. Cameron.	1910	Mrs. Della Yeomans.
1886-90	James M. Akin.		

HENRY COUNTY.

1865-69	A. K. Henny.	1886-90	Joshua Williams.
1869-73	H. S. Comstock.	1890-93	John B. Russell.
1873-82	B. F. Barge.	1893-1910	Martin Luther.
1882-86	E. C. Rosseter.	1910	A. L. Oldenweller.

IROQUOIS COUNTY.

1865-69	N. M. Bancroft.	1886-90	John J. Eckman.
1869-73	L. T. Hewins. (Died July 30, '73.)	1890-94	Frank M. Crangle.
1873, July-Nov.	John H. Holmes.	1894-1906	S. C. Rutherford.
1873-82	D. Kerr.	1906-10	Frank A. Gilbreath.
1882-86	Edmund J. Blake.	1910	Frank A. Gilbreath.

JACKSON COUNTY.

1865-69	H. C. Robinson.	1890-94	John M. Bryan.
1869-73	John Ford.	1894-98	Bert R. Burr.
1873-77	L. H. Redd.	1898-1906	Emma Bryan.
1877-86	John M. Reeder.	1906-10	Ida Robinson.
1886-90	Phillip Fager.	1910	Andrew J. Rendleman.

JASPER COUNTY.

1865-69	Isaac H. Walker.	1890-98	G. S. Batman.
1869-73	P. S. McLaughlin.	1898-1910	John F. Arnold.
1873-77	Calvin S. James.	1910	Milo D. Yelvington.
1877-90	John F. Arnold.		

JEFFERSON COUNTY.

1865-69	James M. Pace.	1894-98	Oscar C. Stitch.
1869-73	G. W. Johnson.	1898-1906	James M. Hill.
1873-86	John D. Williams.	1906-10	Arthur E. Summers.
1886-94	Wm. T. Sumner.	1910	Arthur E. Summers.

JERSEY COUNTY.

1865-69	Wm. J. Herdman.	1890-94	Richard Keily.
1869-73	Charles H. Knapp.	1894-98	Thomas A. Case.
1873-77	W. H. Lynn.	1898-1910	James W. Roberts.
1877-86	Lott Pennington.	1910	James W. Roberts.
1886-90	Otis D. Leach.		

JO DAVIESS COUNTY.

1865-77	George W. Pepoon.	1898-1902	W. H. Martin.
1877-86	Robert Brand.	1902-06	J. W. Wilcox.
1886-90	Mathew R. Chambers.	1906-10	Myrtle Renwick.
1890-94	W. H. Martin.	1910	Benjamin L. Birkbeck.
1894-98	Hiram P. Caverly.		

JOHNSON COUNTY.

1865-69	J. S. Wittenberg.	1890-94	Martin T. Van Cleve.
1869-73	Robert M. Fisher.	1894-1902	Sarah J. Whittenberg.
1873-77	T. G. Farris.	1902-10	Wm. M. Grisson, Jr.
1877-82	P. T. Chapman.	1910	Emma Rebman.
1882-90	Wm. Y. Smith.		

KANE COUNTY.

1865-69	C. E. Smith.	1886-1902	M. Quackenbush.
1869-73	George B. Charles.	1902-10	H. A. Dean.
1873-86	C. E. Mann.	1910	F. A. Ellis.

KANKAKEE COUNTY.

1865-69	John Higby.	1882-86	Lucelia W. Dye.
1869-73	F. W. Beecher. (Resigned May, 1873.)	1886-90	Fayette S. Hatch.
1873	Warren R. Hickox. (Resigned September, 1873.)	1890-1902	James H. Peterson.
1873-77	Nettie M. Sinclair.	1902-06	J. D. Cokely.
1877-82	H. C. Paddock.	1906-10	S. D. Saltzgiver.
		1910	S. D. Saltzgiver.

KENDALL COUNTY.

1865-69	W. S. Coy.	1890-1910	A. D. Curran.
1869-77	J. R. Marshall.	1910	A. D. Curran.
1877-90	C. C. Duffy.		

KNOX COUNTY.

1865-69	James H. Knapp.	1890-1902	S. C. Ransom.
1869-73	F. Christainer.	1892-98	Matthew Andrews.
1773-82	Mary Allen West.	1898-1902	Ernest S. Wilkinson.
1882-86	W. L. Steele.	1902-10	W. F. Boyes.
1886-90	George W. Oldfather.	1910	W. F. Boyes.

LAKE COUNTY.

1865-73	Byron L. Carr.	1888-1902	Matthew W. Marvin.
1873-77	John P. Manchester.	1902-06	Frank N. Gaggin.
1877-81	A. R. Sabin.	1906-10	T. A. Simpson.
1881-88	Peter Fisher.	1910	T. A. Simpson.

LA SALLE COUNTY.

1865-69	J. M. Day.	1894-1906	U. J. Hoffman.
1869-73	George S. Wedgewood.	1906-10	W. R. Foster.
1873-82	R. Williams.	1910	W. R. Foster.
1882-94	G. B. Stockdale.		

LAWRENCE COUNTY.

1865-69	Tolman P. Lowry.	1894-98	John Brough Stout.
1869-73	Ozias V. Smith.	1898-1902	H. W. Hostetter.
1873-82	F. W. Cox.	1902-06	A. P. Spencer.
1882-90	Charles H. Martin.	1906-10	R. R. Kimmell.
1892-94	G. W. Lackey.	1910	R. R. Kimmell.

LEE COUNTY.

1865-73	James H. Preston.	1886-90	P. M. James.
1873-77	Daniel Carey.	1890-94	Jay C. Edwards.
1877-82	James H. Preston.	1894-1910	I. Frank Edwards.
1882-86	S. J. Howe.	1910	L. W. Miller.

LIVINGSTON COUNTY.

1865-73	H. H. Hill.	1890-94	Henry A. Foster.
1873-82	M. Tombaugh.	1894-1902	C. R. Tombaugh.
1882-90	George W. Ferris.	1902-10	W. E. Herbert.

LOGAN COUNTY.

1865-69	J. G. Chalfant.	1894-98	Jonathan S. Cole.
1869-73	Levi T. Regan.	1898-1906	E. P. Gram.
1873-77	J. G. Chalfant.	1906-10	D. F. Nickols.
1877-82	Wm. H. Derby.	1910	D. F. Nickols.
1882-94	Samuel Guttery.		

MACON COUNTY.

1865-69	Edwin Park.	1890-94	John M. Donahy.
1869-73	O. F. McKim.	1894-1902	John G. Kellar.
1873-77	Simon P. Nickey,	1902-06	Alba A. Jones.
1877-86	John Trainer.	1906-10	Leona F. Bowman.
1886-90	Thomas L. Evans.	1910	Mary Moore.

MACOUPIN COUNTY.

1865-69	Charles E. Foote.	1886-90	George Harrington.
1869-73	F. H. Chapman.	1890-94	Thomas E. Moore.
1873-77	John S. Kenyon.	1894-98	James E. McClure.
1877-81	F. W. Crouch.	1898-1906	M. M. Kessinger.
1881-83	George W. Grubb.	1906-10	Robert C. Moore.
1883-86	George W. Bowersox.	1910	Robert C. Moore.

MADISON COUNTY.

1865-69	Wm. P. Eaton.	1890-94	Thomas P. Dooling.
1869-73	John Weaver.	1894-98	David M. Bishop.
1873-77	A. A. Suppiger.	1898-1902	Mark Henson.
1877-82	B. F. Sippy.	1902-06	Robert H. Lowry.
1882-86	James Squire.	1906-10	J. U. Uzzell.
1886-90	A. A. Suppiger.	1910	J. U. Uzzell.

MARION COUNTY.

1865-69	Hugh Moore.	1886-90	S. S. Hawley.
1869-73	James McHaney.	1890-98	S. G. Burdick.
1873-77	J. W. Primer.	1898-1906	John Whitechurch.
1877-82	John B. Abbott.	1906-10	John S. Knisely.
1882-86	Wm. H. Storrs.	1910	J. F. Hickman.

MARSHALL COUNTY.

1865-69	John Fuller.	1890-94	Jesse E. W. Morgan.
1869-73	John Peck.	1894-1901	M. M. Mallary.
1873-82	Charles S. Edwards, Jr.	1901-10	E. Frank Perry.
1882-86	Wm. H. Kister.	1910	E. Frank Perry.
1886-90	Ira M. Ong.		

MASON COUNTY.

1865-73	H. H. Moore.	1894-1906	Matthew Bollan.
1873-82	S. M. Badger.	1906-10	J. A. Mehlhop.
1882-86	Daniel M. Blair.	1910	Fannie Spaits Merwin.
1886-94	C. P. Ballinger.		

MASSAC COUNTY.

1865-73	Wm. H. Scott,	1890-94	Joshua M. Reynolds.
1873-77	Henry Armstrong.	1894-98	Robert Alexander.
1877-82	W. M. Priestley.	1898-1902	Joshua M. Reynolds.
1882-86	Henry Armstrong.	1902-10	W. A. Spence.
1886-90	F. A. Armstrong.	1910	W. A. Spence.

McDONOUGH COUNTY.

1865-69	Daniel Branch.	1890-94	George R. Fenton.
1869-73	Loyd H. Copeland.	1894-1906	J. M. Pace.
1873-77	J. M. Dunsworth, Jr.	1906-10	B. E. Decker.
1877-82	H. A. Maxwell.	1910	B. E. Decker.
1882-90	Thomas J. Dudman.		

McHENRY COUNTY.

1865-69	A. J. Kingman.	1883-84	Henry R. Baldwin.
1869-73	Gardner S. Southworth.	1884-90	Lester Barber.
1873-77	William Nickle.	1890-1902	Wm. E. Wire.
1877-82	A. W. Young.	1902-10	George W. Conn, Jr.
1882-83	Sebre D. Baldwin.	1910	A. M. Shelton.

McLEAN COUNTY.

1865-69	Daniel Wilkins.	1882-94	John A. Miller.
1869-73	John Hull.	1894-1906	John S. Wren.
1873-77	John Hull.	1906-10	B. C. Moore.
1877-82	Wm. H. Smith.	1910	B. C. Moore.

MENARD COUNTY.

1865-69	Edward Booth.	1903-04	R. D. Miller.
1869-73	Wm. H. Berry.	1904-06	T. E. Cantrall.
1873-77	K. B. Davis.	1906-10	Eva B. Batterton.
1877-98	R. D. Miller.	1910	Eva B. Batterton.
1898-1903	George C. Power.		

MERCER COUNTY.

1865-69	S. B. Atwater.	1886-90	Kenneth M. Whitham.
1869-73	F. W. Livingston.	1890-92	Alexander Calhoun.
1873-82	Amanda E. Frazier.	1892-1910	Charlton L. Gregory.
1882-86	Joseph A. Goding.	1910	Charlton L. Gregory.

MONROE COUNTY.

1865-69	James A. Kennedy.	1898-1910	Henry Eisenhart.
1869-73	Jos. W. Rickert.	1910	J. W. Jackson.
1873-98	W. H. Hilyard.		

MONTGOMERY COUNTY.

1865-69	J. C. Tulley.	1890-94	Jacob L. Traylor.
1869-73	H. L. Gregory.	1894-98	W. H. Groner.
1873-77	Francis Springer.	1898-1906	Wm. J. McDavid.
1877-82	Thomas E. Harris.	1906-10	John W. Harp.
1882-90	Jesse C. Barrett.	1910	John W. Harp.

MORGAN COUNTY.

1865-73	Samuel M. Martin.	1894-98	Hart H. Withee.
1873-82	Henry Higgins.	1898-1904	Frank A. Johnson.
1882-86	Christopher M. Sevier.	1904-10	Harry C. Montgomery.
1886-90	Alfred T. Lynn.	1910	Harry C. Montgomery.
1890-94	Harry C. Montgomery.		

MOULTRIE COUNTY.

1865-69	T. Y. Lewis.	1890-98	Oscar B. Lowe.
1869-73	Frank D. Stearns.	1898-1902	B. F. Peadro.
1873-77	J. K. P. Rose.	1902-10	J. C. Hoke.
1877-82	D. F. Stearns.	1910	Van D. Roughton.
1882-90	B. F. Peadro.		

OGLE COUNTY.

1865-77	E. L. Wells.	1887 to November, 1888,	Stephen G. Mason.
1877-82	John T. Ray.		(Appointed.)
1882 to September, 1886,	Fernando Sanford.	1888 to November, 1902,	J. M. Piper.
	(Resigned.)	1902-06	E. I. Neff.
1886 to completion of term,	S. B. Wadsworth.	1906-10	Anna B. Champion.
	(Appointed.)	1910	J. E. Cross.
1886 to September, 1887,	S. B. Wadsworth.		
	(Resigned.)		

PEORIA COUNTY.

1865-73	N. E. Worthington.	1890-94	Mollie O'Brien.
1873-77	Mary W. Whiteside.	1894-1902	Joseph L. Robertson.
1877-82	James E. Pillsbury.	1902-10	Claude U. Stone.
1882-90	Mary W. Whiteside Emery.	1910	J. A. Hayes.

PERRY COUNTY.

1865-69	J. W. Blair.	1890-94	Albert S. Marlow.
1869-73	B. G. Roots.	1894-1906	Walter R. Kinzey.
1873-82	John B. Ward.	1906-10	Robert B. Templeton.
1882-86	Richard B. Anderson.	1910	Elmo W. Lee.
1886-90	Edward I. Ward.		

PIATT COUNTY.

1865-69	John W. Coleman.	1886-94	George N. Snapp.
1869-73	C. A. Tatman.	1894-98	James H. Martin.
1873-77	C. J. Pitkin.	1898-1910	Charles McIntosh.
1877-82	Mary I. Reed.	1910	Charles McIntosh.
1882-86	G. A. Burgess.		

PIKE COUNTY.

1865-69	J. C. Pettingill.	1890-94	John B. Gragg.
1869-73	John N. Dewell.	1894-98	Walter R. Hatfield.
1873-77	J. W. Johnson.	1898-1906	Caroline Grote.
1877-82	Wm. H. Crow.	1906-10	David P. Hollis.
1882-86	Rufus M. Hitch.	1910	David P. Hollis.
1886-90	C. I. Swan.		

POPE COUNTY.

1865-73	Theodore Steyer.	1894-98	Adolphus D. McDonald.
1873-81	James A. Rose.	1898-1902	John H. Hodge. (Died June, 1902)
1881-82	David G. Thompson.		June, 1902, to November 25
1882-84	S. L. Spear.		1902. A. D. McDonald.
1884-86	David G. Thompson.	1902-06	M. Lillian Baker.
1886-90	Thomas H. Sheridan.	1906-10	Robert R. Randolph.
1890-94	Jasper N. Magnor.	1910	Robert R. Randolph.

PULASKI COUNTY.

1865-73	James H. Brown.	1882-06	Hester M. Smith.
1873-77	William M. Hathaway.	1906-10	May S. Hawkins.
1877-82	S. A. Colwell.	1910	May S. Hawkins.

PUTNAM COUNTY.

1865-69	James S. McClung.	1890-94	John M. Boyer.
1869-73	A. W. Durley.	1894-1902	Wm. E. Hawthorne.
1873-86	James H. Seaton.	1902-10,	George W. Hunt.
1886-90	S. May Campbell.	1910	Walter A. Paxson.

RANDOLPH COUNTY.

1865-69	John A. Malone.	1886-90	John W. Hood.
1869-73	R. P. Thompson.	1890-94	George L. Riess.
1873-77	P. N. Holm.	1894-1902	Sidney A. McKelvey.
1877-82	Robert M. Spurgeon.	1902-10	Maurice A. Mudd.
1882-86	S. B. Hood.	1910	W. F. Stine.

RICHLAND COUNTY.

1865-67	Wm. H. Williamson.	(Removed.)	1906-08	Harry T. Dewhirst.
1867-73	John C. Scott.		1908-10	Elmer Van Arsdall.
1873-82	J. C. Coons.		1910	Elmer Van Arsdall.
1882-1906	R. N. Stotler.			

ROCK ISLAND COUNTY.

1865-69	Wm. H. Gest.	1894-98	Elliott B. McKeever.
1869-82	M. M. Sturgeon.	1898-1910	S. J. Ferguson.
1882-90	James H. Southwell.	1910	S. J. Ferguson.
1890-94	Charles B. Marshall.		

SALINE COUNTY.

1865-73	F. F. Johnson.	1886-98	James E. Jobe.
1873-77	B. L. Hall.	1898-1906	Lewis E. York.
1877-82	W. S. Blackman.	1906-10	R. E. Rhine.
1882-86	George B. Parsons.	1910	R. E. Rhine.

SANGAMON COUNTY.

1865-1869	O. S. Webster.	1892-1894	Annie R. Hannan.
1869-1873	Warren Burgett.	1894-1898	Andrew M. Brooks.
1873-1882	P. J. Rourke.	1898-1906	Charles Van Dorn.
1882-1886	Adoniram J. Smith.	1906-1910	Edgar C. Pruitt.
1886-1890	Andrew M. Brooks.	1910	Edgar C. Pruitt.
1890-1892	Noel B. Hannan.		

SCHUYLER COUNTY.

1865-1869	Jesse C. Fox.	1894-1898	Joseph G. Maroe.
1869-1873	J. R. Neill.	1898-1902	L. J. McCreery.
1873-1877	William A. Clark.	1902-1906	J. Rollo Black.
1877-1886	Henry H. Foley.	1906-1910	L. J. McCreery.
1886-1894	D. Marion Stover.	1910	George R. Hermetet.

SCOTT COUNTY.

1865-69	James R. Haggard. (Resigned March 9, 1869.) Wm. T. Collins, completed term.	1886-90	Nathan R. Smithson.
		1890-98	Morgan B. Ballard.
		1898-99	Harvey E. Leib.
1869-73	James Callan.	1899-1906	Elmer F. Walker.
1873-77	Rufus Funk.	1906-10	John C. Moore.
1877-82	Jackson Carpenter.	1910	John C. Moore.
1882-86	George W. Dixon.		

SHELBY COUNTY.

1865-69	A. T. Hall.	1882-86	Wm. Marschutz.
1869-73	Enoch A. McGrew. (Vice A. T. Hall, Deceased.)	1886-94	Milton Barbre.
		1894-1902	J. A. Montgomery.
1873-77	John Stapleton.	1902-10	Charles M. Fleming.
1877-82	H. S. Mouser.	1910	Lee W. Frazer.

STARK COUNTY.

1865-73	B. G. Hall.	1898-1902	George O. Frank.
1873-77	A. B. Abbott.	1902-06	Mrs. M. P. Edmunds.
1877-82	Amelia L. Halsey.	1906-10	George C. Baker.
1882-98	Wm. R. Sandham.	1910	George C. Baker.

ST. CLAIR COUNTY.

1865-73	James P. Slade.	1882-86	Emil Dapprich.
1873-75	*John B. Gwille.m.	1886-94	Charles Cannady.
1875-77	James P. Slade. (Appointed.)	1894-1910	Charles Hertel.
1877-82	James McQuilkin.	1910	Wm. A. Hough.

STEPHENSON COUNTY.

1865-69	Alfred A. Crary.	1886-94	P. O. Stiver.
1869-73	Issac F. Kleckner.	1894-1902	Robert W. Burton.
1873-77	Johnson Potter.	1902-10	Cyrus Grove.
1877-86	A. A. Krapæ.	1910	Cyrus Grove.

TAZEWELL COUNTY.

1865-73	S. K. Hatfield.	1895-98	John L. Boling.
1873-77	M. E. Pomfret.	1898-1906	W. P. Mavity.
1877-86	B. C. Allensworth.	1906-10	A. M. Wells.
1886-94	D. B. Pittsford.	1910	Ben. L. Smith.
1894-95	Wm. R. Lackland.		

UNION COUNTY.

1865-69	Hugh Andrews.	1886-90	Oliver P. Baggott.
1869-73	P. H. Kroh.	1890-94	Joseph Gray.
1873-77	Joseph H. Samson.	1894-1902	George Barringer.
1877-80	David. W. Karraker.	1902-10	William O. Brown.
1880-82	Wm. C. Rich, Jr.	1910	William O. Brown.
1882-86	Jos. H. Samson.		

*Deceased.

VERMILION COUNTY.

1865-68	Philip D. Hammond. (Removed.)	1890-98	Lin. H. Griffith.
1868-73	J. W. Parker.	1898-1906	Ralph B. Holmes.
1873-82	Charles V. Guy.	1906-10	W. Y. Ludwig.
1882-90	John D. Benedict.	1910	Otis P. Haworth.

WABASH COUNTY.

1865-82	Lames Leeds.	1902-06	A. E. Smith.
1882-90	Alfred P. Manly.	1906-10	S. A. Mayne.
1890-1902	J. E. Ramsey.	1910	S. A. Mayne.

WARREN COUNTY.

1865-69	James I. Wilson.	1890-94	Mrs. Helen M. Rupp.
1869-77	J. B. Donnell.	1894-02	Mary E. Sykes.
1877-82	Mrs. M. E. Watt.	1902-10	John D. Regan.
1882-86	Margaret L. Wiley.	1910	John D. Regan.
1886-90	John S. Cannon.		

WASHINGTON COUNTY.

1865-73	A. C. Hillman.	1894-98	Robert Pence.
1873-77	Samuel C. Page.	1898-02	Jesse T. Gibbs.
1877-82	J. W. Hudson.	1902-06	C. L. Edwards.
1882-90	Wm. L. Martin.	1906-10	Robert Pence.
1890-94	Lucillus H. Carson.	1910	Robert Pence.

WAYNE COUNTY.

1865-69	John B. Mabry.	1886-94	James H. Kramer.
1869-73	W. A. Vernon.	1894-02	John L. Young.
1873-77	F. M. Woodland.	1902-06	J. W. Templeman.
1877-82	B. F. Meeks.	1906-10	W. G. Cisne.
1882-86	Zephania B. West.	1910	W. G. Cisne.

WHITE COUNTY.

1865-69	Charles E. M. Lowell.	1890-98	Thomas B. Fuller.
1869-73	J. I. McClintock.	1898-1906	Everett McCalister.
1873-77	A. S. Harsha.	1906-10	Volney W. Smith.
1877-86	J. I. McClintock.	1910	Volney W. Smith.
1886-90	Commodore P. White.		

WHITESIDE COUNTY.

1865-69	Michael B. Kelly.	1882-90	B. F. Hendricks.
1869-73	M. W. Smith.	1890-1902	Wm. J. Johnston.
1873-77	O. M. Crary.	1902-10	B. F. Hendricks.
1877-82	George C. Loomis.	1910	B. F. Hendricks.

WILL COUNTY.

1865-69	Dwight Haven.	1882-86	John McKearnan.
1869-73	S. O. Simonds.	1886-1910	W. H. Nevens.
1873-77	Sarah C. McIntosh.	1910	W. H. Nevens.
1877-82	J. F. Perry.		

WILLIAMSON COUNTY.

1865-69	David G. Young.	1890-98	T. J. Youngblood.
1869-77	Augustus N. Lodge.	1898-02	Monroe M. Swan.
1877-82	J. M. Fowler.	1902-10	R. O. Clarida.
1882-90	John H. Duncan.	1910	R. O. Clarida.

WINNEBAGO COUNTY.

1865-73	Archibald Andrew.	1898-1910	O. J. Kern.
1873-82	Mrs. M. L. Carpenter.	1910	O. J. Kern.
1882-98	C. J. Kinnie.		

WOODFORD COUNTY.

1865-69	Joseph M. Clark.	1894-98	John F. Sparks.
1869-77	Wm. H. Gardner.	1898-06	W. J. Whetzel.
1877-82	J. E. Lamb.	1906-10	Fred H. Doeden.
1882-90	James Kirk.	1910	Roy L. Moore.
1890-94	Lyon Karr.		

TOWNSHIP TRUSTEES.

The first mention of these familiar school officers was in an act of the first legislature. It decreed that the county commissioners should appoint three trustees for each township and that these trustees should lay out the sixteenth section in lots of not less than forty and not more than one hundred and sixty acres, with timber reservations for the use of all of the lessees in common. This was about the only action of a general character that related to education that was enacted by that body.

The first school law in the State was approved January 16, 1825. Section 18 mentions the township trustees in the following connection: "Be it further enacted, That the rents arising from the school lands in each township shall be collected by the trustees of such lands, and divided by them among such of the inhabitants of the township as shall have contributed by tax, subscription, or otherwise, for the support of a common school in or near such township, for at least three months within the last twelve months preceding the time of making such dividend: Provided, that such rents shall be divided among the inhabitants aforesaid, in proportion to the sums contributed by them to the support of such common schools."

There is liability to confusion in referring to the status of trustees at this time, for what are now familiarly known as school directors were, as we shall see, designated as trustees.

The law of 1841 made it the duty of the county commissioners of each county to appoint three trustees in each township for a term of four years. It will be seen that their powers are greatly enlarged. They were to appoint a treasurer who should also be their clerk. They were to be the legal custodians of all real estate, personal property or money belonging to the township. All moneys coming into their hands were to be turned over to the school commissioners of their respective counties to be applied to the support of schools. They were also to protect all school lands against trespass. These lands were especially liable to be despoiled of whatever

timber was upon them. In those early days the settlers were not especially careful as to where they went for their fuel. The writer of these lines was a frequent observer of the method of procuring wood for the kitchen and the sitting room. The head of the family started out with his team and his ax and his gun. The latter was for the chance game that was more than likely to cross his path and the ax was for the first likely prospect in the way of fallen timber, or, in lieu of its scarcity, the standing timber would answer, with no question as to where the title of the land might be vested. If school lands were well clothed with trees they were regarded as a common field and little was said about trespassers.

The fifth division of the law provided for the incorporation of townships. The township trustees appointed by the county commissioners were to call and hold an election upon the question of the incorporation of the township. If the result of the election were favorable to the organization, five trustees were elected as successors to the trustees of school lands. They were called "Trustees of Schools," and had general charge of the schools of the township. They were the first examiners of the teachers, or, if they preferred, they could have them examined, and they had the authority to grant certificates if the candidates were found competent. The examinations were not characterized by any especial thoroughness; if they had been there would have been few teachers for the schools. Such certificates were necessary to draw the public money.

In 1845 the trustees were relieved of the duties of examining and licensing teachers, that duty being conferred upon the common school commissioner. The trustees were authorized to purchase school libraries and real estate for schoolhouses.

In 1865 the law was so amended as to require the election of three trustees for a term of three years. After the first election they were to draw lots for the respective terms of one, two and three years. Subsequently the election of one trustee occurred each year. From that time until the present there have been no changes that altered the plan of three trustees having a tenure of three years and with the annual election of one.

SCHOOL DIRECTORS AND TEACHERS.

As has been stated, the first schools were subscription schools. Some enterprising parent, who could not endure the thought of having his children grow up in ignorance, would discover some person who was regarded as competent to conduct a school, and he would secure the co-operation of enough of his neighbors to compensate the teacher for his work. Occasionally there would be a farmer's wife of sufficient intelligence to teach the younger pupils, and she would convert her house into a schoolroom and turn an honest penny by a moderate tuition charge. The writer well remembers such an instance in central Illinois, in the early fifties, before the passage of the law of 1855. She had children of her own that were in need of instruction and but few more were needed to make a school. It was by no means an unknown event for the larger boys to be excused from school to aid in fighting prairie fires when the farms were threatened in the fall. One has but to remember that the grass in the low grounds often grew to a height that puzzled a youngster to reach the top even though on horseback, and that the late summer was dry and converted the abundant herbage into extremely combustible material. When such a mass of

inflammable stuff was once ignited and a lively wind pushed it along it made short work of traversing a mile or two. A small but resolute lad could do a fine job of counterfiring, if he had the pluck and the energy, and more than one young fellow earned local distinction by his achievements. When once the fire was out or the farmer's crops went up in smoke the school session resumed its customary routine. The pioneer was ready for all experiences and spent no time in needless lamentations.

But the school fund was never forgotten, and the income was early sought to assist the early settler to bear the burden of education. For there was little money among the people. Indeed, so scarce was that quite necessary commodity that the payment of the annual taxes, small as they were, was often a hardship to people who had an abundance of land and very little ready cash.

By turning to the law of 1825 it will be seen that Section 1 declared "That there shall be established a common school or schools in each of the counties of the State (for white children only). Section 2 made it the duty of the county commissioners' court to form school districts, when properly petitioned, with the limitation that there must be at least fifteen families in each district. Section 3 authorized the election, in each district, of three trustees, a clerk, a treasurer, an assessor, and a collector. This gave an organization for the management of a school. Every officer so elected was expected to do his duty, and if he declined to serve his constituents he was duly fined.

But the money for the support of the schools — how was that to be secured? The law of 1825 authorized the levying of a tax for educational purposes. It was not to exceed one-half per cent and could be paid in cash or in merchantable produce. The amount was determined by a mass meeting of the inhabitants of the district. Then there was the income from the State funds or the township funds, and this was to be paid to the treasurer and that furnished additional help.

But there must be a schoolhouse. This fact did not present a serious problem. The people generally dwelt in the groves or in the timbered belt near a stream and a log house could be erected at a "bee," organized for that purpose. Or a schoolhouse could be built by the proceeds of a tax voted at the district mass meeting.

But the law of 1825, with its section permitting taxation, was very obnoxious to many and was soon repealed, and the schools were remanded to the old method of support — a rate bill and the income from the State fund. But the teacher could not participate in the income from the fund unless there were legally constituted authorities to get possession of it. The law of 1833 provided the following manner of procedure: A teacher who has been employed by a number of parents to conduct a school calls his employers together within a month after the beginning of the school. The employers select three trustees to take charge of the school until the succeeding November, when they retire and are succeeded by three others similarly chosen. When the teacher has completed his school he submits a schedule, certified to by the trustees or by five of his employers, to the county commissioner of school lands, who was then authorized to permit the teacher to share in the distribution of the income from the fund, if happily there should be such an income.

In 1841 there was an attempt to make a school law, but the General Assembly could not get itself up to the sticking point on the question of local taxation. It

authorized associations to purchase not more than ten acres and to build a school-house and vest the title in the trustees. It also provided that the teachers should share equally in the funds, but that no one should receive more than the contract price. It reenacted the provisions respecting the organization of school districts, and that the employers of a teacher should meet within ten days after the beginning of the school and elect three trustees to take charge of the school. If the school should last more than one year, there must be a second election of trustees. The teacher was required to keep a schedule, and the trustees were required to certify to its accuracy and to the amount due the teacher. The funds were payable half-yearly. If the township were not incorporated, the schedule went to the commissioners of schools; otherwise, to the township treasurer. If the trustees should fail to certify to the schedule, five employers were authorized to do so.

The subsequent history of the school-director element in our law is brief. The law of 1855 provided for the election of three directors biennially on the first Monday of October. Subsequently the term was extended to three years with the annual election of one member of the board. This arrangement seems to have met the approval of the people, for it has continued to the present.

THE TEACHER.

For convenience of reference there is here presented in brief the evolution of the present method of employment and of the determination of the qualifications of the teachers.

As has been said, the first teachers conducted substantially what were formerly called "select" schools. They were maintained by a tuition fee. By the law of 1825 they were enabled to participate in the income from school funds, as has been shown in the foregoing pages. The law provided for public taxation and set aside for educational purposes two per cent of the income of the State. Certain officials were necessary to determine the qualifications of teachers, for if they are to receive public money the public has a right to know that they are qualified to perform the duties of the position which receives the money. In consequence the law provided for their election. The county commissioners' court formed school districts if petitioned legally. The legal voters then elected three trustees and certain other officers. It was the duty of these trustees to superintend the schools within their respective districts, and to examine and employ the teachers.

By the law of 1833, many of the sections of the law of 1825 having been repealed, a teacher could call together the people who had employed him, in unorganized districts, and they could elect directors who were authorized to pay him.

By the law of 1845, it was made the duty of employers in unorganized districts to meet ten days after the beginning of the school and elect three trustees to manage the schools. A new set was to be elected each year. It was now the duty of the school commissioner to examine the teachers. The law required a knowledge of reading, writing, arithmetic, grammar, geography and history of the United States. Spelling seems to have been disregarded. It was soon discovered that these requirements were too severe, and many of the districts lost their share of the fund on account of the impossibility of securing legally qualified teachers. In 1847 the law was so

amended as to permit candidates to indicate the subjects which they regarded themselves as able to teach and to be examined in these electives.

In 1849 the qualifications formerly required were reenacted but were not enforced if the school trustees or directors did not require it.

By the law of 1855 the teacher was examined by the county commissioner of schools and could not draw public funds without a certificate. The certificates were all of one grade and were good for two years. The subject of spelling was added to those already designated. We have seen how there were subsequently three grades of certificates and how at last the number was reduced to two for counties and how the State certificate law was enacted.

CHAPTER XI.

THE DEVELOPMENT OF THE NORMAL SCHOOL.

ILLINOIS STATE NORMAL UNIVERSITY.

WHEN Mr. Hovey left for the front the board selected Perkins Bass, of Chicago, a member of the board and a practicing attorney, to hold the school together as well as he might while the teachers' committee went out on a search for a principal. Fortunately the right man was not far away. Some five years before, Richard Edwards had been enticed from the principalship of the Salem, Massachusetts, Normal School to come west and take charge of the St. Louis City Normal School. In September, 1862, he became the president of the Illinois State Normal University and remained in that position until December 31, 1875. It is not easy to write in terms of moderation of this remarkable man. He was a most highly accomplished teacher, and in his spirit was one of the old crusaders, fired with a wonderful enthusiasm for popular education. In another part of this volume will be found a sketch of his career. He carried the school through the days of hard things, and when he left it there was no longer fear that its future was in doubt, with the exception of the legal complication already referred to.

Dr. Edwards was succeeded by Edwin C. Hewett, whose early connection with the school has been mentioned. He retired from the presidency in June, 1890, and was succeeded by John W. Cook, a graduate of the institution and for twenty-four years previous to his election a member of the faculty. In 1899 a new Normal School movement was on and he became the president of the Northern Illinois State Normal School, at DeKalb.

Mr. Cook was succeeded by Arnold Tompkins, who remained but one year, leaving to accept the principalship of the Chicago Normal School. His successor was David Felmley, who had been for ten years in charge of the department of mathematics.

There was no material addition to the equipment of the institution until 1891, when a training-school building was erected for the accommodation of the practice school. In 1895 the library building and gymnasium was begun and was completed two years later. In 1907 the most significant addition to the facilities of the school was achieved in the erection of the fine Manual Arts Building.

On the fiftieth anniversary of the founding of the school a "Jubilee History" was published, which entered into details in a most interesting way. A similar history was published at the end of the twenty-fifth year. As these volumes are available for the use of the curious with regard to the inner history of the institution many interesting details are omitted here.

As the school long had a reputation for thoroughness of instruction some explanation of that phenomenon should be offered. It is distinctly traceable to the influence of Nicholas Tillinghast, principal of the State Normal School, at Bridgewater, Massachusetts. Mr. Tillinghast was a graduate of the United States Military Academy, at West Point. That institution has always had a reputation for extremely rigorous scholastic discipline. He imbibed a large part of the school spirit and carried it to Bridgewater. Among his pupils there were Richard Edwards, Edwin C. Hewett, Thomas Metcalf and Albert Stetson. These men were sensitive to the influence that the character of their principal exerted upon those about him. It has been stated that Mr. Hewett came in 1858; in consequence, the leaven of his most rigorous methods had been doing its work for four years when Mr. Edwards came. He brought with him from St. Louis another of the Bridgewater men, Thomas Metcalf, who is reverently remembered as a saint of God. He combined with the most exacting demands of scholarship a beauty of character that produced the profoundest impression upon those with whom he was associated. Albert Stetson contributed also to the same general effect in his own way. All of these men remained with the school for many years. The aggregate of their services was more than a full century. Further, several of their pupils became teachers in the school, the sum total of their contribution being more than another century. Those who were longest there were John W. Cook, thirty-three years, and Henry McCormick, who is now (1911) completing his forty-second year. Further, the present president, who came to the school to succeed Mr. Cook in the chair of mathematics when the latter became president, is of the same mold, and it could not be otherwise than that the old spirit would have strong tendency to survive.

The following paragraph, from an unpublished manuscript of the Bureau of Education, prepared by President Felmley, treats of one of the later periods of the school:

"The period 1888-95 saw many significant changes in the life of the institution. Buel P. Colton, who had studied biology at Johns Hopkins University under pupils of Huxley, introduced his methods into the department of science. In the same year Charles De Garmo returned to the institution after three years of philosophy and pedagogy at Halle and Yena. Several of the faculty became interested in German thought and met weekly in a philosophy club under the leadership of George P. Brown. In 1890 John W. Cook became president. Himself the product of the old spirit, for he had been with the institution for twenty-seven years, he saw its limitations as well as its power, and soon with characteristic energy began to strengthen the school. The training department received his first attention. A new building was erected. Frank McMurry, Charles McMurry, and C. C. Van Liew, all of whom had studied with Dr. Rein, at Yena, came into the department of pedagogy and practice. The courses in psychology and pedagogy were modified. The elementary course in the model school was reorganized along Herbartian lines; three critic teachers were employed, besides paid student assistants to care for the various schoolrooms. The various departmental and society libraries were consolidated and placed in the charge of a regular librarian; instruction in physical training was provided, and in 1895 a beautiful fireproof building was erected to contain gymnasium, library, museum and scientific laboratories."

With regard to the work of President Tompkins, President Felmley adds the following: "He had been a student and teacher in the Indiana State Normal School at Terre Haute, and had later won distinction as an educational writer and lecturer of rare power. After a single year he accepted the principalship of the Chicago Normal School. The most significant event of his administration was a thoroughgoing revision of the course of study, adapting it to the varying needs of different grades of students and providing various elective courses for the training of special teachers. In the reorganization of the training department the instructor in the method of the recitation was made the supervisor of practice and eight critic teachers were provided for the eight grades of the model school."

With the accession of President Felmley there began a new extension of the institution in all directions. The school work became substantially continuous throughout the year. A beautiful new building was erected for the uses of the manual arts department and some of the sciences, and which also included a fine auditorium equipped with a pipe organ. At this writing the institution is highly prosperous and is about to enter upon wider expansion under the leadership of its singularly capable president.

The historian can not forbear making certain extracts from the Jubilee History of the school, to which the curious reader is referred for fuller statements. As it is not convenient to make these quotations in the sequence in which they appear, full credit is hereby given to the volume for the substance of what appears in this immediate connection.

A remarkable fact in the history of the institution is the long service rendered by several of the teachers as well as by the members of the Board of Education of the State of Illinois, the governing body of the school. Edwin C. Hewett became a teacher in the school in 1858 and retired in 1890, being absent on leave for one year. He was thus a teacher in the institution for thirty-one years, fourteen and a half of which he was acting president and president. Thomas Metcalf began in 1862 and retired in 1894 after a continuous service of thirty-two years. John W. Cook began in 1866 and retired to accept the presidency of the Northern Illinois State Normal School after a continuous service of thirty-three years, nine of which he was president. But the supreme patriarch of the school is Henry McCormick, who entered the school as a teacher in 1869 and has been connected continuously with it in that capacity until the time of this writing, November, 1911. He has a record of something more than forty-two years.

Dr. Hewett did not engage in other work after his retirement from the school. He was a highly significant factor in the educational work of the State and merits far more attention than the limitations of space will here permit. The biographical sketch from which the following extracts were taken was prepared for the Jubilee History by John W. Cook.

Edwin C. Hewett was born in East Douglas, Massachusetts, on November 1, 1828. His parents were frugal, industrious, resolute, liberty-loving, God-fearing people. His Puritan ancestry was the dominating energy of his interesting life.

At thirteen he was learning a trade on the bench of a journeyman shoemaker. But the school was dear to the Puritan heart and labor was made to yield a place

to learning. So to the common school he went and later to the local academy. At twenty-one he became a teacher at \$13 a month. Soon dissatisfied with his meager attainments he entered the Bridgewater State Normal School; this was in March, 1851. The course was brief, but he was mature enough to make the most of it. The rigid methods and sterling character of Nicholas Tillinghast exactly fitted into his half-conscious scheme of life. There he also found Richard Edwards, that ardent enthusiast, with a prophet's zeal for popular education, who was acting as assistant to the principal. They were to meet again in the new west eleven years later. These influences wrought mightily upon this earnest poet-Puritan, with his surface play of wit and anecdote, and with a background colored with a disposition toward a tender melancholy.

After completing the course he was engaged as assistant at the high school, in Pittsfield, Massachusetts, but was recalled to Bridgewater the succeeding year, where he remained four years, intensifying, in its congenial atmosphere, the well-defined features of his marked individuality. A more liberal salary then took him to a Worcester grammar school; but he was soon to have a wider field for the exercise of his rare talents. Charles E. Hovey, the principal of the Normal University in Illinois, tendered him a place in the faculty of that institution, and there he went in October, 1858, and was installed as teacher of geography and history — a position which he continued to hold until his elevation to the position of acting president in January, 1876. He was made president the following June and served in that capacity for the succeeding fourteen years.

He was not a commanding figure physically, usually weighing but one hundred and twenty pounds. Although his figure was slight it was symmetrical and was always suggestive of great intellectual alertness and vigor. He was of the nervous, highly energetic temperament. He possessed great industry and an ox-like patience for the working out of details. He well understood his physical limitations, however, and balked with a most interesting obstinacy when he felt he was approaching them. But his energy so happily combined with his industry that he quite invariably carried his plans to a triumphant success whatever may have been the opposition that he encountered.

As a teacher he is thoroughly individualized and most clearly defined by the thousands of people who came under his instruction. He had no neutral tints. There was nothing vague or uncertain about him or his methods. There was the most transparent intellectual honesty. He was on the hunt for truth.* No one drew the line more sharply between what he held tentatively and what he regarded as settled. There is no better characterization of his intellectual quality than to designate him as "the man who defines." He loved a fine sincerity of speech and sought the rugged Saxon, so free from subtle equivocation and so familiar to the common mind. He would pare his sentences until they were like a row of bayonets, and exhibited a delight with every added elimination that stripped away any lurking ambiguity. He wanted the words that bear their meaning on their faces and disdainfully discarded the ostentatious polysyllable for the terseness of monosyllabic speech wherever it was possible.

Naturally he was utterly intolerant of anything that smacked of pretense on the

part of the pupil. Nothing else so excited his hot indignation. For the dull but faithful he had boundless patience. For the sharper and the pretender his keen arrows were dipped in gall. It was this quality that explained the rigor of his recitations. His thoroughness was a household word. His pupils always held themselves higher in their personal regard after completing his work.

Mr. Hewett never made the slightest attempt to win popularity. That he was not indifferent to praise was an indication of his kinship with all sane men, but he simply lost sight of all such considerations when he was on the trail of truth. He had no favorites and held all equally responsible for intellectual and moral results. And he was never effusive in his praise. He who won more than quiet approval was rarely fortunate. "He knows what he is about" was an expression of quite extreme commendation. He understood the great force of understatement. In consequence of these qualities his influence as a classroom teacher was most inspiring.

He came to the acting presidency of the Normal School in January, 1876, upon the retirement of President Edwards. His crowning merit was the freedom that he permitted to his subordinates. While he was not then in very warm sympathy with the object method of physical science — declaring that the imagination could furnish its own experiments — he was an easy convert later and gave cordial support to the innovations. While he was very uncompromising where his mind had settled upon convictions, his conclusions were for himself; he never imposed them upon another. He was indisposed to change, for there was a strong element of conservatism in his nature; but the door of opportunity was open to his subordinates, and he was not slow to recognize whatever of good came out of the excursions which they chose to make into the field of experiment. Colonel Parker was fond of saying that one should never do a thing twice in the same way, while Dr. Hewett was rather disposed to seek for finalities in method, something upon which one could really rest and with which he could quench his wanderlust.

I have said that he was not averse to praise, but that he never sought it. More should be said of this phase of his character. He was always ready to part company with the world and walk uncomplainingly alone, rather than to swerve in the slightest degree from what he considered the clear leadings of truth and duty. The iron of the Puritan was in his blood. He would not go with the crowd unless convinced that the crowd was right. He was never swept away by any sudden enthusiasms. He held his balance with the closest reserve even against his dearest friends. He invariably considered before he assented. He belonged to the group that can never be accounted "with us," until we have stated our case and it has commended itself to their sober judgment.

He never wore his heart upon his sleeve, yet he was thoroughly sympathetic and approachable, for he was one of the simplest of men. His years on the shoemaker's bench had joined him to the working people. There was no student so humble but found ready access to his heart. His test of merit was substantial worth and he held all other distinctions as matters of supreme indifference. His mind centered upon considerations of ultimate value, of fundamental and abiding consequence, and for them he looked when estimating the real value of men and women. He was a trifle slow in making friends, but he rarely lost one. It is really strange that he was so

tenderly loved by so many and he so little given to expressions of affection. After his death, Aaron Gove, so long the superintendent of the public schools of Denver, said: "He was at first one of the idols of my young manhood; as years passed and we were heart to heart, I loved him. Integrity, watchfulness, devotion to friends, independence in analysis, a sweet confidant and an absolutely upright man, I count his going as a personal loss. The vacancy can never be filled, either for me or for the world in which he lived." The gifted ex-President Sewall, of the University of Colorado, wrote, "He was, taking him all in all, what the world most needs to-day, and what the world mourns when such a one is gone—a *man*, a nobleman. This too brief statement I do not count as a crown to wreath his brow. His life-work wrought and placed the crown. I humbly, reverently lay this tribute at his feet." Dr. Boyden, who was a teacher at Bridgewater when Mr. Hewett entered the school, said of him, "In those early years he gave full assurance of the richness and fullness of his subsequent life. He has been a great blessing to many lives; he has wrought a great work; his life is a great legacy; he leaves a fragrant memory that shall not perish." These tributes could be multiplied from the words of many others.

Socially he was a rare companion. He loved a good story, was a consummate wit, excelled at repartee, and was able to hold his own with the best in heightening the merriment of an occasion. Yet, withal, he was a lover of solitude. The little study at the head of the stairs, barely large enough for his choicest books, his table, his chair and his quite diminutive self, was his favorite resort. There I often found him as I entered, an unannounced visitor. There he read and rested, and it was also his "growlery" when the wind was east. Withal, he had a poetic temperament, and there, like a bird in a leafy covert, that sings for the dear delight of singing and has no care for a listening ear, he uttered the burden of his deeper thought in an occasional poem which invariably had for its theme the profounder problems of life and destiny.

His rigorous sense of duty and his natural inclinations led him to give much of his time and means to religious work. He was a remarkable teacher of the Bible and was usually engaged in the work of the Sunday-school. Indeed, religious contemplation and religious service were especially congenial employments. His poetic gift was exercised in the composition of several hymns, two of which were sung at his funeral.

As a writer he is known through two books on education, a treatise on elementary pedagogy and another on the simpler phases of psychology. He was associated with Mr. Gove, and, later, with the author of this sketch, in the editorship of the *Illinois Schoolmaster*. He was also associated with the editorship of *School and Home Education*. He prepared a series of text-books on arithmetic that was published by Rand, McNally & Co. He was for many years prominent in Illinois as a lecturer and institute worker.

In August, 1857, he was married to Angelina N. Benton, of Sublette, Illinois. They had two children, Mrs. R. R. Reeder, the wife of the widely known superintendent of the New York Orphanage, at Hastings-on-Hudson, and a son who died in infancy. Mrs. Hewett died in 1895. In 1898 Dr. Hewett was married to Mrs.

Helen Paisley, who survived him. He died on March 1, 1905. He received the degrees of A. M. and LL. D., the latter from Shurtleff College. The writer was associated most intimately with him more than forty years as pupil, fellow teacher, business associate and friend, and realizes the incompleteness of so brief a sketch.

But this is a history of education rather than a collection of fond biographies in which friendship endeavors to pay its debt of love and gratitude. What was the contribution of Dr. Hewett to the educational movements of his time?

He was the teacher of a large number of teachers — many thousands. To them he gave without exception such an impulsion to thoroughness as marked the character of their work wherever they went. It was enough of itself to modify the teaching in great numbers of public schools and it was passed on from school to school and from generations of teachers to other generations. And it is more potent to-day, more than a score of years after he laid aside the garb of the teacher, than ever before. He who is able to recognize it by a familiarity with its characteristic qualities has no difficulty in verifying that statement. It marches on, like "John Brown's soul."

He contributed a method to the treatment of subjects in general, that was the direct outcome of his conception of the teaching art and that was revolutionary fifty years ago. He was a master of a teaching technic, of the art of approach and attack, of question and stimulation, that were the objective side of a pedagogy that has been written within late years.

Especially he is to be credited with the introduction into the schools of Illinois of a method of treating geography. When he began his work at Normal the subject was without form and void in the minds of teachers in general. He was the father of the "tracing lesson," so far as its parentage is known. While it has been superseded it was the beginning of an organic method of dealing with the subject. He introduced into the schools of Illinois a method of map-drawing which was the forerunner of all later methods and which lifted the school subject to a plane previously unsuspected.

He was also a pioneer in rational method in the teaching of history, and that, in its turn, went from the Normal School as a radiating center. But the "general" method that he illustrated and that is now treated with a clearness which he had not formulated was his largest contribution after the fact of his stimulating personality.

Dr. Hewett was for many years the treasurer of the National Education Association and could have been its president had he cared for the honor.

THOMAS METCALF.

Thomas Metcalf was born in West Wrentham, Massachusetts, on the 19th of June, 1825. He became a teacher at sixteen and retired at sixty-nine, having taught a half century meanwhile. As has been said, he was another of the Bridgewater group who came to Illinois in the late fifties and early sixties and introduced new educational ideas and advanced methods of work that were regenerating in their influence.

In 1857 he went to St. Louis as a teacher in the city high school. The last five

months of his service there he was the principal of the combined high school and city Normal school. In 1862 he accepted a call to the Normal school, at Normal, and there remained until June, 1894.

He began his work at Normal as a teacher of mathematics. He was then thirty-six years old. The clear-cut, scholarly face, the spare, trim figure, the exquisite neatness of his dress, the precise accuracy of his speech, the extreme earnestness of his manner and the exacting requirements of his class work made a most profound impression upon the school. Who that ever sat under his instruction can ever forget the enthusiastic delight with which he dug out the mathematical "nuggets," as he called them, or the appreciative approval with which he greeted the faintest spark of originality! How scrupulously tidy he was in all of his manipulations and how snug and accurate in all of his thinking. He was so faultless and delicate in his manner, so elegant and chaste in his diction, and, withal, so sympathetic with the crudeness and lack of culture of his pupils, that he was singularly potent in changing their lives.

The demands that he made upon his classes were extremely exacting, but they were no more so than those that he made upon himself. Personal worth was the uncompromising standard with which he measured every one and he constantly applied it to himself. The habit of self-scrutiny was a primal impulse with him. But there was nothing morbid about it; it was natural and thoroughly healthful.

Hérbart set up character-building as the true aim of the school. Mr. Metcalf never thought of the school in any other way. He loved the knowledges; the purely intellectual phases of any subject intensely attracted him; but they seemed partial and incomplete if they lacked an ethical content or did not stimulate directly to fine living. The formulæ of mathematics found in him a peculiarly hospitable friend because of their definiteness, and mainly because of the training in sharp discrimination between the false and the true which their disciplines afforded. The multiplication table was to him far more than a calculus; it expressed the unvarying universality of law as opposed to the shifting compromises of expediency. It was often remarked that his arithmetic classes had a richer ethical outcome than many of the specific lessons on morality or religion. But there was not the slightest suggestion of disease in his introspective habit. It was the very opposite of an affected self-abasement. He was fundamentally cheery and sunny. He loved the light and had, withal, a fine vein of mirthfulness. He was not lacking in jest and it was always delicate and sweet. On several occasions, in the conversation incident to a close companionship, he deplored a certain scholasticism of manner which, he fancied, shut him away somewhat from the trustfulness of the young. But he thereby did himself injustice. The children who knew him turned to him with instinctive trustfulness, especially in his later years.

His self-examination resulted in a character of remarkable harmony and balance. He was self-poised to a degree that is rarely surpassed. He stood distinctively and characteristically for kindness, for Christian charity — for more, for sympathy and love. No other poet touched him as did the saintly Whittier, and no utterance of that sweet singer was so frequently on his lips as "The Eternal Goodness." It was the severer side of the theology of New England that drove him to the companion-

ship of the Universalists. He could not think that God would be other than tender and loving to even the most wayward of his children. He often said, "They can not escape his love. At some time they will all return to the Father's house."

He would have been a teacher wherever his lot might have been cast, for his life was a perpetual sermon on the Beatitudes. When he turned to the schoolroom it was a specific consecration. Dr. Edwards had no ordinary insight when he called him to his side in the days of struggle and discouragement in the early years of the Normal School. And his choice was not less felicitous when he made him, after several years of service in the department of mathematics, the first critic teacher in the history of the institution. It was in this position that he returned to the companionship of childhood. How patiently and faithfully he guarded them and how sympathetically and tolerantly he dealt with the ignorance and inexperience of the hundreds of pupil teachers under his charge there is no room to relate. It must suffice to say that the man and his duties met in the happiest harmony. Where could such a soul find so suitable a center from which to touch the world? In countless schoolhouses in crowded cities and scattered hamlets and in the silences of obscure districts, that serene ministry has been multiplied by the benefactions to little children which those who went out in his spirit have wrought. How often the memory of his gracious forbearance has shamed impatient voices into silence! How often the recollection of his tireless toil has renewed the flagging zeal of weary teachers! How often the eloquence of his life has rebuked the low ideals of the leaders of the young and reenforced a fading faith in the supreme nobility of the teacher's calling!

Professor Metcalf was an active member of the Unitarian church in Bloomington during the whole of his residence in Normal. His financial contributions were out of all proper ratio to his financial resources, as such things are commonly estimated. But best of all, he gave himself in large and unstinted measure. For more than twenty years he was the most significant feature of the Sunday-school. It did not matter so much to him who did not come; he was always there with the sunshine in his face. From those far-away days of civil strife, when the poet-preacher, Charles G. Ames, thrilled his people as they gathered in one of the city halls, the pastors who ministered to that company of worshipers were sure of one constant and sympathetic listener. His quick and sensitive face mirrored every inspiring thought. The singer needed but to turn to him to get his sure reward of appreciation. Those who were accustomed to sit near him can never forget the subtle interchange of approving smiles when the thought came rich from the pulpit, when the organ harmonies swept us all away on the waves of great symphonies, or when the vibrating melodies of the singers touched the deep places of our lives.

He resigned his position in the Normal School in June, 1894. It was a sad day for his friends of the faculty and for the student body. The president closed his baccalaureate address as follows: "There will go with you on Thursday next one whose name will not appear on your class list, nor will he receive from official hands a formal statement, inscribed on perishable parchment, that his work in this institution is at last completed. You go forth to sow while he will sit among his sheaves. More than a half century has passed, laden with his gracious toil, since he first donned the modest garb of the teacher. Would you seek an inspiration for the

work that awaits you, read the record of his life. There is no page that is not writ full of self-sacrificing devotion to his kind. Has it paid? Ask him. Could the acclamations of the noisy multitudes, the tinsel of wealth; the passing glory of political preferment, fill him with a tithe of the happy content that he carries to his well-earned rest? There can be no sea nor shore where our grateful love will not follow him. May Heaven's benedictions fall upon him and may the afternoon of his beautiful life linger long and lovingly to the evening."

There was little thought that but a few months of life were left to him. He knew it all too well, for he had for some time been suffering with a fatal malady. With his customary regard for the feelings he had kept it from his friends, barely mentioning it in a slighting way to his sons.

There was no shadow in impending death to cloud the sunshine of his life. While he remained in Normal his room was filled with the fragrance of beautiful flowers from his loving friends. With his customary patience and fortitude he awaited the inevitable end. By his side in those days of affliction stood a kindred spirit of the same heroic mold. She hid her anguish in her heart and supplemented his fading strength with the ministry of her undaunted courage. Near the close of the year he went to Chicago where he could have the companionship of his two sons. It was there that he died on the first day of January, 1895.

Rev. Jenkin Lloyd Jones said of him, "I venture the opinion that in the State of Illinois no man was more deeply, beautifully, widely loved."

Dr. Edwards, who knew him so intimately for more than forty years, said, "Who can calculate the amount of spiritual and moral energy that he imparted to the thousands of students who have been molded by his hand in the Normal University and to hundreds of others whom he had previously led?"

"He had learned the lesson which the world is slow to accept, that the heart is more powerful for good than the head or the hands." — EDWIN C. HEWETT.

"I always felt that life to him was a sacred trust." — M. L. SEYMOUR.

"He seemed to live nearer and follow closer the 'Great Master' than any man I ever knew." — HENRY McCORMICK.

"He set the world an example in gentleness, neatness, industry, purity of thought and word and deed, and nobility of purpose." — D. C. SMITH.

"His was an exact mind, tempered, sweetened, and made lovable by gracious charity." — CHARLES DEGARMO.

"His was the gentlest and the sweetest character that I have ever known." — SARAH C. BROOKS.

His contribution to education was a most remarkable accuracy in speech, in scholarship, in life. He was especially interested in purity of pronunciation, and published a small volume of great value, called 'Dictionary Work.' A second edition was prepared jointly with Dr. DeGarmo. It is not an exaggeration to say that one could recognize one of his pupils by his conscientiousness in the use of the vernacular. He marked his pupils, but it was for their good and for the good of their pupils. He was fitly christened "Saint Thomas" by an admiring friend, and thus he will be remembered.— J. W. C.

HENRY McCORMICK.

He was born in County Mayo, Ireland, in 1837. The first sixteen years of his life were spent in his native country. He has a store of interesting reminiscences connected with his life on the "Emerald Isle," all of which heighten his regard for the country of his adoption. Indeed, he permits no one to surpass him in his admiration for American institutions. In 1853 he removed to America. He spent two years in Ohio and one in West Virginia and then went to Wisconsin. He worked on a farm in the summers and went to school in the winters, until the year 1859-60, when he taught his first school. For his services he received \$16 a month and was passed around the community as a boarder. He had the unusual distinction of teaching in two States at the same time, as his schoolhouse was on the Illinois-Wisconsin line. This necessitated a double examination, as two certificates were necessary. He was promoted the second year and received \$23 a month, with the further privilege of teaching in a good schoolhouse. He continued to teach in this school a part of each year until he entered the Normal University, in 1865. He was then a married man and a householder. Tradition has it that his good wife was mainly responsible for the latter move.

He was mature and earnest, and at once took an excellent rank in the school and in the community. He graduated in 1868 and was at once appointed principal of the public schools of Normal. A year later he was elected to a professorship in the Normal School, and there he has remained until this writing, serving also as vice-president for many years. His duties were at first in two or three departments, but upon the election of Professor Hewett to the presidency he succeeded to the chair of geography and history. A few years ago the work of his department was divided and he has since confined himself to history and civics. In 1882 he passed the examination for the degree of Ph. D., which was conferred upon him by the Illinois Wesleyan University.

It is not easy for one who has had a full opportunity to test Dr. McCormick's loyalty and ability to moderate his phrases to conventional terms. To each of the presidents with whom he has served he has been a source of unmixed satisfaction. He is a typical representative of the "old" Normal University spirit, reflecting in his character and services the quality that gave the institution a peculiar personality. Untiring devotion and simple-hearted sincerity have marked his years of service. They are written in the hearts of those whom he has taught and as indelibly in the hearts of those who have taught with him.

The characteristic qualities of Dr. McCormick's teaching are widely known. It is probable that he has met a larger number of the teachers of Illinois in institute work, work that extended over from one to four weeks, than any other man. This has given him an influence outside of the Normal University that is exceptional. A large element in his method is his interesting personality. He has limitless patience. A thread of pleasing humor runs through all of his work — an inherited racial characteristic. He is able to win the confidence of the shyest country school-teacher, and have her surprising herself with her boldness and freedom before the close of the second day of the institute.

The subjects of his departments make large demands upon the imaging activities of the pupils, if they are well taught. Recognizing this truth, his teaching abounds in a most delightful concreteness. He has a large faith in graphic representation and has always made the largest use of an appeal to the senses. His pupils may be recognized by the freedom with which they use the crayon. "Step to the board and throw on a sketch promptly" has become a current command in hundreds of schools.

In his work in history he makes much of the common life of the common people, and dwells with especial fondness upon usages that have become obsolete and that are neglected by the ordinary historian. Upon this background of early life he builds the historical consciousness, and thus prepares the way for an appreciation of the complexities of modern social life.

With no attempt at a critical discrimination as to which of his lines of work has been most valuable it is probable that his treatment of the subject of physical geography has been as stimulating as anything that he has done. He was greatly influenced by Arnold Guyot. "The Earth and Man" expresses in epigram Dr. McCormick's idea. The earth as the home of man is the conception that has dominated his treatment of geography.

Implicit in what has been said is the recognition of the immense industry of this tireless man. Not content with the duties of his own department — enough and more than enough for one — he is always on the search for an opportunity to advance the interests of the institution with which he has been connected for a lifetime.

Four sons and a daughter were born to Dr. and Mrs. McCormick. The daughter is the wife of O. R. Trowbridge, a retired lawyer, two of the sons are physicians, one a dentist, and the fourth is professor of mechanical engineering and superintendent of shops at the State Agricultural College, Manhattan, Kansas. Mrs. McCormick died on December 6, 1905. She was in all ways a helpmeet to her honored husband.—J. W. C.

BUEL P. COLTON.

Buel Preston Colton succeeded Minor L. Seymour as head of the department of biology in the Normal School, in 1888. He was born in Bureau county, Illinois, on March 23, 1852. He came of good Puritan stock, men and women with Puritan ideas and habits. His father was a close friend of Owen Lovejoy and was interested in the method of fighting slavery that gave such historical prominence to those fearless brothers.

His early life was spent on a farm and it was there that he contracted that love of nature that was one of his marked characteristics. He was one of Henry L. Boltwood's graduates at the Princeton Township High School, spent a year there in postgraduate work, went to Knox College for a year and finished his course at Amherst College in two additional years.

He began his teaching work at Princeton with Mr. Boltwood, in 1874. From 1875 to 1878 he taught in Bureau county, in Keokuk and Decatur. In the latter year he returned to Princeton High School, where he remained for three years. Meanwhile he had been caught up by the scientific developments of these fruitful years in which the great leaders of thought were winning their deathless renown. He

resigned his place in 1878 and went to Johns Hopkins University, spending his summer vacations in scientific excursions. In 1883 he became teacher of science in the Ottawa Township High School, where he remained for five years.

Professor Colton wrote two well-known books on his specialties. They are so generally used that any comment upon them is unnecessary here. Of his work as a teacher President Felmley contributes the following: "In his teaching Mr. Colton carried out better than any one else I have known President Elliott's doctrine that to observe carefully and record faithfully are vital preliminaries to accurate comparison and generalization. He possessed rare skill in directing and questioning. The note-books and drawings made by his students were models of their kind. He was very apt in illustrations; his laboratory abounds in original devices. He was orderly and systematic in an unusual degree."

Mr. Colton said more than once that he did not consider his calling to be that of original research; it was rather to extend scientific knowledge to the masses of the people. As a teacher of teachers he had the opportunity that he sought. He impatiently brushed aside anything that interfered with the promotion of this life purpose.

Failing health admonished him to seek rest and medical advice. For this end he went to Battle Creek, Michigan, where he died in September, 1906.—[Condensed from a sketch by M. J. Holmes.]

The teachers' roster from 1857 to 1907 contains one hundred and eighty-two names. Many have been added since that time. Besides those mentioned in this sketch are the names of a considerable number who are widely known. Here are a few of them: Lyman B. Kellogg, the first president of the Kansas State Normal School; Aaron Gove, for thirty years at the head of the public schools of Denver; Thomas J. Burrill, the eminent scientist, of the University of Illinois; John W. Powell, the well-known explorer; Stephen A. Forbes, State Entomologist and long Professor of Entomology at the University of Illinois; Mrs. Martha D. L. Haynie, for twenty years a teacher in the institution; Charles DeGarmo, Director of the Department of Education, Cornell University; Ruth Morris Kersey, the well-known teacher and lecturer; O. L. Manchester, who began work in the school in 1891 and is now Dean; Charles A. McMurry, the eminent teacher and author, now at the Northern Illinois State Normal School; Frank M. McMurry, Professor in Teachers College, New York; John A. H. Keith, now President of the Oshkosh Normal School, Dr. C. C. Van Liew, and others, the enumeration of whom would fill other pages.

DAVID FELMLEY.

The present president of the institution came to the school in 1890 as successor to John W. Cook, in charge of the department of mathematics, who had been promoted to the presidency. He was elected to his present position in July, 1900. He fitted for college at Blackburn University and graduated from the University of Michigan with marked distinction in 1881. He has been a teacher of a country school, was a teacher in the Carrollton High School for two years, was superintendent of the schools of Carrollton for eight years and has been engaged as indicated above since he left Carrollton. In 1905 he received the degree of LL. D. from the University of Illinois.

Dr. Felmley is a man of remarkable ability as a scholar, a teacher and an administrator. He has executive abilities of the highest order and under his management the school has made most notable advance. A greater career awaits it as he works out his splendid purposes.

THE MODEL DEPARTMENT OF THE NORMAL UNIVERSITY.

The management of the Normal School realized at the first the importance of a department in which there should be exhibited the highest available skill in the instruction and management of children. The first thought was that such a department should be a model to be followed rather than a school of practice. In consequence it was called a Model School.

When Mr. Hovey was teaching in Peoria he became acquainted with Mary Brooks, a woman with remarkable powers as a teacher. He called her to Bloomington to take charge of the "model" school and she began her work there in the fall of 1857. Of her he wrote: "She was of usual height, of rather large frame, a little gaunt or poor in flesh, with a head to delight an artist and with a face so sincere and winning as to greatly impress, I will not say to fascinate, the beholder. Children loved her at sight and the love was returned. It was genuine, and I think quite involuntary on both sides. She had or seemed to have an intuitive knowledge of a child's mind at different stages of development and a genius for inventing methods to promote its growth. I call this power intuition, genius, but I do not mean that it came to her without effort. She was a hard student of books and of nature. I shall not soon forget how Mary and her little friends got on together in their cramped and unsuitable room under a corner of Major's Hall, nor how the most learned man of the Board, Dr. Bunsen, a student of the great Pestalozzi, used to sit for hours, sometimes whole days, watching Mary's work, as pleased as any of the children, and apparently unconscious of the lapse of time."

After the removal of the school to Normal the little school grew at the top and in the course of time developed all of the departments of an elementary and secondary school. The village grew rapidly and the children were cared for by the Normal School. In 1868 the numbers had so increased as to make separate schools advisable, so the local schools were established and the training or model school relied upon its attractiveness for pupils.

The high school meanwhile had become a notable institution. Fitting schools were by no means numerous and this one soon made for itself a fine reputation. Among its early principals were J. G. Howell, the school's first offering to the nation — he fell at Donelson — and J. H. Burnham. In 1862 C. F. Childs came from St. Louis to become its principal. He was followed the succeeding year by W. L. Pillsbury, for eight years the assistant state superintendent of public instruction and later, for a much longer period, the registrar of the University of Illinois. After seven years of service he was succeeded by Mary Horton, a most capable and accomplished woman. She remained but one year. Realizing the importance of the school the Board called to its head E. W. Coy, of Peoria. He remained two years and was called away by the city of Cincinnati to take charge of the Hughes High School, and there he remains to this day after a service of thirty-eight years. L. L. Bur-

rington served for the succeeding five years and then went to Dean Academy, Massachusetts, where he spent the rest of his life. E. J. James was his successor and held the position for three years, leaving to return to his German University studies and to begin a year later his notable work in the University of Pennsylvania and later still to become famous as a University president. H. J. Barton, for twenty-one years professor of Latin at the University of Illinois, and O. L. Manchester, for an equal period a member of the faculty of the Illinois State Normal University, complete the list with a single exception.

Meanwhile there were other teachers connected with the school. The list is too long for these pages, but the name of Mrs. Martha D. L. Haynie should not be omitted. She was connected with the Normal School for twenty years, ten of them being with the high school. She is remembered with the warmest affection by her pupils in both departments.

In 1895, Governor Altgeld believed that the department had outlived its usefulness and that the institution would be better without it. In consequence the board ordered its discontinuance. Some thirteen years later it virtually reappeared under the form of an academy, really necessitated by the provisions of what is known as the "Lindly Law."

While the high-school department was developing its independence, the grammar department was having a similar experience. L. B. Kellogg, the first principal of the Kansas State Normal School, was its first principal. John W. Cook began his first official connection with the faculty in that capacity. Subsequently, Hon. Joseph Carter and President B. W. Baker served in a similar capacity, as did Dr. Charles DeGarmo, widely known as the Dean of the Department of Pedagogy at Cornell and as a writer on education. R. R. Reeder, the eminent superintendent of the New York Orphanage, at Hastings-on-the-Hudson, also served an apprenticeship in the same position, as did President John A. H. Keith, of the Oshkosh State Normal School, Professor John W. Hall, of the University of Cincinnati, and Professor S. F. Parson, of the Northern Illinois State Normal School. And there are others that space limitations exclude from the record. Not to be outdone the primary department of the Model School enjoyed no little repute because of the distinguished teachers that served as its principals.

SOUTHERN ILLINOIS STATE NORMAL UNIVERSITY.

If apology be needed for the space that has been allowed for an account of the founding and development of the Illinois State Normal University it must be found in the significance of the adoption by a commonwealth of the principle of the professional preparation of teachers by the State. It is a long story and has been condensed as much as seemed practicable. The succeeding Normal schools may be treated more briefly, for when the truth of the contention of the Normal school men was once admitted the other schools were sure to follow, soon or late, as a matter of course. That Southern Illinois should have a similar institution was admitted by the friends of the first school, and they became not alone passive friends of such an enterprise but active propagandists. The following account is derived from the reports of the superintendents of public instruction and from the publica-

tions of the school. The following, from the Tenth Biennial Report, is doubtless accurate:

HISTORICAL SKETCH.

The movements which directly led to the act of the legislature incorporating the Southern Illinois Normal University may be said to have begun in the spring of 1868. At a teachers' institute held in the city of Salem, Marion county, a circular was drawn up and signed by some fifty prominent teachers and citizens, calling a convention of the teachers and friends of education in Southern Illinois, to meet in Centralia early in September of that year, to consider the educational wants of that portion of the State. In the idea of that call, a Normal school for Southern Illinois was prominent. A few days afterwards another circular was issued from Carbondale without apparent knowledge of the one emanating from Salem. This latter, which was also numerously signed, called a convention to meet at Carbondale the last of May or the first of June, 1868. Here are the tangible beginnings of the Southern Illinois Teachers' Association, the companion of the Illinois Teachers' Association, then a few years old.

The Carbondale convention was held on the 24th of June. A brief account of its doings may be found in the Seventh Biennial Report. The meeting occurred on the same day as that of the Board of Education of the State, hence the Superintendent of Public Instruction, who is the secretary of that body, was unable to be present. The report which he presents is from published accounts of the meeting. The credit of projecting the convention, of securing its successful organization and awakening its zealous spirit, is largely due to the untiring energy of President Clark Braden, of Southern Illinois College, located at Carbondale.

One of the questions discussed was, "The Necessity of a State Normal School for Southern Illinois." Among the eminent teachers in the convention were President Robert Allyn, of McKendree College; Professor Standish, of Lombard University; President Braden, of Southern Illinois College. The advocacy of a State Normal School for Southern Illinois was general, and the following resolution was unanimously adopted:

Believing that the time has fully come when the educational interests of Illinois demand more than one Normal school, and that the people of Southern Illinois are ready to sustain an institution of this kind, either as an auxiliary school to our present university, or entirely independent of it, we earnestly solicit the cooperation of all educational men in the State to secure this result; therefore,

Resolved, That it is the earnest prayer of this convention that the county superintendents of the State, especially of Southern Illinois, unite in such measures as will secure an act from our next legislature establishing a Normal school in Southern Illinois, at least equal to our present Normal University in all of its advantages.

The Carbondale meeting was very spirited, awakening great interest in Normal education throughout the whole region represented in it. At least a thousand persons were present, and through them nearly all of the counties in the southern half of the State were more or less aroused. Under the instruction of the convention, a committee was appointed to be present at the convention to be held at Centralia, September 1, and ask that body to cooperate with it in forming a Southern Associa-

tion. The two bodies were thus united in a common purpose and would act in concert on the Normal-school question.

The Centralia convention was called after an extended correspondence on the subject by more than two hundred teachers of Southern Illinois. The call was written by Dr. Robert Allyn. It asked W. H. V. Raymond, of Alton, S. M. Dickey, of Charleston, J. C. Scott, of Olney, T. M. Nichols, of Sparta, and E. P. Burlingham, of Cairo, to act as an executive committee to prepare a program of exercises and arrange the business to be done. Dr. Allyn and B. G. Roots were likewise especially active in bringing the fact of the convention and a knowledge of its objects before the people of all districts of Southern Illinois. The result of the efforts of these gentlemen was the gathering of a body of educational people, hardly surpassed either in numbers or spirit by the meetings of the State Association itself. The addresses were delivered by Dr. Allyn, Dr. Gregory, Dr. Read, President Edwards, Professor Sanborn Tenney, the Superintendent of Public Instruction, and others. The names are a guaranty of a broad and fearless discussion of pending educational questions. Dr. Robert Allyn had his heart set on a Southern Illinois Normal School, and he was a forcible pleader. Dr. Gregory was a host in himself. Illinois never had a better speaker on educational subjects. The Dr. Read mentioned is assumed to be President Read, of Shurtleff, and he was also a highly capable speaker. President Edwards knew more of Normal schools than any of them and believed thoroughly in an increase in the number in Illinois. Sanborn Tenney was there for another purpose, but doubtless lent the influence of his name and prestige to the movement. Dr. Bateman was for everything that promised good to the cause of popular education. Without a dissenting voice, a committee consisting of fifteen of the leading men of Southern Illinois was appointed to prepare a memorial to the legislature asking for the incorporation and endowment of a Normal school in the southern part of the State. The committee met in Odin, Marion county, October 16, 1868, and added to their number fifteen other gentlemen, resident in different counties in Southern Illinois; they also prepared a circular, addressed to their people, and a petition to the General Assembly in behalf of the proposed institution. This circular — which was chiefly the work of the committee's secretary, and was printed in nearly all of the newspapers of the region — very materially contributed to make public opinion unanimous in favor of the proposed action. The circular is of remarkable clearness and force, and as it, with the influential names attached, did much to hasten the desired consummation, it seems to be entitled to a place in this historical sketch. After a brief introduction, the circular thus proceeds:

1. The necessity for well-trained and thoroughly taught teachers need not be argued nor dwelt upon at length. . . . It is a recognized fact that we can only expect such teachers when we have schools specially adapted to their training. The drill is not more necessary to the soldier, nor the medical school, the hospital and the dissecting room to the physician, than are Normal schools to supply the country with teachers such as the times demand. . . . The experience of all enlightened and civilized communities has demonstrated the expediency and economy of appropriating the means necessary to establish and maintain a sufficient number of Normal schools to supply the demand for teachers. Even exceptional cases with a high order of native endowment will make much better teachers, and the standard and average of teaching ability, efficiency and success will be immensely elevated by Normal education.

2. This enterprise is undertaken with no spirit of envy or unholy rivalry of the excellent institution already established in the northern section of our great State. We rejoice in its success. We feel a just State pride in the good work that it has already accomplished. It is not to blame for not having accomplished all that we need, for no single institution could. If we were to write her memorial it would be in the gospel terms — "She hath done what she could." May her shadow ever grow longer — not by the decline of her sun, but by her own increasing elevation.

3. This paragraph discusses the size and population of the State and argues from these facts the impossibility of one Normal school supplying the needed number of teachers.

4. Our origin, history and condition point to the need of such a Normal school. The southern portion of the State was originally settled from States in which popular education had not been so advanced or general as in some more favored sections. The tide of emigration moving westward, passed above or through our territory.

Strong prejudices against our section of the State were quite general. Those unfounded and injurious ideas are fast disappearing. Our "Egypt" home is beginning to rise to a juster appreciation of its true character. It is becoming known that for climate, health, mineral resources, fruit-growing, grazing and general agriculture, we have a country that will compare favorably with any other on earth, and possessing some very decided advantages. . . . The circumstances of our past history have only retarded the march of education and high intelligence. Like the pent-up waters, the energy of our people will give them a broader flow and a mightier force when the barriers are removed. We demand for our people a just consideration by our legislators, a fair opportunity for our educational development, and an equal division with the others of the means and facilities of that development. We have comparatively few institutions of learning of academical or collegiate character. We need more of them and we especially need a Normal University for the training of our teachers.

We have heard, and the statement is well authorized, that at the time of the establishment and endowment of the present State Normal University objection was made that its location was eccentric. It was answered "Let us have this now in the north — it will not be long till our great State will need another, and then you shall have it in the south." In our judgment the time has come to remind our friends of that promise and to ask its fulfillment.

4. The closing paragraph offers practical suggestions as to the method of securing the desired result. It declares that the people will not be satisfied with the promise of a southern penitentiary. They are willing to swap it for a Normal school. "We prefer schools to prevent crime to prisons for its punishment."

The circular is signed by the secretary, Thomas W. Hynes.

The list of the committee contained illustrious names: General John A Logan, Hon. W. R. Morrison, Gov. G. Koerner, Gen. G. B. Raum, Hon. W. H. Green, and others. It is interesting to discover also the name of Simeon Wright, of whom we have heard in such interesting connection with the existing Normal school. There was no withstanding such an array of talent and the legislature surrendered at discretion. The bill went through at the succeeding session of the legislature.

The first board of trustees consisted of T. W. Harris, Shelby county; E. J. Palmer, St. Clair county; E. Bowyer, Richland county; S. E. Flannigan, Franklin county, and D. Hurd, Alexander county.

Eight cities contested for the location and the competition was vigorous. Pana, Vandalia, Olney, Carlyle, Centralia, Tamaroa, DuQuoin, and Carbondale. There was a long conference before the decision rested upon Carbondale. The bonus for location was estimated at \$200,000. As sometimes happens in such cases, it was afterwards discovered that a portion of the bond issue was illegal, so that the State really received very little when compared with the pledge.

The amount appropriated for the building was \$75,000. Thomas Walsh, of

St. Louis, drew the plans and specifications for a building to cost \$210,000. The trustees proceeded to contract for such a structure with but a little over one-third of the amount in sight. Why was so grave a mistake made? The trustees were relying upon the subscriptions to supplement the appropriation and a citizen of Carbondale did contract to erect the building with the appropriation and the gifts. Great difficulties resulted in consequence of the failure of the subscriptions to materialize.

The corner-stone was laid on the twentieth day of May, 1870, Dr. Allyn and President Edwards making appropriate addresses. Work was pushed forward vigorously until a grave accident resulted in the death of the contractor. This necessitated the arrest of the work until after the General Assembly should assemble and arrange for the completion of the work. It was decided by that body to take over the contract and three commissioners were selected who completed the building and turned it over to the trustees on July 1, 1874.

If the policy of the older school had been followed there would have been a well-organized institution ready to take possession of the new structure at its completion. As it was, the school that entered into possession of the commodious structure on September 6 was a feeble infant. In due time, however, it grew into such proportions as not to seem out of place in its clothes.

The building was an imposing structure, three stories above the basement. It was far more pretentious architecturally than that occupied by the older institution. It is probable, indeed, that it was not surpassed by any building for a similar purpose in the whole country. The site is in the south border of the city of Carbondale, and contains twenty acres of ground, overlooking a fine country to the east and north.

The act of the legislature creating the board of commissioners to complete the building abolished the first board of trustees, and a new board was appointed by the Governor, in September, 1873, and was confirmed by the Senate in January, 1874. It consisted of Thomas S. Ridgeway, president; James Robarts, M. D., of Carbondale, secretary; Edwin S. Russell, of Mount Carmel; Lewis M. Phillips, of Nashville, and Jacob W. Wilkin, of Marshall. Their first meeting was held at Carbondale, October 23, 1873.

In November the board of trustees elected President Robert Allyn, D. D., of McKendree College, to the presidency. He had seen long and prominent service as an educator. He had been superintendent of public instruction in Rhode Island, professor of ancient languages in Ohio University, president of the Wesleyan Female College, of Cincinnati, a member of the board of education in that city, and for the preceding eleven years had been serving as president of McKendree College, an old and reputable institution. His associates were Rev. Cyrus Thomas, Ph. D., teacher of biological science; Charles W. Jerome, A. M., teacher of languages and literature; Enoch A. Gastman, teacher of mathematics; Daniel B. Parkinson, A. M., teacher of physics and chemistry; James H. Brownlee, A. M., teacher of elocution; Granville F. Foster, teacher of geography and history; Martha Buck, teacher of grammar; Rev. Alden C. Hillman, A. M., principal of the preparatory school; Miss Kate Henry, teacher of music, and Miss Julia F. Mason, teacher of the Model school and drawing.

Mr. Gastman, who had been selected as teacher of mathematics, was superintendent of public schools in the city of Decatur. Although highly complimented by the action of the board he felt it to be his duty to stay with his people and therefore declined the position. His classmate, John Hull, of Bloomington, was chosen to fill the chair thus left vacant.

All things being in readiness, on the first day of July, 1874, the building was formally dedicated with appropriate ceremonies. Hon. Thomas S. Ridgeway, president of the Board of Trustees, introduced Dr. Edwards, of Normal, who read a letter from Dr. Bateman explaining his absence, and then followed with the dedicatory address. Governor Beveridge made an address in which he enjoined upon the city of Carbondale the importance of keeping faith with the State with regard to its bonds and charged the trustees whom he had appointed to be true to their trust. He then presented to President Allyn the keys of the building, thus formally investing him with authority.

The closing paragraph of the investiture of the president-elect with the symbols of office, by Governor Beveridge, one of the purest characters that have adorned that high office, was as follows:

"It may not be all sunshine. There will be darkness and storm. Day and night follow each other. There is a stormy, boisterous ocean, and a calm, smooth sea. There is a rushing, sweeping hurricane, and a lulling breeze. There is an upheaving earthquake, and the soft kiss of an infant. With pleasure may come pain; with joy may come sorrow; with success may come failure; with victory may come defeat. Be not discouraged — hope in God. Let not your heart be troubled, for in this world you must have tribulation. Remember toil goes before reward; battle before victory; thorns before crowns; humiliation before exaltation; death before resurrection, and if you would live on the hills and roam among the glories of the mountains, you must work way down in the valley, where springs bubble, where rivulets run, where the sun shines through the leaves of the trees, where the birds sing, where the grass is green, where the flowers bloom — and thus working, trusting your divine master and hoping in God, your work will prosper in your hands, you will adorn and bless the age in which you live, and stamp your impress upon the ages coming after. And may the benedictions of the Most High rest upon you and your family, upon this university, the trustees, faculty and students, and upon all the people forever."

The president then delivered his inaugural address, and the Southern Illinois State Normal School was launched upon its career of usefulness.

The first report of the president to the State Department of Education bears date of December 9, 1874. The school was opened for students on the first day of July, 1874. The building was formally dedicated on that day. On the following day a Normal Institute was opened and was continued by the faculty for four weeks. The enrollment reached fifty-one. The teachers in this session were Dr. Allyn, Professors Jerome, Gastman, Parkinson, Foster, Hillman and Brownlee, and Miss Buck.

On Monday, September 7, 1874, the first session of the regular work opened and during the term of thirteen weeks 154 students were enrolled, two of whom were negroes, a law of the last preceding legislature having made a place for them.

On the afternoon of November 26, 1883, the beautiful building was discovered to be on fire. All efforts to subdue the flames were unavailing, and after a few hours all that was left of the noble structure, the pride of "Egypt," was a smoking ruin. The library, the furniture and the apparatus in the laboratories were saved. Quarters were at once offered for the accommodation of the classes by the citizens of Carbondale, and within forty working days from the time of the disaster the work was again proceeding in regular order. Within sixty days a temporary building, one story high, and containing fourteen rooms, was completed and there the institution did its work until another building could be erected. As the General Assembly would not again be in session until in January, 1885, it was evident that there was need of large patience. By an act approved June 27, 1885, an appropriation of \$152,065 was made for the rebuilding. As there was something in the way of salvage the new structure cost approximately \$180,000. On the 24th of February, 1887, the new building was completed and dedicated, and on the following Monday the temporary building was abandoned and the school took up its new abode in its admirable building.

Dr. Allyn's administration continued for eighteen years. The institution steadily gained ground in public estimation and changed the complexion of the part of the State in which it is located. It is the most amply endowed educational agency in Southern Illinois, and its students may be found in all ranks of life. Colored students are admitted, as they are required in many of the schools. As students turn to other professions after engaging in teaching for a time, its alumni may be found in the medical profession, at the bar, in the pulpit, as well as in the nonprofessional callings. The later years of Dr. Allyn's presidency were somewhat clouded by differences of opinion between him and his Board of Trustees as to the management of the institution, but his career was a most honorable one, and he will long be remembered as one of the real educational leaders of his section.

Upon Dr. Allyn's retirement in 1892 he was succeeded by Prof. John Hull, who had been a prominent member of the faculty for seventeen years. Mr. Hull remained for a single year in that position and then withdrew from the school and became president of one of the Wisconsin Normal schools. From 1893 to 1897, inclusive, Rev. H. W. Everest, a clergyman of the Christian denomination, was the president. In this administration a science building was provided for by the General Assembly, at a cost of \$40,000. It accommodates the science laboratories, the museum and the gymnasium, and it was the home of the library until the erection of the library building.

Dr. Everest remained four years and was succeeded by Dr. D. B. Parkinson, who will be remembered as a member of the first faculty. Dr. Parkinson went to the school from McKendree College, of which he is a graduate. He has now (1911) been connected with the institution for nearly thirty-seven years.

Under Dr. Parkinson's management the school equipment has been extended by additional buildings and the attendance has made a corresponding gain. Additional departments have been added so that the school could keep pace with the demands of modern education. The requirements for admission have been adjusted to the conditions obtaining in the territory tributary to the school. A summer

school furnishes opportunities for professional preparation for teaching to those who are unable to attend the regular sessions. The latest addition is that of a sixty-acre farm to be used in connection with the teaching of agriculture. In brief, in the Southern Illinois State Normal University the State has an admirably equipped school that is carrying out the purposes for which it was originally established.

ROBERT ALLYN, D.D.

Robert Allyn, for more than thirty years one of the foremost educators of the nation as well as of Illinois, was born of honest farm parents in the little town of Ledyard, in New London county, Connecticut, on the twenty-fifth day of January, 1817. He died at Carbondale, on the seventh day of January, 1894, lacking eighteen days of completing his seventy-seventh year. He was the direct descendant, in the eighth generation, of Captain Robert Allyn, one of the first settlers of New London and afterwards at Norwich. His childhood was spent on a farm in a township as noted for its ruggedness as the community was for its industry and intelligence. His early education was in the old-fashioned, country school, supplemented, however, by a great deal of miscellaneous reading from a public library consisting of about two hundred volumes. Many of these books Robert read and reread, so that by the time he was sixteen years of age he had acquired considerable familiarity with the writings of Rollin, Hume, Addison, Johnson, Goldsmith, Pope, Dryden and Scott. This reading stimulated him to seek a higher education, and in 1837 he entered the Wesleyan University, at Middletown, Connecticut, at which he graduated in 1841. While a student he distinguished himself as a mathematician, and yet he was scarcely inferior as a linguist and a rhetorician. His classmates awarded him the first position for scholarship, it being generally conceded by them that "Young Allyn had no superior in the class of '41." He was immediately engaged as a teacher of mathematics in the Wesleyan Academy, at Wilbraham, Massachusetts. In 1846 he was elected principal of the school and served two years in that capacity. In 1848, he became principal of the Providence Conference Seminary, at East Greenwich, Rhode Island. In the same year he was also appointed visitor at the Military Academy, at West Point. In 1857 he was elected to the chair of ancient languages in the State University at Athens, Ohio, and in 1859 he accepted the presidency of the Wesleyan Female Academy at Cincinnati. In 1863 he was elected president of McKendree College, and from that time was prominently and efficiently engaged in educational work in Illinois. In 1874 he became president of the Southern Illinois State Normal University, which position he held until 1892.

Dr. Allyn was also a minister of the gospel. In 1843 he joined the Providence Conference of the Methodist Episcopal Church, and served as pastor in his native State some three or four years. He also served in the same capacity in Lebanon, Illinois, during the first year of his connection with McKendree College. In 1872 he represented his conference in the General Conference, standing at the head of the delegation, and in 1880 he was a reserve delegate to the same body. His *alma mater* honored him with the degree of Doctor of Divinity, and in 1877 the degree of Doctor of Laws was conferred upon him by McKendree College.

He was twice married; first, on the 18th of November, 1841, to Miss Emeline

H. Denison, of Coleraine, Massachusetts, who died in 1844. Two children were born to this union. His second marriage was on the 22d of June, 1845, to Miss Mary B. Budington, of Leyden, Massachusetts. She died at Carbondale in 1879. There were three children.

To estimate the influence of this life is not ours. The parchments to which he fixed his name, as principal or president, might be accurately enumerated, but that would indicate but a very small part of his life-work. For Robert Allyn was a man not only of extraordinary ability but of wonderful versatility. As one of the speakers at the memorial services aptly observed, "He could fill with dignity, ease and efficiency more places of importance than any other man I ever knew." His large intellectual faculties were backed by an uncommon amount of will power, and regulated by that still more uncommon endowment — *sound common sense*. It was next to impossible for him to be in any assembly without his presence being known and felt. As one of his pastors beautifully and pertinently testified, "His very presence at the prayer-meeting and the public service of God's house gave an additional dignity and inspiration to the work of the hour." He had a well-stored mind, but he was a man of wisdom rather than of knowledge. His talents were preeminently practical; his insight was often a source of wonder, likewise his ability to acquire knowledge by contact with life; facts were carefully stored away, but not with a view of remaining so, for his mind partook more of the nature of a laboratory than a repository; and to this fact, doubtless, much of his influence was due.

At the very beginning of his public career he identified himself with the progressive spirit of the age, and he never apostatized. His bold stand against slavery and his ardent advocacy of the temperance cause resulted in his being twice elected to the legislature of Rhode Island, where, it is said, "He exercised a controlling influence in its deliberations." He had neither taste nor time for what he considered vain and useless discussions regarding the dead past; he lived in the present, he kept abreast of the times, and his heart beat in unison with every movement of town, state or nation, that tended to the advancement of his fellow beings.

As already indicated, he filled, and was well qualified to fill, many important positions; yet that for which he was best adapted, and for which he will long be loved and venerated, was his service in the schoolroom; for whatever else he may or may not have been, Robert Allyn was emphatically a practical, popular and philosophical educator. He was a born teacher, possessing rare tact, genuine wit and ingenious methods which he well knew how and when to apply. He had the ability to "put things" before his pupils so that the lesson could *never* be forgotten. His lectures always abounded in practical suggestions that were plain and to the point. But his labors were not confined to the schoolroom proper. He was an earnest advocate of teachers' institutes and an unwearied worker in them. In whatever State he lived he was always identified with the State Association of Teachers, and could be relied upon to take an active part in their proceedings, by discussions, essays, lectures and addresses. He was always a member of the National Council of Sixty and an earnest worker in its meetings. In short, he spent his strength in the cause of *popular* education, and few men were better known or more highly honored in the National Association of Teachers than Robert Allyn.

Besides, he was a regular contributor to various educational periodicals, and for several years was the able editor of the *Rhode Island Schoolmaster*. His educational reports, while Commissioner of Rhode Island, were eagerly sought for, simply because they were known to be full of practical and valuable ideas. Dr. Allyn was not given to Utopian theories; he plainly pointed out the evils connected with the schools and the best means to be employed for their removal. His "Special Report of Truancy and Absenteeism from Schools in Rhode Island" is an elaborate composition of the highest order. Dr. Huntington, of Harvard University, noticed it in the following eulogistic language: "This is altogether the best document on this subject yet published. It abounds in statements so lucid, in argument so forcible, in illustrations so clear, and in exhortations so convincing, that every man ought to read it." Dr. Allyn also contributed to the *Methodist Quarterly Review* and the different weekly periodicals of his denomination. His brain was ever active; there was not a vital question touching Church or State to which he was indifferent. He could not help thinking and he could not help giving expression to his thoughts. His pen was in very truth that of a "ready writer," and he wrote with an unusual clearness and purity of style.

As is very evident, Dr. Allyn labored unceasingly for the education of the people. Nothing within his power was neglected that would improve the public schools and the teachers in them. In New England he was associated with Horace Mann, Henry Barnard, Louis Agassiz, and others of equal fame in this grand work. Removal to the young and growing West seemed to intensify his interest in the rising generation; and no sooner had he located in Illinois and carefully surveyed the situation, than he began vigorously to advocate the establishment of a school in the southern part of the State, whose special function should be the *training of teachers*. The question was thoroughly discussed and heartily endorsed by the Southern Illinois State Teachers' Association. The Doctor was appointed one of the committee to bring the matter before the State legislature and urge the necessity of such an institution. The legislature, in turn, approved of the measure; the site was selected and the building was erected. The Governor and trustees decided that no one was more competent to take charge of this great trust than he, in whose brain the thought was conceived, and who, from the inception to the completion of the plan, had stood unflinchingly at the helm. And their verdict has been confirmed by hundreds of graduates and thousands of students, upon whom Robert Allyn has left the indelible impress of his plastic hand.

True to himself and to his calling, the dying man said: "Let the teachers and preachers bury me," and so they did. The former held impressive memorial service, on the morning of January 9, in the chapel of the Southern Normal University; the latter conducted similar service in the afternoon of the same day, in the Methodist Church of Carbondale; after which the mortal remains were laid at rest in Oakland Cemetery. His monument was built years and years ago; behold it in the stately Southern Illinois Normal; while it stands we need no other reminder of the sagacity and philanthropy of Robert Allyn; for it will ever speak eloquently of the prudent forethought, untiring energy and remarkable executive ability of its first principal; and may we not truthfully add, of its father? — WM. F. SWAHLEN, Ph. D., in Twentieth Biennial Report of the Department of Public Instruction.

JOHN HULL, A. M.

John Hull, the second president of the Southern Illinois State Normal University, was born in Marion county, Illinois, February 6, 1839. The home of his parents was near Salem, not far from the home of the parents of William Jennings Bryan. He was fortunate in the fact that Providence saw fit to place him, in the beginning of his career, in one of the strongest counties, educationally, in Illinois, a county which has furnished more students to the Southern Illinois State Normal University and has more of its graduates to its credit than any other county except the one in which the school is located. Here, in a log schoolhouse with the usual puncheon benches, and with the stern, spectacled "master" with his rule, hickory switch and inkhorn, John Hull acquired the elements of education and laid deep the foundation for an honored and influential career.

In 1857 he entered the Illinois State Normal University, at Normal, and with characteristic thoroughness and industry completed the prescribed course in 1860. He was immediately elected to the principalship of the Salem public schools. He held this position for a short time. He served for one year as teacher of mathematics in the State Normal University and also served as superintendent of the Bloomington public schools. Impressed with the ability of Mr. Hull, one of the leading publishing houses selected him as its general agent in the West. He therefore abandoned his profession for a time but continued his residence in Bloomington, where he was elected to a membership in the Board of Education. He served in that capacity for four years, years that were marked by great improvement in the schools of the city.

In 1868 Mr. Hull founded *The Schoolmaster*, later known as *The Chicago Schoolmaster*, and yet later as *The Illinois Schoolmaster*. The succeeding year he was elected county superintendent of McLean county, the largest and one of the most populous of the counties of the State. He served in that capacity for six years, resigning the position to accept the chair of mathematics in the Southern Illinois State Normal University.

Mr. Hull was regarded as one of the strongest members of the faculty. Some two years after his election the subject of Practical Pedagogics was added to his department. It will not be regarded as an invidious distinction if Mr. Hull should be credited with being one of the most influential of the members of the faculty who were chiefly instrumental in giving to the institution that professional inclination that should characterize every Normal school. He became the superintendent of the training department by natural selection. His mind was of that practical cast that especially fitted him for such a position. He continued in this relation to the school until the retirement of Dr. Allyn, in 1892, when he was elected to the presidency.

Mr. Hull retained the presidency only a single year. He did not find the higher honor so completely to his liking as his work with the children and the teachers in the training school. He was at once called to the presidency of the River Falls, Wisconsin, Normal School, but he remained there but a single year. He removed to the Pacific coast, where he resided for a few years and then took up his residence in Milwaukee, where he is living at this writing (November, 1911).

Mr. Hull served in 1873-4 as chairman of the Executive Committee of the County Superintendents' Association, held a similar position the same year in the State Teachers' Association and was president of the latter body the succeeding year. In 1876 he received the degree of Master of Arts from the Illinois Wesleyan University.

Mr. Hull was a faithful educational worker. He was essentially sane in his treatment of educational questions. He was a safe counselor and a careful and conscientious executive officer. Mr. Hull was twice married. His first wife was Miss Mary F. Washburn, of Bloomington, a classmate at the State Normal University. She died at Carbondale in 1882. His second wife was Miss Ann C. Anderson, who had worked with him most faithfully and skillfully in the training department, at Carbondale. She did not long survive their marriage.

Personally Mr. Hull is a man of the highest character. His integrity and sincerity have always won for him the highest respect. In his retirement he sees the fruit of his labors and is content.

H. W. EVEREST, A. M., LL. D.

Dr. Everest was the third president of the Southern Illinois State Normal University. He was born in the mountainous portion of Northern New York, on May 10, 1831. His parents were New England people who had "gone west," at least as far as Sussex county, New York. He was reared on a farm and experienced the rude but not unkindly discipline that such a life brought to a boy in the first half of the last century, in a region not altogether remarkable for the ease with which Nature yielded her harvests to the farmer.

"The common schools of those days were very common. But such as they were they gave to our friend, the good Doctor, an impulse that kept him moving for more than a half century. At the age of sixteen he had progressed far enough with his studies to justify the authorities in placing him in charge of one of these schools. At the end of one term enough money had been saved to enable him to attend school at Crown Point, on Lake Champlain. There he spent one term. This was followed by another term of teaching, and at the age of eighteen he emigrated to Ohio. There he lost no time in finding his way to a seminary of secondary grade in Geauga county.

"There was in attendance at this seminary another poor young man, whose hard condition in the wilds of Ohio had begotten in him the determination to get out of life all there is in it for one who is willing to pay the price therefor. This was James Abram Garfield. The young men were about the same age, and there soon sprang up a very strong attachment between them, which ripened into brotherly love that grew stronger as the years went by, till that dreary September day in 1881, when the martyr president breathed his last in the cottage by the sea.

"Dr. Everest remained in the seminary but a few months; from there he came to Illinois and taught school near the present city of Rock Island. In the spring of 1853 he entered Hiram College, in northeastern Ohio, where he remained two years. He next opened a select school for a term, and at its close took charge of a church at Rome, Ashtabula county. While there he was selected by the Christian Church as the beneficiary of a fund arising from the sale of song books, published by Alex-

ander Campbell, of Bethany College, West Virginia. He entered upon his duties as a student at the college, but he and nine other northern students were threatened by a proslavery mob because of their utterances on the subject of slavery. He therefore left Bethany and returned to Hiram, but in the capacity of a teacher of natural science. There he remained, studying and teaching, till the summer of 1860. He was again associated here with Garfield, who was the president of the school. In 1860 he entered Oberlin in the senior year. He had previously married Miss Sarah A. Harrison, of Painesville, Ohio. In the summer of 1861 he graduated from Oberlin. The war had called Garfield from the college to the camp and Dr. Everest succeeded him as president.

In 1864 he became president of Eureka College, where he remained eight years. After an interval of five years, in which time he was the pastor of three churches, he returned to Eureka, where he was president for five years. In 1881 he became president of Butler University, Indiana, where he remained for six years. He was then called to the presidency of Garfield University, Wichita, Kansas. The prospects were at first extremely flattering, but the institution was finally obliged to close its doors on account of financial misfortunes. He returned to the ministry, and while thus engaged was called to succeed Mr. Hull. He began a four-year term of service in 1893. At the end of this period he became Dean of the Bible College, Drake University, where he died at the close of the last century.

From the foregoing sketch it will be seen that Dr. Everest had a large experience as a college president. While the work of a Normal school executive is very different from what he had been doing he seems to have succeeded in enlarging the influence and equipment of the institution. Some of the differences that caused the retirement of his two predecessors also resulted in his withdrawal.

For much of the material of the two foregoing sketches, the editor is indebted to the Anniversary Souvenir of the Institution, 1899.

D. B. PARKINSON, PH.D.

Dr. Parkinson was born on September 6, 1845. He is the son of a farmer whose home was in Madison county, near the village of Highland. He was accustomed from childhood, therefore, to labor of the hands. He worked on the farm in the summers and attended the country school in the winters until he was eighteen. He then entered McKendree College, that godsend to so many a young fellow in Southern Illinois. It was easy of admission, and that constituted one of its excellent features. Its doors opened to the farmer boys even though they had been denied the advantages of a preparatory school.

It was here that he came under the influence of Dr. Allyn. Their friendship was long and close.

It took several years to complete the course of study, for the winter terms were all that he could attend, as life on the farm makes peremptory calls. He taught his first school in the winter of 1865-6, in a country school near his home. He had the usual experience of the country teacher of forty-five years ago. He was prepared for it, however, and had little thought, probably, that there was much of hardship in it. He soon entered McKendree again and graduated in the class of '68.

The following year he was principal of the public schools at Carmi. An unusual interest was awakened in his mind in natural-science work. The succeeding year he was elected to the chair of mathematics and natural science in Jennings Seminary, Aurora. He remained in that position for three years, when he determined to still further enlarge his scholarship. He entered the Northwestern University and did special work in physics and chemistry. In July, 1874, he was elected to the chair of physics and chemistry in the Southern Illinois State Normal University. He is now in the thirty-eighth year of continuous service in this institution.

For eighteen years Dr. Parkinson acted as the secretary of the faculty and for the five succeeding years as registrar. In 1897 he succeeded Dr. Everest in the presidency.

In 1874 his *alma mater* conferred upon him the degree of Master of Arts and in 1897 added the degree of Ph. D.

Since his accession to the presidency the institution has had a generous expansion. Its president has been very successful in dealing with the General Assembly. Several buildings have been added to the original structure and the curriculum has had a corresponding enlargement.

On the 28th of December, 1876, Mr. Parkinson was united to Miss Julia F. Mason, a graduate of the Illinois State Normal University, and a teacher in the practice department of the school at Carbondale. She was a woman of the finest qualities and of rare attractiveness. She died in August, 1879, leaving one son. In July, 1880, he was married to Miss Alice Raymond, the art teacher of the school.

Dr. Parkinson has every reason to be proud of the results of his efforts to make of the institution under his care a source of pride to Southern Illinois and, as well, to the State at large. Its students are found in every walk of life. No other institution in that part of the State has made so liberal a contribution to the intellectual and social progress of the people. It goes without saying that Dr. Parkinson's name is a household word in "Egypt."

The best historian of a school is its president, at least so far as the inner life of the institution is concerned. President Parkinson has contributed biennial reports to the Superintendent of Public Instruction since his accession to the position which he now holds. As the school has made the greatest strides since his accession to the presidency its most significant history lies within the period covered by his administration. This history is narrated in the reports made in the successive bienniums since 1897.

Besides Dr. Parkinson there remained but one of the original faculty — Martha Buck. The additional members of the faculty were George Hazen French, M. A., Curator of the Museum, natural history and physiology; Matilda Finley Salter, penmanship and drawing; George Washington Smith, M. A., civics, geography and history; Samuel Bettes Whittington, director of physical training; Samuel Earnest Harwood, M. A., method in arithmetic and higher mathematics; Carlos Eben Allen, Latin, Greek and German; Henry William Shryock, Ph. B., Registrar, rhetoric, English literature, chemistry and geology; James Henry Brownlee, M. A., vocal music, reading and elocution; Adda P. Wertz, training teacher, primary school; Lizzie Parks, primary teacher; Washington B. Davis, M. A., training teacher,

principal of grammar school and bookkeeping; Frank H. Colyer, A. B., instructor in geography, history and arithmetic; Mary M. McNeill, instrumental music; Minnie Jane Fryar, librarian; Augusta McKinney, stenographer and clerical assistant.

In this report President Parkinson announces the completion and occupancy of a new science building and the resumption of the summer schools which had been discontinued after several years of service to the teachers of Southern Illinois.

In his report two years later President Parkinson announces important changes in the courses of study, the permanent establishment of the summer school, an advantageous reorganization of the practice school, various publications by members of the faculty and the establishment of an annual lecture course.

In 1901 the graduates of the institution set the excellent example of going to the Philippines to engage in the civilization of our new people, five of them having undertaken the new work. It is not a matter of surprise that they should have called attention to the school from which they had drawn their inspiration, and that some of the islanders should desire to come to the States and avail themselves of the culture of the school. This seems to have been the beginning of the policy of sending to this country young men from the islands to be fitted for the better education of their countrymen. A new conservatory was added to the equipment, to be used in connection with the department of botany.

The report for 1904 exhibits other advances under the progressive policy of the president. The faculty was materially enlarged. The attendance showed an interesting increase. From the beginning of its history the attendance of young men materially exceeded that of any of the other State Normal schools, if not by actual count at least in the ratio of their number to the whole student body. A new library building was opened to the students on the 23d of May, 1904. The school has also joined in the school-garden movement and has added to its facilities in biology and agriculture. In common with the other Normal schools a very gratifying exhibition of its work was made at the St. Louis Exposition.

The report for 1908 announces the passage of the act enabling the institution to confer degrees and an appropriation of \$50,000 for the erection of a training-school building.

In 1910 an additional appropriation for a woman's building was secured and, as has been stated, provision was also made for the purchase of sixty acres of land to be used for instruction in agriculture.

It is thus seen that President Parkinson has steadily advanced the equipment and efficiency of the institution. It is now one of the best endowed schools of its kind in this country and reflects the highest credit upon its management.

CHAPTER XII.

THE NEW NORMAL-SCHOOL MOVEMENT.

ON the 3d day of July, 1839, in the historic town of Lexington, in the "Old Bay State," Rev. Cyrus Peirce and a student body of three opened the first American Normal school that was not an annex to some other institution. A new revolution began in sight of "the Green," where the minute-men of 1775 uttered their effective protest against the doctrine of the divine right of kings. On the 5th day of October, 1857, a little more than eighteen years later, in the city of Bloomington, Charles E. Hovey and Ira Moore, with twenty-nine pupils, started the Illinois State Normal University upon its notable career. The history of the movement that culminated in the establishment of that institution has been told in these pages.

Twelve years later the General Assembly passed the bill establishing the Southern Illinois State Normal University. Its honorable record would fill a large chapter in our educational history if it were adequately written. 'Twere long to tell the story of the struggle of these two institutions before they won substantial recognition from the school people of the State. It is the old story of the battle of the reformers against the conservatism and active opposition of those who lazily, and perhaps honestly, believe that if the existing order should be disturbed the country would be done for.

Meanwhile a score and more of years passed away. In the late eighties a heroic soul here and there was heard to declare that the time had come for a Normal-school revival in Illinois. Massachusetts, New York and Pennsylvania had steadily pushed forward until they were well equipped with schools for the professional education of teachers. The new and sturdy communities of the upper Northwest, like Wisconsin and Minnesota, were rapidly moving toward the head of the procession. But Illinois was distressingly indifferent. The strenuous notes of the enthusiasts were but voices crying in the wilderness. In the early nineties the movement seemed to gain some headway, but the most hopeful were not prepared for a sudden accession which came to their ranks from an unexpected quarter. In 1895 bills were introduced into the General Assembly for the establishment of two new Normal schools, and before the sense of surprise had died away they were enacted into laws and the institutions were located.

This sudden, vigorous and effective movement had its origin in what is geographically designated as Northern Illinois. Any attempt to describe it is inevitably attended with many difficulties. It is far from easy to trace with perfect accuracy the evolution of institutions. The larger causes are usually quite apparent, but there are many hidden contributions to the result that defy discovery. There are those

who contribute largely and who escape proper recognition, though their services may have been indispensable. There is a strong probability that full justice will not be done them, for the ordinary reporter's knowledge is a far cry from omniscience. It is quite clear, however, that the movement received a tremendous impulse in the little city of De Kalb, a manufacturing town fifty-eight miles west of Chicago, on the Omaha division of the North Western Railway.

In the early seventies it had occurred to two or three men, at about the same time, that such a barb as the Osage orange bore might be transferred to a wire and that a fence of such wires would turn the most aggressive animal that lives in a pasture. Two of these men, Joseph F. Glidden and Jacob Haisch, succeeded in making the transfer and at the same time made the prosperity of themselves and the little city. Associated with Mr. Glidden was Isaac L. Ellwood, a man of great ability and dauntless courage. It must suffice to say that these men became very rich and in their rise to opulence retained their affection for the town that had witnessed their triumph.

And there was another man in the community who was not rich. He was the printer. His name was Clinton Rosette. He was always puzzling over some problem whose solution meant a greater De Kalb. He had been a schoolteacher and knew the value to a community of an educational institution. When John P. Altgeld became Governor Altgeld he appointed Mr. Rosette to a membership in the Board of Education of the State of Illinois. It was the special and only function of this body to manage the Illinois State Normal University. While acting in this new capacity it occurred to him that the thing for De Kalb to do was to secure the location of an institution similar to the one in which he had so recently become officially interested. With him to think was to act. He presented the matter to his rich friends. Mr. Glidden owned a beautiful tract of land adjoining the town that had come to him directly from the United States government. He would not sell it for a school site but he would give it away for such a purpose. Mr. Haisch put his name down for \$10,000 for a library and added some \$1,400 more when the time came for using it. Mr. Ellwood managed the legislative end of the business along with Mr. Rosette, Senator D. D. Hunt, the members of the lower House from the district and others; there are always others. The prominence of the leading advocates brought aid from all over the State and from quarters where the schoolmasters could do nothing. The writer well remembers the anxious day when the House committee was to render its momentous decision. The managers had called in the schoolmasters and they were there in force. And all went "merry as a marriage bell." The opposing forces withdrew their hostility and the committee made it practically unanimous.

Little has been said of those who were especially interested in the Eastern School. They were energetic and vigilant, but the brunt of the battle was borne by those mentioned, and the second bill slid along in the groove made by the first. It is probable that one school could not have won the fight. It was much easier, for obvious reasons, to get two. There was constant aid in the Governor's office, where the hostiles found slight comfort. The two bills were approved on the same day — May 22, 1895. In adding his name to these bills and thus converting them into

laws the Governor not only discharged an official function, but manifested anew the warm interest he had taken in the movement from its inception.

The first Board of Trustees consisted of Hon. Adams A. Goodrich, I. L. Ellwood, Charles E. Deere, Hon. Thomas Sparks, W. C. Garrard and Hon. S. M. Inglis, the Superintendent of Public Instruction. John H. Lewis, of De Kalb, was selected as treasurer and is still acting in that capacity.

And now came the question of location. The law authorized the Board to decide among competing bids and locate the institution where the inducements were strongest. Rockford, Oregon, Polo and De Kalb were the chief competitors. De Kalb seems to have been far in advance through the generosity of the men mentioned. And so the die was cast. Mr. Rosette's plans worked out quite as well as he could have wished.

The act carried with it an appropriation of \$50,000. With this as a beginning the Board determined to make a start. Plans were solicited and Mr. Charles E. Brush, of Chicago, carried off the prize. The contract for the building was awarded to W. J. McAlpine, Dixon, and October 1 was selected as the day for the laying of the cornerstone.

A local committee, consisting of Clinton Rosette, chairman; A. W. Fiske, secretary; C. H. Saulsbury, treasurer, and I. L. Ellwood, M. D. Shipman, C. E. Bradt and M. J. Henaughan, made large preparations for the cornerstone ceremonies. Thousands of people were present. Every township in the county had its own committee. Civic and military organizations paraded the unpaved streets. The famous Pullman band, the Schumann Ladies' Quartette, the Chicago Imperial Quartette and the De Kalb Choral Society furnished the music. The chief address of the day was delivered by Governor Altgeld. The other speakers were Dr. Frank W. Gunsaulus, of Chicago; D. J. Carnes, Esq., of Sycamore; Hon. A. A. Goodrich, Chicago, president of the Board; President John W. Cook, of the Illinois State Normal University; Hon. David T. Littler, Springfield, and Mr. I. L. Ellwood, president of the day. There was a brave parade headed by Mr. E. C. Lott, the grand marshal of the occasion. The Grand Lodge of the Free and Accepted Masons of Illinois was in session in Chicago, and adjourned its session to attend in a body. Grand Master L. A. Goddard laid the corner-stone with all of the ceremonies usually attending such a function. A brilliant display of fireworks in the evening closed the occasion.

The legislatures of 1897 and 1899 appropriated \$75,000 and \$95,000 respectively, the latter also appropriating \$33,000 per annum for the current expenses for the two succeeding years. In the spring of 1899 it became evident that the building would be so near completion by September as to permit of the opening of the school. In consequence the Board of Trustees, in June, employed John W. Cook, then president of the Illinois State Normal University, as president of the institution and directed him to nominate for their consideration a suitable faculty. He was assured by a unanimous resolution of the Board of Trustees that no one would be considered as an employee unless nominated by the president of the school. As a consequence, when the school opened its doors to students, there was no person connected with the institution who had been selected on any other ground than that of merit.

Here is a complete list of the faculty:

John Williston Cook, A. M., LL. D., President and Professor of Psychology.

Charles Alexander McMurry, Ph. D., Director of Practice Department.

Edward Carlton Page, A. B., Professor of History and Geography.

John Alexander Hull Keith, A. M., Professor of Pedagogy and Assistant in Psychology.

Fred Lemar Charles, M. S., Professor of Biology.

John Albert Switzer, E. E., Professor of Physics and Chemistry.

Swen Franklin Parson, Professor of Mathematics.

Newell Darrow Gilbert, A. M., Lecturer in Social Economics.

Mary Ross Potter, A. M., Professor of Ancient and Modern Languages.

Sue Dorothy Hoaglin, Professor of Reading and Elocution.

Emma Florence Stratford, Teacher of Drawing.

Alice Cary Patten, Assistant in Ancient and Modern Languages.

Katharine P. Williamson, Assistant in History and Geography.

Anna Parmlee, Assistant in Mathematics.

Elma Warwick, Librarian.

Grace Elizabeth Babbitt, Assistant Librarian.

On September 12, at eight o'clock in the morning, one hundred and thirty-nine pupils and the faculty assembled in the beautiful study hall. They sang "America," repeated the twenty-third psalm and the Lord's prayer, listened to a short talk from the president, the classification was effected, the lessons for the next day were assigned, and the Northern Illinois State Normal School began its career. Classes regularly recited the second day and the institution soon bore the marks of an old school.

But the building was by no means completed. The mosaic floors were not down and much of the carpenter and stone work was unfinished. For two months the sounds of the hammer and the saw and the tireless scraping of the Italian workmen on the paving of the corridors mingled with the voices of the pupils and the teachers in the adjoining recitation rooms. They shut themselves up in a few rooms and patiently waited for deliverance. By the middle of November the workmen were all gone, and the school had the house to itself.

An incident occurred the first day which may be worth recording. Reference has been made to the work on the mosaic floors by the Italian laborers. They were very suggestive of "The Man with the Hoe," both in the tool with which they were engaged and in their general appearance. They attracted the attention of one of the pupils who, while waiting her assignment, wrote the first poem ever composed within the walls of the building.

MOSAICS.

As lowly as the man who held the hoe,

All day they bend — the hardy men of toil;

For them no more the Tiber waters flow,

For them no marbles lie on Roman soil,

But grinding hour by hour the pebble pave

They bring the somber hues from pristine grave.

Here lie chalcedonies of changing tone,
And spar and quartz in varied sheen of light;
Here lies the flint, the Indian's fireside stone,
That gave the light of day to wigwam night;
Here lie the golds of sunset prisoned long
In sylvan brook beneath the water's song.

These lone, Etruscan workmen labor on;
They spend the body for the wage it wins.
The school and teachers o'er the lessons con,
The shrine of thought its potent life begins.
One hears the fall of wave by Florence's feet,
One hears the future statehood's onward beat.

By grove of oak, on fairest prairie sod
The Normal bides in Northern Illinois,
A benediction from our fathers' God
To crown the tress of girl and brow of boy.
In this cathedral of the human mind
What horns of cheer we from the ramparts wind.

— MINNIE A. HAUSEN.

In the selection of a faculty for a new Normal school it was the purpose to draw to the new institution a number of teachers who had been closely identified with work in a similar school. The president had been identified as student, teacher, and president with the oldest Normal school in the Mississippi valley for thirty-six years. Dr. McMurry is a graduate of the same school, and in addition to two years of work at the University of Michigan had studied for four years at Yena and Halle, with reference to work of this character, and had been for several years director of practice work in the same school. Professor Keith is a graduate of the same school, and taught in one of its departments for two years before becoming a student at Harvard University. His studies were pursued there with reference to Normal-school work. Professor Parson had completed a course of study in the same school and had taught in one of its departments for three years. He had also done special work at the University of Chicago. Miss Potter had also been a teacher in the school for several years. Miss Patten was the sixth member of the faculty that had been identified with the Illinois State Normal University. Miss Hoaglin was graduated from the Kansas State Normal School and Miss Stratford had been principal of the Moline City Training School. It is thus seen that the faculty was rich in Normal-school experience and ready to enter upon the work of this new professional school.

It is the traditional thing to dedicate a school. In this case it was deemed expedient to defer the dedication for two weeks after the opening. The people of De Kalb determined to celebrate the event by a three-days' jubilee, the second day to be given up to the formal inauguration of the faculty. The children and the notables came and a brave procession was forming when a most unwelcome storm drove the multitude from the beautiful grove to the shelter of the building. The dedication exercises were held in the commodious gymnasium, the audience standing through the program. President Goodrich of the Board of Trustees presided.

Colonel Ellwood made the address of welcome. Governor Tanner delivered a vigorous address, accepting the school in behalf of the State and taking the highest grounds with regard to popular education. Senator Cullom, Congressman Hopkins, State Senator D. D. Hunt, State Senator O. F. Berry and Judge C. A. Bishop represented the interests of the general public and expressed with marked unanimity the satisfaction which intelligent people must feel on account of the generous equipment of an institution which deals with such fundamental interests as does the Normal school. Superintendent Andrews, of Chicago, President Draper, of the University of Illinois, and Superintendent O. T. Bright, of Cook county, spoke especially for the educational people. Judge Goodrich formally accepted the building from the contractor.

A pleasing incident of the occasion was the presentation to the members of the Board, to the president of the Normal school and to Representative Brennan, of Sycamore, of canes skillfully fashioned from wood imported from our new dominion. The wood was the Osage Orange, which had suggested the idea of the barb wire. In behalf of Mr. Haisch the presentations were made by President Cook.

Among the distinguished visitors were State Superintendent Bayliss, several members of the General Assembly, the venerable Dr. Edwards, who was the second president of the State Normal University, President Arnold Tompkins, the successor of Mr. Cook at the same institution, and George P. Brown, editor and publisher of the widely known *Public School Journal*. County superintendents, city superintendents, and representatives of all of the various grades of schools, from the country school to the university, were present and joined with great enthusiasm in the events of the day. In the evening a brilliant assembly gathered in the spacious auditorium, where Mrs. Jessie Ellwood Ray, the Queen of Honor of the Festival Days, accompanied by her maids, gave an elaborate reception.

In arranging courses of study, lines of work were prepared for all classes of students, from the country school to the university. It was expected that the main body of students would be drawn from graduates of the admirable high schools of the adjacent territory, but it was not deemed wise to limit admissions to students of that class.

The unique feature of the organization, so far as it differed from existing Normal schools in general, was the amount of time given to practice work with children. The city of De Kalb had generously placed its schools at the disposal of the institution to be used for that purpose. Arrangements were made, therefore, for from seven to ten months of actual teaching work for half of each day.

A sufficient number of advanced students entered the school to make a graduating class of sixteen the first year.

By an arrangement with the city of De Kalb the critic force was at first drawn from the regular teachers in the public schools. It soon became necessary to increase the force thus available. In the second year, Mrs. Lida B. McMurry, the widely known primary critic at the State Normal University, came to the institution, where she still remains. Luther A. Hatch, a graduate of the same school, and for some years a principal at Moline and Oak Park, became the principal of the training school at the Normal building with the beginning of the second year. This work had been

done for a portion of the first year by Mr. Andrew Melville. Mr. Hatch remained in that position for seven years, having a leave of absence for one year while in attendance at Teachers College, New York City. At the close of his seventh year he became superintendent of schools of the city of De Kalb, and thus entered into still more helpful relations with the Normal school. He made a most unqualified success in both positions, and died on October 31, 1911.

Teachers were added from time to time in the practice department until the number has finally reached fourteen besides the director of the department.

The first music teacher in the institution was Miss Rose L. Huff, who remained in that position for five years, and resigned to become Mrs. O. R. Morgan. She made a phenomenal success and was succeeded by her sister, Miss Charlotte Huff.

Miss Ida S. Simonson came to the school in the third year to take charge of the rhetoric and literature, and continues in the same position.

Miss Inez D. Rice came to the school in the second year as teacher of geography, and after a service of four years resigned to become Mrs. Adkinson. She was succeeded by Miss Marion Weller, who is still with the school.

Professor Keith severed his connection with the institution after eight years of service to take charge of the practice work at the State Normal University. After a brief term in that capacity he was elected to the presidency of the State Normal School, at Oshkosh, Wisconsin.

Professor Charles served ten years and was called to the University of Illinois, where he died in the second year of his service.

Professor Switzer served for several years and resigned to engage in engineering work. He is now assistant in the engineering department of the University of Tennessee.

But the limitations of space will not permit an enumeration of all who have been connected with the institution. The following is the faculty for 1911-12:

John W. Cook, A. M., LL. D., Professor of Psychology and History of Education.

Charles A. McMurry, Ph. D., Director of Training Department.

Newell Darrow Gilbert, A. M., Professor of Pedagogy and Assistant in Psychology.

Edward Carlton Page, A. B., Professor of History.

Edith S. Patten, Ph. B., Assistant in History.

Swen Franklin Parson, Professor of Mathematics.

Anna Parmelee, Assistant in Mathematics.

Charles W. Whitten, A. B., Professor of Physics and Chemistry.

Ralph E. Wager, A. M., Ped. B., Professor of Biology.

Miss Jessie R. Mann, Assistant in Biology.

Miss Lola E. Swift, A. B., Laboratory Assistant.

Miss Ida S. Simonson, B. L., Professor of Literature.

Miss Janet Dewey, A. B., Assistant in Literature.

Miss Jennie E. Farley, Professor of Reading and Oratory.

Miss Marion Weller, A. B., Professor of Geography.

Miss Mary Ross Whitman, A. M., Professor of Ancient Languages.

William W. Wirtz, A. B., Assistant in Languages and Athletic Director.

Miss Charlotte S. Huff, Professor of Music.

Miss Vera Wiswall, A. B., Assistant in Music.

Samuel J. Vaughn, A. B., Professor of Manual Training.

Mrs. L. Eveline Merritt, Professor of Drawing.

Miss Alice Aram, Assistant in Drawing.

Miss Edith Hall, B. S., Professor of Domestic Science.

Miss Charley Tidd, B. S., Assistant in Domestic Science.

Floyd R. Ritzman and James Roy Skiles, Principals of Training Schools.

Critics: Mrs. Lida B. McMurry, Miss Addie L. McLean, Mrs. Cora T. Benedict, Misses Carrie B. Edmondson, Tillie C. Baie, Bertha F. Huntsman, Edna Tazewell, Mary Fitch, Leonora Dowdall, E. Louise Adams, Mabel Norton and student assistant, Miss Thompson.

Mr. George W. Shoop was elected superintendent of buildings at the opening of the school and continues in that capacity to the present.

Summer schools have been held each summer. As now arranged, the terms of the year are fifteen weeks in the fall, twelve weeks in the winter, twelve weeks in the spring and six weeks in the summer. The last summer term numbered five hundred and fifty.

It is unnecessary to follow the development of the institution in detail. It has now been in operation for something more than twelve years.

It has added to its equipment an admirable training-school building, a plant house, additional space for manual training, and facilities for advanced courses in music, domestic science and art, manual training, art, postgraduate courses leading to a degree, and a model country school two miles away but easy of access. The faculty has been more than doubled. A large force of critics takes care of the practice work in two city schools with approximately six hundred children. Additional laboratories supply the facilities for science work. The alumni number more than seven hundred and fifty. The grounds have been beautified. The athletic field has been supplied with a grand-stand, and, in general, the school has been able to keep pace with the growing demands of the times. The General Assembly has made all appropriations asked for.

The Board of Trustees has experienced few changes. Colonel Ellwood died in 1910, after serving as a member of the board for fifteen years. The board at this writing consists of Adams A. Goodrich; Leroy A. Goddard, president; E. L. Metzell, secretary; Jason C. Ayres, W. L. Ellwood; and the *ex officio* member, Hon. F. G. Blair, the Superintendent of Public Instruction.

The graduates and undergraduates are found in many of the States of the Union. They are serving as principals, superintendents, grade teachers, country teachers, critic teachers — indeed, they are in all of the departments of education. Large numbers of them have gone to universities where their work at the Normal school usually receives credit term for term. Much, very much, remains to be done and the school aspires to widen its usefulness with the years.

THE EASTERN ILLINOIS STATE NORMAL SCHOOL.

The circumstances under which this school was established have been detailed. Attention has been called to the election of Hon. S. M. Inglis to the presidency of

the institution before the termination of his term of office as Superintendent of Public Instruction and before the completion of the building. His death necessitated the selection of another for that office. His first report appears in the Biennial Report of the Superintendent of Public Instruction for 1898-9. The following historical sketch constitutes the larger part of the report.

On July 1, 1895, the act creating the Eastern Illinois State Normal School became a law. On September 7, 1895, the school was located at Charleston, and December 2, 1895, a contract was made to erect and enclose the building. The corner-stone was laid with impressive ceremonies on the afternoon of May 27, 1896. To the people of Charleston the occasion seemed one of the most memorable in the history of the city, and the local arrangements were commensurate with their views of the event. The interest of the State at large was shown by the number of visitors who responded to the city's invitation to be present. Prominent officials and many other distinguished citizens of Illinois were among the guests of honor. Thousands of people joined in the procession to the grounds and remained, even in the midst of a gathering storm, to witness the exercises. The late Father McCann offered the invocation, and appropriate hymns were sung by the Shelbyville Glee Club. The Hon. H. A. Neal, Mayor of Charleston, delivered the address of welcome. Other notable addresses were made by the Hon. I. B. Craig, the Hon. S. M. Inglis, the Hon. Owen Scott and the Hon. F. M. Youngblood. The Grand Lodge of Masons of Illinois directed the laying of the corner-stone. The work was carried on till the completion of the building in 1899. The cost of the building, grounds and furnishings represents an expenditure in round numbers of \$200,000.

The building was dedicated on the 29th of August, 1899, under propitious skies and in the presence of a throng that seemed to argue a deep interest in the educational progress of Illinois. The formal exercises were held in the assembly room of the Normal School. Its seating capacity, though more than fifteen hundred, was inadequate for the demands of the day. Probably twice that number were denied admission. Such a gathering in honor of a purely educational event appeared to be unusual and invited much hopeful comment from the various speakers. An all-day program had been provided. In the morning, after the singing of "America" by the audience and prayer by the Rev. J. A. Piper, the Rev. H. C. Gibbs delivered the address of welcome. It was acknowledged by the Hon. A. H. Jones, President of the Board of Trustees. President John W. Cook, of the Northern Illinois State Normal School, welcomed the president and faculty to their new field at Charleston. The president of the school responded with a statement of what the new school hoped to be and do. Other musical numbers completed the program of the forenoon. The afternoon was ushered in with a parade that evoked continuous applause along the line of march. The exercises at the Normal school consisted of music by Spencer's Band, prayer by the Rev. F. W. Burnham, musical selections by the Maennerchor of Peoria under the direction of Frederick Koch, the presentation speech by Miss Irma Martin, the accepting of the keys by Governor Tanner, the response for the trustees by Hon. H. A. Neal, secretary of the board, and a special educational address by Dr. Richard Edwards.

The school opened September 12, 1899, with the following faculty:

Livingston C. Lord, President, Psychology and School Management.

W. M. Evans, B. S., Litt. D., English.

J. Paul Goode, B. S., Physics and Geography.

Henry Johnson, B. L., Sociology and Political Economy.

Mrs. Louise B. Inglis, History.

Otis W. Caldwell, B. S., Ph. D., Biological Science.

Edson H. Taylor, B. S., Mathematics.

Anna Piper, Drawing.

James H. Brownlee, A. M., Reading.

Luther E. Baird, Assistant in English.

Francis G. Blair, B. S., Philosophy of Education and Applied Psychology.

Friedrich Koch, Music.

Bertha Hamlin, Critic Teacher in Grammar School.

Edna T. Cook, Critic Teacher in Grammar School.

Alice B. Cunningham, Critic Teacher in Primary School.

May Slocum, Critic Teacher in Primary School.

Frances E. Whetmore, Registrar.

In his address Dr. Edwards sketched the history of the American Normal School. He discussed its function and the place which it had made for itself in American elementary education. Who was so well qualified to speak on the theme assigned him! He had been vitally connected with the schools of that character for a large part of their existence: The student of the subject will find valuable material for his purposes in this address.

There was no little competition for the presidency of the Normal school. The Board of Trustees showed their wisdom and independence by the employment of Mr. Lord. He had been for some years in charge of a similar institution at Mankato, Minnesota. The clearness of his view, the singular aptness of his speech, his direct and incisive method of attack and his delightful personality united to impress the Board with his especial fitness for the position. The years have justified their choice and have given to President Lord rare prominence in education in the State.

The courses of study offered were a one-year course for graduates of reputable colleges, a two-year course for graduates of approved high schools having four-year courses, a three-year course for graduates of high schools of shorter courses and for undergraduates of high schools, and a four-year course for graduates of rural schools. These courses are substantially the same as those offered by the companion school at the north. Indeed, as these two schools were together in their establishing so they have kept practically abreast since. The Eastern School has been somewhat the larger, while the Northern School has graduated the larger classes because of the larger number of high-school graduates of advanced grade. Perhaps the Eastern School has accented general scholarship more highly and the Northern School the element of practice teaching.

Early in the history of his administration Dr. Lord began to agitate the question of a house for the women. He was fortunate enough to get a bill through the General Assembly, but it experienced a veto at the hands of Governor Yates. He was not disheartened, however, but made a second attempt at the next session of the legis-

lature. The bill was again passed and Governor Deneen approved it. The building was at once begun and was pushed forward to completion. It has demonstrated the wisdom of the plan and two more of the State schools have followed the suggestion. Others will do likewise. Dr. Lord was the pioneer in this enterprise and deserves to be accredited with the innovation. In 1911 he secured an appropriation for a training-school building and it will be erected within the near future.

The site of the school lent itself to improvement. It is a level field and has been treated in a very satisfactory manner under the artistic discrimination of the president. It was extremely fortunate for the institution that a man of such excellent judgment was in charge at so critical a time in the history of the school. The grounds must be accounted as beautiful, to say the least, as those of any of the similar schools, and in the opinion of many they are regarded as the most beautiful.

When President Lord went to Charleston he took with him several of the men who had been with him at Mankato. It is a fine tribute to his skill in selecting his helpers that he has not been able to keep them. Professor Goode and Professor Caldwell were taken to the University of Chicago. Professor Johnson was enticed to Teachers College, Columbia University. Professor Blair has become one of the historic Superintendents of Public Instruction. Others of fine ability have been called to take their places, but it is far from easy to attract to the Normal schools men of such unusual talents.

The following is the faculty of the institution as appears from the catalogue of 1911:

L. C. Lord, LL. D., President, Psychology and School Management.

E. H. Taylor, A. M., Ph. D., Mathematics.

Anna Piper, Drawing.

Frederich Koch, Music.

Ellen A. Ford, A. M., Latin.

Thomas H. Briggs, A. B., Grammar and Literature.

T. L. Hankinson, B. S., Biological Sciences.

Caroline A. Forbes, Manual Training.

Annie L. Weller, B. S., Geography.

Albert B. Crowe, A. M., Physics and Chemistry.

J. C. Brown, A. M., Mathematics.

Florence V. Skeffington, A. B., Rhetoric and Literature.

S. E. Thomas, A. M., History.

Lotus D. Coffman, A. B., Ph. D., Supervisor of Training Department.

Anabel Johnson, A. M., German and History.

Edgar N. Transeau, A. B., Ph. D., Biological Sciences.

Forrest Sumner Lunt, A. B., Reading.

M. W. Deputy, A. M., Supervisor of Training Department.

Clara Miller, Mathematics.

Leonard Davis, English and Mathematics.

Edith Ragan, Critic Teacher in Grammar School.

Isabel McKinney, A. M., Critic Teacher in Grammar School.

Genevieve Fisher, Critic Teacher in Grammar School.

Mellie A. Bishop, B. L., Critic Teacher in Primary School.

Anna H. Morse, Critic Teacher in Primary School.

Elsie Woodson, B. S., History in the Grades.

Mary J. Booth, A. M., B. L. S., Librarian.

Alice M. Christiansen, Gymnastics.

Charlotte M. Jackson, B. L. S., Assistant Librarian.

Grace Ewait, Registrar.

Mary E. Hawkins, Head of Pemberton Hall.

Walter Nehrling, Gardener.

THE WESTERN ILLINOIS STATE NORMAL SCHOOL.

The struggle which was necessary to secure the two new Normal schools has been briefly described. It was in marked contrast with the movement which resulted in the act establishing the fifth school. Without any especial effort on the part of the educational men — indeed, with the knowledge of but a few of them — the bill for the Western Illinois State Normal School was introduced and passed by the General Assembly. This interesting event is easily explained. The Speaker of the House, Hon. Lawrence Y. Sherman, attended to the matter. He should always be remembered in connection with the founding of the institution.

The act declared that the school should be located west of the fourth principal meridian, in what is known as the Military Tract. It went into effect on the 1st day of July, 1899. The Governor appointed a Board of Trustees, who were to locate the institution, but because of the inability of the members to agree upon a site their resignations were accepted and a new board was appointed in July, 1900. Macomb was selected, a beautiful tract of some sixty acres having been donated for the needs of the school. An appropriation of \$75,000 had been made by the General Assembly and with this sum the work was begun. The city had made ample provision for water supply, for drainage, for the construction of suitable walks and pavements and for such additional modern conveniences as are demanded by such an institution. The corner-stone was laid on December 21, 1900.

In the address by Governor Tanner he reaffirmed his faith in the principle of the wisdom of the professional training of teachers by the State.

Robert Bruce Watson was at that time State Architect. The plans and specifications were therefore prepared in his office and under his directions. He built for the centuries. The building, in point of strength and durability and elegance of finish, far surpasses any of the other Illinois State Normal School homes. In its internal construction it resembles a city school rather too much for the greatest convenience of a Normal school, but the embarrassment is slight, and it is a notable example of what a State has been willing to do in the way of a Normal school. Its cost was about twice as much as that of any of the other school buildings. Time will demonstrate the wisdom of the expenditure if any demonstration be needed.

The courses offered were about the same as those in the earlier schools. Rather greater emphasis was placed upon the preparation of country school teachers, possibly, but otherwise there was slight difference.

The following gentlemen were members of the Board of Trustees who located the school and organized its faculty:

- Hon. Charles J. Searle, Rock Island, President.
- Hon. Frank E. Blane, Petersburg, Vice-President.
- Hon. B. M. Chipperfield, Canton, Secretary.
- Hon. F. R. Jelliff, Galesburg.
- Dr. George W. Ross, Carrollton.
- Hon. Alfred Bayliss, *ex officio*.

Considerable difficulty arose when the question of the selection of the faculty was to be settled. In consequence of differences of opinion there were some resignations, but the following ladies and gentlemen were finally appointed:

- J. W. Henninger, Psychology and School Management.
- S. B. Hursh, English Grammar and Literature.
- W. J. Sutherland, Geology and Geography.
- James C. Burnes, History and Civics.
- E. S. Wilkinson, Arithmetic, Algebra and Geometry.
- H. L. Roberts, Biology.
- J. P. Drake, Physics and Chemistry.
- F. J. Fairbank, Latin and German.
- S. L. Smith, Drawing, Writing and Physical Culture.
- Miss Winifred Swartz, Director of Music and Physical Culture.
- Miss Margaret Dunbar, Librarian.
- Miss Cora Hamilton, Training Department.
- Miss Edna Keith, Critic Teacher.
- Miss Laura Hazle, Critic Teacher.

Several of the members of this first faculty were teachers of admirable repute in Illinois. Others were less widely known. Mr. Hursh and Mr. Sutherland were graduates of the Illinois State Normal University, and Mr. Roberts and Miss Hazle had been students there. Miss Hamilton was widely known as a lecturer and as an institute worker. Mr. Henninger had been superintendent of schools at Jacksonville just before his appointment, and had held other educational positions in the State. Mr. Burns had served for several years in similar positions.

The school was opened September 23, 1902, although the building was by no means completed. A good enrollment greeted the faculty on the first day, the number being one hundred and forty-one in the Normal department and ninety-six in the training school. This was a most encouraging beginning. The Military Tract greeted the new institution with the utmost enthusiasm, and the whole State regarded the enterprise with the warmest interest. The plan adopted at the Eastern School, of holding sessions Saturday instead of Monday, was followed here, for the purpose of giving an opportunity to teachers who are engaged in teaching to derive some help from the school. Summer sessions were also provided for.

The report of the president to the Superintendent of Public Instruction in 1904 shows a most prosperous condition. Over four hundred were enrolled and a training school of about one hundred and fifty had been organized, besides a preparatory school of about forty. These figures show the need of an institution of its kind in

that part of the State. The building had now been completed for some time and its equipment was excellent. It had provided a manual training department and school garden and was establishing itself on all the lines of the best modern schools.

In June, 1905, President Henninger resigned. He was succeeded in the work of director of the institution by Samuel B. Hursh, Acting Principal and Professor of English. Professor Hursh had been of the utmost assistance in the development of the school, and had won the warm admiration and sincere respect of all who were in any way connected with the school or who were informed as to the work that it was doing.

On May 8, 1906, Hon. Alfred Bayliss was elected principal, with the understanding that he should give to the management of the institution such time and effort as he could spare from the discharge of his duties as Superintendent of Public Instruction. As his term would expire at the close of the calendar year it was expected that he would then be able to enter upon the duties of his new position.

A reorganization was effected by which three departments were organized: The Normal School; The Normal Elementary School; The Academic School. The school year was divided into four quarters of twelve weeks each, the summer quarter being divided into two terms of six weeks each.

When Mr. Bayliss assumed the management of the school he began to work out a scheme that was very near his heart. He was convinced that the country school had been neglected and he therefore determined to put the Western Normal School as near as possible to the country teacher. He employed Miss Mabel Carney as teacher of a model country school and used it as an illustration of what an enthusiastic and capable woman can do in such a situation. Her remarkable work gave a great impulse to all movements looking toward the improvement of the rural schools. Her subsequent services in that direction have attracted much attention from the country at large.

Mr. Bayliss found it necessary to reorganize his faculty, and did so in his characteristic way. Enmities were aroused and there was much of criticism, but he proceeded quietly and modestly but persistently. He had a burden to carry, but he bore it as his friends knew he would. Time brought him its rewards. He saw the school under his management go through its days of trial and take an honored place among the institutions of its kind in this country. The material for its study is available to the student of education and need not be recorded here where space is of necessity so limited for the happenings of these recent years.

Shortly before the time for the opening of the school in September, 1911, the educational people read the startling news that Alfred Bayliss had received a fatal injury and was dying. The news proved to be all too true. After a short period of unconsciousness, interrupted by brief moments of semi-consciousness, this admirable man passed out into the shadows. It is not easy to express the sense of profound sorrow that was experienced because of this most unfortunate event.

School and Home Education published in the October, 1911, number the following memorial contributions:

We in Illinois knew Alfred Bayliss as a teacher; his family knew him in his manhood first as a soldier and then as a husband, father and citizen; to them "He is our dead soldier, who never flinched on the firing-line whether it was guns or opinions that confronted him."

Of the teachers of Illinois none was intimately associated with him for so long a time as was Professor S. B. Hursh, of the Macomb Normal. He writes as follows:

"The twenty-five years of my acquaintance with Alfred Bayliss, the latter part of which brought us much together, enabled me to know him more intimately than most men. Our rivalry, if such I may assume to call it, in the city of Sterling years ago, grew into a genuine esteem and friendship. Our work in the last ten years brought us closely together and I learned to know him well.

"He was a man of clear intellect, not brilliant as that term is generally understood, not quick in reply or repartee, and never acting or speaking for effect; but rather characterized by the sureness of second thought, measured in judgment. His speech was straightforward, accurate—it was himself. When the matter in mind was vital he spoke with true eloquence.

"Firmness of will was not wanting, yet he was never obstinate, never demonstrative in any act of volition; yet he knew no compromise against his judgment.

"Mr. Bayliss was not often moved by emotion in what he said or did; one might well take him as the type of a man whose emotions are fully rationalized; but an almost secret tenderness was a constant part of his social life. His sympathies were ready and keen to any one in need, especially in need of a 'chance.' He had not much interest in pyrotechnic patriotism, but his love of country and the flag was almost a passion.

"In a social way, some who did not know him well thought him cold, and this is not to be wondered at, for his fellowship was rather that of the mind than of the outward personality. His sense of justice seemed unique. He was fair to his friend and critically fair to one who wronged him. He would defend his enemy and extenuate his fault beyond that of any man I ever knew.

"He saw deeply into questions of educational righteousness, and the State's obligation to the whole State was his constant purpose while he served the State as its educative head.

"The legislative measures he so tenaciously sought to have enacted were not conceived after he entered the office of public instruction; he had clearly stated them many years before. Many times in conversation he had uttered, with the force of conviction, that the State owes a larger duty to the 'one-room school' than it has yet assumed, that every boy and girl in Illinois should have full high-school education free, that the consolidation of the rural school should be steadily sought until it is won. How well he kept faith with his own educational doctrine may be seen in his work in the last fifteen years.

"Mr. Bayliss's work in the Western Illinois State Normal School is characterized by steady progress in bringing the work of the Normal school nearer to the needs of the public schools, both rural and urban, and the policy he has steadily followed is beginning to be felt. In this our loss is serious, that he has passed when in the midst of a work that he better than any other man could carry to completion, because it was his work."

Francis G. Blair succeeded Mr. Bayliss in the office of State Superintendent of Public Instruction. He speaks as follows from his acquaintance with the results of his work as well as long friendship with the man:

"Alfred Bayliss kept his back yard cleaner than his front yard. He was too big a soul to be studied from just one point of view. To know him you had to go all around him. His worst misfortune was to be misunderstood by those who caught only a fragment of his meaning or purpose. Solid and compact in thought and utterance, he possessed a lofty imagination. Yet many who knew him partially will insist that he was matter-of-fact and devoid of fancy. But those who knew him best and at his best will remember the occasions when his solid judgment united with his vigorous imagination to find a way out of a situation which seemed well-nigh impossible. They will recall with delight his play of fancy which gave life and tone to many social gatherings; his easy approach to children and ready entrance into their life and thought, and his warm sympathy for and his quick response to those who were in need of help.

"His work, like his character, was central and solid rather than superficial and brilliant. An

inborn mingling of caution and modesty, often mistaken for timidity, gave a hidden subterranean character to some of his greatest achievements. His ability to seize upon the central idea in a large and complex situation and to state it in simple language enabled him to accomplish many large things so quietly that neither the friends nor the enemies of the measure knew what was going on. If he ever fired off a skyrocket it was done with a long and slow fuse, which allowed him to get so far away that some mere passer-by got the credit and the glory of the demonstration. We are still discovering the big things done by him during his eight years as Superintendent of Public Instruction, which at the time of accomplishment attracted little or no attention.

"He had just brought the Western State Normal School through a most critical period of its existence and laid the plans for its future growth and development. The trustees had unanimously approved these plans, and had shown their appreciation of his worth and services by increasing his salary from \$4,000 to \$5,000 against the protest of Mr. Bayliss. Although he never drew the salary much of the thought and work which made him worth it will appear in the development of the school during the next quarter of a century. His work always shows best from the rear."

J. Stanley Brown expresses, in the few sentences following, the sense of help which so many felt that they received for their own work from contact with Mr. Bayliss:

"Mr. Alfred Bayliss's untimely death was a distinct shock to his friends. He had come to the period of his life when we expected the greatest fruitage.

"He had had a broad training, a wide experience, and was a man of vision. What he predicted when he entered the office of State Superintendent has begun to take place. He was probably interested more in the problems of secondary education than in any other field.

"He loved the type of high school represented by the Township High School in Illinois, and often remarked that the Township High School had done more to solve the problem of unequal opportunities than any other institution.

"He labored long and hard to secure high-school privileges for all girls and boys of high-school age, regardless of their location. He clearly saw that the boy who happens to be born on a farm ten miles from a high school ought to have something done for him as well as the boy who happens to be born in a city, and it was of this type of boy that he was thinking when he so spoke of the Township High School.

"Mr. Bayliss was an optimist. He was a progressive in the best sense, and wherever Illinois educators are gathered, his name and his influence will have weight."

Superintendent P. R. Walker, of Rockford, was the first school man in Illinois to take the hand of Mr. Bayliss when he came to the State as a teacher. He writes:

"Alfred Bayliss was a soldier in the civil war and I am glad that I had the honor of his friendship as a teacher, while at Sterling, and later while in charge of the Township High School, at Streator. He was twice selected Superintendent of Public Instruction and later president of the Macomb Normal. All of these positions he held with credit to himself and satisfaction to the people.

"He was a true, active, upright, conscientious, conservative, yet progressive officer and man. He formed his opinions with due consideration, so we knew where he stood on every educational problem. While State Superintendent he was instrumental in many changes for improving the conditions in the schools, as well as leading the movement for improving the social and agricultural interests in the rural districts.

"As President of the Macomb Normal he was laying a broad foundation for the best interests of the schools of the State."

Other words of appreciation:

"He was true to his convictions, strongly attached to his friends, and unflinching in whatever he thought was right. I came to know him in an intimate way when he was a member of the Board of Trustees of the University of Illinois, with which I was associated. At a time when the University was expanding and upbuilding rapidly, when it had to meet a myriad of troublesome questions, he could always be relied upon, not only for his absolute honesty and independence, but quite as much for his clarity of judgment and forcefulness of statement." — ANDREW S. DRAPER, Commissioner of Education for New York.

"There were few that I held in such high esteem, and added to that was an increasing fondness."—DR. L. C. LORD, President Eastern Illinois State Normal School.

"The cause of education has lost one of its most faithful students and most conscientious advocates." — PRESIDENT D. B. PARKINSON, President Southern Illinois State Normal University.

"The schoolmaster has gone to his reward. We honor him for his fine services in posts of high responsibility, and most of all for his genuine manhood." — PRESIDENT DAVID FELMLEY, Illinois State Normal University.

"Not only the family, but education in Illinois will feel the loss of Alfred Bayliss." — MRS. ELLA FLAGG YOUNG, Superintendent Chicago City Schools.

"I have but few friends, and of that few I felt that he was the most surely mine." — ORVILLE T. BRIGHT, Assistant Superintendent, Chicago City Schools.

"He was a strong man, a good friend, and we all loved him." — DAVID ARNOLD, New York.

"One of Illinois' most noble sons; a man who filled to the full every place he was called upon to occupy." — WILLIAM HAWLEY SMITH, Peoria, Illinois.

"Added to all this was a character of sturdy, straightforward, manly independence and honesty. Nor was there in this integrity and rectitude of character the least iota of pedantry or narrow bigotry. Setting a mark of exact honesty for himself to follow, he always gave to others the benefit of the doubt." — W. H. HAINLINE, *Macomb Journal*.

"It is a great thing, after all, to live like a man and die like a man. This he did — what more can be said?" — O. B. RYON, Streator.

"Alfred was my friend and fellow school man for many years and a comrade whom I revered." — C. C. DUFFY, Dep't Com., G. A. R.

"I have known Mr. Bayliss for nearly thirty years and have valued his friendship as highly as that of any man I have ever known. He was constant. He was genuine. He was loyal. He was a man. And so his death is a permanent loss, not only to his family but to the State and to his host of friends." — WILLIAM S. MACK, Chicago.

"Illinois loses one of the most tireless workers for better things in our schools. He has laid foundations upon which others will build." — GEORGE A. BROWN, Editor *School and Home Education*.

The faculty of the Normal School at Macomb has many precious memories of President Bayliss. Something of their appreciation finds expression in the following words:

"In his relations with his associates he exhibited rare patience and was most kind. He never allowed any one to exceed him in generosity, and always praised the virtues of the unappreciated. His gentle spirit filled the soul of a friend with cheerfulness, and he always dealt kindly and justly with those in opposition. With the subtlest tactfulness he wove the threads of social divergence into a fabric of happy companionship with the delicacy of a genius. So perfect were his adjustments with the members of his faculty that none felt the slightest restraint. In whatever public relation the school functioned, it found in him a man who presided with grace and dignity.

"What has been accomplished in the five years of his labors, can not now be expressed. The scholars of future years will live to declare it. Even now his ideas have been incorporated into the curricula of other Normal Schools.

"In the days of our sorrow we seek for an outward expression of the true worth of a great man, but find it not. We can not, neither is human experience old enough, to become accustomed to such a loss, yet if we accept it as an event in the eternal plan, we will agree that his life was supremely beautiful in its fullness and completeness. The spirit of the man and his works remain with us, and we accept their beneficent influence with sincere appreciation." — THE FACULTY OF THE WESTERN ILLINOIS STATE NORMAL SCHOOL.

John W. Cook, in these closing paragraphs, draws a picture of the man we knew, and expresses the sense of strength and of integrity which drew and bound us to Alfred Bayliss as a friend and trusted counselor:

"I can not now recall when I first met him. It was many years ago, however, probably in the middle seventies. When he came to the State Superintendency I felt a sense of personal intimacy although we had not been much together. After that it was a case of warm regard and sincere respect

on my part. In his personal appearance he was one who caught the attention and would not easily be forgotten. He was a modest man, never seeking the center of the stage, yet he was not without his ambitions, as his public career demonstrated. I am sure that he never overestimated his capacities, and I am impressed with the thought that he did not credit himself with the generosity that his powers deserved.

"For many reasons I was especially anxious that he should accept the presidency of the Western Normal School, and I did not hesitate to say so to him. But he distrusted his fitness for the place, and met me with such suggestions as that he was not a Normal school man, that a high school or a college would be a more suitable place for him. In answer it was urged that he had been on the boards of Normal schools for eight years; that he knew of their work and especially of their spirit, and that he was in full sympathy with their ideals. Doubtless others met his hesitation with similar arguments. At any rate, he was finally convinced and undertook his delicate task.

"I have not the slightest doubt that he had the most difficult situation to face of any of us. How he met it is a matter of history. I do not care to go into the story, for others know it better than I. Those of us up this way who knew him were contented to wait with confidence until he solved his problem, for we were assured that he would do it in such a way as to satisfy all fair-minded men.

"He was full score of years in Sterling in charge of the schools of the second district. His is a name to conjure with over there. He is enshrined in their hearts. They talk in the same way about him at Streator, where he had charge of the Township High School, although he was there but a comparatively short time. The four Biennial Reports that he issued when he was State Superintendent are the permanent history of what he did while in that office. You have but to open the first one to discover where his warmest sympathies were enlisted. The country school was his main solicitude and he began that campaign for its betterment that has been so vigorously waged by his successor.

"When he went to Macomb this idea was still uppermost in his mind. He was the first to take over a country school and he gave Mabel Carney a chance to show what she could do with it. Some of us are following his example, and the end is not yet.

"Alfred Bayliss is well defined to the educational people of Illinois. The equities have been satisfied wherever he has gone. He seemed to have been ordained for Sterling; he filled the place abundantly at Streator; his eight years were well spent in Springfield; he was the right man to represent the Normal School element of the Educational Commission; Macomb needed him and got him. He was as honest as the calculus; he had no excesses of enthusiasm nor lapses of balance; he seems never to have been in any false position for which apologies were required. He held the even course, willing to wait and willing to work, and believing, meanwhile, in an outcome that would be his ample justification. The gentle cultures were ingrained in his life. He was a gentleman — 'to the manner born' and to the manner bred. His spirit is well expressed in the following quotations from an address to one of his classes: 'The truth is, we can never sell life for a price.' 'Make the real price nothing if you would receive all. Pray only for elbow-room, insight, courage, strength, and leave to work.' 'It is the peculiarity of our work that in a very large sense it is its own continuing and increasing reward. As in hardly any other form of human endeavor the workman both loses and finds himself in his work.' 'You will not hurry. Neither will you rest. As well try to hurry the stars in their courses as to hurry life. With this attitude of mind toward your chosen task, one element of your reward appears in advance. You will belong to the worthy fellowship of men and women who can sing at their work. In due time, strength and insight and skill will come to you, and in the common school, God's nursery of men, you shall find a vantage ground for a social service far beyond the power of silver and gold, and fame, and the fleeting acclamations of men to measure or reward.' "

"And to him our last hail and farewell." — CLASS OF 1884, Sterling, Illinois.

Mr. Bayliss was born in Bledington, County of Gloucester, England, March 22, 1847, and was christened in the Episcopal church of the parish. When a child of six years his parents came to America and settled in Hillsdale, Michigan. Soon after their arrival his mother died. She seems to have been a source of encourage-

ment to young Alfred to seek an education and through her influence he had already gained an esteem for books.

He began to care for himself when very young. He managed to work his way through the academy and had done some college work when, in 1863, at the age of sixteen, he enlisted in the 11th Michigan Cavalry and served until the close of the war.

Although the war had interrupted his education he did not allow it to break up his plans for an education. When his soldiering days were over he returned to the college and graduated about 1869, after he had earned his way by teaching school and doing odd jobs that opportunity threw in his way.

In 1870, he was elected principal of the La Grange, Indiana, schools and later became superintendent of the schools of the county. While there he married Miss Clara Kern, with whom he had become acquainted in college. For some time she taught with him. She has warmly sympathized with him in his career as a teacher, and has made a place for herself as a writer in current educational literature.

In 1870 Mr. Bayliss became the superintendent of the schools of the central district at Sterling, Illinois. After teaching for a time he withdrew from the school-room and engaged in journalism, having purchased an interest in the *Sterling Standard*, but the school board induced him to leave a successful enterprise and return to the superintendency, after an interval of two years. He retained the position until 1894, when he resigned to make his first canvass for the office of State Superintendent of Schools. Although popular favor was with Mr. Bayliss he was defeated in the convention. He was for a time identified with the *Child Study Monthly*, but soon accepted the principalship of the Streator High School.

In 1898 he was nominated and elected by the Republican party to the office of State Superintendent of Public Instruction, which he held for two terms. Before the expiration of his term of office he was elected to the presidency of the Western Illinois State Normal School and entered upon the duties of his position in 1906 and continued there until his death by accident on the 26th of August, 1911. He is survived by his wife, two daughters and a brother.

CHAPTER XIII.

THE COUNTY NORMAL SCHOOL.

A FEW of the States of the Union have interested themselves in county Normal schools as a solution of the problem of securing competent teachers. In recent years Michigan and Wisconsin have taken the lead and have indicated what can be accomplished in that direction.

Illinois has had an interesting experience with institutions of this character. As will be seen, as this article develops, there have been three such schools in the State, and a law authorizing their organization has been for many years on our statute books. Although these schools have had their day and have disappeared, there are faint indications that they will reappear and that they will become the agencies for supplying the rural schools with competent teachers.

In 1869 the General Assembly passed "An Act to enable counties to establish county Normal schools." This act was approved by the Governor, March 15. It provided that the board of supervisors in counties having township organization, and the county court, in other counties, may establish a county Normal school for the purpose of fitting teachers for the common schools. These bodies were authorized to levy taxes and appropriate moneys for the support of said schools, and also for the purchase of grounds and buildings and all necessary material and equipment. It was provided that in counties not under township organization the county court shall not be authorized to proceed until the matter shall have been submitted to a vote of the people at a general election and approved by a majority of all votes cast at that election on that subject.

The board of control of these schools is called the County Board of Education, and consists of not less than five nor more than eight persons, of which the chairman of the board of supervisors or the judge of the county court, as the case may be, and the county superintendent of schools, shall be *ex officio* members. The other members shall be chosen by the board of supervisors or the county court, and shall hold their office for three years.

Said board possesses the powers of school boards generally. Its secretary is the county superintendent of schools. Two or more counties are authorized to unite in supporting a school.

The closing section of the law legalized the action of boards of supervisors that have already established Normal schools and gave to their managing boards all of the powers conferred by the previous sections of the act. The significance of this action will appear later.

The father of the county Normal school in Illinois was John F. Eberhart, the first county superintendent of schools in Cook county. The interest which he manifested in popular education explains many of the best features of the school law,

as he was present at the sessions of the General Assembly for sixteen years, beginning with 1865, and was also present at the Constitutional Convention of 1870, diligently striving to secure needed changes in the fundamental law.

Mr. Eberhart was elected school commissioner of Cook county in 1859. He says: "There was but little interest in education outside of Chicago. The county schools were without system and were very inefficient and neglected. There had been no school supervision, because the pay for such services was only \$2 a day. Certificates had been given indiscriminately at the request of directors and many were teaching without certificates. I looked into the situation and resolved to visit the schools, and did so without other money compensation for the first year than the \$2 a day for the hundred days, which was just what it cost me for a horse and buggy. The second year the Board of Supervisors made the compensation \$3 a day for two hundred days. There were then fifty-five teachers in the city and one hundred and ninety-eight in the county outside the city. The other compensations of the office were \$1 for each certificate issued and two per cent commission on all school moneys paid out.

"The situation was not inviting at first. Much of the territory about Chicago was occupied by 'squatters' and renters, mostly of foreign birth, who had but little interest in schools except to get money out of them. In one district adjoining the city one director was paid \$50 a month to superintend the erection of a two-room schoolhouse; his son got \$5 a week as janitor, and daughter \$50 a month as teacher, although she had no certificate. In another district two of the directors signed the teacher's schedule by making their mark; in another the teacher was paid \$1,200 a year, and out of that sum was required to build a \$600 schoolhouse out of a fund which could be legally paid only to teachers for their services. In another district there was a complaint that the teacher got drunk. I visited the school at 2 P. M., and found two or three children playing outside the schoolhouse and no one inside. I inquired whether the school was in vacation. They said it was not, but that 'the teacher was down there at that house,' and one of them volunteered to go for him. While the messenger was gone I plied the other children with questions and learned that the teacher spent most of his time with friends out of school and in saloons, and that the attendance was irregular — though his last schedule showed not a single absence for a whole term. They also said that he kept a bottle locked in his desk, from which he frequently took a drink. His salary was \$50 a month and he and his friends felt much aggrieved when his certificate was revoked.

"In trying to change things for the better, of course, prejudices had to be encountered. But it is fair to say that teachers, school officers and children were all as good as could be expected under the then existing conditions. How to better these conditions was the great question with me. For it was soon made evident that examinations, however exacting, could not qualify teachers. Application was made to the county board of supervisors, then the financial authorities in the county, for \$50 to aid in holding a teachers' institute. After some parleying it was granted, and the first session of the 'Cook County Teachers' Institute,' still in existence, I believe, was convened in session at Harlem, now Oak Park, April 11, 1860, with an attendance of seventy-five teachers. Another institute was held in the fall at

Englewood, and thereafter two each year. Frequent meetings of teachers were also held in various parts of the county, where practical matters were discussed and instruction given; and a number of township teachers' associations were formed. In the meantime I sent numerous communications to the board of supervisors on the subject of education, which, if they had not been destroyed by the great fire, would give a correct early history of the Chicago Normal School before it came in sight of the public. I visited the schools of the county, lectured to the people, and personally visited the school officers and members of the board of supervisors at their homes, and discussed 'ways and means' for a better system of schools in the county. This created sentiment and interest and the board of supervisors readily granted a request for a standing committee of education. Paul Cornell, of Hyde Park, was its first chairman, and accompanied me in some of my visitations in the county, and his reports to the board were of great benefit to the progress of affairs.

"After much consideration of the subject, and being fully satisfied that there was no way to secure qualified teachers except by preparing them, a communication was sent to the board of supervisors asking for an appropriation to defray the expenses of a three-months teachers' institute in which the teachers would have free instruction. I think the amount asked for was only \$600. I also called it a 'Teachers' Institute,' as the people had become somewhat familiar with that title, while the name 'Normal School' was not familiar to many of them at that time. The matter was referred to the committee on education and was generally discussed throughout the county, which increased an interest in favor of the project.

"About this time a new board of supervisors was elected and a new committee on education was appointed. Hon. E. J. Whitehead was appointed chairman. He was then a young attorney of ambition and ability, and when asked by the 'political gentlemen' who gave out the 'jobs' and 'positions' and arranged committees, what he wanted, he said he would be pleased with the chairmanship of the committee on education; whereupon the aforesaid gentlemen answered that 'the position don't amount to anything!' This gives an idea of the importance attached to education by some very intelligent gentlemen politicians of that day.

"Mr. Whitehead entered into the spirit of the work in hand. He accompanied me in some of my school visitations, and after many conferences and discussions with him and the committee and the members of the board of supervisors, it was finally agreed by the committee to report in favor of a temporary Normal school, and Mr. Whitehead, chairman of the committee on education, reported to the board of supervisors a resolution for the appropriation of \$2,500 per annum for two years for an experimental Normal school.

"Meantime I had secured propositions from several towns to furnish rooms and accommodations for the school free of charge to the county. There was quite a competition for the location, but Blue Island secured it. The school was opened there September 2, 1867. This was accomplished largely through the instrumentality of the late Heber S. Rexford, the supervisor from that town and a warm and zealous friend of education. Blue Island also offered the best conditions as to rooms, fixtures, furniture, etc. When the final vote was taken on the establishment of the school there was but one vote against it.

“The question now was where to find the man to place at the head of the school for the salary that we were able to pay — \$2,000. He must understand Normal methods and be an all-around, first-class man and teacher. A county Normal school was a new departure and the experiment must succeed. Two things were uppermost in my mind; that its cost must be kept at a minimum and its usefulness at a maximum, and that the school should be strictly professional, in exact and technical knowledge, and yet most efficient in preparing teachers for the schools of the county — the object of its creation. I did not expect that it would be an ideal Normal school of advanced scholarship and training, but that perchance it might be ideal in its adaptedness to the needs of country schools. The course must be short and the school cheap or the country teachers with their low salaries could not avail themselves of its advantages.

“The city teachers at that time did not seem to think that country schools of the county and State were a large factor in the system of education. Nobody appeared to realize that the large majority of the children get all — or at least the first and most important part of their school training — in these country schools.

“In most of our large educational meetings the rural district school was seldom alluded to, yet from these oft-times neglected country schools have arisen most of the great men of the nation. Trace back the biography of most of our distinguished men and you will find that most of them were born and bred on the farm and had the fires of their ambition first kindled in the country schoolroom. It was these country children of less opportunity that I was planning for in the establishment of both the township high schools and the county Normal school.

“The spirit of the school in its earlier days was something remarkable. The pupils averaged high in character and ability and seemed to fully recognize the new conditions and better opportunities that had come to them. There was no pessimism in the school. All was hope, harmony, determination and a cheerful expectation of a better future. It was a unified effort for a great purpose. The teachers were skilled, faithful and energetic, and created an atmosphere in the schoolroom in which it was easy to study. No effort or sacrifice was too great for them in the interest of their pupils, and their sympathy for struggling students was a great comfort and strength to them.

“Mr. Wentworth and myself created a fund — by contributions from friends of the school — the interest of which was loaned to needy students. It was a great help to many worthy students and so far as I know was always repaid.

“A feature of the school that proved beneficial was the bringing into the school of outside and stimulating influences. Men prominent in life, and especially distinguished educators, were frequently invited to visit the school and address the pupils. The county board of supervisors, and especially the committee on education, made frequent visits and was thus made cognizant of its work. All this served as an awakening power to the students, gave them a truer estimate of their importance in life and a larger sense of their own personal responsibilities.

“The school flourished and became very popular under Mr. Wentworth’s administration. I also took an especial interest in it and visited it frequently and counseled with the principal and teachers, feeling that the future welfare of the schools

of the county depended upon its success. In my school visitations in the county I also advertised it, urging teachers to attend, or at least to visit it and make observations. The success of the school was so great that during the second year of its existence I made application for its permanent establishment and the erection of a new building. The proposition was favorably considered and at the request of the board of supervisors I had prepared plans for the present building which were adopted, but which, in the course of construction, were so changed that the building when completed cost about \$140,000 instead of \$25,000 — to which I did not object.

“Up to this time I had worked substantially alone in the county, so far as city teachers or outside help was concerned. I had not even discussed the matter of Normal school with Mr. Wentworth until after the school was a fixed fact, and I had been appointed to secure a principal. About that time he called to congratulate me, and, when I asked him how he would like to be principal of it, he blushed like a boy and said, ‘If you *want me* there is no place in the State I would rather have.’

“Mr. Wentworth was a graduate of the Bridgewater, Massachusetts, Normal School, and was then principal of the Scammon school of Chicago. He ranked high as a teacher, and possessed an energy and a special ambition for this line of work that promised well for the undertaking.

“For his assistant and head of the training school Miss Mada G. Paddock, of the Oswego Normal and Training School, was selected. Two months later, Miss Augusta A. Frost, later Mrs. D. S. Wentworth, was elected assistant teacher in the Normal, and later on Miss Mary R. Gorton, a graduate of the State Normal University. These were all first-class and live teachers in their several departments.

“The original intention of the school was, as aforesaid, to prepare teachers for country schools. It was not expected that it would rank with the great Normal schools of the land, but rather be the rallying point for country teachers, where they could come and receive inspiration as well as instruction, and at small expense. Could it have remained in that humble, practical and useful field of labor it is possible that it might have avoided some of the storms that it has had to encounter, for evolution always has its pangs.

“But I am aware that in Cook county and in Chicago it could not remain in that then practical field of work. Cook county at that time was a rural county, while now it is nearly all city — urban and suburban. The Normal school was placed eight miles from the city center with no thought that the city would ever reach it. Now it is geographically near the center of the city. The onward sweep of things has carried everything with it in enlarged conditions. The school has not only been a growth but an evolution as well.

“It has now passed from the Normal for country teachers to the more advanced Normal for city and high-school teachers. While I do not see how this course could well have been avoided, or that it even was desirable to avoid it, it has nevertheless made vacant the place in our system of State education that it was intended to fill. The other counties in the State which have been encouraged by our action to take steps in the same direction have, since the change of our county Normal to a city Normal, been discouraged. Also the persistent attacks on the school, sent broad-

cast over the State at that time, would have been avoided had the school remained in the specific and legitimate work for which it was originally created. But this is all of the past and can not now be otherwise. The school now is, as it should be, for people who live in a city, and are conditioned to demand high-grade instruction and enjoy advanced educational advantages. There was never so much as a ripple of disturbance during my connection with the school as county superintendent.

“As the school had been established at Blue Island for only two years the supervisors did not consider the location as fixed for any greater length of time, so there was another lively contest for its permanent location. The then town of Lake, by giving the present beautiful site of twenty acres and \$25,000 in cash, won. This matter was largely engineered by the late H. B. Lewis and others, who advanced the money to secure the location of the school.

“It may be interesting to mention that the town of Lake at first proposed to give only two and a half acres for a site. They raised their bid to five acres, and when I told them that I should strenuously oppose locating the school anywhere on less than ten acres and that I wanted forty acres, and when they were convinced that a large lot was desirable, they raised their bid to ten acres. In the meantime, I induced Dr. Beck, who had one hundred and sixty acres adjoining, to add another ten acres.

“The value of the present site, when the matter of locating the school was first discussed, was about \$40 per acre. After the location it rated at from \$150 to \$250. Now it is worth \$50,000 an acre. The school was moved to Englewood in 1869 and occupied rooms in the old brick school building now occupied by the Champlin school, named in honor of Dr. A. H. Champlin.

“The contract for the erection of the new building was let June 17, 1869. The corner stone was laid by the Grand Lodge of A. F. & A. M. of Illinois. The program included a parade, a collation, and an oration by Mayor Rice on ‘Education,’ and an address by John F. Eberhart, County Superintendent of Schools, on ‘Normal Schools.’

“The dedication occurred September 21, 1870. Justice John Summerfield, as chairman of the committee, received the keys. Hon. Lyman Trumbull then delivered the dedicatory address, followed by addresses by ex-County Superintendent John F. Eberhart, on the ‘History of the Rise and Progress of the School,’ and by A. G. Lane, County Superintendent of Schools, on ‘The Present Condition and Influence of the School.’ These were followed by short addresses by ex-Governor Oglesby; Hon. R. B. Mason, Mayor of Chicago; Hon. Willard Woodard, chairman of the committee on education of the city council; J. L. Pickard, Superintendent of the Public Schools of Chicago; J. C. Dore, first Superintendent of the Public Schools of Chicago; Judge Van H. Higgins, and other distinguished gentlemen.

“The school when once in the new building assumed new airs and proportions, growing rapidly in numbers, influence and efficiency. New furniture, new apparatus, and new scientific and historical collections were generously added.

“New teachers of special qualifications were also added as they were needed. A few years later the old ‘white boarding hall’ gave way to the new ‘Students’ Hall’ of greater dimensions and more imposing architecture. The school acquired not

only a local but as well a State and national reputation, and distinguished educators from all parts of this country and the world visited it.

“For some years it had smooth sailing under a clear sky. But later on clouds arose in the horizon. The annual cost was greatly increased, and the members of the Board of Education, who were not *all* distinguished educators, disagreed among themselves as to the policy of the school. This condition became so aggravated that in the summer of 1876 there was a hitch in the board over the election of principal and teachers. They stood half and half for and against Mr. Wentworth. This deadlock continued and the school was idle until October 27, when the Board of County Commissioners took the matter in hand and elected Mr. Wentworth and his full corps of teachers and the school term was finally opened October 30, 1876. The next year Mr. Wentworth was defeated and J. W. Larimore was elected principal.

“The cause of this result is generally ascribed to politics. Mr. Wentworth and his friends felt much aggrieved, and at the urgency and encouragement of some of the latter at Dalton, he opened a private Normal school at that place. The school district and people there erected a fine building and the school seemed to flourish with a goodly attendance. But at the end of one year under a new administration Mr. Wentworth was again elected principal of the County Normal School, and the people of Dalton felt aggrieved that he should leave them after the effort they had made and the money they had expended. During the year of his absence from the Normal school the attendance was diminished, though Mr. Larimore, who had been a teacher under Mr. Wentworth, was said to be a man of high character and fine ability.

“In 1873, the course of study was changed from a two to a three-year course.

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“After my retirement from the office of county superintendent in 1869, after ten years of service in that capacity, I had no official connection with the school until 1878, when I was again placed, without my knowledge, on the County Board of Education. Things were now changed, enlarged and advanced. Mr. A. G. Lane was again the able and efficient superintendent of schools, and he and Mr. Wentworth had added to the school many things beautiful, artistic, useful and scientific, and had made the school broader and more complete in its enlarged field of work.

“What seemed to me to be the greatest need of the school at that time was a kindergarten department; and as I was always an ardent advocate of the kindergarten as a part of the free-school system of the State I went to a great deal of trouble and effort, while president of the County Board of Education, to have it introduced into the Normal school. Mr. Wentworth favored it — favored it passively — and Mr. Lane was willing, but somewhat questioned the propriety of attempting it at that time.

“After many interviews and discussions both personal and by letter with Miss M. H. Ross, of Columbus, Ohio, as to her plans and what she thought she could do for us, it was finally decided to employ her and to establish a kindergarten department in the Normal school. She had, as she expressed it, ‘made a special study of grafting the kindergarten into the public schools.’

"The Board agreed to guarantee her a salary of \$600 for the balance of the school year, and all of the pupils in the Normal Department were to have free access to her lectures. Mrs. Ella Walbridge was appointed as her assistant and to take charge of the kindergarten which was organized in connection with her work."

Mr. Wentworth was in failing health for some time and passed away in Denver, in September, 1882. Mr. Eberhart says of him, "It is not too much to say that he gave the last and best years of his life to the school. To say that he was earnest, zealous, able and devoted does not fully express it. His own warm, sympathetic life went out to it and touched the life of every student." After the death of Mr. Wentworth, Professor William C. Dodge, a graduate of the class of 1871, a man of high standing as an educator and later one of the assistant city superintendents, acted as principal until the election of Francis W. Parker, who took charge of the school on January 1, 1883.

Mr. Eberhart's paper closes with the election of Colonel Parker. The selection of this distinguished educator marked an epoch in the history of the school and, as well, of education in the West. There could be no better indication of the enthusiasm with which the school was supported than the engagement of a man with a national reputation to manage its affairs.

Francis Wayland Parker was of New England birth. He was born October 9, 1837, in the small New Hampshire village of Piscataquog. He came from a long line of teachers and preachers. His early education was very limited, so far as attendance upon historic institutions was concerned. He attended the village school and afterward a country academy. He began to teach when he was sixteen and continued until the breaking out of the war. In 1858 he had come to Illinois and he served for a time as principal of the school at Carrollton. When the call for volunteers came he returned to his native State and enlisted in the Fourth New Hampshire Volunteers. He was elected first lieutenant and rose to the rank of colonel. He was universally known as "Colonel" Parker. Wilbur S. Jackman, his long-time friend and biographer, says: "Many avenues of success, political and financial, were open to him at the close of his military service; but he remained faithful to teaching, his chosen profession. 'I do not remember the day,' he afterward said, 'when I did not believe that I should be a teacher.'"

In 1872 he went to Germany, in pursuance of his purpose to devote his life to education. He was a massive figure, grizzled and bald, with a large head and broad face, and bore no little resemblance to Germany's great leader. He once said that he went one evening in Berlin to a great supper for boys, and when they saw him come in, the word, "Bismark," ran round the tables. He remained at King William's University three years. He was a man of thirty-five when he entered, so it is clear that he knew what he wanted.

In 1878 he went to Quincy, Massachusetts, and there began a reform work which made that modest town a Mecca for school-teachers. His work was so unique that his name became familiar to all students of elementary education and a new term — "Parkerism" — was added to educational terminology.

In 1880 he was elected to a supervisorship in the Boston schools and served in

that capacity until he was enticed by the County Board of Education of Cook County to come to Chicago.

The County Board of Education in 1883-4 consisted of Henry F. Donovan, President; Albert G. Lane, Secretary, and John Summerfield, F. M. Webster, Dr. A. H. Champlin, Max Stern, Theo. Gerstefeld, and Joseph Donnersberger.

The faculty was as follows:

Francis W. Parker, Science and Art of Teaching.

H. H. Straight, Science and Manual Training.

Will C. Dodge, Physics and Chemistry.

Eleanor Worthington, History and Literature.

Emily J. Rice, Language.

W. W. Speer, Mathematics.

Helen R. Montford, Drawing.

Alexander E. Fry, Principal Grammar School, Geography and Music.

Mary A. Speer, Principal Primary School, Primary Methods.

Mrs. Alice H. Putnam, Kindergarten, Principles and Methods of the Kindergarten.

Mrs. Frank Stuart Parker, Elocution.

Lelia E. Partridge, Physical Development.

Sarah E. Griswold, Assistant in Primary School.

Louise E. Layton, Assistant in Primary School.

George W. Fritz, Master of Industrial Room and Out-door Plays.

Thomas M. Balliet, Institute Instructor.

This is an interesting list. The names of many of them have become very familiar to the students of elementary education in America.

While the school was not without a program of procedure, it was liable to frequent and radical change. It was anything but conventional. Colonel Parker could not endure the thought of having his hands tied even though he tied them himself. An indication of the work of the school may be obtained from his first report to the Superintendent of Public Instruction. It is on pages 35-8, of the report for 1883-4.

There were numerous changes in the faculty in the earlier history of Colonel Parker's administration. He was looking for men and women who thoroughly sympathized with him in his view of education and who were able to put his doctrines to the test of trial. In his report for 1889-90 the names of William Giffin and Wilbur S. Jackman appear for the first time. He was greatly indebted to these two capable and faithful lieutenants. Miss Zonia Baber came to the school two years earlier and added materially to its repute. Flora J. Cook, a most capable and enthusiastic woman, was another genuine acquisition in 1889-90. The biennial reports successively expand and more and more reveal what the school is endeavoring to accomplish. The fame of the institution had now gone abroad and students came to sit at the feet of Colonel Parker and his aids from all parts of the country.

It was quite inevitable that the Cook County Normal School should become the Chicago Normal School. This event was consummated finally on the first day of January, 1896.

In a description of the school, County Superintendent Bright says: "January 1, 1896, the Cook County Normal School, thus thoroughly equipped, with its magnificent property and splendid record, was transferred to the City of Chicago and became the Chicago Normal School. Not only the school property but the entire faculty was accepted by the city board of education. It was a memorable night for the City of Chicago. The school was adopted because the people of Chicago demanded it, and this demand was voiced by the Chicago press. The faculty, including Colonel Parker, was retained in charge of the school because Chicago would not have it otherwise, and hundreds of them were in attendance at the meeting, so that there should be no mistake as to what they wanted. The excitement was intense and the scene dramatic."

In his biennial report to the Superintendent of Public Instruction in that year, the principal reviews briefly the history of the institution. He pays a generous and just tribute to the men and women who have made his success possible in the thirteen years of his experience in the school. He reveals the main motives that have impelled him in his work and the report is commended to students of what is often called the "Parker Movement."

In 1899 Colonel Parker resigned the principalship of the Chicago Normal School to take charge of a new institution founded by Mrs. Emmons Blaine and to be known as the Chicago Institute. This school soon became a part of the University of Chicago and its School of Education. Colonel Parker went with the school and remained at its head until his death, which occurred March 21, 1902.

The following characterization of Colonel Parker and his work uses material from various sources in addition to what is contributed from the editor's long and intimate acquaintance with him. Especial obligation is acknowledged to the late Wilbur S. Jackman, whose relations to him were so close professionally and personally. Professor Jackman's article may be found in the report of the Superintendent of Public Instruction for 1901-2.

Of Colonel Parker's philosophy and practice he says: "His entire philosophy and practice of education rested solely upon the theory that democracy furnishes the highest and best type of government for an enlightened and self-respecting people. From this pregnant germ grew everything that he thought and did in the classroom. His conception at once connected his ideals as a citizen with his motives as a teacher, and it linked the destiny of the country with the fate of the schools.

"He never failed to inveigh against the selfishness of aristocracy. 'Its design,' he said, 'is the complete subjugation of the masses to the domination of the few; its methods, to prevent human souls from seeking and finding the truth.' He believed that its methods of mystery, of force, of keeping the people in ignorance, of the isolation of the people into classes, of caste formation, of class education, are all diametrically opposed to the great axioms of democracy. Holding that the motive controls the method, it was manifestly impossible for Colonel Parker, directly, to incorporate with his own any foreign educational system. Aristocracy seeks the perpetuation of an existing state through an appeal to history and tradition; he labored, rather, for a continuous evolution by turning the whole people back upon

the original springs of nature for a constant clarification of inspiration and renewal of strength."

The article is an elaborate exposition of what Colonel Parker is supposed to have held as a system of thought. It is doubtful whether he could have stated it so clearly as his friend has done it for him. He was not strong in formulating philosophic principles. He was more of an intuitionist than a thinker. He was sometimes called the American Pestalozzi, and Pestalozzi did not always see the profounder meaning of what he was doing.

The first thing that the ordinary visitor would observe in entering his school would be the seeming disorder. There were none of the ordinary restraints. The children talked if they were so minded. It was a new kind of a "loud" school. There was no easier way to arouse the "Berserker rage" of the Colonel than to suggest that the children should keep still. The "orderly" room was his particular object of scorn and ridicule. The superficial observer would go away with the impression that it was a playground rather than a school — that there was a perpetual recess.

Professor Jackman explains this condition by declaring it to arise from an application of Colonel Parker's theory of democracy. Society must rule itself. The individual must be free from constraint except so far as he is constrained by his own moral control. There must be no "authority" exerted upon him from without. The instant that appears, democracy disappears. If the citizen must be free the child must be free. What looked like disorder, therefore, was but a stage of the child's evolution as he is on his way to freedom. If left mainly to himself he will in time come to understand just what limitations he must put upon himself to best serve himself, and in best serving himself he is best serving the social order which exists not for itself but for individual men and women.

He tried to forward the project of self-control by awakening in the young minds the sense of responsibility. When they were being dismissed from the morning exercises in which they were expected to catch a key-note for the day, he would ask, "What is the great word?" And with a tumult of enthusiasm they would cry back to him, "Responsibility." "Yes," he would say, "this little boy, this little girl, each one is responsible for the whole school to-day." Of course there was endless criticism and ridicule. Professor Jackman attributes the hostility of the politicians to their dim appreciation of a coming loss of control over a people thus accustomed to freedom. They saw vaguely foreshadowed their loss of empire. That element may have accounted for a part of their resentment. It is quite possible that the Colonel's scathing characterization of their methods may be an easier explanation. It is less complimentary to their intelligence but more in harmony with their ordinary rule of procedure.

It would be the most obvious of deductions from what has been said that the teacher must be free. A mere formula-applier and rule-grinder must be denied admission to the schoolroom. The principals who hand out their cut-and-dried schemes to the teachers and expect them to employ them are cumberers of the ground. Let them take their rules and methods and arbitrary requirements out of the sacred precincts of the hallowed place where children are learning to live.

Of course there was a loud outcry. "Let the galled jade wince," would be the only answer. He was for the teachers all of the time. He asked only that they should be willing to work and to think, to guide their lives by fundamental principles, and whatever blunders they might make in their struggle to find a right way he would gladly and cheerfully overlook, for he felt sure that if they would honestly work and honestly think they would assuredly learn a great lesson from the children for the children.

To him "system" was rubbish. He would have it swept into the garbage cans and carried out. He could not formulate a course of study with its boundaries and limits. Records of scholarship were the seven deadly sins. The only record of value was the ability of the child to do things. The things they made, their writing and their drawings and all of that sort of thing were preserved and taken to their parents as marks of their growth.

As the school is society in the process of becoming, it is above all things a social institution. There all of the occupations are to be illustrated. There all of the mutual dependencies are to be experienced and appreciated and lifted into clear consciousness. There life is to be fine and natural and wholesome and, above all else, happy. Like Rousseau, he deemed the country the ideal place for the rearing of the young. He would measure the worth of the school by its effects upon the lives of the children in their homes. If the spirit of helpfulness did not appear there he would regard his effort a failure. Parents' meetings were to him indispensable. The home and the school must work together for the common good of the child.

The constant emphasis which Colonel Parker placed upon the element of service led many to think him unmindful of the inestimable value of knowledge. This was an unjust judgment. There can be no adequate service without knowledge. The ignorant are bunglers. But he would not have knowledge for the sake of knowledge, nor art for art's sake. Indeed, he ransacked every corner for knowledge. The school had a large library. The clippings from current periodicals filled volumes. The museum represented all callings and all products. It was respecting the function of knowledge that he differed with much of current thought.

It is easy to see that his philosophy of life when applied to the school tended to revolutionize conventional methods. And he cared little for any philosophy that did not act immediately upon the school. It transformed the teacher's methods in every subject. Reading must be taught on the basis of intrinsic thought. Its vocabulary must be the vocabulary of the child put into print. He had his printing press and made his readers. In a similar fashion all of the other subjects of the curriculum developed naturally out of the school as a social center.

Such a school must have a faculty of thinkers. "Under his conception — the child the demand, God the supply, the teacher the means — there is scarcely any limit that can be set to what a thoughtful teacher can do. With the inspiring stimulus of new visions revealed by a constantly receding horizon it is small wonder if overwork and overstrain were sometimes found in the faculty as the result of a supreme effort to take one more step in the field of discovery."

It was in his weekly faculty meetings that all of the multiplied plans were elaborated and discussed and worked over. His was the master mind that planned and

questioned and criticized and encouraged and condemned and approved. It was always quality, quality, quality, that he sought.

With such infinite variety, inevitable with his conception of freedom, there was the most perilous possibility of utter chaos. Some unifying principle was essential to rescue the school from dismal and tragic failure. This he endeavored to find in the principle of concentration and correlation. His volume on that subject throws light upon his effort and is in a way a measure of his success.

It was the fortune of the writer to be president of the State Teachers' Association when Colonel Parker was called to Illinois to tell the people something of "The Quincy Method." His name was upon all tongues. In presenting the speaker to his audience the president remarked that here is "The Quincy Method." It was the personality far more than any distinctive philosophy of education. Of course there was a doctrine; without it there would have been no intelligent procedure. But here was a soul on fire with a mission. He broke through the cold conventions of established creeds and pushed into the warm and pulsing life of childhood and ministered to its unfolding. He was a prophet, fearless, splendidly inconsistent, inspiring. He made his mark upon his time. No one can pick up his colors where they fell from his pulseless hand and say, "I am his successor." He was the only one of his line. He taught us a new way, but he taught in a large way, and we can not write it down in formulated phrase.

But it is well to let him speak for himself. The following quotations are from an account of the Normal school which he prepared after resigning to take charge of the Chicago Institute. It first appeared in the memorial number of the *Elementary School Teacher and Course of Study*, in June, 1902.

"The history of a school is the history of its faculty. The Cook County and Chicago Normal School is no exception to this rule. Dr. John Dewey says: 'The school is society shaping itself.' The function of the teacher, then, is to make life, society, the State, the nation, what they should be; and the function of a Normal school is to train men and women for these duties, which are indeed higher and more important than all others. A Normal school should have a much broader scope than the training of teachers; it should be a laboratory, an educational experiment station, whose influence penetrates, permeates and improves all education and educational thinking. Hence the faculty of a Normal school should consist of the very best teachers — best in education, best in culture, best in professional training and best in experience."

He says of his faculty, "It seemed to us true that education as a science was in its swaddling clothes; that genuine educative work in the schoolroom was comparatively meager; that the cause of this inefficiency sprang from the low grade of demands made upon the pupils; that the systematic cultivation of selfishness through bribery by means of rewards and per cents, and the improper stimulation by promotion, were immoral and often rendered nugatory the best efforts of the teacher; that education, as it was, aimed, for the greater part, at the development of verbal memory, with too little regard for the evolution of thought-power; that the training of the will was left in abeyance; that the children had little opportunity to choose and execute for themselves; that their reasoning power was not appealed to through

the imposition of responsibility; that education was too often mental and moral starvation; that the needs of the body were neglected; that the mind-content was sacrificed for vague word-images; that the moral power was not strengthened as it should be, owing to the lack of proper opportunity for moral action; that the common schools were not adequate to the demands of self-government; that vast sums of money and much toil and drudgery were being expended for schools, with very scanty results; in short, that education left much to be desired, and that by proper means it should be infinitely improved.

“We went to work with enthusiasm and earnestness, determined to solve some of the immediate and pressing questions of school economy. Once a week, for two or three hours, we met to discuss questions that were forced upon us by our daily teaching and training. Every teacher was required to explain his teaching and give reasons for it. He was also required to criticize all the instruction and plans of order that came within his observation. He was asked to present suggestions, new plans and devices which, in his opinion, would improve the school. When the printing establishment became available, each teacher made out a syllabus, which was printed and distributed for study at the faculty meetings.

“Without the practice school we could not have taken one practical, efficient step in the training of teachers. . . . It is the real center and core of a Normal school. It requires the most careful attention and study on the part of the entire faculty. I maintain that our practice school was a far better school for children than schools in general.

“From the inception of the work we were aware that there were very grave difficulties before us. Corporal punishment, fear of which was for ages the stimulus to study, had been generally abolished. The substitute for it had been and is mainly a system of per cents, credits and promotions, based on the lusts for rewards; the system of marks, of quantities of knowledge supposed, and only supposed, to have been acquired. This pernicious scheme of bribery is in reality the systematic cultivation of selfishness, the controlling and root-vice of humanity. Its use, in effect, denies that pupils have any substantial enjoyment in the acquisition of knowledge and in the exercise of skill in expression. Bribery is the line of least resistance for the teacher in keeping the body under constant repression, and in stimulating the mind to startling vagaries — startling if they were understood. The stimulus of credits keeps the boy in his seat; per cents induce him to memorize words.”

A kindergarten was introduced. Handwork, almost unknown in the schools, was provided. Nature study, as much a stranger to the children, was begun. It was for the organization of this work that Wilbur S. Jackman was called to the school. The other subjects of the curriculum were subjected to as rigorous an examination as if they were seeking a place in the school for the first time.

But space will permit no further quotations. The whole article may be found

as indicated above and also in Volume 1, 1902, of the report of the United States Commissioner of Education. In the same report and chapter may be found an address on "The Quincy Method" which will still further reveal the lines along which the author was working. It can hardly be accounted a part of the history of education in Illinois, but Colonel Parker's contribution to that history needs this side-light in order to understand it.

Of his work in Quincy, Dr. Nicholas Murray Butler, now President of Columbia University, said: "It was an object lesson of striking significance to see this veteran soldier, with a German university career behind him, putting forth all his newly roused energies in behalf of the boys and girls of the elementary school. The change in them was startling. 'Going to school ceased to be a homesick tribulation,' wrote Mr. Adams. 'The children actually went to school without being dragged there. The simple fact was that they were happier and more amused and better contented at school than at home.' What had happened? Only the obvious, it seems, as we look back at it now. Mr. Adams has described it graphically and concisely. 'Education was to recur to first principles. Not much was to be attempted; but whatever was attempted was to be thoroughly done, and to be tested by its practical results and not by its theoretical importance. Above all, the simple, comprehensible processes of nature were to be observed. Children were to learn to read and write and cipher as they learned to swim, or to skate, or to play ball. The rule by which the thing was done was nothing; the fact that it was done well was everything.' How sensible, yet novel; how wise, yet how revolutionary!"

In 1900 there were indications that Colonel Parker's health was declining. He had no thought of giving up his work, however. In the early part of 1902 it was clear that he needed to take radical measures. He first went to Minnesota, but the trial was unsuccessful. He went south and died at Pass Christian on March 2. His passing was a shock to the educational public which had not known of his declining health. On March 6, services were held in his memory at the University of Chicago. Addresses were delivered by President Harper, Albert G. Lane, John Dewey and Emil G. Hirsch.

President Harper: "To me he seems a prophet rather than a philosopher. The courage and the strength which he expended in fighting for the highest ideals of educational work, against opposition and in the midst of difficulties, marked the prophetic character. . . . His love for children was extraordinary. The satisfaction with which he studied the development and growth of a particular child, the interest manifested in each individual, were the truest expression of the joy and gladness which seemed to fill his soul in his close communion with child life.

"I can see him now as he sits with his hands crossed, listening with supreme delight to the expressions of child thought, one following the other, each illustrating some phase of the child nature.

"He was a man of superb idealism, unmindful of the present, provided that there seemed to be a promise of a greater future; never moved by motives of expediency, but holding out before himself, as well as those associated with him, a high and splendid ideal toward the realization of which he made the most earnest effort."

Mr. Lane: ". . . From the beginning of his work in this county he strongly molded and influenced the ideas, motives, plans and methods of all who came under his instruction. Nearly every graduate of his school commenced teaching with the high ideals of the teacher's mission and a quickened power to arouse in children a keen, natural interest in any work which was undertaken. They became observers and students of child nature. They sought to lead the unfolding powers of childhood into channels of activity that would make them observant of things, their relations, and uses."

Dr. Dewey: "He was accustomed to say that the social spirit of the schoolroom does more for the child than the formal instruction given; that what the children learn from contact with one another and the teacher is more than what they learn from the text-book and the lecture. . . . What he did in breaking down the despotism, formalism, and the rigidity of the old-fashioned school he did, not just because of abstract theory, but because he insisted that the love and faith, which are the tokens of the highest character everywhere, find a peculiarly appropriate place in the contact of the learned and the mature with the little and the feeble. . . ."

"The great lesson that comes home to me from Colonel Parker's life . . . is what it means really to attain success in life. Colonel Parker never temporized, he never used little expediciencies or policies. He never got lost in the smaller things of life; he kept his eyes steadily on the great things and he fought onward with all the vigor of his personality for those things which are enduring, invisible and worth while."

Dr. Hirsch: "To-day air, sunshine, life, flood the schoolroom. Pupil and teacher alike have been freed from the house of bondage. Whose is the credit? It is his, whose mortal remains will soon be consigned by loving hands to the grave. It was not an easy task to arouse men and women to a better understanding of the implications of education. . . . Colonel Parker put the trumpet to his mouth and declared to American educational idol-worshippers their transgression. Prophet he, he sounded the alarm in no uncertain notes."

These brief extracts indicate the sweep and burden of the addresses. Many letters and telegrams were received by his family. Here are some extracts which show something of their burden:

Colonel Parker was an educational hero, devoted to the improvement of methods in the elementary school. He showed great fertility of resources in discovering devices to secure self-activity in the pupil. His amiability, his devotion to the cause, and his contagious enthusiasm made him a myriad of friends, and many myriads of disciples who will mourn his death. His good work will live on and bless the generations yet to come. — W. T. HARRIS, United States Commissioner of Education.

Colonel Parker made a distinct impression on American education because he first presented to the intelligence of the country the unwisdom of mechanical methods of instruction. . . . He was derided but he commanded a hearing; he was opposed but opposition made him more aggressive.

. . . He broke out new roads and it could only be done by harsh and heavy implements. He was a ready writer and an accomplished, even unique public speaker. . . . Half a million American teachers will be pained at the news of his death and would like the sad privilege of laying a flower upon his bier. — A. S. DRAPER, then President of the University of Illinois.

. . . I have watched him through all the strain and stress of his tireless career, and in it all

I detected that enthusiasm for liberty, that love of childhood, that devotion to progress, which made him so persuasive an influence, his presence perhaps felt more at a distance than near at hand. He was a pioneer who took the knocks that made it easier for those who follow. . . . A brave heart has ceased to beat. May the hearts of his friends beat the more heroically. — JENKIN LLOYD JONES.

In Colonel Parker I lose a valued friend and the young people of the United States one who gave his life to their service, but while we mourn the wise and gentle man gone, we rejoice that he has so impressed his spirit and ideas on his pupils that his work will be carried on and his influence will spread in ever-widening circles as time goes on. — ALEXANDER GRAHAM BELL.

. . . He was the most interesting and original personality prominently identified with popular education since the time of Pestalozzi. While he was far more happily conditioned than the Swiss reformer, he was at the same time immeasurably his superior as a teacher and a leader. He was completely liberated from the old knowledge ideal of the Renaissance. . . . There is no teacher in all our common country that his not his debtor. He was always insisting with all the vehemence of his tremendous power that education is the supreme concern of the State, and that teaching is incomparably the most important and the most elusively difficult of all the arts, and that within the narrow round of the school there is ample space for the exercise of the rarest gifts that lift the divinely selected souls above their fellows. He is the last of his race. . . . JOHN W. COOK.

. . . The whole history of American education has never seen purer idealism or more sincere devotion than Colonel Parker's. He believed in democracy with all the fervor of his nature, and his love for the child and for childhood knew no limits. As a great inspiring force who was impatient of artificial trammels and of formulas when life and spirit were at stake, he has had no equal in our public-school service. His heroism in the schoolroom will be remembered long after his unselfish service to his country on the field of battle has faded into history. . . . NICHOLAS MURRAY BUTLER, President Columbia University.

. . . The country loses in him one of the greatest educators we have ever had. Elementary education in the last twenty years owes more to him than to any other man. He has been a magnificent ferment, stimulating activity everywhere, and breaking up monotony and routine, to which education, as by an iron law, always gravitates. . . . G. STANLEY HALL, President Clark University.

Something more than a month after the services mentioned there was a great memorial meeting of the Chicago and Cook county teachers in the Auditorium. The speakers were Orville T. Bright, County Superintendent of Schools, and Rev. John Lancaster Spalding, Roman Catholic Bishop of Peoria.

Mr. Bright's theme was Colonel Parker's connection with the Cook County Normal School. He, of all men, was best fitted to discuss that topic, as he had been county superintendent of schools and had thus been officially connected with the school during ten of the fifteen years. His contribution, therefore, is of the greatest historic value. It may be found in full in Volume 1, 1902, report of the United States Commissioner of Education.

In the same chapter may be found "An Estimate of Colonel Parker," by President William Rainey Harper, from a report to the National Council of Education, July, 1902, and an appreciation of his life and character by Frank A. Fitzpatrick, reprinted from *The Educational Review*, of June, 1902. The material thus put at the service of the student is of inestimable value for ascertaining what one man can accomplish if that man shall have the gifts and the courage and the industry of a Francis Wayland Parker.

There is a little volume of less than one hundred and fifty pages, called "School Days in the Fifties." Its author is William M. Giffin, A. M., Ph. D. Dr. Giffin

was connected most intimately with Colonel Parker for many years in the Normal school. The last thirty pages contain a very precious chapter, for it is nothing less than Colonel Parker's autobiography, or, rather, so much of an autobiography as was dictated at a single sitting. Dr. Giffin induced his friend to talk about himself for a time, and so it was that the Colonel told the story of his early life, with its hardships, of his intense desire to get an education and what difficulties he encountered and how he was swept away into the calling of the teacher because of an irresistible passion for living in the school.

It will be a surprise to many to learn with what sacrifices he acquired what little he had in the way of education in his boyhood, his youth, and even in his early manhood. He was a mature man when he went to Germany in quest of more light. He was essentially self-educated, getting on with little help from the schools.

Respecting his fondness for teaching, he says: "All my life I have had a perfect passion for teaching school, and I never wavered in it in my life and never desired to change. I never had anything outside offered me that had any attractions for me, and never desired to go outside of the work and it was sort of a wonder to me that I did have such a love for it. I remember when I was teaching in the Grammar School in Piscatauquog I had a little garden. Then we lived near the old home where I was born, and I had a little rocky, gravelly garden, that I used to tend and hoe at morning and night, beans and corn, and so on. Of course when I was hoeing I was dreaming and thinking of school. I remember one day I was hoeing beans, and, by the way, I always liked to hoe beans the best, and I remember just where I stood, and I said to myself, 'Why do I love to teach school?' And then I looked around on the little growing plants, and I said, 'It is because I love to see things grow,' and if I should tell any secret of my life, it is the intense desire I have to see growth and improvement in human beings. I think that is the whole secret of my enthusiasm and study, if there be any secret to it — my intense desire to see the mind and soul grow."

In speaking of his work at Quincy he says: "I never had any idea of any particular fame that would come from that work; that was entirely foreign to my feelings. I never thought for an instant that I was going to do anything superior to anything else that had been done in the school; I simply wanted to carry out my plans. My observations and what I had learned in Europe had convinced me that the philosophers and thinkers of the ages were right; that there was something a great deal better for mankind than what *I had been doing*, at least in school; that there was a means of arousing the mental and moral powers that I had never tried, at least, and I was seeking to try to present the conditions for higher growth. I knew from what I had read and from what I had seen that reading and writing and numbers could be taught in a better way than the old-fashioned way. And from all the works that I could get on the subject, both English and German, I found there was a great deal better way of doing it than anything I had done, and of course I had a great deal of enthusiasm and a great desire to work out the plan and see what I could do. I did not have the faintest suspicion that I was going to do anything better than had been done, that was entirely foreign to my mind, and when our schools in Quincy became famous and thousands of visitors poured in, and it was

written up in all the papers and discussed, I was probably the most astonished man in the whole community.

"I have been often asked what I considered the best thing in my education, and I have named two things — the five years on the farm and the four years in the army. The five years on the farm gave me my love for study and my physical strength, and the army gave me some measure of self-control, not very much, by the way, but enough to steady me."

Colonel Parker's successor in the Normal school was Arnold Tompkins. He had been widely known as an educational lecturer and also as a teacher. His educational life had been mainly spent in Indiana, where he had been connected with the State Normal School as a student and teacher. He was at the head of the Department of Education in the University of Illinois in 1899 when the vacancy occurred in the presidency of the Illinois State Normal University. The retiring president was requested to nominate his successor and named for the position Arnold Tompkins. The governing board ratified the nomination and Dr. Tompkins remained with the school for a single year. His success was regarded as immediate and unequivocal. He was greatly admired by the faculty and the student body, and his unexpected withdrawal from the school was deeply regretted. He accepted the headship of the Chicago Normal School, believing that it offered a more satisfactory field of labor.

Dr. Tompkins encountered many obstacles in endeavoring to work out his plans, but he seemed to have passed the trying years and was looking forward to a more agreeable administration when he closed his career in the summer of 1905.

It was in the later years of his administration that the noble building which now houses the school was begun. It was completed shortly after his death.

Dr. Tompkins was not identified with the Normal school interests in Illinois long enough to demonstrate the practicability of his ideas. He was quite unrivaled as an educational lecturer, being in demand from one end of the country to the other. He had elaborated a system of thought based largely on the fundamental doctrines of Rosenkranz.

Dr. Tompkins was succeeded in the principalship of the school by Mrs. Ella Flagg Young, who had been for many years closely connected with the schools of the city. She began her educational career as a teacher in one of the city schools, rose to the rank of a principalship and of an assistant superintendent, was for a time a teacher in the University of Chicago, and was now recalled to the service of the city in this fine capacity.

Mrs. Young's acquaintance with the schools of Chicago peculiarly fitted her for the position. She knew the needs of the schools as well as any one ever connected with them. She had distinguished herself as a leader. She had the confidence of the educational people and of the general public. A great success came to her easily. The years of her administration have been great years for the school. She remained in the position until elevated to the superintendency of the schools of the city. Her successor is William B. Owen.

The school which began its work in so simple a way more than forty-four years ago is now a great institution with a noble history.

THE PEORIA COUNTY NORMAL SCHOOL.

Reference has been made to the recommendation of Superintendent Bateman that a county Normal school law should be placed on the statute books, and the prompt action of the General Assembly in adopting that recommendation. This act was approved on March 15, 1869. Section 5 of the law reads as follows:

"In all counties that have already established Normal schools, the action of the Board of Supervisors in so doing, and all appropriations made by them for their support, are hereby legalized, and said Board of Supervisors are hereby authorized and empowered to make further appropriations for the support of such schools already established, until such schools have been established under the previous sections of this act."

Although Illinois has had three county Normal schools no one of them was originally established under the provisions of this law. Section 5 was introduced into the bill, doubtless, for the benefit of the existing schools. Two of the schools had a brief life and the other was taken over by the City of Chicago as a city Normal school.

It was hopefully expected that the action of Cook county would be followed by other counties. Peoria county was the first to profit by the example. Samuel H. White, principal of the Brown school, Chicago, was selected for the principalship and organized the school. He was in many ways an ideal man for such a work. His industry and conscientiousness were without limit. He was an excellent school man, having had the experience requisite for such a task. Writing under date of December 1, 1868, he says, as appears in the Seventh Biennial Report of the Superintendent of Public Instruction:

"The Peoria Normal School was established by the joint action of the Board of Supervisors of the county and the Board of Education of the city, and is supported by these two bodies; the city furnishing a building for its accommodation and defraying one-fourth of the expenses, and the county three-fourths. It is under the management of a joint committee of the two bodies, called the Normal Board. A subcommittee of this board, consisting of one member of each, and the superintendents of the city and county schools, with the principal, have the direct control. The latter committee have the power to make all purchases, settle all accounts, make all regulations, etc.

"The school was organized the 9th day of September, 1868. In a few days it had forty pupils. Of that number, four are now teaching, and four have found the course of study too arduous and have left. The present number of pupils is thirty-three. The instruction is as yet confined entirely to the branches taught in the common schools, with methods of teaching each, and lessons in school management, and the development of the mental faculties. Preparations are in progress for opening a training department in connection with the school, at the beginning of the next term.

"The pupils attending the school vary greatly in their ages, from fifteen to thirty-two years, and in their experience as teachers, from none at all to eight years. All are faithful in study, earnest in their work, and apparently ambitious to excel

as teachers. The school has received every encouragement from those in control, and there seems nothing to interfere with its successful progress. Of the desirability of such institutions there seems to me no doubt."

Two years after its organization it placed itself under the provisions of the act providing for such institutions. It was managed, consequently, by a county board of education. Section 2 of the law prescribes the membership of this board. The chairman of the board of supervisors, or the judge of the county court, as the case may be, and the county superintendent of schools are members *ex officio*. The other members are chosen by the board of supervisors, or the county court, as the case may be. The term of office is three years. This board of education exercises all of the functions of the ordinary school board.

During the first year the school enrolled fifty-six pupils; in the second, sixty-nine. The faculty consisted of three — the principal and assistant, and a training teacher. Some of the pupils of the advanced classes gave material assistance in instruction. The training school contained ninety pupils and was a part of one of the district schools of the city.

The course of study was two years, but the actual time required for graduation was mainly determined by the ability of the pupils. In addition to the studies mentioned above, the course was extended to include two terms of algebra and one term in each of the following: Physiology, mental philosophy, methods of instruction, analysis of words, botany, geometry, and rhetoric. The expense of the school was between \$4,000 and \$5,000.

In January, 1872, the school took possession of a building especially erected for its use by the City of Peoria. An additional assistant had been provided and the attendance had increased to eighty-six.

The school had a life of eleven years. The attendance finally reached one hundred and sixteen. Its work was exceedingly thorough and its graduates were successful as teachers.

The faithful and accomplished principal of the Peoria Normal School was a prominent figure in the educational meetings of the State. Reference has been made to his work in connection with the educational exhibit at Philadelphia. It is difficult, within the necessary limitations of space, to give any adequate conception of his service to the State and to the communities in which he lived and worked.

In figure he was tall and spare; he was serious in demeanor although not wanting in mirthfulness when suitable to the occasion; he was intensely earnest and so indefatigable a worker that the hard tasks seemed to go to him by natural gravitation. His character was so pure and lofty, so free from any suggestion of selfishness or self-seeking, that it called forth the warmest admiration from all who knew him. Most of the following account is taken from a sketch prepared by Dr. J. L. Pickard, for many years superintendent of the schools of Chicago.

Samuel Holmes White was born in the township of Lockport, New York, October 7, 1830. His home was presided over by a noble, intelligent mother, with quick, warm affection and almost Spartan ideas of duty. This fact explains much in the life of Mr. White and especially the most characteristic quality that he exhibited. The father was highly respected, but severe and cold in his family, till mellowed by

age. He had no faith in his son's ability to profit by an education, and so the son went out and fought his way alone.

In 1833 his parents removed to Michigan, where limited means could secure more land for the growing family, as farming was their chosen occupation. The boy Samuel here found only limited opportunities for education, but he made the most of them and at sixteen was teaching a country school at a very small compensation, which was reduced after his engagement, on account of his unpromising appearance. He continued to teach and work on the farm alternately until he was twenty-two, when he entered Michigan University.

When he left home he carried with him a \$10 gold-piece, the gift of his mother, but he was never brought to such need as to feel the necessity of disposing of it. He paid his necessary expenses largely by copying law papers. Like many enthusiastic seekers after education, he overworked and underfed himself and paid the inevitable penalty of ill health, which left him for the remainder of his life with less of bodily vigor than his stalwart frame indicated to the ordinary observer.

After graduation he returned to New York and became a teacher in the Lockport High School. While in college his mind had been turned to the study of the law and he pursued that study in the office of a friend while engaged in teaching. Indeed, he was never content unless doing the work of two ordinary men. After two years of teaching and study he entered the Albany Law School and completed his course. The West had made an impression upon his mind, so he turned his face in that direction to find a suitable community in which to serve his clients in the practice of his chosen profession. He had determined to go to Iowa and must needs go through Chicago. While spending a day in that thriving town he happened to see a notice of an examination that was to be held for the selection of a principal for a new school in the West Division. Quite as much for the testing of his knowledge of branches for which his calling would make slight demand as for securing a position as teacher, which was not in mind especially, he appeared as one of the competing candidates and won the approval of the examining board. He thereupon changed his plans and entered upon what proved to be his life-work. This was in September, 1859. Thus do seemingly insignificant things change the current of many lives. Here he remained until his selection for the principalship of the Peoria Normal School.

After a service of eleven years at Peoria, which, added to his Chicago work, rounded a full twenty years of teaching, he found himself obliged to engage in another occupation. Failing eyesight drove him from the schoolroom to the open air and to the more vigorous physical life of a business career. He became the business manager of a printing company, but it was not to his liking, and he pushed on to that Iowa in 1881 that he had intended to make his home when he stopped for a breath in Chicago in 1859. He purchased a sheep farm and stocked it for business, but in the same year he became a victim to extreme nervous prostration and died on March 9, 1882.

"The fashion of Mr. White's life deserves record that it may have a following. The marked features of his life were simple and attainable by others. He was an industrious man. Whatever his hand found to do he did with all his might. He knew no rest until his work was accomplished. His brother writes: 'As soon as the

school year closed at the University he came home, took the scythe, cradle or rake and did as he always did when he had anything to do — went at it in earnest and spent his vacation in hard work.' During his life as a teacher his vacations were always spent in study or in writing. In this way he accomplished much out of his regular school work. Eight years given to the editorial management of the *Illinois Teacher* attest his industry. He wrought upon his farm too earnestly, as his sickness and death attest. He was a prompt man, always ready to meet his engagements at the moment, whether literary or financial. His executive ability was abundantly proven. His school was always promptly and quietly organized. He never had difficulties with his assistants. In the Principals' Association of Chicago, in the State Teachers' Association of Illinois, and in the National Educational Association his membership was always active, his counsels timely and his plans well digested, and by subsequent trial approved. The present excellent organization (1882) of the National Association is largely due to his practical wisdom. He saw that the Association was unwieldy in the massing of its varied interests and proposed a modification, and as chairman of a committee submitted a plan of division, diversity in unity. The plan was immediately adopted and has been in operation until the present time. In fact it is becoming the model for State associations to follow. When it was proposed that the State of Illinois should take her place in the educational exhibit at the Centennial Exposition, at Philadelphia, Mr. White opposed the measure as impracticable. But when overruled by a vote of the association, all thoughts instinctively turned to him as the man who could best prove its practicability.

"The executive ability of Mr. White was recognized also in his selection as president of the State Teachers' Association, as secretary for three terms of the National Association, and for one term its president, and as chairman of the Normal Section after the reorganization of the association.

"Of his work in Peoria, which was of a broader nature than his Chicago work, a friend writes: 'His success as an instructor was known of all men. He could not have been other than patient, exact and thorough, for painstaking thoroughness was his striking characteristic. But this alone is not enough to explain the hold he had on all his pupils — his abiding influence over them. He set to himself a loftier task than simply to ground his pupils in the elements of a school education, and to fit them to impart to others those elements in return. No such affectionate reverence as his pupils felt for him could be accounted for if that were all. What impressed them most, and all who had the good fortune to know him, was his sense of duty, the high moral purpose that breathed life into all his teaching. He was not content with making good schools and good teachers out of the half-formed youth who sought his instructions. He would also have them become noble men and women. Such a teacher can be enthusiastic. He begets enthusiasm, gratitude, action. . . . The rapt joy of the artist comes only to him who, drawing inspiration from the real of our ideas, fashions his clay into nobler form than had been hitherto. The born teacher finds his most satisfying work in a singular field — in setting before his pupils new and higher ideas, in imparting purer motives, in forming character. It was in this field that Mr. White labored with real ardor.

Not alone the words he spoke, but the life he lived, the work he did, the man he was — these were a school, an education to those who sat under him. It was this which converted his pupils into admiring followers and disciples. By such means sound scholarship is extended, and society and the world are made better. Thus would I pay my humble tribute to the man whose work was of such solid worth and whose loss to the cause of education I can never cease to deplore.

“‘He lived little in the past.’ Perhaps he had little comfort in the memory of his early days. They were days of struggle with poverty. His cherished purposes were often thwarted in the direction from which he had a right to expect encouragement and help. He became reticent, scarcely ever alluding to his past history, even to his most intimate friends. He underestimated his own abilities and never felt satisfied with the results of his work. He seemed rather inclined to a gloomy view of his surroundings, but to his most intimate friends he showed a very quiet but deep fondness for sociality. In his home he found constant delight. The strong womanly graces of the wife who survived him were to him a cheer and needed support.”

THE BUREAU COUNTY NORMAL AND MODEL SCHOOL.

This school followed close upon the heels of the Peoria school. It was opened in Dover Academy, October 7, 1868. The moving spirit in this enterprise was Albert Ethridge, the county superintendent of Bureau county. The following statements are taken from the circular announcing the advent of the school:

The object of this school is to aid in furnishing our common schools with teachers who will be able to make themselves successful in accomplishing the objects for which they are sustained. All parties are willing to acknowledge that hitherto our efforts to give our youth a good English education have been a partial failure; and this failure is largely owing to the incompetency of teachers. Experience has taught us that we must make the *education of teachers* a distinct and special work; and we most earnestly solicit the co-operation of all school officers, teachers and other friends of the great common school interest in making this enterprise a success.

The course of study will embrace Reading, Writing, Spelling, Arithmetic, English Grammar, the elements of Rhetoric, Geography, History of the United States, Object Lessons, Theory and Art of Teaching, Phonics, School Classification, and the elements of Physiology and Zoology.

Pupils will be *admitted* without examination, but at the close of the first month all will be examined, and those whose daily records and examinations show them incapable of doing the work of the class will be dropped. Students will be admitted at any time during the year on four weeks' probation.

The Board of Supervisors gave to the project their cordial support and encouragement.

Mr. Ethridge left the teachers' ranks to become the agent of the Harpers. He was a man of unusual capacity and was very highly regarded as an educational leader. His fondness for the ministry, however, did not permit him to continue his agency work very long, and he resumed the work of a clergyman which he continued until within a few years. He now resides in Marseilles.

The school which he founded closed its sessions at the close of the first year and was merged into the Princeton Township High School, the first school established under the law providing for such schools. With the organization of that school it was not deemed advisable to continue the Normal school.

CHAPTER XIV.

DEVELOPMENT OF HIGHER EDUCATION.

IN tracing the evolution of higher education in Illinois acknowledgment must be made of the assistance rendered by the researches of that tireless scholar, Mr. W. L. Pillsbury, the efficient assistant to the Superintendent of Public Instruction, who during his incumbency of that office made such valuable contributions to the biennial reports. He was so painstaking that it is unnecessary to undertake any work of verification of what he has written.

Illinois was originally a part of the Indiana Territory. In consequence, any educational events of general interest that occurred while it was a part of that larger area must, in all probability, have been participated in by Illinois men. It was the first General Assembly of the Territory that passed "An Act to Incorporate an University in Indiana Territory," on the 29th of November, 1806. Two men who were to occupy conspicuous places in Illinois history were certainly there, for Jesse B. Thomas was Speaker of the House and P. Menard was *pro tempore* president of the legislative council. And here are the opening paragraphs of the Act:

WHEREAS, The independence, happiness and energy of every republic depend (under the influence of Heaven) upon the wisdom, virtue, talents and energy of its citizens and rulers,

AND WHEREAS, Science, literature and the liberal arts contribute in an eminent degree to improve those qualities and acquirements,

AND WHEREAS, Learning hath ever been found the ablest advocate of genuine liberty, the best supporter of rational religion, and the source of the only solid and imperishable glory which nations can acquire,

AND forasmuch as literature and philosophy furnish the most useful and pleasing occupations, improving and varying the enjoyment of prosperity, affording relief under the pressure of misfortune, and hope and consolation in the hours of death,

AND considering that in a commonwealth where the humblest citizen may be elected to the highest public office, and where the Heaven-born prerogative of the right to elect and reject is retained and secured to the citizens, the knowledge which is requisite for a magistrate and elector should be widely diffused,

SECTION 1. Be it therefore enacted that, and so on.

The act provided for the creation of a corporation and a board of trustees who were thereby authorized to establish a university. William Henry Harrison was the first chairman of the board of trustees. The faculty was to consist of a president and not more than four professors, and the subjects of instruction were to be the Latin, Greek, French and English languages, Mathematics, Natural Philosophy, Ancient and Modern History, Moral Philosophy, Logic, Rhetoric, and the Law of Nature and Nations. It was further enacted that no particular tenets of religion should be taught, but that departments of Theology, Law and Physics should be

established when the good of the University and the progress of education required them.

Sections 11 and 13 are especially interesting:

AND WHEREAS, The establishment of an institution of this kind in the neighborhood of the aborigines of the country may tend to the gradual civilization of the rising generation, and, if properly conducted, be of essential service to themselves, and contribute greatly to the cause of humanity and brotherly love, which all men ought to bear to each other, of whatever color, and tend also to preserve that friendship and harmony that ought to exist between the government and the Indians, Be it therefore enacted, and it is hereby enjoined upon the said trustees to use their utmost endeavor to induce the said aborigines to send their children to the University for education, who, when sent, shall be fed, clothed and educated at the expense of the said institution.

Be it enacted that the said trustees, as soon as, in their opinion, the funds of the said institution will admit, are hereby required to establish an institution for the education of females, and to make such by-laws and ordinances for said institution and the government thereof as they may think proper.

The particular form of the charters of several Illinois institutions is explained by reference to this one. The language of the organic act of the pioneer university is repeated again and again in the statutes establishing educational institutions of higher training in Illinois after her admission to the Union.

The seminary township was devoted to its support with the privilege of selling four thousand acres. It was granted the usual power of receiving donations and bequests and was authorized to hold not to exceed one hundred thousand acres. It is an interesting commentary on the way the lottery was regarded that the university was permitted to raise \$20,000 by that method. As dates are somewhat interesting in determining priority of establishment it is herewith recorded that the act of incorporation was passed on November 29, 1806, and that the trustees organized on December 6 of the same year. General Harrison was its first president. The invitation to the Indians was unavailing. "Tecumseh was organizing them for his struggle, and they showed a far greater natural disposition for disfurnishing the outside of other people's heads than for furnishing the insides of their own."

A department for women was organized in 1856 and merged with the earlier department in 1870. With the erection of the Illinois Territory, however, the history of the University belonged to Indiana.

Fifteen years after the admission of Illinois to statehood an effort was made toward the establishment of a State university. A bill was introduced into the eighth General Assembly for the organization of such an institution. The bill provided for the endowment of the university with the college and seminary funds and an effort was to be made to secure additional grants of land for its support. The failure of the bill to pass is explained at least in part by the attempt of the Springfield members to carry it off to that city. It is also beyond a doubt that the friends of certain colleges, that had been organized but not incorporated, could find no place in their educational scheme for an overshadowing institution with its hands in the State's strong box, while the children of their solicitude would be doomed to rely upon the generosity of private citizens. Still another consideration had, perhaps, a determining influence. It will be remembered that the State had borrowed the funds that were to be appropriated to the proposed university and the

passage of the bill would necessitate the payment of these obligations that were now furnishing funds for the support of common schools. The withdrawal of this source of income meant the exercise of the functions of the assessor and the collector, not an objectionable proposition in the abstract, but especially disagreeable in the concrete. Whatever may have been the argument the bill failed to pass. This was an epoch of development for the colleges and four were to be founded within the fourth decade of the century, but the University of Illinois was not to materialize for a generation.

It is interesting to note the marked difference between the motives impelling the people to develop the university and those that were effective in the establishing of the small college. The former suggested an elaborateness and magnitude that were disheartening to a sparse population, while the latter could be organized and set going after a good-sized and enthusiastic educational gathering. There are always at hand a few devoted college men who are willing to take the chances of starving in the capacity of professors. The self-denial and courage of the men who have done pioneer work in the small colleges of Illinois and who are still standing by some of these institutions and hoping for better days are worthy to be inscribed on deathless pages. In the decade under consideration the tides of travel were pouring into the young State. The stories of the fertile prairies that awaited the coming of the immigrant had penetrated to the Middle and even to the New England States. The railroad was in the future but the Great Lakes were there, as they had been when La Salle and Marquette pushed into the perilous wilds. Since the days when

"A band of pilgrims moored their bark
On the wild New England shore,"

there had not been a more intelligent body of men and women following the "course of empire." The South sent its quota as well, and Kentucky especially was neighborly.

In all of these immigrants there was a strong religious sentiment, and the need of religious teachers was keenly felt. The pioneer preacher was satisfactory to a certain type of the newcomers, but others had lived within the sphere of the educated clergy and could not be satisfied to have their young grow up under the preaching of the extraordinarily ardent but often illiterate circuit-rider or local exhorter. The college was their only hope, and for the preparation of an intelligent ministry they looked to such an institution. As the religious sentiment was the explanation of the rise of the common school, so it was the inspiration of the small college. Of the four colleges that sprang into life in this decade two of them were due to the zeal of Eastern missionaries in whole or mainly, while the other two were the product of the same sentiment in Illinois.

An unpublished manuscript of the National Bureau of Education on "The History of Higher Education in Illinois," edited by Edwin Grant Dexter, Ph. D., contains an interesting chapter on "The Beginnings of Higher Education in Illinois," by Prof. Frank Smith Bogardus, of the Indiana State Normal School. Through the courtesy of the Commissioner the writer has had access to this contribution and hereby acknowledges his obligation to the author. Professor Bogardus calls atten-

tion to the influence of the location of these schools upon the distribution of population. Thus Illinois College and Knox College belong to the first group mentioned above, while Shurtleff and McKendree belong to the second. They drew their own people about them and thus gave a characteristic complexion to the part of the State in which they were located. These beneficent institutions were denominational in their foundation and thus enlisted the sympathy of their sects in remote regions. It was by no means an unusual occurrence for the contribution box to be passed in far-away churches for the assistance of struggling colleges in that distant West to which some of their fellow communicants may have removed. Knox and Illinois were Presbyterian, and Shurtleff and McKendree respectively Baptist and Methodist.

“That other denominations than those mentioned were interested in the work is shown by the fact that the Scotch Covenanters of Randolph county secured a charter for Union College, in 1833. In the same year the Christian Church of Southern Illinois secured a charter for Jonesboro College, and a few years later Bishop Chase, representing the Episcopal Church, founded Jubilee College.” Although Union College was authorized to begin the instruction of young men it never realized. Some untoward circumstance discouraged its would-be founders. The same fate was experienced by Franklin College, as has been recited on an earlier page. It was the first to secure a charter which was granted in 1826 and its location was to have been in Edwards county.

The failure of Franklin College to become an educational fact is a disappointment to the historian, for Edwards county has a most remarkable record for intelligence and good order. It was to this county that Morris Birkbeck and George Flower, two wealthy and eminent Englishmen, directed a colony only ten years before. This was the Birkbeck whose “Notes” and “Letters” are now so eagerly sought by the students of Illinois history, and which were read as eagerly in England and on the continent as in the prairies that they describe. There was so much of romance and adventure connected with the American experiences of these philanthropists that it is not easy to resist the temptation to turn aside from the main line of investigation and tell the interesting story of these English “invaders,” who sought to better the conditions of the agricultural population of France and England after the Napoleonic wars.

The charter for Alton College, which was passed on March 1, 1833, was declined with thanks. Reference has already been made to this event on an earlier page. There were two conditions that for some reason were creeping into these charters that made them objectionable. One of them was the prohibition of a theological department and the other was the limitation of the land-owning power of the corporation. Since these denominational colleges had the preparation of young men for the Christian ministry as one of their main purposes, the refusal to accept some of the charters is obvious. This antipathy to a theological department is easily understood, as is the close limitation of the land-holding ability. Southern Illinois had been largely settled from Kentucky and other Southern States. There was a natural antagonism to the Northern immigrant, and his motive in getting college charters was declared to be only a “Yankee” scheme for securing large tracts of land. This was effectually blocked by placing such limitations upon the ability to

hold land that the game was not worth the candle. The objection to the theological departments is charged to the antipathy of the pioneer preacher to the educated clergy. The writer well remembers the pioneer circuit-rider who arrived at a school-house to hold a religious service for the members of his sect but found that another congregation was in possession of the premises. The courtesies of the situation were not overlooked by the prior occupant, who was a scholar of real merit. He invited the brother to close the services with prayer and was regaled with a fervent petition that the Lord would add his blessing to "the sarmon that had jist been read to him." It was expected that the necessary inspiration would fill the mouth of the speaker if he reenforced his faith with his zeal. That there were exceptions to the general rule goes without saying, for among the rude shepherds of the flock there were men of great ability and warm friendship to an educated ministry, who regretted their own lack of preparation to lead the people in religious matters.

The colleges that had been unsuccessful in obtaining suitable charters bided their time and "pooled their issues." In 1835 they succeeded in getting more favorable charters, and Alton, Illinois, McKendree and Jonesboro Colleges were incorporated. There were still illiberal features in the charters, but they were accepted, and a few years later more liberal legislatures removed them.

Knox College was incorporated in 1837. It suffered severe limitations in its powers because the charter contained the objectionable features described, but it finally escaped from them when a more liberal sentiment became dominant. Many of these early institutions were short-lived. In the words of Professor Bogardus, "Of seventeen institutions incorporated under the name of 'College or University' between 1835 and 1852, Rush Medical College and Knox are the only ones that seemed to be on a permanent basis. Three others seem to have been incompletely organized and to have done some work, but they soon suspended operations for lack of support. They were Jubilee, McDonough and Illinois State University."

Professor Bogardus calls attention to the "Manual Labor College" movement that appeared in the late thirties. The student of the session laws of the General Assembly of that period finds the pages sprinkled liberally with these bills. They were chiefly inspired by the success of the Oneida Institute of Dr. Gale, in central New York. They all went their way in a little time. Illinois College tried the scheme, but when fairly well equipped discovered that its students were too well acquainted with manual labor to permit their time to be drawn away from the books which they had come to study.

As to the priority of establishing, Professor Bogardus says: "So many conditions surround the foundation of a higher institution that it is difficult to determine, in such a way as to satisfy all concerned, the question of priority. Each of the institutions under discussion was preceded by a school of lower grade; thus Shurtleff was preceded by Alton College and that by Rock Spring Seminary. In a similar way, the forerunner of McKendree College was Lebanon Seminary. If we are to conclude that the colleges considered dated from the establishment of these secondary schools, very different dates must be given though the beginning of real collegiate work is considered as the date of foundation. If the latter course is to be followed there is little doubt that to Illinois College must be given the credit of being the oldest

college in the State. Collegiate work began in that college in the fall of 1830. Certainly no one of the other colleges mentioned began within several years of that date. The date of granting of the charter has no important bearing on the question, since many colleges were chartered in which no instruction was ever given, and others, again, were chartered and organized after a series of years."

If colleges once get a standing place they display a vitality that is phenomenal. The amount of self-sacrifice that is often manifested to keep them going is a tribute to the hearts of those who engage in such despairing tasks, but it occasionally reflects upon their heads. Sometimes the case is so hopeless that they are left to their fate. There are those living who knew something of McDonough College. The "Old School" Presbyterians felt the need of a college upon which they could lavish their affections and their money in the hope that they might produce a body of clergymen that would give success to their propaganda. It received its charter in 1836 and began operations in 1837. It deferred the college idea until 1848, contenting itself meanwhile with the work of an academy. Doubtless it rendered excellent service during that period when secondary schools were so few in number. In that year it secured a new charter and struggled to its feet. Three years later it called a president from Philadelphia, Rev. William F. Ferguson, D. D. For a time its prospects were encouraging, having an attendance as great as that now found in some of our existing colleges, but its following fell away and soon after it died from complete exhaustion.

Jubilee College, as has been stated, was founded by Bishop Chase, of the Episcopal Church. He did not at first ask for a charter, for he did not care to have an unfriendly legislature place any embarrassing limitations upon the religious work of the institution. He was a most excellent solicitor, for he succeeded in getting contributions to the extent of some \$4,000 in money and a large tract of land — some four thousand acres. Three buildings were erected and something of a start was made in the matter of instruction.

The location of Jubilee was exceedingly romantic. It was a few miles west of Peoria in the hilly region lying between the river and the open prairie beyond. The adjacent region had few inhabitants and for that reason, perhaps, it was thought that the college would attract students. It was quite the fashion in those early days to locate educational institutions where the free air could blow through them and where the young men would be free from the temptations of town life, forgetful of the fact that wherever they might go they would carry the world along with them. A visit to Jubilee forty-five years ago revealed the buildings somewhat the worse for the action of the elements, but the students and the professors alike had fled. A charter was secured in 1845, but schools are in need of something more than charters. In recent years it has been reopened as a school for boys.

An account of another of the unsuccessful colleges is contributed by ex-President W. E. Lugenbeel, of Austin College. This institution had its beginning in 1890 as a result of the interest in higher education on the part of five of the leading citizens of Effingham. These men were Dr. J. B. Walker, L. H. Bissell, George M. Lecrone, R. B. Truesdale and W. H. Dietz. The community took an interest in the enterprise and in a short time a sufficient sum was realized to erect and equip a building

capable of accommodating some three hundred students. The school received its name from the liberality of two wealthy citizens of the town, Edward and Calvin Austin. A board of trustees was organized which proceeded to erect the building, equip it, employ a faculty and launch the school on the somewhat uncertain sea of educational endeavor. Effingham was already a good school town. It had felt the impulse of the State Normal Schools and some of their graduates were among its leading citizens. If the money could be secured the project could be made to go. The doors were opened to students on July 6, 1891.

President Lugenbeel, of Borden College, Indiana, accepted the presidency. It was the purpose of the governing board to develop a genuine college which should rank with any of the existing institutions of that grade within the State. "Three classes of students were kept in view in planning the work — graduates of the rural schools, graduates of high schools, and older students whose education was deficient or who desired advanced work. The motto of the institution was, 'An institution at which young and old may study any subject they need.'"

In addition to a preparatory course of two years and a college course of four years, Normal, Commercial and Music courses were offered. Opportunities for most economical living were afforded and it was ardently hoped that a large enrollment of students would be secured.

At the end of two years the school had established an excellent reputation in its part of the State. Its future seemed assured and its friends were full of hope for its permanent success. But it encountered the financial storm of 1893 and nearly experienced complete shipwreck. As is often the case, a rare spirit came to its relief and it outrode the gale under the inspiration of his presence and influence. The name of Henry B. Kopley is held in affectionate regard by all friends of the school. For the next eleven years there was comparative prosperity or at least a reasonably comfortable status. At the end of this period the institution was turned over to the Educational Society of the Christian Church, in the hope that the support of that vigorous and energetic denomination would be able to put it upon a firm foundation. But the philanthropists failed to come to the rescue and the enterprise was given up in 1905.

It is with a sense of relief that the chronicler turns to the history of institutions that were able to survive the periods of financial depression and strike their roots deeply enough into the soil to maintain a healthy life. In narrating the experiences of these colleges we may anticipate stories of trying years when all was dark and failure seemed inevitable. With a tithe of such discouragements in the way, business enterprises would be abandoned and other lines attempted where the chances for success seemed more favorable. But educational institutions possess a strange vitality after they have once established themselves in the hearts of the people. A college is properly called an *alma mater*. It gives one a spiritual mothering without which one feels that a natural mothering loses a large part of its significance.

ILLINOIS COLLEGE.

It has been said that Illinois College may justly claim to be the oldest institution of its kind in the State. Its history is a record of heroic service in the cause of

higher education. The greater part of the material here presented is found in a sketch of the institution prepared for publication by the Bureau of Education by President C. H. Rammelkamp, Ph. D.

Of course it is the old story, the many times a twice-told tale. There will be sure to be some man whose heart has been touched by coals from a high altar. In this case it is one Rev. John M. Ellis. He had been sent by the young American Home Missionary Society into the wilderness of Illinois in 1825. The State was sparsely settled and the churches were few and feeble. In all there were but three Presbyterian clergymen with parishes, and they were widely separated. The nearest Congregational ministers or churches were in northeastern Ohio.

There was a feeble church of his communion in Old Kaskaskia, and thitherward he went. He could not but be impressed with the scarcity of educational facilities, and yet there were the youth of the new commonwealth coming forward to citizenship. As he had opportunity he presented to the people whom he met his dream of a school that should furnish the culture essential to the production of a superior manhood and womanhood and that should at the same time be essentially Christian in its character.

Realizing the poverty of the pioneer his scheme included a plan for self-support on the part of the students. He would have them pay their tuition in produce which they should grow by the labor of their hands in the intervals of their school work. Each student was to have a small area at his disposal and there he could induce the generous soil to return him a livelihood for his labor. A school garden was also a part of the plan and it was expected that the energy that goes to the athletic field of the modern school would expend itself upon the roots and herbs that would minister to the youthful appetites.

In the summer of 1827, in company with Rev. Samuel Giddings, he visited Bond county, where there were a few small Presbyterian churches. There he found a number of young men who desired to enter the Christian ministry. How should they be qualified for their sacred duties except by some educational instrumentality similar to the one that he had been carrying in his heart as he went about the wilderness of prairie and forest? He outlined his plan and the dwellers of the cabins started a subscription paper, with the idea that in the course of time it would be possible to establish an institution in their midst embodying his ideas. It was thus that the movement was launched, although it seemed beyond hope that it could achieve success where people had enough to do to keep above the starvation point.

At that time the Presbyterian churches of Illinois were affiliated with the Presbytery of Missouri, and it was the most natural of suggestions to seek the endorsement by that body of the proposed enterprise. This was done a few months later, and a committee was appointed by the Presbytery to take it under consideration and report their findings to the spring meeting. While the people of Shoal Creek had shown great interest and generosity, it was deemed advisable to make a more careful survey of the territory which would be tributary to the institution before deciding upon a location. Accordingly Mr. Ellis and a Mr. Lippincott, a warm advocate of the Ellis project, spent several days in consultation with the people living in and near Jacksonville with regard to the advisability of establishing them-

selves at that point. A public meeting listened to the ideas of the committee and a sentiment favorable to the location of the institution at that point soon developed. The amount subscribed there was greater than at any other place. The extreme fertility of the adjacent land foretold a large and prosperous community. The proposed site was extraordinarily beautiful, as any visitor may readily perceive for himself after all of these years have passed since these ardent missionaries and the leading spirits of the young village were casting about in the midwinter of 1828.

At the meeting of the Presbytery in the spring the committee submitted its report, with the advice that the project be sympathetically fostered and recommended to the Christian public and that a theological department be adopted by the Presbytery. It must have been a severe blow to the hopes of the committee when their recommendations were unceremoniously voted down. Indeed, was it not too much to expect that a Missouri Presbytery would commit itself to the task of promoting the establishing of an institution of learning in another State when the same thing was so sorely needed in its own? But the movement had gained too much momentum to be abandoned. True, less than \$3,000 had been subscribed and subscriptions are far from being cash in hand; as the committee looked at that little bunch of promises to pay, on one hand, and then contemplated their elaborate scheme of primary, collegiate and theological departments with that economic device for manual labor, on the other, they must have found some difficulty in repressing a smile as they looked into each other's eyes. There was but one thing to do; they must go to the more populous East and enlist the aid of those whose financial condition would permit subscriptions and whose religious zeal would secure them. Mr. Ellis reported to the American Home Missionary Society the exact situation and appealed to the Christian philanthropy of the East. His report gained publicity through the columns of the *Home Missionary*, an eastern publication.

Meanwhile aid was developing in an unexpected quarter. The marvelous resources of the West were beginning to attract the attention of all intelligent people in the older East. The tides of emigration were pouring toward the groves and prairies of Illinois, Missouri, Indiana and Michigan. It was unmistakable that a great empire was developing in those hospitable States and that those who were early in possession were predestined to abundance. The students in the theological seminaries saw the consequent need for missionary talent, as the church and the school always lag far behind the pioneer.

As it is a legitimate work for a school to locate its graduates, there was a "Society of Inquiry" in the theological department of Yale College, whose especial function was to discover fields of employment for its product. Weekly meetings were held for the discussion and dissemination of the information placed at its disposal. So much interest and enthusiasm were aroused that it was inevitable that something should come to pass that would make history. It is possible to locate the epochal event. On the evening of November 25, 1828, Theron Baldwin appealed to his brethren "to consecrate their lives in the true spirit of apostolic self-denial to the great Christian enterprise of universal evangelization." He spoke to youthful hearts, buoyant with hope and in full sympathy with him and his theme. As Mason Grosvenor, a member of that society, was returning from that meeting to his room, under

the solemn majesty of a starlight evening, the thought occurred to him that he and his comrades must act at once. It was another of those instances in which the fire and the tinder have got into those relations which alone make either of them of any significance. The relation of the historic New England colleges to their communities was a matter of common observation. Why should not these fine fellows go forth to the undeveloped West and do for that part of their common country what men moved by a kindred spirit had done for New England? How inspiring the suggestion! Mr. Grosvenor appealed to his comrades and his plan met with warm approval. And now, just at the psychological moment, a copy of the *Home Missionary* fell into the hands of Mr. Baldwin and in it was the Macedonian call of Mr. Ellis. Here were the two things that belonged together, people who were burning to go and a field that needed them. Mr. Baldwin at once communicated with Mr. Ellis and with his friends.

We can easily imagine the impatience of the young men while waiting for the reply. At last it came, and it was what might have been expected from the faithful pioneer at the other end of the line. But little was known of the actual conditions in Illinois. What he wrote fixed the resolution of seven of the young theological students, and in the early part of 1829 they subscribed their names "to a solemn pledge to devote their lives to the cause of Christ in the distant State of Illinois. These seven constitute the group known and honored among the friends of the college as the 'Yale Band.' Their names were as follows: Mason Grosvenor, in whose mind the plan originated; Theron Baldwin, John F. Brooks, Elisha Jenny, William Kirby, Asa Turner, and Julian H. Sturtevant."

It was a peculiar misfortune that the young man who had especially inspired the movement was prevented for many years from engaging in the work that had so attracted him, because of ill health. The rest completed their courses at the Seminary and then set out for Illinois.

Meanwhile they busied themselves in working out in a most painstaking way and with the assistance of the faculty at Yale a definite plan of procedure and conditions contingent upon their going. One of them, by the way, required the young men to raise \$10,000. The conditions were promptly accepted by the trustees and subscribers. The *Home Missionary* engaged in the enterprise with great vigor. The news of the whole movement went abroad through New England and attracted wide-spread attention. In the absence of details the imagination can easily supply them. Illinois was receiving an amount of advertising that it could not have secured in any other way. Jacksonville was lifted out of its obscurity and "set upon a hill." The men who engaged in soliciting the promised funds from the Christian people in the eastern and middle States informed themselves with regard to the unknown country and thus became schoolmasters to the public. Who can tell what large numbers must have been carried forward to the point of decision by what they heard?

In the fall of 1829 Mr. Baldwin and Mr. Sturtevant removed to Illinois to complete their plans and open the doors of the new school. Mr. Baldwin did not stop in Jacksonville, however, but went to Vandalia for the prosecution of missionary work, while Mr. Sturtevant settled down to the task of getting things going. The institution was christened "Illinois College." A nominal tuition fee was determined

upon — \$12 a year for English branches and \$16 for higher branches. All arrangements were finished, and on the 4th day of January, 1830, the institution began its sessions in a partially completed building. This building — Beecher Hall — is still standing and is the oldest building for college purposes west of the Ohio river.

The early days of a college are always of intense interest. When looked back upon from distant years they are surrounded by that charming atmosphere of simplicity and devotion which are so engaging. Julian M. Sturtevant, the first instructor, and predestined to link his name with the history of higher education in Illinois, writes most charmingly of those primitive beginnings. A few characteristic descriptions are culled here and there.

“The first Monday in January, 1830, was fixed upon for commencing instruction.

 Nine students had presented themselves. Our first business was to put up a stove, which occupied us about two hours, carpenters and teacher and trustees and students co-operating. Pupils were then called to order. I addressed them a few words, and among other things told them, I remember, what my heart felt and believed; that we had come there that morning to open a fountain for future generations to drink at. We then commended ourselves and the whole great enterprise to God in prayer. It was a season never to be forgotten, whatever the fate of the college may be. I then proceeded to inquire into the intellectual condition of my pupils. Not one of them had ever studied English grammar or geography, a few had learned the ground rules of arithmetic, and two had some knowledge of the first rudiments of Latin. Instruction was commenced accordingly. The number of pupils gradually increased during the winter and spring, and though I have not now the means of determining accurately it must have averaged from twenty to thirty.”

It seems incredible that a man of the qualities of Edward Beecher could have been enticed from the pastorate of the Park Street Church, in Boston, to go into the wilderness and assume the presidency of a college without students or faculty or buildings. Who can explain it upon any other theory than pure philanthropy? What a boundless blessing it was to this frontier school to have him and Sturtevant, scholars of repute, to teach such boys as were described in that paragraph above. And it was five years before the college obtained a charter. The singular reluctance of the General Assembly to deal generously with the institution shows the settled distrust and suspicions of those early Illinoisans. Candidates for office posed as the guardians of the people to protect them from the dark designs of these unfathomable zealots. The land terror led them to limit the holdings of the college to a single section and the theological terror led them to prohibit the organization of a theological department.

The first class was graduated in 1835, and one of the two constituting it was the gallant Richard Yates, the great war governor and the beloved of the people. How did he win their hearts so completely? There was a natural growth in numbers and in scholarship. The Ellis scheme did not work and there was pressing need of more room. An effort to build brought lasting embarrassment and the whole thing well-nigh went by the board in the panic time of 1837. There had been a \$100,000 fund subscribed in the two preceding years, but the depression almost made a finish of

it, for it was only a subscription. There was land and land, but there were also taxes and taxes, and the land brought no revenue. And so the debts accumulated and hope sickened. Ten years later much of the land was sold and the debts were reduced, but there would have been a drowning had not the generous East helped to keep the flood down or the head up. As if to add to the gayety of nations charges of heresy were brought against President Beecher and Professor Sturtevant and Professor Kirby. The Presbytery tried them but could not find them guilty.

To help the college out of its financial troubles President Beecher returned to the East, in 1842, but once again upon his native heath and pastor of a prosperous church, in Boston, he did not get back to the western battle-ground or begging ground, and he was succeeded in 1844 by that energetic and capable manager, Prof. Julian M. Sturtevant, who had been with the college from the first.

His administration was in many ways a notable one in the history of the institution. He was a remarkable scholar, a great teacher, and a great preacher. He was not a popular figure with the students, however, as a professor, yet his promotion to the presidency was greeted with the warmest approval by all concerned. He gave himself to his intellectual pursuits and lacked somewhat in that spirit of comradeship which makes for so much on the frontier, while in the chair of a professor, but his presidency was the longest in the history of the college and was in many respects the most important.

Illinois was called upon to run the gauntlet of religious quarrels, if quarrels may properly be termed religious. Congregationalists and Presbyterians were yoke fellows in the establishing of the school but they were not well mated. It was important to minimize sectarian influence in the management, for all elements were needed for success, and this was the avowed policy of the former sect. The situation of the president was indicated in an address delivered by him on the occasion of the fiftieth anniversary. The paragraph quoted by President Rammelkamp is worth reproduction here: "During all these years," said Dr. Sturtevant, "It has been regarded as an axiom by a majority of our people, or, if not an axiom a truth perfectly demonstrated by experience, that no college can prosper that is not under the control of some religious sect. I have never accepted it as an axiom and was never farther from accepting it than now. I do not regard it as true. I esteem its contradictory as much nearer the truth, that no college can be in the highest degree prosperous that is controlled and managed by a sect. I am profoundly convinced that it is necessary to the highest prosperity of a college that its control should be as large-hearted as Christianity itself. I heartily accept Christianity as the only possible basis of free and permanent society; and I therefore think that all our schools of learning should recognize it and be founded on it. But narrower than that they can not be, without in a large degree unfitting them for the best discharge of their high function. If you narrow a college within the limits of a sect, you deprive it in a great degree of the sympathy of the whole community. You can not enlist in its support the heart-throbs of the whole people. You will be very likely to make it a starveling."

This sentiment reveals the character of President Sturtevant, and its liberality caused him and his charge no little trouble during his administration.

And there was the slavery question to deal with. The local community and the surrounding communities generally were proslavery in their sympathies. That part of Illinois had been mainly settled from the South. These New England professors were of the political faith of the communities in which they were born and in which they had been nurtured. Here was a situation which of necessity meant conflict. Beecher and Lovejoy were friends, and the former was a part of the provocation that led to the ignominious Alton riot. The interests of the college must be conserved, but how could a Beecher keep silence when the freedom of the press and of public discussion was threatened? Lovejoy was at the commencement in 1837. The faculty were known to be with him. Beecher was with him when he was foully murdered. It was a hard time for the institution. President Sturtevant said in 1844, "I would not consent to suffer what I have suffered in the last seven years and am still suffering for any other consideration than the most imperious duty." And Prof. J. B. Turner, destined to be so conspicuous in fighting for popular education in later years, was an unqualified abolitionist and did not hesitate to avow himself as such. He helped many a black-faced fugitive through the subway in the direction of the north star. So there was turmoil in the community and unrest among the students and the people feared to see an Illinois man on the platform lest there should be some "indiscreet" reference to the "peculiar institution."

In these early days the college trustees seem to have had more to do with the internal management of affairs than the faculty. Thus entrance requirements, library rules, the character of the government of the pupils, regulations respecting the use of intoxicants and other "exhilarating substances," religious ceremonials and about everything but the hearing of classes seems to have been regarded as appropriate material for the board to exercise its discretion upon. Among other things the students were admonished to treat the teachers "with that politeness which is required by the rules of refined society and with that respect and deference which is due them as the executors of the laws and constituted guardians of the institution."

In 1844 there were four professors and two instructors; ten years later there were five regular professors and two tutors. At the close of the Sturtevant administration in 1876 there were seven regular professors, two instructors and a librarian. Here is a rather startling exhibit of admission requirements as early as 1850. No student was to be admitted under fourteen years of age, yet all candidates for admission to the freshman class were to be examined in the Latin and Greek grammars, Cicero's Select Orations, Virgil, Sallust, Greek Reader, Arithmetic, Geography and English Grammar. Of course this was found to be too stiff for the western boys and so it was that with proper apologies the board arranged a scientific course of three years. In 1843 a medical course was organized and continued with quite liberal patronage for five years. The graduation requirements were not rigorous.

As has been stated, a preparatory department was established at the opening of the college, but it was discontinued after a time. In 1869 it was again opened under the name of Whipple Academy, Dr. Samuel L. Whipple, of Jacksonville, having donated \$10,000 for that purpose. Several other features were added to the academy.

The civil war robbed the colleges of their men and Illinois was no exception. Fire visited it in 1852 and robbed it of a building, but an active campaign put a new one in its place in 1857. Additional buildings came in their own time. In 1876 President Sturtevant closed his long term of thirty-two years, but retained a chair in the faculty until a short time before his death. Prof. Rufus Crampton succeeded him in the capacity of acting president, a position which he continued to hold for six years.

In 1882 Prof. Edward A. Tanner was elected president. The college had not been financially successful. An annual deficit had confronted the board. There were no endowments in sight. A portion of the campus had been sold to meet expenses. It was a gloomy outlook and enough to discourage the most stout-hearted. But Professor Tanner had shown skill as a money-getter. He now demonstrated his peculiar fitness for the position to which he had been called. He got the campus back, abolished the hateful deficit, increased the endowment, and in all ways improved the conditions. But his task seems to have cost his life, for he died in the spring of 1891.

The subsequent history may be briefly told. There was a brief interregnum in which Prof. H. W. Milligen, M. D., served as acting president. Dr. John E. Bradley was elected in 1892 and served about seven years. He came from the superintendency of the Minneapolis public schools and was a man of affairs. In his administration the Jones Memorial Building was erected. Pending the selection of a president Prof. Milton E. Churchill acted as temporary head for one year.

In 1900 Rev. Clifford W. Barnes became president. He served for about five years. Under the stimulus of a conditional offer of Dr. D. K. Pearsons, of Chicago, the benefactor of the small colleges, who offered \$50,000 for an endowment fund if the college would raise \$150,000 to go with it, the friends of Illinois came to the rescue and the deed was accomplished. Certain marked changes were incidents of this movement. The Jacksonville Female Academy became a department of the college. This made the institution coeducational after seventy years of life as a school for men. It also passed it over to the Presbyterians. Its troubles were not over, however, for its increased responsibilities were not balanced by its increased income.

President Barnes was succeeded in 1905 by Mr. C. H. Rammelkamp, a Cornell man. He had served on the faculties of Cornell and of Leland Stanford, and at the time of his election was Professor of History in the College. An incident of administration was the election of Hon. William J. Bryan to the presidency of the Board of Trustees in 1905. A year later the college received a gift of \$50,000, in consequence of which Mr. Bryan retired from the presidency of the board.

Under the excellent management of President Rammelkamp Illinois College is predestined to have the most successful experience of its career. The city in which it has spent its life is known as "The Athens of Illinois." The college has attracted a most intelligent body of citizens, or, it may be more properly said, has developed a most intelligent community. Good things are in store for the brave little institution that is so closely related in its life history with the building of a State.

*SHURTLEFF COLLEGE.

Shurtleff College is another of the institutions of higher learning that belong to the early history of Illinois, and a fit companion of heroic Illinois College. As the latter was due to the enthusiasm of the Congregationalists and Presbyterians so the former is a tribute to the zeal of the Baptists. The question of priority of foundation is a matter which each reader must determine for himself, if he shall care to consider it, after the statements of the historians are in.

President Riggs says: "It may be stated positively that the Baptists were the first Protestant Christians to enter this new country. In 1796, the first Baptist church in the State of Illinois was founded in this vicinity."

The year that Illinois was admitted to the Union witnessed the organization of the Illinois United Baptist Association, with one of its objects "the promoting of common schools in the western parts of America." In the same year Rev. John M. Peck was sent to St. Louis to engage in missionary work in that city, as well as in its vicinity. This was seven years before Rev. John M. Ellis had been sent to a neighboring field by the American Home Missionary Society. In 1822 Mr. Peck went to Rock Spring, a point about thirty miles from Alton. It was there that the Rock Spring Theological and High School was established in 1827. President Riggs says: "It is stated" (he does not give his authority) "that this was the first literary institution in the State of a higher order than a common or primary school." If this be a correct statement it attaches no little interest to this frontier attempt to give the pioneers a chance at something more than the merest rudiments of learning. It met with no small degree of success even if measured by modern standards, as it had a student body of almost two hundred and fifty. After a life of four years it was removed to Alton, where it was subsequently merged into Shurtleff College. Here is where an issue is raised again with respect to the honor of being the first born of Illinois colleges. If Rock Creek Theological and High School was the real parent of Shurtleff, then the latter must be crowned as the rightful heir to the blessing. It is not clear, however, as to whether the Rock Creek school died because of the opposition of a new school at Alton or was moved to a more advantageous location and thus was continued under another name.

Before proceeding with the further story of the college, space should be given for a recognition of

JOHN MASON PECK.

We have already encountered him in that historic educational meeting held in the then capital of the State, in 1833. Mr. Pillsbury speaks of him as "perhaps the most indefatigable worker in behalf of education that the State has ever known." At that meeting Mr. Peck moved the adoption of the following:

RESOLVED, That a committee of five be appointed to devise measures for obtaining information on the subject of education and to devise a system of public instruction, and that they report on Monday evening next.

*This sketch consists mainly of material drawn from the History of Shurtleff College, prepared by President J. D. S. Riggs for the proposed publication of the U. S. Bureau of Education.

Mr. Peck was appointed as a member of that committee and at the designated time and place presented its report. The gist of it was the recommendation of the organization of the Illinois Institute of Education, which will be further noticed in the chapter relating to the history of the Illinois State Teachers' Association.

In his "Brief History of Early Education of Illinois," Dr. Willard writes: "Rev. John M. Peck . . . labored for the evangel of the school as only second to the gospel of the church. He founded Rock Spring Seminary; worked hard for Shurtleff College; brought teachers from the East and helped them to employment; in every way and at every opportunity he used tongue, pen, time, means and influence for the great cause. Put with this the fact that he was one of the few leaders who exerted themselves to the utmost when the effort was made in 1823-24 to make Illinois a slave State, when he rode and preached and spoke everywhere against the scheme, and we establish for Mr. Peck a strong claim upon the respect and gratitude of this and future generations."

Again Mr. Peck appears in the record in 1834, immediately before the meeting of the General Assembly. Mr. Peck was then publishing a paper called *The Pioneer and Western Baptist*. This gave him a vantage point for service to the cause of popular education and it goes without saying that he made the most of it. He states in his paper that "during the late contest," presumably the election of members of the legislature, "most of the candidates have come out decidedly and unequivocally in favor of a system of common schools." He is, therefore, of the opinion that something is to be done at the approaching session. He suggests a State Educational Convention to be held at Vandalia at the time of the annual meeting of the Illinois Institute of Education. In consequence a large and enthusiastic company assembled at the indicated time, there being present delegates from more than half the counties of the State. The proceedings of this convention with much additional information of historical value were printed by Mr. Peck and may be found in the Report of the Superintendent of Public Instruction for 1885-6.

President Riggs quotes an unnamed writer as saying of him that "he has done more to mould the character, not only of the State of Illinois, but of the great Mississippi Valley, than any other man that ever lived." This is enough, if true, to entitle him to a place in the Hall of Fame, and it is to be regretted that no champion arises to secure to him his proper recognition. Lyman Beecher is authority for the statement that "he had led more families into the West as permanent families than any other ten individuals." If what Governor Reynolds and Governor Coles said of him be merited, the first of the above statements seems really warranted, for they declare that he did more than any other to save the State to freedom in the doubtful days of 1823.

He was of Connecticut birth. He was the author of Peck's "Guide to Emigrants" and "Gazetteer of Illinois." President Riggs says of him: "He was a leader in all denominational enterprises; an active missionary, and agent of the American Bible Society; an agent of the American Sunday School Union and a Professor of Theology in Rock Spring Seminary. His wonderful energy, his indomitable will, his unconquerable perseverance and his steadfast devotion to the Master whom he served made him a power in shaping the plastic civilization of his time and

country. His monument in Bellefontaine, St. Louis, where he was buried, was erected through the munificence of the late Hon. William M. McPherson, of that city, and is a fitting recognition of his great worth."

An interesting anecdote is related of Mr. Peck which brings into one picture himself and that other pioneer missionary who followed him to the West — Rev. John M. Ellis. As Mr. Ellis was making his way on horseback across the prairies of the Sangamon country, whose desolation was occasionally relieved by the "timber" that marked the presence of a stream, he came to a clearing in the midst of hazel brush and black-jacks and heard the sound of an ax. Of course he saluted the woodsman and with the question, "What are you doing here stranger?" "I am building a theological seminary," was the reply. "What, in these barrens?" "Yes, I am planting the seed." Here was the beginning of Rock Spring Seminary, which was the forerunner of the Alton Seminary, which was the forerunner of Alton College, which was the forerunner of Shurtleff College. The reader can easily supply from his imagination the material for a historical picture to grace the walls of the College Chapel.

ALTON SEMINARY.

This institution is of historical interest as the beginning of the college of which it was the forerunner and, like the biblical forerunner, it was a Baptist. Its Board of Trustees was organized on the 4th day of June, 1832. The movement was the result of the missionary endeavor of one Rev. Jonathan Going, of Worcester, Massachusetts; who had been dispatched to the West by Baptists in the East. Alton was regarded as a strategic point for the denomination to establish an educational institution. Rev. Hubbel Loomis was selected as the principal. It came into possession of the effects of Rock Spring Seminary, including, presumably, whatever of good will that school had developed. Mr. Loomis was a graduate of Union College and was another illustration of the educational and denominational zeal that transported men of superior culture to the undeveloped West.

Reference has been made to the restrictive character of the charters that the General Assembly was disposed to hand out to would-be institutions. In addition to the suggestions that have been made with regard to this peculiar phenomenon it should be said that it is more than a probability that the Dartmouth College case, so famous in the history of litigation and of constitution-making, may have been a more conclusive explanation than the tentative theories already offered. With the sacred inviolability of a charter securely established in the settled principles of American jurisprudence it behooved legislative bodies to be careful about giving away what they could not call back if they should happen to desire to do so. Be that as it may, when the Board of Trustees of Alton Seminary applied for a charter, in 1833, that should incorporate them as "The Trustees of Alton College of Illinois," they were tendered one of the limited sort. It barred the selection of Baptist trustees because they were Baptists and denied the privilege of a theological department. The charter was not accepted. Three years later, along with Illinois and McKendree, a new charter was granted and accepted although it contained the theological department limitation. This year thus marks the beginning of the

charter life of the college. A little later, in 1836, the charter was so amended as to change the name to Shurtleff College, for the reason explained on a previous page. Five years later the legislature permitted an amendment to the charter which enabled the institution to establish its coveted theological department and to exercise the function for which it was originally designed.

And now began the traditional period of privation and struggle. Here was a well-spring of culture freely flowing for all, yet there were few who cared to drink. The thirsty were so precious, however, and in potency and in promise for the good of the commonwealth that was slowly evolving were so out of proportion to their numbers that no effort possible to be made could be considered as uneconomical. Prof. Washington Leverett was the acting president for the first five years of trial. Associated with him was a twin brother, Warren Leverett. They were graduates of Brown University and gave their lives to the school, the former being in vital connection with it in various capacities for fifty-three years.

In the first twenty years there were but two presidents although they served but four and five years, respectively. The first was Rev. Adiel Sherwood, D. D., and the second Rev. Norman N. Wood, D. D. Between them was an interregnum of three years which was supplied by a resumption of the duties of acting-president by Professor Leverett. Rev. S. Y. McMasters served for one year in the same capacity after the retirement of President Wood. Thus ended the first score of years. It does not take long to wear men out in such strenuous work especially when they are not well fed. In all of this period but twenty-four were graduated. Many came but few were chosen. The scholarship requirements were not lowered to meet the aspiring but untrained students. Two buildings had been erected and a start made toward a library. There was no endowment as yet and there is a strong probability that the contents of many a basket collection in Baptist churches in all parts of the country found their way to Alton to keep the breath of life in the institution and corn bread and bacon in the larders of the patient teachers.

A new period in the history of the college began with the administration of Rev. Daniel Read, LL. D., who was elected president in 1856 and served fourteen years. Dr. Read left the pastorate of a St. Louis church to go to the help of the struggling college. The hearts of the friends of the college were inspired with hope when so capable a man cast in his lot with them. As was expected, the faculty was strengthened, and rich men, two at least, gave material assistance. H. N. Kendall, a business man of St. Louis, and Elijah Gove, a Quincy man and a kindred spirit, were the main benefactors. The historian loves to make a record of such timely benefactions. Both served as trustees. The contributions of the latter aggregated nearly \$100,000 and those of the former were about half as much. Such aid was phenomenal in those pre-millionaire years. The college also enjoyed what is not always the good fortune of such institutions; it had the cordial support of the city in which it was located, and without the generosity of many loyal friends it would never have survived the days of storm and stress that came, alas! far too frequently.

It was in the middle sixties that the writer of these lines became acquainted with Dr. Reed while he was supplying the pulpit of a pastorless church in one of the cities of central Illinois. The tall, dignified and scholarly speaker made a most

profound impression upon his mind. It was deemed a rare good fortune for the church to avail itself of his admirable services although his college duties prevented his residence in the city.

In 1863 the long-contemplated theological department materialized and a number of students availed themselves of its facilities. The following year Rev. Justus Bulkley, D. D., entered upon that long and fruitful term of instruction which continued until the close of his life in 1899. At the same time the eminent Dr. Pattison, of Worcester, entered upon a five-year term of instruction in the same department.

In 1867 the young women began to present themselves at the registrar's office. They were welcomed although no especial preparation was made for them. Of course they have stayed, as they always have when once admitted.

Dr. Read resigned in 1870. There had been a period of comparative prosperity, but the clouds were again thickening. The expenditures of the college had been in excess of its income. Friends were alarmed and contributions were meager. Few people care to put money into what seems a losing venture. For two years there was no president. In June, 1872, Dr. A. A. Kendrick, of St. Louis, assumed the office. The election of a new president is usually regarded as an epochal event and the friends gird their loins for a new endeavor. If an opportunity appears to identify the movement with the expiration of a quarter century or a half century much is made of the coincidence, as if no new period opens except in some such phenomenal fashion. These are ways in which we spur ourselves to unusual action. Not long after the accession of Dr. Kendrick to the presidency a rare psychological opportunity presented itself. This was the close of the first century after the signing of the Declaration of Independence. It is interesting as a psychological study to note the number of enterprises that were undertaken on the spur of the occasion. To quote from President Riggs: "It was believed that no more appropriate observance of that significant event could be suggested than thus to equip our colleges and universities for the larger opportunities of the second century of our national life." Providential circumstances seemed to declare that this institution ought to undertake the raising of a centennial fund."

The matter was undertaken and by the beginning of the school year of 1878, Rev. G. J. Johnson, D. D., who was peculiarly fitted for the task, reported that about \$130,000 had been secured in cash and pledges.

In 1882 a third building was added to the two already in service. As the young women continued to come, although endured rather than solicited, it was thought wise to provide a suitable home for them, so a cottage was planned and erected. In further honor of their presence a school of music and art, as more congenial to their tastes than the severe disciplines of the humanities, mathematics and logic, was added to the courses of the college.

As another method of increasing the endowment a canvass was undertaken for the establishment of thousand-dollar scholarships. This movement has also been quite successful, twenty-eight of them having been secured at the time President Riggs' paper was prepared. A gymnasium of modest proportions was also added to the equipment through the kindness of generous friends.

At the end of an administration of twenty-three years, President Kendrick

resigned, in 1894, to accept the pastorate of a St. Louis church. Four years later he returned to the college to assume the deanship of the theological department, but he did not long survive.

As successor to Dr. Kendrick, the Board of Trustees selected Rev. Austin K. de Blois, Ph. D. Dr. de Blois brought to his new duties superior scholarship and the strength and vigor of youth. He was a speaker of unusual power and was sought after by prominent churches of his denomination. He served the college for five faithful years.

The usual interregnum followed the resignation of Dr. de Blois, happily limited in this instance to a single year. His successor was Rev. Stanley A. McKay, who resigned the pastorate of a Bloomington church to accept the position. Dr. McKay remained with the college for five years. At this time there was a bonded debt of \$25,000, and it was determined to extinguish this obligation and add as much to the endowment fund. Both objects were accomplished. He was succeeded by Rev. J. D. S. Riggs, Ph. D., L. H. D., President of Ottawa University, Ottawa, Kansas.

Shurtleff has seen adversity. There have been times in her history when bankruptcy seemed inevitable. Such misfortunes are safely in the past. Annual deficits no longer harrow the soul of the management. With assets amounting to more than a quarter of a million, with an income in excess of the outgo and with encouraging indications of better things yet to come, the college goes hopefully forward to her appointed task.

Of course Shurtleff belongs to the small colleges. The attendance averages about one hundred and seventy-five. The graduation classes have been small and the alumni body does not number more than four hundred, but several thousand in the aggregate have been enrolled as students.

McKENDREE COLLEGE.

The material in this sketch is mainly obtained from an unpublished sketch of the college by Prof. G. W. Greenwood, M. A.

McKendree is another of the Illinois colleges that will soon be celebrating its hundredth anniversary. As time is measured in the West, it belongs to our early history. The child that was born in the year that it was founded is now, if living, bent with age. It is only the external side of its life that can be recorded here.

The story of its establishment is associated with the eccentric Peter Cartwright, whose devotion and courage and practical wisdom have given him a most unique place in the early history of the Methodist Episcopal Church in Illinois. He is well remembered by the editor of this volume, who was one of his most admiring auditors twoscore years ago, when he occasionally appeared on the lecture platform to recount the stirring incidents of pioneer days in the Illinois circuits.

It was in September, 1827, according to the writer of the above mentioned manuscript, that this historic character "presented to the Illinois Conference of the Methodist Episcopal Church, embracing all of the territory west of the Ohio and Mississippi rivers and north to the British possessions, excepting the Missouri Conference, a memorial praying for a Conference Seminary."

In answer to the memorial the Conference appointed a committee of investigation

that was to report at the next meeting. The residents of the little village of Lebanon, St. Clair county, determined to seize the opportunity thus presented to secure for their community an institution of higher learning. To that end the people of the village assembled on the 20th of February, 1828, and took the initial steps by opening subscription books "for the erection of an edifice for a seminary of learning to be conducted, as nearly as may be, on the plan of Augusta College, Kentucky." This was the beginning of that venerable institution toward which so many Illinoisans look with gratitude for its generous contribution to their lives. Since it has had an interrupted life since its original foundation it is a claimant for whatever of honor attaches to priority of organization among the colleges of the State.

One has but to reflect upon the conditions surrounding the proposed site to give to the enterprise an appearance of ludicrousness. Who were to foot the bills for lands and building and teachers? Who would seriously face the problem of managing a school where there were no pupils of advanced training nor preparatory schools to furnish them? It is to be remembered that there were only occasional common schools and that these were supported on the subscription plan. Twenty-seven years were yet to pass before the enactment of a free-school law in Illinois. The explanation lies in the character of the people. Although they were living in the wilds they had come from older States where the higher institutions had shed the light of learning and where its inestimable advantages were understood and appreciated.

Half of the population of the community signed the articles of association and as many must have contributed of their substance for the erection of the school building. Be that as it may, a fund of \$1,385 was raised for that purpose and soon a college edifice was ready for occupancy. Whatever of decoration it possessed the writer gives no account, but there is an incidental mention of a debt to begin with. There was no educational institution of higher character in the early days of the commonwealth that was free from that incumbrance. It was customary to say in those days, not "Have you a debt?" but, "What is the amount of your debt?"

"On November 8, 1828, the stockholders met and adopted a constitution, by-laws and rules, indicating the nature of the work to be done by the institution and emphasizing the employment of some one capable of teaching the higher branches of mathematics, natural and moral philosophy, and the Latin and Greek languages."

And what did they want of such a curriculum in the St. Clair country? Reading and arithmetic and history of the United States and spelling, with a little English grammar, were the subjects most needed. No, they kept in mind the notion of preparing an occasional religious teacher who should compass the traditional curriculum of the eastern institutions of higher learning, and that meant the mastery of the subjects enumerated.

"Two buildings were rented and on November 24, 'Lebanon Seminary' opened under the charge of Mr. E. R. Ames as principal and Miss McMurphy as assistant. Mr. Ames, in after years, was made a bishop of the Methodist Episcopal Church, and was a close friend and adviser of Abraham Lincoln during the trying ordeal of the Civil War." As has been remarked in connection with the institutions already

considered, there were always scholars ready to go to the front to engage in the work of education.

A most surprising enrolment greeted the "faculty," for seventy-two appeared in the course of the first term. Among these were five women. We have seen that one of the two teachers was a woman. McKendree is in undisputed possession of the honor of being co-educational from the start. Let it be remembered to her lasting credit. Moreover, the woman in the first faculty received the same salary as the man. The fact that the compensation of each was but \$25 a month does not change the historical situation.

In 1830 the institution assumed the name by which it has been known for four-score years. William McKendree was a bishop of the Methodist Church and in the course of his travels he visited the seminary. He was so pleasantly impressed with what he saw that he made a most generous gift of land — 480 acres — in the immediate neighborhood. The name is thus easily explained, for Lebanon Seminary became McKendree College soon after.

If McKendree was to be a college it should have a charter. It furnishes another illustration of the strange reluctance of the General Assembly to promote the founding of private schools of higher education. Indeed, it should not be forgotten that the same body had not yet had the grace to pass a free-school law. It has already been related that the charter came in 1835 along with similar recognition for Illinois and Shurtleff. It was a clear case of pooling of denominational issues, as will be recognized when the sects represented are recalled. "McKendree adopted for its motto the last words of the bishop for whom it was named — 'All is well.'" In this charter McKendreean College came into legal existence, but in 1839 a new charter was secured and the name was changed to McKendree College.

This second charter was phenomenally liberal for the time. Abraham Lincoln was a member of the General Assembly that granted it and advised its prompt acceptance lest it might be recalled. It conveyed to the college the privilege of granting university degrees, of establishing any departments that it might choose, and of holding in perpetuity 3,000 acres of land. It gave the further privilege of holding an unlimited amount of land for the first ten years of the life of the charter, but at the end of that period it required that any excess above the 3,000 acres should be disposed of and the proceeds passed over to the endowment fund. It would be interesting to know whether the college was not indebted to Mr. Lincoln for the consideration shown it by the legislature. The charter was accepted within ten days after its passage. The event was celebrated in characteristic fashion.

The first president was Rev. Peter Akers, who was elected in 1835 and served only a single year. His salary was \$500. This would barely furnish a presidential wardrobe now. Three years later he received the first honorary degree of the College — D. D. Professor Greenwood quotes from a letter of President Merrill's a description of the first commencement, which occurred in 1841, and at which the class consisted of seven, all of whom had completed the classical course. "Their orations had been prepared, and in a grove hard by the college premises, over the road nearly in front of the college grounds, a stage had been erected, and here an exhibition of the three lower classes had passed off well. The Commencement Day had arrived,

a large crowd had assembled, the trustees — charter and visiting — were on the stage with the faculty, the senior class one by one made their addresses, their diplomas were distributed, the degrees conferred; and now the first class in McKendree College had been admitted to the grade of Bachelor of Arts. That was a glorious day for McKendree!"

Like her sister institutions McKendree could hear the wolf growling just outside the door. How to keep him out — there's the rub! But "Hope springs eternal," etc.; that is peculiarly true of colleges. If we can by hook or crook keep him out this year something will come to our rescue next year. If ever there were Micawbers outside of "David Copperfield" they are to be found on college faculties and college boards of trustees. One way of getting money is by discounting the future. As early as 1836 perpetual scholarships were sold for \$500. If one did not have the money let him give his note and agree to pay ten per cent upon it and he could keep up a perpetual stream of students one at a time. This gave to the college a "note" endowment of nearly \$50,000. Along came a financial panic and away went the endowment. Eighteen years later a second attempt was made to work out the same or a similar plan. An assortment of scholarships was put on the market at \$100, \$50 and \$30 for twenty years, seven years and three years respectively. This, as might have been expected, turned out badly. It is easy to imagine what occurred. It was so serious a cheapening of tuition as to be little short of a disaster.

From the first the college looked upon itself as a child of the Conference and it derived no little sustenance from collections and other solicited contributions. But the fact remained that it was a chronic beggar, and people in the course of time grow weary of attempting to support an institution that made so little progress in becoming self-supporting. There were possible stories that might have been told, that were never told, of unpaid salaries and ill-supplied larders and self-denial and poverty, all that the institution to which loyal hearts were giving their life blood might survive. Doubtless the heroism of forlorn hopes and charges of "Light Brigades" could easily be paralleled if the truth were known. Presidents came and went, and if they came with money it is probable that they went without it. Of all genuinely tough and indestructible things a college that once gets its roots into the ground is toughest and most persistent.

Hanging on and seizing every chance, four buildings were finally erected. About the beginning of the War of the Rebellion an endowment of \$25,000 was secured and that began to look like permanence. In the hope of increasing the attendance a number of additional courses were offered, but it soon developed that this policy of lowering the dignity of the college did little in helping the solution of the money problem. In 1893 the sky seemed more thickly clouded than ever before. The following summer, Dr. McKendree Hypes Chamberlin, an alumnus of the school, was elected president. It often happens that "it is the darkest just before dawn." Dr. Chamberlin is a son of one of the founders. To him Professor Greenwood gives the credit of saving the college.

"The indebtedness was \$7,000 and the buildings were in a dilapidated condition. It was necessary to raise the debt and put the buildings in good repair; also, to perform the more difficult task of restricting the institution to collegiate work and,

at the same time, not to curtail the revenue so as to imperil its existence during the period of transition."

Dr. Chamberlin accomplished the seemingly impossible. The debt was paid within a year; the physical condition of things was radically changed; the "snap" courses were eliminated; the institution was made a college in fact as well as in name. The philanthropic Dr. Pearson, of Chicago, held out the tempting bait of \$20,000 with an \$80,000 string to it, but the president and friends cut the string and now the institution has an endowment of approximately \$150,000. What a triumph of human persistence against most discouraging obstacles! The college has weathered all the storms and is at last safe — sheltered in a quiet harbor. May her years be countless!

The following list of presidents is an exhibit of the scholars who have made their generous contribution to McKendree:

Rev. Peter Akers, M. A., D. D., 1835-6; Rev. John Dew, 1836-8; Rev. John W. Merrill, M. A., D. D., 1838-41; Rev. James C. Finley, M. A., M. D., 1841-5; Rev. Peter Akers, M. A., D. D., 1845-6; Rev. Erastus Wentworth, M. A., D. D., 1846-50; Rev. Anson W. Cummings, M. A., D. D., 1850-2; Rev. Peter Akers, M. A., D. D., 1852-58; Rev. Nelson E. Cobleigh, M. A., D. D., 1858-63; Rev. Robert Allyn, M. A., D. D., 1863-74; Rev. John W. Locke, M. A., D. D., 1874-78; Rev. Ross C. Houghton, M. A., D. D., 1878-9; Rev. Daniel W. Phillips, M. A., D. D., 1879-83; Rev. William F. Swahlen, M. A., Ph. D., 1883-6; Rev. E. A. Whitwam, A. M., 1886-7; Rev. Isaiah Villars, D. D., 1887-9; A. G. Jepson, M. A., Ph. D., Acting President, 1889-90; Rev. T. H. Herdman, M. A., D. D., Acting President, 1890-1; same, President, 1891-3; Morris L. Barr, A. B., 1893-4; McKendree H. Chamberlin, A. M., LL. D., 1894; Rev. John F. Harmon.

KNOX COLLEGE.

Indebtedness is hereby acknowledged to Prof. William Edward Simonds, Ph. D., whose unpublished manuscript with the above caption has been freely drawn upon for the greater part of the material of this sketch.

Knox College, like Illinois, Shurtleff and McKendree, owes its existence to that missionary spirit which in the early history of Illinois led men to assist in the christianizing of the West by the establishing of schools of higher learning in which young men could be prepared for the ministry. The Presbyterians, Baptists and Methodists are represented respectively by Illinois, Shurtleff and McKendree Colleges. It will be seen that Knox lacked, either for better or worse, the distinctive sectarian control that marked the other three.

Rev. George W. Gale, D. D., a graduate of Union College and of Princeton Theological Seminary, was born in 1779, in the State of New York. When nearly fifty years of age he became greatly interested in the promotion of Christian ideas and of methods of preparing young men for the ministry. His home at this time was at the village of Western, in Oneida county, New York. He was a farmer, and it occurred to him that he might establish a theological seminary on a small scale, by taking into his family a few devoted young men whom he could instruct suitably and who could maintain themselves meanwhile by their labor. From this

idea were evolved the Oneida Institute and Knox College. Here was his plan: "A college to be located on a farm, and workshops attached; all of the students to be required to labor on the farm or in the shops for three hours a day; the proceeds of the labor to be applied to the students' support; labor to be compulsory on all; no aristocracy of idleness to be permitted."

In prosecution of his plan he succeeded in getting possession of a small farm and started his enterprise. It was entirely successful so long as he was the manager. Lane Seminary and Oberlin were shoots from this parent stock. When the master spirit withdrew the Institute languished and subsequently made way for another school on a different plan.

Dr. Gale was fertile in plans. The Institute had appealed to many benevolent people who had contributed to its support, but solicitations for aid had been necessary. Further, a manual labor school required land and shops and both are expensive. Learning of the low price of the former in Illinois, where it could be purchased for the preemption price of \$1.25 an acre, here seemed to be the solution of his problem. The main element of the requisite endowment could there be secured for a trifle as compared with what it would cost in New York. He made his appeal to the public through a circular from which Professor Simonds makes the following extract: "Hundreds of youth of talent and piety and enterprise stand ready to enter upon the work of preparation, whenever a wide and effectual door is opened for them. The manual labor system, if properly conducted and sustained, will open to them the door. It is peculiarly adapted, not only to qualify men for the self-denying and arduous duties of the Christian ministry, especially in our new settlements and missionary fields abroad, but to call them out; to induce them to enter upon the duties of preparation. It is an important fact that while other institutions are, many of them, greatly in want of students, these, with all of the disadvantages upon which they have to labor, are not only filled but a great many of them are rejected for want of means to accommodate them. Let institutions be established on this plan, having all of the requisitions and facilities for profitable labor, in connection with the advantages for literary acquisitions, enjoyed in our well endowed seminaries, and there will be no lack of students; especially if there be added to these, means of gratuitous instruction to the indigent."

The circular calls attention to the importance of the higher education of women, both as suitable wives for the clergy and as teachers of the young. The application of the principle which he desired to apply had already been made in schools for women and had demonstrated its feasibility. He appealed to well-to-do people to establish such institutions in the Mississippi Valley and outlined the plan under which it could be accomplished without difficulty.

The first feature was a subscription of \$40,000. Unlike the ordinary method of an out-of-hand gift there was to be a manifest advantage to the donors. With the money thus secured, lands were to be bought in the Mississippi Valley at the government price and were then to be appraised at \$5 an acre. Purchasers, at that price, of an eighty-acre tract, were to have free instruction for one student for twenty-five years. Out of this margin above the cost of the land the college buildings were to be erected and the requisite farm paid for.

By 1835 the plan had been so successfully worked out by Dr. Gale, and so impressively explained to his friends and other interested people, that sufficient funds were in sight to warrant an organization, which was effected on the 6th of May, 1835, at Rome, New York. A prudential committee was appointed to manage the enterprise and two men were selected to spy out the land with the view to the most advantageous location. Dr. Gale assumed the duty of general agent for the further securing of funds and to induce families to make the proposed migration.

The committee proceeded to the West but encountered unexpected difficulties. It was their plan to purchase an entire township and, although they explored a considerable portion of Indiana and Illinois, they were not successful in finding so large a tract, in a single body, that met all of the requirements of their plan. Portions of some of the townships had been sold and could not be purchased at the government price. In other cases the location lacked in some desirable element. Moreover, the country was rapidly filling and it was necessary for them to exercise some expedition if they were to accomplish their ends with the economy that had been anticipated. Their instructions were finally changed and a half township in the "Military Tract" was recommended. It was duly purchased. It was a part of the present township known as Galesburg. At a meeting held at Whitesboro the original plan was carried out, the subscribers bought their several lots and a college endowment was provided.

It was at this meeting, which occurred on January 7, 1836, that the college was determined upon. It was christened "Prairie College." A little more than a year later it was provided with a charter under the name of "The Knox Manual Labor College." Another change of name cut out "Manual Labor" and left the name by which it has always been known — Knox College.

Section 2 of the act of incorporation sets forth the purpose of the College:

The object of said corporation shall be to promote the general interests of literature, and to qualify young men in the best manner for the various professional and business occupations of society, by carrying into effect a thorough system of mental, moral and physical education, and so reduce the expenses of such education by manual labor and other means, as shall bring it within reach of every young man of industry and promise.

In the spring of 1836 the purchased land was utilized according to the original plan and the village was named after Dr. Gale, the leader of the migration.

The timber was at hand for the construction of the necessary houses and the sawmills soon converted it into lumber. A building was erected for an academy and was occupied for that purpose in the fall of 1838. The first instructor was N. H. Losey. This school was the forerunner of the college and occupied a building in what was known as Log City, where a temporary home was made. The following year the colony removed to the village which had been building meanwhile on the adjacent prairie. In 1838 the college began operations in the academy building and was conducted by Professor Losey, although Rev. H. H. Kellogg had been elected president. He seems to have done little in the way of instruction, but aided by wise counsel and pecuniary assistance.

Dr. Simonds pays a warm tribute to Professor Losey. He says: "He was a man peculiarly well fitted to organize the school and carry it into successful opera-

tion. He was a many-sided man and could do and do well whatever required to be done. He surveyed the village site; was secretary and bookkeeper for the College board; was trustee; was professor of mathematics, of physics and of language and the natural sciences, and in the absence of philosophical and chemical apparatus, he devised and made with his own hands an outfit that enabled him to interest, instruct and inspire the young people who lived along the groves and were drawn by his experiments to attend the Yankee school."

Dr. Gale acted as a teacher for a time and in 1842 Innes Grant added his energies to those of the little faculty. He remained with the college for twenty-seven years.

President Kellogg was succeeded in 1845 by Jonathan Blanchard, who at the time of his election was serving as pastor of one of the Presbyterian churches in Cincinnati. It was another of those interesting instances in which highly capable men were induced to leave the city and undertake the development of an infant college in the sparsely populated prairies of Illinois. It was in his administration that the question of sectarian or non-sectarian control was determined and that the institution became undenominational and has always remained so.

President Blanchard retired in 1857 and was succeeded the following year by Rev. Harvey Curtis, D. D. Dr. Blanchard was in charge when the first class, nine young men, received their diplomas in 1846. As an indication of the fact that the College was achieving the purpose of its founder it should be stated that five of the young men became ministers.

Dr. Curtis served for five years and was followed by Rev. W. Stanton Curtis, who served for a similar term. It was within these administrations that the young men heard the call of their country and exchanged the classroom for the camp. Those were hard days for the educational institutions that were struggling forward through the darkness, but by hook or crook they managed to survive, looking for the days when the boys would come trooping back, bronzed and matured, to take up the old life. Very few of them found their way back to the schools, however. It was a new generation that succeeded them, a generation that was obliged to shoulder their burdens in their absence, although too young for such responsibilities.

Rev. J. P. Gulliver, D. D., served as president from 1868 until 1872. The College scored a material advance in these years along the lines leading to a genuine college life. The financial problem was a burden, but better times were coming.

After an interregnum of two years Hon. Newton Bateman, LL. D., was elected to the presidency and assumed the office in 1875. Dr. Bateman had been for twenty-five years a conspicuous figure in public education in Illinois. For several successive terms he had been Superintendent of Public Instruction. He had discussed educational questions in a most vigorous and convincing manner from Cairo to the Wisconsin line. There was not a city or town in which he was not a familiar figure. He was regarded as "The Old Man Eloquent" by the school people, and Knox was deemed especially fortunate in enlisting his energies and abilities in her behalf. It was believed, and subsequent events warranted the contention, that his accession to the presidency would have a tendency to unite the public schools more closely to the colleges than they had ever been and that it would result in great good to both.

President Bateman's term extended over eighteen years. In the fulness of years he retired to be succeeded by one of the alumni of the institution, a young man who had been but six years out of college — John Huston Finley. After a term of seven years he was succeeded by Dr. Thomas McClelland, then president of Pacific University, in Oregon.

It has been seen that the founder of the college was greatly impressed with the manual labor idea. He was in no sense a forerunner of the modern manual training idea, for the two conceptions have nothing in common, with the possible exception of the idea that work is educative. The manual labor idea was the notion of self-maintenance by agriculture and the further notion of healthful exercise. The farm was to be a gymnasium as well as a cornfield or a vegetable garden. It ran its course with Knox College as it has done with all the other institutions that so hopefully tried it in the early days, when the people were poor and education was expensive.

Dr. Gale was full of the eastern notion of co-education. He was a firm believer in the education of women and made provision for it in his scheme, but it was to be in a co-ordinate institution. As early as 1845 a lady had been permitted to enter the freshman class as a matter of extreme courtesy, but lest the public should have the impression that Knox was co-educational her name was excluded from the catalogue. A course for women was organized as early as 1848 and put in charge of Prof. H. E. Hitchcock. Three years later it graduated a class of three. The advantages of having the young men and women recite together was so manifest that the fashion soon developed and in 1872 the distinction disappeared.

There was a period when the "piping times of peace" threw many army officers out of active service. The National Government permitted details of a number of these officers to private and State institutions on the guaranty that a military organization would be maintained. Dr. Bateman believed that such an addition to the life of the college would be of material advantage and, in consequence, an officer joined the faculty in 1884 and remained until the beginning of the Spanish War.

Mention has been made of the unpretentious academy building in which the college was first housed. The Ladies' Seminary came next, in 1842, but it was soon destroyed by fire. The first building on the campus was erected in 1844 and was followed by another in the following year. Within recent years a number of buildings have been added.

The following is a highly condensed statement of Dr. Simonds' account of the endowments.

The original land purchase was a little less than 11,000 acres, and was disposed of according to the original plan. Donations were received for several years from private sources for the purpose of meeting current expenses. There was a very material appreciation of the realty of the college as Galesburg increased in population, and some of it was sold. Supt. Henry Hitchcock, of the Chicago, Burlington & Quincy Railroad, Dr. Pearsons, Andrew Carnegie, and philanthropic residents of Galesburg have dealt generously with the school.

Dr. Simonds selects from the list of presidents as worthy of special mention

Kellogg, Blanchard, Bateman, Finley and McClelland. Of Dr. Finley he says: "Representing in its finest type the spirit of the institution, Dr. Finley, who, as a country boy fresh from the plow and the routine work of an Illinois farm, had worked his way through college, receiving the highest honors of his class, now holds a high position in the educational world as president of the strong and richly equipped College of the City of New York. Together with S. S. McClure, '82, proprietor of *McClure's Magazine*, and Robert Mather, '82, president of the Rock Island Railroad, two other loyal sons of Knox, he worthily represents the college in the East."

Among the teachers of especial note one had, at the time of the writing of this sketch, 1906, been serving the college for fifty-five consecutive years. This man is Dr. Albert Hurd, Professor of Latin. "His classes are to-day what they have been for more than a half century, a place where boys and girls learn the matter of their study — and, incidentally, where they learn also some things of more enduring value than the mere rules of grammar or the scansion of Latin verse."

A significant feature of the institution is Knox Conservatory, a musical college of high repute.

There are some extremely interesting historical associations with the past at Knox. A sign at the portal of the main building marks the spot where the speakers stood in that memorable debate between Lincoln and Douglas on the 7th of October, 1858. A generation later, President McKinley and his cabinet came to celebrate an anniversary of the event, and stood near the same spot.

Respecting the campus Dr. Simonds writes in this pleasant fashion:

"But two blocks from the business center of the city, by a boulevard lined with the handsome public edifices which typify the religious and educational influences of Galesburg, passing Beecher Chapel and the west wing of Whiting Hall, the home of the young women attending College, one comes upon 'The Way to Knox.' It is a pleasant and inspiring sight to watch the procession of some hundreds of students as they pass every morning from chapel worship to the work of daily recitations. In spring and fall this elm-shade walk through Standish Park and across the front campus to the portals of historic 'Old Main' becomes an avenue of beauty as well as of joyous student life."

ROCKFORD COLLEGE.

(Condensed from an article by President Julia H. Gulliver, Ph. D.)

Rockford College is the product of the same missionary spirit that explains the founding of Illinois, Shurtleff, McKendree and Knox. In 1844 the Congregational and Presbyterian churches of Wisconsin and Illinois, assembled in convention, adopted the following resolution: "The exigencies of Wisconsin and Northern Illinois require that those sections should unite in establishing a college and a female seminary of the highest order — one in Wisconsin near to Illinois and the other in Illinois near to Wisconsin. In consequence of this movement Beloit was established in the former and Rockford Seminary in the latter.

The charter for the Seminary was secured on February 25, 1847. The citizens donated a site and \$3,500 for the erection of a building. It is not to be understood

that the name, Seminary, was any limitation upon the institution in the liberality of its cultures. It was authorized at the beginning to confer degrees of the same rank as the best colleges for men.

There was the usual ill fortune in realizing on the subscriptions and the same policy was followed as had been done in so many other similar institutions — the beginning was made with a preparatory school which later developed into the Seminary. July 11, 1849, was the natal day; Miss Anna P. Sill was the principal in charge. She had been preceptress in Gary Collegiate Institute, in Western New York, in which there was a woman's department.

Miss Sill is described as a woman of remarkable personal beauty and inspired with the desire to engage in missionary work. The foreign field had especially appealed to her, but the West seemed to call her and she followed the beckoning hand. Her pupils were quick to appreciate the superior qualities of this remarkable woman, who had left a home in the more desirable East to lend a hand in building up the new empire that was slowly gaining headway in the rude and sparsely populated West. Finding the building lacking in simple conveniences she undertook to supply them, and did so out of the profits of a boarding house of which she undertook the management. Discovering the needs of the school and impressed by its rapid growth, the ladies of the city undertook the purchase of a campus at a cost of \$1,000 and the citizens raised \$5,000 for buildings.

In 1851 the Seminary began its work with an entering class of fifteen. A year later the corner-stone of the first building was laid by the president of the Board of Trustees, Rev. Aratus Kent, of Galena. It is one of the main purposes of sketches of this character to make a permanent record of the men who have been socially serviceable by their disinterested devotion to community needs. A biographer of Miss Sill declares Mr. Kent to be the "Father of the Seminary, since to him more than to any other man it owed its inception and development."

It is clear from the description of the conditions prevailing in the early history of the Seminary that hardships were the rule rather than the exception. The girls did their own work and overcrowded their narrow limits. Carpets were an unknown luxury, furnaces were in the quite distant future and the small wood stove was the main reliance. Added to these inconveniences was the constant fear of fire, which necessitated a cessation of firing after eight o'clock. But they were a band of zealous students and teachers and these minor afflictions counted for little. It was a source of the keenest disappointment that the quarters could not be so enlarged as to accommodate the large number of applicants who persistently sought to enter. Under the pressure of work and anxieties Miss Sill's health failed and she went East for rest. She could not have been idle, however, for she soon returned with \$5,000 that she had succeeded in some way in raising and with this an additional building was started and money borrowed to complete it. She seems to have had a genius for money-getting, for \$10,000 was secured shortly after and mainly through her effort. This subscription was received from the West. The teachers pledged \$1,000 out of their meager salaries and another building was erected two years later. Two years later a third building and a corridor connecting it with one of the other buildings was begun. Five years later a corridor connecting the other buildings

was completed. Those who are familiar with the rigorous climate of Northern Illinois will readily appreciate the need of these connecting structures. They have since developed into four-story buildings. "The entire amount expended for these earlier buildings was about \$75,000, of which Rockford and its immediate vicinity gave two-thirds. Middle Hall, Chapel Hall, Linden Hall and their connections are now known as the main building. In the winter of 1886 Sill Hall was finished. This building, erected at a cost of \$15,000 with funds almost entirely provided by citizens of Rockford, contains the gymnasium on the second floor and the music rooms on the first floor."

Two additional halls have been erected: Adams Hall, in 1892, mainly the gift of J. Q. Adams, of Chicago, and containing the laboratories and recitation rooms, and Memorial Hall, in 1891, intended as a residence for students and given as a memorial to Ralph Emerson, Jr.

Miss Sill resigned the principalship of the school in 1884, after serving the institution for thirty-five years. She was continued as *Principal Emeritus* until her death, which occurred in 1889. She closed her life in the institution which will ever remain a monument to her devotion to the noble cause to which she freely gave her life.

Dr. Gulliver quotes the following beautiful tribute from the pen of the distinguished Jane Addams, an alumna of the school of the class of 1881:

"From the very first we owe to her . . . the highest grace any institution can possess. Miss Sill gave it that strong religious tone it has always retained. She came to Illinois in an unselfish spirit — not to build up a large school, not to make an intellectual center, but to train the young women of a new country for Christian usefulness. She unaffectedly and thoroughly made that her aim. The spiritual so easily speaks over all other voices. It arrests us at once. We travel the world over to find spots associated with a humble soul, singly striving to unite itself with the unseen. Salisbury Plain, with magnificent Stonehenge, fails to stir us as does the tiny church on the edge of it from whose porch George Herbert mused and prayed. We are bound by the tenderest ties to perpetuate this primitive spiritual purpose — Miss Sill's life-motive. It will be easy to do this — we can not otherwise; it is associated with this spot by her long life and made bright by her gentle death. Why did Thackeray put dear old Colonel Newcome into Charter House School to die, but that he wished to give to his Alma Mater the most exquisite finish, the most consummate grace his genius could devise — to associate with it forever the passing from earth of a gentle, unselfish spirit whose work was finished. Providence has granted us this grace, and whatever good fortune the future may hold for us, nothing can be finer than what we have already."

Miss Sill's immediate successor was Miss Martha Hillard, A. B., now Mrs. McLeish, 1884-8. Succeeding her were Miss Anna Gelston, A. B., 1888-90; Miss Sarah F. Anderson, now Mrs. Ainsworth, acting principal 1890 and principal 1891-6; Miss Phebe T. Sutliff, A. M., President 1896-1901, for Rockford Seminary became Rockford College in 1892; Miss Emily K. Reynolds, 1901-2; Miss Julia H. Gulliver, A. B., Ph. D., 1902.

A few years after her accession to the presidency Dr. Gulliver added to the

regular academic courses two additional departments which were conceived to be needed in our more rational modern life. These were the departments of Home Economics and Secretarial Work. The purpose of the first is obvious and that of the second was to give to young women a good business training along with their college course.

Rockford College has now won her way to the first rank in scholarship. Of all of the leading women's colleges only one is older — Mount Holyoke. It is non-sectarian in its control.

A most remarkable event in the life of the College was the celebration of the fiftieth anniversary of the class of 1854. There were seven in the class and all were present.

ILLINOIS WESLEYAN UNIVERSITY.

This institution is another of the Illinois colleges which owe their origin to the activity of the Methodist Episcopal Church in supplying opportunities for higher education to the young men and women of the State. The sketch here given is a condensation of an article prepared mainly by Prof. C. M. Moss, of the University of Illinois.

In September, 1850, the annual session of the Illinois Conference was held in Bloomington. The organization of such an institution had been considered for several years and it was at this time and place that the Conference determined to lend its patronage and assume the control of the school. It was in the minds of the projectors to lay the foundation of a genuine university. On December 2, the initial steps were taken for incorporation and William H. Allin was directed to complete the incorporation in accordance with the statute. This having been accomplished the Board again met on December 11, and completed its organization. In the list of members are found the names of several well-known citizens of McLean county as well as those of other parts of the State. Isaac Funk, Silas Waters, C. P. Merriman, John Magoun, William K. Holmes, James Miller, Lewis Bunn, John E. Ewing, James Allin, Reuben Andrus, William J. Rutledge, H. K. Fell, James Leaton, Thomas P. Rogers, Linus Graves, John E. McClun, Ezekiel Thomas, William H. Allin — these are household words in McLean county, nor were they confined to the membership of the church that was mainly interested in the movement. Peter Cartwright was a member of the Conference, hence it is not surprising that his name should appear. The character of the men thus identified with the school awakened the hope that another college had joined the list of the permanents.

Wisely concluding to proceed at once to the organizing of the school so that there should be an obvious need of buildings and grounds, literary work was begun at once in the basement of the Methodist Church, in the city of Bloomington, under the directions of Rev. Reuben Andrus, M. A. The next logical step was the appointment of an agent to enter at once upon the work of soliciting funds. Rev. Thomas Magee was the man selected for that purpose. The writer hereof well recalls the conversation that he heard between his parents a year later as they were holding a family council of two over the amount that they could spare from their limited

store for the new college in Bloomington. Evidently they had been favored with a visit from the agent.

It was nearly four years before the location was determined by the gift of the campus and the acceptance of the same in the northern part of the pleasant village which has since grown to the dimensions of a delightful little city of some 30,000. Judge David Davis appears as one of the early donors and seems to have been somewhat active in the matter of location.

Meanwhile the infant school made little progress. In 1851, Rev. William Goodfellow, still remembered by the old residents, was added to the faculty of one and rendered several years of valiant service. Rev. Erastus Wentworth was elected president, but did not actively connect himself with the school. The limited contents of the "strong box" are exhibited by the salary allowed Mr. Andrus — \$425 a year. But it must be remembered that college presidents or acting presidents in those days deemed it a privilege to serve institutions for nothing while they managed at the same time a ministerial charge which gave them a moderate living.

Quite at the first the question of admitting women was under consideration, but it was not favorably settled for twenty years. On July 6, 1852, the board elected Rev. John Dempster, D. D., president, but he resigned at the end of two years, to the detriment of the school, as he was a man of superior ability. At the same time the faculty was completed by the election of Mr. Andrus, Mr. Goodfellow and Rev. C. W. Sears, M. A., to the chairs of mathematics, natural science and ancient languages respectively. Meanwhile the classes were reciting in the basement of the church and there was an encouraging gain in the enrolment, but the prospect for a home for the developing school was not materially brightening.

We have seen multiplied troubles in the histories of the colleges thus far considered, but they were but slight afflictions as compared to what the "Wesleyan" was to endure before all fears of a speedy dissolution finally disappeared. The final determination of the location of the building was delayed because of harrassing complexities. The agent made a brave display of some \$18,000 in the way of subscriptions, but for some reason there was further delay. A new charter was obtained from the legislature granting more favorable conditions and the board reorganized under its provisions.

December 4, 1854, Rev. Peter Akers, D. D., was tendered the presidency, but he made his acceptance conditional on the raising of a \$15,000 endowment for the president's chair. This was not accomplished and the school suspended operations for a year. Meanwhile the building had been started, but debts had accumulated and lawsuits had developed. At this juncture, Rev. C. W. Sears, M. A., on August 9, 1855, offered to take over the institution and be responsible for its maintenance if the existing debts could be taken care of. This was agreed to with that hopefulness that was so characteristic of such situations. Mr. Sears was promptly elected president, but at the end of a twelve-month there were more debts than ever and no money could be enticed out of its hiding-place, so nothing remained but another suspension, which continued until the autumn of 1857. It was not a year of inactivity, however, for the agent of the college, Rev. C. W. C. Munsell, had been about his Master's business.

In the summer of 1856 the board was so seriously disheartened that it was willing to turn over the property to any one that would take it and maintain a school. From the beginning a strong effort had been made to enlist the active co-operation of the Peoria Conference, but with slight success. In November, a committee representing the two Conferences conferred with the board and accepted its offer to turn over to them the exclusive control of the institution. The charter was so modified as to meet the new conditions, which still continue to exist.

And now appeared upon the scene another Munsell, the brother of the agent. Rev. O. S. Munsell was a Methodist clergyman of means and capacity. The agent, when he began his work, found a debt of nearly \$10,000, half of which was bearing interest at the rate of twenty-two per cent. Such were the demands of capitalists in "the good old times." The assets consisted of a small campus and an unfinished building. Something had been done toward an endowment fund but the fateful year of 1857 came on and about everything went overboard. What multitudinous hopes faded into nothingness before that blasting simoon! Mr. Munsell was elected president and voluntarily assumed the entire responsibility of the school for three years, the only conditions being that all the rest were to keep hands off. A second brother, Prof. E. B. Munsell, M. A., came to his assistance and they went to work with a will. They advanced the necessary money, put the building into shape, and opened it for students in September, 1857, with the assistance of Rev. J. T. Tomlin, M. A., as instructor. As an indication of the devotion of these brothers to the Wesleyan let it be recorded that C. W. C. Munsell acted as agent for twenty years, and for fifteen years of that time did not call upon the school for even so much as his expenses. The president and his brother, the agent, now went to work to wipe out the debts and secure an endowment. There were odds and ends, mixed up with conditions of one sort and another, but at the end of three years the debts were paid and they were \$12,500 ahead in the way of an endowment. This was an achievement. Let them be remembered as long as the institution shall endure.

In the first graduating class, which contained two young men, was one Harvey C. DeMotte, who joined the faculty immediately after graduation and remained with the University for twenty-three years. We shall meet him later as president of Chaddock College for three years. He left that position to become superintendent of the Soldiers' Orphans' Home, at Normal. He served with great acceptance in that capacity, being assisted materially by his capable wife. He subsequently returned to the University, where he remained until his death in 1904.

With the graduation of the first class the board assumed the financial responsibility and, to save much future embarrassment, adopted a regulation suggested by the Munsells, to the effect that the board should be responsible for the salaries of the teachers only to the extent that the income of the institution should meet them.

The significant events of the succeeding few years were a destructive storm, whose ravages were repaired by the Munsell brothers, gifts of valuable museum collections, and a sudden call for volunteers in the spring of 1862. There were forty-three male students in the institution that were capable of bearing arms; thirty-two of them, under the leadership of Professor DeMotte, responded to the call and the school proceeded with the remaining eleven.

The year 1866 was one of good omen to the University. It was the centenary year of the Church and was celebrated by raising endowments. That of the Wesleyan was increased to more than \$75,000 and the aggregate assets were found to be more than \$150,000; \$9,000 of the increase was received from the family of Hon. Isaac Funk, who had died the previous year.

The next move was for the purpose of securing a suitable building. All that had thus far been secured was a modest two-story structure of small proportions. From 1868 to 1871 the managers were busy in their effort to accomplish this most desirable result. When complete it had cost \$100,000, which meant the burden of another debt, with all of its distressing implications. Happily it was extinguished after the old fashion of struggling along until the deed was done.

In fulfillment of the purpose to create a university a law department was added in 1872, under the deanship of R. E. Williams, Esq., of Bloomington. A musical department soon after also became a college of the university. Both have been prosperous.

In 1873 President Munsell resigned and was succeeded by Rev. Samuel Fallows, D. D., who served for two years and then became Bishop of the Reformed Episcopal Church. President Fallows made several notable additions to the work of the university, one of them being a system of post graduate courses leading to degrees and conducted through examinations, after the fashion of the London University.

Dr. Fallows was succeeded by Rev. W. H. H. Adams, D. D., who served until 1887. The debts had again become an "old man of the sea," but an energetic administration again avoided shipwreck. In 1888 Rev. W. H. Wilder, D. D., an alumnus of '73, was elected president. He served for nine years and cut both ways; reducing the indebtedness and increasing the endowments. He added material equipments and signalized his administration by unusual financial skill. An interregnum occurring for a year, Prof. R. O. Graham, the head of the science department, acted as president. Professor Graham deserves far more than a passing mention. Any adequate history of the university will write his name large in its annals.

In 1897 Dr. Edgar M. Smith, of Montpelier, Vermont, was elected to the presidency and served for the succeeding eight years. He was succeeded by Francis George Barnes, D. D., who had made a phenomenal success of the Grand Prairie Seminary, at Onarga, Illinois. There was great need of energy and enthusiasm and ability. He was like one of the western cyclones that sweep along everything in its path. He soon doubled the attendance and, more, aroused a new and most cordial interest in the university, found ways out of embarrassing financial difficulties, established a department of commerce, added a department of domestic science and scored an epoch in the life of the institution. He was succeeded by Rev. Theodore Kemp, D. D.

Within the last fifteen years occasional bequests have been dropped into the lap of the university. The latest is from that universal benefactor, Mr. Carnegie, and it has been utilized in the erection of a science building.

Much remains unwritten in this condensation of Professor Moss' article. He was for several years connected with the university as Professor of Greek, and is one of many men of rare culture who have been called to wider fields of usefulness.

It may now be regarded as beyond a doubt that the institution is safely at sea and where the water is deep and the sailing good. Its friends are many, and all wish it the large prosperity that should come to it after its long struggle with adverse conditions.

LOMBARD COLLEGE AND RYDER DIVINITY SCHOOL.

(From a sketch by President Lewis B. Fisher, D. D.)

This institution was established as an academy, at Galesburg, 1851. It was empowered to confer college degrees in 1853, was named a university in 1855, and received its present name in 1899.

Like the other colleges it owes its origin to the desire to advance the interests of religious thought and practice. While the other denominations were establishing schools for the promulgation of their religious faith, the Universalists determined to follow their example. In consequence a meeting was held at the home of Amos Pierce, at Greenbush, Warren county, in 1850, at which Rev. Charles P. West, a pioneer minister of the denomination in the State, was authorized to formulate the situation and present it at the next meeting of the Spoon River Association of Universalists. This meeting was held at the same place on May 9 of the same year. The meeting adopted the following statement submitted by Mr. West:

WHEREAS, The intellectual and moral improvement of our youth is a subject of most vital importance, not only to our denomination but also to the community at large; and

WHEREAS, Most if not all of the literary institutions of this State, higher than common schools, established by law, ever have been and still are in the hands of and under the control of our religious opponents; and

WHEREAS, The sectarian influences of these institutions are detrimental to the cause of free inquiry after truth:

RESOLVED, That the Universalists of this State ought immediately to adopt measures for the establishing of a seminary of learning which shall be free from the above objections.

RESOLVED, That the said institution should be located at Galesburg, Illinois.

The action of this gathering was endorsed by the State convention of the denomination in the same year and all possible aid was promised. The first step toward the carrying out of the plan was taken by Uzziah Conger, who purchased a half block of land in Galesburg, which subsequently became the property of the school. A group of interested men began an active canvass for funds on a plan entirely unique in the history of the State. It was determined to organize a joint stock company with a capitalization of \$5,000, divided into \$25 shares, with the understanding that when the stock was half subscribed a permanent organization should be effected. High hopes were entertained for the success of the enterprise, evidently, for provisions were made for stock dividends from the earnings of the school. The stock was made taxable for its support. On the 24th of October, 1850, "The Universalist Literary Society of Illinois" was formally organized by the election of trustees. The board at once perfected its organization by the election of Alfred Brown, president, L. E. Conger, treasurer, and Rev. C. P. West, secretary. A building committee was chosen and Mr. West was made general agent. Shortly after the name was changed to "The Illinois Liberal Institute," and on February

15, 1851, the legislature granted the organization under that name. By September, 1852, a brick building was erected, Rev. P. R. Kendall was elected principal of the school, Miss Caroline S. Woodbury was made principal of the ladies' department, a hundred students were present and the work began. At the next session of the legislature the college was authorized to confer degrees.

The question of financial support soon pushed to the front. The sale of stock was discontinued and the oft-tried scheme of the sale of scholarships was undertaken. It seems to have been remarkably successful, for approximately \$80,000 was secured. Additions were made to the faculty and among them was a man who made a notable place for himself in the early and even the later history of higher education in Illinois. J. V. N. Standish was elected to the chair of mathematics on November 5, 1854. Professor Standish was then twenty-nine years of age. He was a lineal descendant of the Plymouth soldier, was a graduate of Norwich University, and was a most impressive personality. The mention of Lombard recalls him at once to the minds of all who are at all familiar with educational events. He was acting president from 1854 to 1857, served in a variety of capacities during the succeeding thirty-five years, was president from 1892 to 1895, and for the whole period of his connection with the school was of inestimable value to its interests.

On the 27th of April, 1855, a disastrous fire swept away the building and it was without insurance. Fortunately, Mr. Henry Lombard, a resident of Henry, Illinois, came to the rescue of the well-nigh disheartened school, offering a donation of \$20,000, on the condition that it should be supplemented by a donation of \$15,000. The conditions were quickly met. The gift included eighty acres of land now within the limits of the city. The location was changed from the original site, near the Burlington station, to the Lombard tract and the new building was ready by the fall of 1856. The name of the institution became Lombard University in 1855. Mr. Lombard is another illustration of the incalculable value of a good man to a community.

The following is a list of the presidents succeeding Professor Kendall: Rev. Otis A. Skinner, 1857-9; Rev. J. P. Weston, D. D., 1859-72; Rev. Nehemiah White, D. D., 1875-92; Rev. John Clarence Lee, D. D., four months; Dr. Standish, 1892-5; Rev. Charles Ellwood Nash, 1895-1904; Rev. L. B. Fisher, 1905. Rev. William Livingston, who came to the school in 1855 as professor of science, was made provisional president from 1872 to 1875. Professor Rich had charge of affairs 1904-5.

The first class was graduated in 1856. It consisted of four gentlemen and two ladies. Lombard is thus seen to be one of the earliest colleges in the country to offer higher education to women. The institution has been peculiarly favored in many ways. While not without its days of trial it has never known the misfortunes of several of its sister schools. It has increased the number of its buildings, has sent out many men and women who have come to prominence and has a comfortable endowment of \$175,000.

RYDER DIVINITY SCHOOL.

This divinity school became a department of the university in 1869. Dr. William H. Ryder, for more than a quarter of a century the pastor of St. Paul's Episcopal

Church, Chicago, was for many years president of the board of trustees. He bequeathed \$50,000 to the department. In 1890, Hon. A. G. Throop, founder of the Throop Polytechnic Institute at Pasadena, California, gave \$20,000 toward its endowment. Dr. White was the head of the school from 1892 to 1905.

HEDDING COLLEGE.

(From a sketch by Prof. Edgar A. Steele, B. L.)

When Abraham D. Swarts laid out the town of Abingdon, in 1836, he reserved a tract of land as the site of a college. In 1855, a year after his death, Hedding Collegiate Seminary was opened for students. It was named after Bishop Elijah Hedding, of the Methodist Episcopal Church, an acquaintance of Mr. Swarts in his early life. The succeeding year the property was conveyed to the Peoria Annual Conference.

The first building was erected in 1857 at a cost of \$12,000. The charter then received from the legislature gave it the name of Hedding Seminary and Central Illinois Female College, with power to grant degrees to women. There was reorganization in 1875 when a new charter was obtained and the institution became Hedding College.

The first principal of the school was Rev. N. C. Lewis, A. M. One of his assistants was the late Matthew Andrews, well known in later years as a public school man of large experience. Mr. Lewis was succeeded in 1858 by J. T. Dickinson, A. M., who served the institution for nine years. Mr. Dickinson's successors were Rev. M. C. Springer, 1867-72; Rev. J. G. Evans, D. D., 1872-78; Rev. G. W. Peck, 1879-82; Rev. J. S. Cummins, D. D., 1883-6; Rev. J. R. Jaques, 1887-9; Rev. J. G. Evans, 1889-98; Rev. H. D. Clark, D. D., 1898-1900; Rev. U. Z. Gilmer, 1900-02; Rev. Harry B. Gough, 1902, and Rev. William Pitt McVey.

A second building was completed in 1876 at a cost of \$30,000. A large and well-equipped gymnasium was opened in November, 1904.

"The location is especially favorable for a Christian college, as Abingdon has a charter perpetual against the saloon. More than twenty-five per cent of the ministers of the Central Illinois Conference have been educated in this college. Noonday prayer-meetings have been held by the students of the college without a break for more than thirty-five years. The college has a high standard and especially aims to develop the highest Christian character."

EUREKA COLLEGE.

(Condensed from a paper prepared by Prof. W. T. Jackson, A. B.)

Eureka College was chartered in 1855. It was the successor of Walnut Grove Seminary, which was opened in 1848 by A. S. Fisher, a student of Bethany College, Virginia, who went to Walnut Grove for that purpose. Bethany College was patronized by the people of that community, as they were largely of the Christian Church and Bethany was of that denomination. A desire on the part of certain members of the community to have in their midst a school that would teach not

only the common English branches but also some of the more advanced work led them to guarantee his salary for the first year.

With the beginning of the second year the Seminary enlarged its borders somewhat by soliciting patronage and by the employment of an assistant teacher. The tuition was very moderate, ranging from \$8 to \$15 a year, while board cost not to exceed \$1.25 a week. In December, 1849, the school was incorporated under the name of Walnut Grove Academy, and in the following year Elder John Lindsey, an evangelist and a graduate of Bethany College, was employed to teach the ancient languages.

As the Seminary owed its life to the especial interest of influential members of the Church of Christ, and as its teachers were of that faith, it was quite to be expected that an effort would be made to secure financial aid from its church organizations. At an annual Missionary Convention of the Church of Christ in Illinois, held at Walnut Grove, in 1851, the matter was broached, and at the next annual meeting, at Abingdon, the following preamble and resolution were adopted:

WHEREAS, Walnut Grove Academy; now under the control of a Board of Trustees, organized under the general law of Illinois, which has been in successful operation for the last four years, taught by A. S. Fisher, principal of the department of mathematics, and John Lindsey, principal of languages, and which is the only regularly organized institution of learning controlled by our brethren in the State; and

WHEREAS, Said institution proposes to educate young men for the ministry 'free of tuition fees'; therefore,

RESOLVED, That we commend to our brethren in Illinois, this institution, and urge upon them to foster it by sending their sons and daughters and donating to its library and apparatus, and raising such means as may enable the trustees to place it upon a sure and permanent basis, and be recognized as the institution for the brethren of the State.

The Church of Christ lacks that compactness of organization possessed by some other denominations and, in consequence, such a resolution did not bring the substantial assistance that otherwise might have been expected. The town of Eureka has given generously, however, and if those who would ordinarily be regarded as interested in the college had done as well it would now be generously endowed.

From the first the College has had to devote no little of its energies to preparatory work. A three-year course made up from the regular course was provided for young women. They have always been taught in the classes with the young men, but were permitted to graduate with fewer requirements. The young women have demonstrated their ability to do the work that any one can do, hence the short course has been abolished and there are to be no distinctions in the amount of work required for a degree.

"In 1860 a scientific course was inaugurated, differing from the classical by the omission of Greek and Latin, and requiring less time. With some variations this course was continued until 1886, when it was made a four-year course and placed on the same plane as the classical course. Election was only by courses till 1891, when juniors and seniors were allowed to elect about half of their work. The privilege of election was later extended to the lower classes. At present one-third of the work is freely elective and a portion of the other two-thirds is elective with some

limitations. Regular work in German and French, three or four years in each, dates from about 1876."

In 1866 special courses were offered for those who were preparing for the ministry, and they have been continued in various forms to the present, although not constituting a complete theological course.

In 1884 Abingdon College, located at Abingdon, Illinois, was joined with Eureka. The productive endowment of the college is estimated at about \$50,000 and the equipment at about the same.

The following is a list of presidents: William M. Brown, 1855-6; Charles Louis Loos, 1856-8; George Callender, 1858-62; B. W. Johnson, 1862-3; H. W. Everest, 1863-72; A. M. Weston, 1872-5; B. J. Radford, 1875-7; H. W. Everest, 1877-81; J. M. Allen, 1881-7; Carl Johann, 1887-96; J. H. Hardin, 1896-1900; R. E. Hieronymus, 1900-10.

MONMOUTH COLLEGE.

(From a sketch by W. J. Buchanan.)

Monmouth College, like so many of its kind, was evolved from an academy. These academies were tentative propositions, feelers, forerunners; if the communities were not ready for the higher institutions the academies could be continued or abandoned. In the latter event no serious loss would be incurred.

It was at a meeting of the Second Associate Presbytery of Illinois, held in October, 1852, in the South Henderson Church, some twenty miles from Monmouth, that the suggestion was made that there should be a classical school in western Illinois. The two men who are responsible for the movement are Rev. J. C. Porter, pastor of the United Presbyterian congregation, of Cedar Creek, and Rev. Robert Ross, pastor of a similar congregation, at South Henderson. The suggestion met the approval of the meeting and it was determined that the Presbytery should establish an academy within its territory. A committee consisting of the two pastors mentioned and Rev. W. R. Erskine was appointed to formulate all details.

The Presbytery met a half-year later at Clayton and there located the academy at Monmouth and appointed a board of directors to take charge of it. The board selected Rev. James R. Brown as principal, a position which he retained during the existence of the school as an academy. It was opened on the first Monday of November, 1853, with twenty-one students.

Two years later the Presbytery believed that the time had come to advance the school to the grade of a college. The necessary steps were taken to meet the needs of the institution and in January a faculty, consisting of Rev. David A. Wallace, president, Rev. Marion Morrison, of Tranquillity, Ohio, professor of mathematics, and Rev. J. R. Brown, professor of ancient languages. September 3, 1856, was the opening day of the college and ninety-nine pupils were enrolled in the course of the first year. The first four years were spent in a building in the northwest part of Monmouth. It is an interesting fact that Maj. R. W. McClaughry, the famous prison warden, was the first student-janitor of the building. In 1863 the college was moved to its present site, where an excellent four-story building awaited it. Several additional buildings have since been erected.

Only four presidents have presided over the college: Dr. Wallace served twenty-one years, Rev. Jackson Burgess McMichael nineteen years, Rev. Samuel Ross Lyons three years, and Rev. T. H. McMichael has now served since 1903. In addition to the literary and scientific departments there is a musical department.

The supervision of the college is vested in the Synods of Illinois, Iowa, Nebraska, Kansas, and the Second Synod of the United Presbyterian Church of North America. Its success indicates what is possible under the fostering care of a large and influential church organization. The corporate powers of control are vested in a senate, composed of directors selected from the territory of the synods designated and from the alumni, and in a board of trustees who are elected by this senate. The control is denominational but not sectarian.

The sketch from which this account is condensed was prepared in 1906. Up to that time there had been an enrolment of fifteen thousand students and the alumni numbered nearly thirteen hundred. Two of the graduates have attained national prominence in connection with the building of the Panama Canal—John F. Wallace and Theodore P. Shonts. The college has been well cared for, the endowment fund now aggregating a quarter of a million.

The college has been co-educational from the first. It has always had a preparatory department, which has also given general courses for those not expecting to take the complete course. Like many of the colleges that were in existence at the time of the great war, Monmouth contributed liberally of her students to save the Union. Major McClaughry began his military career by the organization of a student company known as the "Cadet Blues."

Opportunities for liberal culture are afforded and a good degree of freedom is allowed in the matter of electives. The college had her scourge of fire as so many of her sisters had, but she arose from the ashes like the fabled bird that so frequently adorns the rhetoric of the younger collegian. Her first president made a most enviable record in the early education of the State and will receive appropriate mention elsewhere.

LAKE FOREST COLLEGE.

(From a sketch by John J. Halsey, LL. D.)

The sketch by Dr. Halsey is rich in historical details and when printed by the Bureau of Education, from which the manuscript was obtained for this record, will be found of great value to the future historian of the institution.

The origin of the university is traceable to the suggestion of Rev. Robert W. Patterson, D. D., then pastor of the Second Presbyterian Church of Chicago. He discussed with friends the advisability of founding near the city an institution of learning under the direction of the denomination with which he was affiliated. There were soon associated with him as interested in the enterprise Dr. Harvey Curtis, pastor of the First Presbyterian Church of Chicago, and Rev. Ira M. Weed, of Waukegan, then agent of the American Board of Christian Foreign Missions. They cast about for a location and settled upon the present site of Lake Forest. This was in 1854 and 1855.

Forty thousand dollars were promised and a selected agent, Mr. J. J. Slocum,

soon had \$50,000 more on his books. Among the subscribers was the well known William Bross, once Lieutenant-Governor of the State. The plan of procedure was not altogether unlike that pursued by Knox College. The subscribers constituted "The Lake Forest Association." The idea seems to have been to establish a college town for suburban residence, where the youth of the community could be educated at home and in most delightful surroundings. Twenty-three hundred acres of land were purchased. Thirteen hundred acres were set aside as Association property, and on this the town was tastefully designed. Every alternate lot was assigned to the University. It was hoped, probably, that the increase in value of these lots would be a most valuable asset of the institution. Forty acres in the center of the town were set apart for the college campus, ten acres adjacent for an Academy and twelve acres on the lake front for a Ladies' Seminary. All of this was accomplished in the years 1857-8-9.

In consequence of a liberal but conditional offer of Mr. Sylvester Lind, of Chicago, a charter was obtained, bearing date February 13, 1857, for the organization of "Lind University," and giving authority for the establishment of the usual departments of law, theology, etc. February 16, 1865, the name of the institution was changed to "Lake Forest University."

In July, 1857, the Land Association sold the six hundred and fifty acres which it had retained for \$109,000. A hotel was erected and the town was laid out by a landscape gardener. Meanwhile a movement was made to meet the conditions of subscriptions that had been offered. Let it be remembered that the year is 1857 and no further comment is necessary. When the subscription had realized \$4,000 an academy building, instead of a university building, was erected and before the end of the succeeding year school opened with four pupils and Samuel F. Miller as principal. The first year the attendance increased to twenty-five and the second year to forty-nine. Meanwhile two additional instructors were appointed.

The year 1861 marks the beginning of the college, a class of five undertaking the work under Prof. W. C. Dickinson, who had been a teacher in the academy for two years. The class continued for two years when the college came to a halt. In March, 1859, certain physicians of the city organized a medical college as a part of the university. In 1866 it withdrew and became the Chicago Medical College.

The public received the impression, which is quite likely to be given under the circumstance, that the university was amply supplied with funds and that the promoters were working a financial rather than an educational scheme, and, in consequence, it was impossible to secure an endowment by an appeal to the philanthropy of the people, beyond \$50,000 for a guarantee fund for the future president's salary. The academy was not self-supporting and was encroaching on the funds. The land endowment slowly disappeared so that in 1864 it was the only school in operation. Thus a magnificent possibility seemed about to end in hopeless disaster. Milford C. Butler succeeded Mr. Miller as principal in March, 1862, and served for two years. He was succeeded by Lewis M. Johnson, who served from 1864 to 1868.

The Seminary, which has since become so successful under the name of Ferry Hall, had its forerunner in a school for young women which was opened in September, 1859, by Rev. Baxter Dickinson, D. D., with the assistance of his four daughters.

He erected a building on a lot near the university grounds, being attracted to the location by the expected developments. He was generously patronized.

In the winter of 1868 the financial condition was such as to determine the board of trustees to build an excellent building for a ladies' seminary. In September, 1869, it opened as Ferry Hall. It was leased for a term of years to Edward P. Weston and sprang into quick popularity. In 1869, a similar policy was adopted with regard to the academy and it soon became self-supporting.

Early in the history of the enterprise the Land Association had built a hotel. In 1874 the trustees purchased this building and started the college. The original mover in the enterprise became president of the university in August, 1875. It was two years before a freshman class materialized. The students came at last and work began. They were no sooner well started than the old and familiar scourge of fire visited them. Their misfortune attracted friends, however, among whom were Hon. Charles B. Farwell and his wife. An endowment fund of \$100,000 was raised, and a new president appeared in the person of Rev. Daniel S. Gregory, D. D. Prof. John H. Hewitt had come to the institution as a teacher and upon the retirement of President Patterson had served most efficiently in holding the organization together after the fire and rehabilitating the institution. A new building was erected, and in September the college opened with a student body of thirty-seven and a faculty of seven.

President Gregory served for eight years and left the institution in broken health from his effort to develop it in harmony with his plans. Something had been accomplished in the graduation of forty-five students, but financial support was still a thing of the future. If it had been a pure business enterprise it would have been given up long before, but there were a few friends that could not surrender their hope of a college with an ample endowment as the crown of the original endeavor.

And now came Rev. William C. Roberts, D. D., LL. D., one of the secretaries of the Presbyterian Board of Home Missions, as president. The board of trustees determined to raise a fund of \$1,000,000 within the next five years. At his inauguration, in June, 1887, \$155,000 had already been secured. By the beginning of 1888, \$200,000 of the million was on hand. The success of the board seemed to exhaust their energies, for in 1888 little was done. In April, 1889, D. K. Pearsons, whom we have met on other auspicious occasions, told the board that if they would raise \$400,000 by commencement day he would make it a half-million. It was accomplished. Mr. Pearsons had a way of enticing money from men's pockets by a show of money.

In the development of the university idea Northwestern College of Dental Surgery, Rush Medical College and the Chicago College of Law were connected with the institution within the period between 1887 and 1903, when the final separation took place, and the institution determined to devote itself to a less ambition than the realization of a university.

The remaining presidents were Rev. G. James McClure, D. D., *pro tempore*, 1892-3; the eminent scientist, John M. Coulter, Ph. D., LL. D., 1893-6; Rev. James G. K. McClure, D. D., 1897-1901, the interval being supplied by Prof. John J. Halsey; Rev. Richard Davenport Harlan, D. D., and John S. Nollen, Ph. D.

After Mr. Pearsons' gift the benefactions began to increase. Mr. and Mrs. Henry Durand began a series of gifts that were most generous. Mrs. S. S. Reid, Mr. and Mrs. E. F. Warner, an unnamed Chicago friend (a lady), Mr. Pearsons again, Mr. Carnegie, Mr. William Bross — so that the institution is now well supplied with buildings, has a respectable endowment fund and has settled down to the idea that college work is its true function.

BLACKBURN COLLEGE.

(Condensed from a sketch by Dean G. D. Walcott, Ph. D.)

Blackburn College perpetuates the name of its founder, Rev. Gideon Blackburn, D. D. He was associated with General Andrew Jackson in the Creek War and was afterward engaged as a missionary among the Creeks in an endeavor to accomplish something for their education. He located at Carlinville, Illinois, and was moved to attempt the founding there of a school with a theological department, to be connected with the Presbyterian Church.

His method of endowing his proposed institution suggests the method twice used, as has been seen, by other schools. He proposed to enter land for eastern purchasers at \$2 per acre, \$1.25 to be paid for the land, 25 cents to be paid to him for his services and the remaining 50 cents to be used in the purchase of land for the school. In this way he accumulated nearly seventeen thousand acres to be so used. What a magnificent endowment this would have furnished if it could have been retained for a few years!

The town of Carlinville secured the location of the school by the purchase of a tract of land for a campus. In 1837 Dr. Blackburn deeded the land that he had purchased to certain men as trustees of the proposed institution. Lands were then in slight demand because of their relative abundance. In the first eight years 2,000 acres were used up in taxes and expenses. In 1845 it was determined to give up the Carlinville scheme and transfer the land to the trustees of Illinois College for the support of a theological professorship in that institution. The court granted a suitable decree and the Carlinville contributors got their money back. About six years later the heirs of Dr. Blackburn attempted to get possession of these lands on the plea of their misappropriation. The court of final resort decided that the heirs could not recover, but that the lands must go back to the trustees of Blackburn for the original purpose. Thus do the courts respect the purpose of college founders. Illinois had sold part of the lands, so they were redeemed and the nearly fifteen thousand acres went back to Carlinville.

In 1839 a charter had been secured, but it was unsatisfactory and it was declined. We have heard of similar experiences in other schools. In 1857 a satisfactory charter was secured and is still in force. The name at first was Blackburn Theological Seminary. A building was erected and an elementary school was started under Mr. Downer as principal and Mr. Clark as assistant, in 1859. After two years the school was closed for lack of patronage. After a year the school was reopened with Robert B. Minton as principal and Homer Love as assistant. This time the school was more successful and continues to this day as Blackburn Academy.

Collegiate work was begun in 1864. A theological department was opened three years later with Dr. John W. Bailey as Professor of Theology and was continued for several years. In 1868 the name of the school was changed to Blackburn University, by which it is still known.

The names of the men who have been connected prominently with the university should be remembered. Professor Minton was connected with the school for twenty-seven years. Dr. Rufus Nutting was a teacher for fourteen years, Professor Conley for nearly thirty-six years and Dr. Charles Robertson for almost as long a time. Dr. Bailey was the first president, serving 1871-6. Dr. E. L. Hurd served from 1877 to 1891. He was succeeded by the eminent teacher, clergyman and State superintendent of public instruction, Dr. Richard Edwards, who served for two years and retired on account of poor health. The remaining presidents are Dr. James E. Rogers, 1893-6; Prof. W. H. Crowell, acting, 1896-7; Dr. Walter H. Bradley, Dean, 1897-05; Rev. Thomas W. Dingle, Ph. D., 1905.

In 1903 a movement was started to consolidate Blackburn with Illinois. It was ill-timed and injured the former.

As has been seen, Blackburn has had something of a problem to keep afloat. A number of exceedingly capable men have been connected with the school, however. At present the situation is far more comfortable, and although one of the small institutions it is getting on well and rendering admirable service to the cause of education.

WHEATON COLLEGE.

(Condensed from a sketch by President Charles A. Blanchard, D. D.)

Wheaton College is the successor of "Illinois Institute," founded by the Illinois Conference of Wesleyan Methodist Churches, at Wheaton, about 1850. The first building was occupied on the 14th of December, 1853, with Rev. John Cross in charge. The following April he was succeeded by Rev. C. Winship, who was followed a year later by Rev. G. P. Kimball, and still later J. A. Mertling became principal. A charter was obtained in 1855, and in September, 1856, Rev. L. G. Matlack became president.

Having contracted debts beyond the power to pay, assistance was sought outside the denomination. The following action was taken by the board of trustees on January 9, 1860:

"The college is hereafter to be under the control of orthodox Congregationalists, with the co-operation of its founders and friends, the Wesleyans. Several Congregational gentlemen, widely known in the State, have accepted trusteeships and others are to be appointed. The intention of the trustees is that the instruction and influence of the institution shall bear against all forms of error and sin. The testimony of God's Word against slave-holding, secret societies and their spurious worships, against intemperance, human inventions in church government, war, and whatever else shall clearly appear to contravene the coming of our Lord Jesus Christ, is to be kept good."

The name of the Institute was changed to Wheaton College and Rev. Jonathan Blanchard, recently president of Knox College, assumed the presidency. The first

class, consisting mainly of students from Knox, graduated the same year — July 4, 1860. With the exception of 1861, a class has graduated annually ever since.

A new charter was secured February 22, 1861. Among the names of the members of the board of trustees are found Jonathan Blanchard, Owen Lovejoy, W. L. Wheaton and others. Wheaton College was made the legal successor of the Illinois Institute and was granted all of the powers usually devolving upon such institutions. The active opposition of President Blanchard to secret societies made many enemies, and an appeal was taken to the courts to determine the legality of the expulsion of students who violated the rule of the college against such organization. The college was fully sustained, as was President Blanchard when an attempt was made to induce the board to remove him.

In 1878, the debts of the college, mainly incurred in the erection of a new building, and amounting to about \$22,000, were paid in full. It was now possible to manage the institution without incurring a debt for current expenses, for the faculty generously agreed to remit such portion of their salaries as could not be provided for by the income.

President Blanchard resigned in 1882, and left the college in a comfortable condition as to buildings and endowment. He was succeeded by his son, Prof. Charles A. Blanchard, who for ten years had been connected with the college. In 1890 the college building was enlarged, in 1895 the women's building was erected, and in 1898, the gymnasium. In 1902 the central building was reconstructed, at a cost of \$40,000. Among the many donors, R. J. Bennett, LL. D., of Chicago, was especially generous.

The women's building was made possible by a gift of \$10,000 by John Quincy Adams, of Wheaton, who also gave \$6,000 toward the gymnasium and \$500 toward the purchase of the organ.

It has been the aim of the college to become an active agent in the promulgation of Christian principles and practice. Systematic study of the Bible is pursued in the academy and in the college, all pupils are required to attend church and Sunday-school, and are urged to engage heartily in the voluntary Christian work of the school. There are the usual literary societies and Christian organizations.

The college plant now consists of five buildings, the endowment amounts to something more than \$75,000, and the property is conservatively valued at \$250,000. A movement is on to secure an additional \$100,000 of endowment.

AUGUSTANA AND THEOLOGICAL SEMINARY.

(Condensed from a sketch by President Gustav Andreen, Ph. D.)

This institution was founded in 1860. It is owned and controlled by the Evangelical Lutheran Augustana Synod. The Augustana Synod was organized in 1860, at Clinton, Rock county, Wisconsin. It was composed of the Chicago, the Mississippi, and Minnesota Conferences and contained about half as many Norwegians as Swedes. An important change occurred in 1870 by the separation of the Norwegian element and the organization of a synod for themselves. The synod is very strong, having had a very remarkable growth, numbering approximately twelve hundred congregations.

The most important step taken at the Clinton Conference was the founding of a theological seminary at Chicago for the preparation of young men for the ministry. L. B. Esbjorn was chosen the first professor and president of the seminary and continued in that position for three years. The institution contained a preparatory department as well as the seminary.

The first session of the seminary opened September 1, 1860. In the first year there was an enrollment of twenty-one. Like many other institutions it suffered a loss of students at the beginning of the war and did not reach forty until the last year of the war. During the entire service of President Esbjorn he was the only regular professor, but received material assistance from time to time from Chicago pastors and advanced students. In the summer of 1863 he retired from the position and was succeeded by Rev. T. N. Hasselquist, president of the synod; the appointment, which was at first temporary, was soon after made permanent and he held the position until his death, which occurred in 1891.

At the convention of synod held in Chicago in 1863, the institution was incorporated under the general laws of the State and removed to Paxton, Illinois, where a school building was purchased and a new one erected on grounds donated by Mr. Hasselquist. On February 16, 1865, the seminary was granted a charter by the General Assembly. Four years later the charter was amended, the supplementary act bearing date March 10, 1869. The name was changed thereby to Augustana College and Theological Seminary and the institution was authorized to confer the ordinary collegiate degrees. It now comprised three departments — a preparatory department with a three-year course, a collegiate department with a four-year course, and a theological department with a two-year course. This organization occurred one year after obtaining the second charter. In 1897 the theological department extended its course to three years.

At the Galesburg convention of Synod, in 1872, it was determined to remove to Moline or Rock Island. A fine location was purchased in Rock Island and the directors were instructed to erect suitable buildings. As there was no building fund and as there was a debt for the purchase of the land the undertaking involved no small degree of difficulty. Three years later, in the fall of 1875, the library and other property of the institution were removed to Rock Island, and on the 22d of September the first session was held in the new building, which was solemnly dedicated to God and the Church on the 14th of October, 1875.

And now came happy and prosperous days for the college. Its first class graduated in 1877. A new building was soon needed and was ready for occupation in February, 1888, although not formally dedicated until June 12, 1889, in connection with the thirtieth annual convention of the synod, which was held at the building. Thirty thousand of the \$80,000 necessary for the erection of this building was the gift of Mr. P. L. Cable, of Rock Island.

A conservatory of music, a business college and a Normal department have been added to the institution. As an indication of the work which has been accomplished by the theological department it is only necessary to say that more than six hundred of its students have been ordained to the ministry.

President Hasselquist was succeeded by Dr. Olsson in 1891 and served in that

capacity until his death, which occurred in 1900. Dr. C. W. Foss directed affairs until 1901, when Dr. Gustav Andreen, of Yale University, was elected to the presidency.

Augustana has won a fine reputation. The success of the institution has been phenomenal. Unlike some of her sister schools, she has had the enthusiastic support of the churches of the synod. She broadly illustrates what is possible with united and loyal effort.

There are now eight departments: The Preparatory Department; the Academic Department with a three-year course; the Collegiate Department with a four-year course; the Normal Department with a three-year course; the Theological Department with a three-year course; the Post-graduate Department; the Conservatory of Music and Art School, and the Business College and School of Phonography.

ST. FRANCIS SOLANUS COLLEGE.

(From a sketch by Rev. Silas Barth, O. F. M.)

This college was founded in 1860 by members of the order of Friars Minor, belonging to the Province of the Holy Cross in Germany, who had been invited to the diocese of Alton, Illinois, by its bishop, the Right Reverend Damien Junker, D. D. Upon their arrival, in 1858, they were sent to Teutopolis, where they engaged in religious work, as well as in other parts of the State. Especially were they called to Quincy by the bishop to engage in some church and mission work and also to open a school for the higher education of young men. In consequence of this invitation, in 1860 a day school was opened under the direction of Rev. Servatius Altmicks, O. F. M., in a private residence at the southeast corner of Main and Eighth streets, but a few months later it was transferred to the monastery newly erected on what was known as "The Prairie," at the intersection of Vine and Eighteenth streets. The site for the building was donated by Mr. Christian Borstadt.

The school soon approximated a hundred students who desired to pursue the study of elementary instead of higher branches, having been deprived of educational opportunities in their earlier lives. This was a most disappointing beginning for a college and the enterprise was near an abandonment. It was finally determined to accept the situation and conduct the school as a high school for a time at least.

In 1863 Rev. Anselm Mueller, O. F. M., was appointed president and immediately gave new life to the school. Lack of funds had necessitated the acceptance of the hospitality of other institutions, so the classes were held in the monastery for the first year, at the end of which the better quarters in the St. Aloysius' Orphan Asylum were occupied, and there the school remained until 1865, when a new building, which had been erected by the congregation attached to the monastery, became available.

In consequence of the improved conditions that slowly appeared in the public and parochial schools the institution was enabled to take on more and more the character of a college, and by 1869 the number of students had so largely increased as to make a new building a necessity. In consequence a commodious and beautiful structure was ready for occupation on September 10, 1871. A season of great

prosperity followed, and in 1873 the college received a charter authorizing it to confer the ordinary academic degrees.

Among many worthy of mention, Rev. Francis Albers, O. F. M., is remembered as a man of great piety and learning. He began his work in the college in 1865 and served it with great faithfulness for the succeeding twenty-five years.

The close of the first quarter-century of the life of the college was made the occasion of a jubilee extending over three days. The following extract from the report of the president indicates the degree to which the hopes and plans of the devoted founders had been realized: "The college is in the most prosperous condition. Its literary standing is most favorably recognized, and its financial affairs are on a solid and satisfactory basis. The spacious apartments are filled to their utmost capacity and additional buildings would be required but for the determination of the managers not to increase the number of boarders beyond a fixed limit."

In 1893, after a faithful service of thirty years, the Rev. President retired and was succeeded by Rev. Nicholas Leonard, O. F. M. He had seen the institution develop from an elementary school to a reputable college and mainly through his own endeavor. His withdrawal was for nine years, when he again engaged in the management of its affairs.

It was in the presidency of Father Leonard that the college building was completed according to the original idea and that the institution found itself at home in a superior four-story building in harmony with its needs. Its annual catalogue expresses the purpose of its existence — to instill into the hearts of its pupils the principles of their holy religion and assist them in forming a character which will enable them to pass through life as faithful children of the Church, loyal citizens of the United States and useful members of society. To do this no pains are spared and all of the means suggested by the best authorities are faithfully employed.

NORTHWESTERN COLLEGE AT NAPERVILLE.

(From a sketch prepared by Miss M. S. Bucks, Professor of English Language and Literature.)

At the annual session of the Illinois Conference of the Evangelical Association, held in 1861, a resolution was adopted inviting the Wisconsin, Indiana and Iowa Conferences of the same denomination to unite with them in the founding of a college. It would seem that the time was most unfavorable for the beginning of such an enterprise, when the young men of the country were enlisting for military service in the South, yet there was a cordial response on the part of these conferences and the venture was launched. A site was offered by the village of Plainfield, and a building then in course of erection. The offer was accepted and the institution was called Plainfield College. An organization was at once effected, and a preparatory department opened in the fall of the same year with an encouraging attendance and with three teachers. They were John Rhodes, A. M., John Miller, A. B., and Miss C. Harlacher. The first president of the school was Rev. Augustine A. Smith, A. M., of Greensburg, Ohio, who began his work in the fall of 1862.

In 1864 the name was changed from Plainfield College to Northwestern College, and six years later the location was changed to Naperville, which had made the

enticing offer of a campus of eight acres and \$25,000 in money. Plainfield was several miles from a railroad, and the institution suffered a severe handicap in consequence. A spacious building was at once erected and the school began operations in its new quarters in 1870.

Like nearly all institutions of its kind it began as a preparatory school and gradually developed college classes. It was not until 1869 that these were all represented. Additional departments were added from time to time and among them Union Biblical Institute, which opened in 1876. The Institute has a separate organization, but its connection with the college is so close that it performs the office of its theological department.

After twenty-one years of service, President Smith was succeeded, in 1883, by H. H. Rasweiler, A. M., who served the college for the succeeding five years. This was the transitional period in the life of the college. H. J. Kiekhoefer, A. M., Ph. D., succeeded to the presidency in 1890, and with his administration the college period began. A new building was completed in his first year and in the following years another was added.

The continued growth of the school soon necessitated additional buildings, and they found their place on the campus through the generosity of Mr. Carnegie and Dr. Albert Goldspohn, of Chicago.

By the addition of other conferences to the college corporation the constituency of the institution was greatly enlarged and with the expected advantages. It was thus possible to increase the endowment, which at the date of the preparation of this sketch amounted to about \$200,000. Its permanency was thus insured, for when an educational institution gets that amount of money behind it there will be more.

The closing paragraph of the sketch exhibits the purpose of the founders and present management. "Northwestern College stands for Christian education in the broadest sense. In an age produced by Christian civilization no apology is needed for emphasis upon 'Christian' in higher education. Its aim is to produce sound scholarship and genuine nobility of character. The purpose of education is life rather than livelihood; hence it implies a symmetrical development of the mental, moral, and physical powers of the student. While laboring to establish a vigorous intellectual activity, the college endeavors to foster a healthy Christian life and spirit, and recognizes in the blending of these elements the crowning excellency of its work."

WESTFIELD COLLEGE.

(From a sketch by President B. F. Daugherty, A. M.)

At a meeting of Old Wabash Conference of the United Brethren of Illinois, held at New Goshen, Indiana, in 1858, a committee, consisting of Revs. J. R. Shuey, S. C. Steward and S. Mills, was appointed to consider the purchase of a Methodist College located at Clinton, Indiana. At a meeting of the Lower Wabash Conference, held in the spring of the following year at Westfield, Illinois, this committee reported against the purchase, whereupon another committee, consisting of Revs. J. R. Shuey, W. C. Smith and J. W. Nye, was appointed with authority to locate

and organize a seminary within the boundaries of the Conference. At the Conference of 1860 the committee reported that it had decided upon Westfield as a location. In 1861 a site was purchased and a building begun. In order that there might be a school for the building when completed an organization was effected and recitations began in September in the old United Brethren Church, with Rev. George W. Keller as first principal.

Westfield College charter was granted by the legislature on February 15, 1865. The principals of the Seminary were Mr. Keller, 1861-3; Rev. F. J. Fisher, 1863-4, and Rev. W. T. Jackson, 1864-9. It is thus seen that Principal Jackson's term as principal reached over some four years into the life of the college. With his withdrawal S. B. Allen was elected as the first president of the college and the faculty was fully organized. President Allen served for fourteen years and his successors are: Rev. Lewis Bookwalter, 1883-5; Rev. I. L. Kephart, D. D., 1885-9; Rev. W. H. Klinefelter, D. D., 1889-95; Rev. B. L. Seneff, D. D., 1895-7; Rev. W. S. Reese, D. D., 1897-1902; Rev. J. A. Hawkins, D. D., 1902-3; Rev. W. R. Shuey, Ph. D., 1903-6; Rev. B. F. Daugherty, 1906.

The original building, completed in 1863, was enlarged and modernized in 1898. The endowment is approximately \$25,000. This will be materially increased in the near future. The preparatory department, which was the beginning of the college, has been maintained and several departments have been added to the regular college course.

The college has always emphasized a positive Christian influence and a thorough mental discipline. It holds an honored place in the Federation of the colleges of Illinois. The courses are equal to the best and are conducted by first-class teachers. The Upper and Lower Wabash and the Illinois Conferences are the supporting body though they may elect trustees from their membership or from outside. The college has never been sectarian.

ST. JOSEPH'S SERAPHIC COLLEGE.

(From a sketch by Eugene Hagedorn, O. F. M.)

The college is situated at Teutopolis, Effingham county. Its purpose is to give Catholic students who wish to become Franciscan priests a thorough religious and classical education preparatory to their entering the Franciscan novitiate. Its instruction is limited, therefore, to students deemed worthy to become priests in the Franciscan order. Its charter is dated March 5, 1881. It is directed by the Father of the Franciscan Province of the Sacred Heart of Jesus.

In 1858 the Franciscan Fathers took charge of the parish at Teutopolis. Realizing that the religious and educational training of the growing youth demanded particular attention and that something must be done to supply the dearth of priests, the Fathers laid the foundation of the school in 1861. A building was erected and in 1862 the college and seminary began their work with the Very Rev. P. Heribertus Hoffman, O. F. M., as Rector, and a faculty of five Franciscan Fathers and one secular professor.

As the number of Fathers was small, and as they were also overburdened with

missionary work, it was determined to confine the work of the school to the giving young men a good classical education and a superior moral training. The second Rector was the universally beloved P. Mauritius Klosterman, O. F. M., who had been a teacher in Germany. One year after his accession the seminary was closed and the course of study made exclusively classical, a one-year preparatory course and a five-year classical. Subsequently a commercial course was added. Because of the prosperity of the school the size of its building was nearly doubled in 1877. In 1881 the college was incorporated and was thus authorized to confer the degrees of A. B. and A. M.

In the summer of 1882 Rev. P. Michael Richardt, O. F. M., succeeded to the management. In 1884 another addition to the building was erected. The capacity was now increased to 170 students. Three years later still further additions were made.

The succeeding Rector, Very Rev. Nicholas Leonard, O. F. M., remained until January, 1893, when he was transferred to the Rectorship of St. Francis Solanus, as we have seen in a preceding sketch. His successor, the Very Rev. P. Hugoline Storff, O. F. M. (January 1891-September, 1900), also made material additions to the buildings. In 1898 the commercial course was dropped and a sixth year added to the classical course.

The following are the subsequent Rectors: The Very Rev. P. Samuel Macke, O. F. M., September, 1900-January, 1905; The Very Rev. P. Christopher Guithues, O. F. M., January, 1905-August, 1906; The Very Rev. P. Hugoline Storff, O. F. M., August, 1906.

LINCOLN COLLEGE, AT LINCOLN, AND JAMES MILLIKEN UNIVERSITY, AT DECATUR.

(From a sketch by President A. R. Taylor, Ph. D.)

The James Milliken University is composed of two colleges: Lincoln College, at Lincoln, Illinois, and Decatur College and Industrial School, at Decatur.

Previous to the Civil War the Cumberland Presbyterian Church had no higher institution of learning north of the Ohio river. As early as 1862 the idea of a college for the three synods of Indiana, Illinois and Iowa was advocated by several clergymen of the denomination. In the fall of 1863 the synods took the preliminary steps for the organization of a college by appointing a commission, which, after mature deliberation, selected Lincoln as a proper location. That city offered \$21,000 as a cash bonus and a campus of ten acres, and made a promise to raise the whole amount to \$45,000 if possible.

The school was chartered as Lincoln University, and the first board of trustees organized in 1865 with G. H. Campbell as president and R. B. Latham as vice-president. The first faculty was appointed on March 8, 1866, with Rev. Azel Freeman, D. D., as president. On November of the same year the university was formally opened with about one hundred students.

President Freeman was succeeded in 1870 by Rev. J. C. Bowdon, D. D., who served for three years. His successor was Rev. A. J. McGlumphy D. D., who

retired at the close of the college year of 1887. Prof. Albert McGinnis was elected vice-president and managed the institution for the following year. Prof. A. E. Turner was elected president in 1888. His administration was highly successful, the attendance in the collegiate department doubling in the succeeding five years as a consequence of his energy and tact. He was succeeded by Rev. J. L. Good-knight in 1890. In addition to the usual college courses the university offered courses in theology, law and business, but their success did not warrant their continuance. The courses in fine arts and music became permanent features of the institution. A preparatory department has also been maintained. The university has met with good patronage and has escaped many of the misfortunes of the small college, although the financial problem has always been a source of anxiety. Its productive endowment is about \$120,000, and its realty and equipment are worth as much.

On April 30, 1901, the charter of the university was so amended as to change the name to The James Milliken University, the university becoming Lincoln College as a part of Milliken. This change is explained by the offer by James Milliken, of Decatur, of \$200,000 and a site to the synods interested in Lincoln University, for the establishment at Decatur of an institution including industrial education, on condition that a similar amount be subscribed by the city of Decatur and the Church. The two institutions at Lincoln and Decatur were united and the conditions met within a year. Before the plan was fully agreed upon Mr. Milliken offered \$50,000 to the endowment fund of Lincoln College upon the condition that the citizens of Lincoln and Logan county raise \$25,000 for a new building. This offer was also accepted and the fund promptly raised.

The corporate body in which the whole property is vested is elected by the patronizing synods. It elects the president of the university and the boards of managers of the local colleges.

On June 11, 1901, A. R. Taylor, Ph. D., was elected the first president of the James Milliken University. Dr. Taylor had served for ten years as professor of sciences in Lincoln University and for nineteen years as president of the Kansas State Normal School. He devoted the first two years to the planning and construction of the new buildings at Decatur and Lincoln, and to the working out the plans for the college at Decatur. In 1905 J. H. McMurry became the dean and executive officer of Lincoln College.

The first group of four buildings at Decatur was completed in 1903, and dedicated on June 12 by President Theodore Roosevelt. On the opening day, September 5, 1903, candidates for admission to all of the departments appeared, so that the institution had no infancy in the ordinary use of that term in connection with colleges. The attendance the first year aggregated more than seven hundred.

The college offers courses in the liberal arts, in civil, mechanical, and electrical engineering, domestic economy, library science, commerce and finance, pedagogy, instrumental and vocal music, drawing, painting, and so following. The preparatory department, in addition to the usual preparatory subjects, offers a large range of subjects substantially identical with those offered by the best manual training and industrial schools.

The President of the University resides at Decatur and is its executive officer.

EWING COLLEGE, AT EWING.

(From a sketch by President J. A. Leavitt, D. D.)

The village of Ewing is near the geographical center of Southern Illinois. It is an educational settlement, the college being the center of its life.

On April 15, 1867, John Washburn opened a select school in the Frezil Prairie Baptist Church. On July 5 of the same year it became the Ewing High School, with a board of trustees. Seven years later the board took a charter as a college. Since then the school has been known as Ewing College. The first building was a small two-story brick, erected in 1869-70. Through the benevolence of Mrs. S. A. Wakeman, it was subsequently made a three-story building. It is now used as a dormitory for boys and is known as Wakeman Hall. In 1873-4 a second building was erected, but it was subsequently dismantled. In 1893 Willard Hall was dedicated. It is a commodious three-story building and serves the general purposes of the college. Two ladies' cottages have been added through the generosity of William Huddleson. The organization was at first a joint-stock company, the shares being \$10 each and each shareholder being allowed a vote for each share. These shares being held by local people, the school was of purely local character. To remedy this defect the charter was amended in the early nineties, doubling the number of trustees and thus rendering it possible to appoint trustees from without the State.

The institution at first was undenominational, but in 1877 it was transferred to the Baptists. It has courses leading to a B. A. and a B. S. degree, a Normal course for teachers, a domestic-science department and a business college and a school of music.

The college has had the following presidents: Dr. John Washburn, the founder, nineteen years; Prof. J. W. Paten, one year; Rev. William Sheldon; J. A. Leavitt.

ST. VIATEUR COLLEGE, AT BOURBONNAIS.

(From a sketch by E. T. Rivard, C. S. V.)

Near the banks of the Kankakee River, about fifty-five miles south of Chicago, is situated the quaint little village of Bourbonnais Grove. The place itself has few attractions; neither the whistle of the locomotive nor the hum of the factory ever breaks the stillness. It is an old landmark, having been settled more than sixty years ago, by one Levasseur. Surrounding the village is a most fertile tract of prairie and the inhabitants are mostly retired farmers. The Kankakee at this point has cut itself a deep winding valley, through which it leisurely makes its way to the Illinois River thirty-five miles northwest. Dense groves line the river on both sides. The village stands high above the river and glimpses of it may be seen from the distant trains of the Illinois Central Railway.

In 1865 Rev. Father Gati, the pastor of the people of Bourbonnais Grove, made application to the Provincial of the Community of St. Viateur, in Canada, for teachers for their children. In the summer of the same year three members of the order arrived from Canada and arranged for the erection by the parish of a parochial school building. One, Father Beaudoin, was appointed pastor of the village church, and the school was taken in charge by Father Thomas Roy.

Four years later, the school having prospered, Father Roy determined to found a college. The corner-stone was laid on the 30th of April, 1869. He was thus its founder and became its first president. He was a born ruler, yet of so mild a disposition that he won the hearts of all. But the severity of the labors incident to his enterprise broke him down and he was obliged to retire at the end of ten years of intense labor. The beautiful chapel, erected by the alumni, is a fitting memorial of the devoted priest and of his untiring zeal for education.

In 1874 the college was invested with the power of a university. The faculty is composed mainly of members of the Community, who devote their time exclusively to teaching. To favor still more the success of the body in America a novitiate was opened in 1882 by the Superior of the United States. From this house the university obtains many teachers. The courses taught are commercial, classical, scientific and theological. The professors and students form one family under one roof. It is the only Catholic boarding college for boys in the archdiocese of Chicago.

On the death of Rev. Thomas Roy, C. S. V., he was succeeded by Rev. M. J. Marsile, C. S. V., who held the place for nearly thirty years, and was succeeded by Rev. John P. O'Mahoney, C. S. V.

ST. IGNATIUS' COLLEGE, AT CHICAGO.

(From a sketch by President Henry J. Dumbach, S. J.)

St. Ignatius' Collège is so interestingly unique that it merits more space than can be allotted to it here. It is a type of the wonderful schools established by the Society of Jesus, which had its origin in 1540, and which became the main instrument of the counter-Reformation movement.

"St. Ignatius' College is a gymnasium, one of those mental training schools which have been proven by a long experience to be the best educators and are confirmed as such by the present strong reaction setting in on all sides in favor of the humanities. Its object is not to train specialists, but to prepare students for eminence in that department of life into which his maturer mind will lead him, whether towards a commercial calling or a further preparation for a scientific or professional career."

"As a means to attain this happy result she has no uncertain guide. The 'Ratio Studiorum,' or Method of Studies, is the matrix in which the Jesuit courses, the world over, have been moulded. This earliest of Normal books, the result of one of the greatest, the most deliberate, and most exact psychological studies that have ever occurred in the world's history, has, up to the present, in great part been misunderstood by educators throughout this country. Writers adverse to the Society of Jesus, and one especially whose works are text-books, have attributed many of its good qualities to others, have misstated parts, and so distorted its precepts generally that those who know the 'Ratio' best could never recognize it in these descriptions but for the name. A recent work in Scribner's Great Educator Series, 'Loyola, or the Educational System of the Jesuits,' has cleared away many of these mistakes, and will doubtless go further in making the subject understood.

"He who knows the 'Ratio' understands the main features of every Jesuit col-

lege, while he who has not mastered that little volume can hardly comprehend the methods of one of them."

The college has strictly adhered to the 'Ratio,' although it has no endowment. It relies upon its tuition fees, and its building was erected by small contributions.

"The causes that led to the opening of a college here are long to seek. They flow from all sides, from remote as well as recent dates, each contributing its quota without which the others would be insufficient to produce the result. Ordinary chroniclers would mark September 5, 1870, as the day of its inception. Its doors were then opened to welcome its first students. Others who study the history of education in men rather than in buildings would begin their narration with the arrival in Chicago of the Rev. Arnold Damen in 1857. For thirteen years this famous missionary and educator labored here in building up a whole circuit of efficient schools, until he saw in them material for a college, waiting, as ripened grain, to be gathered in by him. He was president of the college during the first two years.

"But there was a Jesuit in Chicago before 'Father' Damen. James Van de Velde, S. J., was called by obedience in 1848 to occupy the episcopal see of Chicago, its second bishop. The change in condition made no change in the character of his life. As bishop not less than as a simple Jesuit he devoted himself to the fostering of education as well as religion.

"Others would find the origin of St. Ignatius in the dim border region between the seventeenth and eighteenth centuries. In 1670, just two hundred years before the present college was opened, the great Marquette received orders to establish the missions of Illinois. The works he then set on foot were sustained by his religious brethren after his death, and these missions, especially that of Kaskaskia, grew and flourished and became for a time the most successful in the West. Did the missionaries establish a college at Kaskaskia? Tradition says yes; but history is silent or answers only in a faint whisper and is not heard. If they did, as I think not improbable, we may claim for Illinois not only the first college in the West, but one of the very earliest in the United States."

"The memory of the pioneer missionaries of the Mississippi Valley exercised no little influence in bringing the sons of Loyola, of later date, into the same field. These could not help looking upon that land as blessed which had been hallowed by the labors of so many men who ever aimed at and realized in themselves the high ideals after which they were still to strive and struggle."

The college was built in 1869, received its charter with power to confer university degrees in 1870, completed its building in the third school year, and in 1895 was obliged to build an additional building to accommodate its students. It has developed an admirable and most carefully selected library, a very valuable museum and cabinet of natural history, and has collected the instruments for the equipment of its laboratories.

A commercial course is maintained mainly for the inculcation in our future business men such Christian doctrine as will make for their betterment as citizens. The course is regarded as a concession to the needs of the time and confers no degree.

The maintenance of the classical course is the dominant purpose of the college. It is here that the methodical procedure of the "Ratio" is followed with scrupulous

exactness and where one may find displayed the comprehensive plan of the founder of the system for the evolution of the completely educated man of the type involved in the ideal. In the presence of this elaborated scheme our modern college courses show to a seeming disadvantage. A study of its catalogue is especially commended to our readers.

As might be expected from the stress laid upon moral and religious training the college has never been disturbed by those unmannerly disorders that have shamed so many of our higher institutions of learning. In addition to the members of the student body belonging to the Catholic communion there is always a large representation of Protestant students, as there was in the great days of the Jesuit schools of the seventeenth, eighteenth and nineteenth centuries in Europe.

At the time of the great fire in the city this school, like many others, changed from a school to a relief station. "In the first three days of suffering 8,000 persons are said to have been fed and one-tenth as many clothed. The orphans of the diocese, whose asylum had been destroyed, lived here for about two months."

In 1895 the college had so large a patronage that more room became a necessity. It was decided to purchase a larger tract of land and thereupon erect an additional college.

EVANGELICAL PROSEMINARY, AT ELMHURST.

(From a sketch by President Irion.)

Elmhurst College is a boarding-school with three buildings and a campus of twenty-nine acres. It was organized in 1870 under a charter of the church corporation of earlier date. It is one of the schools of the German Evangelical Synod of North America. It was formally opened January 17, 1871, in temporary quarters in Evansville, Indiana, and removed to its present location in December of the same year.

The college is without endowment, but receives material help from the Eden Publishing House at St. Louis, which belongs to the church. It receives assistance from the various congregations of the Evangelical Synod, also, and these sources of revenue, with the addition of the tuition fees, serve to sustain it.

The college offers two courses — a classical course and a Normal course. The former course prepares young men for admission to Eden College, the theological seminary of the church, at St. Louis. It is on the accredited list of the University of Illinois, where its graduates are admitted on their diplomas. The latter course prepares young men for teaching in the parochial schools of the church. Its graduates are given a certificate to teach in such schools.

It has graduated more than six hundred and most of them engage either in the ministry or in teaching in the schools of the church.

Rev. C. Kranz was the first president, 1871-5. His successors have been Rev. F. Ph. Meusch, 1875-80; Rev. P. Goebel, 1880-7; Rev. D. Irion, D. D., 1887. The members of the faculty generally have been connected with the college for many years. The library has 3,000 volumes.

CARTHAGE COLLEGE.

(From a sketch by Rev. F. L. Sigmund, D. D.)

Carthage College was organized in 1870. Articles of incorporation were taken out by a stock company of the citizens of Carthage, the amount of stock to be limited to \$300,000. A campus of seventeen acres was purchased and a three-story brick building was erected in 1870-1. Meanwhile a classical school was opened in rented rooms and school was opened on September 5, 1870, under the management of Prof. L. F. M. Easterday. This marks the official beginning of the college.

But colleges do not spring spontaneously from the organization of stock companies, as it is easy to find investments which yield a larger financial return. Like all of the institutions that have thus far been considered, it was the child of the Church. What would have been the condition of higher education in Illinois but for the zeal and self-sacrifice of religious denominational bodies?

"This institution is conducted under the auspices of the General Synod of the Evangelical Lutheran Church in the United States. Two previous efforts had been made by this branch of the Lutheran Church to establish an institution of higher education in Illinois, one at Hillsboro and one in Springfield. The school at Hillsboro was chartered in 1847 under the title of 'A Collegiate and Theological Institute of the Far West,' but it was more generally known as the Hillsboro College. In the spring of 1852 this institution was removed to Springfield and the name was changed to Illinois State University. On account of financial difficulties, however, the work of the university was discontinued some time in 1867 and the property was sold a few years afterward.

"This left the English-speaking Lutherans of Illinois without an institution for the education of their children for the training of the ministry. Accordingly a meeting of commissioners from various synods connected with the general synod, and located west of Indiana, met in Dixon, Illinois, in 1869 to plan for the establishment of another institution. Upon recommendation of this conference commissioners were appointed by the various synods interested, with full power to act. These commissioners met in Carthage, Illinois, in December, 1869, and accepted the proposition of the citizens of that town."

The following persons have served as presidents of the school: Rev. David H. Tressler, Ph. D., 1873-80; John A. Kunkleman, D. D., 1881-3; J. S. Detweiler, D. D., 1883-4; Edward F. Bartholomew, D. D., 1884-8; Holmes Dysinger, D. D., 1888-95; John M. Ruthrauff, D. D., 1895-1900; Frederick Sigmund, D. D., 1900-9.

As indicated above, the first president was elected in 1873. The control of the school remained in the hands of the original commissioners until 1880, when a majority of the stock was transferred to the synods interested, who assumed control of the institution and have since managed its affairs.

The list of presidents indicates frequent changes in the management. Such a policy is fatal to the best interests of an institution. During the seven years of the presidency of Dr. Tressler the college was prosperous. His untimely death was a blow to the young college. The attendance decreased and the life of the institution was often in jeopardy, but a few years later a vigorous young faculty did much to

restore the lost repute. With the addition of other departments the attendance increased, although the chronic poverty of institutions of that character at that age was not escaped. It is the old story repeated — the right man appeared in the person of Dr. Dysart.

In later years Carthage has shared with her sister institutions in the prosperity of the country. The academy has been strengthened and new buildings have been erected. At the writing of the sketch, 1906, the college embraced six departments of instruction; it had a faculty of seven professors and seven instructors, and a student body for the year of 250.

Mr. Henry Denhart, of Washington, Illinois, has been a most liberal patron, contributing in twenty years more than \$45,000. He has also made a conditional offer of \$100,000. Mr. Carnegie has not forgotten Carthage in his many beneficences, having offered to erect a \$20,000 science building.

In 1906 a gymnasium costing \$1,500 was erected. The succeeding year two athletic instructors, a lady and a gentleman, were added to the faculty. In 1907 the John C. Martin Foundation added a Bible Training Department to the equipment. In 1908 the endowment was increased \$200,000. In 1909 H. D. Hoover succeeded to the presidency.

ST. STANISLAUS' COLLEGE.

(From a sketch by E. G. McFadden, A. M.)

The college was established in 1890, in Chicago, and was incorporated under the laws of Illinois. It is conducted by the Resurrectionist Fathers and is located on Division and Holt streets. It is empowered by its charter to teach preparatory and college branches and to confer the usual degrees.

Its student body is exclusively of the Polish race, of whom there are a great number in the city. Upon completion of their work in the parochial schools there was no institution of their race and faith to which they could go for higher culture, so they were obliged to seek it elsewhere and to the neglect of the ideas and traditions that are very dear to their parents.

“The aim of the college is threefold:

“1. To give to its students secular instruction as good as can be obtained in any of the small colleges in the country.

“2. To give religious instruction and maintain a standard of discipline that will be thoroughly Catholic.

“3. By giving courses in Polish language and literature to keep alive in the minds and hearts of the Polish youths in America, the glorious history and unselfish ideal of their fathers.”

It is not difficult to realize the difficulties that present themselves in the foundation of a college without a substantial endowment. Buildings, grounds, equipments of various kinds, all of which are expensive, the employment of teachers, etc., demand large expenditures. This college was obliged to depend upon the income from students' fees, and these, of necessity, were made as low as possible on account of the limited means of those whom the college was founded to serve. All of these obstacles to success were successfully met.

At the head of the school is Rev. John Kosinski. To him the college is indebted more than to any one else for its material prosperity and for the admirable spirit that pervades it.

There are three courses offered to the students — the classical, the scientific, and the commercial. There is a well organized preparatory school and the classical course is four years long and consists of prescribed studies.

“The discipline is mild yet firm. The students are required to be regular in attendance, and prompt and diligent in the performance of every duty assigned them.”

The college illustrates the close supervision and constant watchfulness of the faculty, both of which are in quite striking contrast with the method of the American school. The students are accompanied in their visits to interesting places in the city by one of the prefects. They are often accompanied in their games by the prefects and professors. A constant effort is made to develop strength, honesty and bravery.

GREENVILLE COLLEGE, AT GREENVILLE.

(From a sketch by Prof. C. A. Stoll, Ph. B.)

Greenville College began its history as Almira College, being named after Mrs. Almira Blanchard Morse, its chief beneficiary. It was founded in 1855 as an effort to give to women the opportunity of higher education. Two young men of New Hampshire birth met as fellow students at New Hampton in their native State, where they were preparing for college. A life-long friendship grew up between them and they often discussed the injustice of denying to women the liberal education so coveted by men. They determined to use their united efforts in securing for her what was so unjustly denied her.

Together they pursued their course at Brown University, graduating in 1828. Both began the study of the law, Mr. White removing to Greenville in 1836 and engaging there in practice. Two years later he accepted the presidency of a southern college, where he remained for fifteen years. Mr. Morse also became a teacher, but subsequently engaged in mercantile business, removing also to Greenville, arriving there in 1840. Three years later he married Miss Almira Blanchard.

In 1854, upon invitation of Mr. Morse, Mr. White visited Greenville. What was more natural than that the old ideas and ambitions should be revived. The citizens of Greenville were cordially favorable and made generous subscriptions. Mrs. Morse happily came into a legacy of six thousand dollars which she at once put at the disposal of the proposed enterprise. This made the realization of the scheme possible; the natural surroundings of Greenville made it a desirable location.

In the summer of 1855 Mr. Morse came to Greenville and entered upon the management. The school was founded in 1855, as has been stated, and received a charter two years later. In 1857 Miss Elizabeth Wright joined Mr. White as his wife, and devoted herself to the internal management of the school.

It was ten years before the college building was finally completed. During all of this time the institution was crowded to its utmost capacity, as it was during all of the twenty-three years of Professor White's presidency. He had an excellent

corps of teachers. It was necessary to maintain a preparatory department, for the public schools were poor and there were very few high schools. This extended the course to six years, yet a fair percentage completed the course. It was also an important social factor in the life of the community. Professor White was peculiarly fitted for such an enterprise and was extremely popular. He was absent for two years in war time, serving as chaplain in an Illinois regiment, and Rev. D. P. French took his place.

In 1870 grave business reverses came to Mr. Morse and he removed from the State. A debt that the school had carried since the completion of the building was a grave embarrassment, although the school had been prosperous. Moreover, Professor White was broken in health because of his army service, and the school was sold to Mr. James P. Slade and Mrs. Florence K. Houghton, who conducted it until 1892, when it passed into the hands of the Central Illinois Conference of the Free Methodist Church to be used as a co-educational institution.

Rev. W. T. Hogue became president under the new management. A number of new departments were added to the course of study. Several bequests have fallen into the lap of the school, so that it has been quite well provided with means of support. In 1903 President Hogue retired and was succeeded by Rev. A. L. Whitcomb. Additional buildings being needed, the friends of the school rallied to its support and furnished the means for the erection of a new administration building and heating plant. The annual registration reaches about three hundred.

THE UNIVERSITY OF CHICAGO.

(From a sketch by Prof. Francis Wayland Shepardson, Ph. D., LL. D.)

“During the years 1857 to 1886 there was in the city of Chicago what was called the University of Chicago, an institution founded by the Hon. Stephen A. Douglas, who earnestly hoped that the principal city of his State might become the seat of a great institution of learning. Financial difficulties surrounded this university almost from its inception, and finally, after a heroic struggle of nearly thirty years, its trustees were compelled to close its doors in 1886, leaving behind a record of substantial work established, as evidenced by a list of alumni, many of them men and women of prominence in the growing city. This ‘Old University,’ as it is called, had hardly closed its doors before efforts were begun to establish a new institution, freed from financial difficulties but working substantially on the lines of the old.

When the plans for the new university were formulated, one of the conditions which were made by the trustees was that the alumni of the old University of Chicago might be recognized as graduates of the new university, if they made formal request for such recognition.

“In addition to this collegiate basis in past history, there flourished between the years 1860 and 1892 what was known as the Baptist Union Theological Seminary, started as an adjunct of the University of Chicago, and established during the first years of its history just across the street from the campus of the university proper. The institution was located afterward in Morgan Park, a suburb about fourteen miles away.”

It was understood that if the new university should become a reality the seminary would be its divinity school.

Although the new University of Chicago has no legal relation to the old university it has at least a highly sympathetic relation. The unhappy ending of the latter seemed a temporary suspension, and a conviction obtained quite generally that in some way it would be resuscitated and started upon a new career of usefulness. How can a college really die when it has a body of living alumni who are people of affairs in the world? Is it not more than probable that the former institution was in his mind when Mr. John D. Rockefeller held a conference with Prof. William R. Harper, of Yale University, with regard to the advisability of establishing a new college?

It was the custom of Professor Harper to run up to Vassar for a Sunday sermon once in a while. It was also the custom of Mr. Rockefeller to accompany him betimes, and on these little journeys a common theme of conversation was the dreamed-of college. Many places were discussed, but their minds, after each mental excursion, returned to Chicago as the logical location. It was in 1888 that these events were occurring. The same year a movement was on in the Baptist Church to strengthen the hands of the educational institutions of that denomination, and also to establish a new college in Chicago. The organization that was to give coherence to the forces acting for these ends was the American Baptist Education Society, organized in Washington in May of that year. The plan of the society in inducing contributions was the one often found to be so efficacious — the offer of a sum of money to an institution with the challenge to its friends to meet it with an equal or other specified sum. It is thus seen that this Education Society had the matter of the new college in hand.

In 1889 matters began to take shape. A committee was appointed to go over the whole ground and report progress. Among the names of the committee are found such educational household words as William R. Harper, Alvah Hovey, President Taylor, E. B. Andrews and others whose names are less familiar to the school people. They made their report which was promptly adopted and the Society decided to go on with the enterprise. It was shortly after this that Mr. Rockefeller appeared with an offer of \$600,000 as an endowment for the new college, on the condition that his offer should be met by a subscription of \$400,000 with which to purchase land and to erect buildings. When the committee began their canvass for the required \$400,000 they found the money coming in so fast that it soon became evident that it would be unwise to organize anything less than a university, and that upon the broadest and most comprehensive grounds. Never before were such astonishing results realized. When the appeal was made for money to erect the needed building to begin with, over \$1,000,000 was subscribed within ninety days.

A charter had been received from the legislature and the necessary governing body chosen. Dr. Harper was elected president and a suitable faculty employed. On October 1, 1892, in the simplest fashion, the doors were opened and 500 students flocked into the waiting halls. There was no haunting fear of failure, for several millions of dollars in the way of endowment were in the strong box of the institution.

The university was the very antithesis of all others of its kind. They had come to the fulness of experience of power through great tribulation and possible centuries

of history. It was to spring into a full equipment, or at least a very liberal one, in a single bound. Wiseacres shook their heavy heads with doubt. Meanwhile, the officials were ransacking the world wherever a university could be found and taking an inventory of the qualities that gave it virility, and not less of the elements that had become obsolete and that deserved elimination. It was a masterpiece of diplomacy that accomplished such remarkable results. It might have been called the Eclectic University, for it selected the choicest features of all universities and attempted to combine them at Chicago. Moreover, it gathered choice talent from as wide an area as it had investigated, and thus became suddenly old and venerable in the amount of experience that it put into its faculty.

A series of bulletins had announced the policy of the university and also had invited criticism. The plan of organization may be set forth in a few statements. It provided for three great departments: The university proper, the university extension, and the university publication work. The university proper provided for a considerable number of departments and thus anticipated every interest that might need developing. The extension work has become so familiar as to need no exposition here. The publication department contemplated not only the publication of announcements and bulletins but also periodicals and special studies, and, in fact, the latest utterances of members of its distinguished staff.

That the plant might be utilized to the greatest extent possible the quarter system was adopted. For the further convenience of students the quarter is divided into halves. By this arrangement and by the adoption of a credit system based upon the number of studies taken instead of the years of attendance, students are enabled to attend for a portion of the year and engage in some earning employment for the rest. Further, highly capable students are able to win their degrees in less than the usual time. By this arrangement members of the faculty are so distributed about through the year as to enable them to take their vacations in different years at different times. Service is expected for but three quarters, and if one wishes to work for an additional quarter so as to increase his income or accumulate a vacation he has that privilege.

It is obvious that this system is a practical abolition of the class system so nearly universal in American colleges. As one may enter at any time so he may graduate at any time. This necessitates a new basis for comradeship. The author of the sketch is not yet prepared to pass finally upon the effect that this arrangement may have on the loyalty of the alumni.

The details of organization and management are too complex to admit of full treatment in these pages. The curious may obtain the information from the university bulletins, or from direct communication with the proper officer.

If one may not go to the university the university will come to him by means of its extension department. He may engage in lecture study or in correspondence study. The former method is carried on by lecturers who go about from place to place giving courses of six or twelve lectures upon a single subject. Aids to study are supplied in the way of syllabi and small libraries and by numerous other devices. Methods of estimation determine the value of the work done by the students and credits are awarded accordingly. Twenty-five thousand people annually avail them-

selves of this opportunity of enlarging their culture. The work is managed through local centers that select the lecturers and attend to various details.

The correspondence study department deals with individuals and may go the world over wherever one wishes to engage in it. Hardly a country that has not representatives. The annual appropriation for the support of this work is \$50,000.

An attempt was made for a time to carry out a system of class instruction in Chicago by sending teachers to groups assembled off the campus, but it was finally turned over to another department of the university.

In more or less intimate connection with the university are the affiliated schools and the cooperating schools.

The University Press is in effect a large publishing house. It publishes thirteen magazines, all of which are owned by the university, with a single exception. It makes books for others and sells books for itself.

The property of the university mounts into the many millions. Its city campus contained sixty-six acres in 1906. There are, besides, the extensive lands connected with the Yerkes Observatory and the Morgan Park property. It is difficult to keep run of the endowment funds. Great buildings are always in process of erection on the campus.

The principal benefactor has been Mr. John D. Rockefeller. His contributions aggregate something like thirty millions. Miss Helen Culver has given a million, as has Mrs. Emmons Blaine. In the long list of additional generous contributors are the names of Mr. Martin A. Ryerson, Mr. Sydney A. Kent, Mr. Charles T. Yerkes, Mr. Marshall Field, Mr. Silas B. Cobb, Mr. George C. Walker, Mrs. Charles Hitchcock, Mrs. Caroline E. Haskell, Mrs. Elizabeth G. Kelly, Mrs. Mary Beecher, Mrs. Henrietta Snell and Mrs. Nancy S. Foster, Mr. Adolphus C. Bartlett, Mr. Leo Mandel, Mr. John J. Mitchell, Mr. Charles L. Hutchinson, and the trustees of the estate of William B. Ogden. Many of the names are associated with buildings on the campus which explain the disposition of their gifts. Indeed, the generosity of men and women that have linked their names to the university is nothing short of wonderful.

In addition to the undergraduate colleges there are numerous graduate schools, professional schools, and affiliated schools. Appropriate degrees are conferred by these various institutions. The President's Decennial Report, published in 1901, gives the history of the university for its first ten years.

"The master mind of the university from the time of its inception until his death on January 10, 1906, was that of the first president, William Rainey Harper. He advised with the founder of the institution before its establishment. He was one of the committee of nine which outlined its scope and plan. He forecast its development in a remarkable series of preliminary publications. He was a member of the board of trustees for fifteen years. He was a prime factor in the raising of funds for buildings and grounds. He selected the faculty, personally investigating the qualifications of each instructor. He guided the work of administration with remarkable power, keeping in close touch with details in a surprising way. He rendered the teaching service of a full professor. He was wonderfully fertile in plans for the development and enlargement of the institution. His personality dominated the

university, winning respect everywhere and inspiring a devoted allegiance and enthusiasm on the part of his colleagues which was the wonder of the educational world. To his masterful mind, his industrious activity and his stimulating leadership the accomplishments of the university are largely due."

After a period of some months during which the university was under the management of Dr. Harry Pratt Judson, Head Professor of Political Science and Dean of the Faculties of Arts, Literature and Science, on February 20, 1907, Dean Judson became President Judson.

Since the beginning of President Judson's administration the university has moved forward in its development in too many ways to be recounted here. All that is attempted in this brief sketch is to indicate how it sprang into splendid power and stature in a few years under the magic touch of a man who was willing to give it money and of another who had the genius to utilize that money in a wise way. The history of this, the youngest of all of the great universities of the country, demonstrates that it is not necessary to wait for centuries in order that a great center of culture and influence shall slowly evolve.

NORTHWESTERN UNIVERSITY, AT EVANSTON.

(From a sketch by Prof. Arthur Herbert Wilde, Ph. D.)

The first overt act in the founding of Northwestern University was a meeting of a few gentlemen at the office of Grant Goodrich, Esq., in Chicago, on May 21, 1850. A committee of five was appointed by this company to prepare a charter for the incorporation of a university to be located in Chicago and to be under the control and patronage of the Methodist Episcopal Church. This committee was also directed to memorialize the Rock River, Wisconsin, Michigan and Northern Indiana Conferences of the Church to take part in the government and patronage of the university. The meeting also appointed a committee of three to ascertain what could be done in the collection of funds for the furtherance of the enterprise.

The charter reported by the committee received the sanction of the legislature January 28, 1851, and was accepted by the trustees on June 14.

In 1851 a plan of organization was agreed upon, one feature of which was the appointment of an executive committee in which was the greater part of the administration of the affairs of the university.

In 1853 the work of securing an endowment began to be worked out. The plan adopted we have seen attempted in some of the other colleges that have claimed attention. It was proposed to secure \$100,000 from the sale of perpetual scholarships at \$100 each and a second \$100,000 by subscription. One-half of this fund was to be expended for grounds and buildings and the other half was to be set apart for the payment of the faculty.

In 1853 the executive committee purchased three hundred and eighty acres of land twelve miles north of Chicago. A portion of this tract is now used for the university campus and the rest of it constitutes a portion of the city of Evanston. The executive committee had previously purchased a lot on the northwest corner of La Salle street and Jackson boulevard, in Chicago. These were wise purchases,

for they have constituted the major part of the university endowment and have rapidly increased in value.

The trustees adopted a liberal policy with regard to the Evanston property, believing that the best way to enhance the value of the lots was to assist in building up the town. It retained a portion of every block to be leased and sold the rest at the best prices available. It was expected that a large endowment would result from its land investment, but in that particular there has been a grave disappointment.

The first faculty was organized in June, 1854, with Dr. Clark T. Hinman as president and professor of moral philosophy and logic, and a faculty of three additional professors, one of whom did not assume the duties of the position to which he had been elected. President Hinman died after a few months of service.

The curriculum included three courses—a classical, a scientific, and an elective course.

The first thought was to build a building in the city, but it was determined in 1855 to erect a frame structure in Evanston. The opening to students occurred on November 5, 1855. Randolph S. Foster was elected to the presidency in 1856. In the same year Professor Bonbright was appointed Professor of Latin; he served the institution for more than fifty years.

In 1856 the university began its policy of assimilating other institutions for the purpose of granting degrees. Rush Medical College and Garrett Biblical Institute were the first institutions that were invited to join the university.

The following list records the names of the presidents with their terms of service:

Clark T. Hinman, 1853-4; Randolph S. Foster, 1856-60; Henry Sanborn Noyes, vice-president, 1860-8, acting as president; David H. Wheeler, acting as president, 1867-9; Erastus O. Haven, 1869-72; Charles H. Fowler, 1872-6; Oliver Marcy, acting president, 1876-81; Joseph Cummings, 1881-90; Henry Wade Rogers, 1890-1900; Daniel Bonbright, acting president, 1900-2; Edmund James, 1902-4; Thomas F. Holgate, acting president, 1904-6; Abram Weingardner Harris, 1906.

The leading benefactors of the university have been Dr. John Evans, William Deering, Orrington Hunt, Mr. D. K. Pearsons, Mr. J. B. Hobbs, Mr. D. D. Fayerweather, Mr. G. S. Swift, Mr. Edward F. Swift, Mr. M. H. Wilson, and Mr. Charles E. Slocum. Trustees, members of the faculty and other friends have made many gifts to the institution.

In 1855 the charter of the university was so amended as to free the institution from taxation of its property. This was a matter of the greatest importance, for otherwise the taxes upon its unproductive property would be a grave financial burden. Attempts of the municipalities to collect taxes were resisted by the university, but the Supreme Court of Illinois held against it. An appeal was taken to the Supreme Court of the United States and that tribunal sustained the contention of the university.

The university has been coeducational since 1869. In 1873 the Evanston College was absorbed. Miss Frances Willard was the Dean of the Woman's College until her resignation in 1874.

Up to 1869 the University consisted of the College of Liberal Arts and the Pre-

paratory School. In 1871 a civil engineering course was established and three years later a school of technology, but they were not successful and after a few years were abandoned. In recent years a technological course of two years has been offered.

Little effort has been expended in the development of a post-graduate department. It has been deemed wiser to center the energies of the faculty upon undergraduate work. President Rogers started an interest in that direction and it has gained steadily, but the number enrolling has never been large.

The Northwestern University Medical School was first organized as the Medical Department of Lind University, which will be remembered as the forerunner of the Northwestern. Certain mutual obligations and concessions characterized the relations of the school to the university and the connection continued until the trustees found themselves unable to fulfill a contract that had been made with reference to the erection of a building for the Medical School. In consequence the contract was abrogated in 1863 and the medical faculty undertook the continuance of the school as an independent enterprise. A building was erected on State street near Twenty-second, and the school was incorporated under the name of the Chicago Medical College. In 1869 it became necessary to change the location and an arrangement was again made with the Northwestern University by which it became an autonomous department.

The College of Law has had a somewhat varied career. It first became the law department of the old University of Chicago through a gift of \$5,000 in 1859 by Hon. Thomas Hoyne. Hon. Henry Booth, LL. D., was the first dean of the school and continued in that capacity for more than thirty years. Hon. Harvey Bostwick Hurd, LL. D., served the school almost continuously as professor for more than forty years.

In 1873 it passed under the joint control of the Northwestern University and the University of Chicago under the name of the Union College of Law. As the University of Chicago passed out of existence in 1886 the college was half-orphaned and in 1891 became a department of the Northwestern University.

In its long career of half a century it has played a conspicuous part in the legal education of young men. Many eminent men have been connected with the school as students, teachers and members of the board of trustees. Among the names are found those of Hon. John M. Wilson, Hon. Lyman Trumbull and James L. High.

In 1892 a marked advance was made in the extension of the curriculum, the lengthening of the course and the improvement of the method of teaching.

In 1891 the Illinois College of Pharmacy became a department of the university. As early as 1886 the executive committee had taken action with regard to the establishment of such a school. It had from the first the most extensive equipment of any similar school in this country. It began its work on the southwest corner of Lake and Dearborn streets in Chicago. In six years it outgrew its quarters and removed to the University Medical Building at 2421 Dearborn. It again became too large for its quarters and removed to its present quarters in the University Building, Lake and Dearborn.

The school took the lead of all schools of pharmacy in the country in the intro-

duction of laboratory methods of instruction. It now employs a large teaching force whose entire time is devoted to the school — a condition not existing in any other such school in the country. It is the largest of all university schools of pharmacy and second in attendance of all pharmacy schools. The course of study is too extended to find space in these pages.

The Northwestern University Dental School is the successor of the University Dental College, which was organized under a charter from the State in 1887. An arrangement was effected with the university and the medical college by which a part of the instruction in the dental school was cared for by those institutions.

The college was situated near the medical college. Three years of seven months each were required for the completion, and as no other school was so exacting in its demands it secured but few students. Although this requirement was modified, still the patronage was insufficient to maintain the school and at the end of the school year of 1891 the faculty resigned. This event opened the way for the organization of a dental department of the university, so the old college was reorganized and assimilated by the university. Later the Medical College of Dental Surgery was consolidated with the University Dental College and in 1898 the Northwestern Dental School represented the two. It is now housed in the New University Building — the old Tremont House.

The School of Music became a department of the university in 1876 under the management of Oren E. Locke. The school was for several years a prosperous enterprise, but a decline began about 1887, and in 1891 Mr. Locke resigned. In the same year the school was reconstructed by Mr. P. C. Lutkin, who greatly expanded the scope of the school and added highly capable teachers to the corps of instructors. Two years later the school was still further enlarged and a choral society of students organized.

In 1897 the Music Hall was completed, the faculty numbered fifteen teachers, and the school had become very prosperous. A preparatory department is maintained in which the students of the School of Music have an opportunity to acquire skill by a system of practice teaching after the manner of the best Normal schools.

Like many of its kindred institutions the university has maintained a preparatory department. For the larger part of its history the academy on the campus was the only one. It was here that the eminent Herbert Franklin Fisk, D. D., LL. D., served so efficiently for thirty-one years and thus made for himself a conspicuous place in the annals of secondary education in Illinois. In 1901 the university acquired Grand Prairie Seminary, at Onarga, and two years later the Elgin Academy. These schools are feeders of the university.

The School of Oratory is the outgrowth of the work of Prof. Robert McLean Cumnock. It occupies a building on the campus that was provided for the department through the liberality of Mrs. G. F. Swift, of Chicago.

To furnish instruction for women in the science and practice of medicine the Woman's Medical School of Chicago was made a department of the university in 1892. After ten years of life it was abandoned.

PROFESSIONAL AND TECHNICAL SCHOOLS ON A PRIVATE FOUNDATION.

THE McCORMICK THEOLOGICAL SEMINARY.

(Condensed from a sketch by Miss Kela B. Parker.)

This institution was first a theological department of Hanover College, Indiana. It was opened in the spring of 1830, when Rev. John Matthews, of Virginia, began his work with two students. In 1840 it was removed to New Albany, Indiana, where an endowment became available through the generosity of Mr. Elias Ayres, who gave \$15,000 to the struggling institution, which was subsequently called the New Albany Theological Seminary. In 1856 it was removed to Chicago, where Cyrus H. McCormick had tendered an endowment of \$100,000. It was granted a charter by the Legislature of Illinois on March 21, 1857, under the name of the Presbyterian Seminary of the Northwest. After a recess of two years the seminary was reopened on the 1st of September, 1859, under the supervision of the Assembly, to which it had been transferred as a final settlement of the difficulties which it had encountered because of the slavery question. In 1886 the name was changed to the McCormick Theological Seminary of the Presbyterian Church, in honor of the man whose generosity has enabled it to attain so marked a degree of success. The contributions of Mr. McCormick and his family had amounted to nearly or quite two millions of dollars. Others have also made generous contributions. Among them are Messrs. People and Ridgeway, of Evansville, and Tuthill King, of Chicago. In 1905 the first president of the institution was elected — Rev. James G. K. McClure, D. D., LL. D. The whole number of graduates approximates 2,000.

As incentives to study, special fellowships have been donated. Among these are The Bernadine Orme Smith Fellowship, established by Col. Dudley C. Smith, of Bloomington; The Nettie F. McCormick Fellowship, by herself; The T. B. Blackstone Fellowship, by Mrs. Blackstone.

Six buildings are occupied by the seminary. The above statements need no commentary as they indicate very clearly the good fortune that has come to the institution.

THE UNION BIBLICAL INSTITUTE, AT NAPERVILLE.

(From a sketch by Professor Gamertsfelder.)

This is the main divinity school of the Evangelical Association. It is under the supervision of the General Conference, the supreme legislative body of the Church. It was incorporated on the 15th of March, 1873.

Twelve States and Canada have conferences that are represented in the corporation. The representatives of these conferences raise the finances and appoint the faculty.

The active work of the institute began in the fall of 1876. Bishop J. J. Esher was the first principal and served three years. He was succeeded in 1879 by Rev. Reuben Yeakel. Upon his retirement in 1883 Bishop Esher was again appointed and served until 1891. He was succeeded by Bishop Thomas Bowman.

CHICAGO THEOLOGICAL SEMINARY, AT CHICAGO.

(From a sketch by Dean George H. Geberding.)

This institution was established to train a ministry to preach the old faith of the Fathers in the language of their children. The man who was mainly responsible for the movement that resulted in the founding of the seminary was Dr. W. A. Passavant, of Pittsburgh. After a quarter of a century of persistent effort he persuaded the General Council of the Evangelical Lutheran Church to undertake the enterprise. This was done in 1869. But the "Great Fire" and other unfortunate conditions delayed the beginnings so that the seminary was not fully opened until 1891.

It began without buildings or endowment. A mission chapel was rented and the start was made. From that simple beginning the institution has won its way to the possession of a number of buildings upon which there are no embarrassing mortgages and which are worth \$175,000. Three years are required to complete the course. A correspondence school for non-resident pastors enrolls a hundred pupils a year. There are special courses in Pedagogy, Sunday-school Work, Elocution, Architecture, Church Music and Hymnology.

The number of students is increasing every year and endowments and new buildings will be provided soon.

ARMOUR INSTITUTE, AT CHICAGO.

(From a sketch by Victor C. Alderson.)

Armour Institute is the product of the philanthropic spirit of Philip D. Armour. The organization of such an institution was suggested by the work which had been accomplished by his brother, Joseph F. Armour, in the establishing of the Armour Mission, on Thirty-fifth street in Chicago.

It is more than a quarter of a century ago that a little mission Sunday-school was located near where the Institute now stands. Joseph F. Armour became warmly interested in this enterprise and under his fostering care it grew rapidly and in a little while larger quarters became a necessity. They were secured on State street, but Mr. Armour determined to make of the school a permanent institution. He therefore erected a building for its use on the southeast corner of Thirty-third street and Armour avenue. The building was especially designed for the Mission and was therefore designed with regard to its needs. It was opened for occupancy on the 6th of December, 1886. As an endowment for the support of the Mission, Mr. Armour erected a block of apartment buildings containing 213 flats, near the Mission, and secured a charter under the laws of Illinois incorporating the management under the name of Armour Mission. In his will he bequeathed \$100,000 to the Mission.

In the meantime, Philip D. Armour, an older brother, had become warmly interested in the work which his brother had begun. He soon became convinced that the work of the Mission should be so extended as to prepare young men and young women for better self-support by affording them an opportunity for technical education. To that end he erected a building at the southwest corner of Armour avenue and Thirty-third street and formed a governing corporation under the name of Armour Institute of Technology. The board of trustees is the same as that

controlling the Mission. The first acquired property is held by the Mission and the last by the Institute. The Institute was opened for classes in September, 1893, with the distinguished Rev. Frank W. Gunsaulus, D. D., as president. The first board of trustees consisted of Philip D. Armour, J. Ogden Armour, Philip D. Armour, Jr., John C. Black and William J. Campbell.

The following is the organization of the Institute at its opening in 1893:

1. The Technical College, including courses in mechanical engineering, electrical engineering, library economy, and architecture, the latter being managed in connection with the Art Institute.
2. The Scientific Academy, which prepared students for the college.
3. The Associated Departments of Domestic Arts and Sciences, Commerce, Music, and Kindergarten Normal Training.

In 1896 the Department of Library Science removed to the University of Illinois, the Department of Commerce was discontinued, and a course in civil engineering was added to the Technical College.

In 1900 the Kindergarten Department was separated from the Institute and became an independent school in the center of the city. The following year the same plan was followed with regard to the Departments of Domestic Arts and Sciences and of Music.

In 1901 the trustees decided to admit no more girls, but permitted all in attendance to complete the course if they so elected. The same year a course in chemical engineering was added to the college courses, and the name of the Technical College was changed to that of the College of Engineering. With the beginning of the succeeding year two important additions were made to the work of the institution. In October, evening classes in engineering were organized for the benefit of young men who were unable to attend at any other time. This proved to be a most successful innovation, as 254 students enrolled for the first term and the number was materially increased the winter term. The second addition was an extension of the privileges of the college to those who could not attend at any time, by co-operating with the American School of Correspondence in such a way as to use the members of the faculty in aiding students through correspondence.

The first class was graduated in 1897. The institution has had a steady growth and now ranks most honorably among the schools of its kind in this country. Its financial prosperity is indicated by the fact that in 1903 the assets of the Institute and the Mission aggregated more than four millions of dollars. The buildings have been constructed under the intelligent supervision of the eminent president, who has been resolute in securing the best quality of instruction. He has realized that in order to accomplish that end he must be guided by sound pedagogical principles. These principles are exemplified in the constructing and arrangement of the rooms and their apparatus. The advantages of the class-room instruction and of the shop instruction are united.

Dr. Gunsaulus has been for years in the thick of the life of the great city. He was never satisfied until he had planted a great church in the down-town district, near the hotels and places of business. Thousands of eager listeners crowd the vast Auditorium on the Sabbath. Actuated by the same spirit in its relation to the

industrial life of the city, he was not content until he had a school whose purpose was the better equipment of the man who must work and that was located where it heard the din of traffic and the call of the mill. When Mr. Armour was moved to contribute to the bettering of the industrial conditions Dr. Gunsaulus was ready to join hands with him and to work out the details of a practical scheme. The early plans aimed at providing such technical instruction as was afforded nowhere else in the city. This idea explains the organization of the Departments of Library Science and of Domestic Arts and Sciences. The Institute was certainly an educational experiment station. The school of library science was then a novelty. It was assumed that there were superior ways of managing a library and the purpose of the school was to discover that way and then to teach it to those who were seeking work of that character. Its success was so marked that in two years the University of Illinois took it over. Similarly the classes in cooking, sewing, dressmaking and millinery were radical departures. They, too, were immediately successful. As soon as their practicability was established they were made separate schools and sent down town. All of the time there had been a strong inclination toward engineering, and in 1901, as has been stated, the Institute decided to limit its work to that particular field. By 1903 the institution was thoroughly organized for its special work. Since then it has gone forward with characteristic energy. It has made its contribution to the composite life of the city and that contribution has been a notable one. Large numbers of young men who would have been condemned to rely for a livelihood upon the labor of their untrained hands have, through the ministry of this noble school, noble in its conception and in its administration and achievement, become leaders in our modern scientific-industrial life.

LEWIS INSTITUTE, CHICAGO.

(From a sketch by Prof. C. W. Mann, A. M.)

The Lewis Institute was opened for students on September 21, 1896. It was founded upon a bequest by Allen C. Lewis. Mr. Lewis came to Chicago in the early fifties and engaged in the land business, in which he acquired a fortune. His fortune was greatly increased in 1875 by an inheritance from a brother, John Lewis. Some two years later Mr. Allen C. Lewis died, leaving his estate to certain designated persons who were to permit it to increase in value until it should reach \$800,000, when it was to be used for the purposes indicated in his will.

Mr. Lewis was an invalid for several years preceding his death. Although quite well known in Chicago his plans were kept to himself while he quietly and efficiently perfected them. In the later seventies there were but three superior technical schools in this country and all were in the East. That there was a demand for such institutions was indicated by the fact that some of the universities and colleges in the West were beginning to announce courses in answer to the evident needs of the time. Frequent reference to such an institution for Chicago had appeared in the public press and the hope was expressed that some man of means would be induced to supply the funds for such an enterprise. It appears that the project was a favorite one with the brothers and it was assumed that it was their purpose to unite their accumulations and devote them to this philanthropic end.

The plan of Mr. Lewis as indicated in his will was to unite upon a single foundation four connected institutions. The immediate purpose was the establishment of a school that should enable young men and young women to so increase their efficiency as to make their services of greater value to the community and, of consequence, to themselves. To this end a night school of suitable character was to be established. A second feature of his plan was the furnishing to the general public a library and reading room and also a course of public lectures, the character of which was to be determined by the needs of the community. The crowning feature of the gift was to be a thoroughly equipped school of technology, to be established as soon as the estate should increase to such dimensions as to make the plan feasible. Since he left some \$550,000 it is obvious that the desire of the donor would be actualized within a few years after his death.

The first trustees under the will were James M. Adsit, Henry F. Lewis and Hugh A. White. John A. Roche and George M. Bogue succeeded respectively Mr. Adsit and Mr. Lewis. Mr. Bogue subsequently resigned and the remaining trustees managed the estate for a time. It is a fine tribute to the intelligence of the trustees and to their faithfulness as well to record the fact that the property almost trebled in value within a few years. Upon the death of Mr. White, Christian C. Kohlsaatt and John McLaren were appointed trustees, and as the conditions had been realized that Mr. Lewis had anticipated, and very richly realized, arrangements were made to carry out the large plans of the donor.

The board of trustees was peculiarly well fitted to execute its trust, as its members were men of affairs and were familiar with the needs and resources of the city. Before deciding upon details they carefully examined existing institutions, consulted experts, and informed themselves thoroughly with respect to the best methods of procedure. Prominent citizens were called to their assistance to help them in determining what the intelligent men of the city expected of the trustees. Opinions varied between the establishment of a trade school and of a superior polytechnic school. All united in the idea that an institution that should help young men and young women to do some one thing well was the main object to be kept in mind.

Careful thought and deliberation were given to the planning of a suitable building, and when it was completed a board of managers was selected, two of whom were William R. Harper and Albert G. Lane, men who were so closely identified with elementary, secondary and higher education as to set at rest any possible doubt as to the suitable organization and management of the institution. The remaining members of the board of managers were Oliver H. Horton, Thomas Kane, William J. Chalmers, Christopher Hotz, and Henry M. Lyman. In May, 1895, the work was properly launched by the employment of a man peculiarly fitted for the position of director — Mr. George Noble Carman.

The courses extended from the beginning of the secondary school to the junior year of the college. The school was thus joined to the grammar school below and the third-year of the college above. Three lines of work were opened — the courses in arts, science, and technology. It was determined to make the system sufficiently flexible to meet the demands of those who were to be served and thus to avoid any possibility of exclusiveness and class distinction. The school day was extended to

eight hours, arranged in two-hour periods, thus giving to the laboratories and shops the greatest possible efficiency. Classes were limited to about twenty-five and the elective system of studies was so adapted as to realize the greatest range of advantageous choice.

Information respecting the facilities offered by the Institute is so readily available as to preclude the necessity of any extended description of its equipment and courses of study. It is recognized as one of the great agencies for the preparation of men and women for superior work in the industrial enterprises that seek for their assistance. It would be a difficult task to indicate the value of its work. It has lifted large numbers of wageworkers out of the common and unremunerative employments, and has made of them highly intelligent and extremely capable experts, thus multiplying their social efficiency many times over and opening to them lines of life which are closed to the untrained man and woman.

CHICAGO LAW SCHOOL, CHICAGO.

(From a sketch by Chancellor J. J. Tobias, Ph. D.)

On December 15, 1895, a number of prominent lawyers of Chicago held an informal meeting to consider the advisability of organizing a new school of law in the city, that should exhibit in its management the most advanced ideas in that department of professional education. A careful study was made of the reports of the Committee on Legal Education of the American Bar Association for light on the best methods of teaching law as a science and for the most approved method of its acquisition. This meeting resulted in the incorporation of the Chicago Law School some three months later. Among the names of the distinguished men who constituted its first Board of Administration are Judge Magruder, Senator Cullom, Governor Tanner, Judge Tuthill, Bishop Merrill, and ten others. The first dean was George W. Warvelle; the first treasurer, T. M. Bates; the first secretary, J. J. Tobias.

The alumni now number some eight hundred or more and are practicing in almost every State in the Union. The school was located in the Schiller Building, on Randolph street, where the accommodations are of the most excellent character.

Chicago is an ideal location for such an institution. State and Federal courts are in session during the school year and students are thus enabled to witness all of the varied aspects of litigation and to hear the most distinguished advocates of the country. The complex life of a great city furnishes in itself opportunities for superior culture.

The school has an admirable library and is in close proximity to the great Public Library. Much stress is laid upon the familiarizing of the students with these priceless volumes, upon which they will so largely be obliged to rely in the conduct of their practice.

THE UNIVERSITY OF ILLINOIS.*

This institution, which has taken so prominent a place in the intellectual life of the West, owed its existence primarily to an educational movement whose chief purpose was the promotion of instruction and scientific research in the industrial

*From a sketch by Prof. Evarts Boutell Greene, Ph. D., and from the article by W. L. Pillsbury, A. M., in 1887-8, report of Superintendent of Public Instruction.

arts. It is one of that notable group of universities that are the joint product of national and state aid. We have noted the grant of the two townships for an institution of learning and the percentage of the sale of public lands that was set aside for the same purpose. Notwithstanding these generous donations the State did not feel itself able to enter upon the scheme of higher education until a half century after it had assumed the dignity of statehood. An occasional ripple of interest was manifested in the utilization of the endowment within the first score of years, but it came to nothing of value. The private colleges were in the field and they were regarded as satisfying the demand for higher training.

No attempt was made to establish an institution of learning upon the proceeds of the land grants until 1833. That year a bill was introduced into the General Assembly with the following as its first section:

SECTION 1. *Be it enacted by the General Assembly of the State of Illinois*, That there shall be and hereby is created and established a university for the education of the youth in the English, learned and foreign languages, the useful sciences and literature, to be known by the name and style of the Illinois University, and to be governed and regulated as hereinafter directed.

Subsequent sections provided for the powers usually conferred upon governing boards.

Section 7 provided for freedom of religious opinion by teachers and students. It also declared that no sectarian tenets or principles shall be taught or inculcated at the institution.

Section 10 provided for the appropriation of the proceeds of the sale of the college and seminary lands for the support of the university.

Section 11 located the institution at Springfield.

The location of the institution at Springfield did much to defeat the bill, for Springfield was then in the field for the Statehouse and Vandalia could find forces enough ready to combine against the overweening ambition of her rival.

There were other objections to the measure. McKendree, Shurtleff and Illinois Colleges were then endeavoring to find a place to stand and the idea of a richly endowed State university as a rival naturally excited the fears of the friends of these institutions. There was yet another objection and it had weight among influential men. The State was using the proceeds of the sale of these lands for running expenses and taxation was correspondingly diminished. The party in power always regards any increase of the tax levy as a menace to its continuance in office. The opposition to the bill was led by Zádok Carey, who succeeded in getting it amended so as to provide for four colleges, and that meant its sure defeat.

Governor Duncan recommended, in his message the succeeding year, that a State university be established, but nothing came of it. In 1835 the legislature provided that the interest on these borrowed funds should be loaned to the common school fund and distributed, and that settled the matter of the university for many years.

In the fifties, however, certain educational leaders began to trouble the waters. The most conspicuous of the advocates for the establishing of a university was a man whose name has appeared already in these pages — Jonathan Baldwin Turner,

for many years a professor in Illinois College. It is interesting to note that although he was occupying a chair in a college whose courses of study were laid out on the old classical and mathematical lines his warmest interest was in the scientific and professional training of the industrial classes. He was conspicuously at the front of that movement that so engrosses the thought of the present.

Professor Turner's relations to the movement will be more fully shown in a sketch of his life on a later page.

Professor Turner sought every opportunity to arouse the agricultural communities to an appreciation of the needs of scientific education along the lines of effort in which they were engaged. At the Granville Convention of 1851 the response to his contention came in the quite unanimous decision to distribute his "Plan for the State University." He would have been the last to deprecate the old culture, but he was pleading for a new species of discipline for which a new type of school was needed — a school for the industrial classes, the farmers, artisans and merchants. He was, therefore, the prophet of a new dispensation, and his success marked the beginning of a new era in education.

His message attracted the attention of the East as well as of the West. An Industrial League was organized and in the succeeding year, 1852, it appealed to Congress for public land grants "to establish and endow industrial institutions in each and every State in the Union." The movement is thus seen to be taking on a national character. At the next session of the General Assembly a resolution of the same character was passed.

In 1855 a bill was introduced into the State legislature to incorporate the "Illinois University" with two departments. One of them was to be for training in industrial callings, and the other for the training of teachers for common schools. This bill failed to pass, but at the next session the bill for the establishing of the Illinois State Normal University became a law.

One of the aims having been realized, the friends of industrial education succeeded in carrying through the thirty-fifth Congress a bill making appropriations of public lands for the support of institutions in harmony with the resolutions of the Granville Convention. President Buchanan vetoed the bill upon constitutional grounds. Two years later a similar bill became a law, receiving the signature of President Lincoln on July 2, 1862. This was the celebrated "Land Grant" act which gave to each of the loyal States 30,000 acres of land for each senator and each representative. The conditions of the law required each of the States to appropriate this fund "to the endowment, support and maintenance of, at least, one college where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life."

The legislature formally accepted the gift on the 14th of February, 1863, and shortly after it received the land-scrip entitling it to 480,000 acres — a princely domain. This was the legislature that behaved itself so badly that Governor Yates sent it home with a bee in its ear. He did not prorogue it a day too soon, for it was

proposing to distribute this splendid fund among the colleges of the State. Of course the friends of the industrial-education movement were up in arms about it, for they were holding their ground for an independent institution of a strictly industrial type. Professor Turner was on the alert for such a diversion of the fund, and as chairman of a committee appointed for that purpose drew a bill which was substantially identical with the charter granted in 1867.

And now the contest over the site came on, as there were several competing localities. Jesse W. Fell, the man who more than any other hundred men determined the location of the Normal University ten years before, was again in the field. McLean county and the city of Bloomington made a most generous bid, aggregating nearly a half million of dollars, but for some reason not then understood the legislature accepted the offer of Champaign county and to Urbana the university went.

The act incorporated "The Illinois Industrial University." It was approved by Governor Oglesby on February 28, 1867, hence this is the natal day of an institution of which every loyal Illinoisan is justly proud. The board of trustees consisted of five members from each of the three judicial grand divisions of the State and one from each congressional district. The idea evidently was to win needed popularity for the institution by locating the members of its governing body in all parts of the State. These members were all appointed by the Governor and for a term of six years, one-third to retire each biennium. In addition there were four *ex officio* members; they were the Governor, the State Superintendent of Public Instruction, the President of the State Agricultural Society and the Regent of the University. The Regent was elected by the board for two years and was its presiding officer and the chairman of its executive committee — a somewhat extraordinary arrangement.

The powers of the trustees in furnishing courses of study have been indicated. It is interesting to read the official utterances of the board. As Professor Greene has suggested, there was a "sturdy Industrial spirit" at work, for a schedule was required that would give the students an opportunity to attend to their work at home during the spring and summer, and it was enjoined upon the management that no student be permitted to remain about the university "without full mental or industrial occupation." Degrees were associated in the minds of the members of the board with the old ideas of education, in which the preparation of men for the learned professions was the main motive; it was therefore decreed that they should not be introduced, but that a simple certificate should suffice. The requirements for admission were very low, as the examination covered only the common branches.

At the first meeting of the trustees, on March 12, 1867, Dr. John M. Gregory was unanimously elected Regent. Other officers necessary to the organization of the institution were selected, and the dream of Professor Turner and his group was now approaching a genuine realization. One can not but feel something of the exultation that these faithful friends of labor experienced as he realized what had been accomplished. Some two months later Dr. Gregory accepted the appointment and entered upon the discharge of his duties. The board declared that Champaign county had met its obligations, hence the university was formally located at Urbana.

The actual work of instruction began March 2, 1868, and inaugural exercises

were held on March 11. It was a notable occasion. The eloquent State Superintendent of Public Instruction, Hon. Newton Bateman, made an address in which Professor Turner received the praise that he so well deserved and the newly elected Regent followed, discussing the significance of the achievement.

One can easily read between the lines of the utterances of the men most active in the new movement no little apprehension respecting the outcome of the enterprise. The industrial group were afraid of the "scholars." They feared that the school for which they had fought might be but another of the traditional colleges, devoted to "culture" and thus unmindful of the interests of the men for whom they had made their great campaign. The more conservative group feared on their part that the "University" might be doomed to dole out small commonplaces and thus be rendered unable to give that large and comprehensive view of the industrial situation that the civilization of the time really demanded.

Professor Greene calls the first period of thirteen years the "formative period." In 1873 the unwieldy board of thirty-two was reduced to eleven, only two of whom were *ex officio* members — the Governor and the President of the State Board of Agriculture. Especial praise is awarded to Hon. Emery Cobb, of Kankakee, who was a member for twenty-six years.

Regent Gregory was a man of large abilities and of unusual power as a public speaker. Illinois has known no greater apostle of education if platform ability is to be regarded as a criterion. He was a graduate of Union College, had been a student of law and of theology, served for a time as a Baptist clergyman, was principal of a classical school in Michigan, president of one of her colleges and rose to the dignity of the State Superintendent of Public Instruction. At first suggestion it would seem that he would not be an ideal selection for the regency of an industrial institution, yet he had the fine intelligence which enabled him to seize the salient features of the situation and acquit himself with distinction.

Three other men deserve especial mention at the hands of the historian, in connection not only with the early but also with the later life of the school. Dr. Thomas Jonathan Burrill was a member of the first faculty. He is still (March, 1911) one of its most highly valued teachers and administrative officers. Here are the positions that he has successively held: Assistant professor of natural history, professor of botany and horticulture, dean of the graduate school and vice-president, and three times for considerable periods serving as the acting head of the university. He went to the institution with a careful training as a teacher, being a graduate of the State Normal University, and thus introduced into its life at the first a highly superior method of instruction.

The second of these pioneers is Samuel W. Shattuck, who also began at the first as assistant professor of mathematics. For more than thirty years he was the financial manager of the institution. His name is inseparably connected with the history of the university.

The third of this distinguished trio was Professor Edward Snyder. Like Professor Shattuck, he had been a soldier, but this service had been rendered not alone to the cause of the Union in the great Civil War, in which he served for three years, but, being a native of Austria-Poland, he also saw service in the Italian campaign of

1859. Although devoted to modern languages he was ready to serve anywhere, and the early necessities of the institution compelled him to serve in many different capacities. Professor Greene says of him, "As a teacher he could arouse the genuine enthusiasm of his classes, but he will be longest remembered as the sympathetic advisor and friend of the students. He constantly gave or lent them money from his modest income and on his retirement established the loan fund which bears his name."

Dr. Gregory's administration lasted until 1880. The following condensed statement will serve to indicate the growth of the institution for this period.

In the first decade three buildings — University Hall, a building for shop practice, and the chemical laboratory — were erected. The increase in instructors and students was rapid at the first, showing twenty-four of the former and 400 of the latter at the end of the fifth year. In the next seven years there was slight gain.

At the end of the first ten years there were four main "colleges" — Agriculture, Engineering, Natural Sciences, and Literature and Science. There were also "schools" of Military, Science, Commerce, and Domestic Science. It is interesting to note that after all of the contention that Professor Turner and his friends had made for instruction in agriculture when the subject was offered by the university very few came to avail themselves of the available instruction. The virgin soil of Illinois was so fertile that the farmer thought there was little need for scientific treatment of the soil. The professorship of agriculture was vacant during a large part of the first decade and the number of students was very small. As late as 1880 there were but 17 students in that department in an entire enrolment of 381.

The engineering courses, however, developed rapidly. Stillman W. Robinson was the first professor and may be regarded as the founder of the college. Shop work was strongly emphasized from the first. So imbued were the founders of the institution with the idea that everybody should engage in manual labor that it was a requirement upon all students that they should perform a certain amount of work for which they received a nominal compensation. This requirement was soon abandoned, but Professor Robinson had a high appreciation of the educational possibilities of shop work, and made it a regular part of the engineering instruction. Dr. Peabody, writing of it later, said of this work, "It is probable that tool or machine instruction was first given in America at the Worcester Free Institute, which was formally inaugurated in November, 1868, six months after the inauguration of this university. I have not been able to find that Professor Robinson's practice shop had any other predecessor in this country." Closely associated with Professor Robinson in this pioneer work was Prof. N. C. Ricker, who organized a highly successful school of architecture and was the second dean of the engineering college.

As Professor Robinson was a pioneer in the introduction of the shop so Professor Burrill gave a prominence to the laboratory then unusual in American colleges. In the literary college the humanities received rather scant encouragement. The school of commerce and the school of domestic science died for lack of encouragement. The military training has been continued by making drill compulsory for the male students for a certain portion of the course. In 1878 an officer was detailed by the government for the requisite instruction.

Admission requirements were low at first and the faculty were obliged to give suitable instruction to fit the students for college work. They were slowly advanced, however, a preparatory department developing for the preparatory work. The system of accrediting schools was finally adopted, the Princeton High School being the first to receive that recognition.

Dr. Gregory greatly favored the elective system for college students, and large liberty was at first allowed. There was a reaction from this policy, however, and diplomas were awarded only to those who had completed an outlined course. The legislature indicated its fear that the institution was in danger of forgetting its purpose and in 1873 required by law that all students should take some work relating to agriculture and the mechanic arts. It will be remembered that the original plan did not provide for the granting of degrees. In 1877 that error was corrected by providing for the awarding of degrees when certain specific courses were completed. This policy discouraged the somewhat free election of studies that had been the fashion in the earlier period.

Dr. Gregory inaugurated the plan of student government, but it was abandoned after his resignation.

As an indication of the survival of old ideas with regard to co-education in universities it is interesting to note that women were not admitted to the university until 1870. Only fifteen were at first admitted. The main solicitude seems to have been over the anticipated difficulty of finding suitable homes for them. For their supervision Miss L. C. Allen was appointed in 1874 to the position of instructor in the school of domestic science, and preceptress. In 1880 she became the wife of the Regent and the position lapsed.

Much solicitude was felt in certain quarters lest the absence of denominational control of a college would result in an irreligious institution. The history of the university long since put an end to all apprehensions in that direction. There has always been a strong religious influence at work among the students, and in recent years the Y. M. C. A. has been provided with a building and a strong association has been maintained by the students.

Although a State institution the university was not to escape the pangs of poverty. The large grant of land did not secure by its sale an adequate endowment. Much of it sold for 70 cents an acre. Champaign county had furnished a fund of \$100,000 in bonds. Something was derived from tuition fees and the State doled out meager appropriations. The available revenues for the support of the general expenses in 1873 were about \$40,000.

So it was that this pioneer Regent had his troubles. He was a man of lofty ideals and high ambitions. The failure of the State to sustain the institution properly must have been a sore disappointment to him. The closing years of his administration were shadowed by the difficulties of his position. The income had shrunk and he was unable to retain his faculty. There were disorders, also, among the students. Unwilling to endure the annoyances that seemed to be so unnecessary he resigned in 1880.

Dr. Gregory was succeeded by Dr. Selim H. Peabody. He had served in capacities that acquainted him with many features of the work cut out for the university

and he desired to foster the neglected literary departments. He was conservative rather than otherwise, however, and some of the Gregory experiments were abandoned. Perhaps it was better in the unhappy conditions then existing. Nor did he favor research in an institution of this character, believing that instruction rather than experimentation was the true policy of such an institution. That, too, may have been wise in those early days, but in the later history of the university its experimentation has been the life-blood of its agricultural department. The financial decline continued and the strong men in the faculty were many of them going elsewhere. Yet in the face of all of the discouragements the Peabody administration was one of real progress. In 1881 the legislature began the policy of supplementing the income from the funds by making a small appropriation for current expenses. However small it was, it was the beginning of that policy which now makes biennial appropriations running into millions. There was a further strengthening of the scientific department when in 1885 the State Laboratory of Natural History was transferred to the university and its director was made professor of zoology. This added to the faculty the distinguished Dr. S. A. Forbes, one of the most widely and most favorably known zoologists of the country.

In 1887 the federal government came to the further assistance of the land-grant colleges by the establishment of agricultural experiment stations, in connection with the universities, thus placing upon a sure and liberal foundation the research feature of the true university. In 1890 Congress voted to the same institutions an annual appropriation of \$15,000, which was to increase gradually to \$25,000, and the departments of liberal arts were thus enabled to develop into something more in harmony with the current ideas of a higher institution.

In 1885 the name was changed from the "Industrial University" to the "University of Illinois." That this change, which was regarded by so many of the old group with grave suspicions, was of great benefit to the institution is now plainly evident.

But the university was disturbed by internal troubles. The dormitory was the scene of frequent disorders. It was finally torn down and the students sought homes among the people of the community. A lawsuit resulted from the requirement to attend chapel. It was fought through all of the courts and the university authorities were sustained. Then Dr. Peabody was strongly opposed to fraternities, and although the board at first supported him it later changed its policy. Finally, in 1887, the legislature changed the governing body from an appointive to an elective body. In consequence an unfriendly board came into power. There was something approaching a mutiny in the cadet battalion. The Regent was not maintained in a case of discipline, and he retired from the field as his sense of personal dignity demanded that he should.

The above recital brings the history of the university down to the year 1891. In the succeeding thirteen years the progress of the institution resembled the march of a triumphant army. In consequence of political changes in the State many new members came into the board. Governor Altgeld rendered signal service by aiding in securing generous appropriations.

For three years Dr. Burrill, who had in many ways demonstrated his large worth,

acted as Regent. He was an inspiration to the student body and possessed the confidence and affection of the alumni. These were fertile years for the university.

In 1894 Dr. Andrew Sloan Draper began his memorable decade of service. He was peculiarly fitted for the presidency, possessing the especial order of ability that was needed at this particular period. He had been a practicing lawyer, a member of the New York Legislature, chairman of the Republican State Campaign Committee and member of the court of Alabama Claims. In 1886 he was elected by the Legislature of New York to the office of State Superintendent of Public Instruction, and made a remarkable success in the administration of that important office. In 1892 he was elected to the superintendency of the Cleveland schools, an office of especial importance because of the powers conferred upon that officer.

The limitations of this sketch do not permit such a discussion of the Draper administration as it merits. It must suffice to say that under his management the university entered upon a career of great prosperity in all ways. The legislative appropriations were greatly increased. The attendance advanced by leaps and bounds. His experience in the administration of educational affairs enabled him to establish close relations between the university and the schools. He was greatly admired by the student body. Strong men entered the faculty, notably Prof. David Kinley, who succeeded Professor Snyder, and Dean Eugene Davenport, who has made so remarkable a success in the management of the College of Agriculture. Several important buildings were added to those already on the campus. Graduate work was entered upon, fellowships were instituted, several professional schools were affiliated with the university and a school of law was organized in immediate connection with the university at Urbana. The School of Library Economy connected with Armour Institute was removed to Urbana and was placed under the direction of Katherine L. Sharp, the founder of the school, who thus became also the librarian of the university. An elaborate system of government was developed. Athletics and inter-collegiate contests were encouraged. The organization of college fraternities was not only tolerated but was furthered. The social life was enriched and the religious interests were fostered. Miss Violet D. Jayne was elected dean of the women with a seat in the Council of Administration. A somewhat similar measure was adopted with reference to male students by the assignment of Thomas Arkle Clark to the position of dean of the undergraduate men.

In 1904 Dr. Draper received the distinguished honor of election to the commissionership of education in New York, although a nonresident, and retired from the presidency.

He was succeeded by Dr. Edmund Janes James, president of the Northwestern University. Dr. James had spent his life in universities in America and Europe. He was formally installed in October, 1905, and the occasion was memorable because of the large number of American and foreign universities represented by delegates. A series of conferences on various questions of educational policy was held in connection with the installation exercises.

The remarkable progress which characterized the Draper administration has been fully equaled under the administration of Dr. James.

The appropriations of the General Assembly have greatly increased. Many

buildings have been added so that the campus has been for years the scene of intense building activities. In all departments of the university notable extensions of facilities have occurred. The institution has at last won the confidence of the people. It is in the closest touch with the industrial interests of the State. Farmers and farmers' sons and daughters gather by the hundreds for short courses. The teachers in the department of agriculture and the workers in the State laboratory cover the State with their investigations and hold many institutes and deliver countless lectures for the instruction of the people. Original investigations that demand the attention of the world have been conducted by men of the character of Dr. Forbes and Dr. Hopkins in their respective departments. The little college that something more than twoscore years ago began its work in an old building in Urbana is now one of the great universities of the world and is rapidly adding to its renown. Would that Professor Turner could know of the fruition of his hopes.

Many interesting details of the long struggle which ended so triumphantly in the establishing of the University of Illinois and of the first twenty-five years of the history of the institution may be found in Mr. Pillsbury's article already alluded to.

CHAPTER XV.

STATE AND SECTIONAL TEACHERS' ASSOCIATIONS.

THE first of the series of educational conventions that finally resulted in the State Teachers' Association seems to have been held in February, 1833, in Vandalia. The occasion of this meeting was the presence at the capital of one James Hall, a State celebrity as a writer, who was about removing to another State. The legislature was in session and it is probable that some friend of education seized the opportunity to impress upon the minds of some of the lawmakers the supreme importance of better legislation respecting schools, for that was the theme discussed by the speaker. Rev. J. M. Peck, already characterized, in the language of Mr. Pillsbury, as "perhaps the most indefatigable worker for education the State has ever known," deemed the occasion opportune for the organization of an educational society. A report of the meeting may be found on pages CIX-CXI, of the Illinois School Report for 1885-6, in Mr. Pillsbury's "Early Education in Illinois." The eminent Sidney Breese was chairman of the meeting. Mr. Peck moved the appointment of a committee "to devise measures for obtaining information on the subject of education, and to devise a system of public instruction." This committee was instructed to report the following Monday.

A few evenings later there was a meeting of citizens from various parts of the State. To this meeting the committee, of which Mr. Peck was chairman, made an elaborate report. It recommended the organization of an association to be known as the Illinois Institute of Education, and submitted a constitution for its government. Annual meetings at Vandalia were provided, to be held the Friday after the first Monday of December. John Goudy was elected president, a number of distinguished men were made vice-presidents, and the remaining offices were as well filled. One of the main purposes in the mind of Mr. Peck was the gathering of information to be used in guiding legislation. The General Assembly expressed its approval of the measure by joint resolution and appointed the secretaries with others as a committee to investigate and report at its next session.

The next year the legislature was to convene. Mr. Peck was again at the front with suggestions for legislation. As editor of *The Pioneer and Western Baptist* he could reach the people. The election for members occurred in August. Shortly after the election he announced that most of the candidates had been favorable to a system of common schools. He was, therefore, very hopeful that something worth while would be done. He suggested the wisdom of another State Educational Convention at Vandalia, for the first Friday of December, which would probably coincide with the date of the Institute of Education. More than half the counties sent delegates. This is known as the "Second Illinois Educational Convention."

The "Proceedings," the "Address to the People of Illinois," and the "Memorial to the Legislature," are to be found in Mr. Pillsbury's article. It will be recalled that Stephen A. Douglas was present and served as "Secretary *pro tem.*" This convention had an immediate effect, as has been narrated, in that Senator William J. Gatewood, from Gallatin county, proposed a plan for a uniform system of schools and seminaries. The seminaries were to be established and maintained by the combined assistance of philanthropic individuals and the interest of the college and seminary funds. What multiplied educational schemes those funds suggested! But the legislature seemed to think of nothing but keeping taxation at the lowest possible limit and the project that issued from the meeting was of no avail.

As early as 1836 an occasional notice appeared announcing a meeting of teachers for mutual help. So there would be accounts of lectures on education here and there, showing that the leaders were still sowing the good seed in the hope of a harvest at some good time in the future. Mr. Pillsbury quotes the following from the *Sangamo Journal*, of August 13, 1836: "The annual commencement of Jacksonville College, September 21, 1836. N. B.—A convention of teachers will be held on the afternoon of the preceding day to discuss measures for the cause of education in this State." He adds: "At this meeting was organized the Illinois Teachers' Association, the minutes of which for four years, given me by the secretary, the venerable John F. Brooks, who has for fifty-five years been a teacher in Illinois, are here given." The Association met in Jacksonville on the 18th of September, 1837; on the 17th of the same month, in 1838; and on the 12th, in 1839. Here are a few of the recurring names: E. Beecher, J. M. Sturtevant, John F. Brooks, Rev. John Bachelor, L. P. Kimball, Prof. J. B. Turner, Rev. Theron Baldwin, and the name of one woman — Mrs. Sarah P. Mosely.

In the *Sangamo Journal* of November 27, 1840, a call, signed by A. T. Bledsoe, William Brown, J. M. Sturtevant and J. W. Jenks, announced a convention to be held at Springfield, to begin on the 16th of December, for the purpose of urging the organization of a system of schools. The legislature had been called to meet in special session two weeks in advance of the regular time and would thus be in good working order by the time the convention should assemble. It was in this session that Mr. Lincoln offered the resolution instructing the committee on education to inquire into the expediency of examining teachers before permitting them to draw public money. The sentiment of the time on this subject may be inferred from the fact that the resolution escaped being laid on the table by a vote of only seven in a total vote of eighty-nine.

The convention met pursuant to the call, and, after a session of one evening, adjourned, having appointed a committee to consider the propriety of a permanent organization and to report at a future meeting. At a meeting held two weeks later, December 28, The Illinois State Education Society was organized. This meeting memorialized the legislature with regard to many matters, among which were the compensation of teachers from public funds, the examination of teachers and the State Superintendency.

In 1844, John S. Wright, to whom reference has been made on earlier pages, proposed through the columns of the *Prairie Farmer*, of which he was editor, that

an educational convention should be held in Peoria, October 9, 1844. He followed up his call and was aided by others who were always interested in anything looking toward the needed legislation. Mr. Wright was very active in this meeting, which continued for two days. The minutes may be found in the article so frequently referred to in these pages. The educational situation was thoroughly discussed and Mr. Wright was appointed to draw up a memorial to the legislature. This memorial is said to have been written with great ability. It has been referred to already in connection with the movement to secure a Superintendent of Public Instruction. It will be remembered that it was at the session of the legislature following this meeting that the law was so amended as to provide for the State and County Superintendencies.

As might be expected, many associations of teachers were organized as soon as there was an official to urge such improvements in teaching as result from comparison of ideas and instruction in method.

The Peoria convention adjourned to meet in Jacksonville in June, 1845. Mr. Wright faithfully reported this meeting in the *Prairie Farmer* and the proceedings may be found in the article here followed. There was a persistent policy being pursued by the educational leaders to keep the educational needs before the people, by lectures, conferences, newspaper articles and personal appeals. It was at this meeting that it was resolved that a county school convention should be held at Winchester for Central Illinois, in the succeeding September, that a general school convention should be held in Chicago at some time in the fall of 1846 and also in Springfield in December of the same year. The meetings had accomplished great good and their efficacy was relied upon to secure further reforms. The Central Illinois convention was held at Winchester and adjourned to meet at Jacksonville in January, 1846.

Great preparations were made for the Chicago meeting. On the 16th of July there was a meeting of the citizens of Chicago to prepare for the coming of the teachers. A committee was appointed to see that every visitor had a place of entertainment. They were requested upon arrival to register at the office of the *Prairie Farmer*. John S. Wright's name is found at the head of the list of the committee. It is an interesting list, as several of the names became household words in the later Chicago.

As an extra inducement to be present the committee announced that the eminent Henry Barnard, Superintendent of Schools in Rhode Island, and Professor Dewey, of Rochester, New York, were expected and that Horace Mann was a possible guest. It was further announced that at the conclusion of the convention an institute would be organized, to continue from one to two weeks. "At the East they have been tried for the last few years with the happiest results."

The account of the convention was published in the November number of the *Prairie Farmer*. It was pronounced the best convention in the history of the State. The account speaks of "an unparalleled sickness which has prevailed all over the country." This is said to have prevented the attendance of many who were expected and thus to have disappointed the projectors of the movement somewhat. Mr. Barnard was there, as was Mr. Phelps, of Albany, and Mr. Pierce, of New York.

The Teachers' Institute had an attendance of from sixty to eighty. This is presumably the Mr. Phelps who was a candidate for the principalship of the State Normal University in 1857, and was defeated by a single vote, Charles E. Hovey being the successful candidate. Governor French addressed a letter to the association assuring the teachers that he would aid them in improving the common-school system of the State. Another convention was called to meet at Springfield, December 16. The Institute continued for one week. It was probably the first of its kind in Illinois.

The Northwestern Educational Society was organized at this meeting, with William B. Ogden as president, G. W. Mecker recording secretary, and John S. Wright corresponding secretary. Nine States were represented and a vice-president was elected for each State. Subsequent meetings of this society were held in Milwaukee and Detroit, in 1847 and 1848.

The institute feature of the Association seems to have commended itself to the teachers. The first county institute was held in Will county, being called by H. B. Marsh, the Superintendent of Common Schools, to convene "at the stone school-house in Joliet, on Tuesday, the 19th day of October next, and to continue two weeks." It may be said, in passing, that an institute was held in Ottawa, in October, 1849, which continued for three weeks, and one was held in Pike county, in 1850, which was conducted by Professor Turner and John Shastid. They soon multiplied and were held in all parts of the State.

The Springfield convention met on the 16th of December. Seventeen counties were represented. It continued the agitation for free schools and for a more adequate system of supervision. A State Education Society was organized. Meetings were held in the senate chamber on the evenings of January 14 and 16, 1847, at which resolutions pressing upon the attention of the General Assembly the crying need for legislation were passed. The executive committee was instructed to ascertain whether a sufficient amount of money could not be raised by private subscription to employ an educational agent to go about the State and arouse an interest in common schools. It will be remembered that Simeon Wright was later employed for that purpose by the State Teachers' Association.

An interesting meeting of this society was held on the 12th of February, interesting because of the presence of former Governor Slade, of Vermont, who was then acting as the agent for the Ohio Central Committee for the advancement of common-school education. The purpose of this committee was the supplying of teachers for schools in various parts of the country. The executive committee of the society was directed to discover localities in which teachers were wanted with the purpose of supplying them through the assistance of the committee represented by Ex-Governor Slade. In the course of the twelve years during which he was connected with the committee, he brought west five hundred teachers, one hundred of whom came to Illinois. They were ladies of culture and had been prepared for the work of teaching. In consequence they were a valuable contribution to the educational work of the State.

The Illinois Education Society held its annual meeting on January 15, 1849. The program contained topics of the most practical character. Here are some of them:

1. Should the property of the State be taxed to educate the children of the State?
2. The necessity of creating the office of State Superintendent separate and apart from any other office of the State.
3. The propriety of paying the county school commissioners for the faithful discharge of their duties as *ex officio* superintendents of schools of their counties.
4. The propriety of devoting a portion of the college and seminary funds for the education of teachers.
5. The necessity of adopting the township organization under the new constitution to aid the cause of popular education.

Two memorials, prepared by the society or elsewhere, were circulated among the people. They are interesting as illustrating the persistence with which the leaders were following up their campaign for the State Superintendency and for the County Superintendency, and for public taxation for the support of schools. One of them urged the establishment of a State Normal School for the preparation of teachers.

There seem to be no records of State school meetings for the years 1850 or 1851. Since they were not discoverable by the vigilant scholar from whose article these records are obtained it is altogether probable that the organizations noted dissolved. The meetings for the promotion of agricultural education will be noted elsewhere.

THE ILLINOIS STATE TEACHERS' ASSOCIATION.

"The organization of the Illinois State Teachers' Association was brought about by two principals of private schools and a book agent; and its first president, vice-president and secretary were ministers of the gospel. In the fall of 1853, Henry W. Lee, principal of the Garden City Institute, of Chicago, and James A. Hawley, of Dixon, an agent for an eastern book house, met, by chance, at the home of Daniel Wilkins, principal of the Central Illinois Female Institute, of Bloomington. The condition of education in the State naturally became a subject of conversation and it was their opinion that a convention of the educators of the State would greatly advance the cause. Consequently, they drew up a call for such a convention, and Mr. Wilkins, through correspondence, secured thirty-two signatures. In pursuance of this call a convention met in the Methodist church at Bloomington on the evening of December 26, 1853, where this association was organized." Thus writes Mr. William L. Steele in his inaugural address as president of the Illinois State Teachers' Association, at the end of the first half century of its existence.

It was at the close of the convention called as above indicated that those who were favorably disposed were asked to remain and assist in the organization of the new association. A constitution was adopted that opened with the following preamble:

WHEREAS, Believing that the organization of a State Teachers' Institute is not only essential to raise the standard of teaching, but conducive to the promotion of the greatest diffusion of knowledge throughout our State; we do, therefore, agree to form ourselves into an Association to be governed by the following constitution.

This constitution provided for annual meetings, for the customary officers required by deliberative bodies, for three corresponding secretaries and for committees on

Exercises, School Government, and Books and Libraries. The corresponding secretaries were to collect statistics on all matters of interest respecting the cause of education in their vicinities, hold educational meetings, promote the formation of county institutes, auxiliary to the State Institute, and communicate all matters of importance to the recording secretary, and assist him in keeping the minutes of the regular sessions of the Institute.

The various committees were to report to the Institute annually with respect to matters that came under the several captions indicated by their names. It is evident that this organization cut out for itself a large piece of work.

The first president was Rev. W. Goodfellow, Bloomington, one of the faculty of the new Illinois Wesleyan College. The recording secretary was Rev. Daniel Wilkins, mentioned above. The date of the organization was December 28, 1853. The corresponding secretaries were H. O. Snow, A. M., Peoria; H. L. Lewis, Esq., and C. W. Hawthorn, Esq., Peoria.

"For more than twenty years," says Mr. Steele, "the friends of education had been attempting to organize such an association. Five distinct efforts at State organization had been made, viz.: in 1833, 1841, 1844, 1846, 1849; but none of them survived longer than a second meeting. How near this association came to adding one more to the list of failures may be judged from the fact that at its first annual meeting not one of the officers was present. But for the efforts of these pioneers in the twenty years preceding, it would have been impossible for the pioneers in the year 1853 to form a perfect organization."

The first annual meeting was held in Peoria, on December 26-8, 1854. As has been noted, the officers were conspicuous by their absence. W. H. Powell, a future State Superintendent and all unconscious of his coming honors, was elected president *pro tem*.

Volume I, No. 1, of *The Illinois Teacher* furnishes a detailed report of the proceedings of the meetings. It was fitting that it should open its first number with such a report, for it was one of the immediate outcomes of the session. The method of its launching upon the uncertain sea of educational journalism will appear in the chapter on "School Journalism in Illinois." Two other matters received especial attention. One of them was the proposed school law, submitted by Superintendent Edwards, who was present, and addressed the Institute, and the other was indicated by the following resolution:

Resolved, That it is the sense of this Convention that the University and Seminary Funds should be applied to the establishment of a State University and a Normal School.

The resolution received an excellent airing but was not passed. The members of the Institute were not quite ready to make such a disposition of these precious funds. More time and more agitation were needed, but they were to come in their own good time.

The Edwards bill was referred to a committee which approved the principle of supporting the schools by a direct *ad valorem* tax, which agreed with the Superintendent in the absolute necessity of Normal schools to the efficiency and success of the common schools and with his suggestion that the courses of instruction in the

Normal school must be materially modified by the predominance of agricultural, mechanical and commercial interests in the State.

The convention put itself on record as favoring co-education and uniformity in text-books in the public schools and directed its committee to examine and recommend for the approval of the Institute, at its next session, a complete course of text-books.

The attendance at this meeting was not large, but the quality was excellent, as was demonstrated by subsequent events. The patient Daniel Wilkins, always zealous in educational work, was to prove himself an efficient county superintendent for many years in McLean county. Simeon Wright was to be one of the most capable and successful of lobbyists in securing the enactment of the Normal school law and was to have his name perpetuated in that institution in connection with one of the literary societies. To the early students of the institution he is affectionately remembered as "Uncle Sim." Professor Turner, of Jacksonville, had already become a conspicuous educational figure and was to be prominently identified with the establishment of the Normal School and of the State University. Newton Bateman was to be for many years the Superintendent of Public Instruction and later the president of Knox College. He is remembered in the school annals as the "Old Man Eloquent" when educational themes were under discussion. C. E. Hovey, a new comer to the State from the classic shades of Dartmouth, was to become a most interesting and unique figure, as will be seen later. Then there were Bronson Murray, and George W. Minier, W. F. M. Army, O. C. Blackmer and C. C. Bonney, only names to the present generation yet stalwart soldiers for the cause in those far-away years.

The Institute was firmly established in the regard of the school men of the State, and from that time to this it has never skipped a meeting date. It soon changed its name to the State Teachers' Association. It met annually between Christmas and New Year's Day and sauntered about the State in its easy-going fashion, making its visits to one locality and another, and thus not only calling upon the teachers at their homes but enticing the laymen to come and hear what the teachers had to say for themselves. It was an event of no small importance to have its sessions held in a town, and those who participated in its exercises were well worth hearing. The evening addresses were often delivered then, as now, by the most distinguished talent available in the country within the teaching profession. The members were entertained by the citizens at their homes and no charge was made.

Since 1880 the Association has called the Capitol at Springfield its home. In 1910 it met in Chicago as a compliment to its distinguished president, Mrs. Ella F. Young. Previous to that time it had visited fifteen Illinois towns and had been to several of them more than once. Rockford was its northern limit and Springfield its southern. It began with an effort to secure a State Superintendent and it has fought for all of the reforms that have come to pass. Its organization antedates the free-school law, the Normal School, the University of Illinois, the State Superintendency as a distinct office, the public high school, the Teachers' Institute, and the educational press.

Quoting again from Mr. Steele: "As to measures adopted and men brought into

prominence, the Springfield meeting of 1855 must be given the first place in the history of the Association. The greatest step in the educational history of Illinois, the passage of the free-school law, had been taken since its last meeting, and the question now before it was how to make the law most effective. To this end the establishment of a Normal school and the organization of teachers' institutes in the different counties of the State were considered as the most essential means; and it has been along these two lines that this Association has done its most persistent and efficient work.

"The Normal school proposition brought about a three-cornered contest; the public-school men wanted to use the college and seminary funds for a Normal school, the Industrial University men wanted to use them for a State University with a Normal school department, and the denominational college men wanted to use them for the existing colleges, they to conduct Normal departments. . . . The conclusion reached in the meeting was expressed by a resolution in these words: 'That the Institute does not wish to discuss any university question, but to occupy itself with the interests of common schools and Normal schools.'

"To aid in organizing county institutes, the Association so amended its constitution as to make the corresponding secretary a State agent, whose duty was to hold educational meetings, to promote the formation of county institutes auxiliary to the State Association, and to act as agent and corresponding editor of the *Illinois Teacher*, for which services, if he devoted his whole attention to it, he was to receive a salary of \$1,200 per annum and his necessary traveling expenses. Would the members of this Association individually pledge themselves to raise such a sum to further the cause of education? It is true that this measure brought financial embarrassment and the State Agent was discontinued in 1858, . . . but in those three years he succeeded in organizing institutes in more than fifty counties of the State.

"At the same meeting a State Board of Education was created by an amendment to the constitution.

"The two men who did the most to mould the educational policy of the State came to the front at this meeting — Newton Bateman, the Horace Mann of the West, and Charles E. Hovey, the founder of our Normal schools. They were both young men, about thirty years old. The former was principal of the west side union school, in Jacksonville, and the latter the principal of the public schools in Peoria. The convention recognized the ability of both. It elected Hovey president of the Association and editor of the *Illinois Teacher*, and Bateman the State Agent and its first choice for State Superintendent, an honor that has been conferred upon no other man.

"The third annual meeting was held in Chicago, December 22, 1856. It was an ambitious one; it partook of the spirit of the place; it was almost national in its character; to it were invited the leading educators of the entire country; Henry Barnard was present and took a prominent part. Think of the Chicago hotels giving free entertainment to visiting school teachers and of the Chicago teachers banqueting them at the close at the Tremont House, with all of the clergy of the city and members of the press as invited guests — five hundred in all!

"A State Normal School was the absorbing question at this meeting, and the

leading features of the bill, which soon after became a law, were considered, defined and adopted. This happy result was brought about through the able generalship of Charles E. Hovey and by the graceful surrender of Prof. J. B. Turner, representing the industrial university party. It would seem that Dr. Bateman acted as the medium in this case, for he brought a letter from Professor Turner, who did not attend the meeting, and read it at the opportune time in the discussion. The other historic event of this anniversary was the great banquet, which was followed by a regular program of twenty-four toasts, and, in addition, seventeen volunteer toasts, after which the company rose and sang, for a benediction, 'Auld Lang Syne.'

"The next meeting was held in Decatur. In the records of this meeting is found for the first time the name of our beloved Dr. Edwards, who five years later came across the river from St. Louis and became one of the State's most brilliant educators."

It will be remembered that the Association provided a State Board of Education. It had been busy, evidently, since the preceding meeting. It recommended the organization of teachers' institutes, the formation of school libraries, and the introduction into the course of study of physical culture, physiology and hygienics. It especially urged the revival of the State Agent scheme, and the Association provided means for securing for him a salary of \$1,200 and his necessary traveling expenses. And here is an item worthy of large caps.: 1,885 subscriptions to the *Illinois Teacher* were pledged. They did things in a large way in "the brave days of yore." B. G. Roots was made president of the Association, Simeon Wright State Agent, and Newton Bateman editor of *The Teacher*. The membership was the largest in the history of the Association.

The 1858 meeting was held in Galesburg. The session was a stormy one, and the conclusions somewhat reactionary. It is not surprising when the policy of the organization is considered. It had undertaken to furnish to the State a State Agent whose salary came from its treasury and from the free-will offerings of its members. It had also attempted to run a school journal. Both measures were now given up and small blame, if any, can attach for such a change in its policy.

Mr. Steele sums up the achievements of the Association thus far as follows: "With this meeting ends the first period in the history of the Association, if it be possible to fix such a date. It was the period of organization, of construction, when the foundations of our educational system were laid. All that has come since has been a natural growth from the creations then made. The office of State Superintendent was created; the free-school law was enacted, the State Normal School was established, the county institute was organized, and school journalism was launched. Each of these owes its origin to this Association more than it does to any and all other influences; and it is a remarkable fact that these were all of the distinctively constructive measures espoused by the Association up to this time save that of the township system."

Superintendent Steele includes in the second period of the Association the succeeding twenty-two years, ending with its permanent location at the capital of the State. This period of activity received its main coloring from the influence of the State Normal School. In consequence the program assumed a more technical aspect and the discussions were largely devoted to the practical problems of the

schoolroom. Illustrative exercises in teaching with the members of the Association endeavoring to perform the impossible task of becoming children again were a familiar feature. Echoes from Oswego gave object lessons a prominence in an early part of the second period. The kindergarten made its first appearance at Peoria in 1868. It was also at this meeting that the policy of dividing into sections for a part of the time was introduced. Language lessons were introduced by W. B. Powell, in the 1869 meeting. The subject of supplementary reading in primary grades was first agitated in the year 1874. Here are the names of some of those who were prominent in these years: S. H. White, principal of the Peoria County Normal School, of whom we shall hear more; Dr. J. M. Gregory, president of the University of Illinois; Dr. Newton Bateman, superintendent of public instruction; Dr. J. L. Pickard, superintendent of the Chicago city schools; J. B. Roberts, superintendent of the Galesburg schools; Dr. Richard Edwards, president of the State Normal School; Edwin C. Hewett, a professor in the Normal School and later its president; W. B. Powell, superintendent of the Peru schools and later of the Aurora schools and of the schools of Washington city; S. M. Etter, later superintendent of public instruction; Dr. J. A. Sewall, of the State Normal School; John F. Eberhart, the first county superintendent of Cook county; D. S. Wentworth, principal of the Cook County Normal School; George Sherwood, at one time a Chicago teacher and later the head of a publishing house; Jonathan Piper, a book agent of pedagogical renown, and many others whose names will appear elsewhere in this history.

Mr. Steele narrates an event belonging to the war times that should find a place here. It occurred in 1863. "The meeting was in the capital city of the State. It was the tenth anniversary of the Association. Newton Bateman was president. He began his address as if he were about to give a history of the Association, but in a moment or so he was all afire with the subject of patriotism, and words never fell from his eloquent lips with more force and rhythm. One acquainted with his gentle and loving spirit is startled as he reads some of the passages of this address. Hear this anathema: 'I believe that Jeff Davis ought to be hanged on a gallows as much higher than Haman's as his crime is greater, and he is in a fair way to meet that doom in an early day, unless, like a coward, he flies the country he has tried to ruin, or else, stung by remorse, imitates Judas Iscariot, the only villain that ever lived that would not be disgraced by a comparison with him.' Listen to his words of censure: 'Teachers, too, there are, who with pitiable and appalling pusillanimity, dare not tell their pupils that next in sacredness to the love of God is the love of country, and that treason to their government is second only in guilt and infamy to treason to their Maker; nay, whose own position is so contemptibly equivocal and cowardly that even acquaintances and friends know not with certainty on which side of the dividing line between patriots and traitors to class them.' "

The effect was electrical. The Association voted to ask Governor Yates to administer to them the oath of allegiance. It invited the county superintendents, who were in session in the next room, to join them in taking the oath of allegiance to the government of the United States, to be administered by the Governor of Illinois. Dr. Edwards, as chairman of the committee, presented the invitation. After a long and warm discussion it was finally accepted by a vote of twenty-four

to seventeen. Accordingly, at the appointed time, Governor Yates came into the hall and was introduced by the president. The Association sang "America," after which Governor Yates administered the oath of allegiance. Then, in response to repeated calls, he delivered, it is said, 'a most spirited, eloquent and patriotic address.' On motion of County Superintendent Knapp, of Knox county, the Association arose, gave three rousing cheers for the Governor and three for the Union; adopted, without debate, a set of stirring resolutions; sang 'The Star Spangled Banner,' and adjourned. With Charles E. Hovey leaving the head of the Normal University after the battle of Bull Run, to join the Normal regiment, known in the army as the Brain Regiment, and leading them to honor and himself to fame in assaults upon Vicksburg and Arkansas Post, the patriotism of the Association is complete."

Mr. Steele characterizes the remaining years of the Association as the philosophical period, in which the contributions of the other two are being reflected upon, modified, enriched and worked out. The characterization seems an appropriate one.

LIST OF PRESIDENTS, SECRETARIES AND TREASURERS OF THE ASSOCIATION, WITH PLACES OF MEETING.

The Association was organized under the name of "The State Teachers' Institute," at Bloomington, December 28, 1853. President, Rev. W. Goodfellow; secretary, Rev. Daniel Wilkins; treasurer Prof. C. W. Sears. All were residents of Bloomington.

1. Peoria, December 26-8, 1854. W. H. Powell, president pro tem.; W. F. M. Army, secretary and treasurer pro tem.
2. Springfield, December 26-8, 1855. W. H. Powell, president; J. C. Pickard, secretary and treasurer.
3. Chicago, December 22-4, 1856. C. E. Hovey, president; O. V. Jones, secretary; Simeon Wright, treasurer.
4. Decatur, December 27-9, 1857. Simeon Wright, president; Newton Bateman, secretary; Chauncey Nye, treasurer.
5. Galesburg, December 28-30, 1858. Benaiah G. Roots, president; T. J. Conaty, secretary.
6. Ottawa, December 27-9, 1859. William H. Haskell, president; J. A. Johnson, treasurer.
7. Quincy, December 26-8, 1860. J. V. N. Standish, president; S. A. Briggs, secretary; N. Woodworth, treasurer.
8. Bloomington, December 26-8, 1861. W. H. Wells, president; S. A. Briggs, secretary; Ira J. Bloomfield, treasurer.
9. Rockford, December 31, 1862. William M. Baker, president; W. Woodford, secretary; J. D. Parker, treasurer.
10. Springfield, December 29-31, 1863. Newton Bateman, president; W. W. Davis, secretary; James P. Slade, treasurer.
11. Monmouth, December 27-9, 1864. Richard Edwards, president; W. W. Davis, secretary; C. H. Flower, treasurer.
12. Joliet, December 26-8, 1865. S. M. Etter, president; A. J. Anderson, secretary.
13. Jacksonville, December 25-7, 1866. Samuel H. White, president; E. L. Wells, secretary; William B. Powell, treasurer.
14. Galesburg, December 24-6, 1867. Andrew M. Brooks, president; E. L. Wells, secretary; Enoch A. Gastman, treasurer.
15. Peoria, December 29-31, 1868. John M. Gregory, president; E. C. Smith, secretary; William B. Powell, treasurer.
16. Ottawa, December 28-30, 1869. George Howland, president; J. V. Thomas, secretary; H. C. Demotte, treasurer.

17. Decatur, December 27-9, 1870. Thomas H. Clark, president; Joseph A. Sewall, secretary; B. P. Marsh, treasurer.
18. Dixon, December 26-9, 1871. James H. Blodgett, president; Jephtha Hobbs, secretary; J. B. Roberts, treasurer.
19. Springfield, December 25-7, 1872. J. B. Roberts, president; William Jenkins, secretary; P. R. Walker, treasurer.
20. Bloomington, December 29-31, 1873. J. L. Pickard, president; John W. Cook, secretary; E. A. Gastman, treasurer.
21. Chicago, December 29-31, 1874. John Hull, president; Mary M. Whiteside, secretary; James P. Slade, treasurer.
22. Rock Island, December 29-31, 1875. William B. Powell, president; Mary M. Whiteside, secretary; James P. Slade, treasurer.
23. Champaign, December 27-9, 1876. Edwin C. Hewett, president; Mary A. West, secretary; James P. Slade, treasurer.
24. Springfield, December 26-8, 1877. Leslie Lewis, president; Sarah E. Raymond, secretary; James P. Slade, treasurer.
25. Springfield, December 26-8, 1878. Robert Allyn, president; Sarah E. Raymond, secretary; James P. Slade, treasurer.
26. Bloomington, December 29-31, 1879. Alfred Harvey, president; Joseph Carter, secretary; Enoch A. Gastman, treasurer.
27. Springfield, December 27-9, 1880. John W. Cook, president; John Hull, secretary; Enoch A. Gastman, treasurer. All subsequent meetings at Springfield.
28. December 27-9, 1881. Enoch A. Gastman, president; A. C. Courtney, secretary; Matthew Andrews, treasurer.
29. December 26-8, 1882. N. C. Dougherty, president; Mary A. West, secretary; Matthew Andrews, treasurer.
30. December 26-8, 1883. Henry L. Boltwood, president; J. W. Hays, secretary; P. R. Walker, treasurer.
31. December 29-31, 1884. Matthew Andrews, president; S. S. Kimble, secretary; P. R. Walker, treasurer.
32. December 29-31, 1885. James H. Brownlee, president; Lenore Franklin, secretary; P. R. Walker, treasurer.
33. December 28-30, 1886. Charles I. Parker, president; Elizabeth L. Howes, secretary; P. R. Walker, treasurer.
34. December 28-30, 1887. Joshua Pike, president; William Jenkins, secretary; P. R. Walker, treasurer.
35. December 26-8, 1888. *A. F. Nightingale, president; F. T. Oldt, secretary; P. R. Walker, treasurer.
36. December 26-7, 1889. **S. H. Peabody, president; Flora Pennell, secretary; Clarence O. Scudder, treasurer.
37. December 29-31, 1890. P. R. Walker, president; J. M. Bowlby, secretary; Clarence O. Scudder, treasurer.
38. December 29-31, 1891. Alfred Kirk, president; J. M. Bowlby, secretary; Clarence O. Scudder, treasurer.
39. December 27-9, 1892. George R. Shawan, president; J. M. Bowlby, secretary; Clarence O. Scudder, treasurer.
40. December 26-8, 1893. Joseph H. Freeman, president; J. M. Bowlby, secretary; Clarence O. Scudder, treasurer.
41. December 26-8, 1894. T. C. Clendenen, president; J. M. Bowlby, secretary; Clarence O. Scudder, treasurer.

*President absent. William H. Ray presided.

**President absent in Europe. Miss Sarah E. Raymond and others presided.

42. December 27-9, 1895. William Jenkins, president; J. M. Bowlby, secretary; Clarence O. Scudder, treasurer.
43. December 26-8, 1896. Homer Bevans, president; J. M. Bowlby, secretary; Clarence O. Scudder, treasurer.
44. December 28-30, 1897. J. W. Hayes, president; J. M. Bowlby, secretary; Clarence O. Scudder, treasurer.
45. December 27-9, 1898. J. H. Collins, president; J. M. Bowlby, secretary; W. R. Hatfield, treasurer.
46. December 26-8, 1899. Albert G. Lane, president; J. M. Bowlby, secretary; W. R. Hatfield, treasurer.
47. December 28-9, 1900. A. V. Greenman, president; J. M. Bowlby, secretary; W. R. Hatfield, treasurer.
48. December 26-7, 1901. David Felmley, president; J. M. Bowlby, secretary; J. M. Frost, treasurer.
49. December 29-31, 1902. F. N. Tracy, president; J. M. Bowlby, secretary; J. M. Frost, treasurer.
50. December 29-31, 1903. William N. Steele, president; Caroline Grote, secretary; R. N. Stotler, treasurer.
51. December 27-9, 1904. Edwin G. Cooley, president; Caroline Grote, secretary; R. N. Stotler, treasurer.
52. December 26-8, 1905. L. C. Lord, president; Caroline Grote, secretary; R. N. Stotler, treasurer.
53. December 26-8, 1906. J. A. Mercer, president; Caroline Grote, secretary; R. N. Stotler, treasurer.
54. December 26-8, 1907. D. B. Parkinson, president; Caroline Grote, secretary; Charles Hertel, treasurer.
55. December 29-31, 1908. Edmund J. James, president; George W. Conn, Jr., 1st vice-president; E. E. Van Cleve, 2d vice-president; Gertrude M. Gregg, 3d vice-president; Caroline Grote, secretary; Charles Hertel, treasurer; E. C. Rosseter, R. R. secretary.
56. December 28-30, 1909. C. M. Bardwell, president; A. H. Hiatt, 1st vice-president; Marietta Neel, 2d vice-president; W. L. Meeker, 3d vice-president; Caroline Grote, secretary; Charles Hertel, treasurer; Edward C. Rosseter, R. R. Secretary.
57. December 25-7, 1910. Ella Flagg Young, president; Gerard T. Smith, 1st vice-president; Anna Lois Barbre, 2d vice-president; G. P. Randle, 3d vice-president; Caroline Grote, secretary; Charles Hertel, treasurer; W. J. Harrower, R. R. secretary. Met in Chicago.
58. December 27-9, 1911. H. W. Shryock, president; C. L. Gregory, 1st vice-president; J. Rose Colby, 2d vice-president; Ida Migbell, 3d vice-president; Caroline Grote, secretary; W. J. Harrower, R. R. secretary; W. E. Herbert, treasurer.

MEMBERS OF THE EXECUTIVE COMMITTEE.

The numbers at the right indicate the attendance and the expenses of the meeting.

1854. Lucius Loring, D. Wilkins, D. Brewster.
1855. Simeon Wright, C. E. Hovey, D. E. Trimper.
1857. D. S. Wentworth, J. L. Hodges, I. Stone, Jr.
1859. P. P. Heywood, L. M. Cutcheon, Simeon Wright.
1860. L. M. Cutcheon, E. C. Delano, O. Springstead.
1861. Isaac Stone, Edwin C. Hewett, William Baker.
1862. J. B. Kerr, W. H. Haskel, Samuel L. Heslet.
1863. James Jhonnot, S. H. White, P. P. Heywood.
1864. W. W. Davis, Edwin C. Hewett, W. Woodford.
1865. J. F. Eberhart, Edwin C. Hewett, I. D. Low.
1866. J. M. Gow, Andrew M. Brooks, Robert Allyn.

1867. Henry L. Boltwood, W. H. V. Raymond, M. Andrews. 61. \$13.80.
 1868. Edwin C. Hewett, E. W. Coy, E. A. Gastman. 180. \$87.50.
 1869. S. M. Etter, W. A. Jones, D. S. Wentworth. 189. \$108.05.
 1870. William B. Powell, I. S. Baker, James H. Blodgett. 208. \$86.05.
 1871. J. E. Dow, J. A. Sewall, S. M. Etter. 120. \$71.80.
 1872. Henry L. Boltwood, Aaron Gove, William B. Powell. 116. \$76.30.
 1873. John Hull, E. L. Wells, Robert Allyn.
 1874. Leslie Lewis, Alfred Harvey, J. H. Freeman. 231. \$126.50.
 1875. S. A. Forbes, J. F. Everett, M. Andrews. 345. \$151.35.
 1876. Robert Allyn, C. I. Parker, Francis Hanford. 170. \$198.96.
 1877. O. S. Westcott, N. C. Dougherty, E. A. Haight. 141. \$173.55.
 1878. Joshua Pike, T. J. Burrill, James Hannan. \$155.90.
 1879. John Hull, W. H. Smith, J. H. Loomis. 85. \$144.10.
 1880. P. R. Walker, Charles I. Parker, Samuel Harwood. 209. \$116.65.
 1881. C. E. Mann, A. F. Nightingale, M. L. Seymour. 176. \$217.25.
 1882. A. R. Sabin, Joseph Carter, S. B. Hood. 282. \$487.81.
 1883. James Hannan, J. H. Brownlee, George E. Knepper. 265. \$353.36.
 1884. S. M. Inglis, O. S. Cook, William Brady. 204. \$349.44.
 1885. O. S. Cook, S. Y. Gillan, Emil Dapprich. 406. \$288.75.
 1886. A. G. Lane, F. N. Tracy, W. Y. Smith. 334. \$304.19.
 1887. W. H. Hatch, J. M. Bowlby, David Felmley. 287. \$575.77.
 1888. W. S. Mack, J. W. Hays, Ann C. Anderson. 363. \$294.88.
 1889. O. E. Latham, Flora Pennell, J. H. Collins. 431. \$432.50.
 1890. William Jenkins, Laura Hazle, T. C. Clendenen. 593. \$561.30.
 1891. T. C. Clendenen, Geo. C. Miner, Cora E. Lewis. 613. \$509.35.
 1892. George F. Miner, Cora E. Lewis, William C. Payne. 711. \$1,010.98.
 1893. Cora E. Lewis, William C. Payne, M. Moore. 537. \$703.72.
 1894. William C. Payne, M. Moore, Mrs. Lida B. McMurry. 826. \$937.03.
 1895. M. Moore, Mrs. Lida B. McMurry, A. V. Greenman. 815. \$1,217.58.
 1896. Mrs. Lida B. McMurry, A. V. Greenman, W. L. Steele. 1,007. \$1,515.83.
 1897. A. V. Greenman, W. L. Steele, Mrs. Ella F. Young. 1,145. \$987.70.
 1898. William L. Steele, Miss Martha Buck, David Felmley. 1,028. \$1,228.68.
 1899. Miss Martha Buck, David Felmley, E. G. Cooley. 1,024. \$1,029.13.
 1900. David Felmley, E. G. Cooley, Miss Elizabeth L. Howes. 1,138. \$1,624.32.
 1901. E. G. Cooley, Miss Elizabeth L. Howes, Henry W. Shryock. 1,238. \$1,225.62.
 1902. Miss Elizabeth L. Howes, Henry W. Shryock, C. M. Bardwell. 1,166. \$1,284.75.
 1903. Henry W. Shryock, C. M. Bardwell, Cora M. Hamilton. 1,487. \$1,405.38.
 1904. C. M. Bardwell, Cora M. Hamilton, B. E. Nelson. 909. \$1,454.27.
 1905. Cora M. Hamilton, Edmund J. James, D. B. Parkinson. 1,166. \$1,295.40.
 1906. D. B. Parkinson, Edmund J. James, M. A. Whitney. 1,100. \$1,261.55.
 1907. M. A. Whitney, Edmund J. James, Frank D. Thomson. 1,292. \$1,080.
 1908. S. B. Hursh, F. D. Thompson, J. E. Wooters.
 1909. F. D. Thompson, J. E. Wooters, John E. Miller. 1,063. \$1,115.00.
 1910. J. E. Wooters, John E. Miller, E. C. Rosseter. 5,555. \$1,809.58.
 1911. John E. Miller, E. C. Rosseter, M. G. Clark.

There have been but three railroad secretaries: Homer Bevans, 1887-96; William C. Payne, 1896-1901; Edward C. Rosseter, 1901-7.

SOUTHERN ILLINOIS TEACHERS' ASSOCIATION.

The man who is credited with the initial move for the organization of the Southern Illinois Teachers' Association is G. W. Smith, County Superintendent of Schools, Clay county. In the summer of 1881 he issued a call for the teachers of Southern

Illinois to meet at Flora on the 16th of August of that year, for the purpose of considering the advisability of effecting the organization of such an association. On the day designated several teachers met at Flora. Mr. Smith was chosen chairman of the meeting, and J. F. McKibben, of Marion, was made secretary.

After a free discussion of the subject by a number of prominent teachers it was unanimously agreed that the interests of education in Southern Illinois demanded the organization of an association whose meetings should be more accessible to the teachers of that portion of the State than those of the State Association.

On motion of J. W. Henninger, a committee consisting of one from each of the counties represented at the meeting was appointed to formulate a plan of action. This committee consisted of the following persons: N. L. Scovell, Jasper county; J. W. Henninger, Fayette county; Rollin Smith, Marion county; A. M. Elliott, Wayne county; M. L. Sabin, Clay county.

The committee reported to the meeting a series of resolutions giving a reason for the organization of the new association, assuring the State Association that there was no spirit of rivalry in the enterprise, urging the educational people to give it cordial support, and recommending that a committee of three be appointed to make arrangements for the first meeting. The temporary officers were made the permanent officers.

Pursuant to the arrangements made by the executive committee the first meeting of the Southern Illinois Teachers' Association convened at Flora on the 29th of December, 1881.

Superintendent George H. Smith called the meeting to order. B. F. Shipley was elected secretary. A committee was appointed to draft a constitution and by-laws for the government of the association. The committee presented its report at a later session and it was adopted.

The following officers were elected for the ensuing year: President, Dr. Robert Allyn; vice-presidents, S. M. Inglis and C. F. Stratton; recording secretary, E. A. Bryan; financial secretaries, S. M. Scovell and J. W. Henninger; treasurer, George W. Smith; executive committee — George L. Guy, B. F. Shipley, John Washburn, J. B. Ward, and W. E. Mason.

The resolutions adopted by the association constituted an educational platform on which the teachers were agreed and which could be widely disseminated through the territory of the membership, through the assistance of the press, and which would tend to awaken an educational sentiment favorable to better schools and better teachers.

The names of the leading participants indicate who were prominent teachers in that portion of the State thirty years ago. In addition to those mentioned there were J. F. Arnold, long a county superintendent in Jasper county; Superintendents Vest, of Bond; Mann, of Effingham; Patterson, of Saline; Harris, of Jasper. And "there were others." An interesting event of the meeting was an address by W. H. H. Adams, president of the Illinois Wesleyan University, at Bloomington. President Adams was a popular speaker on any theme and was well known in Illinois college circles to the time of his death, which occurred several years later.

The second meeting of the association was held in Vandalia, and began August

30, 1882. Dr. Allyn, the president-elect, presided. In the absence of the secretary, Prof. D. B. Parkinson was elected to fill his place. The practical character of the discussions is indicated in the themes: "What Have the Schools of Southern Illinois Accomplished This Last Year and What Is Needed for Their Improvement?" "Practical Education and Business Methods in Country Schools," "School Appliances and School Libraries," "Qualifications of School Officers," "Qualifications of teachers." Prominent among the speakers were B. G. Roots, of Tamaroa; Charles F. Stratton, S. M. Inglis, J. F. Norton, D. B. Parkinson, S. G. Burdick, G. L. Guy, George W. Smith, President John Washburn, John Hull.

The officers elected for the ensuing year were: President, S. M. Inglis; vice-presidents, J. H. Brownlee and G. L. Guy; recording secretary, Anna L. Jackson; corresponding secretary, D. B. Parkinson; treasurer, Nannie B. Anderson; financial secretaries, F. B. Abbott and J. F. Norton; executive committee, J. W. Henninger, Robert Pence, E. S. Clark, G. W. Smith and John Trainer.

The association was now well launched. A group of intelligent men and women would henceforth care for its interests. The subsequent meetings with the officers follow:

1883. Carbondale. President and other officers as above with the exception of one of the financial secretaries. R. A. Haight was elected to fill his place and John T. Bowles was elected railroad secretary.

1884. Centralia. President, E. E. Edwards; vice-presidents, J. W. Henninger and D. B. Parkinson; recording secretary, Etta L. Elam; corresponding secretary, R. A. Haight; treasurer, George L. Guy; executive committee—S. M. Inglis, E. W. Mills, J. T. Bowles.

1885. Greenville. President, J. W. Henninger; vice-presidents, L. H. Deneen, J. P. Slade, Martha Buck, A. P. Manley, Bertha Kitchell, J. A. Arnold, W. B. Davis; recording secretary, S. G. Burdick; railroad secretary, Mrs. J. T. Bowles; treasurer, George L. Guy; executive committee—S. B. Hood, John Martin, Miss Clem Cole.

1886. Du Quoin. President, James P. Slade; vice-presidents, Mrs. H. M. Smith, John W. Wood, S. E. DeHaven, G. E. Ayres, L. S. Kilbourn; secretary, O. J. Bainum; treasurer, L. Messick; executive committee—D. B. Parkinson, George L. Guy, J. C. Burns.

1887. Chester. President, George L. Guy; vice-presidents, George W. Powell, T. W. McDonough, C. P. White, James McQuilkin, S. B. Hood, Mrs. H. M. Smith; secretary, J. G. Smith; treasurer, Miss Martha Buck; executive committee—R. B. Anderson, R. B. Thacker, J. C. Burns.

1888. Nashville. President, J. C. Burns; vice-presidents, all county superintendents present; secretary, Julia A. Sebastian; treasurer, Martha Buck; executive committee—T. C. Clendenen, W. J. Hoffman, Miss A. C. Anderson.

1889. Cairo. President, S. B. Hood; vice-presidents, T. C. Clendenen, Mrs. H. M. Smith; financial secretaries, John W. Wood, David Caruthers; treasurer, Miss Inez Green; corresponding secretary, Miss Ann C. Anderson; recording secretary, Miss Ethel Spriggs; executive committee—G. L. Guy, S. M. Inglis, Miss Julia McNeil.

1890. Carmi. President, T. C. Clendenen; vice-presidents, D. B. Parkinson, Miss Hanna; recording secretary, Clara B. Stephenson; corresponding secretary, C. P. White; financial secretaries, Mrs. P. A. Taylor and Miss Ann C. Anderson; executive committee—Julia McNeil, C. H. Kamman, J. H. Lane.

1891. Mount Vernon. President, J. H. Lane; vice-presidents, J. C. Storment, Mrs. G. B. Murrain; recording secretary, Miss Ida A. Swan; financial secretaries, Arthur Oehler and Miss Martha Buck; corresponding secretary, May A. Sowers; treasurer, T. J. McDonough; executive committee—M. N. McCartney, Charles L. Manners, Miss Inez I. Green.

1892. East St. Louis. President, M. N. McCartney; vice-president, Martha Buck; recording secretary, Mrs. H. M. Smith; financial secretaries, J. T. Campbell and C. D. Threlkeld; corresponding secretary, Mollie Connelly; treasurer, Arthur Oehler; executive committee — Charles L. Manners, George L. Guy, Arista Burton.

1894. Effingham. President, Charles L. Manners; vice-president, R. B. Anderson; recording secretary, Miss Lou Nichols; corresponding secretaries, James M. Osborne, Miss May Slimpert; treasurer, E. E. Van Cleve; executive committee — D. B. Parkinson, F. C. Dever, Miss Ida Huckleberry.

1895. Metropolis City. President, D. B. Parkinson; vice-presidents, Miss Miriam Rhodes and W. J. Lackey; corresponding secretary, J. E. Wooters; recording secretary, Louise Baumberger; treasurer, E. E. Van Cleve; executive committee — I. A. Smothers, T. J. McDonough, Miss Sarah Whittenberg.

1896. Murphysboro. President, I. A. Smothers; vice-presidents, S. E. Ramsey and Rose A. Marion; treasurer, Robert B. McKee; corresponding secretary, Minnie Ferrell; recording secretary, Mrs. J. J. Baker; executive committee — J. E. Wooters, T. J. McDonough.

1897. Mt. Carmel. President, J. E. Wooters; vice-presidents, H. M. Aiken and James E. Job; treasurer, W. S. Booth; corresponding secretary, Miss Josie Gross; recording secretary, Miss May Robertson; financial secretaries, J. E. Ramsey and J. B. Bundy; executive committee — T. J. McDonough, W. R. Kimzey, E. E. Van Cleve.

The meeting at Mt. Carmel was held the last of June instead of the last of August, as had been the custom since the organization of the association.

1898. Belleville. President, E. E. Van Cleve; vice-presidents, T. J. Youngblood and D. J. Underwood; treasurer, H. W. Hostetler; recording secretary, May Robertson; corresponding secretary, Josephine E. Gross; financial secretaries, M. M. Beeman and F. A. Parkinson; executive committee — I. N. Mather, W. S. Booth, Walter Kimzey.

At this meeting the association departed from its usual custom in that it recognized a county superintendents' section. The officers of this section were: President, Walter R. Kimzey; secretary, Mrs. H. M. Smith; executive committee — S. J. Burdick, W. A. Robinson, Miss S. J. Whittenberg.

1899. Carbondale. President, T. J. McDonough; vice-presidents, E. J. Underwood and Mrs. H. M. Smith; recording secretary, Miss Winnie Gaskins; corresponding secretary, Miss Jennie Gordon; treasurer, J. M. Parkinson; financial secretaries, George Barringer and William Johnson; executive committee — W. R. Kimzey, J. P. Merker and Miss Whittenburg.

At this meeting the attendance reached approximately four hundred. This was the largest attendance in the history of the association. At previous meetings the attendance had varied from one hundred and fifty to about three hundred.

1900. Mt. Vernon. President, John Snyder; vice-presidents, Mrs. H. M. Smith and W. W. Williams; recording secretary, M. T. Van Cleve; corresponding secretary, Miss Julia C. Errett; treasurer, John H. Hodge; financial secretaries, J. E. Whitchurch and Julia T. Morrison; executive committee — J. E. Ramsey, T. J. McDonough, M. N. Corn.

The county superintendents held a session on one of the days of the meeting.

1901. Du Quoin. President, D. J. Underwood; vice-presidents, J. H. Warnack, Frank Coles, Jr.; recording secretary, Laura M. Truscott; corresponding secretary, W. R. Kimzey; treasurer, M. T. Van Cleve; financial secretaries, L. E. York and Sarah J. Whittenberg; executive committee — W. H. Shryock, T. J. McDonough, S. J. Curlee. The county superintendents also elected a full set of officers.

The association also elected a library board of five members, whose duty is the encouragement of the library movement in Southern Illinois.

1902. Centralia. President, Miss Sarah J. Whittenberg; vice-presidents, J. M. Hill and J. D. Underwood; secretary, Frank Coles; executive committee — George Barrington, J. C. Whitchurch, Charles Hertel. This meeting was held the first week in April.

1903. East St. Louis. President, J. E. Ramsey; vice-presidents, F. D. McKettrick and H. F. McRea; recording secretary, Miss M. E. Robertson; corresponding secretary, O. D. Edwards; finan-

cial secretaries, A. E. Gilpin and W. W. Griffith; treasurer, J. W. Asbury; executive committee—G. Wham, John E. Miller, A. L. Bliss.

The sessions were held April 2, 3 and 4.

1904. Cairo. President, G. D. Wham; vice-presidents, J. W. Asbury and W. J. Blackard; recording secretary, Sarah J. Whittenberg; corresponding secretary, Oscar Marbury; financial secretaries, Lillie Kell and Annie Hawkins; treasurer, J. A. Freeman; executive committee—J. E. Miller, T. C. Clendenen, W. S. Booth.

1905. Olney. President, Walter R. Kimzey; vice-presidents, J. M. Hill and C. P. Boyer; treasurer, W. S. Booth; recording secretary, Sarah Conant; corresponding secretary, Inez Brunston; financial secretaries, C. F. Easterday and R. Muckelroy; executive committee—S. E. Harwood, J. W. Barrow, John Snyder.

1906. Marion. President, Edward S. Booth; vice-presidents, J. Oscar Marberry and J. W. Templeton; recording secretary, Sarah Conant; corresponding secretary, Miss Lillian Baker; treasurer, Harry Taylor; financial secretaries, F. F. Samms and J. T. Ellis; executive committee—C. F. Easterday, Miss Lillie Gubelman, J. W. Asbury.

1907. Benton. President, C. F. Easterday; vice-presidents, Otto Edwards and C. C. Denny; recording secretary, Miss Sybil Kitchen; corresponding secretary, Miss Kate Spani; treasurer, A. E. Gilpin; financial secretaries, H. J. Alvis and W. A. Dickson; executive committee—R. O. Clarida, H. M. Aiken and Miss Adda P. Wertz.

1908. Anna. President, R. O. Clarida; vice-presidents, S. E. Harwood and Arthur Summers; recording secretary, Harriett Berninger; corresponding secretary, Margaret Andrews; treasurer, Clarence Bonnell; financial secretaries, W. A. Spence and C. W. Hank; railroad secretary, H. W. Shryock; executive committee—S. H. Bohn, W. O. Brown, H. J. Alvis.

1909. Du Quoin. President, S. E. Harwood; vice-presidents, Robert Pence and May S. Hawkins; recording secretary, Harriett Berninger; corresponding secretary, Kate Cutter; financial secretaries, Maurice Mudd and Guy Koonce; permanent railroad secretary, H. W. Shryock; executive committee—Robert Templeton, John Snyder, C. M. Peak.

1910. East St. Louis. President, John E. Miller; vice-presidents, Roy Wilkins and Elmer Van Arsdall; recording secretary, May S. Hawkins; corresponding secretary, Mrs. Kate Chapman; financial secretaries, Maurice A. Mudd and Guy Koonce; treasurer, F. C. Prowdly; executive committee—W. S. Booth, Henry Eisenhart and Arthur E. Summers.

1911. Carbondale. President, Robert B. Templeton; vice-presidents, H. F. McCrea and Miss Lillian Gubelman; recording secretary, Miss May Hawkins; corresponding secretary, Miss Tillie Reither; financial secretaries, W. T. Felts and J. W. Asbury; treasurer, W. S. Van Cleve; executive committee—A. E. Summers, C. H. Dorris and J. A. Stevenson.

The historian of the Southern Illinois Teachers' Association will find his data in most admirable condition. The records of the association have been admirably kept. The scribes whose office it was to rescue the fleeting events of the meetings from oblivion have taken most commendable pride in their work.

That the association has been of great benefit to the territory contributing to its membership can not be doubted. The discussions have been upon topics that are vital to the success of any system of education. The membership has not been large when compared with the other associations, but there are manifest advantages in such a condition. It has developed a group of educational speakers that are not surpassed in the other associations, if they are equaled. The same names constantly recur in the record and the visitors to the educational meetings of Southern Illinois are impressed by the number of very competent men who discuss living topics with marked freedom and ability. The association has adhered to the policy of holding its membership together in a general meeting instead of encouraging the formation

of sectional meetings. The county superintendents have held a single session in recent years on one of the days, but they are the only ones who have held departmental meetings.

THE NORTHERN ILLINOIS TEACHERS' ASSOCIATION.

The Northern Illinois Teachers' Association was organized in the parlors of the Julien House, at Belvidere, on the 9th of December, 1882. The movement arose from the feeling that the teachers of this portion of the State were not sufficiently supplied with meetings for the discussion of educational questions.

Principal Elmer Ellsworth Brown, of South Belvidere, called a meeting of the teachers within a convenient distance from Belvidere to meet for the consideration of the advisability of organization.

Principal Sherrill, of North Belvidere, called the meeting to order, briefly stated the object of the meeting and called for nominations for temporary president and secretary. Superintendent Stetson, of Rockford, and Principal Allen, of Marengo, were nominated and elected to the respective offices. On motion the president appointed the following committees: On constitution, Principals Allen and Sherrill, and Miss Langley, of Belvidere; on nominations, Principal Brown, Superintendent McPherson, of Rockford, and Mr. Lambert, Miss Fox and Miss Franklin, of Belvidere.

The committee on constitution reported at a later hour on the same day and its report was accepted. The committee on nominations reported as the first permanent officers of the association, Principal Sherrill, president; Superintendent Snyder, Freeport, vice-president; Principal Allen, secretary; Miss Smedley, Belvidere, treasurer; for executive committee, Superintendents Stetson and McPherson, of Rockford, and Walker, of Rochelle.

Having selected Rockford and February 3 as the place and time for the opening meeting of the association, the meeting adjourned.

For the first five years three meetings were held each year, the meetings occurring in January (except the first), April and September. At the October meeting of 1887, it was determined to hold but two meetings a year — in April and October. This arrangement was continued until the April meeting of 1905. At the October, 1904, meeting, John A. H. Keith, of the Northern Illinois State Normal School, moved the appointment of a committee to investigate the question of the reorganization of the association, the committee to report at the next meeting. The motion was carried and the chair appointed as members of the committee Mr. Keith, U. J. Hoffman, J. J. Allison, C. L. Phelps, and M. A. Whitney. This committee reported at the April, 1905, meeting as follows:

1. Make two associations, namely:
 - a. Northern Illinois Teachers' Association — Western Section.
 - b. Northern Illinois Teachers' Association — Eastern Section.
2. Have one meeting a year for either section, in the fall, on successive weeks, and alternating from year to year.
3. Have the whole of the present territory open to both sections for program material.
4. Divide equally at the close of the Kankakee (1905) meeting all funds on hand between the

two organizations thus created. Also divide the student fund into equal parts and leave two student funds—one for each section.

5. Let the above associations be supplemented by the organization of a "Superintendents' and Principals' Association," to meet once a year, to discuss topics relating to the administrative aspects of school work.

6. In order that the above plan may be put into operation we recommend that the president of the Northern Illinois Teachers' Association appoint two nominating committees to nominate officers for the two sections, and that he appoint a committee of five to organize the Superintendents' and Principals' Association.

The report of the committee was adopted.

Therefore, beginning with the November, 1905, meetings, there have been two meetings of the association, one of each section, each year since.

The history of the association may thus be divided into three periods, corresponding to the life of the three plans of procedure.

FIRST PERIOD.

It is manifestly impossible within the limits of the work attempted in this volume, to present a real history of the work of this association. The times and places of meeting and the names of the officers are deemed worthy of preservation, and where topics of unusual interest were discussed and new projects of real value were undertaken, some note will be taken of them. After a somewhat full history of these several associations had been prepared it was found necessary to reduce the matter very materially.

1883. Rockford. February 3. In the absence of President Sherrill, elected at Belvidere, P. R. Walker was nominated to preside. He declined and nominated Superintendent McPherson, who was elected and presided over the deliberations of the association.

Elgin. May 5. President, P. R. Walker; vice-president, E. E. Brown; executive committee — C. C. Snyder, C. F. Kimball, C. J. Allen.

Rochelle. September 29. President, E. E. Brown; vice-president, S. D. Baldwin; executive committee — A. J. Blanchard, E. C. Webster, A. W. McPherson.

1884. Freeport. January 25. President, W. W. Stetson; vice-president, A. J. Blanchard; secretary, O. P. Bostwick; treasurer, J. M. Piper; executive committee, C. C. Snyder; C. O. Scudder, Dixon; H. C. Forbes, Polo.

Dixon. April 26. President, R. L. Barton, Galena; vice-president, S. B. Wadsworth, Oregon; executive committee — E. C. Webster, Dixon; A. W. McPherson, Rockford; S. B. Hursh, Mt. Carroll.

Aurora. September 26. President, H. C. Forbes; vice-president, F. T. Oldt, Lanark; executive committee — W. B. Powell, Aurora; Leslie Lewis; O. F. Barbour, Rockford. O. S. Cook, of the Town of Lake, made a plea for the establishment of a State Normal School in Northern Illinois. The suggestion met with enthusiastic endorsement. This appears to be the first public occasion on which this idea was made public. A committee was appointed to confer with members of the legislature on the subject. It consisted of O. S. Cook, Leslie Lewis, and W. B. Powell.

1885. Elgin. January 30. President, O. F. Barbour; vice-president, Miss Emma Todd, Aurora; secretary, W. H. Ray, Hyde Park; treasurer, F. T. Oldt, Lanark; executive committee — J. H. Freeman, P. R. Walker, S. B. Wadsworth. The committee on the Normal School for Northern Illinois reported and every teacher was urged to use his influence with members of the legislature to secure favorable action at the current session of that body.

Rockford. April 24. President, C. F. Kimball, Elgin; vice-president, J. L. Curts, DeKalb; executive committee — P. R. Walker, Rockford; A. R. Sabin, Chicago; J. H. Freeman, Aurora.

The committee on the Normal School reported progress and was continued with directions to print and circulate literature to help the cause.

Rochelle. September 25. President, J. H. Freeman; vice-president, S. B. Wadsworth, Oregon; executive committee — A. V. Greenman, Rochelle; H. H. Belfield, Chicago; S. J. Howe, Dixon.

1886. Freeport. January 29. President, A. J. Blanchard, Sycamore; vice-president, Emma J. Todd; secretary, W. H. Ray; treasurer and *ex officio* railroad secretary, W. H. Hatch, Rock Island; executive committee, C. C. Snyder, F. T. Oldt and Miss Mary J. McPherson of Rockford.

Elgin. April 23. President, C. C. Snyder; executive committee — W. H. Brydges, Elgin; O. F. Barbour, and Miss Mary Todd of Aurora. The secretary records that on the afternoon of the second day, "Ella Flagg Young, of Chicago, read a most remarkable paper on geography."

Rockford. September 24. President, F. T. Oldt; vice-president, Fernando Sanford, Oregon; executive committee — P. R. Walker; J. H. Ely, Savanna; Leonora Franklin, Belvidere.

1887. Aurora. January 28. President, S. B. Wadsworth; vice-president, E. C. Webster, Dixon; secretary, J. L. Curts, DeKalb; treasurer, C. J. Kinnie, Rockford; executive committee — J. H. Freeman, Emma J. Todd, A. V. Greenman. The subject of drawing was up at this meeting, the discussion being led by W. S. Mack, who was to become prominent in that connection later.

Polo. April 29. President, A. V. Greenman, Rochelle; vice-president, John T. Ray, Highland Park; executive committee — C. C. Snyder, Freeport; H. J. Sherrill, Belvidere; Julia A. Waterbury, Polo.

The evening lecture was given by J. L. Pickard, on "The New Education." Colonel Parker had come to Chicago and was stirring the profession.

The constitution was so amended as to provide for two meetings a year instead of three.

Princeton, October 7. President, A. Bayliss, Sterling; vice-president, Charles Riley, Aurora; executive committee — Miss Emma V. White, Princeton; County Superintendent James, Lee county; William Jenkins, Mendota.

The Saturday sessions were given up to the consideration of Manual Training, Mr. Mack having samples of work on exhibition, and to Gradation of our Country Schools, a subject that was more and more attracting attention because of the work that John Trainer had accomplished in Macon county.

With this session there closes what has been called the first period in the history of the association — the Three-Meeting period. The attendance had not been large, often running at from fifty to three times that number — rarely more. The discussions had been admirable and the educational progress in this portion of the State is so clearly reflected in these discussions — to say nothing of what they may have contributed to that progress — that its history may be quite adequately written from the minutes of the meetings. At each meeting there have been three sessions — Friday evening and Saturday morning and afternoon.

1888. Sterling. April 27. President, W. H. Ray, Hyde Park; vice-president, E. C. Rosseter, Geneseo; secretary and treasurer, Miss Ella Shauer; executive committee — Alfred Bayliss, Leslie Lewis and P. R. Walker.

Rockford. October 12. President, W. S. Mack; vice-president, B. F. Hendricks, Morrison; executive committee — P. R. Walker, E. C. Rosseter, A. V. Greenman.

A new departure was scored at this meeting in pursuance of the order of the preceding meeting. The association convened on Friday afternoon instead of on Friday evening, and meetings of the various grade teachers were held in advance of the general meetings. This is the beginning of the section plan. Its popularity is attested by the fact that the attendance was three times that of the Sterling meeting. The era of large meetings begins at this time.

1889. Aurora. April 25, 26. President, S. B. Hursh, Sterling; vice-president, J. L. Curts, Harvard; secretary and treasurer, Ella L. Jenks, Rockford; executive committee — Frank Hall, Aurora; Fernando Sanford, Englewood; S. W. Grimes, Nunda.

On Saturday, Dr. Charles A. McMurry, of Evanston, made his appearance before the association for the first time. He was destined to be a familiar figure among the school men of Northern

Illinois. Another name appears on the program for the first time — that of Frank H. Hall. He is to have a great career and to be more widely known in Illinois than any other teacher.

Englewood. October 11, 12. President, R. W. Burton, Polo; vice-president, Miss M. A. Todd, Aurora; secretary and treasurer, Miss E. L. Jenks, Rockford; executive committee — L. P. Goodhue, Englewood; O. B. Bostwick, Galena; E. C. Webster, Dixon.

The overshadowing feature of this meeting was the great sorrow of the members because of the recent and untimely death of the lamented W. H. Ray. His name occurs frequently in these records. He was a brilliant scholar, an extraordinary worker, and possessed those qualities as a teacher that lead to certain eminence.

1890. Rock Island. April 25, 26. President, Frank H. Hall; vice-president, E. C. Webster; secretary and treasurer, Miss Lenore Franklin, Englewood; executive committee — S. S. Kemble, Rock Island; P. O. Stiver, County Superintendent, Stephenson County; Miss Mary Foote, Rockford.

To the departments had now been added a Principals' and City Superintendents' Section and a County Superintendents' Section.

Freeport. October 17, 18. President, O. T. Bright, Englewood; vice-president, M. Quackenbush, Dundee; executive committee — C. C. Snyder, J. H. Freeman, Miss Emma Stratford, Moline;

The principle of compulsory education was declared to be one of the bulwarks of the social order and the association pledged itself to the support of a movement looking toward proper legislation to secure its application.

1891. Elgin. April 24, 25. President, W. H. Hatch, Moline; vice-president, Fernando Sanford, Lake Forest; secretary, Mrs. W. J. Helm, Freeport; treasurer, C. F. Philbrook, Lena; executive committee — M. R. Chambers, Galena; Sarah Robinson, Sycamore; H. F. Derr, Elgin.

Aurora. October 16, 17. President, J. H. Freeman; vice-president, O. F. Barbour; secretary, Miss Anna Andress, Nunda; treasurer, E. C. Page, Oregon; executive committee — A. V. Greenman, C. J. Kinnie, Anna I. Davis.

1892. Ottawa. April 29, 30. President, M. Quackenbush, Dundee; vice-president, Principal Bishop, Rock Island; secretary, Miss Kittie H. Reynolds, Aurora; treasurer, J. H. Tear, Chicago; executive committee — J. O. Leslie, Ottawa; John T. Bowles, DeKalb; Mary E. Corson, Sterling.

Rockford. October 28, 29. President, S. S. Kemble, Rock Island; vice-president, Royal T. Morgan, Wheaton; secretary, Tom Ravens, Ottawa; treasurer, C. F. Philbrook; executive committee — Superintendent Derr, Elgin; O. F. Barbour, Emma J. Todd.

George Howland had recently dropped away and the Committee on Resolutions expressed the sorrow of the association in the loss of so true a friend. The association again placed itself on record in denunciation of the attacks upon the compulsory law and urged the legislature to enact an efficient statute.

The afternoon of Saturday was devoted to the discussion of the "Needs and Demands of Northern Illinois for a Normal School." A committee consisting of P. R. Walker, A. G. Lane and P. O. Stiver was appointed to present the matter to the next General Assembly. One hundred dollars was voted to pay the expenses of the committee.

1893. Freeport. April 28, 29. President, S. J. Kinnie; vice-president, H. F. Derr; secretary, Miss Addie Steele, Oregon; treasurer, John T. Bowles; railroad secretary, John H. Grossman; executive committee — R. W. Burton, J. S. Zinser, Miss Anna Parmelee of Sterling.

A change is noted in this meeting. The papers to be discussed at the general sessions were printed in advance and sent to the members for study before the meeting.

The Friday evening lecture was delivered by President E. D. Eaton, Beloit College.

It was ordered that the October meeting be omitted on account of the World's Fair.

1894. Dixon. April 27, 28. President, J. K. Rassweiler, Downers Grove; vice-president, S. E. Beede, Mendota; secretary, Mrs. Alice Bridgeman, Polo; treasurer, J. T. Bowles, DeKalb; railroad secretary, E. G. Cooley, Aurora; executive committee — W. H. Williamson, Dixon; E. C. Smith, Dixon; N. D. Gilbert, Austin; Alice M. Vancil, Polo.

The resolutions called for three new Normal schools, one of which should be located in northern Illinois.

Aurora. October 26, 27. President, P. O. Stiver, Freeport; vice-president, B. C. Caldwell, Moline; secretary, Miss Katherine Barber, Austin; railroad secretary, Jay C. Edwards, Amboy; treasurer, J. T. Bowles, DeKalb; executive committee — J. H. Freeman, A. V. Greenman, Aurora; O. T. Bright, Chicago; Miss Edith Patten, Cortland.

The Child Study movement is now on. A Child Study Department was added to the sections. A Board of Education Section was added to the association.

1895. Joliet. April 26, 27. President, John W. Gibson, Sterling; vice-president, H. F. Derr, Elgin; secretary, Phebe Gardner, Aurora; railroad secretary, C. F. Philbrook, Rochelle; treasurer, J. T. Bowles, DeKalb; executive committee — W. Wirt, Ottawa; F. H. Hall, Waukegan; F. Tracy, Kankakee; W. H. Campbell, Joliet.

The committee on Normal schools asked for the warm cooperation of the members in securing favorable action on the bills for two Normal schools then pending in the legislature.

Elgin. October 25, 26. President, G. B. Harrington, Princeton; vice-president, W. A. Edwards; Rockford; secretary, Miss Amanda Elliott, Moline; treasurer, J. T. Bowles, DeKalb; railroad secretary, C. F. Philbrook, Rochelle; executive committee — F. H. Hall, Waukegan; H. F. Derr, Elgin; H. M. Slauson, Moline.

The Normal School movement having resulted in the securing of two new Normal schools the association passed a vote of thanks to P. R. Walker for his long campaign of six years in a vigorous effort to secure this great result. Similarly, Col. I. L. Ellwood and Clinton Rosette of DeKalb were cordially thanked by the association for their labors to the same end.

The attendance at this meeting was over eight hundred.

1896. Ottawa. April 24, 25. President, W. H. Campbell, Joliet; vice-president, J. M. Bridgman, Polo; secretary, Miss Julia Little, Downers Grove; treasurer, J. T. Bowles, DeKalb; railroad secretary, C. F. Philbrook, Rochelle; executive committee — C. W. Groves, Harvard; J. O. Leslie, Ottawa; J. W. Coultas, Streator.

Freeport. October 30, 31. President, Newell D. Gilbert, Austin; vice-president, J. E. Bangs, Pontiac; secretary, Cora Tinker, Elgin; treasurer, J. T. Bowles, DeKalb; railroad secretary, C. F. Philbrook, Rochelle; executive committee — H. M. Slauson, Moline; R. S. Page, Freeport; Cora Hamilton, Joliet.

1897. Rock Island. April 22-24. President, H. M. Slauson, Moline; vice-president, W. J. Sutherland, Oregon; secretary, Helen S. Dickey, Rockford; treasurer, J. T. Bowles, DeKalb; railroad secretary, C. F. Philbrook, Rochelle; executive committee — O. T. Bright, Chicago; J. H. Grossman, Lanark; Miss Anna Parmelee, Sterling.

Streator. October 29, 30. President, J. O. Leslie, Ottawa; vice-president, Miss Emma Todd, Aurora; secretary, Miss Mary Entriken, Rock Island; treasurer, John T. Bowles; railroad secretary, C. F. Philbrook; executive committee — W. H. Hatch, Oak Park; J. M. Piper, Oregon; W. F. Rocheleau, Streator.

The Committee on Resolutions recommended the appointment of a legislative committee to serve three years, one to be elected annually and that the executive committee be constituted in the same way. Carried.

Resolutions recognizing the death of Hon. Newton Bateman and of J. K. Rassweiler were adopted.

1898. Rockford. April 29, 30. President, Charles W. Groves, Dixon; vice-president, Royal T. Morgan, Wheaton; secretary, Miss Addie Headley, Streator; treasurer, John T. Bowles, DeKalb; railroad secretary, C. F. Philbrook, Rochelle; executive committee — C. M. Bardwell, Aurora; G. W. Horton, Dwight; Miss Hattie Morse, Rockford.

La Salle. October 28, 29. President, D. B. Parker, Rockford; vice-president, G. N. Snapp, Lena; secretary, Miss May Slocum, Evanston; treasurer, J. T. Bowles, DeKalb; railroad secretary, C. F. Philbrook, Rochelle; executive committee — F. W. Tracy, Kankakee; G. W. Andrews, La Salle; Cora M. Hamilton, Pontiac.

1899. Dixon. April 27-29. President, G. W. Andrew, La Salle; vice-president, A. D. Curran, Bristol; secretary, Miss May Slocum, Evanston; treasurer, W. J. Sutherland, Oregon; railroad secre-

tary, C. F. Philbrook, Rochelle; executive committee — R. G. Young, Rock Island; H. N. Baldwin, Dixon; Mrs. Ella A. Hubbard, Joliet.

The Committee on Resolutions recommended that "The minimum requirement of those who seek to teach should be graduation from a three-year high school and one year of Normal school training." Also,

"We hail with delight the prospect of the opening of the Northern Illinois State Normal School, at DeKalb, early in September." And,

"We hereby pledge the president and teachers who may be elected our hearty and unqualified support, and we will as individuals and as an association do all we can to advance the interests of this institution and make it, if possible, the highest type of Normal school in this country."

DeKalb. October 26-28. President, F. N. Tracy, Kankakee; vice-president, A. Ebersole, Fulton; secretary, Hattie A. Moore, Moline; treasurer, W. J. Sutherland; railroad secretary, C. F. Philbrook, Rochelle; executive committee, I. F. Edwards, Amboy; W. H. Hatch, Oak Park; Florence Clark, DeKalb.

The new Normal school had opened its doors to students about six weeks before the meeting. This was its house-warming.

General theme, "The Normal School Idea."

Papers printed in advance: "What Should the Normal Expect from the Teachers of Northern Illinois," President John W. Cook, DeKalb; "The Public's View of Normal Schools," Hon. C. S. Cutting, Austin; "What the Teachers of Northern Illinois Expect from the Normal School," N. D. Gilbert, DeKalb.

The sessions were devoted to the discussion of these papers.

The meetings were now becoming so large as to be somewhat unwieldy. It was therefore determined to divide the territory on the line of the C. & N. W. R. R., holding the October meetings in the north division and the April meetings in the south.

1900. Aurora. April 26-28. President, I. F. Edwards, Dixon; vice-president, Mrs. Ella Flag Young, Chicago; secretary, Miss Mary R. Potter, Normal School, DeKalb; treasurer, W. J. Sutherland, Oregon; railroad secretary, C. F. Philbrook, Rochelle; executive committee — William J. Cox, Moline; Miss Emma A. Ford, Aurora; W. R. Foster, Mendota.

General Subject, "Industrial Training as a Factor in Education."

The Friday evening address was given by J. Liberty Tadd, Director of Public Industrial Art School, Philadelphia.

The thoroughness of the discussion may be inferred by such topics as the following: "Industrial Training as a Social Factor," Prof. F. A. Manny, Oshkosh Normal School; "The Pedagogical Basis of Industrial Training," Dr. George E. Vincent, University of Chicago.

Freeport. October 25-27. President, W. J. Cox, Moline; vice-president, C. W. Hart, Woodstock; secretary, Mary R. Potter, DeKalb; treasurer, W. J. Sutherland, Oregon; railroad secretary, C. F. Philbrook, Rochelle; executive committee — C. A. McMurry, DeKalb; R. L. Page, Freeport; Mrs. C. F. Dracus, Englewood.

General Subject: "Schoolhouse Architecture and Schoolhouse Decoration."

1901. Moline. April 25-27. President, M. A. Whitney, Elgin; vice-president, J. N. Adee, Sycamore; secretary, Miss Emma F. Stratford, DeKalb; treasurer, W. S. Wallace, Savanna; railroad secretary, C. F. Philbrook, Rochelle; executive committee — H. A. Hollister, Sterling; J. H. Heil, Moline; A. D. Curran, Bristol.

General subject: "Sociological Teaching in Elementary Schools."

Elgin. October 24-26. President, J. M. Frost, Hinsdale; vice-president, A. J. Snyder, Belvidere; secretary, Emma F. Stratford, DeKalb; railroad secretary, C. F. Philbrook; treasurer, W. S. Wallace, Savanna; executive committee — John A. Long, Streator; S. E. Raines, Freeport; C. E. Mann, St. Charles.

General subject: "The Language Arts."

1902. Ottawa. April 24-26. President, C. W. Hart, Woodstock; vice-president, S. J. Ferguson, Rock Island; secretary, Miss Maude Chamberlain, DeKalb; treasurer, W. S. Wallace, Savanna;

railroad secretary, C. F. Philbrook, Rochelle; executive committee — John A. Keith, DeKalb; W. A. Furr, Ottawa; S. M. Abbott, Polo.

General subject: "History."

Rockford. October 23-25. President, Royal T. Morgan, Wheaton; vice-president, H. A. Hollister, Sterling; secretary, S. F. Parson, DeKalb; treasurer, A. W. Hussey, Geneseo; railroad secretary, C. F. Philbrook; executive committee — Herbert B. Hayden, Rock Island; Jennie W. Clute, Kankakee; John J. Allison, Joliet.

General subject: "Ethics and the School."

Never in the history of the association was so much feeling exhibited as in this meeting. The first of the resolutions offered by the committee gives a hint as to its character: "Resolved, That the influence of this remarkable meeting will be to make us renew our efforts to save to our beloved commonwealth the wayward children in whom the fatality of an unfortunate heredity, the lack of wholesome parental discipline, or the evil influences of bad associations have largely neutralized the regenerating influence of the school."

Judge Richard S. Tuthill, of the Juvenile Court, Chicago, spoke on "The Problem of the Delinquent Boy." In the evening the subject was continued in an address by Dr. Graham Taylor, of the Chicago Commons. On motion of Superintendent Bright, the association appropriated \$150 to the work of the Commons. The Saturday session was devoted to the discussion of the printed papers.

1903. DeKalb. April 23-25. President, H. H. Kingsley, Evanston; vice-president, H. D. Thompson, Moline; secretary, S. F. Parson, DeKalb; treasurer, A. W. Hussey; railroad secretary, C. F. Philbrook; executive committee — O. J. Kern, Rockford; J. C. Hanna, Oak Park; H. H. Kingsley, *ex officio*.

General subject: "The Relation of Education to Occupation."

A resolution expressing the sorrow of the association on account of the death of M. Quackenbush was adopted. He was for seventeen years a county superintendent and a member of the association from its organization.

Joliet. November 5-7. President, C. E. Mann, Batavia; vice-president, S. J. Ferguson, Rock Island; secretary, S. F. Parson, DeKalb; treasurer, A. W. Hussey, Geneseo; railroad secretary, A. J. Snyder, Belvidere; executive committee — J. J. Allison, Joliet; C. M. Bardwell, Aurora; Mrs. Maude Jaycox, Rockford.

General subject: "Application of Business Methods to Education."

A Drawing and Manual Arts Section was added to the sections.

The closing resolution in the report of the committee was as follows: "Resolved, That in the untimely death of Mr. Fred Smedley, head of the Child Study Department of the Chicago Schools, the American child has lost a warm friend and the cause of scientific education one of its most ardent and effective exponents."

1904. Evanston. October 27-29. President, U. J. Hoffman, Ottawa; vice-president, J. B. Russell, Wheaton; secretary, S. F. Parson, DeKalb; treasurer, A. W. Hussey, Geneseo; railroad secretary, H. H. Kingsley, Evanston; executive committee — B. F. Hendricks, Morrison; Effie M. Pike, Oak Park; B. D. Parker, Rockford.

General subject: "The Child and the Man of the Twentieth Century."

1905. Kankakee. April 27-29. President, C. M. Bardwell, Aurora; vice-president, E. J. Kelsey, Elgin; secretary, S. F. Parson, DeKalb; treasurer, J. R. Freebern, Plano; railroad secretary, H. H. Kingsley, Evanston; executive committee — F. N. Tracy, Kankakee; S. E. Raines, Freeport; Miss Lucretia Allen, DeKalb.

General subject: "The Course of Study."

With this meeting the second period of the association came to a close. As was stated on an earlier page, the two-meeting plan was radically changed at this meeting. The April meeting was abandoned. The attendance at the meetings of the association had become so great as to make the entertainment of the members a grave problem. As was stated, the association now divides into two sections, the Eastern and the Western.

1905. Western Section. Dixon. October 26-28. President, W. S. Wallace, Savanna; vice-

president, O. F. Barbour, Rockford; secretary, S. F. Parson, DeKalb; railroad secretary, B. F. Hendricks, Morrison; treasurer, L. A. Mahoney, Franklin Grove; executive committee — S. J. Ferguson, Rock Island; F. D. Haddock, Polo; Miss Flora Guiteau, Freeport.

The general subject: "History."

Eastern Section. Aurora. November 3-4. President, John A. Long, Streator; vice-president, R. G. Jones, Harvard; secretary, S. F. Parson, DeKalb; treasurer, J. R. Freebern, Plano; railroad secretary, H. H. Kingsley, Evanston; executive committee — J. Stanley Brown, Joliet; Newell D. Gilbert, DeKalb; C. L. Phelps, Aurora.

General subject: "Educational Significance of Motor Training."

1906. Eastern Section. Streator. October 26-27. President, J. Stanley Brown, Joliet; vice-president, W. R. Foster, Mendota; secretary, S. F. Parson, DeKalb; treasurer, L. F. Wentzel, Batavia; railroad secretary, C. M. Bardwell; executive committee — G. W. Conn, Jr., Woodstock; R. K. Row, Berwyn; John A. Long, Joliet.

General topic for discussion: "History from the Side of Experience."

1906. Western Section. Freeport. November 2, 3. President, S. J. Ferguson, Rock Island; vice-president, John Hay, Mt. Carroll; secretary, S. F. Parson, DeKalb; treasurer, C. E. Joiner, Rochelle; railroad secretary, B. F. Hendricks, Morrison; executive committee — S. E. Raines, Freeport; Czarina Giddings, Rockford; Claude Brown, Princeton.

Friday subject: "Geography — As Viewed from the Commercial Side; As Viewed from the Humanitarian Side."

1907. Western Section. Moline. October 24-26. President, S. E. Raines, Freeport; vice-president, O. E. Taylor, East Dubuque; secretary, S. F. Parson; treasurer, C. E. Joiner, Rochelle; railroad secretary, E. T. Austin, Sterling; executive committee — H. E. Brown, Rock Island; J. N. Adee, Batavia; O. W. Hoffman, Lanark.

Thursday evening — President's address: "A Study of the Views of Fifty Superintendents Respecting the Needs of the Schools."

General subject: "Effective Living."

Eastern Section. University of Chicago. November 1, 2. President, G. W. Conn, Jr., Woodstock; vice-president, Jesse L. Smith, Highland Park; secretary, S. F. Parson, DeKalb; treasurer, L. F. Wentzel, Batavia; railroad secretary, C. M. Bardwell; executive committee — John A. Long, Joliet; Wilbur S. Jackman, Chicago; Newell D. Gilbert, DeKalb.

General topic for the session: "Nature Study and Geography."

1908. Western Section. Rockford. October 29-31. President, H. E. Brown, Rock Island; vice-president, F. U. White, Galva; secretary, S. F. Parson, DeKalb; treasurer, O. T. Smith, Savanna; executive committee — Cyrus Grove, Freeport; B. F. Birkbeck, Galena; H. S. Magill, Princeton.

Topic presented and discussed: "Education for Effectiveness."

Eastern Section. Joliet. November 6, 7. President, I. N. Adee, Batavia; vice-president, C. H. Root, Morris; secretary, S. F. Parson, DeKalb; treasurer, L. F. Wentzel, Batavia; railroad secretary, C. M. Bardwell; executive committee — A. V. Greenman, Aurora; N. D. Gilbert, DeKalb; Otis W. Caldwell, Chicago.

General subject: "Moral and Religious Education in the Public Schools."

1909. Western Section. Galena. October 28-30. President, Cyrus Grove, Freeport; vice-president, W. L. German, Polo; secretary, S. F. Parson, DeKalb; treasurer, O. F. Smith, Savanna; executive committee — V. G. Mays, Dixon, for three years.

General topic: "Morals and Manners—1, In the School room; 2, In the Community; 3, In the Profession."

Eastern Section. Elgin. November 5, 6. President, M. G. Clark, Streator; vice-president, F. L. Miller, Harvey; secretary, S. F. Parson, DeKalb; treasurer, L. F. Wentzel, Batavia; executive committee — N. D. Gilbert, DeKalb; Otis W. Caldwell, Chicago; Jesse L. Smith, Highland Park.

General topic: "Moral and Religious Training in the Public Schools—1, Through the Content of the Studies; 2, Through Manual and Domestic Arts; 3, Through Play; 4, Through the Social Element in School Organization; 5, Through the Teacher as a Constructive Moral Force."

In memoriam: Superintendent A. V. Greenman, C. M. Bardwell, W. H. Hatch, P. R. Walker.

The loss of the lamented A. V. Greenman, so long the superintendent of the West Aurora schools, was most keenly felt by the members of the association. He was one of the most active members, and his beautiful character, his charming personality, his rare skill as a superintendent and his inestimable value as a citizen united to make him a notable figure in the educational work of the State.

1910. Western Section. LaSalle. October 27-29. President, B. L. Birkbeck; vice-president, H. V. Baldwin, Dixon; secretary, S. F. Parson, DeKalb; treasurer, J. B. Wallace, Savanna; executive committee — L. A. Fulwider, Freeport; member for two years, H. B. Hayden, Rock Island; member for three years, Myrtle Renwick, Galena.

Addresses: "The New Immigrant and the New Problem," Dr. Edward A. Steiner, Grinnell, Iowa; "The Education of the Disposition for Work," Dr. William L. Bryan, University of Indiana; "Child Welfare Agencies outside the School," President G. Stanley Hall, Worcester, Mass.; "Playing the Game," Dr. George H. Vincent, University of Chicago; "Moral Education," G. Stanley Hall; "Industrial Education," G. Stanley Hall; "Products of Education," Dr. W. C. Bagley, University of Illinois.

The association adopted a resolution pledging the warm support of the members to the State Normal Schools and urging upon the General Assembly the necessity of increasing their facilities by making appropriations for additional buildings. A similar resolution was adopted with respect to the School of Education at the State University.

Eastern Section. University of Chicago. November 4, 5. President, F. M. Richardson, Chicago Heights; vice-president, Edna Keith, Joliet; secretary, S. F. Parson, DeKalb; treasurer, H. A. Dean, Elburn; executive committee — Otis W. Caldwell, Jesse L. Smith, Charles A. McMurry.

General subject: "The Place of the Concrete in Education — 1. In Manual, Industrial, and Fine Arts. 2. In History, Geography, and Elementary Science. 3. Use of Excursions in a Public School System; Excursions to Industrial Centers, Museums, and Schools. 4. Historical Aspects of the Concrete in Education. 5. Utilitarian and other Aspects of Education."

A visit to the Art Institute, under the direction of Prof. George Breed Zug, University of Chicago, Superintendent Jesse L. Smith, Highland Park, and the officers of the Art Institute.

A visit to the Field Museum, under the direction of Dr. Charles A. McMurry and the officers of the Field Museum.

1911. Western Section. Dixon. October 26-28. President, L. A. Fulwider, Freeport; vice-president, L. A. Mahoney, Rochelle; secretary, S. F. Parson; treasurer, H. L. Chaplin, Sterling; executive committee — member for three years, J. B. McManus, LaSalle.

General topic: "Education a Preparation for Citizenship."

Eastern Section. November 3, Patten Gymnasium, Northwestern University; November 4, Fullerton Hall, the Art Institute, Chicago. President, Luther A. Hatch, DeKalb; vice-president, Janet L. Steele, Evanston; secretary, S. F. Parson, DeKalb; treasurer, C. E. Douglas, Aurora; executive committee — Jesse L. Smith, Charles A. McMurry, John Calvin Hanna.

General topic: "History and the Drama."

Friday evening, a dinner at Hull House, an address by Jane Addams and a play by the Hull House Players. For those who preferred there were special arrangements for the members to hear Mrs. Fiske, in her new play.

The Saturday program at Fullerton Hall: "The Place of the Theater in Modern Education," Richard Burton, University of Minnesota; "The Art of Play-going," Miss Alice Huston; "The Problem of the Playwright," Langdon Mitchell, the author of Mrs. Fiske's play.

Owing to the death of the president, Luther A. Hatch, the vice-president presided. The section meetings were omitted.

This was the most unique educational meeting ever held in Illinois.

No other association has attempted so persistent and connected a study of education. The plan of printing its papers in advance has enabled it to utilize the labors of some of the most eminent educational writers in the country, as their presence was not always needed at the meetings where their papers were discussed. This plan has also resulted in the production of a permanent educational

literature which is contained in the successive pamphlets. The two associations have united in the support of a third — the Superintendents' and Principals' Association, which meets annually at the Northern Illinois State Normal School, and which has pursued for year after year the single topic of the development of a course of study on a scientific basis. Its matter for discussion will be exhibited in the account of its history.

The aggregate attendance at the meetings of the association has amounted to some two thousand or more annually.

SUPERINTENDENTS' AND PRINCIPALS' ASSOCIATION OF NORTHERN ILLINOIS.

This is a small association of specialists in education. As it undertook the most systematic study of school administration ever undertaken by any organization of teachers in Illinois it is fitting that some record should be made of its organization and work.

At a meeting of the Northern Illinois Teachers' Association held at Evanston, October 27-9, 1904, Mr. John A. Keith, of the Northern Illinois State Normal School, moved that a committee of five or seven be appointed by the chair to investigate the matter of the reorganization of the Northern Illinois Teachers' Association. After considerable discussion the motion was carried. The chair appointed as the members of this committee, John A. Keith, chairman; County Superintendent U. J. Hoffman, J. J. Allison, C. L. Phelps, M. A. Whitney.

Notice was given by Mr. Keith that at the next meeting of the association an amendment to the constitution would be offered that would embody the report of the committee on reorganization.

At a meeting of the Northern Illinois Teachers' Association, held at Kankakee, April 27-9, 1905, the above committee made the following report:

1. Make two associations, namely:
 - a. Northern Illinois Teachers' Association, Western Section.
 - b. Northern Illinois Teachers' Association, Eastern Section.

Let the dividing line be the north and south line between Boone and Winnebago counties, but this line is not to be held as absolute by either section.

2. Have one meeting a year of each section in the fall with the times so arranged that the meetings shall fall on successive weeks and alternating from year to year.

3. Have the whole of the present territory open for program material to both sections.

4. Divide equally at the close of the Kankakee meeting all funds on hand between the two associations thus created. Also divide the Student Fund into two equal parts and have two Students' Funds — one for each association.

5. Let the above associations be supplemented by a "Superintendents' and Principals' Association," to meet once a year to discuss topics relating to administrative aspects of school work.

6. In order that the above plan may be put into operation we recommend that the president of the Northern Illinois Teachers' Association appoint two nominating committees, to nominate officers for the two sections, and that he appoint an executive committee of five to organize the Superintendents' and Principals' Association.

The report of the committee was adopted.

The executive committee appointed to complete the said organization was: Newell D. Gilbert, DeKalb, chairman; Anna Renz, Ottawa; G. W. Conn, Jr., Woodstock; Gerard T. Smith, Moline; Ellis U. Graff, Rockford.

The executive committee held three meetings and planned the organization as follows:

BY-LAWS.

1. This organization shall be known as the Superintendents' and Principals' Association of Northern Illinois.

2. Any person engaged in school supervision may become a member of this association by paying an annual fee of one dollar.

3. The officers of this association shall be president, vice-president, secretary, treasurer and railroad secretary, and shall be elected annually. There shall also be an executive committee of three. At the first meeting of the association one member shall be elected for one year, one for two years and one for three years; thereafter one member shall retire each year and his successor shall be elected to serve three years. All officers shall be chosen to serve until their successors shall be elected.

4. The association shall hold one meeting annually at the DeKalb Normal School, on the first Friday and Saturday of May.

5. These by-laws may be amended at any meeting, such an amendment having been presented in writing at the first session of the meeting, acted upon at the closing session, and having received a two-thirds vote of the members present.

Pursuant to the authority given to the committee the following officers were chosen for the first session: President, P. R. Walker, Rockford; vice-president, U. J. Hoffman, Ottawa; secretary, Miriam Besly, Waukegan; treasurer, E. T. Austin, Sterling; railroad secretary, H. H. Kingsley, Evanston.

The topic selected for the first meeting was "The Course of Study." The purpose was a deliberate and thorough survey of the course of study in the light of modern child-study and psychology. A committee of seven was appointed to prepare an outline course of study. This committee consisted of the following: W. H. Hatch, chairman, Oak Park; G. T. Smith, Moline; W. S. Wallace, Savanna; W. A. Furr, Jacksonville; John A. Keith, DeKalb; John D. Long, Streator; and R. K. Row, Berwyn.

This committee prepared the First Year Book of the association and had printed an edition of two thousand. This was assumed to be a much larger number than the membership would need, but it was hoped that it would be made a careful subject for study by many groups of teachers and that criticisms of a profitable character would thereby result. It is expected that this first year book will lead to a persistence of this important subject until the association shall have worked it through.

The First Year Book is a pamphlet of twenty pages. The first session of the association for the discussion of the course of study therein outlined was held at the Normal school, in DeKalb. About one hundred superintendents and principals were present. As an indication of the character of the work of the association it should be said that the Year Book is divided into two parts:

Part One. "The Scientific Basis of the Course of Study."

Part Two. "An Outline Course of Study for the First Two Years of School Life."

The second meeting of the association was held in DeKalb, at the State Normal School, May 3, 4, 1907. The Second Year Book was prepared by the Committee of Seven, consisting, this year, of W. H. Hatch, Oak Park, chairman; John A. Long, Joliet; John A. Keith, Normal; M. G. Clark, Streator; U. J. Hoffman, Springfield; A. V. Greenman, Aurora, *ex officio*; N. D. Gilbert, DeKalb, *ex officio*.

The officers for the year 1907 were: A. V. Greenman, Aurora, president; E. T. Austin, Sterling, vice-president; Edith S. Patten, DeKalb, secretary; O. F. Barbour, Rockford, treasurer; Jesse L. Smith, Highland Park, railroad secretary; executive committee — Newell D. Gilbert, DeKalb, chairman; John A. Long, Gerard T. Smith, Peoria.

The theme of the Year Book was "An Outline Course of Study on a Scientific Basis." The size of the pamphlet was materially increased, containing forty-four pages.

Part One deals with "Fundamental Principles."

Part Two discusses "Psychological Principles Underlying a Course of Study Especially Applicable to the Primary Period."

Part Three discusses "Psychological Principles Underlying a Course of Study Especially Applicable to the Intermediate Period."

As before, the time of the association was devoted to the discussion of the matter presented in the Year Book.

The third meeting of the association was held at the Normal school, in DeKalb, May 15, 16, 1908. The Committee of Seven consisted of the same members as in 1907 with the exception of Mr. Hatch. In his stead was D. P. MacMillan, of Chicago. E. T. Austin was advanced to the chairmanship of the committee.

The officers of the association were: E. T. Austin, president; H. B. Hayden, Rock Island, vice-president; Edith S. Patten, secretary; O. F. Barbour, treasurer; Jesse L. Smith, railroad secretary; executive committee — John A. Long, chairman; G. W. Conn, Jr., F. W. Nichols, South Evanston.

The general topic is the same as that of the two preceding Year Books. The Year Book for 1908 is of the same size as that of the preceding year. As before, the time was spent in the discussion of its presentations. The special sub-theme was "The Organization of the Material Suitable to this Period into Thought Worlds."

Courses of study in History, Geography, Nature, Handwork, English and Arithmetic were presented in the Year Book and were carefully discussed. "The Psychology of Adolescence," and "The Spiritual Nature of Man in a System of Education by Adjustment," were the additional topics.

The fourth meeting of the association was held at the Normal school, in DeKalb, April 30 and May 1, 1909.

The Committee of Seven that prepared the Fourth Year Book consisted of M. G. Clark, Streator, chairman; John A. Long, Joliet; Otis W. Caldwell, Chicago; G. W. Conn, Jr., Woodstock; E. T. Austin, Sterling; D. A. Tear, Chicago; H. E. Brown, Rock Island.

The officers of the association for 1909 were: John A. Long, Joliet, president; J. N. Adey, Batavia, vice-president; Edith S. Patten, DeKalb, secretary; S. J. Ferguson, Rock Island, treasurer; C. J. Byrne, Ottawa, railroad secretary; executive committee — George W. Conn, Jr., chairman; F. W. Nichols, D. A. Tear.

The Fourth Year Book had expanded into a pamphlet of sixty pages. The general theme is still the same — "Outline Course of Study on a Scientific Basis." The sub-themes are: "Period of Early Adolescence," "Pedagogical Principles," "The Psychology of Adolescence," "Practical Considerations," "Suggested Courses in Nature, History, Geography, Language, Mathematics and the Manual Arts."

The attendance at the meetings of the association is about one hundred, practically all of whom are engaged in supervisory work. The discussions are continued throughout the meeting. They are very critical and often exceedingly animated.

The fifth meeting of the association was held at the Normal school, in DeKalb, May 6, 7, 1910.

The Committee of Seven, that prepared the Fifth Year Book, consisted of D. A. Tear, Chicago, chairman; John A. Long, Chicago; Walter Sargent, Chicago; G. W. Conn, Jr., Woodstock; M. G. Clark, Streator; H. E. Brown, Rock Island.

The officers of the association for 1910 were: G. W. Conn, Jr., president; R. G. Jones, Kewanee, vice-president; Edith S. Patten, secretary; S. J. Ferguson, treasurer, and Warren Hubbard, Somanauk, railroad secretary; executive committee — F. W. Nichols, D. A. Tear, C. M. Bardwell.

The topic of the Year Book remained the same as the preceding. The sub-topic was "Motor Activity." The following are section heads which indicate the way in which the general subject was treated: "General Information on Motor Activity in Education," "The Needs of Society and the Child," "Psychology of Motor Activity," "The Pedagogy of Motor Activity," "The Course of Study."

The sixth meeting of the association was held at the Normal school, in DeKalb, May 5, 6, 1911.

The Committee of Seven, that prepared the Sixth Year Book, was composed of D. A. Tear, chairman; H. A. Bone, Batavia; M. G. Clark, R. G. Jones, Jesse L. Smith, Ira B. Meyers, Chicago; C. W. Whitten, DeKalb.

The officers of the association for 1911 were: R. G. Jones, president; A. M. Blood, vice-president;

Luther A. Hatch, secretary; W. W. Coultas, treasurer; J. H. Light, railroad secretary; executive committee — D. A. Tear, chairman; C. M. Bardwell, Jesse L. Smith.

The special topic of the meeting was "Elementary Science." The Year Book was discussed with the accustomed vigor and thoroughness.

As is shown above, there have been six meetings of this association, all of which have been devoted to the discussion of carefully prepared articles on the different aspects of the same general subject. The Year Books were all printed and distributed in advance of the meeting and were therefore studied by the members in preparation for their discussion. The interest has steadily increased and there seem to be years of promise for the association. The Year Books have been prepared by expert educationists. The discussions have been conducted by the best talent available in a territory rich in universities and special pedagogical schools. There seems sufficient warrant, therefore, to declare that there has never been in Illinois an educational association that has given itself so seriously and so persistently to the study of educational questions. The names of the members indicate to whom the credit belongs.

It is obvious that so small an association can not meet the expenses incident to publication of its Year Book. As it is the child of the Northern Illinois Teachers' Association the two sections of that body aid it to the extent of \$150 a year.

THE CENTRAL ILLINOIS TEACHERS' ASSOCIATION.

The first meeting of this association was held in Bloomington on March 13 and 14, 1885. The meeting was called to order by Principal Knepper, of Peoria. The following officers were elected: President, County Superintendent B. C. Allensworth, Pekin; vice-president, Superintendent J. H. Stickney, Knoxville; treasurer, Superintendent E. A. Gastman, Decatur; Secretary, Nettie E. Waugh, Peoria. The committee that arranged the exercises for the first meeting consisted of Superintendent John H. Tear, Delavan; Principal Knepper, Peoria; Superintendent Hubbard, Pontiac.

SECOND MEETING.

Peoria. March 12, 13, 1886. President, County Superintendent James Kirk, Woodford county; vice-president, M. Moore; secretary, Rebecca May, Pekin; treasurer, E. A. Gastman; executive committee — W. L. Steele, Galesburg; J. R. Munger, Peoria; R. J. Barton; railroad secretary, R. R. Reeder.

THIRD MEETING.

Danville. March 25, 26, 1887. President, John H. Tear; vice-president, County Superintendent J. A. Goding; secretary, Carrie Rich, Macomb; treasurer, George Knepper; executive committee — E. R. Boyer, M. Moore, R. R. Reeder.

FOURTH MEETING.

Galesburg. March 16, 1888. President, E. R. Boyer; vice-president, John T. Bowles; secretary, Emily Hayward; treasurer, J. D. Benedict; executive committee — J. D. Mercer, Joseph R. Harker, Edward Bangs.

FIFTH MEETING.

Jacksonville. March 15, 16, 1889. President, W. L. Steele; vice-president, Sarah E. Raymond; secretary, Lottie E. Jones; treasurer, John D. Benedict; executive committee — A. C. Butler, J. T. Bowles, J. C. Scullin.

SIXTH MEETING.

Quincy. March 21, 22, 1890. President, A. C. Butler, Beardstown; vice-president, Miss Lyde Kent, Jacksonville; secretary, A. C. Rishel, Gibson; treasurer, John D. Benedict, Springfield; railroad secretary, S. H. Trego, Quincy; executive committee — Mrs. Mary H. Sweeney, Bloomington; John T. Ray, Springfield; David Felmley, Carrollton.

SEVENTH MEETING.

University of Illinois. March 20, 21, 1891. President, J. A. Mercer, Peoria; vice-president, Julia Burns, Quincy; secretary, Miss F. A. Hague, Galesburg; treasurer, John D. Benedict, Springfield; executive committee — John W. Henninger, Charleston; J. S. Cannon, Monmouth; J. F. McCullough, Springfield.

EIGHTH MEETING.

Decatur. March 18, 19, 1892. President, J. W. Henninger, Charleston; vice-president, Miss Mollie O'Brien, Peoria; secretary, Miss Nora Smith, Tuscola; treasurer, John D. Benedict, Springfield; executive committee — M. Moore, Beardstown; S. C. Ransom, Galesburg; L. H. Griffith, Danville.

NINTH MEETING.

Monmouth. March 31-April 1, 1893. President, M. Moore, Beardstown; vice-president, Miss Louise Baumberger, Charleston; secretary, Mrs. Nora Smith Crawley, Tuscola; treasurer, J. J. Wilkinson, Springfield; executive committee — James C. Burns, Monmouth; J. R. Harker, Jacksonville; Miss Minnie Bishop, Clinton.

TENTH MEETING.

Illinois State Normal University. March 23, 24, 1894. President James C. Burns, Monmouth; secretary, Miss Rose Pfeiffer, Peoria; treasurer, J. A. Mercer, Peoria; executive committee — C. M. Bardwell, Canton; H. A. Foster, Pontiac; J. A. Kerrick, Paris.

At this meeting, for the first time, appeared the Round-Table Meetings of the various grades, and of the County Superintendents.

ELEVENTH MEETING.

Peoria. March 15, 16, 1895. President, C. M. Bardwell, Canton; vice-president, James A. Kerrick, Paris; secretary, Mrs. Mary E. Sykes, Monmouth; treasurer, J. A. Mercer, Peoria; railroad secretary, J. L. Robertson, Peoria; executive committee — J. H. Collins, Springfield; L. H. Griffith, Danville; David Felmley, Normal.

TWELFTH MEETING.

Danville. March 27, 28, 1896. President, J. H. Collins, Springfield; vice-president, E. B. Smith, Normal; secretary, Margaret R. Maynard, Canton; treasurer, J. A. Mercer, Peoria; railroad secretary, T. M. Jeffords, Vermont; executive committee — J. W. Hays, Urbana; C. R. Tombaugh, Pontiac; F. D. Jordan, Shelbyville.

THIRTEENTH MEETING.

Galesburg. March 26, 27, 1897. President, J. W. Hays, Urbana; vice-president, C. E. DeButts, Pontiac; secretary, Miss Mamie Bunch, Tuscola; treasurer, J. A. Mercer, Peoria; railroad secretary, T. M. Jeffords, Winchester; executive committee — J. D. Shoop, Paris; Charles A. McMurry, Chicago; F. D. Thompson, Galesburg.

General topic, "Training for Citizenship."

At this meeting, for the first time, the leading papers were printed for distribution with the program.

FOURTEENTH MEETING.

Jacksonville. March 25, 26, 1898. President John D. Shoop, Paris; vice-president, Burt E. Nelson, Lewiston; Secretary, Miss Hallie Chalfant, Monmouth; railroad secretary, T. M. Jeffords, Winchester; treasurer, J. A. Mercer, Peoria; executive committee — David Felmley, Arnold Tompkins, H. W. Veach.

FIFTEENTH MEETING.

Quincy. March 24, 25, 1899. President, David Felmley, Normal; vice-president, Hugh Weston, Jacksonville; secretary, Gertrude R. Chapin, Galesburg; railroad secretary, T. M. Jeffords, Winchester; executive committee — W. R. Hatfield, Pittsfield; H. J. Barton, Champaign; B. F. Armitage, Mattoon.

SIXTEENTH MEETING.

Champaign, March 23, 24, 1900. President, W. R. Hatfield, Pittsfield; vice-president, F. D. Thompson, Galesburg; secretary, M. E. Medora Schaeffer, Bloomington; railroad secretary, T. M. Jeffords, Winchester; treasurer, J. A. Mercer, Peoria; executive committee — H. J. Barton, Champaign; H. L. Roberts, Farmington; H. S. Magill, Jr., Springfield.

An interesting episode: Dr. E. C. Hewett, in behalf of the association, presented to E. A. Gastman, for forty years superintendent and teacher in the schools of Decatur, a set of Warner's Literature of the World. The occasion was one of great interest, Mr. Gastman being held in the highest esteem by the members of the association. Letters of regret because of their inability to be present were received from President John W. Cook, DeKalb, for forty-nine years a close friend of Mr. Gastman; from Charles L. Capen, of Bloomington, who had served with him for many years on the Board of Education of the State; from Superintendent A. G. Lane, of Chicago; from Ex-State Superintendent Raab, Belleville, and from M. L. Seymour, and C. C. VanLiew, California.

The following resolution was unanimously adopted:

WHEREAS, The Central Illinois Teachers' Association had for one of its earliest organizers, workers and presidents, the late Emanuel R. Boyer; and

WHEREAS, He was an earnest friend of our association and an earnest worker in the cause of education: therefore be it

Resolved, That in his untimely death we sincerely mourn the loss of an honored member and a steadfast friend of our association, and one who had proved himself a powerful factor for good in our State.

SEVENTEENTH MEETING.

Decatur. March 29, 30, 1901. President, Herbert J. Barton, University of Illinois; vice-president, E. R. Sturtevant, Monmouth; secretary, Caroline Grote, Pittsfield; treasurer, J. A. Mercer, Peoria; railroad secretary, H. C. McCarrel, Griggsville; executive committee — H. L. Roberts, Farmington; H. S. McGill, Jr., Springfield; E. A. Gardner, Paxton.

EIGHTEENTH MEETING.

Peoria. March 21, 22, 1902. President, H. L. Roberts, Farmington; vice-president, L. H. Griffith, Danville; secretary, Jessie Bullock, Champaign; treasurer, J. A. Mercer, Peoria; railroad secretary, H. C. McCarrel, Pana; executive committee — Frank Hamsher, Urbana; E. A. Fritter, Normal; J. L. Robertson, Peoria.

NINETEENTH MEETING.

Bloomington, March 27, 28, 1903. President, Frank Hamsher, Urbana; vice-president, T. M. Kilbride, Springfield; secretary, Cora F. Stone, Galesburg; treasurer, J. A. Mercer, Peoria; railroad secretary, H. C. McCarrel, Pana; executive committee — J. L. Robertson, Peoria; J. K. Stableton, Bloomington; W. J. Sutherland, Charleston.

The attendance at this meeting was slightly in excess of two thousand, probably the largest meeting that had thus far been held.

TWENTIETH MEETING.

Danville. March 25, 26, 1904. President, F. D. Thomson, Galesburg; vice-president, B. E. Nelson, Lincoln; secretary, Anna Barbre, Taylorville; treasurer, J. A. Mercer, Peoria; railroad secretary, W. H. D. Meier, Griggsville; executive committee — J. K. Stableton, Bloomington; C. E. DeButts, Pontiac; M. J. Holmes, Normal.

A resolution expressing warm appreciation of the signal services that President Andrew Sloan Draper has rendered to the State and of sincere regret at his removal to New York was adopted by the association.

The usual section meetings were held.

TWENTY-FIRST MEETING.

Peoria. March 31, April 1, 1905. President, J. K. Stableton, Bloomington; vice-president, J. R. Sparks, Carrollton; secretary, Kate McGorry, Decatur; treasurer, J. A. Mercer, Peoria; railroad secretary, W. H. D. Meier, Havana; executive committee — L. H. Griffith, Danville; W. N. Brown, Peoria; W. F. Boyes, Galesburg.

The following resolution was unanimously adopted:

"WHEREAS, In the death of Edwin C. Hewett, Ex-President of the State Normal University and one of the founders of this association, Illinois has lost one of the most forceful and highly esteemed of her educational leaders. His services lay in every field of educational effort. As a teacher for thirty-two years in an institution which he helped to make the leading Normal school of his time, as a clear and vigorous speaker from the platform, as the author of one of the most widely read books of its day dealing with the qualifications and work of teachers, as a trusted adviser of educational councils of the nation, and especially through the influence of his transparent honesty and his hatred of shams and his sincere Christian life, he produced a profound impression upon all with whom he came in contact.

"Resolved, That we express our appreciation of his great work and our admiration for his character and that we extend herewith to his family our sincere sympathy."

It was ordered that the resolution, accompanied by a floral design, be sent to the family

TWENTY-SECOND MEETING.

Galesburg. March 23, 24, 1906. President, L. H. Griffith, Danville; vice-president, J. H. Browning, Canton; secretary, Miss Laura Hazel, Macomb; treasurer, J. A. Mercer, Peoria; railroad secretary, W. H. D. Meier, Havana; executive committee — J. K. Stableton, Bloomington; W. F. Boyes, Galesburg; L. M. Castle, Springfield.

TWENTY-THIRD MEETING.

Jacksonville. March 22, 23, 1907. President, W. J. Sutherland, Macomb; vice-president, T. W. V. Everhart, Mason City; secretary, Miss Eva Sherman, Danville; treasurer, J. A. Mercer, Peoria; railroad secretary, W. H. D. Meier, Havana. Directors: C. R. Vandervoort, Peoria; E. A. Gardner, Paxton; G. H. Howe, Normal; F. U. White, Galva; Lillian H. Deming, Geneseo. (These directors also served the preceding year when this feature was introduced.) Executive committee — C. E. DeButts, Pontiac; W. A. Furr, Jacksonville; M. M. Cook, Lewistown.

TWENTY-FOURTH MEETING.

Quincy. March 27, 28, 1908. President C. E. DeButts, Pontiac; vice-president, T. M. Kilbride, Springfield; secretary, Ruth A. David, Canton; treasurer, W. N. Brown, Peoria; railroad secretary, W. H. D. Meier, Havana; executive committee — W. A. Furr, Jacksonville; Jas. W. Roberts, Jerseyville; N. J. Hinton, Quincy. Directors: David Felmley, W. F. Boyes, Cora F. Hamilton, William Wallace, S. W. Ehrman.

TWENTY-FIFTH MEETING.

Decatur. March 19, 20, 1909. President, W. A. Furr, Jacksonville; vice-president, N. J. Hinton, Quincy; secretary, Leona P. Bowman, Decatur; treasurer, W. N. Brown, Peoria; railroad secretary, W. H. D. Meier, Havana; executive committee — George H. Howe, Chas. H. Watts, S. H. Heidler.

TWENTY-SIXTH MEETING..

Normal. March 18, 19, 1910. President, George H. Howe, Normal; vice-president, G. P. Randle, Mattoon; secretary, Eva B. Batterton, Petersburg; treasurer, W. N. Brown, Peoria; railroad secretary, Warren Taylor, Springfield; executive committee — Chas. H. Watts, Urbana; J. T. Gale, Beardstown; H. H. Edmunds, Clinton.

TWENTY-SEVENTH MEETING.

Peoria. March 17, 18, 1911. President, Charles McIntosh, Monticello; vice-president, H. L. Kessler, Chatsworth; secretary, Emily Sunderland, Delavan; treasurer, Howard B. Beecher, Peoria; railroad secretary, Warren Taylor, Springfield; executive committee — H. B. Wilson, Decatur; W. C. Herbert, Pontiac; J. G. Moore, Lexington.

THE MILITARY TRACT EDUCATIONAL ASSOCIATION.

At the close of one of the sessions of the Central Illinois Teachers' Association, held in Quincy, March 27-8, 1908, a number of people met in the Vermont street Methodist Church for the purpose of organizing a Military Tract Teachers' Association. Experience had taught that when the meetings of the Central Illinois Association were held in the eastern part of the State the teachers from the western portion could not attend in any considerable number, and when the meetings were held in the west the eastern teachers were similarly conspicuous by their absence. This led to the feeling that a new organization was advisable. It was long ago discovered that it is easier to carry such opportunities to the people than it is to induce them to go to any great effort to secure them. These conditions led to the formation of the new teachers' association.

Prof. S. B. Hursh, of Macomb, was made chairman of the meeting, and Mr. S. H. Trego, secretary. On motion of J. R. Rowland, of Ayon, it was decided to proceed with the suggested organization. On motion of Prof. W. J. Sutherland, A. R. Smith, of Quincy, was elected president for the ensuing year. On motion of S. H. Trego, Miss Caroline Grote was elected secretary for the same period.

The president was instructed to appoint an executive committee of three members who should determine the time and place of holding the first meeting, arrange a program, draft a constitution for the consideration of the association at the first regular meeting, and to make such other arrangements as were necessary to make the meeting and the association a success.

The executive committee thus appointed consisted of Prof. W. J. Sutherland, F. D. Thompson, Galesburg, and D. B. Rawlins, of Quincy. Later, Professor Sutherland removed from Macomb and Prof. J. T. Johnson was appointed as his successor.

The meeting adjourned to meet at the place and time to be selected by the executive committee.

The first annual meeting of the association was held in Galesburg, October 22-4, 1908. Nearly one thousand people were present at the opening of the meeting. The speakers at the first general session were President David Felmley, of the Illinois State Normal University, President Lewis B. Fisher, of Lombard College, and President Alfred Bayliss, of the Western Illinois State Normal School. As an indication of the themes that were then occupying the minds of teachers it may be noted that President Felmley discussed the culture value of so-called practical studies and President Fisher took issue with him at certain points, the two representing, in a way, the historical conflict. President Bayliss explained certain portions of the work of the Educational Commission, that wisely chosen body of workers, in the main, but doomed to disappointment because of the extreme conservatism of the law-making body.

The second session of the association was held on Friday evening. The speaker of the evening was Dr. George E. Vincent, of the University of Chicago. His theme was "The Duty of the School."

The third session was held on Saturday forenoon. President Bayliss' theme of the day before — the Certification of Teachers — had been made a special topic for further discussion. It was historically interesting as showing the attempts of the best thought of the school men on the commission on the matter of the examination of teachers. The superannuated and outgrown method to which so many of the school men of Illinois cling with a singular tenacity seems predestined to immortal life in this State, although in nearly all progressive communities it has long since been discarded. Little interest seemed to have been awakened by the discussion, however, indicating an unhappy apathy concerning a most important subject.

Dr. W. C. Bagley was on the morning program and dealt with a vital subject — "Waste in Education." It should be said once for all that the addition of Dr. Bagley to the educational forces of Illinois is a historical event well worthy of record. The theme indicates the practical character of his thinking. His treatment elicited a warm discussion. It would be instructive to discover, if it were possible, the outcome in terms of actual saving accomplished by such luminous discussions.

If one may judge from the records, the leading spirits of the meeting, in addition to those already named, were Assistant State Superintendent U. J. Hoffman; W. L. Steele, Superintendent of the Galesburg schools; Professor Bonser and Professor Hursh, of the Western Normal School; Miss Taylor, long identified with the Galesburg Training School for Teachers.

The association adopted the system of section meetings so long in use in the other associations. It is safe to say that experience has satisfied the educational people of the wisdom of this method of specialization.

The interest of the historian lies in the topics considered and the members who discussed them. These two items of intelligence serve to reveal the subjects that are to the fore in the minds of teachers and show who have persisted in the work of teaching for a sufficient time to have opinions of value and to have won the confidence of the educational public.

The second meeting of the association was also held in Galesburg. It had chosen

the pleasant month of October for its gathering. An attendance of eleven hundred indicated the interest in self-improvement on the part of the teachers in the Military Tract. The date of the meeting was October 22, 23, 1909. The president was F. D. Thompson, of the Springfield High School. The other officers were Superintendent F. U. White, Galva, vice-president; Miss Pearl Larramore, Aledo, secretary; Superintendent M. M. Cook, Lewistown, treasurer; executive committee — Superintendent G. T. Smith, Peoria; Prof. F. G. Bonser, Macomb; County Superintendent F. J. Ferguson, Rock Island.

The general sessions seems to have been given to addresses more inspirational in their character rather than to a critical discussion of those topics which suggest an advance into new territory. Prof. F. A. Barbour, of the State Normal College at Ypsilanti, was one of the imported speakers, and it would be difficult to find a more suitable man to deal with that aspect of the teacher's work. Dr. A. E. Winship, of Boston, who has large vogue in the West, made his appeal to the teachers in the interests of the boys. An effort was made to arouse a new interest in library work by the preparation of an address by Miss Edna Lyman, of Oak Park.

It was at this session of the association that the constitution and by-laws, over which there had been no little discussion, were finally adopted, and the organization was finally completed.

The third meeting of the association was held at Macomb, October 20-23, 1910. The officers of the association were:

President, G. T. Smith, Peoria; vice-president, L. J. McCreery, Rushville; secretary, Miss Pearl Larrance, New Windsor; treasurer, M. M. Cook, Lewistown; executive committee — F. G. Bonser, Macomb; S. J. Ferguson, Rock Island; F. U. White, Galva.

This was the first meeting in the Western Illinois State Normal School. Superintendent Blair discussed the effect of the study of literature on the formation of character; Miss Emma A. Church, of the Normal Art School, Chicago, talked of Art as a Factor in Training for Service; Dr. C. H. Judd, Director of the School of Education, University of Chicago, spoke of Training for Service; Superintendent B. B. Jackson, Moline, showed how the Manual Arts specifically train for Service; Prof. Fred L. Charles, of Urbana, discussed the topic, "Country Life and the Country School as Factors in Training for Service." In all of the section meetings the same theme was put to the front. In consequence of this centering of the thought of the association upon a single topic and a topic of such vital significance a marked advance upon the previous meetings is scored. It is clear that the association had discovered that to make a real impression it is necessary to center upon some needed reform and push for it with singleness of purpose.

The appearance of Dr. Judd in Illinois, like that of Dr. Bagley, has given a strong impulse to the study of questions that are well worth while.

The fourth annual meeting of the association was held at Peoria, October 19-21, 1911. The officers were: President, S. J. Ferguson; vice-president, Superintendent C. E. Joiner, Monmouth; secretary, Miss Pearl Larrance, Aledo; treasurer, County Superintendent W. F. Boyes, Galesburg; executive committee — F. U. White, S. B. Hursh, and George W. Gaylor, Canton.

The main theme of the meeting was health and the means of preserving it. Dr. J. N. Hurly, Secretary of the Indiana State Board of Health, discussed "The Child in the Making." The character of the work cut out by the committee may be further indicated by the fact that William H. Allen, Director of Municipal Research, New York city, was expected to be present. His place was taken by Secretary Sherman C. Kingsley, of the McCormick Fund, Chicago, on the theme, "The Public School — The Public Health." James L. Hughes, Chief Inspector of Schools, Toronto, Canada, is no stranger to the educational people of "the States," and always receives a cordial welcome. He spoke on "The Old Training and the New."

There were the usual section meetings, the one that seemed to elicit the warmest applause being the demonstration of school gymnastics at the Coliseum.

The officers elected for 1912 were: President, F. U. White; vice-president, Superintendent C. E. Knapp, Rushville; secretary, Miss Pearl Larrance; treasurer, W. F. Boyes; for the three-year term on the executive committee, Superintendent R. G. Jones, Kewanee.

At each of the meetings of the association the committee on resolutions has formulated a clear body of educational doctrine and sent it through the Military Tract as an educative utterance. One of the resolutions of the 1911 meeting runs as follows:

Resolved, That in the death of our beloved friend and efficient coworker, the Hon. Alfred Bayliss, for two terms Superintendent of Public Instruction, and for the last five years President of the Western Illinois State Normal School, the State of Illinois, and particularly that portion of it known as the Military Tract, has suffered an irreparable loss. He was a noble man and did a great work which we can not but feel was not completed. His poise of character, his maturity of judgment, and his complete devotion to the interests of public education place him among the great educators of our State; and be it further resolved that to his coworkers at Macomb and to his bereaved family the association hereby expresses its sincere and heartfelt sympathy.

H. B. HAYDEN,
W. L. STEELE,
E. G. BAUMAN,
Committee.

THE EASTERN ILLINOIS TEACHERS' ASSOCIATION.

Unfortunately for the historian the early records of this association have not been preserved. Through the kindness of Superintendent A. F. Lyle, of Shelbyville, the following brief record of the first six meetings is obtained:

The first meeting was held in Mattoon in November, 1898, as a four-county meeting, under the auspices of the county superintendents of Coles, Edgar, Douglas, and Shelby counties. B. F. Armitage, Superintendent of the Mattoon schools, was president.

The meetings followed as given herewith: November, 1899, Tuscola, J. D. Shoop, president; November, 1900, Paris, Charles Ammerman, president; November, 1901, Charleston, _____, president; February, 1902, Shelbyville, G. P. Randle, president; February, 1903, Pana, Otis W. Caldwell, president. For the subsequent meetings the record book of the secretary is available.

The seventh meeting was held at Mattoon, February 10, 11, 1905. The president was W. E. Andrews, Taylorville. In the absence of the elected secretary, Mr. J. P. Gilbert was chosen to fill the office.

Superintendent A. F. Lyle, of Arcola, offered a series of resolutions expressing the sense of the

association to the effect that the University of Illinois should organize a graduate school in which more extended courses could be pursued than were then furnished by the University and the colleges of the State. The resolutions met the hearty approval of the association.

The main addresses of the session were delivered by President Lord, Charleston; Dr. George Vincent, University of Chicago, and Superintendent L. D. Harvey, Wisconsin.

A resolution of appreciation of the life and services of Prof. W. M. Evans, of the Eastern Illinois State Normal School, and of regret because of his untimely death, was passed by the association.

The eighth meeting was held at Tuscola, February 2, 3, 1906. The officers were: President, George W. Brown, Paris; vice-president, E. B. Brooks, Greenville; secretary, Mary Ewing, Arcola; treasurer, M. S. Vance, Sullivan; railroad secretary, J. F. Wiley, Mattoon; chairman executive committee, A. C. Cohagan, Shelbyville. The main addresses were delivered by Mrs. Elizabeth Mavity Cunningham, Normal University; Miss Grace Reed, Principal John B. Drake School, Chicago; Charles M. Avery, Indiana State Normal School; Prof. Henry Johnson, Eastern Illinois Normal School; President Edwin M. Hughes, De Pauw University; A. A. Jones, Decatur; Miss Eliza Edmiston, Tuscola.

The ninth meeting was held at Paris, October 19, 20, 1906. President, Superintendent Dewitt Ellwood, Charleston; vice-president, William Miner, Pana; secretary, Bertha A. Miller, Paris; railroad secretary, M. N. Beeman, Marshall; chairman executive committee, William Birdzell, Charleston.

The main addresses were delivered by Miss Florence V. Skeffington, Eastern Illinois Normal School; Dean David Kinley, University of Illinois; Charlotte Slocum Ashcum, Peoria; President W. L. Bryan, University of Indiana; Prof. J. Paul Goode, University of Chicago; County Superintendent Anna L. Barbre, Christian county; Dr. C. G. Hopkins, University of Illinois.

The tenth meeting of the association was held at Charleston, October 18, 19, 1907. President, Superintendent E. B. Brooks, Paris; vice-president, Anna L. Barbre; secretary, Superintendent C. W. Yerkes, Effingham; treasurer, M. S. Vance, Sullivan; railroad secretary, Superintendent Harry Greene, Crawford county; chairman executive committee, Superintendent Charles S. Watts, Champaign county.

The main addresses were delivered by Miss Carney, Mahomet; Prof. Thos. H. Briggs, Eastern Normal School; Prof. John Hall, Cincinnati; Dr. E. B. Bryan, University of Indiana; Prof. J. W. Garner, University of Illinois; Frank H. Hall, Superintendent State Farmers' Institutes.

The eleventh meeting was held at Urbana, October 16, 17, 1908. President, Thomas H. Briggs, Charleston; vice-president, B. F. Daugherty, Westfield; secretary, John W. Childress, Broadlands; treasurer, H. M. Tippsward, Toledo; railroad secretary, A. P. Johnson, Urbana; chairman executive committee, Charles H. Watts, Urbana.

The records of this meeting are very imperfect.

The twelfth meeting was held at Danville, October 15, 16, 1909. President, A. F. Lyle, Shelbyville; vice-president, J. F. Wiley, Mattoon; secretary, Miss Anna Barbre, Taylorville; railroad secretary, Z. M. Smith, Danville; chairman executive committee, Charles H. Watts, Urbana.

The leading speakers of the session were: Dr. W. C. Bagley, University of Illinois; Dr. M. V. O'Shea, University of Wisconsin; Dr. R. A. Armstrong, University of West Virginia; State Superintendent R. J. Aley, Indiana; Dr. C. H. Judd, University of Chicago.

The thirteenth meeting was held at Charleston. President, Charles H. Watts, Urbana; vice-president, Henry W. Draske; secretary, Ora Neal, Charleston; railroad secretary, W. W. Griffith, Windsor; treasurer, H. M. Tippswood; chairman executive committee, J. F. Wiley, Mattoon.

Leading speakers: A. E. Winship, Boston; Dr. W. A. McKeever, Manhattan, Kansas; Mrs. Gudrun Thorne-Thomson, University of Chicago; Miss Zonia Baber, University of Chicago; Dean James E. Russell, Teachers' College, Columbia University; Dr. George E. Vincent, University of Chicago; Dr. P. P. Claxton, University of Tennessee; H. W. Shryock, Southern Illinois Normal University.

The association petitioned the General Assembly to extend the facilities of the School of Education, University of Illinois, and also to appropriate funds for the erection of an additional building for the Eastern Normal School.

The fourteenth meeting was held at Charleston, the association having determined to make the Normal school its permanent home. It was held October 13, 14, 1911. President, Lotus D. Coffman, Charleston; vice-president, A. P. Johnson, Urbana; secretary, Miss Georgia Green, Paris; treasurer, Superintendent E. E. Gere, Douglas county; railroad secretary, William Lawyer, Danville; chairman executive committee, L. W. Haviland, Watseka.

Leading addresses: Dr. Henry Suzzalo, Teachers' College; Dr. W. C. Bagley, University of Illinois; Dr. Emil G. Hirsch, Chicago; Dean Eugene Davenport, University of Illinois; President John W. Cook, DeKalb.

At each of the later meetings of this association department meetings were held. The records of all of the meetings are meager.

The attendance at this association has greatly increased in later years, having reached about seventeen hundred as its largest number.

SOCIETY OF SCHOOL PRINCIPALS.

This society grew out of an organization of a few school principals in La Salle and adjacent counties. Their meetings were first held in the winter of 1868-9. Prominently identified were W. B. Powell, Peru; Aaron Gove, Rutland; Thomas Clark, Ottawa; and a few others. The discussions were confined mainly to questions of administration at first, but with an increase of numbers the society drifted away from the plans of the founders. The society had a vigorous life for several years but was finally abandoned because of the multiplication of teachers' associations.

STATE ASSOCIATION OF COUNTY SUPERINTENDENTS OF SCHOOLS.

Mention has been made of the organization of this association. It came into being at about the time that the act was passed providing for a real county superintendent of schools, and has had a vigorous life from that time to this, although the attendance at its meetings has sometimes been small. What it has lacked in numbers, however, it has made up in quality. In recent years it has become a potent influence in legislation. If its members would unite upon questions of genuine educational reform it could easily secure epochal changes in the school law. Unfortunately the majority of the association has not always been disposed to favor measures that, if adopted, would have given Illinois a far more honorable place in educational policies among the States.

TEACHERS' READING CIRCLE.

The details of the organization of the Teachers' Reading Circle have not been accessible. The beginnings reach back to the year 1885 and the one man above all other men who was the inspiration and director of the movement was Enoch A. Gastman, for forty-seven years connected with the schools of Decatur as teacher and superintendent. A sketch of this interesting and widely known man will be found on later pages of this history.

The first eight years of the existence of the Circle were years of pioneering. Mr. Gastman conducted all of the affairs of the enterprise with the assistance of members of his family. It may well be understood that when such multitudinous details

were added to the duties of a city superintendent it meant a strenuous life. There was a little something in the way of financial compensation, but nothing that was in any way adequate to the situation. Only an enthusiasm like that of the manager would have built up so substantial a body of readers and so well established an organization.

The records of the secretary of the Circle detail the management since the responsibility was assumed by the County Superintendents' Association. A condensation is presented herewith.

At the annual meeting of the State Teachers' Association, 1892, the Teachers' Reading Circle was transferred from the care of the General Association to the County Superintendents' Association. Mr. E. A. Gastman had borne the burden of the Circle and at his request he was relieved. It was placed in charge of a Board to be chosen by the association and to consist of five county superintendents and the Superintendent of Public Instruction, the latter to be chairman of the Board. It became the duty of this Board to arrange a course of reading, select books, make rules and regulations governing the Circle, elect a manager, a secretary, and a treasurer, and manage any other business that might be necessary to further the interests of the Circle.

The following county superintendents have served as managers, the first also serving as secretary for a part of his term:

Charles J. Kinnie, Winnebago county, 1893-9; Maria L. Sykes, Marion county, 1899-1901; Lewis M. Gross, DeKalb county, 1901-5; S. J. Ferguson, Rock Island county, 1905 to the present.

The following county superintendents have served for the terms indicated on the Board of Management: Henry O. Foster, Livingston county, 1902-4; Charles B. Marshall, Rock Island county, 1892-4; Mrs. Nannie J. McKee, Alexander county, 1892-4; L. H. Griffith, Vermilion county, 1892-8; John B. Russell, Henry county, 1892-8; R. T. Morgan, DuPage county, 1893-9; John A. Grossman, Carroll county, 1894-8; W. H. Hillyard, Monroe county, 1894-6; J. L. Robertson, Peoria county, 1896-8; James H. Peterson, Kankakee county, 1898-1902; Charles Hertel, St. Clair county, 1898-1904 and 1905-7; W. R. Kimzey, Perry county, 1898-1907; Mrs. Mary E. Sykes, Warren county, 1898-1900; L. M. Gross, DeKalb county, 1899-1905; J. M. Pace, McDonough county, 1900-4; A. F. Nightingale, Cook county, 1903-10; Anna L. Barbre, Christian county, 1904-10; S. F. Ferguson, Rock Island county, 1904—; George W. Conn, Jr., McHenry county, 1905-9; W. F. Boyes, Knox county, 1905—; John E. Whitechurch, Marion county, 1905-6; C. L. Gregory, Mercer county, 1906—; W. M. Grissom, Johnson county, 1906-9; C. F. Easterday, Fayette county, 1907-10; H. A. Dean, Kane county, 1909-10; R. O. Clarida, Williamson county, 1909—; D. F. Nickolls, Logan county, 1910—; W. G. Cisne, Wayne county, 1910—; W. W. Coultas, DeKalb county, 1910—; C. H. Watts, Champagne county, 1910—.

The property of the Circle was transferred to the Board of Management July 1, 1893. There was then a membership of 2,500. With so many interested in the extensions of the Circle its numbers rapidly increased so that Manager Kinnie was able to report a membership of more than 5,000 at the end of the first year. In 1896 this had increased to 8,000. In 1911, 10,000 books were sold.

In 1898 Superintendent Kimzey was elected secretary and was reelected five times. Superintendent Whitechurch served in that capacity for one year, Superintendent Barbre for four years, and Superintendent Gregory is now serving his third term.

Superintendent Sykes served as treasurer for one term, Superintendent Hertel for five terms, Superintendent Clarida for two terms, Superintendent Ferguson for one term, Superintendent Boyes for one term, Superintendent Grissom for one term, Superintendent Gregory for one term, and Superintendent Clarida for two terms and is now serving his third term.

The expenses of the Circle were borne by the firms furnishing the books. At first the manager's salary was \$35 a month, but it was subsequently increased to \$40. It was finally made ten per cent of the sales of the books. All of the expenses of the Circle were paid at first by the publishers, but subsequently by a percentage of the sales. In 1905 the Board was enlarged by the addition of three members.

The following is a list of the books read since the reorganization of the Circle:

Skinner's "Folk Lore," White's "School Management," Krohn's Psychology, "Schoolmaster in Comedy," King's "School Interests and Duties," Wood's "How to Study Plants," Cooley's Physics, Tompkin's "Philosophy of Teaching," Hinsdale's Civics, Eggleston's "Beginners of the Nation," Taylor's "Study of the Child," Hinsdale's "Teaching the Language Arts," Curtis's "United States and Foreign Powers," Roark's "Method in Education," "School Sanitation and Decoration," Gardiner's "Forms of Prose Literature," Hinsdale's "Art of Study," Wright's "Industrial Revolution," Clark's "How to Teach Reading in the Public Schools," Henderson's "Social Spirit in America," Spalding's "Education and the Higher Life," Spark's "Expansion of the American People," White's "Art of Teaching," Hodge's "Nature Study and Life," "Dickens as an Educator," Keith's "Elementary Education," Gillan's edition of "Page's Theory and Practice," Parkman's "LaSalle and the Discovery of the Great West," Bryan's "Basis of Practical Teaching," King's "Rational Living," Johnson's "Mathematical Geography," James' "Practical Agriculture," Briggs and Coffman's "Reading in the Public School," Cox's "Literature in the Common Schools," Ham's "Mind and Hand," Allen's "Civics and Health," "Abraham Lincoln: A Short Story," Nicolay, "The Personality of the Teacher," McKenney; "Class Room Management," Bagley.

Meanwhile there were recommended readings among which were the "World's Work," "The World of To-Day," "Little Chronicle," "Week's Current." Webster's Dictionary was especially recommended to members.

In 1909 the following subjects were recommended for study in 1911-1912:

1. The Influence of the Teacher's Personality.
2. Historical Biography.

For 1912-13, the following were recommended:

1. Elementary Science in the Country Schools
2. The Socialization of the Public Schools.

In 1910 the Board directed that the four following monographs be bound in one volume: 1. The Ideal Teacher. 2. Teacher's Philosophy. 3. Meaning of Infancy. 4. Education for Efficiency.

The Circle is in a most prosperous condition. It has accomplished large results, much larger than the historian of its work can hope to describe. It is another illustration of what can be accomplished for the public welfare by a few zealous philanthropists who are willing to work for the good of the cause in which they are enlisted and without hope of that immediate reward that so many demand as the price of their effort.

ILLINOIS PUPILS' READING CIRCLE.

The purpose of the Circle is to secure the careful reading of a number of good books at an age when the tastes and habits of the children are forming. This Circle was organized in conjunction with the State Teachers' Circle, at a meeting of the

State Teachers' Association in Springfield, in 1888. The two circles continued under one management until 1893, when the Pupils' Circle was reorganized and placed under the direction of the Superintendents' and Principals' Section.

The reorganization required the State Teachers' Association to appoint for this Circle a board of five, of which the ranking Assistant Superintendent of Public Instruction was made *ex officio* chairman. This Board, in 1894, appointed F. A. Kendall, of Naperville, secretary and manager. His duty is to supply books and conduct the affairs of the Circle. The Board each year adopts twenty books. These are kept on the list until the demand for them has ceased.

There are now two hundred and fifty-one books on the list from which teachers can choose. These are divided into first and second, third and fourth, fifth and sixth, seventh and eighth, and advanced grades. The teacher desiring books adapted to any grade has many to choose from. There are, first, books that are suited to ethical and cultural purposes — books that a child reads because they interest him. The others are adapted to supplement the school studies — biographies and sketches that help out in United States history. If a child becomes interested in a subject dismissed with a paragraph in his history, he will find a book or several books in the library on that subject and written in language that he can readily understand.

If he is interested in any country, as Holland or Japan, he will find delightful books in the library. The teacher calls his attention to these. He takes them home, reads them and afterwards tells his classmates what he has learned.

When a child has read six books to the satisfaction of his teacher he has earned a neat diploma. When he has read ten more he has earned a seal. The full course, a diploma and gold seal, requires the reading of sixteen books. This fixes the reading habit as well as the taste for high-class reading.

The County Superintendent of Schools is the county manager. At the close of the school year he ascertains from the teachers the names of the members of the circles which they have formed, the books which have been read and the credits that have been earned. He writes the child's name on the diploma and places on it the seals earned.

Graduating exercises are then held at all central points in the county, usually one in every township. Here he meets the children, and they are often attended by their parents and others. The children give a program of singing, recitations and essays. The County Superintendent makes a talk on things needed for better schools. The children come to the front and in the presence of their parents and friends receive their diplomas.

The County Superintendent finds the most effective way to reach the patrons of the schools. They are in a happy frame of mind, interested in schools, and heed what the superintendent has to say about the betterment of the school.

It has been slow work to convince the district boards that it is wise to expend district money for libraries. The teachers and pupils have been appealed to and have responded generously. They give entertainments, charging a small fee for admission. Usually they have a "box social." Each ady brings a lunch box, handsomely decorated. These are sold at auction to the highest bidder, the purchaser sharing the lunch with the owner. Frequently \$30 to \$50 is collected in a

single evening. Many schools buy a set of Reading Circle books, costing about \$13 each year.

The school life is made richer for teacher and pupil. Every recitation is a delight. They have a wealth of suitable material to draw from while formerly they had but the text-book. The school is much easier to teach and manage, for the children's minds are occupied in striving for better things.

In the last thirteen years ending December 31, 1910, 245,422 were sold, an average of 18,871 books a year. In the last year 23,789 books were sold.

In many of the counties of the State every country school has a library. This was not the condition before the reorganization of the Circle. Wherever the County Superintendent takes an interest in the work it makes remarkable progress.

CHAPTER XVI

STATE CHARITABLE EDUCATIONAL INSTITUTIONS

THE ILLINOIS INSTITUTION FOR THE EDUCATION OF THE DEAF
AND DUMB.

THIS was the first of the State charitable institutions. The bill was introduced into the General Assembly in 1839 by Hon. O. H. Browning, then representing Adams county in the upper house. His attention had been attracted to the unfortunate children who were denied the most characteristic quality of a human being — the power of speech — and his heart went out to these prisoners of silence with a strong desire to ameliorate their unhappy condition. He opened correspondence with people in other States who were engaged in the work of their instruction in the hope of learning something that would guide him in effecting his purposes.

There were many obstacles in the way of such a bill. The unfortunate internal improvement scheme, like the Tulip Craze and the South Sea Bubble, had left disaster in its wake. The State seemed hopelessly in debt. There were members in the legislature who had never seen a deaf and dumb child, and there were others who questioned whether there was one in the State. There was little knowledge of the possibility and less of the methods of their instruction. Many questioned their ability to become self-supporting. Such considerations did not deter Mr. Browning from pushing on with his project, however, and the bill became a law on the 23d day of February, 1839.

The bill did not carry an appropriation for buildings, however. It authorized an organization and that was something. The act of incorporation designated some of the oldest and best men in the State as trustees. Here are some of them: Thomas Carlin, Thomas Cole, Otway Livingston, Samuel D. Lockwood, Joseph Duncan, William Thomas, Julian Sturtevant, Samuel H. Treat, Cyrus Walker. Moreover, it provided that the institution should be supported, like other schools of the State, out of the school fund, and to this end provided that one quarter of the interest of the school, college and seminary fund should be devoted to its support. But no appropriation for a building could pass the lower house until that body was satisfied, by a personal pledge of the trustees, that the money should not be misappropriated. Small appropriations were finally made and were chiefly expended on buildings and grounds. As a consequence of this long delay the school was not opened until January, 1846, and there were but four pupils with whom to begin.

Thomas Officer was appointed principal. He had been engaged in similar work in Ohio, having been the first principal of the institution for the education of the

deaf and dumb in that State. Of his eminent fitness for the position there seems to have been no doubt. His immediate successor, a man wholly competent to pass a discriminating judgment, pays him the highest praise. The school prospered under his management and had an attendance of sixty at the end of the first two years.

It was the policy of the management to look up the deaf and dumb children wherever they might be and give them the benefit of the institution. Little could be done to educate them except by the assistance of carefully trained teachers. With them these unfortunate children could easily be made self-supporting, although a professional life might be denied them. It is clear that the ordinary methods would be of little avail in aiding those who were deprived of speech. So successful was the management that at the end of twenty years Illinois had the largest school of this character and maintained by a single State in the entire country, standing second in point of numbers in this country and third in size in the world.

While this was true of the institution it still remained as true that only one-half of those who should have been in school at that time were really in attendance. There are many reasons that operate against the attendance of such pupils at a public institution. Many did not know of its existence; many deprived their mute children of an opportunity for an education in order that they might profit by their ability to labor under their direction; many shrank from sending the unfortunate ones away from the love and tenderness of the home to dwell among strangers. But the deaf are peculiarly liable to become the victims of vicious habits and under no circumstances should they be shut away from that participation in the pleasures of social life which they can witness only to be denied. Their education offers a special problem that is fraught with more difficulties than that of the blind. To bring the school to the attention of the public it was not uncommon to give public exhibition of what had been accomplished with the children, and it was attended quite invariably with the most salutary results.

Mr. Officer retained his position for the first nine years of the working life of the school. It is declared that his labors were attended by the most happy results with the pupils. In 1855 there was an accumulation of unhappy events which resulted in his resignation. He was succeeded by P. G. Gillett, a teacher in a similar institution in the neighboring State of Indiana. It was a peculiarly difficult position to fill satisfactorily. The friends of Mr. Officer were indignant because of the treatment that he had received. They were not likely to prepare beds of down for his successors. Disorder was rampant in the school. Moreover, Mr. Gillett was a young man. But the man and the place had met in a fine harmony, and in a comparatively brief time the master of the situation was recognized and the school settled down to fine work and Mr. Gillett proceeded to win imperishable renown as a teacher of the deaf and dumb.

Judge Thomas, of the Board of Trustees, is accounted one of the best friends the institution ever had. Great credit is also given to Dr. Boal, of Peoria, who served on the Board for more than seventeen years without intermission, being president of that body for the greater part of the time. Because of his service in both branches of the General Assembly at various times he, as well as Judge Thomas, was able to render aid of especial value

It was one of the main purposes of the management to equip the pupils for self-support. Their only recourse was an occupation in which deafness was not an insuperable bar to success, and that there are such callings is very obvious. Up to 1876, over one thousand inmates had been cared for and not one of them had left the institution, after its course of instruction and training, to be a public charge, although many of them had been penniless when admitted to the school.

Two systems of instructing the deaf have long had their warm adherents. They are known respectively as the sign method and the articulation method. The former method had its origin in France about the middle of the eighteenth century. The latter arose in Germany about the same time. At times a bitter rivalry has existed between these schools of procedure. In 1817 the Connecticut school was at Hartford and Thomas Gallaudet was its superintendent. He was a warm advocate of the sign method and made it the system of the Connecticut school.

When Horace Mann, the most eminent educator this country has thus far produced, investigated continental methods of the instruction of the deaf and dumb, he became an adherent of the German method. It is clear that however skilful they may become in communicating with each other, they will find great difficulty in making themselves understood by others. As it is the aim of their education to make them as nearly normal as possible, an education that confines them to the narrow limits of those who are similarly afflicted must fail in the accomplishment of this result. He made this argument against the French method and the objections of a man of such prominence were enough to arouse a warm interest in the matter. Experts were sent abroad, therefore, to investigate the matter. Their report was in favor of the American system, declaring it to be greatly superior to what they had found in their travels. This was a seeming triumph for the sign method. Nothing else was used in the Illinois school for the first twenty years. The agitation, however, had resulted in the establishing of a school in Massachusetts in 1865, which taught only the articulation method. This furnished an opportunity for a discriminating study of its merits and produced a marked impression.

In 1868, Professor Gillett presented a special report on the subject to his board of trustees. In this report he confesses to a change of opinion with regard to the articulation method, which he had been accustomed to regard as decidedly inferior to its rival. He now asked the board to organize an articulation department in the school in order that the two methods might be tried side by side and that reliable results might be obtained. He offered certain technical reasons that had come to his attention in his study of the deaf and dumb which warranted the experiment.

Six years later Dr. Gillett again called the attention of his board to the matter. The instruction in the articulation method had been going on meanwhile. It was extremely difficult to discover much respecting its value by an observation of pupils within the institution because of the difficulty in inducing the pupils to use it. He therefore took testimony on the matter from the parents of the pupils, and thus discovered facts that, he says, "amazed him."

Two years later he returned to the subject again. This was in 1876. Three teachers were then devoting their entire time to it and a fourth would soon be needed. He reports an increasing desire on the part of parents to have the children acquire

the ability to speak. The older pupils also showed a growing anxiety to acquire it, although for them it was an extremely difficult task. Meanwhile the method of instruction had greatly improved. Professor Bell devised a system of visible speech symbols that greatly simplified the work and enabled the pupils to proceed far more rapidly in acquiring the ability to speak.

The institution made no attempt to carry the pupils beyond the elements of an English education, leaving the advanced instruction of those who desired it to the National College of Deaf Mutes, at Washington, which is sustained by the United States Government. The main aim before the teacher's mind is to equip his pupil with a language by which he can enter into the heritage of human culture that awaits him and without which he can do nothing. Language comes so easily to the normal child that the task of the deaf mute is appreciated only by those who patiently labor to convey to a mind that has no sense of sound some conception that will induce him to try to produce one, even though he will never hear it.

Those who desire to follow the development of this remarkable institution must study the successive reports of its superintendent. They are informing reading. Stories of devotion are written in obscure places. In 1882 the institution had become the "largest and completest institution for deaf mutes in the world," yet there was one who had been with it from the day of its feebleness — Prof. Selah Watt. Prof. Gillett pays him the following tribute: "He was a high-minded, Christian gentleman, of most extraordinary poise of character. He lived an active and useful life, and died having maintained a character unimpeachable and a reputation untarnished. The professor was himself a deaf mute, but in the elements that go toward the formation of true manhood, I have not known him surpassed by any deaf mute or hearing or speaking person. He was a most striking example of what education can do for the class to which he belonged. His memory will remain among his fellows in misfortune and his comrades in labor, as a delightful fragrance."

The attendance at this time was well up to the six hundred mark and Dr. Gillett was earnestly advising the establishing of another institution instead of the further enlargement of the institution under his charge. Shops had been erected. Trades had been learned. A fine body of trained teachers had acquired the difficult art of instructing the children. Manual training had proved so effective that the schools of the normal children were beginning to adopt them here and there. In brief, the Illinois Institution, under the persistent care of its accomplished superintendent, had become a great educational landmark for the world.

In the Biennial Report of the Superintendent of Public Instruction for the years 1881-2, the student of the methods of educating the deaf will find more than two hundred pages of interesting matter. It is the report of the meeting of the instructors of the deaf in their annual convention, the most eminent men and women of the day interested in this aspect of education being present. The meeting was held in Jacksonville, in September, 1882.

As a comment upon the growth of the articulation method of instruction, the following from the report of Superintendent Gillett to the Superintendent of Public Instruction, in 1892, will be found interesting:

"Twenty-four years ago systematic instruction of its pupils in articulation and

lip reading was commenced in this institution. It had not been recognized previous to that time as practicable by the members of the profession of instructors of the deaf. This was the first of the established institutions in which the sign method had been pursued, to earnestly take up this new system. It has been continued to the present time. Public sentiment has made it necessary for all institutions where the deaf are taught to give instruction in vocal utterance and lip-reading. It is the practice to afford to every student entering the institution the opportunity of learning to speak and to read the lips of others as they speak."

The institution has taken on, of necessity, a Normal department where those desiring to learn the art of teaching the deaf can acquire it. Under modern conditions only carefully prepared teachers can hope for employment.

In September, 1893, Dr. Gillett was succeeded as superintendent of the institution by S. T. Walker. It will be remembered that Dr. Gillett was appointed to the position in 1855. He had therefore served continuously for thirty-eight years and had become justly famous in his chosen calling. There could be found in the institution under his charge the largest number of deaf persons assembled that could be found in any institution of its kind in the world. When he began his work it was as a pioneer. There were but few children in the school. When he closed, the school numbered approximately seven hundred.

Superintendent Walker did not remain with the school very long. He was succeeded on the first day of July, 1897, by J. C. Gordon, formerly connected with the College for the Deaf, at Washington city. He was a most enlightened and capable officer and entered upon his duties with great enthusiasm. He identified himself with the general educational organizations of the State and was a frequent speaker at educational gatherings and at educational institutions. It goes without saying that under his management the institution realized in the highest degree the purpose of its founders.

Let the following words, copied from his report in 1900, be reflected upon when the question of the education of the deaf is under consideration: "The calamity of total deafness is the greatest barrier to intellectual advancement which can affect the undeveloped powers of a mind retaining any capacity whatever for instruction. This is a strong statement, but I make it advisedly, after the cumulative experience of many years devoted to the amelioration of this form of misfortune. The far-reaching effects of this single privation of a purely physical approach to the mind of the child can not be realized, even remotely, by the unprofessional observer." There is a popular notion that the blind are far more unfortunately conditioned than the deaf. In the presence of these statements of this wise and careful man the thoughtful may be led to reflect upon the unhappy fate of the deaf from a new point of view.

Regarding lip-reading Dr. Gordon writes as follows:

This almost marvelous power of lip-reading is developed for the most part incidentally during the acquisition of speech by the deaf. Teachers should understand the various degrees of visibility of the elements of speech revealed by the positions and transitions of the vocal organs, but need not themselves be masters of lip-reading. In fact few teachers of the deaf are able to read the lips. The true function of the true teacher is beautifully illustrated in this matter. If the teacher presents the

difficulties in proper order the deaf pupil takes the steps one at a time and soon becomes expert in an art not possessed by the teacher himself. The pupil develops his own powers. Lip-reading stands unrivaled as a means of communication for short distances. Notwithstanding its many limitations, lip-reading is, on the whole, of more value to the deaf than speech, if one were compelled to choose between the two. Any power of sight is better than total blindness. Any power of speech is better than total dumbness. The ability to speak and to understand speech by the movement of the lips is of great value in the home and in the shop, but the educational value of these twin arts as a preparation for education — nourishing and stimulating mental development—is by far greater, however useful simply as a means of communication. Perception, memory, association, imagination, reason, will — all these are used and trained and developed in the acquisition of lip-reading. Living speech is the best preparation for the education of the deaf as well as of the hearing child, in its proper correlations, and the speech of the deaf, even if imperfect and sounding strange and uncouth to unaccustomed ears, has a high educational value even when it is far from satisfactory as a means of communication merely.

In his report for 1901-2, to the Superintendent of Public Instruction, Dr. Gordon gives a table showing the growth of the oral department. In 1893 there were no pupils in that department. In 1894 there were sixty-seven. For the next two years the increase was small. In 1897 there was a jump to 138 — more than one-third of the school. In 1902 there were nearly four times as many in the oral department as in the silent.

Dr. Gordon was destined to an abrupt close to his useful life. He died April 12, 1903, after a brief illness. He began his work as a teacher of the deaf in 1869, at the Indiana Institution, where he was employed as special teacher of articulation and reading the lips. In 1873 he became a teacher of mathematics and chemistry in the Columbia Institution for the Deaf. In 1891 he took charge of the department of articulation and of the Normal department of Gallaudet College. He was with the national institution for nearly twenty-five years and then came to the Illinois Institution in 1897, which was then the largest existing school for the deaf. Dr. Gordon at his death was one of the most eminent of the teachers of the deaf and especially of the teachers of speech to the deaf.

His successor was Charles P. Gillett, the son of the man who for nearly two score years was at the head of the institution.

ILLINOIS INSTITUTION FOR IDIOTS AND FEEBLE-MINDED CHILDREN.

The General Assembly of the State of Illinois, in 1865, authorized the Board of Trustees in charge of the School for the Deaf to attempt the amelioration of the condition of idiots and feeble-minded children in the State by undertaking some experimental work in their education.

The Board began the enterprise by securing the residence of former Governor Duncan, in the city of Jacksonville. Under the general direction of Superintendent P. G. Gillett, of the institution for the education of deaf children, the school was opened on the 25th of May, 1865.

It became necessary at once to secure a highly competent man to manage a school beset with such extreme difficulties. Such a man was found in the person of Dr. C. T. Wilbur, who through his connection with similar work in Massachusetts, New

York, Connecticut and Ohio, was regarded as being qualified in a highly superior way for the position. Dr. Wilbur began his work on the 1st of September following the opening of the school.

The demand for such an institution was soon demonstrated, as the building was filled to its capacity before the close of the first year and many applications were of necessity refused. In consequence, the General Assembly made an additional appropriation in 1867, and a second building was added to the equipment, thus bringing the capacity of the institution up to sixty pupils. The increased facilities were no sooner supplied than they were exhausted, double the number for whom provisions were made seeking admission.

The slightest reflection upon the condition of these most unhappy and most unfortunate beings suggests a situation that is wretched in the extreme. There are few homes in which such children can receive appropriate treatment. Ordinarily they are left to themselves when of all persons they most need patient, persistent and intelligent care. If the faint spark of reason is not fanned into flame the probabilities are that it will die and that there will be left only the repulsive semblance of a human being.

It was not until the earlier part of the last century that any systematic effort was made looking to the improvement of the mental condition of idiots. In 1837 the first institution of this kind was opened in Paris. As would be expected, the movement was soon followed in several European countries. Massachusetts was the pioneer in America, the first school being established in 1848.

“The object and design of the Illinois institution was to improve the general health of this class of children by physical training, exercise, bathing and all other suitable appliances, with such use of medicine as might be beneficial; to awaken, regulate and develop their mental powers, by means peculiarly adapted to them, and by the employment of those educational resources which have been systematically developed and which have been found so effectual in similar institutions, with such modifications and extensions as may be necessary to meet the peculiarities of the pupils; and in the cases of the best class of pupils to provide some suitable occupations, giving healthful employment, at once agreeable and profitable to all their powers — especially keeping in view such occupations as may fit the pupils for future usefulness and intercourse with society.”

“The method of instruction is peculiar in this: That it commences with exercises adapted to the very lowest degree of intelligence and proceeds, by a gradually ascending scale, up to the point where ordinary systems begin.”

It needs no argument to make clear the necessity of scientific procedure. All that psychology and pedagogy can contribute must be utilized to their fullest extent if results of any consequence are to be secured.

This work was continued in connection with the school for the deaf until 1871, when it was given a separate existence. It was not until 1875, however, that an appropriation was made for suitable buildings and grounds. In that year an act appropriated \$185,000 for that purpose. The attendance at that time was approximately one hundred.

The greatest diversity exists among such children. Many are so defective

physically and mentally as to be as helpless as babes. These cases are classified as "custodial," as about all that can be done for them is to make their physical conditions as favorable as possible and to secure some improvements in their habits.

Fortunately these are the exceptional cases. The mass of idiots possess some latent talent which, under favorable conditions, may be developed to such a degree as to make many of them self-supporting. There is still a higher class, characterized as feeble-minded rather than as idiotic, with whom much can be done, and as such cases are in great danger of falling into evil ways through a vicious self-education, it is of the utmost importance that they should have suitable care at the earliest possible time.

"For these last two classes something more than custody is needed in the effort to ameliorate their condition. The bodily health can be confirmed; the muscular powers can be developed and brought under the control of the will. The evident want of coordination in their physical forces may be made to give place to a measure of prompt action and dexterity. The avenues of sensation may be opened; the perceptive faculties may be awakened to a natural life; the intelligence may be quickened and enlarged, and these may be combined into a capacity for useful occupation and habits of industry. They may be trained to be cheerful and obedient; they may be taught habits of self-control, and the more obvious distinctions of right and wrong, and to act upon them in their intercourse with those about them.

"The scope and purpose of the Illinois institution have been limited to those degrees of idiocy that might be teachable. It has also been the aim to take only those of a school-attendance age. It was supposed at the outset that somewhere in the descending scale of idiocy the line between teachableness and unteachableness would be reached. Of some at a distance from this line it could be affirmed at once that they were susceptible of instruction or they were not; for these latter it was assumed that a custodial institution would sooner or later be provided for their necessities; with others nearer the line the fact in this respect could only be determined by a fair trial."

These quotations from reports of the institution will disclose to some degree what was in the minds of the projectors and managers. It may be remarked in passing that the detailed statements of methods of dealing with these sub-normal boys and girls are full of the most valuable suggestions to teachers of normal children and may be studied with the greatest profit.

In July, 1877, the institution was removed from Jacksonville to the new building at Lincoln, where school was opened October 27, 1877. The attendance for the year following was about three hundred. There was now begun that more admirable management which was previously impossible because of limited appliances.

The surveillance that is necessary with these children is exhibited by the following:

"The attendants have classes assigned them and have charge of them at all hours out of school hours, sleep in rooms adjoining, opening into their dormitories, so that they can bestow attention upon them at night if necessary — an effort being made by proper attention at stated hours to regulate them in their habits and to cultivate habits of decency and cleanliness. They are with them when they rise,

when they dress, when they perform their morning ablutions, when they go to their meals and while they are at the table, to assist them and wait upon them, to preserve order and to instruct them patiently in habits of propriety and decorum.

“ Most of the pupils are more or less defective in their ability to articulate. Some are entirely dumb who are not deaf. Some are deaf and dumb, others stammer, pronounce words and letters improperly, are unable to form sentences and are extremely awkward in the use of the lips, tongue and other vocal organs and are seemingly unconscious of the possession of a larynx or vocal chords, talk through the nose, are indistinct in utterance, drawl, accentuate peculiarly, and some have partial paralysis of the organs of speech.”

To evolve out of this seeming impotency boys and girls who can talk and walk and use their hands, and read and write and acquire some useful art, seems little short of miraculous. “Visitors look on in amazement at the precision with which our pupils go through their exercises with dumb-bells, wands and Swedish clubs, at their evolutions, their promptness in time to music, and at their discipline in marching, and can hardly realize that they are witnessing the exercises of a class of feeble-minded children.”

There is no space here for a discussion of the methods employed in teaching to these children the ordinary subjects of the school curriculum. The curious must go to the reports or, far better, to the institution itself and there observe the scientific procedure through which these darkened minds are illuminated.

The gratitude of parents often finds expression in letters to the superintendent after the children have spent a vacation at home. Such expressions are more easily imagined than described. Nothing can be more tragically pitiful than the condition of the idiot, and when there can be seen the dawning of intelligence in consequence of a scientific system of instruction, and the possibility of something approaching human existence where there had been nothing above the plane of animalism, it is as if one had risen from the dead.

Many parents have deprived their children of the opportunity for improvement offered them by the institution out of the tenderness of their regard for them. They have been unwilling to leave them to the care of others, and especially have refused to put them into an institution where they would be surrounded by others as unfortunate as themselves. The fact is that such children are cared for as the ordinary family can never care for them. It is the unanimous report of the managers of such institutions that the children are rarely homesick and that they are far happier than when at home. They form their friendships as others do, they are not peculiar in such a colony and are not commented upon or regarded as peculiar. Superintendent Wilbur in one of his reports quotes the following from Dr. Bucknill, of England: “In my visits to the idiot asylums the thing that has struck me most forcibly was the *happiness* of the children. This fact has always delighted me most in all idiot asylums. Well knowing, as I do, what is the misery of a neglected idiot, I think this point can not be too strongly dwelt upon. The misery of a neglected idiot is an awful thing to contemplate. The neglected idiot is the most solitary of human beings; shut out by his infirmities from all feeling with his fellow men, all sympathy; shut out, also, from all enjoyment of life, even animal enjoyment. Often

he can not use sight or hearing so as to distinguish objects or sounds. Often he can not walk or stand. Often he is tortured with painful bodily infirmities. If the mental perceptions and emotions have in any way been developed, he is often still more tortured with malevolent or brutish passions. In a private house he is often an intolerable burden, an incubus, a nightmare; and this being *in an idiot asylum becomes sociable, affectionate and happy.*"

"Let us think of that and of the value of happiness in this life. Make children happy and they will not easily grow up wicked. Of this be assured, that if the happiness of a community, even of a community of idiots, be secured, the paths of goodness and of usefulness will not be left untrod. If the greatest happiness of the greatest number is the highest aim of statesmanship, the *happiness of the most wretched individuals* ought to be the most *constant object of philanthropic effort.*"

On October 4, 1883, Superintendent Wilbur was succeeded in the management of the institution by William B. Fish, M. D. The number of these unfortunate children in the State may be estimated in a way by the fact that in the report of Superintendent Fish is found the statement that in the first twenty years of the life of the institution 1,692 applications for admission were received.

In 1886 the facilities were increased by the addition of a hospital building. The attendance had increased to 363 and a large number of applications were of necessity refused. An interesting commentary on the increased skill of the teachers is furnished by the fact that six of the boys were so proficient in the art of shoemaking as to supply the needs of the institution in boots and shoes in addition to the repairing. Three Lamb knitting machines were operated by some of the boys and all of the necessary stockings were thus furnished. In the sewing-room all of the clothing needed by the girls and all of the underwear and overalls needed by the boys were manufactured by the inmates. Such industries as wood carving and hammered brass work were found to be adapted to the capacity of the pupils. An excellent brass band indicated the possibilities in music. Indeed, where can another such a tribute to the marvellous art of teaching be found as here!

In 1887 the long delayed scheme of attaching a farm to the institution was undertaken. Four hundred acres were rented about a mile from the institution. The labor was almost entirely performed by the boys. They soon learned the various arts involved in agriculture and derived the greatest satisfaction from their exercise. Indeed, of all the industrial employments the work on the farm proved to be the most satisfactory. The superintendent says: "It has been demonstrated by our three years' experience that a large proportion of our older boys, who have derived all of the benefit that our schools could give, are admirably adapted to the farm work and enter into it successfully, showing unexpected interest and zeal."

As the institution developed, the philanthropy of the State developed with it. In spite of all the care that could be exercised with regard to admissions it was inevitable that members of the custodial class would be admitted. Who should provide for their care if not the State? They constitute one of its burdens that must be borne unless we are willing to do violence to our humanity. In 1889 the General Assembly made an appropriation of \$40,000 for a building to be devoted to these helpless wards of society.

The experience with the rented farm convinced the General Assembly of the wisdom of offering agriculture as an industrial occupation and an appropriation of \$26,000 was made for the purchase of land. With the appropriation 423 acres were secured and added to the rented land so that 800 acres were looked after by the boys with but three salaried supervisors to direct their labors. Lacemaking was at this time added to the employments, the institution at Christiana, Norway, lending one of its experts to start the work at Lincoln.

Superintendent Fish was succeeded by Ambrose M. Miller, A. M., M. D., who issued the biennial report of 1894. This report exhibits a higher intelligence with regard to the methods of studying the minds of children than its predecessors. The later findings of physiological psychology were now practically applied to the determinations of mental ability or lack of it in pupils and with edifying results. This inventorying of a pupil's capacities reveals conditions that determine the treatment to be pursued. The methods are familiar to the well-informed schoolmaster and cover devices for ascertaining the degree of ear memory, eye memory, muscular memory, the extent of consciousness and others. Physical examinations of a most rigorous character are indispensable in such an institution for the purpose of discovering the special physical organ-defects that explain incapacities in dealing with objects.

Dr. Miller did not retain the superintendency long and was succeeded by W. L. Athon. In 1900 Superintendent Athon says: "I regret very much that the grade of children for which the institution was originally organized has been somewhat crowded out and we have accumulated a large number of the more helpless class of idiots." This would seem to indicate that there was a decline in the character of the institution as an educational enterprise and a corresponding increase in its custodial character. "This is due to the fact that the more improvable cases, after attending school a few years, are taken to their homes, while the lower grades, intellectually, after once becoming inmates, remain, in most cases, so long as they live."

The policy of greatly enlarging the institution had now been decided upon and buildings were then erected increasing the capacity of the institution by five hundred children. The great structures that attract the attention of the travelers on the near railroads indicate at once the wreckage of humanity and the philanthropy of a great State which pours out its money in an attempt to relieve human suffering by offering an asylum to those to whom has been denied the inestimable boon of reason.

THE ILLINOIS INSTITUTION FOR THE EDUCATION OF THE BLIND.

The blind have always been with us. And history records many examples of those who, though deprived of sight, have found a way to possess themselves of much of the knowledge of the world. It is another illustration of the slow progress of invention and of methods of alleviating the misfortunes of the afflicted that it was not until 1785 that some one appeared with sufficient intelligence and humanity to propose a systematic method of instructing the blind. Valentin Hany was a Frenchman. He began the great work which has since his time been so finely elaborated. The Academy of Sciences came to his support and aided him

in the establishment of an institution adapted to the needs of those who would never see. In 1791 his school was taken over by the French government and thereafter was one of the national charities.

The Illinois Institution for the Education of the Blind was originally organized by the citizens of Jacksonville and supported by them for one year. It became one of the State institutions of Illinois on the 13th of January, 1849, when the legislature made an appropriation for its support and authorized the purchase of not less than ten nor more than forty acres of land in or near Jacksonville, Illinois, and thus provided an institution for the education of all of her blind who were of suitable age and capacity to receive instruction. They were to be lodged in the institution and cared for in all ways at public expense.

The board organized February 3, 1849, by the election of Hon. Samuel D. Lockwood as president and James Berdan as secretary. Mr. Lockwood continued to act as president until his removal from Jacksonville some four years later. He was succeeded on March 14, 1853, by Matthew Stacy, who served in that capacity for many years.

The first superintendent was Samuel Bacon, who remained at the head of the institution less than one year. He was succeeded by Joshua Rhoads, M. D., who held the position for twenty-four years. In July, 1874, Dr. F. W. Phillips was elected to the superintendency and continued in that position until his death, his administration covering more than twelve years. He was succeeded by his son, W. S. Phillips, who served until July 1, 1890. During the time that Dr. Phillips was in charge more than eighteen hundred different pupils were enrolled.

In addition to the ordinary academic subjects, music and certain forms of hand-work were taught. When the pupil had completed the course of study he was at liberty to enter the shop and learn a trade. If a pupil was unable to complete the course he also was permitted to acquire sufficient skill in such forms of labor as were encouraged to become self-supporting. Adults who had lost their sight at an age that precluded their entering as students were permitted to engage in shopwork. They were taught to make brooms and mattresses and to cane-seat chairs.

In July, 1890, the supervising board determined to secure the best possible talent to take charge of the school. After consulting with prominent schoolmen it was determined to offer the position to one of the most capable and best known of the Illinois superintendents of public schools — Frank H. Hall. He was a man who never attempted a task without performing it with such singular originality and skill as to attract marked attention. He had already achieved prominence. He had been a candidate for the office of State Superintendent of Public Instruction in a minority party more than once. The writer well recalls the surprise that he experienced when asked by a member of the board of trustees respecting the qualifications of Mr. Hall for the position. It indicated a new departure in the management of the State charitable institutions.

Mr. Hall was no sooner installed than he began a series of improvements that gave the school an enviable distinction and himself an international repute as a teacher of the blind. He applied to his work the latest deductions of physiological psychology as applied to pedagogy. He recognized what those who had not been

students of pedagogy as a science had overlooked — that the seeing child proceeds by an analytic method, that he pulls words apart to discover what they are, whereas the blind child can never grasp words in their entirety at first but must construct them slowly and patiently, through the sense of touch. He therefore saw that the method that was then most highly approved for teaching the seeing child to read was of no value for the blind child — was not at all adapted to his necessities.

But Mr. Hall may speak for himself:

The fact that the blind boy is, from the first, exercised in "seeing with the mind's eye," to a far greater extent than the seeing boy, that he daily and hourly calls to mind the relative positions and forms of objects, in response to verbal descriptions, gives him a degree of skill in the exercise of the faculty of conception as applied to ideas of material things which he has actually handled, far exceeding the skill attained by boys that have good sight. He therefore exceeds marvelously in the study of geometry and kindred subjects. He easily constructs figures on the tablet of his mind. He sees the relation of lines to each other, and demonstrates most difficult theorems without the aid of chalk or pencil. On the other hand, what knowledge of form he gains through the perceptive faculties is comparatively little. The entire number of his sense percepts is quite insignificant, when compared with that number which the boy of keen vision obtains.

To make him fairly familiar with interesting objects in nature and in art, he must be supplied with a great variety of specimens which he can examine by means of the tactile sense. It surprises visitors and often leads to expressions of admiration that our pupils can multiply numbers "mentally" when the multiplicand and the multiplier each consists of five, six, and sometimes eight figures; that they can demonstrate the Pythagorean proposition even when the imaginary figure is lettered by the visitor. But may not such feats be more wonderful than useful? By encouraging the pupils in such efforts are we not aiding in the production of unsymmetrical prodigies? Should we not rather encourage the pupil to acquire as much as possible through the tactile sense of that which, if he were not defective, he would obtain through vision?

If our line of reasoning and the implied conclusion are correct, every school of the blind should be equipped with a very large and varied collection of objects in nature and art. A very large portion of the pupil's time should be occupied in gaining a knowledge of form and relative position of parts through the sense of touch.

Acting upon this theory, we are making collections of specimens in all departments of natural history and of such manufactured articles as can be procured and profitably handled by our pupils. The rule is not "hands off," but *hands on*, and the pupil is thus led to see with his finger tips. His perceptive faculties are thus brought into a high degree of activity and a much wider range presented for the action of conception, comparison, judgment and reason. By pursuing the opposite course and allowing and encouraging the pupil into development along "the line of least resistance," there results an abnormal growth of certain faculties; and the pupils find themselves greatly admired while in school, but utterly unable to provide for their natural wants when they get out into the great world of which they know so little.

The tendency of the average blind pupil, while being educated, is to spend too much time in purely mental processes and introspection, and too little time in bodily movements and in coming in contact with material things in the outer world. In institutional life the way to correct this tendency is to take the pupils outside as much as possible and bring as much of the outer world as possible into the institution. The generous appropriation of the thirty-seventh General Assembly for purchasing school apparatus, etc., has been of incalculable value in leading the thoughts of our pupils out into paths which they can never see but which their feet must tread.

Enough has been quoted from the report of Superintendent Hall to make clear his habit of thought in dealing with a problem and also the psychological foundation upon which his work was based. Pupils who lack some of the senses of the normal

pupil tax the teacher's skill to the uttermost. It is only he who can put himself in some fair way in the place of the defective, who can inventory his images and ideas and thus ascertain in some adequate way what fields of experience that are open to the normal child are forever closed to him, who can impose upon the remaining powers those added duties that shall in some way repair the pitiful loss in at least some small way, that should be permitted to deal with these children of misfortune.

What a blessed boon to such prisoners of fate is the ability to read, if that ability is met by books whose words are lifted out of the page and thus answer to the tactile sense! He, therefore, who supplies this essential food for the intelligence is as worthy of honor and praise as he who feeds to the starving body the only elements upon which it can thrive. But these books were scarce and expensive. Was there no way in which they could become abundant and cheap? That was the question that this gifted and philanthropic man sought to answer.

He invented the braille typewriter by which the blind could write their finger words with much of the facility with which the seeing operator produces the familiar page. Thus the flat paper was made to leap into luminous life at the touch of the trained fingers. And he did not patent it and he prevented others from doing the same thing. He gave it to the blind as his contribution to the children of the dark.

But more. He made a stereotyping machine by which the books could be printed upon metal plates and when that was done the production of the books was a small matter. He says:

Through the liberality of the last General Assembly we were provided with funds for the purchase of a printing outfit, and on the 12th day of September, 1891, there issued from our little press the first specimen of "Boston Line" (raised letters) ever printed in Illinois. The type was set and the press operated by pupils. Hundreds of copies of the following appropriate selection from scripture with the appended explanation were printed and distributed among the pupils, and sent to friends interested in this good work:

"And I will bring the blind to a way that they know not; in paths that they know not will I lead them; I will make darkness light before them, and crooked places straight. These things will I do and I will not forsake them.— Isa. 42, 16 (Revised Version)."

"The above is a specimen of the first printing in embossed characters done at the Illinois Institution for the Education of the Blind, Jacksonville, September 12, 1891."

During the year following two hundred sheets were printed every Saturday for distribution Sunday morning. The matter on these was the basis of the exercises at the Sunday afternoon meeting, which all of the pupils most cheerfully attend, and in which many of them take part.

Music is one of the arts in which the blind feel their limitation least. Much, consequently, is made of it in institutions of this character. Those who indicated that they were capable of becoming self-supporting by serving as performers or as teachers were afforded highly superior instruction at Jacksonville. Nor were those who could find in it only a means of enjoyment denied the opportunity of doing the best possible with their precious talent. Now that a suitable printing plant was at their disposal the boys were able to print music as well as books, and it was not long before there was placed at the disposal of the school an excellent library of books and music. The books were printed in "Boston Line," while the music and school exercises were printed in "American Braille." Who can estimate the light that music brought into the darkness of these lives! Mention has been made of the

service in the way of self-support that it rendered many, while piano-tuning is an occupation in which the blind can achieve success as well as the seeing.

Mr. Hall remained at the head of the school for three years. His remarkable success was everywhere admitted. He was known as "The Friend of the Blind." The institution was visited by great numbers of teachers in similar institutions as well as by those who were engaged in the public schools, for the methods employed were full of rich suggestions for all. But there came a November day in which the ordinary majorities failed to materialize and the political complexion of the administration changed. Fearing that the new Governor might need the position with which to pay political debts, countless petitions poured in upon him to spare the school for the blind. They went for naught. Mr. Hall was asked for his resignation and he returned to the superintendency of a city system. He was succeeded by William F. Short.

The institution attracted marked attention by the exhibit prepared and managed with great success at the World's Columbian Exposition. The work of the pupils was a feature of the exhibit in the Manufactures and Liberal Arts Building, but it was surpassed in attractiveness by the active exhibit in the Illinois Building. This was continued for four months, about fifteen pupils being in constant attendance and giving daily exercises in music, reading in line and point print, type-writing, printing, sewing by hand and machine, bead work, broommaking and oral exercises. The children were constantly surrounded by large numbers of interested spectators. The officers of the association awarded a beautiful and highly ornamented silk medal for the meritorious work done by the pupils.

The legislature of 1895 appropriated \$10,000 for the erection and equipment of a gymnasium for the school. It was ready for occupancy by the last of January of the succeeding year. Respecting it Superintendent Short remarks: "Altogether, the gymnasium is the most beautiful, commodious and best equipped of any institution for the education of the blind in our country, and is universally admired by all visitors. It will prove a great boon and pleasure to the pupils for all time to come."

In 1896 Illinois returned to the political fold from which it had unexpectedly strayed in 1892 and Mr. Hall was recalled to the superintendency of the institution.

The school had now an attendance of approximately two hundred and fifty. The estimated value of the buildings and grounds was about \$250,000. The library in embossed characters contained 4,000 volumes. The teachers' library (ink print) numbered some 1,500 volumes. The chapel was equipped with a good organ. There was a good supply of other musical instruments, a little collection of philosophical apparatus, two stereotype-making machines, a good supply of braille and ordinary typewriters, and a complete outfit for printing "Boston Line" and "American Braille."

In 1902 Mr. Hall retired from the superintendency of the school and was succeeded by Mr. Joseph H. Freeman, a highly accomplished and widely known teacher. Mr. Freeman had served as superintendent of public schools for many years, had been Assistant State Superintendent of Public Instruction under three State Superintendents, had himself served in that capacity while filling the unexpired term of the

late Superintendent Inglis, and was a close friend of Mr. Hall. He was especially fitted to follow the retiring officer.

Mr. Freeman remained in charge of the institution for more than four years and was succeeded by G. W. Jones. July 1, 1905, the name of the institution became the Illinois School for the Blind. The attendance has varied from time to time but has for many years been from two hundred to three hundred.

It was not surprising that some interesting cases developed in such an institution. The most remarkable in many ways was that of Emma Kubicek, a deaf-blind girl, who bears some resemblance to Helen Keller. Those who are interested may find an account of her progress on pp. 382-383, of the Illinois School Report for 1900-1902.

THE ILLINOIS SOLDIERS' ORPHANS' HOME.

Before the close of the Civil War it became evident that some provision must be made by the State for the care of children who had been bereft of their fathers by the dreadful destruction of life. The cruel harvest of war leaves only desolation in its train. In January, 1864, there was a meeting in the Bloomington courthouse which was attended by a number of the leading citizens and also by several furloughed soldiers. The purpose of the gathering was the discussion of some provisions for the care and education of the children of soldiers who had given their lives to their country. Col. John McNulta, of the 94th Regiment of Illinois Volunteers, offered a resolution with regard to memorializing the legislature to make a suitable appropriation for the erection of a home for these dependent wards of the State. The motion was seconded by Lieut.-Col. Roe, of the 33d Illinois Regiment, and it was carried unanimously. No sooner did the action of this meeting become known through the State than the sentiment there expressed was heartily approved. In consequence, on the 7th of February, 1865, the legislature, without a dissenting vote, passed "An act to establish a home for children of deceased soldiers." This law was found to be inoperative because of some legal imperfection, and in 1867 it was so amended as to enable the friends of the measure to proceed with their enterprise.

The amended law carried an appropriation of \$70,000 for the erection of a suitable building. There was a fund of \$30,000 in the care of the Governor which was known as the "Deserters' Fund." It had been left in the hands of the Governor by men who had enlisted for bounties and after enlistment had deserted or died without heirs. At any rate it had not been called for. Governor Oglesby gladly added it to the appropriation, thus giving to the proposed measure a fairly generous fund with which to begin operations.

As soon as the commission was appointed, Jesse W. Fell, the "Father of Normal," the man who was mainly responsible for the movement that located the State Normal University at North Bloomington, at once proceeded to effect an organization of the people of Normal and Bloomington with a view to the location of the institution at the former place. Rock Island, Irvington, Springfield, Decatur and Normal were the competitors. Normal was the victor, her bid aggregating something more than \$50,000. Judge David Davis, a very wealthy man, donated sixty-five acres of land adjacent to the village of Normal. The valuation was \$12,000 — a very generous

valuation, as the land could not have found a ready market at that price. The next gift in order of size was that of Mr. Fell, which was at first two thousand acres of land which he listed at \$5 an acre. Presumably it was Iowa land, of which at that time he was a large holder. Be that as it may, he chose to substitute for his land gift \$10,000 in cash, which made his gift the most generous of all, and in proportion to his relative financial ability far the most liberal. But that was like Mr. Fell. It will be remembered that he did not consider any sacrifice too great when he was interested in an enterprise that promised advantage to those who were in need.

Of the remaining subscriptions the largest was that of twenty acres of land by H. P. Taylor, at a valuation of \$2,400, which was not excessive. There were thirty-two donors in all, the C. & A. R. R. being one of them and contributing \$10,000 in freight charges at tariff rates.

While the building was in process of erection a building was rented in Bloomington for a temporary home for the children and Mrs. Mary Merchant was appointed matron. This building was soon filled to its capacity, and as other children were waiting a second building was also secured. This was soon filled, and still the children were asking for help. At the January, 1868, meeting of the Board it was determined to rent a building in Springfield for temporary use. A commodious house was secured near the city and Mrs. Col. S. P. Ohr was installed as matron. This had the same experience as the others and was soon crowded.

The Board of Trustees let the contract for the building as soon as possible and on the 17th of June, 1869, it was dedicated. The cost was approximately \$125,000. The structure is 144 feet long, 72 feet wide and three stories high above the basement. Additional buildings were subsequently erected in the way of a kitchen, a laundry, a boiler house and a school house, some three years later, and after several years suitable cottages to accommodate the increased numbers.

The first matron of the institution, after it was installed in its permanent home, was the lady who was appointed to take charge of the Springfield temporary home — Mrs. Virginia C. Ohr. She remained many years at the head of affairs. Her four daughters were of the greatest aid to her in her arduous task. She was a woman of superior ability and won distinction in her very difficult position.

The commission for the location of the Home consisted of Dr. H. C. Johns, of Decatur; Col. W. Niles, of Belleville; Maj. James W. Beardsley, Rock Island; Col. J. H. Mayborne, Geneva; Col. T. A. Marshall, Charleston. The first Board of Trustees contained nine gentlemen, but it was subsequently reduced to three, a better number for the transaction of the necessary business of such an institution.

Prof. H. C. De Motte, long a teacher in the Illinois Wesleyan University at Bloomington, served for several years as superintendent. Mrs. De Motte acted in the capacity of matron. These two people were well fitted for the care of the children, for they were devoted to their duties, and were qualified in a superior way by education and social culture to make the most of the institution. Unfortunately, the Home was used occasionally as a means of paying political obligations, and changes in the management were sometimes made to reward friends of the administration. George P. Brown, of Bloomington, a prominent educational leader, once visited the

school attached to the institution and discovered that the principal had been selected without regard to her fitness, but, instead, because of her relationship to a member of the Board. He vigorously attacked the policy of sacrificing the welfare of the dependent children to the financial interests of the family of one of the officials and the matter was promptly corrected. This incident occurred many years ago and it is understood that a different policy has obtained in recent political administrations.

For many years the instruction of the children was of the old, abstract sort — book learning. A more enlightened policy was finally adopted. If any children were in need of vocational training it was clear that these boys and girls, who were predestined to self-support, should receive some suitable preparation for the work that awaited them. This need was ultimately recognized.

Major Macauley, a veteran of the Civil War, was the longest in continuous service of the superintendents with the possible exception of Mrs. Ohr. After thirty years and more had passed after the close of the war it was supposed that the school constituency would disappear, but the Spanish war was a new occasion for its service, and orphan children whose claim for charity did not rest on the military service of their fathers were at last admitted.

A number of the children continued their educational effort after leaving the Home and some of them became prominent in military and other service. Many thousands of children were rescued from poverty and started on the way to an admirable citizenship through the ministry of this most beneficent institution.

CHAPTER XVII.

PROFESSOR TURNER AND THE DEVELOPMENT OF
INDUSTRIAL EDUCATION.

IT is interesting to note how frequently history is a sort of modest biography. The way in which a few men have determined the trend of events is a sufficient excuse, if one be needed, for all of the hero worship that the enthusiastic admirers of the great ever manifest. The place of Professor Turner in the development of industrial education can not be told in one brief chapter; a volume would be necessary to do him adequate justice. This is an attempt at a slight appreciation of his contribution to a movement that has slowly gathered headway until it seems probable that it will sweep all before it in its triumphant progress.

Fortunately there has at last appeared a life of this distinguished pioneer, by his daughter, Mary Turner Carriel. There was an exercise of poetic justice as well as of wise judgment when she was chosen by the electorate as the first woman member of the board of trustees of the University of Illinois. The book is but recently from the press and may therefore be assumed to be the latest utterance with regard to his work and by one who is qualified to speak concerning it. The following is mainly from its pages:

Jonathan Baldwin Turner was born in Worcester county, Massachusetts, on December 7, 1805. His father was a farmer and of excellent stock. There were many of his ancestors of whom he could speak with conscious and justifiable pride, for they were active in those stirring times when history was making. They answered to roll calls in the War of the Revolution and reflected honor upon all the bearers of their name. Jonathan came by his adventurous spirit naturally enough; his father was a captain in Shay's Rebellion, which at bottom was the protest of good men and true against what they conceived to be unjust laws.

It was the desire of the family that Jonathan should remain on the home farm, and when he was twenty-one his father gave him the property. But his brother, Asa, had other plans for him and succeeded in bringing the rest to his point of view. In consequence, Jonathan soon found himself at New Haven and preparing for college, although he was already twenty-two years old. Like many another young fellow with a purpose he helped himself through the academy and the college and graduated in 1832. His stock of money must have been small, for hearing that his mother was ill he went to see her on foot although he was obliged to walk one hundred and twenty miles each way.

There are interesting stories of events that tested the strength and independence of his character while he was yet a student, but they may be inferred from the qualities that he displayed in his later life.

The story of the "Yale band" of seven, who in 1827 united to become missionaries to Illinois, has been told. They had been joined later by Edward Beecher, who, in the winter of 1832-3, as president of Illinois College, wrote to President Day, of Yale, for a teacher who had the scholarship and ability to develop into a college professor. Jonathan Turner was selected for the position, President Day offering to excuse him from the examinations and other duties attaching to the close of his work and promising to send his diploma after him. In consequence, the spring of 1833 found him in the "Illinois Country," in the role of a professor at the new college in Jacksonville. There were many hardships to be experienced, but he was equal to them all. Two years later he returned to New England, where he was married to Miss Rodolphia Kibbe. Before the return journey had begun his bride was attacked with typhoid fever. Her recovery was slow and the facilities for transportation were extremely limited. It was a long and trying journey, but at last the destination was reached about in time for the spring quarter. It will not be difficult to imagine the experiences of the young New England bride in her new and trying situation.

Something may be learned of Professor Turner's work at Illinois College from what has been written of the founding and development of that institution. Politically he was an abolitionist, but he was surrounded by a people who were largely pro-slavery in sentiment. As no other political question awakened such bitterness of spirit and such violent antagonisms as the slavery question, he was regarded with great suspicion and looked upon as a dangerous citizen by the friends of that "sum of all villainies." Moreover, he was of the liberal school of thinkers in religious matters, and that was a cross to many a good friend of the college. He once received a letter from a "Friend," in Louisville, Kentucky, who stated that he had recently returned from Missouri, where he had learned that a scheme was on foot among some of the more violent of the slave-holding people to burn the college and kidnap the good professor. Should that enterprise fail he was warned that "a little poison, or a hemp cord on your neck, or a messenger of lead, or a bowie-knife will be certain in their time." It was in this early period that the Mormon question also agitated the minds of large numbers of people, for the new settlement of that faith was not far from Jacksonville. He, of course, could not keep out of anything that looked like a war between decency and vice, so that his life was not likely to be especially tranquil.

Not long after his arrival in Jacksonville he had been admitted to the ministry and for several years served as pastor of the Congregational churches of Waverly and Chandlerville. He found himself unable to accept certain doctrinal views then held quite generally by the churches, and his "heresies" subjected the college, which was under Presbyterian control, to no little criticism. At last the synod deemed it advisable to examine the faculty with respect to their beliefs. This was done in 1844. All succeeded in satisfying the committee except Professor Turner. But he was too valuable a man to be dismissed for a difference of opinion, important as such matters were then considered. It was not a pleasant relation, however, and in 1848 he retired from the institution, "more feeble and broken in health at forty-five than I am now at ninety-one."

It was a trying situation. He was in poor health, was in debt, and had a family consisting of his wife and five children. The regard in which he was held by the students of the college is manifested by a petition signed by a large number of them, requesting him to conduct a Bible class at the Congregational church. This he did for several years and it was liberally attended, as the petition was renewed each year, each signer pledging himself to attend. His fearlessness and frankness are illustrated by the testimony of a listener who happened to be present at a prayer-meeting at which the Fugitive-Slave Law was mentioned. He said: "We are told that this institution of which we are all to become defenders is authorized by the Bible. Well, if this is the Bible I say take away the Bible. We do not want it. Give us the Book of Mormon, the Koran, the Hindoo Shasters. Anything is better. But, thank God, this infamy is not from the Bible."

After resigning the chair of belles lettres and literature, which he had occupied so long, he was at loss, at first, as to an occupation. He finally decided to take up horticulture and Osage orange culture. This decision was of momentous importance to the future history of the State, for he was thus identified with its primary interests in a way that he probably would not have been if he had entered any other calling.

Nothing was more natural than that Professor Turner should interest himself in public education. As early as 1834 he writes: "I determined to spend the vacation looking into the state of common schools in Illinois. I have been absent about seven weeks, have visited some dozen or fifteen counties, and delivered public addresses in all the county seats and principal villages.

"The result is that in all of the counties I have visited, and many others to which I have written, they have resolved to call county meetings and to elect delegates to the State convention to be held in Vandalia next December to discuss the subject of common schools and to lay the subject before the legislature and the people. My success has been better than I expected and I hope great good will result." He attended all important gatherings of teachers and lent his great abilities and energies to the promotion of popular education, an interest which was very dear to him.

It was in 1850, however, after twenty years of advocacy of general education, that he first appeared in a public way as the special advocate of a State University for the Industrial Classes. The idea of combining labor and learning was not new. As has been said in these pages, there were many charters granted in the first decade of statehood to institutions that proposed to unite agriculture and the pursuit of learning. But the studies which occupied the attention of the students were the old subjects of the classical curriculum, which had come down from the seventeenth century and that formed the substance of all courses of study. The labor was intended as a means of support for the students and not as an element in their education. It was because of this fatal defect that the few that came into actual existence soon perished for lack of students.

In May of 1850, he was president of the State Teachers' Institute, which held its annual session at Griggsville. In his address he formulated his plan for a real university whose function should be the education of the industrial classes in the arts in which they were engaged, and it covered not agriculture alone but all other

industrial occupations and in all of the States of the Union. In this address he said: "Some here will recollect that a few years ago I delivered an address to you here in this place, the first that I ever did deliver on industrial education. For several years the advocates of that scheme were branded in the public prints with all sorts of opprobrious epithets by the long-eared guardians of our faith, our morals and our civilization. We were denounced as ruthless and visionary agitators and outlaws. The bill for richly and appropriately endowing such institutions, involving millions of money, is now favorably and hopefully before Congress, and great sovereign States are disputing through the press about the honor of having originated the scheme. It is my own firm belief that you are the first people in the Union, and the first in the civilized world, that ever gave to that scheme a warm, earnest, and decided support. Certainly the reception you gave it led me first to regard it as practically hopeful as well as truly needful."

This Griggsville address, "which gave the first impetus to the movement that established the great State land-grant universities of this country," is given in full in the book from which this material is drawn.

Those interesting funds of which so much has been said in these pages must not be forgotten. They were in the minds of all advocates of educational institutions. The existing colleges were reaching for them. If they could have had their way there would have been a slicing up of the precious grants among a hungry lot of so-called higher schools, although there would have been but a half mouthful for each. And that would have been done but for a few large-minded men like Professor Turner.

In the little county of Putnam — the smallest county in Illinois — there has been from very early times a highly intelligent group of people. An agricultural society had been organized there which was known as the Buel Institute. One of its functions was to hold an annual fair. On this occasion in 1851, it was determined to hold a Farmers' County Convention in November, "To take into consideration such measures as might be deemed expedient to further the interests of the agricultural community, and particularly to take steps toward the establishment of an Agricultural University." Of course Professor Turner was invited. The meeting has become historic and is known as "The Granville Convention."

It is conceded to be the birthplace of the industrial education movement in Illinois, for, unlike the Griggsville meeting, it was called for that express purpose. Professor Turner was there and took an active part. The importance of the meeting was seen by the members and he was selected to prepare a report of the proceedings for publication, for he gave the Griggsville address of the year before. This he did, and the convention ordered a thousand copies printed for distribution and provided for the publication of the same in the *Prairie Farmer* and in other papers of the State.

Professor Turner was made chairman of the committee on business. At the second session of the convention he reported an order of business under the form of a series of resolutions, three of which follow:

Resolved, That as the representatives of the industrial classes, including all cultivators of the soil, artisans, mechanics, and merchants, we desire the same privileges and advantages for ourselves,

our fellows and our posterity, in each of our several pursuits and callings, as our professional brethren enjoy in theirs; and we admit that it is our own fault that we do not also enjoy them.

Resolved, That in our opinion, the institutions originally and primarily designed to meet the wants of the professional classes, as such, can not, in the nature of things, meet ours, any more than the institutions we desire to establish for ourselves could meet theirs. Therefore,

Resolved, That we take immediate measures for the establishment of a university in the State of Illinois especially to meet those felt wants of each and all the industrial classes of our State; that we recommend the foundation of high schools, lyceums, institutes, etc., in each of our counties, on similar principles, so soon as they may find it practicable to do so.

A committee consisting of members from ten of the counties of the State was appointed to issue a call for a convention to be held at Springfield in the early part of the next session of the legislature unless thought advisable to go elsewhere. The Governor was solicited to include in his call for a special session, should such a session be called before the regular session, the objects of this convention.

As was to be expected, the press was divided on the policy of the convention. Professor Turner's home paper criticized him for his attitude. His replies to such criticisms are fine reading. He had many letters of encouragement, however, from such leaders in agriculture and horticulture as C. R. Overman, of McLean county; Oaks Turner, of Hennepin, and others, including Representative L. D. Campbell, of Ohio.

The convention was held at Springfield, June 8, 1852. Professor Turner was made temporary president and W. H. Powell, secretary. The general public was admitted by courtesy and, in consequence, many enemies of the movement were thus privileged to be present and to participate in the debates.

"Guests by courtesy" took possession of the meeting and, by preconcerted plans, attempted, by ridicule and sarcasm, to break it up. Not knowing that Professor Turner was present, or forgetting that he was a university graduate, they hurled at the audience a volley of questions relating to abstract and classical subjects, thinking that no one in the audience would be able to answer them, and that in the confusion and mortification of their ignorance they would prove their unfitness to organize or to conduct an educational institution. Professor Turner arose in his seat and respectfully answered all questions. When he returned the compliment by asking them the practical questions of the day, which they could not answer without convicting themselves of incompetency, and when they had been utterly confused and confounded, he turned upon them and in the most scathing language depicted their ungentlemanly conduct as guests of an organization to which they had been invited, until they were glad to take refuge in flight, amid the laughter and jeers of their intended victims.

The enemies that so interfered with the success of the meeting were representatives of the colleges. They regarded themselves as alone competent to manage educational institutions and desired to become the trustees of the State funds. They never succeeded, however, in winning the confidence of the classes in interest and were opposed by them at every step in the whole proceeding.

Although the convention fell far short in its results of what had been hoped for it, the memorial to the legislature was prepared and issued. It is presented herewith:

ILLINOIS INDUSTRIAL CONVENTION.

Memorial of the Industrial Convention to the Senate and House of Representatives of the State of Illinois.

The convention of the friends of the Industrial University, proposed to the consideration of the people of Illinois by the Granville convention, whose report is alluded to in the message of the Gover-

nor of the State, beg leave to submit to the consideration of the senators and representatives of the people, the following memorial:

But three general methods have been proposed for the use of the College and Seminary Funds of the State.

1. The *perpetual continuance* of their use for common-school purposes is not seriously expected by any one, but only their temporary loan for this noble object.

2. The equal distribution of their proceeds among the ten or twelve colleges in charge of the various religious denominations of the State, either now in existence or soon to arise and claim their share in these funds, and the equally just claims of medical and other institutions for their share, it is thought by your memorialists, would produce too great a division to render these funds of much practical value either to these institutions or to the people of the State. Nor do they consider that it would make any practical difference in this regard, whether the funds were paid directly by the State over to the trustees of these institutions, or disbursed indirectly through a new board of overseers or regents, to be called the University of Illinois. The plan of attempting to elect by State authority some smaller number of these institutions, to enjoy the benefits of the funds, on the one hand, to the exclusion of the others, or attempting to endow them all so as to fit them for the great practical uses of the industrial classes of the State, we trust your honorable bodies will see at once to be still more impracticable and absurd, if not radically unequal and unjust in a free State like ours.

3. Your memorialists, therefore, desire, not the dispersion by any mode, direct or indirect, of these funds, but their continued preservation and concentration for the equal use of all classes of our citizens, and especially to meet the pressing necessities of the great industrial classes and interests of the State, in accordance with the principles suggested in the message of His Excellency the Governor of the State (A. C. French) to your honorable bodies; and also in the recent message of Governor Hunt of New York to the legislature of that State, and sanctioned by the approval of many of the wisest and most patriotic statesmen in this and other States.

The report of the Granville convention of farmers, herewith submitted and alluded to, as above noticed in the message of our Chief Magistrate, may be considered as *one*, and as *only one*, of the various modes in which this desirable end may be reached, and is alluded to in this connection as being the only published document of any convention on this subject, and as a general illustration of what your petitioners would desire, when the wisdom of the Senators and Representatives of the people shall have duly modified and perfected the general plan proposed, so as to fit it to the present resources and necessities of the State.

We desire that some beginning should be made, as soon as our statesmen may deem prudent so to do, to realize the high and noble ends for the people of the State proposed in each and all of the documents above alluded to. And if possible on a sufficiently extensive scale to honorably justify a successful appeal to Congress, in conjunction with eminent citizens and statesmen in other States, who have expressed their readiness to cooperate with us, for an appropriation of public lands for each State in the Union for the appropriate endowment of universities for the liberal education of the industrial classes in their several pursuits in each State in the Union.

And in this rich and, at least, prospectively powerful State, acting in cooperation with the vast energies and resources of this mighty confederation of united republics, even very small beginnings, properly directed, may at no very remote day, result in consequences more wonderful and beneficent than the most daring mind would now venture to predict or even to conceive.

In the appropriation of those funds your memorialists would especially desire that a department for Normal School teaching, to thoroughly qualify teachers for county and district schools, and an appropriate provision for the practical education of the destitute orphans of the State, should not be forgotten.

We think that the object at which we aim must so readily commend itself to the good sense and patriotism both of our people, rulers and statesmen, when once clearly and fully understood, that we refrain from all argument in its favor.

We ask that *one* institution for the numerous industrial classes, the teachers and orphans of this State and of each State, should be endowed on the same general principles and to the same relative

extent as some *one* of the numerous institutions now existing in each State for the more especial benefit of the comparatively very limited classes in the three learned professions. If this is deemed immoderate or even impracticable, we will cheerfully accept even less.

As to the objection that States can not properly manage literary institutions, all history shows that the States in this country, and in Europe, which have attempted to manage them by proper methods, constituting a vast majority of the whole, have fully succeeded in their aim; while the few around us that have attempted to endow and organize them on *wrong* principles, condemned by all experience, have, of course, failed. Nor can a State charter originate railroads, or manage any other interest, except by proper methods and through proper agents. And a people or a State that can not learn, in time, to manage properly and efficiently all these interests, and especially the great interest of self-education, is obviously unfit for self-government, which we are not willing as yet to admit in reference to any State in the Union, and least of all our own.

With these sentiments deeply impressed on our hearts, and on the hearts of many of our more enlightened fellow citizens, your memorialists will never cease to pray your honorable bodies for that effective aid which you alone can grant. Respectfully submitted, by order of the Committee of the Convention,

J. B. TURNER, Chairman.

If any apology were needed for the incorporation of the foregoing memorial in these pages it would be furnished by the extreme importance of the subjects thus urged upon the attention of the lawmakers and the remarkable results that followed in their own time.

And now the movement was on foot. The Illinois Congressmen, representatives in the main of an agricultural people, saw the tremendous possibilities of such a scheme. Richard Yates, then in Congress, was at once attracted by a measure of such commanding statesmanship. He was the personal friend and admirer of Professor Turner, having been his pupil at Illinois College. He presented the Granville address to the National Agricultural Convention held in Washington and had it referred to a suitable committee, of which Senator Douglas was a member.

On November 24, 1852, another convention was held, meeting in Chicago. It was there that the Industrial League of Illinois was formed. It received a charter from the legislature the next year. It kept before the people the subject for which Professor Turner and his friends were fighting. That it was well done there can be no doubt, for he was the principal director. The convention also "*Resolved*, That this convention memorialize Congress for the purpose of obtaining a grant of public lands to establish and endow industrial institutions in each and every State in the Union." Professor Turner's Granville plan was called for and was discussed section by section and heartily approved.

"It was also voted unanimously that a department for the education of common-school teachers be considered an essential feature of the plan."

And now the papers were kept busy with reports of what had been done and what was hoped might be done, this master spirit guiding the whole discussion, and constantly contributing with his own pen. The fourth convention was held in Springfield on the 8th of January, 1853. Professor Turner was instructed to prepare another memorial to the legislature, which he did in his characteristic way. It was signed by Bronson Murray, President of the Industrial League, but there was no doubt of its authorship. The essence of the petition prayed the Senate and House of Representatives to memorialize Congress to appropriate to each State an amount

of public lands, not less in value than \$500,000, for the endowment of a State University in each State. The legislature granted the petition and instructed the Senators and Representatives in Congress to do all in their power to secure the passage of a bill embodying the Turner idea. Moreover, messages were sent to the Governors and legislatures of all of the States inviting their cooperation.

And now Professor Turner took the field, giving addresses, writing letters to prominent men, besieging the leading papers, and doing all that his tireless enthusiasm suggested to carry his point. We have seen what became of the Normal school scheme of which he was so fond.

But such intense activity could not continue long without a severe penalty. His eyes resented their abuse and for months he was obliged to sit in a darkened room, the slightest ray of light causing excruciating pain. In these months of suffering he appeared again and again, being led to the platform with his poor eyes heavily bandaged. The ranks were slowly but surely filling with converts to his great and all-absorbing plan. In 1854 the legislative resolution reached Congress where it was introduced by Representative Washburne. Mr. Yates wrote Professor Turner to prepare the bill and send it to him for introduction. He did so, but Mr. Yates was not reelected that fall, so there was another period of waiting. He appealed to Senator Trumbull and won his allegiance to the measure, but the Senator advised delay, as it was now 1857 and the Kansas troubles were on. Meanwhile Justin S. Morrill had entered Congress. He was the man to whom the friends of the measure now turned. The results justified their confidence. The bill was introduced December 14, 1857, but the Committee on Public Lands was unfriendly. He modified it and reintroduced it again April 20, 1858. It failed in the House, so he introduced it again the next year. It succeeded this time in getting through the House but failed in the Senate. In 1859 it was again introduced and passed both houses, but was vetoed by President Buchanan. These were discouraging experiences, but there was no thought of giving up the fight.

"Before the campaign of 1860, when Mr. Lincoln was nominated, Professor Turner, talking with Mr. Lincoln at Decatur, told him that he would be nominated for President at the coming convention and afterward elected. 'If I am,' replied Mr. Lincoln, 'I will sign your bill for State Universities.' A little later Stephen A. Douglas met Professor Turner and assured him, 'If I am elected I will sign your bill.'"

Mr. Douglas had no occasion to leave the Senate for the White House, but in 1861 he wrote Professor Turner for his plan and for the history of the whole movement, declaring it to be "the most democratic scheme of education ever proposed to the mind of man." The letter was elaborately written and sent to be mailed, but the bearer returned with it for the wires were thrilled with the shocking intelligence of the death of the distinguished Senator. "In grief and disappointment the letter was thrown into the waste-basket." But it is always darkest just before the dawn, it is said. At any rate, Senator Morrill reintroduced the bill the next year, it passed Congress and Mr. Lincoln signed it.

And thus the battle was fought and won. The University would now come as a matter of course. We have seen something of how it at last made its bow and began its noble work.

Professor Turner was to live for thirty-seven years longer, and thus to enter into the full enjoyment of his superb triumph. We shall hear of him again in connection with other service to the State. He died on the evening of January 10, 1899, having passed his ninety-third birthday. He was not ill for a single day. The call came so suddenly that there was no pain. He was at his supper. His friends were about him. There was a look of wonder in his face and then he fell asleep.

He illustrates in the fullest measure what one capable and devoted man can do for a great cause. When those are selected, who are to live forever in the Hall of Fame which Illinois is building for her benefactors, Professor Turner will come to his own. The deft worker with the hand, because he is also the deft worker with the brain, will celebrate his emancipation from the shackles of stupid laboriousness by gratefully crowning with a chaplet of laurel the colossal effigy of the man who, more than any other, helped to join in indissoluble bonds Learning and Labor.

Professor Turner viewed with great satisfaction the founding of the University of Illinois. He saw therein the possible realization of his fondest hopes for the amelioration of the condition of the laboring man. But it is more than probable that he experienced some disappointment in the slow evolution of the agricultural department. The farmers were very reluctant to avail themselves of the opportunities offered by the new institution. For several years the department of agriculture had but a handful of students. If they would not come to the university for extended courses perhaps they would come to a brief course in which the most practical instruction would be furnished. Thus thought Dr. Gregory, the Regent, as early as 1868. In that year he advertised the first Farmers' Institute of which there is any record, at least in Illinois. It was a four days' session and began January 12, 1869. There were lectures on soils and their management, on grass, wheat, corn, potatoes, root crops, orchard fruits, grapes, small fruits, breeds of cattle, horses, swine, sheep and the sciences involved in the various aspects of agriculture. The editor of the *St. Louis Journal of Agriculture* said of the meeting: "Thus was inaugurated a new and probably important movement in western agricultural education and improvement. Regarding it as an experiment, it may be safely recorded as resulting successfully. The lectures and discussions were attended by the students of the University, seventy or more in number; quite largely attended by the citizens of Champaign and vicinity, and there was a goodly number from various parts of the State. The lectures were, most of them, of an eminently practical character and the discussions lively and interesting."

The succeeding year the University held three institutes elsewhere; in 1871, four were held under its auspices, in 1872 five and in 1873 eight. Since the last date there have been no institutes held by the University except within its own buildings. In 1875 it was "*Resolved*, That the corresponding secretary be authorized to arrange for farmers' institutes without expense to the University, and to call upon its professors for such services as lecturers as they may be able to render without detriment to their classes, provided that the traveling expenses of such professors and lecturers shall be paid by the localities benefited by such institutes, or without charge to the University."

For some reason the University and the farmers did not get on well together,

so the farmers did what they could in the way of keeping the institutes alive. Beginning in the early eighties the State Board of Agriculture was instrumental in reviving the institutes. Two were held in 1882 under its direction, and the number increased from year to year, thirty-three being held in 1887. In 1889 the General Assembly made its first appropriation for the support of farmers' institutes, \$100 being voted to each congressional district, to be expended under the directions of the State Board of Agriculture. In 1891 there was an appropriation of \$50 made to each county to be used for a farmers' institute, the money to be expended by the local association of farmers.

An act creating the Illinois Farmers' Institute was passed in 1895, being approved by the Governor on the 24th of June. The Institute consisted of three delegates from each county of the State, to be elected annually at the county institute by the members of that body. The governing body consists of a board of directors, five of whom are members *ex officio*, and one member is elected from each congressional district in the State by the delegates from the district at the annual institute. The term of the elected members is two years. The members first selected from the even-numbered districts served for one year; after that all served for two years. Thus half of the elected members were chosen each year. The members *ex officio* are the State Superintendent of Public Instruction, the head of the department of agriculture in the State University, the president of the State Board of Agriculture, the president of the State Horticultural Society, and the president of the State Dairymen's Association.

It was but a stepmothering that the State gave to the Institute at the start. The statute gave it a form of organization but no money with which to pay its expenses. The members were therefore obliged to foot the bills out of their personal resources. They accepted the situation and went forward with their meetings. The first session was held in Springfield, beginning January 7, 1896. Since that time there have been annual sessions of the Institute. The act of 1895 provided for the publication of the annual reports. In 1897 an appropriation of \$7,000 was made for the annual institute and an appropriation of \$50 for each county institute. Two years later the appropriation for the Institute was increased to \$8,000, and \$70 was allowed to each county institute.

In 1901 an additional appropriation of \$2,500 was made for the purchase of books and for the support and management of the Farmers' Institute Free Libraries. There are about forty-five volumes in each library, and they are properly boxed for transportation, and rural communities may avail themselves of their free use. If a community desires the use of one of these libraries it may secure it for six months by paying the express from and to the distributing point — Springfield.

In 1903 the General Assembly treated the Institute generously, providing \$70 for an institute in each county, \$2,500 for free libraries, \$2,000 per annum for a secretary, and \$7,500 for the expenses of the annual meeting of the Institute. The appropriations aggregated approximately \$20,000.

As soon as the Farmers' Institute was in working order it realized its dependence on the University for expert lecturers. It therefore became an extremely active propagandist for the development of the College of Agriculture. The University

and the Institute have now worked hand in hand for several years, each finding its most valuable ally in the other.

It is in the report of 1904 that Mr. Frank H. Hall's name first appears as superintendent of institutes. He then entered upon that memorable career in agricultural education with which the people of Illinois are familiar. He was a Maine man, born in 1841, served in the army, and in 1864 began to teach school, a calling which he followed without interruption for thirty-eight years. In 1866 he came to Illinois and secured the principalship of the schools of Earlville, a village in La Salle county. The patrons of his school discovered that something unusual was going on over at the schoolhouse. And they were not mistaken; a very unusual man was there and very unusual work was on with the children.

In his schools there were just two grades of papers — "perfect" and "not perfect." He taught his pupils how to think — how to help themselves. The higher the goal the more eager they were to reach it. He proved to them that perfection was possible. When a pupil had made one perfect paper and had experienced the feeling of having done a thing exactly right, he was in possession of an ideal that would cling to him in every walk in life. Thus, not only school lessons but life lessons were learned under this master. Even the little children whom he taught their first lessons in the "three r's" felt the force of his personality throughout their lives.

Here is a letter that one of the Earlville children, now a physician, wrote to Mrs. Hall after the master's death:

I counted him one of the best friends I ever had. He taught me how to read, and that is the key that will open the way to a liberal education for any boy who has a desire for it. I remember well when he came to Earlville and took up the work in a school that had quite a number of boys just home from the army. They were hard to control, but he was a born instructor, and knew exactly the things to teach that would be necessary for the life-work to come. He made pretty good boys out of pretty bad timber, or at least timber hard to work and to fashion into good citizenship. Thousands of times have I made use of the various things that he taught me, to my profit, my enjoyment, and my satisfaction.

While in Earlville he was married to Miss Sybil E. Norton. One son was born to them while they were there.

In 1868 he was selected out of thirty-five applicants for the superintendency of the schools of West Aurora. He remained in that position for seven years. And he was far more than a classroom teacher; he was a real superintendent in that he took his teachers in hand most sympathetically and most efficiently, and won their unfailing gratitude for the genuine help that he gave them. They not only learned how to teach under his tutoring, but they also caught the infectious enthusiasm that characterized him to the close of his life.

It was in 1875 that a few intelligent farmers at Sugar Grove conceived the idea of a rural school that should especially deal with the problems of rural life. The leadership in the movement is accorded to Thomas Judd. It is no small honor to have started a movement that is now making headway under the name of the consolidated school propaganda. There was but one way to carry on the enterprise, and that was for those interested to put their hands in their pockets and make up what was needed above what could be secured by taxation. So they put up a school building on the prairie seven miles to the west of where Frank Hall was teaching,

and asked him to manage the scheme. They called it "The Sugar Grove Normal and Industrial School." It seemed to him a great opportunity to do what he had dreamed about and he accepted the call. This was in 1875. Mr. Judd was so deeply interested in the experiment that he added certain necessary features to the equipment. A boarding-house was indispensable, as were places for the shelter of the horses and the vehicles by which the day pupils reached the school. The success of the venture was at once assured.

What was taught? Why was this school so popular? Life lessons were taught. Knowledge was sought not that it might be hoarded but that it might increase its possessor's personal power — strength — independence which is born of power — world-force. Frank Hall did not think it necessary to study one thing for discipline and another for necessary facts. As well might the farmer require his men to exercise four hours a day in the gymnasium to develop the muscle necessary to pitch off a load of hay, as for the student to study the euphonic changes of the Greek verb that he might have the mental vigor necessary to master chemistry and physics. He believed it a waste of time to store a pupil's mind with facts, which in all probability that pupil would never be able to use in his daily work. Teach him where to find facts which he needed to know — and teach him to think — that was all. Useless intellectual possessions would never give any great amount of satisfaction to the owner of them. This does not mean that he did not believe in the "arts." Knowledge that would contribute to the world-happiness belonged in the same category with knowledge that contributed directly to utility — utility included happiness and happiness included utility. Knowledge which could be made a basis of action was the knowledge which each pupil should seek. Knowledge that "would bring in gold" was not so mercenary as it sounded. With the gold one might buy food and clothes and books and papers.

As the schoolmaster himself said:

"We learned to use the milk-tester and we read Shakespeare.

"We investigated the subject of cattle-raising and we studied Virgil.

"We learned how to raise hogs and reveled in the beauties of Homer.

"We studied the subjects of grasses and hay and mastered cube root."

This was a school in which the pupils put into immediate practice in a concrete and sincere way the knowledge that they acquired in the school. They did not play at reality. They studied agriculture in order that they might improve the crops that they raised on the school farm. And so it was with all of the rest.

And by the side of his school the master ran a department store. The old-fashioned country store was the original department store. And his wife helped him in the management of it. He was also the postmaster, and he managed a lumber yard and a creamery, and he was a township trustee. It is said that he was a bit too indulgent to make the store a financial success, but the customers profited by it if he did not always come out ahead.

It was while he was at Sugar Grove that he became greatly interested in the political questions that were agitating the public mind. It is not necessary to review the issues that divided men in the campaign of 1878. Reference has already been made to his part in the campaign of that year. He was a candidate for the office of Superintendent of Public Instruction, being the nominee of a fusion party composed of Democrats and Independent Reformers, but he was defeated. There were greater things for him to do than he could have accomplished as an office-holder. He was nominated by the same party four years later and with a similar result.

In 1887 he left Sugar Grove and took charge of the school at Petersburg. He

remained there but a single year, as he was recalled to West Aurora in 1888. He was especially fond of that community and returned to his old friends and neighbors with great delight. One of the members of his board at Petersburg was also a member of the board of trustees having in charge the school for the education of the blind, at Jacksonville. He determined that if it were a possibility Mr. Hall should go to that institution and take charge of those unfortunate wards of the State. In 1890 he succeeded in carrying out his plan and the Aurora board reluctantly released him.

And now Mr. Hall entered upon a work that gave him a national and an international reputation. He was peculiarly fitted for such a task. His warm sympathies for the sightless children stirred him to the supreme effort of his life. His remarkable insight into the nature of the educative process and of the conditions under which the mind performs the miracle of learning gave him such a professional preparation as the members of what are called the learned profession acquire or deem necessary to be acquired before engaging in their practice. His experience at Sugar Grove had remarkably equipped him with skill in the use of manual occupations for educative purposes. Moreover, he had a gift at mechanics. He could not only handle machinery, but he could invent tools that lightened labor.

What a wonderful meeting it was of the man and the occasion! He turned to his problem with a delight and a passion that meant wonderful things for the children. The first problem that presented itself was the limitation that came with absence of sight. "Of what are these children capable?" he asked himself. He studied blind children in order that he might put himself in their place. He went to similar institutions to discover what had been learned about them and what had been done for them. When he had made up his mind as to what they were capable of doing best he built his course of study on that line. His biographer, from whom these quotations have been mainly selected, says:

He secured teachers competent to teach in all literary and musical branches, mattress-making, hammock and horse-net making, broom-making, piano tuning and repairing, sewing, chair-caning and bead work. He inspired pupils with a desire to do their work well — not to be satisfied with work *fairly* well done — *not* to be content with a piece of work of which people would say, "Isn't that wonderful to be done by the blind?" They found that in certain kinds of work they could make "perfect papers" just as well as their seeing fellows, and nothing less than perfect satisfied them.

It was a new thought to the blind that they could become self-supporting and that they could forget their misfortune in the joy of work. They were no longer condemned to irksome idleness. There were tasks that the world was glad to pay for and that one was not incapacitated from performing by the denial of sight.

But the books! How were they to push into the world of letters except through the aid of the reader's voice? Book production for the blind was so expensive that very few of them were available. How could this perplexing difficulty be overcome so that the blind child might have his book of raised letters as the seeing child had his book of visible words?

He studied the three kinds of raised print used by the blind the world over — decided which print was the simplest and most easily adaptable, and then began putting his inventive genius at work upon a machine that should be to the blind what the typewriter is to the seeing — even more than this.

And thus there was worked out for the blind the Braille-writer. The making of books was now easy. All that was needed was a writer that would stereotype on metal and then the "plates" were ready for the printer. Similarly he invented a map-machine and it was like opening the eyes of the blind. With the writer they could communicate with their absent friends or make a record of what they wished to preserve. With the stereotyping machine it was only necessary to write the page of a book on the metal sheet, put it on the press, and there is so much of the seeing child's book ready for the marvelous fingers of the blind.

Why did he not patent it? Because he was Frank Hall. He made an arrangement with the manufacturers so that these machines could be furnished to the blind everywhere for \$13 and to his own pupils for \$10.

In 1893, when at the World's Columbian Exposition, Helen Keller was introduced by her teacher to Frank Hall. She made the perfunctory response, "How do you do, Mr. Hall?" Her teacher said to her, "This is the Mr. Hall that made your Braille-writer," and instantly Helen Keller's arms were around his neck and her lips kissed his cheek. This in itself more than paid him for the invention of the Braille machines, and he could never tell of this little incident without tears in his eyes.

It is not surprising that there was a touching memorial meeting at the school for the education of the blind after he had passed away.

Although ardently devoted to his work with the blind children he had by no means lost his interest in public-school work, and so he went back to it with the old passion. Waukegan needed a superintendent. Some of Mr. Hall's friends heard of the position and wrote the board about him. One said, "Do you want a man whose coming to you would mark an epoch in the life of the town so that thereafter you would count events as occurring before or after his arrival? If so get Mr. Hall, and get him at once." After the reading of two or three such letters from men who were known to at least one of the members of the board, one of them said, "Mr. President, I move that no more of those letters be read and that Mr. Hall be employed without further ceremony." And it was done. Whether the friend's prediction was a true prophecy or not may be inferred from the following incident: At the close of his second year he was offered an advance of \$800 a year to take the superintendency of the Joliet schools. He consulted with his board and they told him that he must not go, and that they would meet any offer. He agreed to stay, but declined an advance as he believed Waukegan unable to pay more than the \$2,000 that he was then receiving. The Board entered a protest, but he was persistent and made it a condition of his remaining that he should receive only his previous salary. The Board at last seemed to acquiesce, but just as they were about to adjourn a member moved that he receive an additional salary of \$800 for work done in the high school. He tried to speak, but was declared out of order by the president. The motion was unanimously carried and the Board at once adjourned. The next year, however, he made the school a present of a \$300 stereopticon and views, so that he came near having his way after all.

He spent four happy years at Waukegan. At the end of that time there came a change of administration at Springfield and he went back to the children at Jacksonville. If there was ever a defense for imitating the policy of the executive that dismissed him it was to be found in this action of Governor Tanner.

He remained at Jacksonville until 1902. Feeling himself hampered by the policy of the administration he resigned and took up his permanent residence at Aurora. But he was not to be permitted to retire from the service of the public. There is at Winchester a man whose physical proportions are a type of his mental endowments and of his interests in agricultural education. He is a wealthy farmer who works his land under the guidance of scientific principles. His name is A. P. Grout. It is a familiar one to the Farmers' Institute people. He has for several summers offered a free course of lectures on matters pertaining to the farm to a group of boys, and they have gladly availed themselves of his generosity. He was determined to bring the talents of this master of the teaching art into the service of the farmers and, as a consequence, Mr. Hall was first appointed secretary and shortly after superintendent of the State Farmers' Institute. He continued at this work until his failing health necessitated his resignation, which took place in 1910.

From what has been written here what he did in his new position may be inferred. It was the first time in the history of the State that a highly accomplished teacher had occupied such a relation to the men and women who were tilling the farms of Illinois. He went from one end of the State to the other, organizing gatherings of farmers, putting into these meetings the strongest specialists of the University staff, making countless addresses himself, pleading, exhorting, stimulating in all ways at his command the growth of a scientific spirit among the farmers. It was a great career.

But he was not strong enough physically for so arduous a life. A rash exposure in order that he might meet an engagement brought with it a severe cold from which he could not rid himself. It was the beginning of the end. Slowly his strength failed. The friends who went to sit with him in his sickroom could not mistake the indications that pointed to an early closing of his remarkable career. He crossed the line into the new year of 1911, but two days later he passed away.

There is scant room in this history to do him anything approaching justice. The memorial sketch prepared by his children and dedicated to the gentle woman who was his life companion reveals the spirit that always moved him. It is an exquisite tribute to a noble character.

During his sickness letters from loving friends poured in upon him. They would fill a volume. What an infinite consolation they must have been to him! After he had gone organizations and organizations passed resolutions recounting his services and expressing sincere sorrow at his untimely death. His wife and family received from every source letters of the warmest sympathy.

His funeral was held at the New England Congregational church in Aurora on January 5. It was conducted by Rev. Orville Petty. Four of his long-time friends spoke briefly. Orville T. Bright, Assistant Superintendent of the Public Schools of Chicago, told of the first meeting with him, thirty years before, and of the great demand for his services as an institute conductor. The acquaintance begun there ripened into a most affectionate intimacy. "At one time I brought more than half of the teachers of my own school to get the inspiration of his school at Aurora. He told me he thought of going to Jacksonville and I had a long talk with him about it, and I wondered how he, a schoolmaster, the same as I in some ways, could think

of teaching the blind. He said, 'Bright, I believe that I can do it!' How he did do it I will not pretend to say. Nobody can describe his work, his inspiration, his success. Nobody could see him with a class or with an audience of blind children and men and women without tears of gratitude that such a man lived and taught. It was wonderful! The fame of the instructor of the Jacksonville institution was not confined to Illinois, not confined to the United States, it spread all over the civilized world, and it was because he knew how to teach, the greatest thing any man or woman can know."

Mr. Bright sketched his work at Waukegan and his later service to the farmers. "He has the gratitude of the children he taught, the gratitude of the teachers he has helped, up and down the State; the gratitude of the blind children whom he helped into greater happiness; the gratitude of the farmers whom he assisted to a more rational life. Is it too much to say that Frank Hall as a great citizen of Illinois, judged by any standard which we may set up, occupies a place most unique?"

President Alfred Bayliss, of the Western Illinois State Normal School, said that he had been "A disciple and follower, though often at a great distance, for more than thirty years; indebted more to him during most of that time than to any other for suggestion and inspiration.

"Whether at Sugar Grove, revolutionizing the chief industry of a township with a dollar's worth of test tubes; at Petersburg, introducing the simple device of 'Supplementary' books in teaching little children to read; here in Aurora, as so many of you remember him well; in Jacksonville, in the unsurpassed work which gave him the world-wide title of 'Friend of the Blind'; in those fruitful four years at Waukegan pending his recall to Jacksonville, or in these last strenuous years of mediation between the scientific farming of the experiment stations and the practical farmers, Frank Hall was always a leader — a superb teacher of teachers.

"As such his strength was due to the same qualities that made him great as a man. He had an almost prophetic clearness of vision, great skill in exposition, courage to state the truth as he saw it, and that prime quality of great hearts, patience to wait for those who could not at once see what he saw. . . . He seemed to have adopted or wrought out for himself, that fine notion of Carlyle's about human dignity: There are two men to honor and no third — the hard-handed, weather-beaten craftsman, whose reward is so often scarcely more than the indispensable daily bread, and the toiler for the spiritually indispensable, the bread of life. These two dignities he combined as few of us succeed in doing, and thus approached the highest possible expression of humanity."

Prof. Fred H. Rankin, of the University of Illinois, had been closely associated with him in his work in the Farmers' Institutes. These are a few brief quotations from his address:

"Nature makes no duplicates of men like Frank H. Hall, scholar, educator, author, inventor and farmer; he saw with clearer outlook and broader vision than most men the undeveloped possibilities of American agriculture and the opportunities for the citizen farmer. . . . He loved the land and the things of country life even as the poet loves nature or the artist loves form and color. He thought clearly and

saw the tremendous economic consequence of right and wrong educational policies when given application to the productive industries, more especially agriculture.

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“To develop the agriculture of the country, to make farm life pleasant, to educate the farm boy and the farm girl to a better conception of the manifold advantages of farm life, to impress upon the country the value of science in agriculture, all this and more made up the life-work of this good man whose influence extended far beyond the borders of our State, and which is, to my mind, the chief asset that he has accumulated and which has made his life an exemplification of Dr. Johnson’s motto — ‘Tis better to live rich than to die rich.’ He loved his friends, he loved men and men loved him.”

The fourth speaker was President John W. Cook, of the Northern Illinois State Normal School. His intimacy with Mr. Hall extended over more than thirty years. He said in part:

“Frank Hall was a divinely anointed pioneer. The fever of the scout was in his blood. He was always scanning far horizons for the coming of new light and joyfully hailed it as it kindled its beacon fires on the high hills.

“He was an idealist to the core, yet he was the prophet of the practical. A thinker and a seer of visions, yet he was forever harnessing his thought to the loaded wagons of the world and urging his visions upon the humblest toilers. He came with a new philosophy of work, an irradiation of the labor of the hands by reason.

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“It was a gracious gift of heaven that led this man to the school. He was so clear-eyed, so free from the trammels of tradition, so infused with gentleness, so sustained by faith in his fellows and so inspired with the radiance of hope. Who can count the altars upon which his name is written and whose fires will never go out until memory shall lose her gracious empire in the soul! One could not go where he had been without finding the air electric from the magic of his presence.

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“His life with the children of the dark was in the happiest accord with all the impulses of his nature. Their helplessness appealed to him like the voices of lost wanderers in the night. His humanity responded to the pathos of their unhappy fate as the needle answers to the call of the distant pole. For them his genius for invention bent itself to the supreme task of producing new tools to take the places of those sightless orbs that were closed to the wonder of the revealing light.

And it was not alone the children of his immediate solicitude that were to profit by his sympathetic skill, but all who live in the shadow land of that great affliction.

And his free gift of this child of his brain to those for whom it was created excited slight comment from those who knew him well. ‘*Noblesse oblige.*’

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“The years will fare on as they have done since the morning of the world. Each of us will play his part, the curtain will fall and the stage be tenantless, but he will have a sure immortality in the heart of God’s afflicted ones. I have but to close my eyes to this insistent pageant of to-day to have an abiding vision of his familiar

figure. His sensitive face is full of that smiling benignity that we knew so well. About him are the happy children busy with their tasks. Clasped in his strong hands are the hands of those who never saw the glory of the light, but into whose lives has come another world of beauty through his revealing touch. Listening to his words of wisdom and inspired by his idealism are the young and the mature and the old, who pay him the grateful tribute of thankfulness. And thus we all shall see him to the end, if end there be."

CHAPTER XVIII.

*THE STATE COURSE OF STUDY.

THE closer supervision of the schools which led to the development of the present Course of Study had its beginning in Macon County, about 1879 or 1880, with John Trainer, County Superintendent of Schools in that county. His work soon spread into Piatt and Champaign counties, and grew into what served for a time as a course of study for those counties. As time passed and the idea developed, new courses embodying special features appeared in various counties of the State.

At a meeting of the Central Illinois Teachers' Association, at Jacksonville, in March, 1889, the friends of the plan discussed the advantages of a State Course, and at their solicitations, Hon. Richard Edwards, Superintendent of Public Instruction, issued a call to county superintendents and other leading educators of the State to meet in Springfield, April 10, 1889, to discuss the subject. As a result of this meeting, a committee, consisting of George R. Shawhan, County Superintendent of Champaign county; J. A. Miller, County Superintendent of McLean county; George W. Oldfather, County Superintendent of Knox county; George I. Talbot, County Superintendent of De Kalb county, and J. D. Benedict, County Superintendent of Vermilion county, was appointed to compile a course of study for the State, consisting of eight years of work, eight months to each year.

This course was completed and published in time for the opening of the schools in September of that year. One edition was issued by the State Department of Education. It was used in most of the counties of Illinois, also in some counties in every State west of New Jersey west to the Pacific coast. It continued in use until 1894.

In the article by Mr. C. M. Parker, from which extracts are made later, Mr. Parker says:

The course just described was the first to be put into general use in most of the counties of the State; but nine years previous to the publication of the course, September 1, 1880, there was issued from the office of the State Superintendent of Public Instruction for distribution to the teachers and to the board of directors of each ungraded school of the State an "Outline of Study for Ungraded Schools of Illinois."

In December, 1879, soon after the beginning in Macon county, a meeting of county superintendents was held in Bloomington, and after discussing the subject of a course of study for the ungraded schools, a committee was appointed to prepare an outline of study. This committee consisted of Hon. James P. Slade, Superintendent of Public Instruction; A. G. Lane, county superintendent of Cook county, and Mary L. Carpenter, county superintendent of Winnebago county.

This outline was a mere pamphlet of less than seven pages, the first page being an introduction,

*From a historical sketch in the State Course of Study

the next two pages being an outline of study for first, second, third, fourth and fifth reader pupils. The last three and a half pages consisted of general directions and suggestions for teaching the different branches.

I remembered to have received a copy of this pamphlet soon after it was issued and glanced through it, but did not put it into practice in my school, and so far as I have been able to learn there are very few teachers who used it or who have any recollection of this first State outline of study.

It seems that the outline of 1880 was amended and modified in 1883, but I have never seen a copy of that edition and have been unable to secure it for description in this paper.

Joseph H. Freeman, president of the State Teachers' Association, in 1893, in his inaugural address urged the revision and improvement of the State Course of Study. In accordance with his suggestion the following committee was appointed, on December 28, 1893, to do that work: George R. Shawhan, County Superintendent of Champaign county; Henry Foster, County Superintendent of Livingston county; Joseph M. Piper, County Superintendent of Ogle county, and A. C. Butler, Principal of Taylorville Township High School. This committee completed its work in time for most of the annual institutes of 1894, making the course conform to the new law relating to alcohol and narcotics. A two-year higher course was also added at that time. This was the first general revision of the course.

At the December meeting, 1895, the County Superintendents' Section of the State Teachers' Association appointed a standing committee on the revision of the State Course of Study. It consisted of the following members: Hon. S. M. Inglis, Superintendent of Public Instruction, and George R. Shawhan, County Superintendent of Champaign county, chosen for three years; Prof. James Kirk, of the Southern Illinois State Normal School, and J. M. Piper, County Superintendent of Ogle county, for two years; E. W. Cavins, of the Illinois State Normal University, and W. R. Hatfield, County Superintendent of Pike county, for one year. During the following year this committee perfected the plans and collected material for several new features. In December, 1896, John W. Cook, President of the State Normal University, succeeded Mr. Cavins as member of this committee and Superintendent Hatfield was reelected for three years.

The second general revision of the course was made in 1897, under the general directions of the following persons, then constituting the standing committee on State Course of Study: Hon. S. M. Inglis, State Superintendent of Public Instruction; George R. Shawhan, County Superintendent of Champaign county; Prof. James Kirk, Southern Illinois State Normal University; W. R. Hatfield, County Superintendent of Pike county; John W. Cook, President Illinois State Normal University; J. M. Piper, County Superintendent of Ogle county. It contained 148 pages.

In 1900 the course in agriculture prepared by the Department of Agriculture of the University of Illinois was added and made a part of the State Course.

At the meeting of the County Superintendents in December, 1900, it was decided to increase the number of members on the standing committee from six to eleven.

The third general revision was made in 1903 under the general direction of the following persons then constituting the standing committee on State Course of Study: State Superintendent Bayliss, Professor Kirk, Messrs. Shawhan and Piper;

President Felmley, Illinois State Normal University; President L. C. Lord, Eastern Illinois State Normal School; President John W. Cook, Northern Illinois State Normal School; County Superintendent U. J. Hoffman, of La Salle county; County Superintendent C. L. Gregory, of Mercer county; County Superintendent Hester M. Smith, Pulaski county; County Superintendent R. T. Morgan, Du Page county. The course in household arts was added at this time. This revision was edited by Superintendent Shawhan, who had been identified actively with the plan from its inception. It contained 218 pages.

The fourth general revision of the course was made in 1907. The following additions to the course were made at this time: A course in constructive work for primary grades; a course in language for first and second grades; a two-year high school course for country and village schools, outlined by months; a suggestive three-year course for smaller high schools; a course in manual training; suggestions for experiment clubs. This edition was edited by County Superintendent Charles McIntosh, of Piatt county.

The committee at this time consisted of the State Superintendent of Public Instruction, the presidents of the State Normal Schools, Professor Kirk, Miss Cora M. Hamilton, of the Western State Normal School, and the following County Superintendents: C. H. Root, Grundy; George W. Brown, Edgar; A. D. Curran, Kendall; Charles McIntosh, Piatt. This is the course now in general use.

In the preface of the last edition of the course may be found the names of the persons who prepared the several courses. This list is a guarantee of the intelligence and faithfulness with which the work was done. The moving spirit of the work in recent years has been Superintendent McIntosh. The publishers of the course since the first edition has been the indefatigable C. M. Parker, of Taylorville.

The following extracts from an article by C. M. Parker will give a clearer conception of the reforms that are mainly due to the publication of the Course of Study:

In order to understand what had been done for the improvement of the schools by the State Course of Study, it is necessary to know something of the conditions existing before the plan was introduced in comparison with the schools at the present time. [1905.]

We must remember that a quarter of a century ago most of the country schools of Illinois were in a semi-chaotic condition, without organization or system. Each school was a "law unto itself," following the whims of its teacher, who was usually employed in one school but a single term of a few months. Short terms and frequent changes of teachers were great drawbacks to education in Illinois twenty-five years ago.

As there was no established course of study it was common for each teacher to spend the greater part of his time in giving instruction in one or two branches in which he was best informed, to the neglect of other studies equally important. In some schools at least half of the entire day was given to arithmetic, while in others the time was devoted largely to the oral spelling of words, many of which were meaningless alike to teacher and pupils. In many of these schools children were actually trained in habits of indolence, because they were permitted to fritter away their time, year after year, in a very unprofitable study of the "Three R's."

The classification of most of the country schools was poorly planned and caused great waste of time and energy. One county superintendent, in speaking of this, says he visited a school having an enrolment of sixteen pupils in which there were thirteen classes in arithmetic, all reciting daily. He also states that the teaching of writing was entirely omitted in this school because the teacher could not find time for it in the crowded program of recitations.

Twenty-five years ago, language lessons, English grammar, geography and United States history were not taught in many of the ungraded schools in Illinois, because of the fact that in many instances neither parents, pupils nor teacher had a definite idea of what branches should be included in a well-balanced course of instruction. If teachers insisted on any studies outside the "Three R's," they were often opposed both by their pupils and the parents. In fact, one of the greatest obstacles with which teachers had to contend during the early days of the course of study was that many pupils objected to taking all of the branches necessary to complete the course. Before the introduction of an established course the children of many localities had been allowed to choose their studies, taking only such branches as they liked, or imagined that they would like, and omitting all others.

Many pupils and parents objected to instruction in such important subjects as language and grammar on the ground that such studies were useless to any one except to those who were preparing to teach those branches.

I remember in my own early experience as a teacher that a reasonably intelligent farmer, who was considered a leader in his neighborhood, objected to his boy studying grammar because he wanted him to put in his time learning to spell. Finally he consented for the boy to enter the grammar class upon being shown that a simple phrase, like "dog's ears" was spelled in two different ways according to the meaning to be expressed, and that his boy could not tell which spelling to use in a given sentence without some knowledge of the principles of language, to be learned only through the study of English grammar.

This illustrates the great importance formerly given to spelling as a school study. This parent was willing for his boy to study grammar to learn to spell, but for no other reason.

The Illinois school law of 1872 said: "It shall be the duty of the county superintendent, if so directed by the county board, to visit, at least once in each year, every school in his county, and to note the methods of instruction, the branches taught, the text-books used, and the discipline, government and general condition of the schools."

This act gave the county board authority to say whether or not the county superintendent should visit the schools. So long as there was no effective plan of supervision aside from an annual visit of an hour or two to the isolated country school, and that visit often just before the close of the term, when suggestions would be of little value, the name, county superintendent of schools, was a misnomer in many parts of Illinois. However, a few wide-awake superintendents showed by their faithful work that country school visitation could be made worth while. In their visits these progressive superintendents had an opportunity to study the conditions existing in the country schools. *They saw the lack of system and felt deeply the need of some kind of supervision in country schools.* It was the realization of this great need that led to the evolution of our course of study.

As is well known, John Trainer, former county superintendent of Macon county, was the pioneer in the use of the course of study in the country schools of Illinois. He did more for the establishment of the plan than any other person in the State. In the preface to his first Course of Study Mr. Trainer states that he lays no claim to originality in offering the plan but refers his readers to the system as practiced in Monongalia county, West Virginia.

It appears that a plan of country supervision somewhat similar to that introduced by Mr. Trainer had been used in West Virginia a few years prior to the beginning in Illinois. Alexander L. Wade, county superintendent of Monongalia county, West Virginia, is spoken of as "the Father of the Graduating System for Country Schools." As early as 1875 or 1876 he issued a book entitled "A Graduating System for Country Schools." This book is now out of print and I have been unable to obtain a copy of it, but I have been informed by the present State Superintendent of West Virginia, Hon. Thomas C. Miller, who was a friend of Superintendent Wade, that the work was widely circulated and that the system was adopted in many parts of the country.

In giving an account of the introduction of a course of study into the schools of Macon county, Mr. Trainer says:

"In the autumn and winter of 1878 and 1879, the plan of grading the country schools now in successful operation in many counties of Illinois, was first agitated in Macon county. After talking the plan for several months and maturing his mode of operation, the superintendent issued a little

pamphlet containing a course of study in detail, also suggestions as to classification, examinations, and organization. This was put into the hands of teachers and they were asked to try it or let it alone as they saw fit. Out of 188 teachers in the county only about forty tried it. Of this number about five or six said the plan was a failure and that a course of study could not be followed in the country schools, while the others who had tried said '*It can be done.*'

"The next year more copies of the course of study (or 'Manual and Guide' as it was then called) were issued and teachers were given an opportunity to try it, provided that they did so willingly. More than fifty per cent of the teachers of the county took up the new work, and of this number about ten per cent said it could not be used successfully. At this juncture, it was noticed that the active, strong teachers of the county were its advocates, while the weak and nonprogressive ones were generally opposed to it. When this became apparent those who favored the plan became aggressive and outspoken, and the work began in earnest. Soon the opposers dropped from the ranks of the teacher or adopted the requirements of the course. In a short time nearly all the schools of the county were in working order and classified according to the plan prescribed in the course of study."

Within a few years after the successful introduction of a course of study in Macon county, the plan had been discussed in educational gatherings and special conferences of county superintendents, and through the educational press, and was adopted in whole or in part in many counties of the State.

Mr. Trainer attributed the success of the plan chiefly to the following particulars:

1. A course of study in such minute detail as to show both teacher and pupil just what to study each month.
2. A plan of examinations and comparisons to show through the pupil just what the teacher has done, thus holding up the good work, and exposing poor work to the patrons of the school.
3. The bringing of the schools of a township or other convenient grouping into a "central" competitive examination, and later the pupils of the different townships or "centrals" into a "final" examination at the county seat.
4. The course of study leading up to the high school, giving the pupil a definite object for which to work.

To the above I would like to add that another important factor in the success of the plan was the very careful, thorough manner in which Mr. Trainer explained the use of his course to his teachers in the annual institute from year to year.

"The first two or three editions of the Macon County Manual and Guide consisted of about twenty-five or thirty pages of outlines and suggestions with some additional pages of advertisements to pay the expense of publication. Mr. Trainer revised and enlarged the course from year to year until about 1886, at which time it contained about sixty pages, a small pamphlet when compared with the present course of more than two hundred pages."

Mr. Parker's article explains in detail the way in which Mr. Trainer divided his work and the attention that it attracted from prominent educational officials. He had been a teacher in Macon county during the critical period of working out the plan and been under the close direction of its author. In the summer of 1888 he was urged by a number of county superintendents to undertake the publication of the course. He found four courses in use in the State. One was the Trainer Manual and Guide. A second was the Schoolroom Guide, used, more or less, in a number of counties in Northern Illinois, as the result of the action of the County Superintendents' Association of that part of the State. George I. Talbot, of De Kalb county, was a prominent member of the committee. A third was the Knox County Outline of Study, prepared by Superintendent W. L. Steele, of Galesburg, and County Superintendent George W. Oldfather, of Knox county. The fourth was the Champaign County Manual and Guide. It was prepared by George R. Shawhan, for so

many years county superintendent of Champaign county. He was one of the first county superintendents of the State to take up the Trainer plan, and for a few years used Mr. Trainer's Manual in his county.

Mr. Parker pays the following tribute to Mr. Shawhan:

In passing I wish to say that of the pioneers among the county superintendents who stood by the course of study during the long, trying, experimental period, when the plan was being bitterly opposed by many teachers and by some prominent educators, Mr. Shawhan was the only one who remained in the superintendency right along until the plan of country school supervision was firmly established as a part of our educational system, and even almost to the present time. [1905.]

Mr. Shawhan has been at the head of every committee on course of study since the first State course was issued in 1889 until the recent State teachers' meeting in Springfield. His term as a member of the standing committee on revision of the course expired in December, 1904, and the only reason that he was not reappointed to the position that he has filled so earnestly and so efficiently for so many years was that he had retired permanently from school work.

Mr. Shawhan has had charge of the copy for all the different editions of the State Course, and his place will be hard to fill when the course is revised again. He has done more for the improvement of the Illinois Course from time to time than any other person and is appropriately spoken of as "The Father of the State Course of Study."

There were individual courses for single counties in a few instances. Mr. Parker cites three such cases: Will county, by Superintendent John McKearnan; Sangamon county, by Superintendent Andrew M. Brooks; Menard county, by Superintendent R. D. Miller. The great drawback to such publications was the lack of a well-established source from which material could be drawn. After Mr. Parker began the publication of the course he volunteered to furnish examination questions, providing they were approved by the county superintendent of the county in which they were to be used.

Briefly, the purpose of the Course of Study is:

1. To furnish a detailed outline of each of the branches to be taught in the schools of the State, arranged in the several grades in accordance with established usage and approved methods of instruction.
2. To advance the pupil step by step through his school course, giving him credit for the work as completed, thereby lessening the evil effect of frequent change of teachers.
3. To furnish the basis for closer and more effective supervision of the schools of the county.
4. To enable parents and school officers to know what the schools are attempting to do for the children and thereby secure their cooperation and sympathy in the work.

Through the use of the Course of Study great improvements have been made in the common schools:

1. The school year has been lengthened in many localities.
2. The older girls and boys enter at the beginning of the year and remain until the close to complete the entire course.
3. The common-school course leads the pupils up to the high school.
4. The pernicious custom of changing teachers twice a year has almost disappeared.
5. The Course of Study has been the means of greatly improving the methods of instruction of thousands of teachers who could not be induced to attend the State Normal Schools.

The State Course has become so well established and is so far-reaching in its influence that a new subject of study or an improved method of teaching may be published in it, and in a few months thousands of teachers and tens of thousands of pupils in the State will go to work earnestly to meet

the new requirements. For this reason the revision of the Course from time to time should be done with the greatest care.

Mr. Parker has only hinted at the great work that he has done in the furtherance of this, by far the greatest, reform in the management of country schools. In addition to the publication of the Course he has published in *The School News and Practical Educator* monthly comments upon the work and guides to its use. In consequence his paper usually goes wherever the Course is used.

CHAPTER XIX

THE CHICAGO PUBLIC SCHOOLS*

THE public schools of Chicago have now been in operation about three-quarters of a century. An attempt to deal with their history within the limits permitted by this volume is a discouraging task. An examination of the Report of the Board of Education for the year ending June 30, the last that has appeared, reveals an elaborate organization of a vast number of educational efforts, constituting in their entirety the school system of the second city of America. How shall the story of the evolution of these multitudinous agencies be told? What has been accomplished in all of these years has been due to the labors of faithful men and women. The story of the schools is the story of their skill and devotion. Who of all of the thousands shall be selected and given a place of permanence in the annals of the times? Clearly, the number will be small. Further, it must be those who have stood in the closest relations to the determination of the character of the system. That adequate justice will be done the most worthy can hardly be hoped. The data for such a discriminating treatment are not at hand. The writer was not a part of the system with which he must deal. A certain degree of familiarity with it has been enjoyed, but the attitude from which it has been viewed has been that of an onlooker who was not far away, yet too far away to catch the pulse beat.

The plan that will be pursued is as follows: The early history will be told as the material available permits. When the closer organization is to be dealt with the conditions at the close of the year 1911 will be indicated and the history will then mainly consist of the account of the historical evolution of those conditions.

1810-11. The first regular tuition within the present limits of the city is said to have been given by Robert Forsythe, a lad of thirteen, to one pupil, John H. Kinzie.

1816. The first school was opened in the fall, by William L. Cox, a discharged soldier, in a log building belonging to John H. Kinzie, Esq. The house had been occupied as a bakery and stood in the back of Mr. Kinzie's garden, near the crossing of Pine and Michigan streets. The pupils were John H. Kinzie, his two sisters and a brother, and three or four children from the fort.

1820. Another school was opened by a sergeant in the fort.

1829. Charles Beaubien, son of the agent of the American Fur Company, taught a family school near the fort.

1830. In June, Mr. Stephen Forbes commenced a school near the crossing of Randolph street and Michigan avenue. It was on the west side of the river, which

*Most of the information concerning this early period is obtained from "History of the Public Schools of Chicago," W. H. Wells, 1857, and extension of same by Shepherd Johnson, 1880.

then flowed in a southerly direction and fell into the lake near the foot of Madison street. There were about twenty-five pupils of ages from four to twenty, and included the children of those who belonged to the fort and a few others. The building was of logs and had four rooms; it belonged to Mr. Beaubien and had been occupied by the sutler of the fort. The walls of the rooms were later enlivened by a tapestry of white sheeting. The teacher resided in one part of the building and was assisted by his wife. After a year of service he was succeeded by Mr. Foot.

1835. In the spring, Colonel Richard J. Hamilton and Colonel Owen employed Mr. John Watkins to teach school near the home of the former in the North Division. They soon built a schoolhouse on the north bank of the river, just east of Clark street, in which Mr. Watkins continued his school. This was the first house built for a school. In 1879 Mr. Watkins wrote as follows: "I arrived in Chicago in May, 1832, and have always had the reputation of being its first school-teacher. I commenced teaching in the fall, after the Black Hawk War, in 1832. My first schoolhouse was stationed on the North Side, about half way between the lake and the forks of the river, then known as Wolf Point. The building belonged to Col. William J. Hamilton, and was erected for a horse stable and had been used for that purpose. It was twelve feet square. My benches and desks were made of old store boxes. The school was started by private subscription. Thirty scholars were subscribed for, but many subscribed who had no children. It was a sort of a free school, there being less than thirty children in town. During my first quarter I had but twelve scholars, only four of whom were white. The others were quarter, half, and three quarters Indian. After the first quarter I moved my school into a double log house on the West Side. It was owned by Jesse Walker, a Methodist minister. It was located near the bank of the river near where the north and south branches meet. He resided in one end of the building and I taught in the other. On Sundays he preached in the room where I taught.

"In the winter of 1832-3, Billy Caldwell, a half-breed chief of the Pottawattamie Indians, and better known as 'Sauganash,' offered to pay the tuition and buy the books of all the Indian children who would attend the school, if they would dress like the Americans, and he would also pay for their clothes. But not a single Indian would accept the proposition, conditioned upon the change of apparel.

"When I first went to Chicago there was but one frame building there; it was a store owned by Robert A. Kinzie. The rest of the houses were made of logs. There were no bridges; the river was crossed by canoes." Mr. Watkins was teaching in Chicago as late as 1835.

1833. Miss Eliza Chappel, from Rochester, New York, began her work as a teacher in the autumn. She had taught two years at Mackinac and came to the family of Major Wilcox, at the fort. As soon as she could find a suitable room she gathered about twenty children in a log house on South Water street, near the fort.

In the latter part of the same year an English and classical school for boys was opened by G. T. Sproat, an immigrant from Boston, in a small house of worship, belonging to the First Baptist Church, on South Water street, near Franklin.

1834. In March, Sarah L. Warren, afterwards Mrs. Abel E. Carpenter, became an assistant in the Sproat school. She wrote later: "What few buildings there were

then were mostly on Water street. I used to go across without regard to streets. It was not uncommon, in going to and from school, to see prairie wolves, and we could hear them howl any time of day. We were frequently annoyed by Indians, but the great difficulty we had to encounter was mud. No person, now, can have a just idea of what Chicago mud used to be. Rubbers were of no account. I purchased a pair of gentleman's brogans and fastened them tight about the ankles, but would still go over them in mud and water and was obliged to have a pair of men's boots made."

This school was authorized to receive a part of the distributable school fund. It may as well be mentioned here as elsewhere that the school section in Chicago was in what is now the heart of the down-town district. It was divided into one hundred and forty-two blocks, and, with the exception of four blocks, was sold at auction in October, 1833, for \$38,619.48. Imagine the square mile bounded by Madison, State, Twelfth and Halsted streets as still in the possession of the city with the income to be used for school purposes!

1834-5. George Davis conducted a school in an upper room on Lake street, between Clark and Dearborn.

Miss Chappel's school seems to be entitled to the honor of being the first public school in Chicago. A place was soon made for it in the First Presbyterian Church, on the west side of Clark, between Randolph and Lake. The claim of priority rests upon an appropriation made to her in 1834. The school finally embraced all grades. Her assistants were Miss Elizabeth Beach and Miss Mary Burrows. Subsequently she took a house and opened a boarding school. Pupils were permitted to pay a portion of their bills by labor and by food brought from their homes. One of the purposes of the school was the preparation of teachers for the schools of the infant settlement. Thus early was the idea of the Normal school having its practical development, six years before the first Normal school, at Lexington.

1835. Writing of the early schools of Chicago as late as 1879, Rev. Jeremiah Porter says: "In 1835, our young Sunday-school librarian, Mr. John S. Wright, built at his own expense on Clark street, a schoolhouse for their own use, and that schoolhouse soon became the public schoolhouse, and Miss Leavenworth was secured by Miss Chappel as its teacher." Of this house Mr. Wright says: "The honor is due to my sainted mother. Having then plenty of money it was spent as she desired. Interested in Miss Chappel's school she wanted the building and it was built."

It was in this year that the first independent organization of schools was authorized. The law in force provided for the election of five or seven school inspectors, for the laying off of school districts, the visitation of schools, the examination of teachers, and the additional duties usually devolving upon school boards with two exceptions; employment of teachers was by a board of three trustees elected by the people, who also levied the necessary taxes for fuel, rent and furniture. If funds beyond the amount afforded by the school funds were necessary to pay the teachers the amount was first to be determined by a majority vote of the people at a meeting called for that purpose. The amount levied could not exceed one-half per cent per annum. This law was in effect but a single year, as the city was incorporated the following year.

1836. Miss Leavenworth's school was discontinued in the spring. The building was at once occupied by a school for the higher instruction of young women; under the principalship of Miss Langdon Willard, an aunt of Dr. Samuel Willard. A primary department was soon added and the school became public, passing into the hands of Miss Louisa Gifford, Miss Willard's assistant. Miss Willard opened another school on her original plan, but its life was brief.

1837. This year witnessed the incorporation of the city. The common council became the commissioners of common schools. The system was a three-headed affair. The council could appoint inspectors with limited powers and the people could elect three trustees in each district. Teachers were employed by the trustees. Those desiring further particulars may find the law on pages 77 and following in the Session Laws, Tenth General Assembly. On November 1 there were five schools in operation with four hundred children.

The year was divided into quarters beginning on the first Monday in February, May, August and November. Each of these periods constituted a quarter's schooling if the school were held five and a half days a week. For the instruction the teacher was entitled to one-fourth of a year's salary.

In some cases indifference and dislike of taxation resulted in a failure to elect officers. In one case a teacher could not finish her schools because the district could not secure a suitable room properly warmed. In one case a private school was broken up by a refractory pupil, so the teacher disposed of his lease. His successor, one Edward Murphy, whose name betrays his fighting qualities, equipped himself for the situation and there was no further trouble until the owner of the building attempted to create some disorder. When Mr. Murphy unlimbered his battery of oak saplings the complainant immediately retired from the scene of action. Mr. Murphy's genius so commended itself to the school commissioners that they at once employed him as teacher at \$1,200 a year.

1839. This year the legislature so amended the charter as to increase the powers of the school authorities. The common council could now raise by taxation sufficient money to equip and maintain the schools, could fix the compensation of teachers and appoint the trustees in the districts. Districts could now be organized without waiting for the action of the voters. The law also authorized a high school in any district upon a two-thirds vote of the people, or, at their pleasure, districts could unite for that purpose. It was necessary, however, to serve the election notice upon every voter by reading it to him or by leaving it at his residence. Buildings could not cost more than \$5,000.

1840. The first written records begin in November of this year. Uniformity of text-books was adopted with the following books: Worcester's Primer, Parley's First, Second and Third Books of History, and an elementary speller.

In October the inspectors recommended the division of the city into four districts as follows: No. 1. That portion of the south division lying east of Clark street. No. 2. That portion of the south division lying between Clark street and the south branch of the river. No. 3. The west division. No. 4. The north division.

The following month the inspectors reported that the trustees of District No. 4 had rented a room for \$6 a month and had submitted estimates for fuel and furniture

to the amount of \$132. The \$50 for benches and apparatus could not be allowed, the inspectors "believing that in the present condition of the school fund no apparatus except such as is indispensable should be purchased." A teacher was secured for each district at \$400 a year.

The building in District No. 1, the only one owned by the city, stood where the *Tribune* building now stands. The building in No. 2 was on the north side of Randolph, midway between Fifth Avenue and Franklin. No. 3 was on West Monroe, facing south, a little west of Canal. No. 4 was on the corner of Cass and Kinzie. The whole number of pupils in attendance, in December, 1840, was 317 in the four districts.

1841. In June, the inspectors reported that in the preceding four months there had been expended \$563.32 for teachers and \$520.94 for fuel and other expenses, and that a tax of one-tenth of one per cent would be necessary to meet the needs of the schools. Under the census of the preceding year the whole number of white persons under twenty years of age in the county was 4,693, and in the city was 2,109.

Here appears the female teacher in the public schools: "Resolved" (by the School Inspectors) "that the school trustees of District No. 3 be authorized to employ a female teacher in said district, at a salary not exceeding \$200 per annum, for six months, payable in Illinois State Bank bills, or currency when the tax is collected, and to hire a house for the same, Provided it is fitted up and furnished by the inhabitants of the district at their own expense; and that a female school be established in the Second District on the same terms."

1845. In the spring the first permanent school building was completed. It was afterward known as the Dearborn School. It was built of brick, 60 by 80 feet, and was two stories high. It was located on Madison street, opposite McVicker's Theater. The total cost was \$7,523.42. It was regarded as so far beyond the needs of the city that Mayor Garrett, in his inaugural address, in 1845, recommended that "the big schoolhouse" be sold or converted into an insane asylum and one more in harmony with existing conditions be supplied. Districts 1 and 2 were consolidated into one district and the pupils accommodated in the new building. Within a year after the first occupation of the building, 543 pupils were enrolled and at the end of the third year 864. The first principal was Austin D. Sturtevant, who had been in the employ of the city for five years. Within two years there were six teachers besides the principal. In the list of principals are several familiar names. Perkins Bass was at the head of the school from February, 1855, to May, 1856; George D. Broomell, from April, 1857, to November, 1863; Albert R. Sabin, from November, 1863, to July, 1865; Mr. Broomell, again, from September, 1865, to July, 1866; Daniel S. Wentworth, from September, 1866, to July, 1867; Leslie Lewis, from September, 1867, to July, 1869; Andrew M. Brooks, from October, 1869, to January, 1870; Alfred P. Burbank, from March, 1870, to July, 1871. The organization of the school became extinct with the great fire of 1871.

In May, 1845, the trustees of the school districts were authorized to pay male teachers not to exceed \$500 per annum, an advance of \$100 on the previous salary. Women received \$200 per annum. In September of the same year the inspectors recommended that the salaries of women teachers be advanced to \$250 a year.

As a further illustration of the simple manners of the pioneers note the following petition: "Your petitioners would respectfully ask your honorable body to assist us to secure a suitable place for a school, in the south part of Districts Nos. 1 and 2. We have had a good school under your appropriation of \$100 for the last six months, and as the school is about to close we are anxious to have it continued. The building that we have used is upon a lot that costs no rent; the building belongs to F. W. Merrich, for which he asks the sum of \$35. Your petitioners believe that with a twelve-foot addition put to it, and lathing and plastering, it would be comfortable for the winter. Should your Honorable Body see fit to appropriate the sum of \$100 and allow the use of the old stove of the Council room, the building could be bought and all the necessary repairs made." October 5, 1847.

It is gratifying to know that three days later the prayer of the petitioners was granted, with the exception of "the old stove."

1849. It is pleasing to find a highly optimistic note in the Annual Report of the School Inspectors, dated February 5, 1849:

"Since the organization of our public schools in the autumn of 1840, there has been a change unparalleled in the school history of any western city. Then, a few miserably clad children, unwashed and uncombed, were huddled into small, uncleanly and unventilated apartments, seated upon uncomfortable benches and taught by listless and inefficient tutors, who began their daily avocations with dread and completed what they considered their unpleasant duties with pleasure. Now, the school reports of the township show the names of nearly two thousand pupils, two-thirds of whom are in daily attendance in spacious, ventilated, well-regulated schoolrooms, where they are taught by those whose duty is their pleasure. The scholars are neat in person and orderly in behavior, and by the excellent course of moral and mental training which they receive, are being prepared to become good citizens, an honor to the city and the state."

In the same report they ask for an enlargement of the libraries and that each child in the primary grades shall be supplied with a slate. The Common Council adopted the recommendations of the report, appropriating \$33.33 to each district for library purposes, and directed the inspectors to buy a thousand slates for the primary children and to attach them to the desks so that they could not be removed. At the same time the inspectors were granted the sole power of employing and dismissing teachers.

As has been noted, the school terms covered nearly the whole year and five and a half days of each week. Each term was twelve weeks in length with a vacation of one week following, and there were four of these terms. In February, 1850, the Common Council, being petitioned by the teachers, ordered that there should be two vacations; one from the last Saturday in June to the first Monday in August, and the second, of one week, at the Christmas holidays. In December of the same year the school week was reduced to five days.

An ordinance passed by the Common Council, in September, 1851, classified the female teachers into three grades: Principal Assistants with a salary not to exceed \$400; Assistant Teachers with a salary not to exceed \$200; Primary Assistants with a salary of \$150. Principal Male Teachers were to have salaries that should not

be less than \$300 nor more than \$800. A certificate from the inspectors was necessary for employment. The Common Council had a growing conviction that it was poorly qualified to take care of the schools; in consequence, the powers of the inspectors were steadily increased and the schools were correspondingly improved.

From 1840 to 1853, W. H. Brown acted as school agent and nearly all of the time without compensation. The office was far from being a sinecure and his faithfulness in caring for the school fund should give him a permanent place in the annals of the city.

Following the plan indicated at the beginning of this sketch, the organization as it existed in 1911 was as follows:

THE ORGANIZATION IN 1911.

I.

The governing body of the school system is a Board of Education, appointed by the Mayor, and consisting of twenty-one members. The officers of the Board are a president, a vice-president, and a secretary who is not a member of the Board.

The business of the Board is conducted by three standing committees whose reports are passed upon by the Board. They are respectively School Management, Buildings and Grounds, and Finance. In addition to these committees there is a school committee for each of the fourteen districts into which the city is divided. Each of these districts contains a group of schools, the numbers varying from thirteen to twenty-three.

From time to time special committees are appointed to meet some unusual condition.

II.

The executive force consists of a Superintendent, a First Assistant Superintendent, two Assistant Superintendents, ten District Superintendents, and eighteen business officials and special supervisors. These are a Superintendent of Compulsory Education, Superintendent of Parental School, a Supervisor in each of the departments of Physical Training, Manual Training, School for the Blind, and Household Arts, a Director of Scientific Pedagogy and Child Study, an Examiner, two Secretaries, two Business Managers, a Chief Engineer, an Auditor, an Architect, a Superintendent of Repairs, and two Attorneys.

III.

At the head of the schools is the Teachers' College, with its three Practice Schools, and the Parental School.

There are nineteen High Schools, two of which are Technical.

There are 256 District Schools, one of which is for crippled children.

Special Schools: For the Deaf, for the Blind (1), for Crippled Children (1), Open Air (1), Parental (1), John Worthy (1), Juvenile Court (1), Juvenile Home and Refuge for Girls, Adults, Subnormal and Truant, Apprentice, Evening, Vacation, Kindergarten.

The total enrolment in all of these schools for the year ending June 30, 1911, was 343,354.

For the supervision and instruction and care of these pupils there were 6,554

people employed in the year 1910-11. The total expense of the system for that period was more than nine and a half millions of dollars.

DEVELOPMENT OF THE BOARD OF EDUCATION.

The city was incorporated in 1837. As we have seen, the Common Council was made the commissioners of common schools. The council could appoint not less than five nor more than twelve inspectors and the people could elect three trustees in each district who were to employ the teachers. Two years later the charter was so amended as to permit the Common Council to raise sufficient money to support the schools, to fix the compensation of teachers and to appoint seven inspectors. The first written record begins with 1840. In 1857 the number of inspectors was increased to fifteen. In 1864 the law was again amended so that one inspector was appointed from each ward. This increased the number of inspectors from fifteen to sixteen and subsequently to twenty. In 1872 the new law, enacted under the new constitution, put the appointment of the inspectors in the hands of the mayor but required the approval of the council, and reduced the number to fifteen. In 1891 the number was increased to twenty-one and has so remained until the present.

The seven inspectors who were in office in 1840, when the records began, were William Jones, Isaac N. Arnold, Nathan H. Bolles, J. Y. Scammon, John Gray, J. H. Scott, Hiram Hugunin. The following familiar names are found in the lists before 1872: Perkins Bass, Joseph T. Bonfield, Philo Carpenter, John C. Dore, John H. Foster, Luther Haven, Washington Hesing, Philip A. Hoyne, Flavel Moseley, Walter L. Newberry, William B. Ogden, John C. Richberg, A. D. Sturtevant, William H. Wells, D. S. Wentworth, John Wentworth.

Up to the time of the "Fire" there had been twenty-three presidents of the Board. Their names are worth preserving:

The record of 1849 is missing. 1840-3, William Jones; 1843-5, J. Y. Scammon; 1845-8, William Jones; 1848-9, Dr. E. S. Kimberly; 1850-1, Henry Smith; 1852-3, Flavel Moseley, also, 1854-8; 1853-4, W. H. Brown; 1858-60 and 1862-3, Luther Haven; 1860-1, John C. Dore; 1861-2, Samuel Hoard; 1862, January to May, John H. Foster; 1863-4, Walter L. Newberry; 1864-5, Levi B. Taft; 1865-7, Charles B. Holden; 1867-8, George C. Clarke; 1868-9, Lorenzo Brentano; 1869-70, Samuel A. Briggs; 1870-1, William H. King; 1871-2, Eben F. Runyan.

Within the last forty years other familiar names have been found in the lists of members. Here are some of them: W. H. Wells, E. G. Keith, M. E. Stone, A. C. Bartlett, J. C. Burroughs, James R. Doolittle, Jr., A. H. Revell, A. S. Trude, C. S. Thornton, M. J. Keane, Jos. W. Errant, O. C. Schneider, George E. Adams, Graham S. Harris, W. S. Christopher, Clayton Mark, John T. Keating, R. A. White, William R. Harper, Mrs. Emmons Blaine, Miss Jane Addams, Mrs. C. K. Sherman, Miss Cornelia De Bey, Mrs. Isabel O'Keefe.

THE SUPERINTENDENCY.

The need of a superintendent soon became apparent when the city awoke to an appreciation of the task that confronted it in the education of its children. The first mention of the subject seems to have occurred in 1853, when a committee

was appointed by the inspectors to take the matter under consideration. In November of that year the council passed an ordinance creating the office and defining its duties. The salary was not to exceed \$1,500. The officer was to be in the closest relation to the Board and was to act as its secretary. On December, 30, 1853, John D. Philbrick, principal of the State Normal School, at New Britain, Connecticut, was elected to the position at the maximum salary. He declined the appointment, and on March 6, of the following year, John C. Dore, Principal of the Boylston Grammar School, Boston, was selected. At this time there were about three thousand pupils and thirty-five teachers. Mr. Dore assumed the duties of the office in June, 1854.

He examined all of the pupils in all of the schools, beginning with the primary and ending with the grammar grades. In some of the schools the organization was so imperfect that some of the pupils attended one grade in the forenoon and another in the afternoon. There were no lists of the children and the only way of telling what pupils belonged to the school was to seize an opportunity when all were presumably present. The schools were furnished with assembly rooms and recitation rooms, and as much time was employed in going to and from the recitation rooms as was employed in recitations. The principals did little beyond governing the pupils in the large rooms.

Mr. Dore's examination was the beginning of the introduction of system into the schools. It revealed a peculiar condition, but not especially different from what might have been expected where there was no supervision. The pupils were now classified, promotions were regular instead of being made at the pleasure of the principals of the primary schools. The teachers were required to register the names of the pupils in a class book and to keep an account of the attendance, the conduct and the recitations. An institute was organized to meet twice a month. An appropriation was made for the care of the buildings, which had formerly devolved upon the children. A movement was started for high schools. The attendance of children in the grades was small and it was believed that a high school would increase it. There was the greatest need of better teachers and, indeed, for any suitable teachers. It sometimes required from four to six weeks to fill a vacancy.

Mr. Dore argued vigorously for a Normal department in a high school, for a truant law, and for the attendance at the public schools of the children of the rich as well as of the poor. He closed his report with the following: "This city should so elevate the character of its public schools as to become like a light set upon a hill, radiating with wonderful brilliancy throughout this western world."

Mr. Dore resigned March 15, 1856.

Mr. Dore was succeeded by William H. Wells, principal of the Westfield Normal School, Massachusetts. Mr. Wells served as superintendent for eight years. Reference has been made to his prominence in educational affairs, on earlier pages. He saw the great need of a more complete organization of the schools than Mr. Dore had been able to effect in the brief period of his connection with the department of superintendence. In 1861 he published a graded course of instruction which was adopted by the city. It provided for ten grades below the high school. It was widely used in the organization of the school systems of other cities and was a text-

book, as the writer well recalls, in some of the Normal schools. After his retirement from the office of superintendent he retained a warm interest in the schools, serving, as has been seen, as a member of the Board of Education.

The following sketch of Mr. Wells, from the pen of W. L. Pillsbury, appeared in the Sixteenth Biennial Report of the State Department of Education.

“William Harvey Wells was born in Tolland, a small village in Connecticut, February 27, 1812. His father was a farmer. Without having enjoyed any particular opportunities, at nineteen years of age, when he was, as he said, something more than a boy, something less than a man, he began teaching a district school at ten dollars a month and boarding around. While still quite young, he won an enviable reputation as a teacher in an academy, in Hartford, Connecticut. After this he was for eleven years associated with the Rev. Samuel R. Hall in the conduct of the *Teachers' Seminary*, at Andover, Massachusetts, which was the first school in the country distinctively a training school for teachers. A little later he was principal of the English Department of Phillips Academy, at Andover, Massachusetts, the principal at that time being the well-known Samuel Harvey Taylor. In 1848 he became the first principal of the Putnam Free School, in Newburyport, Massachusetts. This was an endowed English academy. After six years there he went to the State Normal School, at Westfield, Massachusetts, and held the principalship of the institution for two years, at the end of which time he was elected to the superintendency of the Chicago public schools. He was then forty-seven years old and had had a varied experience as a teacher for twenty-five years. At the end of eight years of service he resigned this office and entered upon a business life, which closed with his death in Chicago, January 21, 1885.

“Mr. Wells was president of the Massachusetts Teachers' Association in 1851 and 1852; of the Illinois State Teachers' Association, in 1864, and of the National Teachers' Association, in 1864. He was an earnest advocate of the establishment of our first Normal school in Illinois, at Normal, in 1857, and was one of the charter members of its Board of Trustees, which place he held for twelve years, doing much to shape the course of instruction and the policy of the institution.

“After engaging in business he was for several years a member of the Chicago School Board, and was for a time its President.

“Mr. Wells was an early editor of the *Massachusetts Teacher*, and many articles from his pen may be found in it and in other educational journals.

“His English Grammar was for many years a well-known text-book. His ‘The Graded School’ was a pioneer work of great value, which has been the guide followed by many superintendents east and west in organizing the public schools of our cities, and has been freely drawn upon by all later writers upon this subject.

“He was an enthusiastic philologist as well as grammarian, and gave valuable assistance as one of the revisers of Webster's Unabridged Dictionary.

“One of his pupils writes thus of him as a teacher:

‘In every direction in which his mind reached out he communicated magnetic fervor. He made his scholars feel life to be a cheery *business*; there was no room in his theory for drift and dalliance, but with precise and systematic habits and methods of work he taught us to achieve success. I have had somewhat to do since that day with educational men and methods and school administration,

but I have never seen a man who combined the organizing ability, the administrative faculty and the personal influence for character with such earnest and philosophical method, both intellectual and moral, as did Mr. Wells as I remember him in that school. He was a young man, punctilious in his manner, kind as well as earnest in his dealings with the pupils, most respectful in his bearing both to young men and women, never without a degree of ceremony in his intercourse with them, which, as I have often thought, preserved the finest relation between him and them, and which instead of preventing, was most favorable to the high influence he was constantly exerting upon their manners and character. I was one of that class for a few years, and I never remember Mr. Wells as other than the high-strung and sensitive man of honor and noble breeding before his pupils, or as bringing to bear upon them any other than the purest and most exalted motives and aims. All his pupils loved and revered him; he was never ridiculed; he was never disobeyed; he stirred everyone to noble action, to resolute endeavor, to immortal ambitions. He was always true, always in earnest, always meant character. He was a master builder of character.

'Aside from this great accomplishment, which was supreme, he was a most clear and vigorous intellectual instructor. He imparted the burning desire to master the subject we took hold of; to perceive clearly, to reason correctly, to discover for ourselves, to experiment, to believe in the result of our own mental efforts, to stand by our intellectual convictions, to be sanguine of success, to try for the most difficult attainments — these we learned in every lesson he taught us. We were enthusiasts in every branch of study directed by him.

'As for discipline, it was so radical and vital in its methods that we were unconscious of it. . . . The only measure generally noticeable to which I remember his resorting was the order given to a mischievous boy to accompany him from room to room, inasmuch as he could not control himself without the oversight of the master; so for a few weeks a roguish-eyed boy followed Mr. Wells's quick movements automatically from room to room, to the suppressed diversion of the girls, and was cured of his failing.

'He had a most felicitous and delicate appreciation of words and tact of utterance, and could put into the nicest form a suggestion which another would have handled clumsily or brutally. His perception of shades of expression, both in taste and morals, was artistic. His ringing words, the nervous movement of his person, the condensed fire of his glance, his crisp and telling precepts, often pressed home, moulded the hearts and lives of his grateful pupils.' "

Of his work in Chicago I quote from James Hannan's address before the Illinois Teachers' Association of 1885:

Mr. Wells came to Chicago in 1856 at a critical time in the history of its schools. The Board of Education was wise enough to apprehend, to some extent, the wondrous destiny of the young city, and it would have her schools worthy of that destiny. After a careful survey of the field a call was extended to Mr. Wells to come and take up the work. It was a happy choice. The districting of the city was perfected. The high school was organized. The great principle of division of labor was applied to the school work with a practical and effective wisdom that not only accomplished magnificent results, but made the accomplishment of still more magnificent results inevitable.

Like all earnest and intelligent students of the educational problem, he had seen that the first imperative necessity was a supply of competent teachers. Accordingly, coincident with the establishment of the high school, there was organized a department for the training of teachers, which was the first training school for teachers maintained at public expense. Thus was set in motion, in a prompt and intelligent way, machinery containing all the elements of a perfect school system. The schools were graded. The high school, as an inspirer and goal for the pupils in all the grades below, was firmly and permanently established. The Normal school began to turn out annually a picked class of teachers formally and carefully prepared for the special work to be done in the city schools. New and improved school buildings rose on every hand. All the school virtues grew day by day. The proportion of the school population in attendance perceptibly and notably increased. Regularity and punctuality became phenomenal. Deportment and scholarship approached more and more near to perfection. The scheme of organization led gradually to increased supervision. Meanwhile

the population was increasing in an unprecedented ratio. During his term of office the membership of the schools rose from nearly 4,000 to nearly 12,000. Thus in the midst of enormous material demands, all these vital pedagogical facts were accomplished, and the constant adviser and guide and, in an important sense, provider of all, was the unostentatious and modest superintendent.

In accomplishing these things he never forsook his manliness, nor merited the slightest impeachment of his veracity. He never descended to intrigue. He never invoked the passions of the partisan, and was never willing to base educational work on that capricious and insecure foundation. He was frank and honest in his statement of plans, and if he sometimes failed to secure them all, he took what he could get, made the most of it, and bided his time.

More than most men ready, willing, nay anxious to yield to others in non-essential and personal matters, he was firm as a rock in matters of principle. Rarely endowed with a faculty of seeing all sides of a question or of a character, he was most charitable toward the views of others, chary of individual rights, and was tender toward even prejudices.

These characteristics were notable also in his later official life. He was ever a harmonizer — a peacemaker — a promoter and provider of far-reaching and wise agencies for the uplifting and upbuilding of the intellect and character of the youth of Chicago. Thus his last important official work was the successful accomplishment of measures to bring the Public Library into more intimate relations with the pupils of the public schools as such.

Mr. Wells was succeeded in the superintendency by Josiah L. Pickard, Superintendent of Public Instruction in Wisconsin. The fact that he remained at the head of the schools for thirteen years is the best voucher of his success. Although there does not appear in these pages a separate account of his work it may be inferred from the development of all departments of the system during his administration. He resigned in 1877. He was a man of excellent parts. His years of work were extremely exacting. During his incumbency the schools got their footing well established. He went to the presidency of the State University of Iowa, where he made an admirable reputation in his new work. While in Illinois he closely identified himself with the educational work of the State, serving as president of the State Teachers' Association, lecturing in institutes and at other public gatherings and fostering in all possible ways a public sentiment favorable to public schools. It was in the latter part of his term of service that the great fire of 1871 occurred, and it tried the ability and devotion of all connected with the schools. We shall hear of this incident later.

Mr. Pickard was succeeded at the end of the school year of 1877 by Mr. Duane Doty, who had been acting for a time as his assistant. Mr. Doty served for three years. His position was not an easy one. There was much of dissension during his administration. He was followed in 1880 by George Howland, who had been in the service of the city for twenty-three years, twenty of which had been spent as principal of the high school. In the discussion of the development of the high schools we shall meet him again. He was surrounded by friends. He understood the spirit and temper of the people and they had for him the warmest admiration and affection. As has been intimated, the situation under the preceding superintendent had not been the most delightful. Causes are not under discussion, but it is enough here to say that the teachers were thoroughly loyal to Mr. Howland.

The administration of George Howland was especially interesting as an illustration of the capacity of a superior man in an entirely new field. He had been for many years the greatly admired principal of the high school. He was devoted to

culture. The classics were his delight. He had made literary contributions of genuine merit, especially in the line of translations — notably the *Æneid* — and his original verse was not unknown to discriminating lovers of poetry. He was taken from the relative seclusion of the scholar's study and put in charge of a vast machine, whose management called for business skill of a high order and an experience in the multitudinous details of elementary education. He met the occasion in a way that surprised his closest friends. He resigned September 1, 1891, and died October 22, the following year. He was in the service of the city in an educational capacity from January 1, 1858, until the date of his resignation.

The following memorial paper was read at the N. E. A. meeting at Asbury Park, in 1894, by the editor of this volume:

I saw George Howland for the first time at the meeting of the State Teachers' Association, at Joliet, in 1865. I was a young teacher, having just finished my first term of school and was using my Christmas vacation to acquaint myself with some of the notables. Should I call the roll of those of whom I remember, the names of many who have filled conspicuous places in the State and have passed on to the larger estate would be heard.

But no other person present made so marked an impression upon my youthful imagination as the popular principal of the Chicago High School. He was in the early forties. His genial face and abounding good humor singularly attracted me and I became at first contact what I never ceased to be — an ardent admirer.

The president of the Association was the late S. M. Etter, once Superintendent of Public Instruction. He was not a graceful speaker and wisely selected the accomplished academician from the metropolis to respond to the address of welcome. In those early days, such a greeting had more than a merely formal significance, as the visiting teachers were offered the free hospitality of the homes of the city in which they met. Mr. Howland was in his happiest vein and made the occasion memorable by an impromptu speech that took a permanent place in the traditions of the organization. Some of his eccentric conceits were annually repeated for many years.

So my first insight into the nature of this peculiarly interesting man was from the humorous side. A few years later I was admitted to a prized intimacy, and then I discovered that the playful instinct was easily aroused and that the phase that he quite habitually presented to the world was lighted by a gentle merriment that was at once an invitation and a foil.

His humor was never broad; it was delicate and silky, and suggested depths of good will and tender regard, in a shy sort of way, that seemed trying to disguise the esteem in which he held his friends. It constantly lurked in the background of his public addresses, giving them a suggestion of smiles that rarely reached the borders of laughter.

Reference has been made to his shyness. For a man of his breeding this was surprising. That it was one of his characteristics no one will deny who knew him well. He was at times tremulous with timidity before an audience of students, and extremely diffident before assemblies in which custom prohibits the use of the manuscript. It explains an inoffensive irony, quite habitual with him, that sentinelled the approaches to a sensitive and retiring nature. It was not easy to engage him in controversy and his opinions were often hidden by a mask of pleasantry.

There is reason to believe that this peculiarity was somewhat trying to a few of his friends, more especially to those whose thought was turned with great seriousness toward the fundamental pre-suppositions of method. It seemed to class Mr. Howland with those who deny the possibility of formulating much of anything in the way of a positive philosophy of education. That the superintendent of a great city system should hold an equivocal attitude toward matters of such momentous concern appeared unfortunate and paradoxical. While I believe him to have been in warm sympathy with all movements looking toward the improvement of educational conditions, I have not been able to resist the conviction that, to the end of his life, he entertained no small degree of doubt as to the utility of anything like an elaborate system of methodology. It was not unusual for him to allude

to Apperception and Concentration with that ambiguous and quizzical manner of his that left him free to enter either of two camps without charge of apostasy from the other. Indeed, I may go further and say that he appeared to be something of a loiterer about the porches of the Normal school, not quite sure as to whether it was his duty to advise the pupils to go or to stay out.

It is not difficult to explain his position. While I should be the last person to declare his administration of the Chicago schools as in any sense a failure, yet it seemed to me that his old function of high-school principal was a more congenial employment than the supervision of the work of elementary schools. He was a true son of the Renaissance in his scholarly sympathies, and, measured by its standard, he was equipped in no ordinary way. His long service as a teacher of the classics had endeared them to his fine, artistic nature in a rare way. He was fond of the solitude of the study and of the companionship of books. His style as a writer betrays at once his love of the beautiful. His fancies freely flowed into verse, and many an exquisite bit of song betrayed the shady covert where his hours of rest were spent. His long contact with pupils that had reached that self-directive period in which method is of smaller relative value had perhaps diminished the sense of its importance. He had dealt with the fruitful knowledges rather than with the beginnings of the forms of things, and the habits of a quarter of a century did not suffer radical change. He had great faith in scholarship and was disposed to think that the scholarly man or woman would find a way that would suffice.

His transfer from his old and much-loved work to the arduous position of superintendent must have broken into his life in many ways. He was not a young man when the change came — nor was he old. He would never have been old, I think. He made the transition in a way that surprised those who knew him best. He took up the myriad details of the office with good-natured patience. He retained the affectionate support of the large body of principals under his supervision. His annual addresses to his teachers, suggesting certain reforms in elementary education, elicited generous praise, but more, I think, from the surprise which their utterance occasioned than from anything radical or advanced which they contained.

His influence upon his schools was moral rather than professional. It was the infusion of a spirit of good will, of generous culture, of personal regard. There was not much "shop-talk," but there was much dignifying of the beautiful in childhood, much softening of the severer side of life. Out of the "humanities," that were his passion, numberless concrete humanities found their way into the lives of little children. His life had always stood for culture, and now it stood for kindness, that finest culture of the emotions. I do not forget his occasional brusqueness and rudeness at times; but they were superficial and did not stand for fundamental traits.

His relations to the political and self-seeking interests that so beset the administration of a great city system were unique. If he was what is called a "manager," I did not understand him, yet he got on far better than most managers. It was a matter of great surprise that he could hold his own in a community where politics is a trade and where so many enter it for what there is in it. But a large and influential portion of the Chicago public received its secondary education from the old high school on the West Side, when Mr. Howland was its principal. These men and women were his loyal friends. The leading professional men of the city, notably David Swing and others of his kind, recognized the value of a scholar at the head of school affairs and had a strong personal attachment to him, and the influence of David Swing and his group in Chicago was never overestimated although it was regarded as highly significant. And even the simon-pure politicians, the city-hall, office-dispensing fellows, seemed to have a regard for him, as if they gave themselves an air of respectability by standing by him, as if they should say, "Of course, when it comes to Howland we must go slow"; such contradictions are occasionally encountered and encourage us to trust that the good leaven has not entirely spent its energy even in what we call the "bad lot." He was discreet, doubtless, and did not needlessly offend them, but he did not cater to them, and I am misinformed if they ever tried to use him.

The State at large knew Mr. Howland mainly through his public addresses. While not greatly in demand he made many pilgrimages to a goodly number of counties, especially in northern Illinois, mostly in the institute season. He was for many years a regular attendant at the State Teachers' Association, where he was a favorite and appeared frequently upon its program. Yet his influence

there was largely personal. He was not a profound student of education in the sense that Ella Flagg Young or E. G. Cooley studied education. The gracious tributes uttered at the meeting following his death betrayed the relation in which he stood to that body. He was delightfully acceptable on the platform, where his utterances told upon the matter of kindness and patience and affection rather than of that professional skill that comes out of pedagogical insight. And his influence was very strong in the social gatherings in the hotel lobby, but there it was through the mellowness and richness of his personality and was never used for any purpose in all the world; it simply pervaded a considerable group and gave a fine flavor to it, for he was never on exhibition.

The volume published by the Appletons and edited by Dr. Harris contains a number of the addresses alluded to. No one can read them with any care without getting a just appreciation of his tastes and dominating sympathies. You would not expect elaborate treatises on the scientific or philosophic aspects of education. The speculative was not his habit of thought nor was the experimental. To him the teacher was by far the largest element in the educational problem. Upon him his view was focused. As he has so well expressed it, "the one great thing needed in our schools, public or private, is that spirit of humanity and culture which shall make their life healthy, happy and progressive, the well-spring of an upright, true, cultured manhood and womanhood, and a willing, working, watchful, and faithful citizenship."

He had the largest faith in the widely humanizing influence of scholarship. He looked for gentleness and sincerity as its necessary outcome. The first paper, "Moral Training in City Schools," has little to say of that systematic effort at moral culture by the use of the ethical element of classical literature in the lower grades — an agency so highly prized by the Herbartians. He looked toward that concrete embodiment of the ethical idea, the teacher, quite to the exclusion of any methodically organized system of moral training. And in him he had the profoundest faith.

Was it because he lived and died a bachelor that his ideas of punishment were so one-sided? He could not endure the thought of severity with the young. He loved to idealize childhood. He saw its beautiful side in the cultured homes where he was a welcome and honored guest. His earlier life as a teacher was spent in secondary schools almost exclusively. I often thought that he had small appreciation of the years of patient discipline through which the child emerges from his natural selfishness and becomes at last altruistic and human.

But who shall say that this very fact did not fit him better for the duties of his later life? City systems have tremendous tendencies toward machine methods. Where there are so many children the individual does not count for much, unless the teacher is peculiarly sympathetic. Into that hurried, formal and commercial life, this poet-superintendent was forever throwing his delicate fancies about the beauty and dignity of child life.

What he called the barbarism of corporal punishment always encountered his indignant protest and it was well that he should feel as he did about it, although the rod is sometimes an unmixed blessing. He held to the irresistible potency of moral suasion and he never changed his belief.

A passage from the paper already alluded to illustrates his faith in the refreshing influence of culture and is quoted to suggest a certain stimulating power which Mr. Howland exerted in this quiet and indirect way. He advises a hobby. "Though it be nothing rarer or more costly than moth-hunting, the jingle or jangle of rhymes, or even reformed spelling, they are, some of them, as I well know, of boundless possibilities. But at your daily mount of your hobby-horse, take not your way down the crowded street, nor over the flower beds and the fragrant exotics of your friends; but rather turn aside into the quiet lane, or the unfrequented country road, or, still better, off for a free stretch over the wide, open prairie, where, with tossing arms and expanding chest, you can shout forth your happiness, till with loud answering echo, the solitary places shall be made glad with your presence."

It is in such topics as "The Character of the Teacher," "The Elements of Growth in School Life," "The Scholarship Aimed at in the School," "The Teacher in the School Room," and "How the School Develops Character," that he is most at home. And with what charming graces of style he deals even with the commonplace! It was quite as much the literary flavor as the theme that delighted him with Horace Mann, while to the author of "Tom Brown's School Days," he gave his whole heart.

This volume from the press of the Appletons will be read as he desired — as a frequent recreation and not as a study. Have it at hand in the lounging half-hour of restful peace after the weary day. Freely pencil its pages where his poetic fancy leaps up with a fine illumination of the personality of the author. To read a chapter is to relive a quiet hour with him in his office at the close of the day, or by the genial grate of his favorite club or in my own home, to which he was not entirely a stranger.

In writing of him there is no place for the methodical biographer, or the critical analyst, or for anything but this informal prosing. No episode of his life can dim the affection in which he was held by those who knew him best. He died in the solitude that was dear to him and I think that he would not have had it otherwise.—J. W. C.

The following appeared in the editorial columns of *The Public School Journal*, November, 1892:

GEORGE HOWLAND IS DEAD!

It was a painful shock to all of his friends, and they are a multitude, to learn that George Howland, late superintendent of schools of Chicago, was found dead in his room on Sunday morning, October 23. One of his most intimate friends kindly responded to our request, and sends the following facts concerning his last days:

“Mr. Howland came to Chicago from his summer home in Conway, Massachusetts, some five weeks ago, to spend the winter here with his nephew, George C. Howland. He was from his arrival very glad to be back again in his *home* — Chicago. These few weeks have been very happy ones for our friend. He daily met old friends and acquaintances, and when did he ever meet such a one who was not glad to see him? Thursday, during our civic parade, he was over town all day. But in going home he got caught in a crowd that worried and fatigued him very much. Although I saw him Thursday and Friday evenings he did not tell me of this until Saturday evening, probably about an hour before he died. While I was with him Saturday evening he was in his usual apparent health and spirits. He died a sudden and I believe a painless death while preparing for bed that night. Mr. Howland died as he had lived — alone. The death angel came all unawares and reapt quickly. He was a man greatly loved.”

He wrote these lines some years ago:

“And when this fitful dream is o'er,
And friend or foe can do no more,
All earthly comforts flown;
When brightest mortal glories pale,
And heart and flesh together fail,
The parting spirit lifts the veil,
And passes through, *alone*.”

Mr. Howland was succeeded by Albert G. Lane. He had spent his life in Chicago. He was a pupil in the city schools from 1846 to 1858. He was principal of the Franklin School from 1858 to 1869. From the latter date until December, 1891, with the exception of a single term, he was the superintendent of the schools of Cook county. On the first Monday in December of the latter year he entered upon the duties of City Superintendent.

Mr. Delano filled the interim between September and December. Mr. Lane was not obliged to become acquainted with the people with whom he was to serve. He knew them and they knew him and fully trusted him.

Mr. Lane's service as superintendent continued for seven years. It was a period of great development for the schools. Early in 1905 Mr. Henry Barrett Chamberlin, of the *Chicago Record-Herald*, began the publication of a series of articles, some thirty in number, on the history of the schools of Chicago. Respecting the changes

that occurred within the period covered by the Lane administration he has much to say. He characterizes it as a new era. The study of the child was undertaken for the purpose of putting the management of the schools upon the only substantial basis. In consequence, instruction became less stereotyped. Nature study began to attract attention. There was a manifest endeavor to secure that free expression of child life without which education relies upon the "effort" theory. He enumerates twelve accomplished reforms and four suggestions that looked to a further development of the schools. They are as follows: 1. The introduction of manual training into the grammar schools. 2. The addition of the kindergarten to the educational agencies of the city. 3. The introduction of sewing and cooking. 4. An increase in the amount of drawing. 5. A change in the system of penmanship. 6. The addition of laboratories for the use of the science departments of the high schools. 7. An increase of interest in the subnormal child and a marked improvement in his treatment. 8. The founding of the John Worthy School. 9. The Parental School Law. 10. The co-relation of the school and home through the introduction of a lecture system for the parents and the children. 11. A systematic attempt at the ornamentation of schoolrooms. 12. The establishing of the vacation schools.

In the line of suggestion with a view to future development: 1. Plan for a commercial high school. 2. The adoption of a system of pensions for teachers. 3. The simplification of the work in arithmetic. 4. Vitalization of the language work.

The extension of the sphere of the schools aroused no little opposition. Things that are now considered as essential to the work of any good school were looked upon as "fads." It was said that the common branches were neglected, that the teachers were unprepared to teach the new subjects and that the expenses were too great. In consequence, the historic war against the "fads" was begun.

The Report of the Board of Education for the year ending June 30, 1894, contains, in the President's contribution, an echo of this outcry. The following extract reveals the attitude of that officer — Mr. Trude:

"The warfare against the fads has resulted in their elimination from our schools. No longer are scholars required to defile their hands without strengthening their intellects, by the creation of mud pies or clay modeling. Paper cutting and all kindred noxious, time-consuming fads have, with their authors, disappeared from the common-school service of the city. Upon the superintendent and his assistants there should be lodged no censure, either for the creation or maintenance of the fads mentioned. Their paternity is chargeable to a few members of the Board, who have resigned or whose terms of office have expired, and whose authority was more potential than that of the superintendent and his aids."

Other matters of great importance were worked out in this administration.

Mr. Lane withdrew from the superintendency at the close of the school year ending June 30, 1898. Chicago had been an educational storm center during the greater part of the seven years that he had been at the head of the system. The rare beauty of his character was never more charmingly exemplified than when he assumed the duties of assistant superintendent and gave to his successor the invaluable aid that his experience and intelligence equipped him with.

The successor of Mr. Lane was Dr. E. Benjamin Andrews, former president of Brown University. He remained in the position only two years. Violent antagonisms were aroused, and Dr. Andrews found his new work anything but agreeable. His efforts to carry out what he regarded as greatly needed reforms were not successful in any large measure. He was a man of superior scholarship, large ideas, and lofty purposes. As will be seen later, the two reports that issued from the Board during his administration are volumes of great value and mark the introduction of new forces into the determination of the agencies of the school. He left the employ of the city to become the president of the University of Nebraska.

In 1900 Mr. Edwin G. Cooley was elected to the superintendency and entered upon his duties at the beginning of the school year in September. He had not been connected with the city schools although he had been near enough to the city to understand the conditions that he would be called upon to face. At the time of his election he was principal of the La Grange Township High School. The promotion was a marked one. He was recognized as a man of superior capacities and of dauntless courage. He had made a careful study of modern education although he had not had any large administrative duties to perform.

Mr. Cooley's administration covered nine eventful years in the history of the schools. These years were full of interesting events. Many of them will be narrated under other captions. When it is understood that it was at this time that the merit system was established in the selection of teachers and that the tenure became practically permanent it will seem that little more need be said. A system of promotional examinations was introduced that had friends and foes, the latter being somewhat in the majority.

The labors of the position were too strenuous for the endurance of the superintendent and he was obliged to take a long vacation in 1908. But it became apparent that absolute withdrawal from the task that he had undertaken was necessary unless he was willing to risk a complete breakdown. In February, 1909, he requested the Board to accept his resignation. That body was unwilling to lose his services, however, and declined to do so, requesting him to reconsider his determination. While fully appreciating the loyalty implied in such consideration Mr. Cooley was obliged, out of regard for his health, to renew his resignation, which was very reluctantly granted.

The problem which the Board of Education was called upon to solve in the selection of a successor to Mr. Cooley was an extremely difficult one. One party favored the promotion of one of the many highly competent teachers in the employ of the city while another argued for the introduction of "new blood" from elsewhere. The matter was finally settled by the election of Dr. Ella Flagg Young, principal of the City Normal School.

Mrs. Young graduated from the Normal class in the high school in 1862. She entered the employ of the city as a teacher in September of the same year. She served as training teacher in the Normal school, assistant in the high school, principal of a grammar school, district superintendent for twelve years, and resigned in 1899, in the administration of Superintendent Andrews, because she was not in accord with the policy of the authorities. She was Professor of Education in the University

of Chicago from 1899 to 1905, when she was elected principal of the City Normal School.

Her familiarity with the Chicago schools, her expert knowledge of education, her rare ability as an administrator, her remarkable mental capacity and her equally remarkable popularity among the teachers of the city combined to make her a candidate acceptable to all parties. She entered upon her duties at the beginning of the school year 1909-10.

Since her elevation to the high office which she occupies the schools have gone forward with their work in the finest spirit, the loyalty of the great force of teachers to their superior being manifested in many delicate and beautiful ways. She has the gratification of knowing that she is the only woman that ever occupied so responsible a position in the educational world.

THE ASSISTANT SUPERINTENDENCY.

It was not until 1869 that the Board of Education came to the relief of the Superintendent by the appointment of an assistant. Mr. George D. Broomell, who had been principal of the Haven school, was detailed as "Extra Teacher" with an assignment at the office of the Superintendent. He was succeeded the following year by Mr. Francis Hanford, a former principal, who served until the great fire. After the devastation wrought in that period of terror, the Board of Education, in its policy of retrenchment, dispensed with the assistant superintendent. After one year Mr. Hanford resumed the assistant's work and continued in that capacity until 1875. The following year Mr. Hanford met with a tragical ending to a fine career. The official records of the Board are silent with regard to the manner of his passing, but it was an event that thrilled the community and became the sensation of the year.

Mr. Hanford was succeeded by Mr. Duane Doty, who was Mr. Pickard's assistant for the last two years of his administration, and, as has been stated, was elevated to the superintendency when Mr. Pickard resigned, in 1877.

Mr. Doty's assistant was Mr. Edward C. Delano, who had been the principal of the City Normal School from its beginning; Mr. Delano spent the remainder of his life in the assistant's position.

The addition of a second assistant to the Superintendent was made in 1883, Dr. John C. Burroughs being appointed to that office. Three additions to the force of assistants were made within the next four years in the persons of Albert R. Sabin, Ella Flagg Young, and Lizzie L. Hartney. In 1890 Leslie Lewis, James Hannan, and Augustus F. Nightingale were promoted to assistant superintendents. The two former had been principals and the latter was formerly the principal of one of the high schools in annexed territory.

In 1892 Alfred Kirk was advanced from a principalship to an assistant superintendency. He had been in the employ of the city for many years.

In 1892 Dr. John C. Burroughs dropped out of line after a long service as a teacher. The following sketch appears in the Report of the Board of Education for the year ending June 30, 1892:

John Curtis Burroughs graduated at Yale College in 1842, and the Hamilton, New York, Theological Seminary in 1846. He came to Chicago in 1852 to become the pastor of the First Baptist

Church. He became the President of Chicago University in 1856, when it was first organized, and held that position until 1875. He was appointed a member of the Board of Education in 1880, and was elected an Assistant Superintendent of Schools in 1883. He held this position until April 21, 1892, when, in the maturity of years, he ceased to work in our midst.

Forty years of constant and faithful service in religious and secular instruction were given to the young of this great city. The prime years of his life were given to building and developing Chicago University. No personal sacrifice for its maintenance was too great; no labor to make it a success was too heavy. No insurmountable obstacle to the final permanent establishment of his great enterprise was ever presented to his mind. The permanent reorganization was practically accomplished before his death.

As a superintendent he was considerate and helpful, critical, yet just, quick to appreciate and commend any system or method of instruction which was based on recognized educational principles. In his personal relations with the teachers, he was trusted as a friend, consulted as a wise counselor, was tender and charitable to those who appealed to his sympathies.

In 1894 Mr. William W. Speer was appointed assistant Superintendent. Mr. Speer became prominent in educational circles by the introduction of a new method of dealing with number. It is known as "The Speer Method." It had no little vogue for some time, but, like many other innovations, and innovations with very decided merits, it lost the attention of teachers within a few years.

At this time there were nine assistant superintendents. Mr. Nightingale had been made a high-school supervisor and the others were assigned respectively to divisions of the city that were numbered from one to eight.

In 1899 Mrs. Young tendered her resignation and her place was filled by the appointment of Miss M. Elizabeth Farson. Miss Farson had been one of the highly successful grammar-school principals. She became a teacher in the city schools in September, 1878.

As has been stated, Mr. Lane became an assistant in 1900. Meanwhile, Mr. Nightingale had resigned and James Hannan had died. He was a faithful and competent principal and devoted himself with untiring zeal to the welfare of the schools. When he was advanced to an assistant superintendent's place, he manifested those superior qualities which endeared him to that larger circle of pupils, teachers and patrons that came within the sphere of his fine influence.

Still other additions have been made to the list of assistants. The new appointees are Charles D. Lowry, Ella C. Sullivan, Henry G. Clark, Mary E. Vaughan, William C. Payne, William C. Dodge and Lincoln P. Goodhue, making fourteen men and women to aid the Superintendent in the great work of supervision. But these are not all. Four special superintendents have been added. They are Fred M. Sargent and Charles P. Megan, who were assigned to office duties, and W. Lester Bodine, Superintendent of Compulsory Education, appointed in 1899, and Thomas H. MacQueary, Superintendent of Parental school.

In 1901-2 there was a change in the revenue law that reduced the income of the Board of Education a full million and a half. In consequence, the most rigid economy became necessary. Eight of the fourteen assistants were relieved from duty and were assigned to grammar schools if they desired them. Six district superintendents were retained. They were Messrs. Kirk, Delano, Lowry, Dodge, Lane, and Miss Sullivan. Mr. William M. Roberts became an assistant superintendent with an

office assignment, and Mr. Megan was retained in his former position, as were Mr. Bodine and Mr. McQueary.

Nineteen hundred and six was a sorrowful year for the teaching corps, for it placed against the name of the beloved Albert G. Lane the "fatal asterisk of death."

The following sketch was prepared for the Proceedings of the National Education Association for the year 1906, by the editor of this volume:

In attempting to understand such a character as Albert Grannis Lane one turns to his family history and to the circumstances of his childhood and youth. His father, Elisha Lane, was of New Hampshire birth, and his mother, Amanda Grannis, was a native of New York. Both came of Revolutionary ancestry and were of good, sturdy stock. They located in Chicago in 1836, six years after the plat of the village was filed for record. The thriving town had already extended beyond the original territory, which was about equal in area to the inter-loop district of the present city. Cook county was but five years old and the city did not receive its first charter from the General Assembly until a year later. They found a community of about thirty-five hundred people, most of whom, like themselves, belonged to the pioneer type, the most enterprising element in any population.

The first home was on what is known as the Gale farm, at Oak Park. There Albert, the eldest of eight children, was born on the 15th of March, 1841. Shortly after, the family moved to the town and occupied a one-story wood cottage, that had been prepared for their coming. It was located on the northeast corner of State and Van Buren, the present site of the Rothschild department store. With the growth of the city this dwelling was removed to West Monroe street, where it continued for many years to be the home of the family. A half-century later it again yielded to the pressure of the town and on its westward journey stopped over Sunday directly before the residence of Mr. A. G. Lane, Superintendent of the City Schools.

His intimate acquaintance with the city is thus explained. "He was native here and to the manner born." And the city served him well in many of the situations of his busy life. He saw it change from a town of less than six thousand to a city of nearly two millions. He was thoroughly familiar with every aspect of its wonderful growth. No one could be more at home in its cosmopolitan life. The great problems of the metropolis developed under his eye.

Albert was sent to school at an early age. His parents believed in education, and the home atmosphere was very favorable to the development of intelligence. But his father was dependent upon his trade as carpenter for his income. The family was large, the wages were low, and there were interruptions from bad weather and scant business and the ordinary misfortunes of life. A dollar and a half a day seems a pitiful allowance for a family of ten, even with no loss of time. In consequence there was the greatest need of Albert's assistance as soon as he was old enough to find remunerative employment. And this time arrived just as he was finishing the grammar school. But the new high school was ready to open its doors to the boys and girls of the young city, and it was possible for him to finish its course within two years because of the advanced work that he had done in the grammar school. The ardent boy's desire for further education had been fanned to a flame, and it seemed a cruel despoiling of his hopes to be obliged to give up his cherished ambition. There was a family council, and a conclusion was reached that his strength and intelligence had become a marketable commodity whose value was greatly needed by the family. He accepted the situation, asked for an assessment of his obligation, and entered into solemn league and covenant to turn into the general treasury weekly the three or four dollars that his services were assumed to be worth. He could not entertain the thought of giving up his education.

It was a trying time for the fifteen-year-old lad, but he kept his obligation. At three o'clock in the morning he went to the *Tribune* office, folded his papers and tramped his round. He herded cattle on the prairies of the West Side where the population now is the densest. He picked up odd pennies at various small jobs and he kept his obligation. Who shall tell how frequently in the nineteen years that he was paying his "national debt," his mind may have reverted to the struggles of his childhood to keep up his weekly contribution to the common purse?

He entered the high school on the first day of the first term and remained there two years. He

fell a little short of graduating although a few weeks more would have accomplished it; but he was after the substance rather than the external show, and he accepted the situation without complaint. It had been a great discipline for him and it gave color to all of his subsequent life. He could sympathize with poverty, for he had experienced it. He could appreciate the inestimable worth of an education, for he had bought it with energy and privation and self-denial. He could meet the humblest laborer on his own plane, for he too had been a toiler where the wage was very small. But it was worth all that it had cost.

He was no sooner out of school than he was elected to the principalship of the old Franklin School. He could safely lay claim to the honor of having been the youngest man that ever held such a position in Chicago. He was barely seventeen when he entered upon the discharge of his duties. The suggestion of such a transaction would now be regarded as preposterous. He retained this position until 1869, when his larger career began.

In November, 1869, he was elected to the superintendency of the schools of Cook county. He was then in his twenty-ninth year and in the full, overflowing vigor of a splendid, young manhood. He was good to see. Tall, muscular, handsome, with a clear, ringing voice, a face that won its way to full confidence at the first meeting, and an unusually magnetic manner. He lived in an atmosphere of perpetual sunshine and ardent enthusiasm. His sense of duty was exceptionally keen, and was grounded in a deep religious conviction. Like Abou Ben Adhem, he loved his fellow man. Like Pestalozzi, he saw the cure of the greater part of our social woes not alone in the education of the head, but, as well, in the education of the hand and especially in the education of the heart. It was clear that his life had a deeper anchorage than that of most men. This is an impression that he invariably gave to those who knew him at all well. He seemed to draw his inspiration from unfailing hidden springs.

Think of such a man in conjunction with such an opportunity! He pressed himself against the task with all of the ardor of a crusader. He was ready for any drudgery, yet he was an idealist to the core. The best schools were poor enough and the rural schools were worst of all. The average school was held in a poor building with little if anything in the way of apparatus and nothing in the way of a library. Even blackboards were a novelty in many localities. There was no definite course of study, no uniformity of text-books and rarely a trained teacher. The multiplicity of duties devolving upon the superintendent was something appalling. He must be lawyer, man of business, peacemaker, educational exhorter, and most difficult of all, perhaps, licenser of teachers. He was all of these and more. He brought to the discharge of his manifold duties a sympathetic personality that made him not only a public official, entrenched behind the law and exercising his formal authority, but a warm-hearted friend as well, full of gracious courtesies to everybody. He unraveled legal tangles; examined accounts of trustees and treasurers; adjusted neighborhood quarrels; pleaded with parents for the inalienable rights of their own children; urged more liberal appropriations upon penurious voters; encouraged overworked and poorly paid teachers; sympathetically eliminated the inefficient by tactful methods; organized institutes for the instruction and inspiration of all, and did it with tireless patience and abounding good nature.

Under his guidance, the work which that faithful pioneer of education, John F. Eberhart, had started, began to expand and develop. He introduced into the country schools a uniform course of study. The children were thus enabled to move from grade to grade until they had completed the rudiments of an English education. Previously the waste of time had been beyond computation. The constant change of teachers meant an endless round of deadening repetition, for there were no records to determine the work. No other one thing was in any way comparable to this single reform. He had the pleasure of seeing his plans put into operation in many localities in his own and in other States. This done, he attacked the problem of the secondary school and was largely instrumental in securing its multiplication until almost every child had within his possibilities a high-school education.

In 1873 a burden was dropped upon his faithful shoulders which he was foredoomed to bear for nearly a score of years. He had in his possession an undistributed school fund of \$33,000. The County Commissioners approved the bank in which it was deposited. With the coming of the panic

of that year the bank fell to pieces like a house of cards. It is probable that his responsibility ended with the action of the Commissioners. But he lived under the higher law. Nothing could deter him from assuming the entire responsibility. He called his sureties together, arranged for them to pay the loss, turned over to them all that he had, and began the long task of reimbursing them for their outlay. The county did not lose a penny. To add to his misfortune he failed of reelection that year. Four years later the people recalled him to his former work and kept him there until the city called him to a higher estate.

It took him more than nineteen years to square himself with the world, but he did it. No bondsman lost a dollar. He paid principal and interest to the last cent. When the task was done he had put forty-five thousand dollars into the investment — a snug little fortune for a man of modest desires. I remember how we grasped hands when he told me, one day, that his "national debt" was at last paid. I had no words for the occasion.

He was county superintendent for nineteen years. What would Colonel Parker and his County Normal School have done without him in those militant years when his institution was on the brink of ruin? They called him down there on his fiftieth birthday and told him what they owed him.

The story of his accession to the city superintendency has been briefly told. The seven years that followed were years of battle against the gang and for the children. The howls of the "gray wolves" were always in his ears. But he never lost heart. In one of the series of articles contributed to the *Record-Herald* on the History of the Chicago Schools, by Henry Barrett Chamberlin, he says that Mr. Lane's administration "marked a new era in educational thought, and practice." He enumerates some of them:

"The extension of the manual training into the grammar grades; the introduction of sewing and cooking as a form of manual training; the added importance attached to drawing; the change in the style of penmanship; original investigation on the part of the pupils in the laboratories of the high schools; new interest in the subnormal pupils, resulting in ungraded rooms for the defective pupils in the regular school buildings; in the erection of the John Worthy School and, later, in the law authorizing the parental school; correlation of the child's school life with his home life through lecture courses and parents' meetings; the vacation school suggestion; the plan of a commercial high school and a course in civics; the law authorizing a pension for teachers and employees; simplification of the work in arithmetic; vitalization of the language work — all of these featured in the administration of Mr. Lane and showed that the new education was abroad."

Here was material enough for the critics. The newspapers had an abundance of sensational stuff for headlines. The cartoonists sharpened their pencils. Members of the Board of Education actually visited schools. It was inevitable that much of the work should be imperfectly done, for it was in the first stages of its development. A portion of it was eliminated, but the atmosphere was changed. Henceforward there was to be a freer life.

In 1898 he failed of reelection. It is probable that this was the severest disappointment of his life. He was urged by his friends to withdraw from the schools, but he would not listen to such advice. He accepted the lower position without a murmur and manifested such fidelity as to gladden the heart of his chief. The tributes to his devotion from Dr. Andrews and from Superintendent Cooley dwelt upon his great skill and especially upon the absolute sincerity of his character.

No biography of Mr. Lane would be at all complete that omitted an account of his services to the National Education Association. Yet there is scant space to speak of it. Fuller details may be found in the article from which this has been cut. His membership began in 1884 and he was an official of the Association the larger part of the subsequent twenty-two years. He served as state director, president, chairman of the Board of Trustees, practically supervisor of the fund — offices of great importance to the welfare of the organization. Secretary Shepard, presidents with whom he served and others, joined in unstinted praise of what he accomplished.

The time came at last when he could no longer engage in the laborious service to which he had given his life. On the 23d of August, 1906, his beautiful life came to its close. From one end of the country to the other came loving tributes to his memory. The Board of Education adopted an appreciative memorial. Religious and educational institutions recorded their admiration of his

character and services. A great meeting at the Auditorium was addressed by President James, Dr. Gunsaulus, Dr. Rufus A. White, and others.

In *Morituri Salutamus*, one of the sweetest of our American singers chants his valedictory to his surviving classmates of a half-century earlier:

“O ye familiar scenes — ye groves of pine,
That once were mine but are no longer mine —

. . . we who are about to die
Salute you; earth and air and sea and sky,
And the imperial sun that scatters down
His sovereign splendors upon grove and town.

Ye do not answer us! Ye do not hear!
We are forgotten; and in your austere
And calm indifference, ye little care
Whether we come or go or whence or where.”

And so throughout the larger part of this beautiful poem there is the haunting echo of a pensive melancholy. Yet he was not old. He had been crowned by his fellow men with unfading laurels. At last a more hopeful spirit inspires the theme:

“As the evening twilight fades away
The sky is filled with stars invisible by day.”

Ulysses had a braver spirit.

“Come my friends
’Tis not too late to seek a newer world.
Push off, and sitting well in order, smite
The sounding furrows; for my purpose holds
To sail beyond the sunset, and the baths
Of all the western stars, until I die.”

Albert Grannis Lane was not old, yet the assaults of disease had made him battle for the boon of life. But it was the unconquerable spirit of Ulysses that inspired the heroic figure so familiar to us all. The eyes lost none of their luster and the earnestness and fervor of the uplifted face were undimmed. He was never younger in his spirit than when he fell asleep.

Mr. Lane was married on June 18, 1878, to Frances Smallwood, for ten years a teacher in the city, nine of the ten being in the old High School. Two daughters survive the father, Clara Lane Noble and Harriet Lane.

In 1907 another veteran employee of the Board of Education dropped out of service. Edward C. Delano, for fifty-one years a teacher in the city, died on June 7, 1907. He began his work in September, 1856, and shortly after was made the principal of the Normal department of the High School. He continued at the head of the Normal school until it was discontinued and was then transferred to the work of assistant superintendent. He served in the latter capacity for thirty years. The greatest confidence was felt in his character and capacity. It is said that he might have been city superintendent if he had wished the office but that he preferred the less responsible position.

He made warm friends, was highly valued as a counselor, was the most welcome of visitors, was never harsh, and always encouraged the development of the highest moral earnestness. His ambition was to secure character rather than scholarship,

although he believed fully in the latter. His firmness for the right, his sense of honor, his devotion to his work made a place for him by the side of his friend who went before him into the unknown. He and Mr. Lanc worked side by side in the evening schools in 1856-7, their only compensation being the joy of service.

He was spared a lingering sickness. There was no intimation of approaching death. Like his friend, Howland, he answered to the call of the messenger in the night and while he was alone.

The death of Mr. Lanc and Mr. Delano left two vacancies in the board of assistants. In 1907 Mr. Kirk withdrew, so that in 1907-8 there were but three assistants left for the district work — Mr. Lowry, Mr. Dodge, and Miss Sullivan. Mr. Roberts and Mr. Megan remained in the office, and Mr. Bodine as Superintendent of Compulsory Education, but Mr. Rufus M. Hitch became Superintendent of Parental School, being promoted to that position from a grammar-school principalship which he had occupied for several years.

Mr. Cooley soon discovered the inadequacy of the assistant force. In 1908-9 three notable additions were made to the corps: Edward C. Rosseter, principal of one of the high schools; Minnie R. Cowan, principal of one of the grammar schools, and Orville T. Bright, also a grammar-school principal. Of these three Mr. Bright had been longest in service, and we shall hear of him again when the grammar schools are under consideration. With the exception of the eleven years that he was county superintendent, he has been connected with education in Chicago for approximately forty years.

In 1909 still other additions were made to the force of assistants. Mr. Hitch was transferred from the superintendency of the Parental School, and Henry C. Cox, Gertrude E. English and Kate Kellogg were promoted from principalships. John D. Shoop was made First Assistant Superintendent, an office that was created at the time of the election of Mrs. Young. Mr. Peter A. Mortenson succeeded Mr. Hitch as Superintendent of Parental School.

The situation for 1910-11 is as above indicated: First Assistant Superintendent, ten District Superintendents, and two office superintendents and the two special superintendents.

COMPULSORY EDUCATION.

On October 17, 1888, the attention of the Board was called to this subject by a resolution introduced by Hon. Charles Kozninski. The resolution was referred to the Committee on Judiciary, who carefully considered the act of 1883 and declared that it could not be enforced. This latter date marks the beginning of a serious attempt to do something with the non-attendants. The legislation accomplished little more than to accustom the public to the phrase and to set it up as matter for future consideration.

The resolution referred to above resulted in the appointment of a special committee whose duty was to inform itself on the subject and prepare a bill to be acted upon by the legislature, which was then in session.

A public meeting was held on January 19, 1889, which was attended by a large number of prominent citizens, including a number of members of the General

Assembly. It resulted in the preparation of three bills — see pages 24-7, School Report for 1889. The bill that became a law may be found on pages 29-30 of the same report.

Abram E. Frankland was appointed Superintendent of Compulsory Education, an office created to meet the necessities of the new law. He served until 1894, when he was succeeded by Thomas J. Bluthardt, who assumed the added duties of Sanitary Inspector. He in turn served until 1899 and was succeeded by W. Lester Bodine, who was still in that position in 1910-11.

The special supervisors will receive attention later. The organized agencies in the way of schools have been indicated. At the head is the

TEACHERS' COLLEGE.

The City Normal School was at first a department of the High School. The latter was provided for by an ordinance which was passed in January, 1855. Its history will be traced on subsequent pages.

The Normal School began its career in 1856, a year before the establishment of the Illinois State Normal University. It was, therefore, the first Normal School in the Mississippi valley. Doubtless this pioneer movement had no inconsiderable influence upon the success of the enterprise in which so many of the early educational people were then engaged, which had for its end the Illinois State Normal University.

The specific aim of the City Normal School was the preparation of young women for teaching in the grades of the city schools. Great difficulty had been experienced in securing teachers for these positions. A two-year course was offered, much attention being paid to the study of the common branches and especially to the development of the ability to explain to the pupils the difficulties encountered in teaching these subjects. The higher mathematics and their application to the practical sciences were also included in the course as was a considerable segment of history and *belles-lettres*. The pupils were required to conduct classes in each of the subjects of instruction, their classmates serving, meanwhile, in the capacity of children.

Its first principal was Ira Moore, a graduate of Bridgewater Normal School, Massachusetts, an institution that has exerted so powerful an influence upon education in Illinois because of the five graduates who were connected with the State Normal University within the first thirty-three years of its life. Mr. Moore went to Bloomington in 1857, becoming one of the first teachers in the institution there. The second principal was Edward Delano, who remained at the head of the school until its discontinuance in 1877. In 1871 the school was detached from the High School and given a separate home.

It soon became apparent that the method of playing at teaching by using the Normal students as practice classes was at best only an extremely poor substitute for the real experience needed. In consequence one of the graduates of the school, N. Ella Flagg, was selected to conduct classes of children for the illustration of method and to supervise practice work in which the Normal pupils engaged. She remained in this position for a number of years and until the department was thoroughly established. She was succeeded by Miss Caroline S. A. Wygant.

The school came to an abrupt termination in 1877, Mr. Delano going to the work of assistant superintendent, as has been seen.

It was not long before the Normal School was seriously missed and an effort was made to find something in the way of an agency that would take its place. Instead of a separate institution, the principals of the grammar schools were required to manage a cadet system, young women-graduates from the High School being assigned to them to learn the art of teaching in such way as they might be able to do by observing the work of the grade teachers, occasionally engaging in practice, and receiving such useful hints as the principals and the teachers might give them. After two months of such experience they received seventy-five cents a day. They were assigned to vacancies as the need for them developed. They got something of worth from their contact with the schools, but it was soon made apparent that the system was a failure. Mr. Lane found the plan in operation when he came to the superintendency. A Teachers' Training School was declared to be a crying need of the city, and the establishment of such an institution was warmly recommended. The recommendation was adopted and the Board voted to organize a training class for teachers in September, 1893. All-applicants for positions who had never taught and who had succeeded in passing the examinations and all high-school graduates who had received certificates to teach because of the excellence of their scholarship were instructed for five months in a special training class one half of each day and engaged in practice teaching for the remaining half. As soon as they demonstrated sufficient ability they were assigned to the charge of rooms. The special teachers under this arrangement were at first Miss Agnes M. Hardinge and Miss Theresa McGuire. Later, Miss H. Amelia Kellogg, principal of the Riverside Grammar School, was added to the corps. She was a most significant addition, as she was a graduate of the State Normal University, a woman of charming personality and a principal and teacher of rare power. But a better plan was soon made possible.

The history of the Cook County Normal School has been narrated at some length in these pages. In the year 1895-6 it became the property of the city and its splendid faculty went with the tangible property. The story has been told of Colonel Parker's connection with it and of the succession of Arnold Tompkins to the principalship.

Chicago has long been an educational storm center and it is no unusual thing for a tempest to arise at any time. Before the city took the Normal School over, the radical policy of its distinguished principal invited great praise and also extremely sharp criticism. It was not anticipated that he would have smooth sailing all of the time after the transfer was made. Indeed, the opposition was sharper than ever before. In consequence, a committee of the Board, under the chairmanship of Joseph W. Errant, President Harper being also a member of the committee, made a careful investigation of the school and of Colonel Parker's methods. The investigation resulted in a unanimous report, favoring the retention of the entire faculty and also of enlarging its membership and of increasing the facilities of the school. The Training School for Teachers, which had been maintained in the Thomas Hoyne school building from 1893 to 1896, was, in September of the latter year, transferred to the recently acquired Normal School.

In 1899, a fine building, costing \$110,000, was added to the equipment. The course was changed the same year from one year to two. It was at this time that Colonel Parker resigned and became the principal of the school projected by Mrs. Emmons Blaine. E. G. Cooley, principal of the La Grange Township High School, was elected to succeed him, but his Board would not release him. Mr. Giffin acted as principal until the election of Arnold Tompkins in 1900. In 1904 the magnificent new building, costing \$400,000, was assured.

In the School Report of 1906 appeared an appreciation of Dr. Tompkins. It was substantially as follows:

Arnold Tompkins was born on his father's farm eight miles south of Paris, Illinois, on September 10, 1849. He died at his country home at Menlo, northern Georgia, on August 12, 1905. His early education was received at "Possum Kingdom," a country school near his father's farm. At the age of fifteen he walked three miles to attend another country school, which was taught by a man of college training, a teacher who taught algebra and geometry. This man inspired him to go to college. At the age of seventeen he taught a term of school in the country. In the spring of the same year he attended the high school at Paris for two or three months. The following winter he again taught a country school, all of the time looking forward to the day he might enter college. That day came in 1869 when he entered Indiana University, dropping out before the end of the year because of overwork. The following September he entered Butler University, but was again forced to leave because of illness.

In 1875 he entered the State Normal School, at Terre Haute, where his work with William A. Jones, first president of the school, started him in organic thinking. He was graduated from this school in 1880. He spent the next two years at Worthington, Indiana, as superintendent of schools.

In 1882 he became superintendent of schools at Franklin, Indiana, where he prepared a graded course of study, organizing the work on a philosophical basis. In 1885 he was chosen head of the English Department in the Normal School of DePauw University. He was made dean of the school in 1889, and was graduated the same year from the University of Indiana, just twenty years after matriculating. In 1890 he became the head of the Department of English in the State Normal School at Terre Haute, where he remained two years.

In 1893 he entered the University of Chicago, where he remained as a graduate student for two years. At the end of this time he accepted the chair of pedagogy in the University of Illinois. In 1899 he resigned to become the president of the State Normal University, at Normal. The following year he accepted the principalship of the Chicago Normal School, where he remained until his death.

Dr. Tompkins did much work as a writer, publishing in 1889 "The Science of Discourse," in 1893 "The Philosophy of Teaching," and in 1895 "The Philosophy of School Management." In addition to these he prepared shorter articles for the educational press.

Perhaps the greatest work of his life was done on the lecture platform before the teachers of the country. No one ever approached him in ability to talk pedagogy in an attractive and inspiring way. He held a unique position as an impassioned orator and exponent of educational ideas. Those who heard his famous addresses at the meeting of superintendents at Columbus, to the Illinois teachers at Springfield, or to the members of the St. Andrew's Society, when he spoke of Robert Burns, realized that he was first in this field and the others nowhere. His firmest friends have believed for many years that this gift of oratory in the exposition of educational ideals was worth more to the cause of education than anything that he could contribute as a teacher or as an administrator.

In administering the affairs of the Chicago Normal School, Dr. Tompkins met with many difficulties, for which he was not responsible. Colonel Parker had taken with him a large number of the Normal School faculty, many of the vacancies thus created having been filled during the interim between Colonel Parker and Dr. Tompkins. In filling other vacancies he was sure to offend the community and teachers in the old school, who jealously guarded the ideals of Colonel Parker, and resented anything that looked like a change. Further difficulties arose from the fact that he took

charge of the school when there was a large surplusage of teachers, a long list of cadets, and the policy had just begun of doubling the demand upon the students of the Normal School. Financial difficulties, too, forced the Board of Education to give up the small salary of \$200 a year which had been paid to cadets while on the waiting list. The long wait before appointment, the deprivation of salary, and the longer period of study required before graduation at the Normal School, together with the inevitable difficulties connected with the taking charge of a new school and the inauguration of a new policy, made the situation a difficult one to handle.

He faced these difficulties with a courage and hopefulness that endeared him to all that were associated with him. His faith that truth would prevail, that there was something in the universe working for righteousness, that the situation would somehow spell "success," was absolutely invincible. When difficulties arose, and complaints and denunciations of his policy were under consideration, he would urge that logic would win in the end, and that success must be ours in our efforts to build up a great teachers' college.

It was Dr. Tompkins' ambition to see the Teachers' College thoroughly established, equipped with a good faculty, and prepared to train all classes of teachers needed in the schools of Chicago. When this work was done he was anxious to resign. His ambition was purely impersonal; he thought first of his school work, second of his own leadership. One of the saddest things connected with his death is the fact that he was so near a realization of all of his hopes, and yet was not permitted to open up the school in the new quarters he worked so long to secure. He had, however, lived long enough to see the threatened destruction of the school averted, to see the tide turn and increasing numbers of students enter the school, and to realize that he was at the head of one of the best and most finely equipped Normal schools in America.

THE HIGH SCHOOLS.

As early as 1843 the subject of a high school had been broached. In 1852 a committee made an elaborate report and a convincing argument for its establishment, and in January, 1855, the ordinance was passed. The plans for the building were furnished by Superintendent Dore and were so admirable that the State Agricultural Society awarded him a diploma and a premium for "the best design for a high-school building." He received similar consideration from other societies, indicating that the high school was in the near future. The building and its furnishings cost \$50,000. It could accommodate three hundred and fifty pupils. It was regarded as a noble edifice and its erection marked an epoch in the history of the city. When it is remembered that it was but sixty feet by ninety and but three stories high it will be seen that it belonged to the pioneer period.

The school was opened on the 8th of October, 1856, with Charles A. Dupee as principal. One hundred and twenty-five students appeared and were provided with four male teachers. It was co-educational. In 1857 the name of George Howland appears on the list of teachers. He was to become a most significant factor of the social and educational life of the city. He became the principal of the school in 1860 and remained in that position until he was promoted to the superintendency.

There were a number of men and women on the old high school faculty who subsequently became conspicuous in the schools of the city and elsewhere. Leander H. Potter went from its staff to the Normal University in 1860, and became finally the colonel of the "Normal" Regiment. S. H. Peabody, later the president of the University of Illinois, was a teacher there in 1866. Mr. Sabin and Mr. Westcott

served there for a time. As has been said, Mrs. Young was also one of the early assistants.

In the School Report of 1879 there are very interesting historical sketches of the first high school, the Normal school, and also of the division high schools that were opened in 1875. They may be found on pages 48-70. Lack of space prevents their introduction here.

In 1875 there was a marked development of the high-school idea. The new scheme provided for an English high school in each division of the city. The courses were to be two years long and embraced the more practical branches of higher instruction. The North Division school was located at the corner of Elm and North State streets; the South Division High, at the corner of Michigan avenue and Twenty-fourth street; and the West Division on Aberdeen at the corner of Jackson. The old high school was called the Central. The surroundings of this school were declared to be of such a character as to necessitate a change of site, vice in its most objectionable form having taken possession of the immediate environs.

These division high schools were a development of high-school classes that had been organized in each division of the city as early as 1869. The high school was overcrowded. Many of the pupils left after one year of work. Arrangements were made, therefore, in the Franklin, Haven, Foster and Hayes schools for a year of high-school work, with the understanding that at the end of this year the pupils would be transferred to the high school. The first school was located on the North Side, the second on the South, and the third and fourth on the West Side.

The principals of these schools were respectively H. H. Belfield, Jeremiah Slocum, Ira S. Baker. Mr. Howland retained the principalship of the Central until his promotion.

The year 1889-90 was a banner year for the increase in the number of high schools, which in a single year were increased from three to twelve. Much the greater part of this increase was due to the annexation to the city of adjacent territory already supplied with fine high schools. Here is the list with their principals:

North Division, Oliver S. Westcott; South Division, Jeremiah Slocum; West Division, George M. Clayberg; Northwestern Division, Franklin P. Fisk; Calumet, Avon S. Hall; Englewood, Orville T. Bright; Hyde Park, William A. McAndrew; Jefferson, Charles A. Cook; Lake, James E. Armstrong; Lake View, Charles W. French; South Chicago, Charles I. Parker; English High and Manual Training, James F. Clafin. The latter school will receive especial attention later.

There were changes in some of these principalships soon, Mr. Armstrong going to Englewood when Mr. Bright became county superintendent, Edward F. Stearns to Lake, Mr. French to Hyde Park, Mr. James H. Norton to Lake View, and Albert R. Robinson to the English High.

The Marshall and Medill were added in 1895; the Austin, in 1899; the McKinley and Waller, in 1901; the R. T. Crane, in 1903; the Curtis, the Phillips, the Tuley and two Manual Training High Schools in existing buildings, in 1905; the Lane Technical, in 1908; the Farragut, in 1909; the Schurz and the Parker, in 1910.

The classification of these schools was as follows in 1911:

Technical: Crane, William J. Bartholf, principal; Lane, William J. Bogan, principal. Having partial manual training equipment: Austin, George H. Rockwood; Bowen (South Chicago), Charles I. Parker, principal; Calumet, Avon S. Hall, principal; Curtis, Thomas C. Hill, principal; Englewood, James E. Armstrong, principal; Farragut, Frank L. Morse, principal; Lake, Edward F. Stearns;

Lake View, Benjamin F. Buck; Marshall, Louis J. Block; McKinley, George M. Clayberg; Medill, Albert R. Sabin; Parker, William B. Owen; Phillips, Spencer R. Smith; Schurz, Walter F. Slocum; Waller, Oliver S. Westcott. Without manual-training equipment: Hyde Park, Hiram B. Loomis; Jefferson, Charles A. Cook; Tuley, Franklin P. Fisk.

Most of the buildings in which these schools are housed are models of their kind.

THE PARENTAL SCHOOL.

In 1899 the legislature passed a law requiring the Board of Education of the city to build and maintain a Parental School. This movement was in harmony with the Juvenile Reform Law, which created a Juvenile Court and provided for a parole system and probation officers to look after truants. This movement marks an epoch in the treatment of the delinquent pupils. Its effect became immediately noticeable.

The Board of Education responded at once to the provisions of the law requiring the establishment and maintenance of the Parental School. Mr. Thomas H. MacQueary was selected as superintendent after a careful examination of the relative merits of a number of available men. Following the recommendation of the Committee on Compulsory Education, he was instructed to visit institutions similar to the proposed school and make a careful examination of the methods that had been found to be successful in their experience. Very properly the Supervisor of Manual Training was directed to accompany him.

Mr. Bodine had so far covered the constructive features of such schools in a report from his department that these gentlemen devoted their time mainly to the study of the educational principles and practices involved in such institutions, the most successful ones in the East being visited and carefully scrutinized. Their report may be found on pages 15-29 of the School Report for 1900.

A site was selected in the northern part of the city. The plans contained provisions for ample school room, dormitory and shop facilities, and were based on the cottage plan. Sixty acres of land were set apart for the use of the school. The first pupils were received January 1, 1902. A description of the organization and work of the schools may be found in the Report for 1901-2.

Rufus M. Hitch became superintendent of the school in 1907 and continued in that capacity until his promotion to a district superintendency in 1909. His successor was Peter A. Mortenson.

THE JOHN WORTHY SCHOOL.

The condition of the boys committed to the city Bridewell could not escape the attention of any visitor to that institution of correction. They were associated with hardened criminals and seemed foredoomed to criminal careers. In 1896, the Common Council imposed upon the Board of Education the task of direction and training of these boys. A suitable building was erected and the school was organized on November 1, 1896. Robert M. Smith, from the English High and Manual Training School, was made the principal. This was the beginning of the John Worthy School, so conspicuous among the educational agencies of the city.

THE GRAMMAR SCHOOLS.

In 1857 the system of numbering the grammar schools was abandoned and they were given names. This custom has perpetuated the names of many of the public-spirited citizens of the city who by their devotion to the interests of education have deserved well of their fellow citizens. The Dearborn has been described. The report of the the superintendent for the year ending February 1, 1858, mentions also the Jones, on Clark and Harrison; the Scammon, on Madison between Halsted and Union; the Kinzie, on Ohio and La Salle; the Franklin, on Division and Sedgwick; the Washington, on Owen and Sangamon; the Moseley, on Michigan avenue and Monterey; the Brown, on Warren and Page; the Foster, on Union street near Twelfth; the Ogden, on Chestnut between Dearborn and Wolcott.

The principals of these schools were among the early workers in education. Their names are household words in the city. The principal of the Jones was Willard Woodard, who retained the position for seven years. He was long a member of the book-publishing firm of George Sherwood & Co. He served on the Board of Education later. Daniel S. Wentworth was principal of the Scammon School until 1863. We have heard of him in connection with the Cook County Normal School. The principal of the Kinzie at this time was Philip Atkinson. After a year Ben. D. Slocum succeeded him, serving until 1862. Then William J. Armstrong was principal for a year; then, Jeremiah Slocum for a year, and then Ira S. Baker. The principal of the Franklin was William Drake; a year later Albert G. Lane succeeded to the position and continued until his election to the county superintendency in 1869. George A. Low was principal of the Washington but he was succeeded the next year by B. R. Cutter, who served in that capacity until his death, June 17, 1875. The principal of the Moseley was Bradford Y. Averill until 1859, then Samuel A. Briggs, until 1863, then Jeremiah Slocum until July 1, 1870. Henry M. Keith was principal of the Brown School until 1859, then S. H. White served until he went to the Peoria County Normal School in 1868; he was followed by J. K. Merrill. The Foster School principal was G. W. Spofford who, in 1870, was succeeded by O. T. Bright, who in 1874 went to the Douglas School and won fine repute in a service there of several years. The principal of the Ogden School was Appleton H. Fitch who was succeeded in 1859 by George W. Dow. Two years later John E. Kimball was principal and served two years. F. S. Heywood became principal in 1863. Ann E. Winchell appears in 1858 as principal of a branch of the Jones School.

The great fire of 1871 may well serve as a division line between the earlier and later history of the schools. Fifteen school buildings, ten of which were the property of the city, were burned. Notwithstanding the loss of so many buildings, the schools were interrupted but two weeks. This is not the place to dwell upon the scene of desolation that was presented to the spectator after the destruction had ceased. The writer has a vivid recollection of the pitiful situation. Although it was a manifest calamity to great numbers, the city's recovery was little short of marvelous. Indeed, the fire was not without its advantages.

After the fire the teachers were divided into four groups and were taken on as rapidly as places could be found for the schools and in the following order: 1. The homeless. 2. Those who had others dependent upon them. 3. Those who must support themselves. 4. Those who had friends that could provide for them. It was a time that called for self-sacrifice. All rose to the occasion.

The following brief extracts are from the Report of the President of the Board of Education for the year ending June 28, 1872:

"The old landmarks of youthful Chicago were represented, in school parlance, by the Jones, Dearborn and Kinzie school buildings. When built they were models of their kind, and for a long time were looked upon by the outside world as monuments of the folly and extravagance of the School Board." He then contrasts the more modern buildings that had been erected and that were the pride of the city and that had accommodations for ten thousand children. "All of these were in one day and without warning swallowed up by the devouring flames. The thousand pupils and more than one hundred teachers were turned into the streets, without home or shelter, and the most beautiful and wealthy portion of the city became a barren waste.

"In that dark day, when it seemed that our schools must close for want of money, and the Board of Trustees were disheartened, our teachers met in the hall of the Skinner School, and removed from us the burden, without a dissenting voice. They said in language eloquent, because of its earnestness, 'We are ready, willing, and cheerfully tender you our services to continue the schools until the close of the year, regardless of compensation.' And with willing hands and cheerful hearts they assumed their duties."

In the Report of the Board for 1875 appears an appreciation of Ben. R. Cutter, for seventeen years principal of the Washington School.

"Few men possess the power of control to such a degree as did Mr. Cutter. In the midst of what might seem to a stranger as inextricable confusion, a word would secure the most perfect order. It was not necessary for him to hold his school constantly subject to set rules, for the power of control was so consciously held by him that the rules were not needed.

"His absorption in his work was complete. He had no other interest than that of his school. His methods were peculiarly his own. The results of his work were always satisfactory."

Mr. Cutter was well known by the down-state schoolmasters, for he was a constant attendant at the State meetings. He is recalled with great pleasure by not a few of the veterans.

In 1880, when Mr. Howland came to the superintendent's office, the city was using seventy-three buildings, twelve of which were rented. There were 958 teachers and 63,141 pupils enrolled.

Interest always attaches to those who have been building a system and who, by their long service, have given it its characteristic features.

Here are some of the long-service teachers that greeted Mr. Howland:

George P. Wells became a teacher of Latin in the High School in 1860. He was now the principal of the West Division High School. His service had not been continuous for the twenty years but the interruptions had not been long. Jeremiah Slocum, now the principal of the South Division High School, entered the service of the city in March, 1863. Samuel Willard, a teacher in the West Division High, came to the old High School in 1870. Charles F. Babcock, principal of the Holden School, dated back to 1862. Henry H. Belfield, principal of the North Division High, began in 1866. O. T. Bright, principal of the Douglas School, already had a ten-year record. Hattie M. Butterfield, principal of the Pearson, had been in the service fourteen years; Louise S. Curtis, principal of the Cottage Grove, twelve years; Electa E. Dewey, principal of the Calumet avenue, sixteen years; Tammie E. Flowers, principal of the W. Fourteenth street, seventeen years; Jennie E. Gillespie, principal of the Garfield, eleven years; Elsie H. Gould, principal of the Vedder street, twenty-three years, approximately; James Hannan, principal of the La Salle, eleven years; George W. Heath, principal of the Ogden, nine years; Frank S. Heywood, principal of the Lincoln, eighteen years; Alfred Kirk, principal of the Moseley, nearly fifteen years; Luella V. Little, principal of the Foster, thirteen years; Eliza Lundegreen, principal of the Wicker Park, eighteen years; Jeremiah Mahoney, principal of the Washington, sixteen years; Alden N. Merriman, principal of the Hayes, twenty-one years; Albert R. Sabin, principal of the Kinzie, eight years; Jeremiah Slocum, principal of the South Division High, seventeen years; Emily M. C. Stevens, principal of the Scammon, nine years; Corydon G. Stowell, principal of the Newberry, ten years; Henry A. Van Zwoll, principal of the Dore, nineteen years; Frank B. Williams, principal of the Marquette, thirteen years; Hattie N. Winchell, principal of the Elizabeth street, sixteen years; Ella F. Young, principal of the Skinner, eighteen years; Oliver S. Westcott, a teacher in the North Division High, twelve years, and the Assistant Superintendent, Mr. Delano, more than twenty-two years.

We have seen the beginning of something approximating a system with the erection of the Dearborn School, in 1844. When there were four districts with a building in each, Chicago was proud of her educational facilities. In 1911 there were 274 schools with an enrollment, including the high schools, of more than 300,000 pupils.

The quaint little Jones School, on Harrison street, is a type of the best schools of that early period. It is worth a visit that one may see the past. The modern grammar schools are, by comparison, nothing short of palatial. The liberality of the city would have seemed the wildest extravagance to the Chicago of 1860.

SPECIAL SCHOOLS.

One of the most interesting aspects of educational administration in Chicago has been the persistent policy for many years to reach all classes of children. In 1910-11 provision was made for blind pupils in four elementary schools and three high schools. This unfortunate class labors under a handicap that appeals to all. Their instruction is not difficult, but special appliances are essential to their progress and the necessity of separating them from the seeing pupils is too obvious to need anything more than a mere statement. The plan has now been in operation some ten years.

The deaf children have also had their infirmity recognized and special classes have been organized for them. This plan has also been in operation for several years.

The crippled children have been cared for with tender consideration. Their transportation from their homes to the school has been in operation for several years, beginning in 1870.

Within the last two years open-air schools have been organized for the benefit of those who have indicated tuberculosis affection. The experiments thus far undertaken for their benefit are extremely encouraging.

Attention has already been called to the Parental School and its fine equipment. It indicates the earnestness with which the city is endeavoring to rescue the submerged element and convert it into a reliable citizenship.

The establishing of a Juvenile Court marks a new method of treating the young that have violated the city ordinances, often, doubtless, with slight conception of what they were doing. A volume might be written upon the beneficent work that has been accomplished since the courts joined the school in a persistent attempt to reform boys and girls instead of sending them to the city Bridewell, where their only associates were of the criminal class.

Free evening schools were first organized in the winter of 1856. The sessions were held in the West Market Hall, on West Randolph street, three evenings each week. They were under the charge of Daniel S. Wentworth, Principal of School No. 3 (Scammon). The city furnished the hall, and the teachers, who were from the day schools, gave their services. The total enrolment for the session was 208 with an average attendance of about 150.

Nothing further was done until the winter of 1863. A term of three months began in the Dearborn School on January 8. Men attended on Monday, Wednesday and Friday evenings and women on the other evenings. The enrolment was 294 males and 189 females. The average attendance was about half of these numbers. The cost for teachers was \$389. The school was reopened November 6 for a four months' term. The enrolment was more than 700; the average attendance, 186; the cost, \$767.10.

In 1864 an appropriation of \$5,000 was made for these schools. This enabled the Board to enlarge the scope of the schools, one being opened in the Franklin, North Division, one each in the Dearborn and the Haven in the South Division, and one each in the Washington and Foster in the West Division.

These schools were continued until the fire and were then suspended until 1873. They were then resumed and have been continued ever since.

The first Evening High School Class was formed in the fall of 1868, by Selim H. Peabody, then teaching in the High School. They were continued until the fire, when they were interrupted until 1874. Detailed statements with respect to cost and other particulars down to 1878 may be found on page 79 of the Report for 1878-9.

The first kindergarten was established by Mrs. E. W. Blatchford, in 1863. For several years it was the only one in the city. The Froebel Association, the Free Kindergarten Association, and the Chicago Kindergarten College were successively organized to promote the movement. In 1892 there were ninety kindergartens, with an enrolment of 3,392 children. The city furnished the rooms but these associations furnished the teachers. The city adopted the system the same year and ten kindergartens were authorized. The student of this aspect of education will find ample details as to its development in the successive reports of the Board.

MANUAL TRAINING.

The manual training idea began to trouble the waters in the early eighties. There has been for many years an organization in the city that without making much fuss about it has a way of doing things for the promotion of the general welfare. The Chicago Commercial Club began to discuss the question and that meant that something positive in the way of action would happen. On the 25th of March, 1882, there was a meeting in which there was a free expression of the sentiment of the members. At the close of the meetings subscriptions were called for and in a few minutes the secretary reported a fund of \$57,000. Soon after, the fund was increased to \$100,000. A committee consisting of Marshall Field, R. T. Crane, O. W. Patten, E. W. Blatchford, N. K. Fairbank, John W. Doane and John Crerar prepared a careful report on the situation. On the 30th of December, 1882, an organization was effected by the appointment of the above committee and Edson Keith and George M. Pullman as a Board of Trustees. A building was soon erected on the northeast corner of Michigan boulevard and Twelfth street. H. H. Belfield, principal of the North Division High School, was selected as principal and the Chicago Manual Training School began its career of remarkable usefulness. It continued as a separate institution until it became a part of the equipment of the University of Chicago.

The city could not escape the responsibility thrown upon it by the action of these public-spirited men. The enthusiasm created by the work of Dr. Belfield and his associates bore its legitimate fruit. But there were members of the Board of Education who denied the legal power of that body to expend the money of the people for such an institution or for that kind of school work.

As early as 1881, the president of the Board, in the annual report, stated that there should be at least three fully equipped institutions for manual training, but he regarded the situation as offering the gravest difficulties, as the children lacked time to do little or anything more in the schools than to acquire the elements of an English education. Furthermore, the law would not, in his opinion, warrant the Board in making expenditures in that direction.

In the Report for 1883, Superintendent Howland suggested the advisability and practicability of opening a few rooms and equipping them with tools and instructors so that children could go to them for mechanical instruction some hours each week. In his report for 1884-5, he again refers to the subject and makes a plea for manual training. It is not a vigorous championing of the cause, but it shows that this lover of the humanities had an open mind for new ideas.

In 1885-6 a room was furnished with benches and tools and some of the high-school pupils were permitted to nibble at the new educational diet. It consisted of carpenter work and freehand and mechanical drawing. Soon wood turning, patternmaking, modeling, moulding, and casting of soft metals were added. The results were not satisfactory, and in 1890 the matter was put into better shape by organizing an independent school, where time enough was given to the work to make it of some consequence.

This was the English High and Manual Training School. Its course was three years in length and was sharply differentiated from the other high schools in the subjects studied. For several years a manual-training department had been maintained at the old Central High School building, and high-school pupils were permitted to go there for instruction in the afternoons. Out of this beginning the new school developed. A discussion of its work may be found in the Report for 1891. Its first principal was James F. Claffin. He opened the school in September, 1891. His death occurred shortly after. His successor was Albert R. Robinson.

Training for boys in the higher grammar grades was attempted through the generosity of Mr. R. T. Crane, who in January, 1891, equipped a basement room in the Tilden School, at a cost of about \$2,000, and employed a teacher to conduct the work. Bench work in wood was selected and fifteen classes of twenty-four boys each were selected from the two highest grammar grades of six schools. They received an hour and a half of instruction each week.

The Chicago *Evening Post* donated a somewhat similar equipment for the Jones School and the city employed a teacher. Mr. Crane added a similar equipment for student teachers. Further

details may be found in the Report for 1898. It must suffice here to say that from this beginning the work spread rapidly until it has practically covered the city.

In 1903-4 Mr. R. T. Crane came again to the promotion of manual training. The building is located at Oakley avenue and Van Buren street and became the home of the boys who were formerly housed in the old High School on the West Side. By this noble gift to the city Mr. Crane has forever identified himself with one of the greatest educational schemes any municipality has ever undertaken.

The introduction of sewing into the lower grades of the grammar schools occurred in 1892. Special teachers were indispensable for the proper conduct of this work and the first examination for such work took place in September, 1891. It is interesting to follow the evolution of the modern school as it gradually won to its support those who but a few years ago characterized these systems of instruction as "fads." Manual training, sewing, cooking, care of the house, and all of the various subjects that cluster about the general designation of "Hand Work," are now represented in practically all of the schools.

MUSIC.

In December, 1841, a meeting of the school inspectors and a committee appointed for that purpose was held for the consideration of the propriety of introducing instruction in vocal music into the public schools. The matter was referred to the Common Council and, in consequence, the first teacher of vocal music in the city, Mr. N. Gilbert, was appointed in December, 1841, at a salary of \$16 a month.

In the following year he was reappointed for six months longer at \$400 per annum, "payable when the tax was collected." In July, 1845, the courage of the council gave out, as the city was too poor to employ the teacher longer. In 1846, the inspectors reported to the council that the children were very fond of the music and as the city could not employ a teacher permission was granted to a teacher to give the instruction, the children consenting to pay for the same.

January 1, 1848, Mr. F. Lombard was appointed teacher of music at a salary of \$250 for the remainder of the year. In 1850 an appropriation of \$400 was made for instruction in music. Mr. Lombard was elected as teacher in the four schools. In 1852 the salary was increased to \$500. Mr. Lombard continued as teacher until December, 1853. He was succeeded by several in their turn, the salary rising to \$1,000, until 1860, when music was discontinued. Three years later the Board appropriated \$500 for instruction with the understanding that the balance of the cost should be paid by subscription. Mr. Charles Anson was appointed teacher of music in the High School, the Board contributing \$50 a year toward his salary. This was the year in which Mr. Orlando Blackman began his work in the elementary grades at a salary of \$450. In 1864 his salary was raised to \$1,400. In 1865 Mr. Edward Whittemore devoted part of his time to music instruction. These men worked together until June, 1875, when Mr. Whittemore resigned and Mr. Blackman assumed charge of the music and so continued for many years and until the close of his life.

DRAWING.

Drawing was not regularly a part of the instruction of the schools until 1869. It did not approve itself to the Board, and was discontinued after the first year. The following fall the authorities reinstated it, but in times of financial stress it was interrupted; but the interruptions were usually brief and it has held its place quite continuously. It is a matter of regret that a matter of so much importance may not be detailed far more completely.

GROWTH AND EXPENSES OF THE SCHOOLS.

The following table gives some interesting statistics:

Year.	Population.	Enrolment.	Teachers.	Salaries.	Total Expenditures.
1840.	4,479	317	4	\$1,700	\$2,000
1845.	12,088	1,051	9	2,277	4,413
1850.	29,963	1,919	21	6,037

Year.	Population.	Enrolment.	Teachers.	Salaries.	Total. Expenditures.
1855	80,000	6,820	42	16,626	16,546
1860	109,200	14,199	123	50,000	70,000
1870	300,000	39,000	537	414,655	527,741
1880	491,500	60,000	900	583,000	662,000
1890	1,208,600	135,500	2,711	1,468,000	3,696,000
1900	2,000,000	255,861	5,806	4,813,000	6,300,000
1910	334,564	6,258	7,115,000	9,180,000

SALARIES.

The salaries of the early teachers were very low. As late as 1860 teachers in the grades received from \$250 to \$375. Head assistants were paid from \$400 to \$450. Principals of primary schools received from \$450 to \$500. Principals of buildings were paid \$1,000. As we have seen, the superintendent's salary at first was \$1,500.

The advance in salaries was slow but persistent. In 1872 the Superintendent received \$4,000; the Assistant Superintendent, \$2,400; Teachers of Vocal Music, \$2,200; Principal of High School, \$2,500; Male Assistants, after second year, \$2,200; Female Assistants, \$1,000; Principal of Normal School, \$2,500; Principal of School of Practice, \$1,200; Female Assistant, \$1,000; District School Principals, after the second year, \$2,200; Head Assistants, after the second year, \$1,000; Female Assistants, after the second year, \$700.

In 1911 the showing is as follows: Superintendent, \$10,000; First Assistant, \$6,000; District and Assistant Superintendents, \$4,000; Examiner, \$3,400; Director Child Study Department, \$2,800, Assistant, \$2,300; Special Teachers of Art, \$1,800; of Music, same; Supervisor of Physical Education, \$3,500; of Manual Training, same; of Household Arts, \$3,000; of the Blind, \$2,000.

Principal of the Normal School, \$5,000; Heads of Departments, from \$2,400 to \$2,700; Instructors, from \$1,500 to \$2,300. The teachers in the grades received from \$650 to \$1,200

Those desiring to make detailed studies in city salaries will find the annual reports full of admirable material.

SUNDRY HAPPENINGS.

Interesting events worthy of narration are constantly occurring. So brief a sketch can do little with them nor can it do justice to individual workers.

In the reports of the early seventies may be found the judgments of special committees that were appointed to pass judgment on the work of the teachers in the high schools, as manifested by the examinations of the pupils. A candor in judgment is often manifest and one wonders if accuracy were another quality.

In 1872-3 the half-day scheme was tried. It was necessitated by lack of school buildings. It was highly approved for a time, but it had its day; perhaps it would be better to say, its half-day. At the same time the corporal punishment question came up and the infliction of physical pain was regarded as a relic of barbarism. By a vote of the teachers it was banished from the schools.

A highly condensed history of the schools may be found on page 30 of the Report for 1873.

Special Funds, to the number of fourteen, have been established by philanthropic citizens, beginning with the Moseley Fund, in 1856; the Foster Medal Fund, in 1857; the Jones Fund, in 1858; the Newberry Fund, in 1862; the Carpenter, Holden and Burr Funds, in 1868. The others are later benefactions.

For many years the city spent large sums of money for the teaching of German in the elementary schools. The matter was often discussed, but the German element was strong in the city and the fondness for the mother tongue kept the subject on the programs until within a few years ago.

Vertical writing came in about 1893-4 and remained for several years and then departed, followed by the maledictions of some who were anxious for its adoption.

In 1894-5 the question of Teachers' Pensions began to be discussed. It had no rest until the present system was finally organized and put into operation.

The two reports that appeared while Dr. Andrews was superintendent contain matters of the greatest importance. The first contains the elaborate report of Dr. W. S. Christopher, a member of the Board of Education.

The subject of the report was Child Study and Scientific Pedagogy. Dr. Christopher was assisted by Victor Campbell, a principal in one of the evening schools, and by Mr. Fred Smedley, a teacher of Child Study in the University of Chicago. The reader must be referred to the annual report for 1899 for details. There are twenty-nine tables covering results of examinations on seven points in several of the city schools.

In consequence of the excellence of this work the department of Child Study was established and Mr. Smedley was placed in charge. To the great regret of all who were conversant with his work he was not permitted to continue it. A long illness resulted in his death. He was succeeded in 1902 by Daniel P. MacMillan.

The second report in this administration contains more of Mr. Smedley's work. It covers eighty pages and is of the greatest value to students of education.

In December, 1897, Mayor Harrison appointed an Educational Commission composed of men of education and superior intelligence. Its chairman was the distinguished President W. R. Harper, then a member of the Board of Education. It held meetings in various parts of the country and invited specialists in school matters to its councils.

The work of this body attracted the attention of the school men and received their warmest praise. A bill embodying the results of their deliberations was presented to the General Assembly, but it shared the fate of a large part of the efforts that have been made to improve the School Law of Illinois.

The administration of Mr. Cooley is memorable in the annals of Chicago for several features of especial importance. Most notable is the abolition of the system of political "pulls" that had cursed the city for many years. For the purpose of basing promotion on merit a scheme of promotional examinations was devised, involving a systematic course of study. It failed to meet the approval of the teaching body, however, and was abandoned.

The present days of the city system are its happiest days. For the first time in many years peace reigns within the educational borders of the metropolis. The fear, entertained by some, that the men teachers would not be loyal to the woman placed in authority over them proved to be groundless. She has the profound satisfaction of realizing that this condition is not alone due to a chivalric sentiment, but more to the recognition of the singular ability with which she is meeting the demands of her arduous task.

CHAPTER XXI.

THE DEVELOPMENT OF A FEW TYPICAL SCHOOLS

BLOOMINGTON.

BLOOMINGTON is one of the oldest of the smaller cities. It had its beginnings at about the same time as Chicago. Previous to the passage of the law of 1855 it had no public schools. There were private schools and they continued for some years after that time, for the public schools were inferior in quality.

In 1857 the legislature granted the city a special charter providing for the organization and control of the schools. The bill was prepared by Hon. Owen T. Reeves, who was long a practicing attorney in the city, after a most honorable record of several years on the Circuit bench. The law provided for a board of seven members having the entire control of all matters of public education. The first board was elected the first Monday in April, 1857, and succeeded five boards of directors in control of the five school districts in the town.

As soon as the board had organized, a resolution was adopted calling for the erection of four school buildings, as soon as the finances would permit. An estimate calling for a five-mill tax was sent to the city council. The city council declined to make the levy on the ground that the tax was excessive. The Board of Education immediately called to its assistance a Springfield attorney, Abraham Lincoln by name, who soon convinced the city council of its error. The levy was made and the first building was erected the following year.

The members of this first board were C. B. Merriam, O. T. Reeves, R. O' Massiner, E. R. Roe, Eliel Barber, Samuel Gallagher and Henry Richardson. Although all of these men have passed away, their names, with the possible exception of two, are household words in the city.

The following are the names of the successive superintendents with their terms: D. Wilkins, 1857-9; Gilbert Thayer, 1859-60; Ira Bloomfield, 1860-1; C. B. Merriam, 1862-3; J. H. Burnham, 1863-4; John Monroe, 1864-5; John F. Gowdy, 1865-7; A. H. Thompson, 1867-8; S. M. Etter, 1869-73; S. D. Gaylord, 1873-4; Sarah E. Raymond, 1874-92; E. M. Van Petten, 1892-1901; J. K. Stableton, 1901.

Several of these names have been encountered in this history. Daniel Wilkins was one of the founders of the State Teachers' Association and was the first county superintendent of McLean county. Ira Bloomfield was a brigadier-general in the War of the Rebellion. J. H. Burnham was one of the early graduates of the Normal University and was a gallant officer in the war and is a highly respected and very influential citizen of Bloomington. A. H. Thompson was a brother-in-law of Major Powell, was with him in his explorations and was his most valuable assistant in his subsequent work in Washington. S. M. Etter was for four years Superintendent

of Public Instruction. Sarah E. Raymond, now Mrs. Fitzwilliam, was connected with the schools of Bloomington for twenty-four years. She taught in all of the grades, was a grammar-school principal and was elevated to the superintendency after a service in these various capacities for six years. She held the highest position for eighteen years. At the beginning of her administration there were fifty-seven teachers, all women; at the close there were seventy-eight, three of whom were men. Under her management the course of study was greatly improved from year to year; new buildings were erected to take the places of the old ones and to accommodate the increased population; she did a great work and is still living and retains a warm interest in the Bloomington schools.

Mr. Van Petten was superintendent for nine years. He brought into the schools those improved conditions that were attracting the attention of the school men of the country. The two features that were his especial contribution were the semi-annual promotions and the system of special supervisors instead of supervising principals.

In 1901 J. K. Stableton came from Charleston, Illinois, to the superintendency of the schools. A few men who were deeply interested in the success of the system knew of the phenomenal work that Mr. Stableton had done. His intense enthusiasm, his absorbing interest in childhood, his remarkable success in getting the children into the schools and keeping them there, the corps spirit that he had aroused among his teachers and the response of the public to his efforts had determined them to do what they could to bring him to Bloomington.

Bloomington is peculiarly fortunate in the character of her school board. One man, a lawyer, Horatio G. Bent, long the president of the board, has given his efforts with a single-mindedness rarely equaled and never surpassed. Mr. Bent must have been looking about for an opportunity to do his city a noble service and must have decided that the schools presented the best field. No labor has been too great to daunt him. His name should be written large in the educational annals of the State as that of a model board member. He and the other members of the board, and several of them have been and are kindred spirits, have cordially seconded the efforts of Mr. Stableton to produce a highly successful system of schools.

In the last six years especially there has been a gradual evolution of the course of study. The beginnings made in Manual Training, in Domestic Science and Domestic Art, have developed and to-day these subjects are as well cared for as any part of the school work. The department of Art or Drawing has been brought into such close touch with the department of Manual Training that the two together may as well be called Manual Arts. The high school is equipped with suitable laboratories for the work in Domestic Science and Domestic Art, and for Manual Training and woodwork. It also has one of the best-equipped business departments in the State.

The work of beautifying the school grounds and of supplying the playgrounds with various kinds of play apparatus has given to the city some of the most beautiful school grounds to be found anywhere in the State as well as some of the very best-equipped playgrounds.

So great is the interest in furnishing ample school grounds for each school that

the Board of Education purchased additional properties adjoining the school grounds and converted them into playgrounds.

Every precaution is taken to preserve the health of the children. The buildings generally have fan ventilation. At every intermission the windows of the school-rooms are opened and the rooms are flooded with pure air. Once a month each of the buildings is thoroughly fumigated with formaldehyde. If a child should be taken sick with a contagious disease his building would receive an additional fumigation. Pencils, scissors and other materials belonging in common to the pupils are placed in a fumigating box at the close of each day and subjected to a strong charge of formaldehyde fumes. A vacuum cleaner has been placed in one of the buildings as an experiment and has proved so satisfactory that each of the buildings will be so equipped. Arrangements are made for a visiting nurse and for medical advice. With the consent of the parents the teeth of the children in some of the grades have been carefully examined, and with the assistance of the Associated Charities all needy children are cared for so that not a single child is out of school for lack of clothing, food, or home.

The next move is the erection of a high-school building commensurate with the needs of the city, the present building having been outgrown. In brief, the city is a community in which the people are proud of their schools and are happy to cooperate with the board, the superintendent and the teachers in further developing their efficiency.

CAIRO.

At the lower extremity of the State is the capital of Egypt, the river city of Cairo. When Charles Dickens visited America he got some of his most vivid impressions of the new world from the experiences that he encountered while visiting that part of the great West. Early as was his visit he could have found the ubiquitous school. There is in existence a history of the city which was published in 1910 and written by Hon. John Lansden, a resident of prominence. This volume contains a chapter on the schools of the city.

It is there stated that the population of the city ranged from less than one hundred to two thousand in the period from 1836 to 1842. The schools were supported by the contributions of the parents of the children in attendance. Since the year 1853 the development has been recorded in the minutes of the proceedings of the school boards. The following quotation is from Mr. Lansden's history:

At the commencement of the year (1853) there was no schoolhouse, and the first step was to apply to the legislature for the privilege of using the interest on the funds obtained by the sale of the school lands above town for the erection of a building. On the 10th of February of that year the permission was granted. On the 21st of May the voters assembled and held their meeting. The resolution authorizing the erection of a building to cost not more than \$500 was unanimously adopted; on the 31st of May a building twenty-five by forty-five feet and twelve feet high was contracted for, which was to cost \$570. On the 27th of August a contract was made with Charles T. Lind to teach the school for one year for \$625, payable quarterly, he to furnish the fuel and to insure the house for one year.

The original building still stands where it was erected and has been almost continuously in service until recently.

The first superintendent of schools was E. A. Angel, who had charge of the schools but one year — 1865-6. In 1866 E. P. Burlingham was elected as his successor. Mr. Burlingham had been serving as principal of the grammar-school department of the Normal training school for one year and was called to Cairo at a large advance in salary. Mr. Burlingham was a brilliant teacher and put the Cairo schools upon a substantial footing. He served until 1869 and left teaching to engage in business.

The superintendents from 1869 to the present time are as follows: 1869-70, Joel G. Morgan; 1870-1, H. S. English; 1871-2, W. H. Raymond, 1872-81; George G. Alvord; 1881-2, M. Bigley; 1882-3, E. S. Clark; 1883-6, B. F. Armitage; 1886 to the present, Taylor C. Clendenen. Mr. Clendenen is therefore one of the oldest of the superintendents in continuous service in any one Illinois city. He has been permitted to direct affairs quite in his own way and the schools, in consequence, have steadily improved in character.

AURORA, EAST SIDE.

Schools supported by private subscription were taught by various teachers in Aurora, beginning in 1834 on the East Side and in 1836 on the West Side. During the same period there were occasionally supported "select" schools for secondary instruction.

In 1851, the East Side district was organized by a special act of the legislature. In the same year a two-story frame building was erected and a free school established with Mr. Merwin Tabor as the principal. This was four years before the free school law was passed. Three years later this school was enlarged and three more were built. Principal Tabor was succeeded by F. H. Van Liew.

The first graded schools were organized on the East Side, in 1855, under the principalship of P. C. Heywood. He was succeeded by W. F. Nichols, who had charge of the schools for six months. In 1864, W. A. Jones was elected superintendent of the schools. It was a red-letter day for Aurora. He was a man of remarkable ability. He introduced into the schools the newly imported methods of the Oswego, New York, Normal School, which had introduced to this country the ideas that had been worked out by Pestalozzi in his epoch-making reforms in Switzerland. It was at this time that the Center building was erected at a cost of \$70,000. The first class completed the high-school course in 1868.

In 1869 the Brady building was erected at a cost of \$35,000. Its first principal was J. H. Freeman. Mr. Jones was called at this time to the presidency of the Indiana State Normal School, at Terre Haute. He won marked distinction in the management of that celebrated institution. From that time to the present it has followed substantially the lines of development laid down by him.

Mr. Jones was followed by William B. Powell, of Peru. He was another of the great school-masters of Illinois. His work at Peru had attracted the attention of the school people. In his schools there many of the notable reforms of the later period were antedated. Mr. Powell remained in charge of the Aurora schools for sixteen years. In 1872 he established a city training school for the preparation of teachers for the grade work of the city. This was one of the early institutions of its kind.

In 1871 Thomas H. Clark became the principal of the high school. He was a most interesting and skilful teacher and gave to his school notable repute. He and Mr. Powell united their energies to make Aurora famous as an educational center. Mr. Clark died in 1883. In 1885 Mr. Powell was called to the superintendency of the schools of Washington City, where he remained for many years. His death occurred in 1903. Rev. N. A. Prentiss was promoted from the head of the high school to the head of the schools as a successor to Mr. Powell.

Mr. Prentiss was succeeded in 1889 by Joseph H. Freeman, who was called from the position of Assistant State Superintendent to the headship of the schools. Under his administration there were marked changes in management. Supplementary reading for the children effected a reform in the teaching of that subject. The natural science work was greatly extended and a special teacher of music was employed. There was as great a change in the methods of discipline, the modern ideas having taken the place of the harsher methods of the earlier period. The school and the home were brought into a closer and more sympathetic relation.

The training department was discontinued in 1892, and Miss Emma J. Todd, who had been with the schools for twenty-three years as teacher, supervisor and teacher in the training department, withdrew from the schools to devote her energies to literary work.

In 1893 a new high-school building was erected and E. G. Cooley was the first principal to conduct its affairs. In 1896 Mr. Freeman resigned to become for a second time Assistant State Superintendent of Public Instruction. He was succeeded by C. M. Bardwell, superintendent of the Canton schools. Mr. Bardwell has been called to other cities of greater population but East Side Aurora has always checkmated the efforts to get him away by promptly meeting all financial inducements that others offered.

Mr. Freeman has long been a worker in the schools of Illinois. He is now living in delightful retirement in Aurora. He was born in Poland, Maine, May 13, 1841. In 1860 he entered the Maine State Seminary, in Lewiston. In 1862 he enlisted for nine months in the 23d Maine Volunteer Infantry and was elected 2d lieutenant, his regiment being assigned to picket duty and engaged in the defense of Washington. On leaving the army at the end of his term of enlistment he reentered the seminary, which had been merged into Bates College. In the winter of 1864-5 he reenlisted and became captain of Company H, 14th Maine Volunteer Infantry, which he commanded until the close of the war. He returned to college and received the degree of M. A. in 1866. He had taught from time to time meanwhile, and in 1866 went to Leland, Illinois, as principal of schools. He remained there until called to the Brady school as noted above. In 1870 he was called to the superintendency of the Polo schools, where he remained until 1874. In the fall of that year he was elected principal of the Denver High School, but on account of ill health in the high altitude he remained but a single year, going to his old home in Maine for recovery. While there he taught for a time in a private school but was recalled to Polo as soon as he was able to resume work. He filled out a part of a year at Streator Township High School but was back at Polo from 1876 to 1879. While there he was made mayor of the city, and thus looked after the grown-up folk as well as the children.

In 1879 he served as president of the Illinois School Principals' Society and the same year was called to the West Side schools of Aurora. He remained there until called to assist Superintendent Edwards in the State office, as has been stated on a previous page. In 1889 he went back to East Aurora, where he remained until called by State Superintendent Inglis to aid him in the administration of the State office. We have seen his appointment to the office of State Superintendent after the death of Mr. Inglis. He served as assistant to Mr. Bayliss until July 1, 1902, resigning to succeed Frank Hall as Superintendent of the School for the Blind. In 1907 he asked for release and retired from a long and most honorable service as a teacher and administrative officer.

He was president of the State Teachers' Association in 1893 and served twice as president of the Illinois Schoolmasters' Club. In 1907 he was appointed a member of the Board of Directors of the Aurora Public Library, and in 1909 he was made a member of the Illinois Library Extension Commission, both of which positions he still holds.

Captain Freeman is a member of the First Congregational Church, in which he serves as deacon, and since his return to Aurora has been superintendent of its Sabbath-school until the present year. For the past thirty-two years he has been a member of Aurora Post, No. 20, G. A. R., having served as Commander four terms. He was formerly Master of Mystic Lodge, A. F. & A. M., in Polo, and has been a member of Aurora Commandery, No. 22, K. T., for the past thirty-two years, having served two terms as Commander.

Captain Freeman was married, August 25, 1867, to Mary A. Stone, Unity, Maine. To them six children have been born, of whom four are living. Grace is at the head of the history department of the West Side School in Aurora and three sons are in business.

AURORA, WEST SIDE.

This district was organized in 1862. A two-story stone building was erected the same year, a school beginning in it the following January, temporarily under the charge of Rev. Theo. N. Morrison, who substituted for a few weeks during the illness of Principal John J. Jewett. In the next

eight years there were four principals, as follows: Messrs. Parrish, Hunt, Waterman, Parrington. Mr. Parrington resigned to enter the army and was followed by W. W. Wilkie.

Mr. Wilkie regraded the schools, making eight grades below the high school, and brought the system to a high grade of efficiency. In 1868 Frank H. Hall began his term of management, as has been mentioned elsewhere. When he went to Sugar Grove in 1875, L. M. Hastings succeeded him. We have seen how Mr. Freeman came to the schools in 1879 and remained until 1886. Drawing was introduced and the way prepared for related branches of industrial training. An industrial exhibit that was given in 1886 gave a marked impulse to work of this character in the schools.

When Mr. Freeman went to Springfield, in 1886, Charles Riley succeeded him. Two years later Frank Hall came back to the schools and remained until 1890, when he went to the School for the Blind. He was followed in turn by Mr. A. V. Greenman.

Aurora has been peculiarly *blessed in her superintendents. Mr. Greenman maintained the traditions. He was a progressive, earnest educator, who gave much attention to the subject of child study. He was an inspiration to his teachers, to his community and to every organization with which he was connected. He endeavored to ground all teaching in the nature of the child. He introduced the study of nature into the elementary grades of his schools. He was alike interested in the youngest and the oldest. He knew no higher and no lower in the various grades; all were equally significant in the unfolding life of the child.

Superintendent Greenman died on the 6th of October, 1909, having served his school district a little more than nineteen years. In his death the school lost an ideal superintendent, and the city and State a pure-minded and progressive citizen. The purity of his life, the exalted quality of his ideals, his genial, sunny nature, his ringing laugh, his clear conception of the function of the school — all of these united to form a character at once so engaging as to give him a rare and delightful prominence among the teachers of the State. His untimely passing was most sincerely deplored by all who had enjoyed the privilege of an acquaintance with him.

In January, 1910, Mr. C. E. Douglass entered upon the duties of superintendent. He has met the high expectations and demands of the people of his district.

Year by year the courses of instruction on both sides of the river have been enriched by new studies so correlated with the old as to meet the modern demands. Each district employs special teachers in drawing, music, manual training and domestic science, exceptionally good work being done in all of these subjects. Recently a visiting nurse has been employed on the East Side, from whose work laudable results have been secured. The high schools rank among the best in the State. A new building, costing about \$250,000, is now approaching completion on the East Side. Intimate relations subsist between the schools and the public library.

*GALESBURG.

The Board of Education of Galesburg has done a thing for which all students of the evolution of a system of schools are grateful. This is nothing less than the publication of the history of the schools under their charge. The author of this interesting volume is Dr. W. L. Steele, for the last twenty-seven years superintendent of the city schools. The following brief article derives its information from the pages of this book.

It is probable that the first district was organized in 1840, when the village of Galesburg numbered 272 souls. As the population increased, this district was subdivided from time to time until there were eight districts, each having its board of directors and a little schoolhouse of one department. In 1858 they were united into a single district, comprising the territory within the present limits of Galesburg and known as the Union Graded School District No. 1. At this time the city had acquired a population of nearly 5,000.

The first building was erected in 1840. Mr. Eli Farnham was the first teacher to occupy it, as he taught there the winter of 1840-1. The school was in session from four to six months each year. Professor George Churchill was a student there the first year and taught there in the winter of 1848-9,

*Galesburg Public Schools: Their History and Work. 1861-1911. By William Lucas Steele.

when a sophomore in college. He received a dollar a day and got his meals by the "boarding around" project, sleeping at home. One of his pupils that winter was Mary Allen West. The school buildings of this period were of very inferior quality, a local paper declaring in 1856 that "our present school pens should be sold for coal houses." It should be remembered that free schools were not popular in those early times.

The schools depended for their support upon the interest of the fund secured by the sale of the school section. As this fund amounted to about \$5,500 and as the interest rate was ten per cent it is obvious that the income was about \$550. The indifference of the people with regard to public schools is not to be taken as an indication of their interest in education, however. Here and there were earnest advocates of a development of an excellent public system, but the interest seems to have centered in the institutions for higher education in their midst and reliance was placed in the academies maintained by these institutions for the education of the children. In addition to these schools there were several select schools with large patronage. These were hostile to the public-school idea as the growth of the latter meant their decay. Some of them were taken over for public purposes when the time came for the organization under the law of 1855. There were, then, the colleges, the private schools, the unwillingness of the rich to be taxed and the jealousy of the several districts cooperating against the free-school idea.

Dr. Steele gives to Professor Churchill the credit of uniting these discordant elements into a harmonious movement for free schools and therefore declares him to be the father of the system. He says of him:

"He was endowed by nature and qualified by training for the part he took in this great work. At ten years of age he came with his parents to Galesburg in 1839 — three years after the first settlers. He attended the first public school taught in Galesburg, in 1840-1. He taught the same school in the winter of 1848-9, while a sophomore in college. After graduating from Knox College, he taught a year in Farmington. He then spent a year in Europe, devoting much of his time to the public schools of Germany — especially to the Frederick William Gymnasium, a graded school of four thousand students from seven to seventeen years of age. He said it was here that he first imbibed his enthusiasm for graded public schools. Full of this spirit he returned to Galesburg and took charge of Knox Academy in 1855 — the very year the free-school law was passed. In the winter of this year he attended the State Teachers' Association at Bloomington. He met Dr. Bateman there and came home with fresh enthusiasm, and began writing articles for the Galesburg *Free Democrat*, to show the advantages of graded schools and a consolidated district.

"In 1856 he read a paper on German schools at the State Teachers' Association, in Chicago. Henry Barnard, who was present and heard this paper, at once became interested in the young man from Galesburg; and there was no other man in this country, engaged in public-school work, whose friendship could be so valuable to one in Professor Churchill's position, wrestling with the problem of organizing and grading a system of schools."

The editor regrets the necessity of abbreviating this interesting record. It must suffice to say that Professor Churchill arranged with Mr. Barnard for the loan of one of his Connecticut lieutenants for a six weeks' campaign — Mr. W. S. Baker, who was to receive \$100 and his board for his labors. Mr. Baker visited the schools, talked to the teachers and the children, called public meetings which he addressed, made a house to house visitation and talked to the people, and thus aroused a favorable public sentiment. Professor Churchill boarded him and paid half of his salary. Mr. Baker's visit was followed by another from Horace Mann, the greatest educator America has produced. He gave two lectures and the cause was won.

The effect of Mr. Mann's visit was felt for many years. The plan that he pressed upon the Board and the people was carefully followed in quite minute details. An incident of his visit was a call with Professor Churchill upon Mr. Silas Willard, by request of the latter. Mr. Willard was smitten with a fatal disease and was near his death, but he especially requested an interview with the great educator. At the close of the conference Mr. Willard promised to provide in his will for a gift of \$30,000 for the erection of a union graded-school building. Mr. Willard was faithful to his promise, but for some reason the conditions were not fulfilled.

Although the date must be determined inferentially, it is quite beyond doubt that the eight districts were consolidated in May or June, 1858. It was determined that a special charter should be secured from the legislature for the organization and management of an excellent system. A bill was introduced, but it encountered unexpected opposition from certain sources and did not become effective until June, 1861.

The consolidated district — No. 1 — elected a board of three directors in September, 1859; they were George Churchill, A. B. Campbell and J. H. Knapp. This board at once organized a system of graded schools consisting of four departments: primary, secondary, grammar and high. There had been eight ungraded schools in the eight districts, each with one teacher. In these eight buildings the primary and secondary schools were placed with eight teachers in charge. The schools were opened on September 19, 1859. The grammar and high schools were opened nine days later in rented rooms. There was an enrolment of 859 children in the course of the year and 60 of them were in the high school. Galesburg, therefore, had one of the earliest of the high schools. Mrs. Tryon, the proprietor of a private school, seems to have been taken with her pupils into the high school. She had immediate charge of the A grade. Miss Nettie Smith had charge of the B grade, and Mrs. Kendall of the C grade.

The charter was adopted on June 30, 1860, but because of a provision respecting the election of the board it did not go into effect until June, 1861. The union graded schools were continued for another year, Mr. R. B. Guild acting as superintendent and seventeen lady assistants filling the other positions. It was still necessary to clinch the "free" feature of the charter, but that was finally done on July 9, 1861.

The Board of Education authorized by the charter was elected on the 3d of June, 1861, and organized for business on the 11th of the same month. It consisted of six members, the mayor being president. The members were Chauncy S. Colton, first ward; Edwin Post, second ward; David Sanborn, third ward; George H. Ward, fourth ward; Clement Leach, Jr., fifth ward; R. P. Sage, sixth ward.

Mr. Guild was continued as superintendent of the schools at a salary of \$700 for the year. The women in the high school received \$6 a week and the others \$5.

Beginning with June 30, 1862, there was a period of twelve years which Dr. Steele characterizes as the period of collegiate control. It will be remembered that this is the home of Knox College. It would be expected that its faculty would contribute a controlling influence to the Board of Education. The town itself was a college enterprise.

In 1862 Mr. Junius B. Roberts was elected superintendent of schools, a position which he held for twelve years. He was a capable and scholarly man and was active in the teachers' gatherings of the State. He is well remembered by the surviving members of the "old guard."

The first building erected by the new board was built in the summer of 1862 and cost \$435. The money was borrowed at 12 per cent interest. George Churchill became a member of the Board in 1863. A fine building in harmony with the suggestions of Horace Mann had been the dream of the city ever since his visit. Its cost so far discouraged the friends of education that they feared to submit it to popular vote. At last the die was cast and to the astonishment of the leaders there were but sixteen votes against a \$40,000 bond issue in a total vote of approximately one thousand. The building was occupied on the first Monday of 1867. The total cost of building, equipment and grounds was about \$60,000. This achievement in popular education was enough to give to the little city a most conspicuous place among the cities of the State.

Mr. Roberts began with a salary of \$550. It was increased almost yearly so that in 1871 he was receiving \$1,800. We have seen what the women received at first. Such a condition could not long continue. The salary question was an ever-present topic. In 1863 there was an increase of \$1 a week. In 1864 there was another small increase. In 1865 the pay had reached \$8 a week all around.

The high school under the charter was opened on October 14, 1861. It occupied only a single room for some time. The superintendent acted as its principal until June, 1868, when Edward Hayes became principal at a salary of \$1,200 a year. The next year Mrs. Sarah M. McCall succeeded him at a salary of \$60 a month. She served for seven years.

The color question brought some trouble to the school people in 1863. The charter had excluded negroes. A separate school was provided for them and was taught by Mary Allen West, a woman of the rarest qualities and afterwards prominently identified with education in Illinois. She was a teacher in Galesburg the first year under the charter. In 1872 the separate school was discontinued and the colored children were admitted without distinction to all of the schools.

Mr. Roberts resigned in 1874 and was succeeded by Matthew Andrews, Superintendent of Schools of Macomb. Mr. Andrews remained with the schools for eleven years. He was an admirable man and won the warm regard of the teachers and the people. He was of a type quite in contrast with that represented by Mr. Roberts and had his troubles at first, but happily was equal to them. He became principal of one of the district schools in Chicago and found it less agreeable than he had hoped. He returned to Galesburg some years later and served for a time as county superintendent of schools.

In 1885 W. L. Steele was appointed to succeed Mr. Andrews. At the close of the present school year (1911-12) he will have served the people of Galesburg for twenty-seven years. On pp. 214-15 will be found a summing up of the changes that have occurred in the long period of his incumbency of the honorable office that he has filled so acceptably.

"While all of the buildings save one have been erected, enlarged or remodeled at a cost of approximately \$400,000, the high school and the heating plant were its chief addition to the physical equipment. The installation of sanitary closets in place of the unhealthful and demoralizing outhouses, mechanical ventilation, automatic temperature control, the method of admitting light into the school-rooms, the drinking fountains and the school nurse were its contribution to sanitation. No serious attention was paid to sanitation before 1888. The introduction of music, drawing, physical training, manual training and domestic science came in this period; as also supplementary reading, the removal of the fetich of examinations, and the articulation of the schools with the public library by means of the Children's Reading Room. During this period, also, the average enrolment of pupils in a room was reduced from 48 in 1885 to 41 in 1910; the maximum salary in the grades was raised from \$55 to \$70, and a training school for teachers was established. The inauguration of the elective system and the development of the high school into an institution adapted to the needs of the many who wish to prepare themselves for the manual, mechanical and commercial pursuits of life, as well as the relatively few who desire to prepare for college, was the most distinctive work of the period."

An interesting exhibit of tax levies reveals the growth of expenditures. The increase is from \$22,000 in 1885 to \$144,000 in 1910.

The Galesburg High School holds a unique position in Illinois. In 1895 all of its courses were made elective. This was a radical departure from the traditions. There is no space to present here the full statement of the case. The inquiring reader is referred to the history. It is enough to say that Superintendent Steele was called to account by his pedagogical brethren. From the fact that within two years after the adoption of the elective system the building had to be more than doubled to accommodate the applicants while there was no material change in the enrolment in the grades it must be concluded that something had happened. In 1910 approximately twenty per cent of the enrolment was in the high school. Two courses are maintained, a three-year course and a four-year course. Much objection was raised by the colleges to this arrangement, but all fair-minded people must conclude that Superintendent Steele has the better of the argument. The College Association saw it in the same way when conditions were made clear to the members. When a high school in a city of 25,000 people enrolls 767 pupils and graduates 150 pupils a year it is evident that it meets the wants of the boys and girls.

The principals have been as follows: Edward Hayes, 1868-9; Mrs. Sarah M. McCall, 1869-75; Mrs. Mary Gettemy, 1875-95; Frank D. Thompson, 1895-1909; Arthur W. Willis, 1909. Mr. Thompson's salary was advanced to \$2,500 and Mr. Willis is on the way to similar emoluments, having reached the \$1,800 mark in 1910.

The Training School was opened in September, 1888. Only those candidates were admitted to this department whom the Board expected to appoint as teachers should they prove to be competent. Applicants were required to have a certificate from the county superintendent and to be appointed

by the Board. Each year from four to seven were thus selected. They were paid a salary of \$20 or \$25 a month according to their preparation. They were given a year of instruction and practice teaching. Miss F. Lillian Taylor has had charge of this work from its inception.

DECATUR.

The schools of that city may be said to date from 1851, when on the 26th day of July the people, acting under the law of 1849, held an election at which a tax of one mill on the taxable property of the district was levied by a majority of twelve in a total vote of forty-two. This money was not to be devoted to the running of the school; it was for the purpose of repairing "the brick schoolhouse and furnishing the same." The second levy was in 1854. As soon as the school law was passed, in 1855, a tax of five mills was levied. In 1856 a building was erected and was opened in the fall of 1857. The principal was J. H. Remsberg, and his assistants were David L. Bunn and Miss Helen E. Parsons. In 1860, August 20, fourteen teachers were elected. The highest salaries were paid to two principals — \$400; another teacher, a man, received \$300; a fourth teacher, principal of the primary room, received \$270. Three other gentlemen received \$240 each and seven ladies received \$180 each. This principal of the primary room was to remain in the employ of the Board of Education of the city for forty-seven years. After the board of directors had provided for its successors all of the members resigned.

As there was but one school building and as the population was rapidly increasing, the basements of the churches were rented and a few other rooms were secured, the teachers getting on as well as they could under such trying circumstances.

In the fall of 1861 D. C. McCloir was made principal of the Big Brick school. He was unable to manage the children, as the boys took matters into their own hands and attended or not as they chose. The assistants were called upon for assistance, but they declared their independence of the "man upstairs," and courteously but firmly declined to go to his assistance. It was obvious that something better in the way of an organization was necessary.

In July, 1862, it was decided to elect a principal for all of the schools who should also be the principal of the high school. Enoch A. Gastman, who had been in the employ of the Board for two years, was selected for the position at a salary of \$480 for a term of six months.

Mr. Gastman was a graduate of the Illinois State Normal University, in the class of 1860 — the first class. Another member of the class was Miss Frances Peterson. She also went to Decatur to teach in the high school in 1862, at a salary of \$30 a month. In the same year Mr. Gastman was promoted to the superintendency of the schools and was also made principal of the high school. Not long after, Mr. Gastman and Miss Peterson were married. Mrs. Gastman did not long survive their marriage.

In 1862 it was determined to erect an additional house and arrangements were made for the levy. In view of the unsettled condition of things it was thought advisable to defer the levy, first securing the needed site and then hoping for better times. The following year the house was erected. It was a one-story structure

and now forms a part of the Wood Street School. It was built up to the street line for the supposed convenience of the children.

In 1865 it was deemed necessary to organize the city in a more effective way for the development and support of the schools, so a charter was secured from the General Assembly. This gave ample powers to the school authorities and under the management of Mr. Gastman the schools have kept pace with the growth of the city. The management was always careful and wisely conservative. Buildings were erected as they were needed and generally so constructed that they could be added to without loss by the destruction incident to enlargement. Salaries were advanced from time to time so that places in the Decatur schools were regarded as desirable.

Mr. Gastman resigned in 1907 and was succeeded by H. B. Wilson. The latest addition to the Decatur equipment is a fine high-school building.

This incomplete sketch must suffice. The volume from which the statements have been taken will be sought by students of the modern student.

If space permitted it would be interesting to add to this record accounts of the development of the educational systems of other Illinois towns. Those studied are characteristically typical.

CHAPTER XXI.

GRADED HIGH SCHOOLS.

FOR many years after the admission of Illinois to the Union the people were dependent upon private schools for secondary education. After the passage of the school law of 1855 some of the schools extended their courses of study above the eighth grade and called this extension a high school. As the law has made no provision for any high schools except the township high schools, all others rest for their legality upon the decision of 1874.

But the matter of public seminaries for secondary instruction was in the minds of the leaders as early as the meeting of the Illinois Educational Convention in Vandalia, in 1834. It will be remembered that the temporary secretary of this convention was Stephen A. Douglas. In an address to the people with regard to public education it was suggested that a portion of the school fund should be devoted to the maintenance of seminaries for the preparation of teachers and also to afford opportunities for ambitious young men and women to enlarge their culture without the necessity of going from home to college.

In a memorial to the legislature from the same body it was urged that the State should appropriate an annual sum for the support of at least one academy in each county. A bill was prepared and introduced into the legislature for the establishment and maintenance of county seminaries, the office of which should be the encouragement of higher branches of education and the preparation of teachers for common schools. It is needless to say that nothing was done in the matter by the law-making power. When it was impossible to secure proper elementary schools the more advanced schools would not be considered. The memorial may be found in full in the School Report for 1885-6.

The first free public high school in Illinois was organized by Newton Bateman. In 1851 he opened the West Jacksonville District School with four departments, the highest being a high school. This high school had a course of study that fitted for college. Some time before the passage of the law of 1855 this school became free in all departments.

The Peoria High School was the second of the free high schools to come into being. It was opened in June, 1856, with Charles E. Hovey as principal. This school was three months in advance of the Chicago High School, of which mention has been made.

The Decatur High School was opened on September 22, 1862. The first principal was Enoch A. Gastman, who was also the superintendent of the city schools. His only assistant was Mrs. Gastman, *nee* Frances Peterson, a classmate of Mr. Gastman in the Illinois State Normal University. The school was conducted at

first in one of the rooms of a grammar-school building. The next year it was removed to the basement of the Baptist Church, where it remained for the next six years. In 1868-9 a building was erected at a cost of about \$30,000.

The Galesburg High School was opened October 14, 1861, with R. B. Guild, the superintendent, as principal. It held its sessions at first in the old Academy building and remained there for four years. It was then removed to the Baptist Church, where it held half-day sessions for a year and a half, when it was moved into the High School, January, 1867. It was some time before it occupied more than a single room.

The high school found no place in the reports from the State Education Department until the passage of the act for the establishment of township high schools. In his report for 1871-2 Dr. Bateman discusses the new creation and expresses great expectations of what it is to do for the children. In 1874 it had become numerous enough to merit a place in the statistical tables. For the year 1873, 106 are reported. It is probable that many of these were not properly designated, but it is clear that the movement was well begun at that time. It is possible that several were established in the sixties, but information with regard to the matter is not now available. Four were added the next year. In 1875 the number was reported as 133, but in 1876 the number dropped back to 110. It is not likely that any of the schools had been discontinued, but the term "high school" began to be more distinctively defined, and some of the schools that had been included under the term were then excluded. This also explains the further reduction of the number in 1877 to 103. In 1878 the number is reported at 128. In 1890 there were 204, including the township schools; in 1900, 311; and in 1910, 509 are reported. These numbers exclude those schools that have less than a three-year course.

In the great majority of cases the high school is preceded by eight years of work in the elementary grades. The Decatur schools have for many years promoted the seventh grade graduates to the high school. It is the testimony of the managers of the school that the children are able to hold their own and graduate in four years more. Further, these pupils have been followed to the higher institutions and their success there seems to be indistinguishable from that of the twelve-year pupils.

These schools have established themselves in the esteem of the people and have received generous treatment at the hands of taxpayers. In Chicago they are splendidly housed and amply furnished. In many of the cities they are equally supported. The Galesburg High School has won wide repute on account of the success that has attended the elective system, in which it is unique. Rockford, Peoria, Bloomington, Springfield, Danville, Quincy and a number of the smaller cities have taken especial pride in the development of their secondary schools. By a system of accrediting many of them are so related to the higher institutions that their graduates are admitted upon presentation of their diplomas.

These schools in their earlier history greatly resembled the old New England academies whose main function was the preparation of boys for the colleges. With the growth of interest in natural science there was a falling off in the study of the humanities. Large numbers of these schools are now fitted with manual training shops for the boys and not a few have added domestic science and art for the girls.

Agricultural courses have also developed within recent years and the high school is now asserting itself as an independent institution, seeking not alone the good of the prospective college student but of all classes.

*TOWNSHIP HIGH SCHOOLS.

The establishment of the Princeton High School was due to the educational zeal of certain citizens of Princeton. The movement began in the autumn of 1865. April 23, 1866, an election was held, in consequence of which a site of ten acres was selected and a board of three directors was chosen. The board organized April 30, and issued provisional bonds that were guaranteed by certain public-spirited citizens. A contract was executed for a building that was to be completed in time for school to begin in September, 1867. There was a fear, however, that the proceedings might not be sustained under existing laws, hence a bill was introduced into the legislature legalizing all proceedings. It became a law January 28, 1867. To provide for the future the school was incorporated by an additional act, approved February 5, 1867. By this act the township was constituted a school district for high-school purposes. A board of five trustees was given all necessary power to organize and conduct the school.

The first principal was Henry L. Boltwood, a graduate of Amherst College. There were three female assistants. Mr. Boltwood remained with the school eleven years, leaving to become the principal of the Ottawa Township High School when it was established in 1878. He remained at the head of that school for five years and was then called to the head of the Evanston Township High School, where he remained until the close of his life.

In 1872 the school law was revised and in Section 35 provision was made for the township high school. The details of the section may be found in the present law. This is the only high school specifically recognized by the law. In 1904 a decision of the Supreme Court declared that "Any district may establish and maintain a high-school department." This renders unnecessary any legislation to validate the school.

The Jefferson Township High School was the second of the schools of this character. Its first principal was J. B. Farnsworth. It was annexed to Chicago with the town of Jefferson. It was established in 1869.

In 1874 the Lake View Township High School was established. There were no buildings within a half mile of the school, but the houses soon sprang up around it. In 1889 it was taken into the city of Chicago. Its first principal was A. F. Nightingale.

In April, 1874, a school was established at Tolono. It was unfortunately located and dissensions arose that resulted in the closing of the school. From the controversy a decision of the Supreme Court emerged that placed the township high school on a sure foundation. A. C. Palmer was the first principal and served for three years. In 1879 the law was so amended as to provide a method of discontinuing this class of schools.

*The material in this article is obtained from a sketch of these schools by Edward Bangs, Assistant State Superintendent, appearing in the Twenty-fifth Biennial Report of the Department of Education.

The Streator Township High School was the fourth; it was established in 1875. Until 1887 it occupied an old bank building. It then went to the Methodist church, where it remained until 1882, when it went to its permanent home, erected, furnished and donated by Col. Ralph Plumb, at a cost of \$50,000. This building proving inadequate to accommodate the growing school an addition was built in 1902. Another attempt was made to kill the township high school, but the courts amply sustained it.

The Ottawa school was established in 1879. As has been stated, Mr. Boltwood was called from Princeton to take charge of it. In 1873 the Evanston school was established and Mr. Boltwood became its first principal. Then followed Nauvoo, in 1873, but there was an interim of several years before other schools were added. Then came Lyons, in 1888; Highland Park in 1890; Taylorville the same year; Pontiac in 1894, and twenty-two more in the next ten years. The first principal of Nauvoo was W. F. Sloan; of Taylorville, A. C. Butler; of Pontiac, J. E. Bangs.

The article cited contains much additional information respecting this type of school. The Report of the Department for 1875-6 contains further details respecting the early history of Princeton and also an extended report from Mr. Nightingale respecting the Lake View School.

In 1911 the number of township high schools was seventy-one. Nearly all of these schools are well equipped and are well supported. They have proven to be very popular with the people and the number will be greatly increased within the next few years.

THE CONSOLIDATED SCHOOLS.

Within recent years the country school has attracted a degree of attention altogether unusual. That neglected member of the educational family for many years got on as best it could with little of the fostering care of the State Department of Education. With the election of Alfred Bayliss to the superintendency there was a change of policy. One of his reasons for seeking that office was a firm belief in the possibilities of improving the means of education which were offered to the country boys and girls. In consequence, he began a crusade in their behalf as soon as he had donned his official robes.

In discussing the topic, "The Rural Schools," in his first biennial report, he sets over against each other the advantages and disadvantages of town and rural schools and makes a good case for the latter. Among them he finds many weak schools, however, and the problem of their betterment engages his attention and warm interest. The readiest relief seems to lie in a system of consolidated schools with the transportation of the children who live at an uncomfortable walking distance.

Desiring information with regard to schools of that character he visited Ohio, where the experiment had been made, and reported the results of his inquiry. This beginning of the movement elicited warm interest, and thoughtful country people began to reflect upon the wisdom of trying in Illinois what had proved to be very satisfactory in Ohio. Superintendent Bayliss therefore recommended such legislation as would make it possible for communities to consolidate weak and adjoining districts and transport the children at public expense. It may as well be said at

this point that there have been repeated attempts to secure from the legislature the legal power to carry out this recommendation, but all such bills have thus far met with inglorious defeat.

In the northern part of the State lies the county of Winnebago. For several years they have had the wisdom to keep in the office of county superintendent O. J. Kern, an educational enthusiast and especially an enthusiast for country schools. He, too, investigated the Ohio plan, and went home with a confirmation of the practicability of the idea. He went to his people and told them about it and, in consequence, matters were soon moving toward the fruition of his hopes.

The first movement toward consolidation was in February, 1899, when the citizens of Seward and vicinity invited O. J. Kern, superintendent of schools of Winnebago county, to deliver an address upon the subject of "Township High Schools." This was with a view of organizing such a school at the village of Seward, which is a small station on the Illinois Central Railroad, fifteen miles from Rockford. The address was delivered February 22, 1899, the superintendent taking the position that what was needed at Seward was not a township school, but a consolidation of a number of the outlying small district schools. The idea was not well received at the time, only one or two expressing assent to the position taken by the superintendent.

Sentiment grew, however, and in March, 1903, petitions looking toward consolidation were circulated in three districts. In district 90, thirty-seven favored and twelve opposed the project; in district 91, five favored and twelve opposed, and in district 93, twenty-one favored and five opposed.

Thus was originated the first consolidated district, covering exactly one-third of the township, which is six miles square. It contains, therefore, twelve sections of 7,680 acres of land, with an assessed valuation of \$146,315. As real estate is assessed at one-fifth cash value this indicates that the total property of this district, real and personal, is not far from one million dollars.

A few days after organization, by a vote of thirty-eight for and fifteen against, the people voted to bond the district for \$7,000 for ten years' time at four per cent, and to erect a modern schoolhouse large enough for present and prospective needs. A little later, by a vote of forty-seven to one, a site of 3.6 acres of land was purchased for \$1,000. Plans were drawn and contracts let for a \$6,000 building.

An excellent building was erected and the grounds were decorated in accordance with the plans furnished by students of the State University.

The building was dedicated January 30 with appropriate exercises. School opened the Monday following, with an attendance of 103 pupils, fifteen of whom were non-residents who will pay tuition, leaving eighty-eight as representing the attendance from the three consolidated districts. It is a significant fact that the total registration of the three abandoned districts during the *entire* previous year was only seventy-nine, yet here upon the first day upon the opening of the consolidated school eighty-eight young people presented themselves, a gain of nine the first day as compared with the total registration under the old plan. This school will do all of the work attempted by the abandoned schools and two years of high-school work in addition.

More than to anyone else credit is due to Superintendent Kern, not only for the achievement at Seward, but for the sentiment of the county, which will proceed to organize other schools.

This school was so immediately successful that an additional teacher was soon employed.

This first effort was followed in April, 1904, by two other groups of four districts each, in Winnebago county.

THE BUNCOMBE CONSOLIDATED SCHOOL.

The second consolidated school in Illinois was dedicated on Friday, December 15, 1905, at Buncombe, Johnson county. This consolidation joined two districts and part of a third. The assessed valuation of the consolidated district was \$53,194. A good, four-room building, with basement, library room and cloak rooms, with a

large yard, took the place of the old-fashioned one-room school; 143 pupils were enrolled, fifty-three in the primary, forty-five in the intermediate and forty-five in the higher grades. Three teachers were employed and it was clear that a fourth would be necessary very soon.

State Superintendent Bayliss was present and made an address suitable to the occasion. It must have been a source of great satisfaction to that generous spirit to see such tangible evidence of the progress of the cause to which he had given so much effort. President Parkinson, of Carbondale, was another of the speakers.

THE JOHN SWANEY CONSOLIDATED SCHOOL.

For many years there has been the warmest interest in the quality of their schools manifested by certain districts in Putnam county. This little county has the distinction of being the smallest in the State. It contains within its narrow limits, however, a most admirable body of people. They are well-to-do and are not afraid to spend money for the education of their children. Their teachers are selected with the greatest care and are paid excellent salaries. Magnolia township has long been very much alive to the inadequacy of the ordinary one-room school, and when the consolidated school idea began to attract attention the people of that township became immediately interested. In the spring of 1905, petitions were circulated in five districts, but the doubters were not quite ready to go with the enthusiasts. The following spring the friends of the measure tried it again and three districts indicated their readiness to proceed. The petition was submitted to the township trustees at their spring meeting, but for some reason they refused to grant it. An appeal was taken to the county superintendent, who reversed the action of the trustees and the consolidation was thus assured.

An election of officers for the district resulted in the selection of three admirable men — Victor Kays, a Normal school and University graduate; W. B. Mills, and John Wilson. John Swaney, a farmer in the district, offered a twenty-four acre tract of land for the site. By a vote of the people this offer was accepted and bonds were voted to furnish the money for the erection of the building.

Work on the building was begun in July and arrangements were made to open the school in the September following. Three teachers were employed, arrangements were made for the conveyance of the children and, the building not being completed, school opened on September 3d, in one of the abandoned schoolhouses and the grange hall near by. Two wagons were used for the transportation of the pupils from the outlying districts. On January 21, 1907, the new building was ready for occupancy.

It is a two-and-a-half-story brick building, containing four recitation rooms, two laboratories, a large auditorium, two library and office rooms, a boys' manual training room, a girls' play room, furnace room and cloak room. All are lighted by gas generated on the premises. The building is heated by steam and is furnished with running water supplied by an air-pressure system.

The interest in the enterprise is indicated by the donations to the school. In addition to the generous gift of the land by Mr. Swaney, other gifts to the amount of \$2,000 were made.

A four-year course, suitable for a school with an agricultural constituency, was arranged. It was not wanting in culture subjects, but its main lines are related to the occupation of its pupils. A few miles away is the village of Granville, where that momentous convention was held more than a half-century before and the first great blow was struck by Jonathan Turner and his friends for a university for the workingman.

The first class consisted of five young women and five young men, and they received their diplomas in June, 1910. The university was open to them, as were the other institutions of higher culture. It is something that is good to see — this secondary school in a pure country environment.

The consolidated schools in operation at the time of the issuance of the last report of the State Department of Education are as follows:

Buncombe, Johnson county.	John Swaney, Putnam county.
Congerville, Woodford county.	Wasco, Kane county.
Scotland, Edgar county.	Youngstown, Warren county.
Seward, Winnebago county.	

An additional school has been organized in Winnebago county, and six and a half districts have decided upon consolidation in the southern part of De Kalb county.

THE ILLINOIS SOLDIERS' COLLEGE.

At the close of the war the interests of the surviving soldiers and sailors were discussed by private, philanthropic citizens and by deliberative bodies. Various schemes were projected looking toward their welfare. The establishment of a State Home was considered, but at once the suggestion was made that these men, many of whom were young, would have no desire to pass their lives in idleness. The feeling of intense gratitude to these rescuers of a nation would have prompted a generous people to undertake anything in their behalf. Many of the soldiers cast about in search of an institution of learning in which the expense of board and instruction would be so minimized as to come within their means.

Some thoughtful mind suggested the advisability of a college that should offer to the soldiers and to their children an opportunity for education without charge for tuition or for board. The plan was laid before Governor Oglesby, Senator Trumbull, General Grant and other leading men of the State, and it met their hearty approval. There was an equally cordial response from the general public. There was a college building at Fulton that was available for a nominal price and it was by all odds the best opportunity in sight for the materialization of the project. The plant was offered for the purposes contemplated at a cost of \$36,000 and in the spring of 1866 was fully paid for. The trustees, who were elected by the subscribers to the fund, organized under the general law of Illinois, appointed agents to canvass the State in behalf of an endowment and sustaining fund, and elected a president and faculty.

The college was opened for the reception of students September 12, 1866. There were 168 students the first year and 250 the second. The legislature granted a liberal charter and made an appropriation for its assistance. The plan of organization

included a preparatory department, a commercial, a normal, a scientific and a classical department.

The Board elected Leander H. Potter president. He was at one time a teacher in the Chicago High School, left it to go to the Illinois State Normal University as teacher of literature, and left there with the Thirty-third Illinois Infantry, known as the "Normal" Regiment. He became lieutenant-colonel of the regiment. He was a man of fine scholarship and was admirably fitted for the headship of the school.

The school had a few years of fair prosperity, but the especial need of such an institution soon passed. It was conducted later as a private institution, but met with indifferent success.

THE STATE TRAINING SCHOOL FOR GIRLS.

This institution is located at Geneva. It was incorporated by act of the legislature June 22, 1893. The bill carried an appropriation of \$75,000 for the purchase of a site and for buildings. Mrs. M. Wallace was chiefly responsible for pressing the matter upon the attention of the General Assembly. The institution was located at Geneva, May 19, 1894. Mrs. Julia Harvey is credited with that advocacy of the location which mainly determined the result. A building was rented by the trustees while the permanent home was preparing. This building was 3111 Indiana avenue, Chicago. It was furnished and equipped for inmates by the first of January, 1894.

The first Board of Trustees consisted of Mrs. Kennery, of Peoria; Mrs. W. D. Kerfoot, Mrs. R. M. Wallace, Mrs. George A. Weiss, and Mrs. G. M. Hall, all of Chicago, and Mrs. Julia Harvey, of Geneva.

In June, 1894, the building was completed and ready for occupancy. Mrs. Amigh had been appointed superintendent and began her work with twenty-six inmates. The attendance has increased to more than 900. Mrs. Amigh retained the superintendency for more than seventeen years. About the first of January, 1912, she was succeeded by Miss Margaret M. Elliott.

ST. CHARLES SCHOOL FOR BOYS.

C. B. Adams, Superintendent.

The State legislature, in 1901, enacted a law to establish a home for delinquent boys. Through the efforts, previous to this time, of Judge R. S. Tuthill, Nelson W. McLain, T. D. Hurley, and Henry E. Weaver, a school for boys was organized. In July, 1901, Governor Yates appointed a committee, consisting of Judge Tuthill, Mr. E. G. Keith, and Mr. B. E. Sunny, to select a site for the school. They selected the present site of the St. Charles School for Boys, and the money previously raised, amounting to \$100,000, was used to purchase about 1,000 acres of land, which was donated by the organizers of the school to the State.

The first Board of Trustees was appointed by the Governor, July 19, 1902, and consisted of the following persons: Richard S. Tuthill, Chicago; Henry E. Weaver, Chicago; J. Stanley Browne, Rockford; John W. Gates, Chicago; Robt. H. Allerton, Monticello; Timothy D. Hurley, Chicago; Mrs. Henry M. (Ellen M.) Rainey, Carrollton. The first superintendent was Charles W. Hart.

The first boys were received in December, 1904, and were forty-three, from the John Worthy School, Chicago. The present population of the school is 460. The aggregate number of new boys received into the school up to this time is 1,490. These boys come from all walks of life. They are released on parole after a proper advancement, and a very large number of them have become good citizens.

The institution now consists of twelve cottages for boys, four farm colonies, school building, hospital, kitchen, bakery, laundry, power plant, industrial building containing carpenter, blacksmith, tailor, printing and shoemaking departments; a large dairy, creamery, farm buildings, and a large gymnasium which was donated to the school by the Commercial Club of Chicago.

Up to December 31, 1909, the school was under the control of a board of trustees, consisting of seven members: Benjamin Carpenter, Chicago; Stanley Field, Chicago; W. J. Conzelman, Pekin; Richard S. Tuthill, Chicago; Henry Davis, Springfield; Timothy D. Hurley, Chicago; Mrs. Henry M. Rainey, Carrollton.

On January 1, 1910, an act creating the Board of Administration went into effect. The Board of Administration consists of five members and also controls the sixteen other charitable institutions of the State. It is made up of the following persons: L. Y. Sherman, Springfield; B. R. Burroughs, Edwardsville; F. D. Whipp, Springfield; J. L. Greene, Kankakee; Thomas O'Connor, Peoria.

THE STATE REFORM SCHOOL.

The State Reform School was established by law in 1867. One of its first trustees was Hon. S. W. Moulton, for many years a member of the Board of Education of the State of Illinois. The Board appointed as superintendent George W. Perkins, who had been for some years superintendent of the Chicago Reform School. He resigned soon after and John D. Scouller was appointed as his successor and remained in that position until the institution became the State Reformatory, in 1891.

The Board purchased 276 acres of land near Pontiac and this tract became the home of the school. Mr. Scouller was a faithful and efficient superintendent. He was not satisfied with the law under which the institution was operated and warmly recommended such an amendment as would convert the school from a prison to a genuinely reformatory institution. In 1891 the law was changed in such a way as to render possible a new and more efficient administration. Gen. B. F. Sheets, then a member of the State senate, was largely instrumental in securing the needed legislation. Governor Fifer, a most humane and efficient executive, was deeply interested in the project. General Sheets was made the first superintendent under the new organization and lent himself to the task of putting matters in order with great industry and efficiency. He continued to hold the position until September, when he was succeeded by Maj. R. W. McClaughry, who had served the State in the capacity of warden of one of its prisons. No better appointment could have been made. Governor Fifer selected as a member of the Board of Trustees, Gen. Samuel Fallows, widely known as Bishop Fallows, of Chicago, and he has continued to hold the place until the present. The selection of such a man for so responsible

a position was a voucher that the affairs of the institution would be looked after with extreme intelligence and faithfulness.

Major McClaughry served the Board of Trustees until called to take charge of one of the national prisons. He was succeeded by M. M. Mallery, of Lacon. He held the position until 1910, when Judge R. A. Russell, long the county judge of McLean county, was appointed to succeed him. The institution is now in an admirable condition. Details may be obtained from the reports of the officials.

CHAPTER XXII.

SCHOOL JOURNALISM IN ILLINOIS.

ENSLEY T. and C. Goudy began in January, 1837, to publish the first educational journal in Illinois, probably the first in the Mississippi valley. It was entitled *Common School Advocate*, and was issued monthly. Only a printer like Goudy, who failed in many journalistic undertakings, would have had the courage to use labor, ink and paper, even, in publishing a school journal in Illinois at that time. There was no common-school system; there were no required qualifications for school-teachers, and there was a latent antagonism on the part of a large portion of the populace to an educational system which would entail taxation. "We apprehend," said S. S. Brooks, editor of the *Jacksonville Gazette and News*, in a notice of the *Common School Advocate*, "there is not sufficient intelligence among the mass of teachers in the State to appreciate the merits of such a work, nor interest enough taken by parents in the success of common schools, or in the education of their children, to induce them to extend, at the present time, an adequate support to the enterprise." The editorial labor was done by "a few literary gentlemen who, from their deep interest in this subject, generously volunteered their services for one year without remuneration." Samuel Willard ascribes the editorship to Rev. Theron Baldwin. But Brooks' pessimism seems to have been warranted, for the journal did not continue beyond the year. The failure of the *Advocate* was the fate of all educational journals, four in number, which had been established up to that time in the United States. The first was begun in 1818; the least unsuccessful lived ten years; others, four, two and one, respectively. Considering the conditions the *Common School Advocate* had its due length of life.*

The paper was published at Jacksonville. It is probable that the editorial assistance mentioned came from the faculty of Illinois College. The C. Goudy mentioned was Calvin Goudy, who was a member of the legislature twenty years later and aided greatly in securing the Normal University. He was also a member of the Board of Education of the State of Illinois for a number of years, and is well remembered by the writer as a most zealous school man. He has received mention elsewhere in this volume.

Of this paper Mr. Pillsbury says: "The *Advocate* — eleven of the twelve numbers published are before me — was an 8-page quarto, 10 by 12 inches, three columns to the page, a part in long primer but the most in brevier, and both typography and presswork, as well as paper, being such as to be a credit to the publishers. The editors of school journals to-day would, I am sure, agrée that the *Advocate* was ably

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edited. The character of the paper is well shown by a list of topics suggested in the first editorial to such as might write for the *Advocate*.

"The same editorial urged also the importance of National and State Secretaries of Education. This is the first mention that I have found of a State Superintendent of Public Instruction for Illinois."

Dr. Willard says that "from May to September, 1841, E. R. Wiley, of Springfield, issued the *Illinois Common School Advocate*, but this undertaking proved premature."

Respecting this paper, Mr. Pillsbury says: "In May, 1841, appeared the first number of the *Illinois Common School Advocate*, published at Springfield under the auspices of the *Illinois State Education Society*, and in accordance with a resolution passed by it December 28, 1840, requiring the directory of the Society to issue a periodical paper. Edmund R. Wiley and Albert T. Bledsoe were the publishing committee, as appears from the first two numbers; afterwards the name of Mr. Bledsoe is dropped.

"The motto of the *Advocate* was: 'In Proportion as the Structure of a Government Gives Force to Public Opinion, it is Essential that Public Opinion Should be Enlightened.'—*Washington*.

"It bore this endorsement:

"From our knowledge of the individuals concerned in the publication of the *Illinois Common School Advocate*, and our conviction of the vital importance of the interests which it is designed to promote, we cordially recommend it to the support of our friends and the public; and hope that every citizen will consider it a duty and a pleasure to aid in extending its circulation to every school and family in the State.

JOSEPH DUNCAN,

SILAS W. ROBBINS,

S. A. DOUGLAS,

J. M. STURTEVANT,

SAMUEL D. LOCKWOOD,

J. W. MERIL,

THOMAS FORD,

CHARLES DRESSER.

"The *Advocate* was a 32-page octavo, 8½ inches by 6 inches, two columns on a page. The four numbers (it is said five were published) which I have, were edited chiefly 'with the scissors.' Besides its salutarities, it has editorials advocating the support of schools by taxation, teaching music in common schools, and the formation of teachers' associations."

→ The *Union Agriculturist and Prairie Farmer* was established in 1841 by the Union Agricultural Society, and edited in the beginning by the corresponding secretary, John S. Wright. At the close of the second volume the publication passed from the Society to John S. Wright, with whom J. Ambrose Wright became associated as editor. The title was then changed to the *Prairie Farmer*. This paper is still published.

In its early life it was as well a school journal as an agricultural journal. Indeed, it was the best of school journals, for it went to the people who were most of all in need of being influenced in matters of education, and a school journal would never have reached them.

Previous mention has been made of the activity of Mr. Wright in the promotion of the common school interests. He came to Chicago in the fall of 1832, when he

was seventeen years of age. Before he was twenty-one he had acquired a large property. In the panic of 1837 his property was swept away because he was a few thousand dollars in debt and could not realize on his holdings. He is credited with the erection at his own expense of the first building intended for the use of a school in the city of Chicago, because of the interest of his mother in an elementary school. After the loss of his property he devoted himself and his energies to agricultural and educational interests. It was at his suggestion that the Union Agricultural Society lent its name to the enterprise. He published two advance numbers in the fall of 1840. "In these he wrote at length of the great need in the new country of good teachers, and proposed as the remedy that the State should at once establish a teachers' seminary and endow it with the College and Seminary Funds. So far as I have found this is the first definite proposition for a State Normal School in Illinois." (Pillsbury.)

In the first number of the paper he returns to his idea of the Normal school and declares that having interviewed many members of the legislature he finds a strong sentiment in favor of the plan.

Mr. Wright and his *Prairie Farmer* were in the thick of the fight for public schools and professional education for teachers, and the State superintendent and the county superintendents, and for everything else that he regarded as helpful to the cause. It is difficult to see how the success that was achieved could have been accomplished without them. It was a piece of the greatest good fortune to all concerned that he determined to cast in his lot with the school people and with the agricultural interests. For nearly twenty years he was the most energetic private citizen connected with these great interests, with the possible exception of Professor Turner. "From the start (of the *Prairie Farmer*) in 1841, until the publication of the *Illinois Teacher* was begun in 1855 this paper occupied the field of school journalism in Illinois. The school history of this period must be largely written from its pages." (Pillsbury.)

THE "ILLINOIS TEACHER."

At the Bloomington Convention of 1853, called for the purpose of organizing the State Teachers' Association, the committee on business reported as one of the resolutions proposed for discussion, the following: "That the convention take measures to secure the establishment of a paper or periodical devoted to the interests of common-school education."

This resolution was adopted. The committee on publication consisted of C. G. Hawthorne, of Chicago; Bronson Murray, of La Salle county; C. C. Bonney and W. F. M. Army. At the Peoria meeting the next year, the plans for the appearance of the *Illinois Teacher* were completed. A committee was appointed to edit the journal. The first number appeared February, 1855. Daniel Wilkins and W. H. Army were the managing editors. It was not a financial success the first year, nor did the editorial committee of twelve members, widely scattered over the State, make a great success of the editorial work. Perhaps it was done as well as could have been expected when all of the circumstances are taken into account. Indeed, from that day to this the publishing of school journals has had a large admixture of

philanthropy. The succeeding year a wiser policy was adopted; one editor was chosen and he added to his editorial duties those also of business manager. As a consequence the paper soon reached a self-supporting circulation. We have heard of him before. His name was Charles E. Hovey. Mrs. Hovey took charge of the subscriptions and personally mailed the journals. At the end of the first year there was a paying list that was well up to the two thousand mark and the next year it touched it. But he now had a Normal school to build, so he turned the work over to Dr. Bateman. It had done its part in the fight for the Normal school and thus had justified the demand of the State Teachers' Association for an organ.

When the Association met in 1858, there was a disposition on the part of several of the leading members to free the organization from all responsibility for the further support of the paper. The contest was a memorable one. A report of the discussions covers several pages of the printed proceedings. The measure at last carried. A few responsible men, among whom were Hovey, Hewett, Bateman and a dozen more of their sort, met and chose Charles A. Dupee editor, and Hewett mathematical editor, pledged twenty-five dollars each to meet current expenses and started the *Teacher* on another year. It made its monthly visits to its subscribers and came up smiling at the end of the period. Its vitality was marvelous. When disaster seemed impending its friends rallied around it and kept it moving.

In 1860, Dr. Samuel Willard, who was then a teacher in the new Normal school, assumed editorial control. He continued through 1861. Alexander M. Gow followed him in 1862 and 1863. S. A. Briggs, who had been Gow's assistant, served in 1864; Richard Edwards in 1865 and 1866; William M. Baker, in 1867, 1868 and 1869. In 1870, S. H. White, who had been serving as assistant for five years, accepted the editorship and continued it for two years. E. W. Coy, for the last thirty-eight years principal of the Hughes High School, Cincinnati, was his assistant. In accordance with the most approved principle of civil service, he succeeded to the editor's chair in 1872. At the close of the year the journal was sold to Aaron Gove and E. C. Hewett and was merged in *The Illinois Schoolmaster*, which they were conducting at Normal.

One of the leading functions of this pioneer school journal was the training of editors who were willing to work for no other compensation than the consciousness that they were serving the cause of education. Counting the twelve monthly editors who served the first year, there were twenty-two in the aggregate. There were, in addition to this list, several assistants that have not been enumerated. Among these were James H. Blodgett, Professors Stetson and Pillsbury, of the Normal School, and Professor Standish, of Galesburg.

The journal had finally become the property of a printer by the name of N. C. Nason. He was far more than a printer, however. He was a man of fine intelligence and sacrificed no little for the good of the school folk. Gove and Hewett purchased the good-will for a small consideration.

"THE SCHOOLMASTER."

Some time in the year 1866, E. D. Harris, of Normal, Illinois, started a small paper with an educational bias, which he called *The Normal Index*. Some two years

later, Mr. John Hull, then county superintendent of schools in the county of McLean, purchased the paper, changed its name to *The Schoolmaster*, enlarged and otherwise improved it, and pushed it into public notice. Prof. Albert Stetson, of the State Normal School, was associated with Mr. Hull in the editorial management. In May, 1870, Mr. I. S. Baker, principal of the Skinner school, Chicago, joined forces with Professor Stetson in the control of the paper, and its influence began to grow in a very tangible way. In July of the same year, it was thought advisable to remove the office of publication from Bloomington to Chicago, and its name was changed to *The Chicago Schoolmaster*. In May, 1871, Mr. Hull sold the paper to Mr. Aaron Gove, of Normal, who was soon joined by Professor Hewett of the Normal School. Mr. Gove took general charge of the paper. In 1873, as has been stated, these gentlemen purchased the *Illinois Teacher*, consolidated it with *The Chicago Schoolmaster* and called it *The Illinois Schoolmaster*. In 1874 Mr. Gove sold his interest in the paper to John W. Cook, a teacher in the Normal School. Professor Hewett continued to retain an interest in the paper although not actively engaged in its management. In January, 1876, *The Illinois Schoolmaster* and several other educational magazines in the Northwest were purchased by S. R. Winchell and united in the *Educational Weekly*. The life of this paper was comparatively brief. The West seemed not yet ready for so radical a change in educational journalism. In the more populous East a weekly had made a place for itself and it had already found generous patronage in the Northwest.

While *The Schoolmaster* had no hobby, it printed a good deal of valuable matter. Its contributors were among the leaders of educational thought in the State. Dr. J. A. Sewell, a teacher of the Normal School, and later the first president of the University of Colorado, was a frequent writer for its pages in the early and middle seventies. E. C. Hewett, H. H. Belfield, E. C. Smith — familiarly known as "Smith of Dixon" — Alfred Kirk, O. Blackman, and the gifted and lamented Jeremiah Mahoney did far more than any others during the editorial management of Mr. Baker. The versatile Jonathan Piper came across the line from Iowa about that time and introduced himself to the Illinois pedagogues by some spicy extracts from a notebook filled with observations upon things that he had seen in the schools. Aaron Gove occupied the humble position of editor for the Illinois Normal Department, all unmindful of the dignities that were soon to devolve upon him as editor-in-chief.

In May, 1871, Mr. Baker retired from the editorial management. While he was in no sense a brilliant editor he was helpful and thoroughly in earnest. In the management of a large city school he was constantly in the presence of the problems that confronted his readers. He treated them from the practical rather than from the theoretical standpoint. When Mr. Gove took charge he found a respectable subscription list, a fair reputation, and almost a free field.

In 1872 Mr. Gove began the publication of a series of language lessons. They were a new departure in the way of language teaching and attracted no little attention. They were in a way the forerunner of that large crop of "Introductions to Grammar" that soon crowded the market. Their author was W. B. Powell, afterwards so widely known for his readers, his books on language, and for his great work

as superintendent of the schools of Washington city. Whether Mr. Powell or Hiram Hadley was first in this field the writer is unable to decide. Jeremiah Mahoney continued to contribute his brilliant and original articles. Among the occasional contributors were President J. M. Gregory, of the University of Illinois; O. S. Westcott, still a teacher in the Chicago schools and learning a new language every year or two; George Howland, then the principal of the Chicago High School — there was but one in those days; "Father" Roots, of "Egypt;" E. A. Gastman, J. H. Blodgett, J. L. Pickard, Superintendent of the Chicago schools; Hon. Newton Bateman, Prof. S. A. Forbes, President Richard Edwards, Henry L. Boltwood and Dr. Samuel Willard. Mary Allen West made her bow as a writer of short educational stories. Her name was destined to become a household word in the Northwest because of her devotion to the cause of temperance. She died in far-away Japan and lies in the quiet cemetery in Galesburg, where her loving pupils laid her with grateful benedictions.

This was a brilliant group of writers. They made their contributions without money and without price. It would not have been possible to compensate them out of the proceeds of the enterprise.

In 1874 Mr. Gove was called to the superintendency of the schools of Denver, where he was to remain for thirty years and make a national reputation for himself. He was succeeded by the present writer in the editorial and business management of the magazine. There was little change in its policy or general character. As I look over the numbers that were prepared amid the pressing duties of a very busy life I am impressed with the fact that we were only playing at school journalism. Little was really lost when the paper was merged in *The Educational Weekly*. And the cause of popular education did not go to the wall when that ambitious effort ended in financial disaster. Civilization seems capable of surviving the decay of some of its most conspicuous pillars.

Excellent financial support was given to *The Illinois Schoolmaster* when Mr. Hewett and myself were obliged to look the printer in the face. I am sure that we received fair financial compensation for the work we put upon it. And the book publishers — those genial gentlemen who made their benefactions under the pleasing guise of business — made educational journalism possible by their generous patronage in the advertising pages. Did they get back cents where they put in dollars?

"THE ILLINOIS SCHOOL JOURNAL."

Late in the seventies — exactly when, the writer is unable to say — a certain gentleman of Napoleonic qualities conceived the notion that it was possible to cover the whole field of American school journalism by a very simple and economical arrangement. If we are really a Nation — with a big N — why should not the same matter answer as well for one State as for another? Full of this idea this ingenious gentleman cast about for the necessary talent to give a local coloring to each of the communities that he desired to serve. He was very fortunate in his choice for Illinois. There was a young man "of excellent pith," who was working on a small salary as principal of the grammar room in the practice school of the

Illinois State Normal University. His name is Charles DeGarmo. It has since become quite familiar about the country, because of the books that he has written and the work that he has done at the head of the pedagogical department of Cornell University. He was promptly engaged as local editor. It was supposed to be his duty to gather a little something to indicate that the school people were not forgotten in the largeness of sweep of the eyes of the editor-in-chief.

But before many moons the young man became disgusted with the management of the venture, which had received the modest title of the *News Gleaner*. He bought out the Illinois edition and soon another school paper was launched on the perilous sea of educational journalism. It was christened *The Illinois School Journal*.

The first number was highly promising. It appeared May, 1881. It was nearly the size of *The Illinois Schoolmaster*, was filled with practical material all ready to be served, it had discarded a considerable part of the news notion, and showed a page of wide-awake editorial matter that had a snap to it. There was associated with Mr. DeGarmo the young principal of the high-school department of the Normal University. Edmund Janes James had already done admirable work abroad and in this country, and was on the way to that eminence that he has won as a great university president. With two such spirits in charge it was clear that in the race for precedence the *Journal* would have the "pole" at the start. There was much of the audacity and dash of the "Jerry" Mahoney articles. Evidently these editors were not afraid.

The work done by Dr. James in the pedagogical courses of German universities gave a dignity and character to whatever he chose to write and especially to his educational articles. They at once began to attract wide attention. It was a new era in school journalism. The old contributors began to reappear. There was a happy combination of philosophy and practical ingenuity. Dr. James was profound; Mr. DeGarmo was ingenious and inventive in the line of schoolroom devices.

During the winter Congress was discussing the question of national aid to education. The *Journal* engaged in this discussion with great spirit and ability, and formulated one of the plans that received the respectful consideration of that body. Members of the General Assembly of Illinois seemed not unwilling to be informed respecting their duties in the line of popular education by a school journal that insisted upon being heard.

In 1883 Mr. DeGarmo determined to go to Germany to enter upon a course of university studies. The present writer purchased the paper and found himself again upon the editorial tripod. Mr. DeGarmo had just arranged with the well known writer and lecturer, William Hawley Smith, for the production of a serial story with an educational motive. Two or three numbers had appeared before I succeeded to the editorial management. I soon discovered, from the large increase in the subscription list, that the educational public was disposed to give its cordial approval to the idea. "The Evolution of Dodd" was no less a business than a literary success. The circulation of the magazine increased with great rapidity and the back numbers were soon exhausted. It became very apparent that teachers are not averse to a highly practical system of pedagogics when it has the concrete setting which Mr. Smith so happily illustrated in his charming little book. The enor-

mous circulation which it has enjoyed has valuable suggestions for the school journal people.

After a year of oppressive labor I was joined by Mr. R. R. Reeder, a teacher in the Normal School and for the last few years the superintendent of the New York State Orphanage, at Hastings-on-Hudson. He is recognized as one of the most reputable of all the workers in this country engaged in the education of those unfortunate wards of the State. Little is to be said of our success. Financially it was unequivocal. Educationally there is little of which to be proud.

In November, 1886, the magazine was purchased by Mr. George P. Brown, the widely known publicist and educational philosopher, who had made an enviable reputation as superintendent of the city schools of Indianapolis and as president of the Indiana State Normal School, at Terre Haute. The name was soon changed to

"THE PUBLIC SCHOOL JOURNAL."

This journal was at once marked by the remarkable personality of its editor. He began to train a body of readers to interest themselves in really difficult aspects of the educational problems and to understand a rigorous and philosophic analysis of them. It was a compliment to the teachers to assume that they desired to deal with fundamentals. In consequence of the character of the topics considered and the way in which they were treated the *Journal* won the high respect of the most capable school men in the country.

Believing that the school must have the cooperation of the family and regarding it as a possibility to interest parents in the work of educating their children by cooperating with the school, the name of the magazine was changed to

"SCHOOL AND HOME EDUCATION."

The bound volumes of this admirable journal constitute a unique pedagogical library. Upon the death of Mr. Brown, which occurred in 1909, the management of the journal devolved upon Mr. George A. Brown, who had been for several years associated with the management. The office of publication is Bloomington.

"THE CHICAGO TEACHER."

This magazine was an interesting episode in the history of educational journalism in Illinois. It merits this characterization because of its brief career. Allusion has been made to the brilliant but somewhat erratic Jeremiah Mahoney. In company with Ira S. Baker he started the *Teacher* in 1873. It was destined to have a short history. The repute of Mr. Mahoney as a writer and the excellent business capacity of Mr. Baker put it upon an admirable basis very soon. The death of the editor accounts for its early disappearance.

"OUR COUNTRY AND VILLAGE SCHOOLS."

In the early eighties it began to be whispered about the State that John Trainer, county superintendent of schools of Macon county, had achieved a marked suc-

cess of the schools under his charge. Mr. Trainer was a man of remarkable ingenuity and possessed the happy faculty of interesting the public in his work. He is mainly entitled to the credit of introducing into the schools of Illinois what is known as "the graded course for country schools." To extend the area of Mr. Trainer's influence and also to derive whatever of advantage might accrue from such an enterprise, Mr. Charles I. Powner started the magazine called *Our Country and Village Schools*. It was a happy thought and deserved success. The paper soon sprang into a prominence that was beyond its merit, but its publisher's business methods soon wrecked the enterprise, and it joined the melancholy shades of defunct school journals, respectable at least in numbers. The idea was not permitted to drop, however, for another and wiser publisher, Mr. C. M. Parker, of Taylorville, started

"THE SCHOOL NEWS AND PRACTICAL EDUCATOR."

This excellent school periodical grew out of Mr. C. M. Parker's connection with the John Trainer movement for the grading of country schools. It has now occupied a field peculiarly its own for several years. Its intimate relation to the Course of Study for Country Schools, used so generally throughout the State, has given it a deserved popularity and a most gratifying success.

"INTELLIGENCE."

Mention has been made of the *Educational Weekly*. It was an attempt to combine a number of existing monthly magazines into a vigorous weekly, that should do for the West what Mr. Bicknell's great venture, *New England Educational Journal*, was expected to do for its part of the country. It was undertaken by Mr. S. R. Winchell. In 1876 he was joined in the management by Mr. E. O. Vaile. The West did not take kindly to the weekly idea and a meritorious enterprise suffered shipwreck.

The *Intelligence*, a semi-monthly, was in a way the lineal successor of the *Weekly*. It was personally conducted and usually spoke in the first person. Its editor was Mr. E. O. Vaile and the place of publication was Oak Park. The editor is one of the most capable and pungent writers that have had to do with educational journalism in Illinois. He did not attempt to deal with the philosophical presuppositions of education, but was a most acute observer of current events and tendencies and commented upon them with a shrewdness and critical discrimination that have not been surpassed.

In connection with the magazine he published *The Week's Current*, a paper for the use of schools, and numerous excellent aids to school work. He sold the paper to an eastern combination, but the purchasers were unsuccessful and *Intelligence* disappeared.

OTHER JOURNALS.

It is not the purpose to write of the more recent publications. There are a number of them that are proving to be successful ventures.

GEORGE P. BROWN.

George P. Brown became identified for the first time with education in Illinois when he purchased *The Illinois School Journal* in 1886, and became a permanent resident of Bloomington. There he spent the remainder of his life and devoted his energies to the editorial and business management of the *Journal* and to the writing and publication of books especially intended for teachers and for schools.

Mr. Brown was born at Lennox, Ashtabula county, Ohio, on November 10, 1836. After attending the common schools he went to Grand River Institute, at Austinburg, Ohio, where he completed his course when a young man. He began teaching when but sixteen years of age, in a country school near the place of his birth. In 1860 he was elected superintendent of the public schools at Richmond, Indiana, in which capacity he served for eleven years, resigning to accept the principalship of the high school in Indianapolis. After serving in this position for three years he was promoted to the superintendency of the system in 1874. Here he served until he was made president of the State Normal School, at Terre Haute. This institution had won a unique place among the schools of its kind in this country and its reputation was materially enhanced by the work which Mr. Brown did while in charge of it. He retired from the presidency in 1886, and for the rest of his life was devoted to the work indicated above.

He was the author of "Elements of English Grammar," "The Story of Our English Grandfathers," "The King and His Wonderful Castle," and other books with the same general motive. He was a voluminous writer, not alone for his own publication, but for the press of the city in which he lived.

He was a life-long member of the National Education Association and of the National Council of Education, having been identified with them from their organization. He was also a member of the American Association for the Advancement of Science, and of several of the literary clubs of the city in which he lived. He died February, 1910.

The following is from an extended notice in the leading paper of his home city, Bloomington:

In many respects Mr. Brown occupied a unique position in this community—a position which he chiseled out for himself by his own forceful personality, his strong moral courage and his facility in directing the minds of the people in matters relating to their own welfare.

For some years he has been looked upon as a free lance in the discussion of public questions in the newspapers and on the platform. Taking pains to inform himself thoroughly on any question of acute present interest, Mr. Brown concentrated the powers of his really wonderfully trained mind upon the subject until he had mastered all of the phases of it. Then with a remarkable facility of expression in written and spoken language he stated the truth as it seemed to him, and reiterated the principles in which he believed, until in time the trend of public thinking was apt to follow him, although at first it had been hostile. The sincerity and honesty of Mr. Brown's advocacy of any given proposition was never anywhere questioned, even by those who were most averse to following him. His efforts were always for the betterment of the life of the city in which he lived and of the commonwealth and the republic to which he was unbending in his allegiance. In doing so he feared no party lash and worshiped no party fetich. While nominally affiliating with the Republican party in national politics, his independence of thought led him to break away from the current trend of Republican policies on more than one occasion.

In municipal affairs one of his most noticeable efforts at bettering conditions was his leadership in the formation of the Municipal League, in the city campaign of 1907. His personal work was largely responsible for that organization which, while it failed so far as electing any of its candidates, yet succeeded in calling attention to many matters in local politics which demanded the kind of disinterested consideration which Mr. Brown gave to them. The very latest question in which he took a prominent part in discussing was the gas franchise. The last article which appeared in a local paper over the signature of Mr. Brown was a very able contribution to *The Pantagraph* of January 14, entitled "Democracy or Plutocracy — Which?" This was a calm treatment of some of the present tendencies in national politics.

As an educator Mr. Brown was much in demand for addresses before learned societies. He delighted in philosophical studies for their own sake, and for many years gathered around him a little band of kindred spirits who sat at his feet in weekly meetings to hear his discourse on questions of religion and metaphysics.

The following extracts are from one of three addresses given at his funeral:

About 1884 I came upon an article in an educational magazine, that marked a turning point in my intellectual life. It was one of those cross-roads experiences upon which we afterwards dwell with fond recollections and that we count as epochal in our careers. It was a philosophical discussion of the nature of human freedom. I clipped it from its setting and carried it in my pocket until it was worn to shreds. It gave me a footing where I had been groping in a blind way and I had a warm desire to meet the writer in order that I might express my gratitude to him by word of mouth. One day I received a letter from a gentleman whose name I at once recognized as that of the author of the article which had illuminated the darkness of my thought. He solicited an interview with regard to the purchase of a teachers' magazine which I was then engaged in editing and publishing in conjunction with R. R. Reeder. He came, and on that day began one of the most delightful and stimulating friendships that I have ever known. It has continued to the present without a moment's interruption, nor is it now to cease although the tide has borne him out to sea and my poor eyes no longer catch the gleaming of his sail.

He who lies here to-day was the friend of man. He greatly loved the companionship of those congenial spirits who were seized with the same enthusiasms as himself. He enjoyed in a rare and beautiful way the search with them for hidden truth, the subtle dialectic with which mind encounters mind in its efforts to fathom the mystery of its own existence; but he was, as well, the friend of man, the common man, as we blindly call him, not less than the exceptional man. He was not only sage and writer and publicist; he was also that which alone makes all the rest significant: he was a philanthropist.

And the conditions of his early life, in some happy way, turned him into the lines of effort that offered the widest opportunity for the free exercise of his dominating passion. For he was essentially and fundamentally a teacher of his fellow men. Here was the field in which his philanthropy was to manifest itself, for the greatest thing that man can do for man is to help him to help himself. He saw this truth as Socrates saw it when he struggled to resolve the conflict between the exacting institutionalism of the old Greek life and the extreme individualism of the new. He saw it as Pestalozzi saw it when he strove to rescue the children of his native Switzerland from the curse of ignorance where there were no schools, and from the benumbing influence of a wretched system of instruction where there were. He believed with all his soul in the formative and also in the redemptive power of education. And it was into this calling that he threw himself with all of the ardor of an intense and tireless nature.

Naturally reflective he soon found himself attempting to solve some of the ultimate problems of education. He sought the aid of those great minds that have made their times epochal by their contributions to human knowledge and especially by their contributions to a knowledge of humanity itself. He wanted to discover the way in which the mind performs the miracle of learning, and especially how that learning becomes a constant and unerring guide to daily living. He was the implac-

able foe of shallow routine and meaningless iteration, so he sought the companionship of the masters of men and he would not let them go until they yielded to him the essence of their message to the world. Men sometimes called him a dealer in abstract subtleties and begged him to walk upon the solid ground, but their voices were lost in the empty air; he pursued his quest and came back to his daily task with a new light upon his face and with a new revelation for the teacher and the child. He would have every teacher of the children a prophet of the new life of the spirit and thus he would have the school of the people join hands with the family in the upbuilding of a great nation and a great race.

But the life of the school was too severe a tax upon his physical endurance. The time arrived when he was obliged to choose between the surrender of the exacting duties of school administration and a permanent invalidism. And thus it was that he came to Bloomington and cast in his lot with those of us who were here. He purchased the magazine property to which I have referred and began his new career of teaching at longer range. He was now in the high maturity of his remarkable intellectual powers and his entrance into the field of educational journalism introduced a new and extremely virile element.

He began at once the discussion of matters of genuine import. He did not shrink from the consideration of a subject because it was difficult, nor from the oft-repeated remark that his readers might not understand what he had to say. He believed that men and women desire fundamental truth and he began deliberately to accustom those who cared to follow him to an abiding faith in the existence of universal principles of guidance in the extraordinary art of education, and also to inspire them with a splendid courage in the endeavor to discover and master them. Like Aristotle, he was "the master of those who know." The journal that he edited at once won a unique eminence in American education.

But his separation from the mind-to-mind and heart-to-heart contact of the schoolroom was a sore trial. As a compensation he soon gathered about him for an evening a week those who hungered for leadership in the field of philosophic thought. As those who walked with Plato, while he discoursed upon the great themes that pressed for solution in the Greek life of his time, reverted with fond satisfaction to the shades of the Academy, so does the thought of those who were privileged to sit at the feet of this great teacher return with grateful delight to that modest home wherein they had their new intellectual birth. Bloomington has had no similar organization in the half century that I have known it. The earlier seminars were devoted mainly to the study of certain of the modern German philosophers in their investigations of the nature and processes of knowledge. Later, the literary bibles of the Italians, the Germans and the English-speaking peoples were selected for study and for free discussion, and always for the purpose of penetrating to the motive of the poem, the ultimate theme that was struggling to express itself.

Such were the occupations that engaged the attention of those who constituted the membership of those devoted groups of students. No nobler themes can attract the attention of the human minds than those that lie at the heart of great literature. Sin and its dreadful expiation; the struggle between the sense of duty and the pull of inclination; God, Freedom, and Immortality — these sphinx-problems of life, that urge themselves upon the thought of all that have opened the eyes of the soul to serious inquiry — were the subject matter of earnest and sincere discourse. And no scoffing spirit of agnosticism obtruded its depressing presence. The limitations of knowledge were candidly recognized, but optimism was the pervading genius of those hours of delightful intellectual commerce.

His mind gravitated naturally toward philosophic thought. He therein resembled his distinguished friend William Torrey Harris. Unlike him, however, he was not the propagandist of any elaborated system of philosophic thought. The originality and independence of his mind rendered such an attitude impossible. He worked in his own harness but changed it to meet the needs of his ever-widening thought.

He was most content with the interplay of thought in the minds of those about him and had reproof for those only who preferred the bolstering of an opinion to the discovery of thought.

He entered into the wider life of his community by a generous contribution to the columns of the press. He became a lay preacher, selecting his themes from the widest ranges, and with the daily papers as his pulpit. Here he created for himself a most unique and interesting place in the esteem of the community. He had been regarded by some of the few who knew him as a philosophic recluse, a closet philosopher, little interested in public affairs. They were unprepared for the outcome. He talked to the people on the themes that engrossed the metaphysicians and he did it in so simple and so illuminating a way that he carried them with him.

But he was, as well, the people's advocate. He was not alone sage and philosopher but publicist, interesting himself in all questions that concerned the people. And they soon recognized in him a writer whom they could trust; he went directly to the heart of the question, asking no favors, and making no concessions where concessions meant any sacrifice of the interests of the community. He would not barter and compromise. As a workingman said of him, "He was both feared and revered, and he was revered by those who feared him."

The last two discussions in which he was engaged illustrate the versatility of his mind. One was a debate with the attorney of the local gas trust — a close friend and his nearest neighbor — on the whole question of gas production and a fair equivalent for its manufacture and sale. The other was a presentation by a luminous analysis of the latest word that science has to say of the immortality of the human soul, to the College Alumni Club of his home city.

His wife, the sympathetic companion of his life and quest, survives him, as do four sons, all college men.—J. W. C.

CHAPTER XXIII.

SOME EARLY TEACHERS

JULIAN STURTEVANT*

THE Sturtevants and Sturdevants of our country are all descendants of one man, Samuel Sturdevant, who was a citizen of Plymouth Colony in 1643, whose four sons, Samuel, John, James, and Joseph, survived him. The family was soon planted in Connecticut, and there, about the beginning of the century, in Warren, Litchfield county, lived a farmer, Warren Sturtevant, with Lucy Tanner, his wife. In 1803 was born their son, Ephraim Tanner Sturtevant, the first teacher and professor in Western Reserve College, 1828; and July 26, 1805, was born the second son, Julian Monson Sturtevant, first teacher and professor of Illinois College, 1830, the subject of our sketch.

“When Julian was eleven years old, his father, straitened by the hard times brought on by the war with England, emigrated to the Western Reserve and settled in Talmadge, Summit county, Ohio. Here the labors of the farm were renewed on the new lands of the wilderness from which the savage had just retired. Marietta, the oldest town in the State, was not yet thirty years old; Buffalo was only fifteen years old; Cleveland was a village of perhaps 350 inhabitants. Steamboats had first stirred western waters only three years before; the railroad was yet to be invented; Clinton’s great canal to join Lake Erie to the Hudson was not yet begun. No emigration now to Idaho, Montana, Manitoba, implies such difficulty, such danger, such remoteness from friends and from the centers of civilization as did then a removal from New England to Ohio. But these Yankee emigrants set up the school and the church as soon as they had covered their own heads, and the academy was not long wanting on the Western Reserve.

“Julian’s youth was spent at work on the farm with regular study and with intervals of schooling. He became very familiar with the preparatory classics, especially did he know Virgil so well that if any one cited two consecutive lines he could tell where they were and relate the context. With the kindly aid of the neighboring minister and the teaching of the academy at Talmadge he was ready for Yale in the summer of 1822.

“Mr. Sturtevant graduated in 1826 and began teaching shortly after. It was his purpose to become a minister and he completed a course in theology and was ordained in 1829. Four days later he was married to Elizabeth Maria Fayerweather and a few weeks later was on his way to Illinois with that Mr. Baldwin of whom we have heard in connection with the founding of Illinois College. It has been

* From an address delivered to the State Teachers’ Association, December 28, 1886, by Dr. Samuel Willard.

seen that conditions were extremely primitive when Professor Turner made his memorable trip to the West with his bride; it is to be remembered that the journey of Mr. Sturtevant was still earlier and conditions were still more trying.

"When Mr. Sturtevant reached Jacksonville a part of the old chapel building was already erected but unfinished. The main room lacked lath and plaster and had but a few seats. There, on Monday, January 1, 1830, he began his work with nine pupils. . . . For most of that year the college was a day school with only one teacher and twenty-five to thirty pupils. During the year, Edward Beecher was chosen president and began his work and Mr. Sturtevant became Professor of Mathematics and Natural Philosophy. He had the pleasure of seeing the first class that graduated in Illinois take their diplomas—Richard Yates and Jonathan Edwards Spilman. The former was our great war Governor, 1861-5, and the latter has given pleasure in thousands of homes as author of the simple, sweet melody generally used for Burns' poem, 'Flow Gently, Sweet Afton.'

"I went to Illinois College in May, 1836, and first saw Professor Sturtevant. He was not then popular among the students. He was fond of order, promptness, discipline, thoroughness. They were often too democratic for obedience to rules, for democracy has sometimes an anarchic tendency. Hence his sharp, exacting ways seemed harsh. As he grew older he became somewhat milder, though no less insistent upon the ends to be obtained by discipline, and on the other the spirit of the young men changed no little. When he was elected president in 1844 they rejoiced heartily.

"Professor Sturtevant was not a mere algebraist or geometer; indeed, as I think of him now I think he took the wrong chair. His real interest lay in the great problems of humanity; in questions of right and wrong; of practical expediency; of human progress; of government and political economy; and of the church and its work in the world. When I first learned of him he was only the algebraist who made it so clear to me that I could never forget it that in multiplying a minus b by c minus d, minus d times minus b gives plus db; but now I think of him as the man whose glances surveyed the world that now is, in all its human relations, and whose forecast gave glimpses of the world that is to be—he is not the professor but the philosopher.

"The distinguishing characteristic of all of his teaching was his demand for clearness of thought and for certainty. As the eagle is said to look with undimmed eyes upon the meridian sun, so must he see and rejoice in the pure light of truth in the full blaze of glory. He wanted apodictical certainty. Give him the premises, and he would force you to his conclusion. His instruction was no gentle invitation; a giant hand clutched our arms and hurried us along to heights above the vulgar level. After I became accustomed to his methods he was one of the few preachers to whom I liked to listen, for his sermons were so logical that they were like a master builder's driving of nails. I often used to borrow his notes and copy them. He

almost always preached from a brief, and the single catchword, 'illustrate,' might represent a very important part of the discourse.

"Upon all who came within his reach he made the impression that he was a man of great power. A lawyer said to me in 1843, 'I never hear Professor Sturtevant and his fellow professors, especially Professor Sturtevant, without thinking what great lawyers they would make. How much fame and wealth they sacrifice by adhering to their posts as teachers. Splendid lawyers, splendid lawyers, they'd be.'

"One of his pupils of recent years asked me my opinion of him as a teacher, and when I had given it, he said he asked because he did not know but what he had over-valued him. For his own part he had had many teachers; but no other one had laid such hold upon him as Sturtevant had done.

"And all his teaching was marked by an intense earnestness, such a zeal to gain his end and truth's at once, that his fire and energy warmed and moved his pupils.

"In church, state and society, he was not without staunch opponents. His views were too positive and his shoulders pushed too hard to escape opponency; and men who disliked him disliked him strongly, not for his own sake but for his cause. But as years rolled on, many old controversies were settled, and the spirit of the time grew milder, and asperities were softened, and honor came to him where dislike had prevailed.

"President Sturtevant's work for education was not limited to the college and the church. In all local and general efforts for education his voice was heard as counsellor and helper. I remember his presence at the meetings for establishing free schools over which Doctor Bateman presided for so many years. In 1845 there was a gathering of teachers — one of the earlier unsuccessful attempts at a general organization. Professor Sturtevant was there. The records of this association show his frequent presence and his sharing in its exercises. With tongue or pen he was always ready to speak or write for education of every grade and every class. Some of his views were very different from those of most of you. He did not regard the high school as a legitimate part of the public-school system. This view he held on general grounds of public policy; but he wanted the high schools as steps in the course of higher instruction. He preferred colleges for women exclusively to colleges for co-education, but he would have women as well educated as men. The amount of work and influence which, directly and indirectly, he threw into the system of public instruction and private education can as little be estimated as the value to all our broad fields of a day's sunshine in summer."

Dr. Willard pays a glowing tribute to his friend's ability to inspire young men to achieve great deeds and summons many men of renown in illustration of that capacity. He was a voluminous writer for the current periodicals of his time and many of his lectures and sermons were printed in pamphlet form.

He was twice married, his second wife being a sister of the bride who accompanied him to the wilds of Illinois. Two sons and a daughter survived him. One of the sons was a teacher and the other a preacher. In 1876 he resigned his presidency of the college in order that he might have a little time to put down some of

the many things that especially impressed him. He died on Thursday, February 11, 1886.

Dr. Willard closes his appreciation of his master in a paragraph that discloses his gratitude and admiration on one hand and on the other betrays the devotion to high ideals that has characterized his own beautiful life:

“Farewell, strong worker! Farewell, brave servant of God! Farewell, true lover of men! Farewell, teacher and friend! But thou wert like a star, and thy light shall shine and shine and shine in the souls of men, until it is lost to them in the greater glory of the vast eternities!”

SIMEON WRIGHT.

The name of Simeon Wright has often appeared in this record. In the *Educational Weekly* of February 1, 1877, the following sketch appeared:

Mr. Wright came to Illinois about the time of the educational ferment some twenty or thirty years ago. The precise time is unknown to the present writer. Previous to this he had lived in Michigan, at Battle Creek, and possibly at other places. In Illinois he became identified with the younger race of men, who were making popular education their specialty and rendered very efficient service in the positions that he filled. Of the Board of Education he was one of the original members, and, during the six years of his connection with it, was very active in its counsels, as the records of its meetings amply show. His appointment as agent of the State Teachers' Association was made in Decatur in 1857. The writer, having been present at the meeting as a stranger from another State, remembers well the discussion upon the subject of the appointment. He was to stir up the people by lectures and otherwise, and to develop the public sentiment for public schools. A salary of \$1,200 was to be paid him and it was contributed by members of the Association. The arrangement continued perhaps only one year.

In 1861, when the country was aroused by the call to war, Mr. Wright joined the Thirty-third Regiment and was made its quartermaster.

Mr. Wright, early in the history of the Normal University, counseled the formation of a literary society among the students, in addition to the one then existing. After some effort the plan was adopted. A society was formed which was placed upon the same footing, in respect to its connection with the University, as its elder sister, the Philadelphian. Having been organized largely through the efforts of Mr. Wright, and having received some help from him in money and in books for a library, it was named the Wrightonian Society. It made the Society one of his heirs.

Mr. Wright died in Kinmundy, Marion county, November 30, 1876. The society adopted appropriate resolutions expressive of their gratitude for his friendship and regret for his death.

BENAIHAH G. ROOTS.

Southern Illinois has long been known as “Egypt.” How the designation arose seems not to be a matter of authentic history. For many years that portion of the State had a civilization somewhat peculiar to itself. It was settled in large part by people from the slave States and they marked it with their characteristics. They were a people who were proud of the States from which they came and they transferred their loyalty to the portion of Illinois in which they made their homes. There developed among them many interesting characters.

One of the early settlers was the subject of this sketch. He was not from the South, but he was as strikingly original as any who were. His home was in the

immediate vicinity of Tamaroa, a village in Perry county. He so completely identified himself with the educational interests of "Egypt" that with the school people his name was indissolubly associated with that region. The sketch from which what follows here was taken was prepared by Enoch A. Gastman, of Decatur, and was delivered before the Perry County Institute on July 3, 1888.

Benaiah G. Roots was born in Onondaga county, New York, April 20, 1811, and died at his home near Tamaroa, Illinois, May 8, 1888, being seventy-seven years old.

He commenced teaching in 1827 and continued in the work until his death, thus having completed a record of over sixty years. To Illinois and her teachers have been given the rich fruits that have followed the labors of more than fifty of those sixty years. In 1839 he began to teach in Perry county. It would be a work of supererogation for me to enumerate the labors, the trials, and the triumphs of this half-century of earnest and faithful effort. They are the wonder and admiration of this commonwealth.

In a new and sparsely settled country education is of necessity a matter of secondary consideration. Houses must be built, farms opened and mills erected. In all such work our friend did valiant service, but he did not stop with these things. It is an old legend that where the fruits of culture are to grow there must be leisure and wealth. The primal prairies of Illinois afforded neither. Notwithstanding these disadvantages, he at once commenced to plan for building up human character and vitalizing the general intelligence of the community. The homes of the early settlers contained but few "spare rooms," but the dwelling of "Father" Roots was large enough for a schoolhouse. Into it were gathered the children of his neighbors. It is probable that this school had but few of the modern appliances, but it can be emphatically said that it had what many a modern school lacks: A LIVE TEACHER.

In later years this school developed into an institution of higher grade where many received an education which admirably fitted them to do life's work well. It is the universal testimony of the pupils of this school that it gave inspiration and lofty aims to those who came within its influence.

But the labors of our friend did not end with this home school. His power and influence extended over the State, and, in consequence, he became one of the founders of the free-school system of Illinois. He helped to organize the State Teachers' Association, and was chosen its fifth president at the meeting held at Decatur in 1857. From that time until his death he missed scarcely a meeting of that body. He worked with tongue and with pen to secure both of our State Normal Universities.

In February, 1865, the Governor appointed him a member of the Board of Education of the State of Illinois, the corporate body that managed the affairs of the Illinois State Normal University. He continued to fill this position until his death. It is safe to say that no one took a deeper interest in its proceedings or wielded a more potent influence in shaping its policies. The pupils and teachers at Normal came to regard him as a father to the institution. He was always ready with a kindly word to reward the successful or to strengthen those who needed encouragement.

B. G. Roots rendered invaluable service to the cause of education in this State. No movement has been inaugurated in Illinois during the past fifty years for the improvement of the means or the methods of popular education that did not receive his cordial support and aid. He never "sulked in his tent," but was ever ready to "lend a hand," whoever might lead.

He was never too old to learn. He never wearied in discussing with those who had the pleasure of his friendship, the various methods proposed for the improvement of the schools. Although his special field was the primary school, yet his mind was broad enough to take in the whole field of education. By a careful reading of educational journals and a constant attendance upon teachers' meetings, he kept himself fully abreast with the discussions of this busy age. His enthusiasm was the wonder and admiration of his friends. He was never discouraged. If a favorite measure met an undeserved defeat to-day he was ready to champion it on the morrow.

But he was not a teacher only. As a churchman he never wavered in his loyalty to that body of Christian believers to which he had been so long attached. In Sabbath-schools and temperance organizations his voice was always heard in favor of earnest and progressive work. As a citizen he

believed in equal and exact justice to all. When the name "abolitionist" was a term of reproach in Illinois, he was not afraid to espouse the cause of the colored man and to insist that he should receive all the rights which the laws of the land vouchsafed to him.

It was the privilege of the editor of this volume to have for many years a personal acquaintance with "Father" Roots. He was a large man physically and mentally. His marked individuality always attracted attention. His fearlessness kept him on the firing line. He was by nature a pioneer. He could never compromise with wrong, however thoroughly it might be entrenched in public opinion. His outspoken denunciation of bad methods in the school, the church, the state, or in any other department of the social order, gave offense to those only who stood in the way of progress. He served as superintendent of schools in his county and was, in the days of his maturity and power, the most original and stimulating man of his time in his part of the State.

ENOCH A. GASTMAN.*

Enoch A. Gastman was born in the city of New York in 1834, on the 15th day of June. He was the son of a sturdy Hollander, hence of Dutch descent on his father's side. His mother was Irish. The family removed to Illinois in 1838, and made their home near Bloomington on a farm. In 1851 my parents moved into the same locality, where we soon became acquainted with the dozen families residing within the radius of a few miles. One of the pioneer farmers was this sturdy Hollander. He had encountered strange experiences. Born in 1801, he became a bootblack on a French man-of-war before he was eight. The Moscow campaign undid the great Napoleon and in the reduction of the fleet the boy was sent to his home. But the sailor habit had taken him for its own. For almost twenty years he was at sea. He suffered incredible hardships, at one time being one of but five survivors of shipwreck. He with his comrades was for days afloat in an open boat in the stormy North Sea. How much the stories of his adventures may have kindled the imagination of his boys I can not say. I can easily recall my own childish wonder when I saw him first, for I had heard of his visits to distant lands and of his hairbreadth escapes from the terrors of the merciless ocean.

One can not imagine a more hospitable neighbor than this burly Dutchman. To be near his home and to neglect the courtesy of a call was to incur his manifest displeasure, and he was able to express himself in very forcible and equally unequivocal terms. There were three sons in his home, of whom Enoch was the eldest.

This young man was then seventeen years of age. He was tall, angular, and rather awkward, but of excellent parts and of fine repute through all the countryside on account of his manliness and exceptional reliability. He had a way of holding his head erect and of looking at some distant goal, as if he were native to the sea or to the sweep of the prairies. We have all noticed this habit in him many times and the extreme earnestness of his penetrating eyes when unrelieved by the light of his playful humor. I was always impressed by this peculiarity of expression, but when I learned the method of his life it was simple enough; he had acquired from his sailor father the habit of guiding his course by the fixed stars.

In the early forties a school district was organized in his locality and a small frame schoolhouse was erected by the people living in the district. A subscription school was taught for three or four months in the year and there Enoch was introduced to the formal methods of education. The house was rude enough. It was covered with undressed walnut lumber, sawed at the water-mill not far away — a mill which my father purchased a few years later, mainly for the purpose of preparing lumber for his own dwelling.

It was at this little schoolhouse that he and I were fellow pupils in the winter of 1852-3. While he had the equivocal honor of being the biggest boy in school I have the distinct impression that I was the smallest. One Warren Coman was our teacher. He was a New Englander, I think, and

*This sketch was prepared for a memorial service at the State Teachers' Association in 1907.

had charge of the school for several terms, although I had the enjoyment of his instruction for only a single winter. He was neat in his attire, precise in his manners, and must have been an excellent teacher. There we diligently conned our lessons in the three r's, stood up in a row to spell the words from the Webster spelling book, and spoke pieces on the Friday afternoons — selections from the reading books:

“O, were you ne'er a schoolboy,
And did you never train,
And feel that swelling of the heart,
You ne'er will feel again?”

There were other familiar ones which the graybeard readers will remember. Who will say that we were not well employed? I can recall every one of them although I have not spoken them since, unless it may have been when Enoch and I, in reminiscent mood, were living over again the pioneer days of our boyhood.

On the 10th day of October, 1854, he began to teach school near the village of Saybrook, twenty-six miles east of Bloomington. The next year he was a student for a time at the Illinois Wesleyan University. In the year 1856-7 he taught two terms, aggregating nine months, in the village of Kappa, a few miles north of Bloomington. As this was my home I became his pupil and the old friendship was cordially renewed. It was while he was here that he made up his mind to give his life to teaching.

He was the best teacher the little community had ever known and when his first term was completed he was reemployed for a second and at his own price. It was a material advance over the first, for it required no little solicitation to secure him. He had extended his scholarship somewhat meanwhile, for he had been a term at Eureka College, and had decided to go on with his education. His response to the urgency of the call was an occasion of great joy to the boys and girls of the village. Doubtless his salary would seem small when compared with the present standards, but it was extremely liberal for the time.

It was an epoch-making experience for us who were his pupils. We parsed “The Elegy,” and in doing so we committed it to memory. It was there that I learned it. It was not a mechanical drill, I am sure, for we loved the lines and responded to the pensive melancholy of the sentiment. But the main thing that he did for us was to enable us to locate some of those same fixed stars that his long vision had discovered. Many years after I tried to tell, in a story for a magazine, how one of my early schoolmasters stopped the fighting on the school grounds. I am not sure that he recognized himself at first.

At the close of the second term he declined reappointment, for the new Normal School was to open its doors to students on the succeeding October and there he had determined to go. On the first day of the first term, with less than a score of others, he enrolled in the Illinois State Normal University, the first school of its kind in the Mississippi Valley and but eighteen years younger than the pioneer Normal School, at Lexington, Massachusetts.

Of his student days at the Normal School one of his classmates writes me: “The Enoch of later life was the Enoch of 1857-60, grown larger and stronger. There were no surprises in his development. His chief characteristics as a student were trustworthiness, caution, persistence and hatred of shams. I should not omit that good judgment which in practical matters gave him safe foundation. His success in his class work was much like that of his classmates. In this respect he would have stood higher but for the fact that he gave his Saturdays and other odd times to his duties as constable of his home township, by which he was able to meet the expenses of maintenance at school.”

He finished his course in June, 1860, being the first of the graduates to deliver a commencement part in the new building, which was utilized for the first time for the closing exercises of the year.

Shortly after graduation he was engaged as the principal of the primary grade in the thriving town of Decatur, and there he began his work on the 10th of September, 1860. On the 12th of July, 1862, he was elected superintendent of the city schools and principal of the high school, as has been stated. Eleven days later he was married to Miss Peterson, as narrated on a previous page. He was the first superintendent and the first high-school principal. He continued to act in the latter capacity

until the high school became so large as to require a principal who could give it his whole time. He was superintendent until the close of the year 1906-7, having served without interruption for forty-five years. In all of that time but one vote was recorded as opposed to his election.

It was his settled purpose to retire from the superintendency at the age of seventy, but the persistent solicitations of his school board and of the patrons of the school induced him to defer his resignation. He withdrew at the high tide of his usefulness and in opposition to the wishes of his employers.

It was a notable career and paralleled by few others in the history of American education. Forty-seven years in the service of a single city and all but the first two at the head of the schools is a rare record. He never sought reelection. In every instance, with a single exception, it was unanimous. Once or twice efforts were made to defeat candidates for board membership who were known to be his friends, but he never uttered a word; the people attended to the matter in a very positive way. In a recent letter, Mr. Roach, President of the Board, writes: "Mr. Gastman and I were good friends for forty years, and for the twelve years that I have been on this Board I flatter myself that I have had his full confidence, for which I feel proud. There is nothing but good to say of such a grand and noble character." Mr. Roach adds: "With perhaps the exception of one member, many years ago, the Boards have been uniformly harmonious, relations pleasant, discussions respectful, confidence full, integrity never doubted, motives never questioned. He hewed to the line no matter where the chips fell. He was to the school machinery like a great balance-wheel. His broad common sense and good judgment of those he had to deal with enabled him to steer clear of all of the breakers." Another member of the Board writes in a similar vein.

Mr. Gastman's traits were so clearly marked that his definition is very easy.

First of all, he was a Person in the strict sense of that loosely used term. He had discovered himself and he was not afraid to look himself straight in the eye. He found something in himself that he respected and genuinely valued and he did not propose to do it violence nor would he permit others to do so. To him it was the most precious thing in the world and he preserved it inviolate to the end. That something was the sense of moral obligation. Rather than to disobey its voice he would walk alone.

He was a plain man, plain in his speech, plain in his manners, and plain in his living. It was always easy to find out what he was about. He was never afraid to show his hand. And he never was confused as to his relationship to the public. Mr. Roach said: "He was more than willing to let the members of the Board assume all of the responsibilities, but was free to give advice when it was called for. He was always deferential to the members of his Board and seldom acted in matters that were likely to come before them without first consulting one or more of them." He regarded himself as employed by the entire community and considered it his duty to give to them an account of his stewardship. This he did in his reports, which were models of clearness. They were saturated with his personality yet they were mainly statistical. He did not print elaborate treatises upon pedagogy but exhibited in patient detail the expenditure of every penny of the people's money. He believed in the principle of publicity, and rigidly applied it to all of his dealings with the public. This sincere frankness and transparent candor contributed in largest measure to the esteem in which he was held by his people. They knew that they could trust him to tell them what was going on.

The same quality of simple candor manifested itself with regard to knowledge in general. He was the least pretentious of men. Indeed, his modesty often led him to affectations of ignorance regarding matters of which he was profoundly wise. His large experience and plain, common sense made him a safe counselor, not only in educational affairs, but in all matters of practical concern. He was rather fond of making fun of the educational philosophers and of expressing some doubt as to whether they understood the meaning of their own terms, but he deceived no one who knew him. They had all found him out long ago and knew that he coveted most intensely any revelation that would make him of greater worth to the children, all of whom he loved. He was not a radical reformer, but he was a sane administrator. He built admirable schoolhouses and did it economically. He clung to what was good and would not throw it aside simply because it was old, yet he was always on the lookout for what was better in courses of study and methods of instruction. Especially was

he interested in nature study. He was one of those who greeted Agassiz at Penikese, in that memorable school of which Whittier wrote:

"On the Isle of Penikese,
Ringed about by sapphire seas,
Fanned by breezes salt and cool,
Stood the master with his school."

It was a matter of course that nature would appeal to him, for he responded so spontaneously to simple reality. I have before me his earnest plea for its introduction into the schools as a regular study, and when I turn to the title-page of the magazine I find that it bears a date of more than thirty-six years ago. His recreations were in his gardens and with his bees. He loved the flowers which he so abundantly cultivated and the home was decorated with them from the early spring, when the crocus came, until the close of the season. Who that ever visited his office in the season of flowers did not stop to admire the wealth of blossoming plants in the high-school yard?

His reputation for a conservative course hid some of his more radical departures from conventional methods. While we have for years been considering the advisability of reducing the course below the high school to seven years, he did it long ago and said nothing about it. In consequence, his high school was crowded to the doors and his eleven-year pupils went to all of the universities and held their own without trouble along with the old twelve-year graduates. And this was his method generally. He left the talk to others and incorporated into his schools what commended itself to his cool and sane judgment.

There were three other qualities that were well developed and that were genuinely characteristic. No one of them dominated his life to the suppression of the others, but they played into each other in a most interesting and charming fashion.

One of them was the exceedingly mirthful vein in his disposition. Perhaps it was an inheritance from his Irish mother. He was sensitive to the humorous aspects of situations and was extremely fond of the comedy side of life. He was a good laugh and loved to make others laugh. He looked for the relief that comes with the play of fancy as it festoons with its airy grace and delightful draperies the severer forms of reality. He knew that to the most favorably conditioned there will be at times enough to fill the stoutest heart with anguish. He felt that this "harp of a thousand strings" should often be unstrung. This quality made him a charming institute worker and explained no small part of his popularity with his teachers. Then it was of great value to him as an anteroom to which he would admit the stranger until he had measured him and found his message. It was an instinct with him to contribute to the personal happiness of those about him. Tacked to his desk, where he might always see it when at his work, was the familiar quotation from Henry Drummond: "I shall pass through this world but once. Any good thing, therefore, that I can do, or any kindness that I can show to any human being, let me do it now, let me not defer it nor neglect it; for I shall not pass this way again."

Over against this quality was set the most tender sentiment; an inclination to melancholy would not be too strong a characterization, perhaps. It turned him toward childhood, which he invested with that dignity and sacredness which every true-minded teacher recognizes. He loved to repeat, in a striking way, "It is the will of the Father that not one of these little ones shall perish." Few faces were so sad as his when he was absorbed by reflection. The young sculptor caught it and fixed it in the bust we unveiled many years ago in the high-school building. When I saw him thus buried in his thought I fancied that he was busy with the memories of his little girl and of the two manly sons, whose untimely passing so wrung his patient heart, and I stole away in silence as one who finds himself, all unawares, invading the sacred precincts of a sanctuary.

It was this side of his nature that made him capable of those personal relations with the friends who shared his inner life and many of them were his associates in the schools under his care. He was the friend of his teachers, and it was his settled policy to defend them so long as there was ground for a just defense. However intimate these relations might be, he never hesitated to express his dissent from views that did not meet his approval. He was always perfectly free and frank in his

refusal to coincide with suggested policies that he deemed unwise, but it in no way chilled the ardor of his friendship.

Here, too, was the realm of his religious experience, and he was deeply religious in the best sense. He made little of much that was written in the creeds and it would have been difficult for one who did not know him to determine his denominational preference. He was deeply impressed by the thought of the divine immanence in all of the affairs of the world and the Man of Nazareth early won his unflinching allegiance.

A third aspect of his character was a certain sternness and rigor that added to his attractiveness, at least to those who love the truth and the true-hearted. As I have suggested, whatever ties bound him to others, he always reserved the right to walk alone. He answered so simply and so instinctively to the call of the right, as he saw the right, that there was no wavering or hesitation. As a member of the Board of Education of the State of Illinois for thirty-six years, and as chairman of its most important committee for a good part of that time, he was closely identified with the management of the institution with which I was connected for more than a third of a century. In consequence, there was a considerable period in which our business as well as our personal relations were more than ordinarily close; but the affectionate relations of a lifetime did not silence his dissent from any view that I might hold as to the policy of the institution, if it did not square with his good judgment. And so it was that no political party could count him in with any degree of certainty. It must sail by the chart and must be honest about it, too, if it was to have his name on its rolls. He was never a member of any educational clique, but was ready at all times to criticize the actions of any man or of any group of men, or to give, with equal freedom, his hearty approval. I do not mean that he was captious or contentious. He was serenely above all such littleness. He simply decided for himself in the light of what he believed to be ultimate and fundamental principles. He would not quarrel with men; if he could not agree with them he walked apart and he did it good naturedly. The torch that showed him his path was lighted at a high altar and he kept it burning.

And so he stood foursquare to all the world. You could tell the directions to the cardinal points by looking at him. He had none of the arts of the "Manager." He was too blunt for the delicate finesse upon which so many pride themselves. He had never taken on those extreme refinements which men call urbanity and which mark the man of society manners. I do not believe that they would have added to the impression which he made upon his community. People who are in daily contact with a man who is shaping the life of their town in significant ways soon learn his method and estimate it by the elements of genuine vitality that it exhibits, rather than by the clothes it wears. And he made a most profound impression upon the life of the city in which he lived for almost a half century. To take out of Decatur what he put into it would beggar it, indeed.

I have spoken of his connection with the Board of Education of the State of Illinois. He was a member for thirty-six years, and for thirteen years was its president. It is my understanding that in all of these years he never missed a meeting. He was also President of the Board of Trustees of the James Milliken University. He was once president of the State Teachers' Association and was its senior member. He was present at its first meeting, in 1854, and was rarely absent from the annual sessions. The only other member of the first meeting who still attends even occasionally is the venerable and honored John F. Eberhart, of Chicago. And he was also the best-known member of the Association. Everyone knew "Gastman of Decatur." The stalwart figure, the earnest, attentive listener, speaking only when he had something of worth to say and then with brevity and clearness and usually with a touch of genial humor that brought the answering smile or rippling laughter—years and years and years had made them all very familiar to the schoolmasters of Illinois.

While a good share of the joy of life came to him, for he had a sunny temper, he was a man of many sorrows; yet he bore them with a fortitude that was heroic. Few men have been more sorely afflicted, yet he uttered no complaint.

I had thought to speak of his home life, so cheery and so gracious and in such fine accord with the kindred spirits there; but I will not cross the threshold that separates the inner temple from the

outer court. Many of us were privileged to know it and all can anticipate the words that press for speech.

He was not old, but he was impressed with the thought that he was soon to go away. He was under the shadow of the apprehension when I last spoke with him. We looked to see him sit for years contentedly among the sheaves in glad content before the final call of fate. He told his pastor his simple wishes as to what should be done when he had no voice, and he confided to his loving wife the names of a few friends to whom the quick and fateful message should go if the end should come unexpectedly.

I have spoken of Mr. Gastman's first marriage. On the 25th of August, 1864, he was married to Caroline Smith Sargent, of Decatur. On the 25th of April, 1868, they lost their little daughter. She would have been three years old in another month. On the 24th of July, 1893, their son Winthrop Enoch gave up the hopeless struggle with the "white plague." He would have been twenty-five in a few days. He had won university honors and was getting on in the world after the desire of his parents. Before another month had passed, their last boy, Floyd Agassiz, almost nineteen, joined his brother behind the veil. Like Winthrop he had chosen a university career. On the 3d of April, 1904, the strong, brave woman, who for forty years had shared his joys and sorrows, laid down the burden of life and entered into the rest that comes to the saints of God. They had grown strangely alike in their long and close companionship. Two daughters survive: Elizabeth Gastman Powell, a dweller on the west coast, and Louise Gastman Goben, who lives in eastern Illinois.

On Christmas Day, 1905, Mr. Gastman was joined in marriage to Miss Belle Hobbs, of De Kalb.

Upon his retirement from the duties of his office he indulged a taste for travel. In the night, in a distant city, without warning, with no one near that he knew except his faithful wife, like the sudden blowing out of a taper, the end came, and he was gone. As was said of the great master whom he met and loved at Penikese,

"Where the eyes that follow fail,
On a vaster sea his sail
Drifts beyond our beck and hail."

He was borne to the scene of his life-work, and covered with the flowers that he loved, he was laid to rest.

It was a fine life! The record of his deeds will forever adorn the pages that recount the service of the schoolmasters of Illinois.—J. W. C.

P. R. WALKER.

In the land of the Winnebagoes, on the pleasant prairie river, the Rock, is the beautiful city of Rockford. Its school system reaches back to an early period in the history of the State. At the head of its schools is one of the veteran teachers of Illinois.

P. R. Walker was born July 1, 1835, in Brooklyn, Connecticut. He had a common school education, which was gained by going to school winters until he was fifteen years of age. The summers were devoted to work on the farm. He then entered West Killingly Academy for winter schooling, still devoting his summers to manual labor. This he did until he was seventeen, when he taught his first school. It was a winter school, but the following year he devoted to teaching. These were district schools of the New England variety. At the age of twenty he came west and settled with his parents in Ogle county, Illinois. Here he taught a district school for the two following winters.

In April, 1858, he entered the Illinois State Normal University, at Normal. This was the second year of the life of that notable institution. There he became a

pupil of Charles E. Hovey and Ira Moore and Edwin C. Hewett and Samuel Willard and Dr. Edward R. Roe — and they were men of the sort to win his high esteem. Others came before he was through with the school and made their impression upon his life. Especially was this true of Leander H. Potter and Joseph Addison Sewall.

He graduated in June, 1861. There were but eight in his class, but six of them were men. Five of the six entered the army and the sixth would have done the same if the doctors had been willing to let him in. Two of his five male classmates became, like himself, eminent as teachers. One of them was of national repute — Gove, of Denver, as he was familiarly known from one sea to the other. Another was on the way to a national reputation when he dropped out of line and was laid to rest under bowers of roses on the Santa Cruz hills in California. This was Henry Norton, poet and sage.

Mr. Walker taught eleven months at Creston, Illinois, before entering the army. He enlisted as a private in Company K, 22d Illinois Volunteers, on the 12th of August, 1862. He was promoted to 3d sergeant September 24, to 2d lieutenant April 26, 1863, and to 1st lieutenant May, 1865. He had commanded his company one year before his last promotion because of the absence of his captain. He was in the battle of Chickamauga, on the march to the sea through the Carolinas. He was discharged July 10, 1865.

On the 12th of August, 1865, he was married and began teaching at Creston the first of the following October, as principal of the village schools. He taught there seven years. In August, 1872, he was called to the principalship of the schools at Rochelle where he remained for twelve years. He was then called to the superintendency of the Rockford schools, where he has now been for nearly twenty-eight years.

In 1883 Mr. Walker was appointed a member of the Board of Education of the State of Illinois, the governing board of the Illinois State Normal University, and is now serving his twenty-ninth year in that capacity. Since the death of E. A. Gastman he has been the president of the board.

Mr. Walker's interest in school work has steadily increased with his years of service. There is no more diligent student of education in charge of schools in the State. The reputation of the Rockford system has gone abroad with its increase of numbers. Its high school is the pride of the city, and its elementary schools are similarly esteemed. The management has been extremely sane and steadily progressive.

It is difficult to write of the regard in which Mr. Walker is held by the school people who know him without seeming to be given to extreme praise. His transparent honesty is equaled only by his simplicity and unpretentiousness. He was one of the few leaders who on all suitable opportunities pressed the demands of Northern Illinois for a Normal school. He was chairman of the legislative committee of the Northern Illinois Teachers' Association for year after year, and kept the idea before the people in that portion of the State and as well before the members of the General Assembly, at Springfield. As is stated on another page, when the institution was finally a reality he was remembered by the Association and cordially thanked for his faithful and efficient service.

JOHN WILLISTON COOK.

Mr. Cook was born near Oneida, New York, on the 20th of April, 1844. He is the son of Harry Dewitt and Joanna Hall Cook. His parents emigrated to the wilds of Illinois in 1851 and located on the line of the projected Illinois Central Railroad, twelve miles north of Bloomington. They were people of superior intelligence and made a careful study of the topography, climate, and other natural features of the State, so far as they were able to do so with the literature at their command. Mr. Cook had watched with great interest the progress of the bill in Congress which Senator Douglas had championed, and which provided for the construction of the road. When its passage was assured he determined to seek the undeveloped West, locate on the line of the new road, and take part in the building of a great commonwealth.

He was a carpenter and became a contractor and builder. Upon his arrival he engaged in the construction of trestles and bridges for the railroad people, and when the trains were ready for service he became a station-master and grain-dealer, and also purchased and developed a tract of the prairie land which was then purchasable at three or four dollars an acre.

He was twice a member of the General Assembly, served thirty-nine months as a cavalry officer in the army and was, at the time of his death in 1873, chairman of the State Railroad and Warehouse Commission.

The subject of this sketch had the stimulation that comes from a father who was a man of affairs and a mother who had been a school-teacher and a lover of books. Although the schools were not numerous there were some of them that were excellent in quality, and the one in the village which was his home enjoyed the instruction of Enoch A. Gastman and others of his kind along with some that were less deserving of praise. It is enough to say that an opportunity was offered to secure a good elementary education along with a little Latin, some elementary astronomy, the beginnings of algebra, a fair grasp of English, and especially was there available a fair library of well-selected books. The home was quite well supplied with good literature and with the supplementing of its stock by a small public library there was enough to enable one who inclined to books to become fairly familiar with the leading American writers of the time.

In addition to the school there was office work at the station, farm work in the summer — and it was greatly preferred — and there were political gatherings in which the all-absorbing question of slavery or freedom for the new States was ardently discussed. There was much to stimulate intelligence and to interest one in the serious problems of social and political life.

In 1862 he entered the Illinois State Normal University. There was no especial thought of becoming a teacher, but the school was but a few miles away and its repute had become a matter of quite general intelligence. Once in the school and interested in its work the rest came about as a matter of course. His entrance coincided with the beginning of the administration of Richard Edwards as president. Mr. Cook has often remarked that some kind fate must have led him where he came into the closest personal relations with that noble and inspiring character and his

devoted associates. It was not long before the influences of the institution determined his career for him.

Graduating in 1865 he began his professional career as principal of the public schools of the village of Brimfield, in Peoria county. The class of 1865 turned out to be a teachers' class, as it has the longest average record of any of the fifty-three that have left the institution. It numbered but eleven from the Normal department, but all became teachers and two of the class have taught continuously since 1865 — Dr. Burrell, of the University of Illinois, and the subject of this sketch. Mr. Cook remained but a single year at Brimfield, being called the next year to a position in the training school of the institution from which he had so recently graduated. There he remained for thirty-three years — two years in the training school, one year as teacher of geography and history in the absence of Professor Hewett, seven years as teacher of reading, fourteen years as head of the department of mathematics, and nine years as president.

In 1899 he was called to the presidency of the Northern Illinois State Normal School, one of the two new schools that were the product of what has been designated in this history as "the new Normal school movement." He is now completing his thirteenth year at the head of that institution.

Mr. Cook is the author with Miss N. Cropsey of a series of arithmetics, has been for many years a member of the National Council of Education, has been president of the State Teachers' Association, president of the Normal Department of the National Education Association, president of the same association, and has been a lecturer on educational themes for more than forty years. He has also been connected with other educational organizations, his life having been spent in school work. He was for more than six years engaged in educational journalism, first in the seventies and afterward in the middle eighties, and is a constant contributor to educational periodicals. He has led a busy life, but declares that if he had an opportunity to repeat it he would above all other professions choose that of the teacher.

In 1867 Mr. Cook was married to Miss Lydia F. Spofford, of North Andover, Massachusetts. Mrs. Cook is a sister of Mrs. Charles E. Hovey, wife of the first president of the Illinois State Normal University, of the wife of Major Aaron Gove, who was for thirty years superintendent of the Denver schools, and she is a daughter of an old Nantucket schoolmaster who is still remembered on the island by a few of the oldest residents. Mr. and Mrs. Cook have one daughter — Mrs. Henry Gordon Gale, of Chicago, a writer of Greek stories for children — and one son, John Loring Cook, a voice teacher in the same city. Mr. Cook is probably the dean of the Normal school presidents, having been engaged continuously in Normal school work for forty-six years without a vacation.

CHAPTER XXIV.

SOME INTERESTING ITEMS

ILLINOIS' FIRST SCHOOL

THE *Daily News* of December 3, 1906, contained an article from which the following extracts are made.

"Cahokia, the quaint little 'deserted village,' way down in St. Clair county, almost on the banks of the Mississippi, is now claimed as the cradle of the great free-school system of Illinois, by members of the Chicago Historical Society, who have brought to light an old document dated May 6, 1794, in which the citizens of Cahokia request 'the judges of the honorable court of Cahokia' to allow them to hold their first public school in the courthouse. The old courthouse, said to be the oldest in the West, and now on Wooded Island, in Jackson Park, was the scene of the recent handing of commissions to the judges of the Municipal Court.

"The old document which fixes the time of the founding of Illinois schools was discovered a few weeks ago after it had been hidden from human eyes for almost a hundred years. It is written in French. Translated, it reads as follows:

"To the Gentlemen, the Judges of the Honorable Court of Cahokia:

"The inhabitants of the parish of the Holy Family of Cahokia have the honor to express to you at their assembly that they have the desire to establish a school at their said parish (or town) for the instruction of their children.

"As they are obliged to do many necessary public works in the parish, they can not at once undertake the construction of a building to hold the said school, so these representatives ask you gentlemen to allow them to hold the said school in the audience room of the courthouse until they construct a building which will oblige all the inhabitants whose children have their instruction in the school, and, in which case, should there arise any defacement of the said audience room, they will leave it in the best condition which you judge necessary and proper.

"That is why they supplicate you to accord them this request as being necessary for the public good. In this cause they submit themselves to your good will and have the honor to be, very respectfully,

"Your very humble and very obedient servants,

"LOUIS SEBRUN.

"Cahokia, 6 May, 1794.

"LOUIS GRAND."

"This, according to the historians, was the first request for a public school in Illinois after the Revolutionary War, when, under our first laws, one section in each township was set aside for school purposes."

NATHANIEL POPE.

Those who are interested in education — and who is not? — should gratefully remember Mr. Nathaniel Pope, the territorial delegate in Congress when the enabling act for the admission of the State was passed. To him belongs the honor of having secured an amendment to the bill, changing the northern boundary of the State

from a line running east and west from the south end of Lake Michigan to the present line of 42°, 30'. That was enough to give him a permanent place in the annals of the State, but it is not so generally known that on the same day he succeeded in getting another amendment to the bill which secured for the schools the foundation of a generous part of our present school fund.

When several of the States were admitted to the Union they had within their territory large amounts of unsold public lands. Congress was generous and it was the custom to grant to the States some portion of the proceeds of these lands. Thus Ohio and Indiana received a five per cent gift of that character and elected to have it expended on canals and public roads. In imitation of these States such a provision was put into the bill providing for the admission of Illinois. Mr. Pope moved to insert, instead of the provision, an amendment which reserved three per cent for the uses of schools instead of expending them on roads.

There was no opposition to the change and it therefore became a part of the Enabling Act. This action secured the *School Fund Proper* and the *College Fund*, for one-sixth of the three per cent was reserved as a college fund. Two per cent was retained for roads and canals, but it has disappeared, as Mr. Pope predicted.

SOME EARLY WORKERS.

In the twenties and the thirties there were among the workers for a system of free education Edward Beecher, Julian M. Sturtevant, Truman M. Post, Theron Baldwin, William Kirby, Samuel Adams, John Adams, Elisha Jenny, Asa Turner, Jonathan B. Turner, John F. Brooks, Hon. Samuel D. Lockwood, Rev. J. M. Ellis, Rev. Albert Hale and Judge William Brown. Most of them were called to Illinois by the founding of Illinois College and the Jacksonville Academy for the education of young women. The student of this period is constantly encountering these names.

JACKSONVILLE ASSOCIATION.

In 1833 there was formed in Jacksonville the Ladies' Association for the Education of Females. The women who were responsible for this philanthropic enterprise were moved to attempt it because they saw the daughters of the pioneers growing up in ignorance. The schools were few and miserable in quality and it was impossible for the great majority to send their young women to the distant East from which many of them had come. Moreover, these women were closely identified with the men who had founded Illinois College and they were moved by the same fine spirit.

The first article of the constitution reads as follows:

"This association shall be called 'The Ladies' Association for Educating Females,' the principal object of which shall be to encourage and assist young ladies to qualify themselves for teachers."

The plan was undertaken in the largest spirit, all denominational differences being ignored. Although the main object was the education of teachers, because of the crying need for such workers, yet there was no obligation on the part of those who received help to become teachers.

Neither was there any obligation to refund the money which the beneficiaries

received. Some did make returns in order that others might receive what they had received. The first year five were aided. The third year forty-five were helped in various parts of the State. And so the good work went on. Money was raised in various ways. The association did not get a large amount, but it was used so carefully that large returns were realized. Fifty years had passed when Mr. Pillsbury wrote the account of the organization and work of the association. It had then disbursed about \$25,000, but it had aided twelve hundred young women to get an education. The original officers were Mrs. John Tilson, Hillsboro, president; Miss Sarah C. Crocker (afterwards Mrs. Elihu Wolcott), Jacksonville, vice-president; Mrs. Theron Baldwin, Jacksonville, secretary; Mrs. H. Batchelder, Jacksonville, treasurer.

MONTICELLO SEMINARY.

As an illustration of the early interest taken in the more liberal education of women Monticello Seminary is an admirable example. It was founded in 1838 and was opened on April 11 of that year. It was located near Alton, at a town now known as Godfrey, where it still continues its beneficent work. The founder was Capt. Benjamin Godfrey, from whom the town doubtless takes its name. The first principal was Rev. Theron Baldwin. Considering the time, the gifts were extremely liberal, amounting to more than \$50,000 in addition to a land gift of fifteen acres. Miss Philena Forbes succeeded to the principalship in 1845 and continued in that position for twenty years.

Monticello Seminary seems to have escaped the starving time through which so many educational institutions seem predestined to pass. It has always been prosperous.

“WHITE.”

From what has been written of conditions in Illinois in the early years of statehood it would be expected that the word “white” would frequently appear in the statutes. With a strong pro-slavery sentiment in many parts of the State it was inevitable that the color line would be sharply drawn in all matters relating to social life. As the school can not recognize caste in the presence of knowledge, where all must take their rank from their capacity, the only satisfactory solution of the educational problem, for those who regarded the negro as foredoomed to servitude and racial inferiority, was the separation of the whites from the blacks in the management of the public schools.

Section 1 of the school law of 1825 declares that “there shall be established a common school or schools in each of the counties of this State, which shall be open and free to every class of white citizens between the ages of five and twenty-one years.”

During the succeeding thirty years there was not an attempt to expunge the ever recurring “white” from the statutes. The first free-school law, the “Law of '55,” as it is familiarly called, made no effort in that direction. Section 84 provided that in townships where there were persons of color the board of education should allow such persons to withdraw from the school fund the amount which they had contributed. They were counted in the enumeration by which the amount of the

State fund was distributed, and the township, therefore, profited by their presence as much as would have been the case if they had been as white as the snows of winter. If they had been allowed to use their share of the State fund as well as what they had personally contributed, they might have been able to do something in the education of the young of their race. It is another instance of the inhumanity of man.

The Constitution of 1870 was the first to contain an educational article. Its sections have been quoted. It is enough in this connection to remind the reader that it declared that the advantages of the schools are to be enjoyed by all of the children of the State. "White" is at last eliminated from the fundamental law of the land. Henceforth the child of the black man is to receive the advantages of the public schools as well as the child of the white man.

This does not mean that there are to be mixed schools in all of the counties of the State. It simply means that there is no longer a barrier to one's education because of the shadow on his face.

Where there were colored children enough to constitute a separate school it has been the general policy, especially in southern Illinois, to segregate such pupils. This has not always been satisfactory to the negroes. It has sometimes meant inferior accommodations and poor instruction. In consequence, the matter has occasionally found its way into the courts. It has been very difficult at times to bring the question fairly before the courts on its legal aspects. There has been such a degree of sensitiveness on the part of the whites as to lead the courts at times to obscure the issue and to render decisions on minor points and generally against the blacks.

The most interesting case of this character with which the writer is familiar is that of Scott Bibb, a colored man residing in the city of Alton. About 1896 two new school buildings were erected which were occupied exclusively by colored children. Previous to that time the schools were mixed, being attended by both blacks and whites. The children of Scott Bibb had been in attendance near his place of residence. Upon presenting themselves for admission at the beginning of a term they were refused the privilege of attendance at that school and were directed to go to a distant school where only colored children were admitted. The matter was taken into the courts by Bibb and an attempt made to gain for his children the privilege of attendance at a school near their home.

The petitioner was beaten again and again, and the case dragged on for some ten years. The active attorney for the petitioner was John J. Brenholt, of Alton. Five times the case was tried and the petitioner beaten in the lower court. An appeal was taken to the higher court in each defeat and the plea maintained and the case remanded to the lower court for retrial. At last Mr. Brenholt had the satisfaction of securing justice for his client.

CIRCUIT SCHOOLS.

In the early thirties they had circuit schools in Bond county. A teacher would work from eight to twelve in one school and would then go to another which he would teach from two to four that afternoon and from eight to twelve the next forenoon. He would then return to the first school and repeat the formula. Another method

that was applicable when the schools were too far apart for the first plan was to go from one to another at noon and remain for two or three days and then return to the first or go on to a third. An advocate of the plan makes four points in its favor:

1. Two neighborhoods can thus get along with one teacher, when neither is able alone to maintain a teacher.

2. The scarcity of good teachers makes it a great advantage when one such teacher can accommodate two communities.

3. Such a plan cuts tuition and thus enables poor people with large families to secure something in the way of education for their children.

4. Where the children are large enough to help in the labor of the farms they can work a part of the time and go to school the remainder, thus securing an education, helping their parents, and acquiring habits of industry.

It was claimed, as it has been in these latter days for half-day schools, that the children made greater progress than in the full-time schools.

EARLY SCHOOLS IN ALTON.

It has been claimed that the first free schools were established in Alton, as was stated in an early page in this record. Hon. Ninian W. Edwards makes a claim for that city and puts the date as early as 1821. It is certain that there were schools there very early.

Mr. W. T. Norton, of Alton, a most painstaking and accurate scholar, sends the following: "In November, 1831, a preparatory school was opened by a Mr. Davis in a room over a store on Second street. In January, 1832, this school was amplified into the 'Alton Seminary,' and in January, 1833, was removed to a new two-story building on Second street, near Alton. The plan of this school introduced four distinct departments and is believed to have been the first school in Alton. Davis died about 1834.

"On September 4, 1832, an institution of the same name was opened in Upper Alton, under the care of Rev. Hubbel Loomis. As has been said, this was the beginning of Shurtleff College. The removal of Rock Spring Seminary to Upper Alton in 1832 has been noted.

"In 1833 or 1834 Abel R. Corbin kept school in a log house at the junction of Second and Third streets. He removed to St. Louis about 1833 or 1834.

"The charter adopted by the city of Alton in 1837 provides for the establishment and maintenance of free schools.

"The first action of the council with regard to schools seems to have been taken in 1842, when William Martin, Dr. B. F. Edmunds and B. B. Barker were appointed a school committee.

"On July 3, 1843, the city council, on motion of Dr. B. K. Hunt, purchased Block 19 for school purposes. The price was \$200, but Judge Nathaniel Pope donated \$100 of the price. With this began the history of the public schools in Alton.

"In 1846 an Englishman by the name of Smith began a school in the basement of the Episcopal church and continued it to 1855. He had previously taught in

Surrey county, England, where he had four sons of Captain Marryat, the novelist, under his charge, and also a son of Lockhart, Walter Scott's son-in-law."

FOWLER INSTITUTE.

Among the early settlers of Newark, Illinois, were Horatio Fowler and his family, who came from Canada. In the family were two sons, Charles and Henry. Charles graduated from an Eastern college, entered the ministry, became distinguished as a preacher, president of Northwestern University, and bishop of the Methodist Church. Henry became a physician and lived for many years in Newark. In 1855 he built the Fowler Institute and the first school started in the Institute in the fall of that year. The building was about forty by fifty feet, was three stories high, and had two large schoolrooms and a recitation room. The upper story was a dormitory. In those days there were no "accredited" high schools and this institution met a need that was keenly felt. Miss Jemima Washburn, a woman of fine education and sterling qualities, had taught a private school in Newark, and she and her brother, Rev. Sanford Washburn, were the first teachers. Miss Washburn went to Clark Seminary, Aurora, and other teachers followed, among whom were Rev. John Higby and Professor Wilmarth.

This school was established for the purpose of exerting a Christian influence in the community. There were two saloons in the village, but they soon disappeared and for fifty years no intoxicating drinks have been sold openly in the town. In the ante-bellum days the school was loyal to the core and was the active disseminator of anti-slavery doctrine. In April, 1861, when Beauregard opened his batteries on Fort Sumter, the enlistment of a company was immediately started in Newark. Among the very first to sign the muster roll was Benjamin Adams, a Fowler Institute boy. Professor Wilmarth shook him by the hand saying, "Trust in God, but keep your powder dry." Adams was killed at Vicksburg, as were many other brave boys of the Fowler Institute.

The Institute was at its best about the time that the war closed. At its head was Alexander J. Anderson, a Scotchman, born on the Atlantic while his parents were coming to America. He was a graduate of Knox College and was a man of genuine character. He was succeeded in the principalship by Mr. Poore, Rev. John Burns and others. In the fall of 1880, while Mr. Brower was in charge of the school, the building was destroyed by fire and was never rebuilt. For this section of the country Fowler Institute was an important seat of learning.

The annual circular issued in 1866 shows a faculty of five teachers, one of whom was Miss Sarah E. Raymond, for several years the superintendent of the city schools of Bloomington, Illinois. It shows that the Institute was chartered in 1867, and that it had a course of study equal to a modern superior high school. Its main office was to fit for college.

BIOGRAPHICAL



F. G. Blair

Francis Grant Blair

FRANCIS GRANT BLAIR was born October 30, 1864, at Nashville, Illinois. He is the son of William and Mary Jane Blair, the former a native of Missouri and the latter of Tennessee. He graduated from Illinois State Normal University in 1892; Swarthmore College, 1897; was a Fellow at Columbia, 1899. His early education was secured in the Jefferson county country schools and at Mt. Vernon, Illinois, high school. He took one year of post-graduate work in the School of Pedagogy, Buffalo, New York. His teaching record is as follows: Country schools, two years; principal graded schools, six years; principal Franklin School, Buffalo, New York, two years; superintendent training department, Eastern Illinois State Normal School, seven years; Superintendent Public Instruction, State of Illinois, since 1906. Mr. Blair is a member of the National Education Association, of the Illinois State Teachers' Association, of the Illinois State Teachers' Reading Circle, of the National Society for Scientific Study of Education and of the Illinois Schoolmasters' Club. He is a member of the Methodist Episcopal Church. He was married in 1898 to Lillian Cayton, of Leroy, Illinois. Mr. and Mrs. Blair have two boys. Mr. Blair has been a prolific writer, being author of numerous monographs on various phases of education.

Mr. Blair has won marked distinction as an executive officer. He has increased the equipment of the State office by additions to his working force and will add other features in the near future that will still further greatly enhance its effectiveness. Never before in the history of the Department of Education was it so determining a factor in the educational policies of the State.

Mr. Blair is a remarkable public speaker. No other face is so familiar to the school people. He spends a considerable portion of his time in the field. His discussions of public questions are interesting alike to laymen and specialists. He is unsurpassed in his ability to employ simple illustrations out of the lives of the people in illuminating the more technical subjects that are involved in any thorough-going treatment of so comprehensive a theme as popular education.

Mr. Blair recognized at once that the neglected factor in our modern education is the one-room country school. He, therefore, selected for his assistant in that field of effort a highly competent ex-county superintendent of schools. A plan for school standardization was adopted and a careful canvass of the rural schools

was undertaken. Districts reaching the requirements were awarded a diploma certifying that their school plant is of such a character as to meet the approval of the State Department. This means that the house, the furniture, the system of heating and ventilation, the decorations, the grounds and out-buildings are excellent in design and condition.

Other notable achievements of his administration were the authorization by the Forty-fifth General Assembly of an Educational Commission to study the public school system of Illinois and the laws under which it organized and operates, and report its findings to the next session of the legislature. It carried an appropriation of \$10,000. Each subsequent session has appropriated \$5,000 for the completion and publication of the findings and recommendations of the Commission.

Its greatest work was the codification of the entire school law, reducing its volume one-third and eliminating obsolete parts, and the harmonizing of the contradictory passages and the clearing up of confused and ambiguous sections.

It recommended to the Forty-sixth General Assembly:

1. The adoption of this new code.
2. A State Board of Education.
3. A new certifying law.
4. A new classification of counties and a new salary schedule for county superintendents.
5. Fourteen amendments.

Of these recommendations, the code, the county superintendents' salary act and some of the amendments have already been enacted into law. The Forty-seventh General Assembly combined the State Board Bill and the certifying bill and in that form it passed the Senate and reached third reading in the House.

The Commission has studied the question of practical education and formulated a report to the legislature suggesting changes in the method and matter of public education, courses of study covering the subjects of agriculture, manual training and domestic science, and such new legislation as seemed necessary to provide needed revenues and better prepared teachers.

Mr. Blair has large purposes with regard to public education. He has achieved a notable success in the administering of his exalted office, but there still awaits him the accomplishment of still greater reforms which he is sure to achieve.



U. J. Hoffman,

U. J. Hoffman

MR. HOFFMAN began his career as a teacher in 1878 in a country school in Putnam county, Indiana. After one year of service here he became principal of a three-room school at Cloverdale in the same county. He remained there two years. His work as an institute instructor attracted the attention of Dr. T. J. Bassett, a professor in De Pauw University, which resulted in his being chosen vice-president of Jennings Seminary, at Aurora, Illinois, of which Doctor Bassett was president. Here he remained for five years, having the opportunity of helping to build up this school from seventy-five students in attendance to three hundred and fifty. A superior order of young people were attracted to this school who now occupy positions of great usefulness in the world's work.

In 1886 Mr. Hoffman was chosen the first president of Harvard Collegiate Institute at Fairfield, Illinois, where he remained for three years, building up a prosperous school. In 1890 he went to Florida where he

spent three years in public school work. Returning to Illinois he became connected with the public schools of Marseilles, serving one year, when he was elected county superintendent of schools of La Salle county, in 1894. He devoted himself especially to the country school, put into operation the State course of study, graded the schools so that they did the work as regularly and systematically as do the city schools. La Salle county was one of the first in Illinois to secure uniformity of text-books and to graduate pupils from the eighth grade in the country schools. Good school libraries were established in every country school, and as many as two thousand pupils earned diplomas in Illinois Pupils' Reading Circle annually. He declined to be a candidate for reelection for a fourth term in 1906, and was appointed Assistant Superintendent of Public Instruction in 1907 by Hon. F. C. Blair, and given the work of Supervisor of Country Schools. In this capacity he is serving at the present time, 1912.

STATE SUPERINTENDENTS



NINIAN W. EDWARDS,
1854 to 1857.

PORTRAIT NOT OBTAINABLE.

WILLIAM H. POWELL,
1857 to 1859.



NEWTON BATEMAN,
1859 to 1863.

PORTRAIT NOT OBTAINABLE.

JOHN P. BROOKS,
1863 to 1865.

STATE SUPERINTENDENTS



NEWTON BATEMAN,
1865 to 1875.



SAMUEL M. ETTER,
1875 to 1879.



JAS. P. SLADE,
1879 to 1883.



HENRY RAAB,
1883 to 1887.
1891 to 1895.

STATE SUPERINTENDENTS



RICHARD EDWARDS,
1887 to 1891.



SAMUEL INGLIS,
1895 to 1898.



JOS. H. FREEMAN,
1898 to 1899.



ALFRED BAYLISS,
1899 to 1906.

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Edmund J. James

Edmund Janes James

EDMUND JANES JAMES was born in Jacksonville, Illinois, on May 21, 1855. A few years later the family removed to McLean county and made a home for themselves on a farm near the village of Normal. The father was a Methodist clergyman and the mother a woman of unusual qualities in all ways. The family consisted of four sons and a daughter. All became teachers. Two of the sons are college professors, another the Dean of the Department of Education in a great State University, the subject of this sketch the president of one of the greatest of the State universities, and the daughter the wife of the president of Girard College.

The writer very distinctly remembers a somewhat under-sized lad of twelve who came to his grammar school along toward the end of the sixties. He was much fonder of books than of play. Perhaps he found enough of physical exercise in the tramp from his home in the country to the school in the village. Be that as it may, the book was his companion.

He was soon out of the grammar department of the "Model" School at Normal and into the high-school department of the same institution—the Illinois State Normal University. He was a crack scholar from the first day of the freshman year to the last of the senior. At sixteen he was debating in the annual society contests with men twice his age. He reminds one of Alexander Hamilton in his early inclination to studies of the scverer sort. He was not averse to the Latin and the Greek that were so fashionable in the preparatory schools of forty years ago, but he inclined from the first to the political and social sciences and has made them the work of his life.

After leaving the preparatory school he went for a year to Northwestern University. The succeeding summer was spent in vigorous labor in the United States Lake Survey, for there was manifest need of an out-of-door life for the young student. He returned from his work in October and at once went to Cambridge and applied for admission to the sophomore year of Harvard College. Although the request was a bit irregular he was granted an examination out of the customary time and demonstrated his fitness for admission to the second year of the course. After a single year he determined to go to Germany and avail himself of the best available instruction. The young collegian matriculated at Halle and began work for a doctor's degree, although, as has been seen, he was not yet a college graduate. With his customary vigor he prepared for the examination a year in advance of the customary time. What could the university do with this young fellow from over the sea, who was upsetting the statutes made and provided for conferring degrees, by shortening the time of preparation. A special dispensation of the government was necessary to permit him to enter the examinations. He won his degree as soon as he had his chance and was offered a position in the University of Halle, although he was but twenty-two. He determined, however, to return to America and engage in his profession in the land of his birth.

His first position was that of principal of the Evanston High School. After a service of one year in that capacity he was called to the principalship of the high school department of the Illinois State Normal University, a school that had won especial repute in the preparation of students for eastern universities and from

which he had graduated. His success was immediate and unusual. His superior scholarship, his rare skill as a teacher, his large interest in affairs, and his courage in attacking what he regarded as erroneous views of life gave him marked prominence.

After three years in this position he was called to the University of Pennsylvania. After another year of study in Germany he began, in 1883, his work as professor of public finance and administration in the Wharton School of Finance and Economy and a year later the additional duties involved in the professorship of political and social science in the University. He was soon advanced to the directorship of the Wharton School. He remained in Philadelphia until 1895. His work there established his reputation as a publicist and economist. Although other institutions, and Harvard among them, called him to their faculties he returned to the West and accepted the chair of professor of public administration and director of the extension work of the University of Chicago. He remained in that position from 1896 until 1902 when he went to the presidency of Northwestern University. In 1904 he went to the University of Illinois as its president.

This, in outline, sketches the public career of Dr. James, but it gives only the suggestion of the extraordinary personality that has vitalized every department of institutional life that he has touched. While at Normal he was associated with Charles DeGarmo in the publication of a school journal. It was a modest affair, primarily intended to inspire and guide teachers in the management of their schools; but it leaped into prominence by its championship of the most radical measures with regard to the relations of the national government to public education. These articles from the pen of Mr. James were among the very earliest suggestions of a policy that is now pressed with extreme vigor upon the attention of Congress.

He was one of the earliest advocates of special education for all classes of workers. He saw the business man endeavoring to carry over his college disciplines into his daily life and also saw how badly he did it in the majority of cases. He shocked the advocates of the traditional curriculum by declaring that the old studies must give way to the needs of modern life. There was little for the business man in what the college had to offer—little for his immediate needs. Young men who selected business careers felt the necessity of technical preparation, but the business colleges (?) had little conception of their needs beyond penmanship, bookkeeping and commercial arithmetic. These studies were suited to the preparation of clerks, but Dr. James was thinking of developing great leaders of economic life.

"Hard-headed successful business men, who had begun by sweeping out the office, were incredulous—but they listened. Later they were skeptical but willing to be shown. How thoroughly they were shown was proved by the fact that in 1901 the American Bankers' Association sent him to Europe to see if he could find anything there to add to the efficiency of his courses. While he was in the Wharton School, he saw and spoke of the need of a School of Railway Administration. No one else at the time had similar vision, or, if he had, did not give it voice. The practical nature of Dr. James' idea has finally been recognized. This was evident when, in November last, thirty men, presidents of railroads and high officials, met at the University of

Illinois to discuss the founding of just such a school; one in which men should not only be trained in the technical engineering subjects, but in the administration of great railway systems."—*World To-Day*, April, 1911.

While in Philadelphia he kept his eye on municipal affairs. He believed that cities should own their public utilities. When he saw organized capital owning them, or reaching out for them if the municipalities owned them, his hostility was aroused. A private corporation in that city made up its mind that there was money in water and gas and that it was possible to get hold of the plants then in the possession of the people. It banked upon the indifference of the average citizen but it did not count the young man over at the University. He laid tribute upon all of the experience of the cities in the old world and reduced it to a series of laconic propositions. When the robbers had their plans about matured he called a meeting of the men who determined things and read his paper. The city did not sell.

Recurring to the article from which the above quotation was made:

"During the Wharton school period Dr. James published much, chiefly in the form of monographs and contributions to scientific journals. A monograph upon the government and its relations to the forests resulted in the establishing of the Pennsylvania State Forest Association, the first association of the kind in the United States. It has been one of the most effective instrumentalities in urging a more active care on the part of the government, federal and state, for the forests of our national domain.

"Doctor James has made many studies of municipal government and they have had direct and practical results. 'City Administration in Germany' resulted in two important monographs dealing with city control of railway and canal organization and rates. They led to wide discussion and action. Nor was he with his teaching and writing too busy to be a live citizen. He was the first president of the Philadelphia Municipal League, out of which grew that other organization which has been so powerful a force in municipal affairs, the National Municipal League.

"In 1889 he and several colleagues of the University of Pennsylvania organized the Academy of Political and

Social Science. This society gained rapidly from the start in numbers and influence. Then and now it has included in its ranks the members of all schools and beliefs."

Those who had known him from the beginning never lost sight of him, realizing that soon or late he would come to his own as a university president, a position for which he was especially fitted by his native endowments and his wide scholarship. The Northwestern University gave him his first large opportunity to serve in that capacity. He remained with the institution for two years and it responded to his virile touch. But there was a larger task awaiting him when President Draper accepted the call to the headship of the schools of New York. The University had gone forward with leaps and bounds under the management of the latter. The General Assembly greatly increased its appropriations. Needed buildings sprang up on the campus. Dr. James followed the lead of his predecessor in the matter of increasing the material equipment and also reorganized the institution on the inside. For this task he was especially fitted because of his familiarity with universities at home and abroad. Under his direction the institution is moving on to new triumphs along all lines that it can properly occupy.

And although his immediate duties are burdensome enough he is still pressing new schemes upon the attention of the public. He has always had the largest interest in the education of all of the people. The elementary and secondary schools have no warmer friend. He is a thorough believer in the policy of governmental aid to such schools in all of the States. No academic theory of State rights has had any weight with him. His latest proposition is a federal tax of one dollar per capita for that purpose. The lower house of the Illinois legislature has adopted the suggestion by resolution.

President James is a dauntless fighter. He fears no foe. Once convinced that a policy is unwise he antagonizes it without mercy. As a winner of supplies for the University he is unsurpassed. He has won some notable victories with the General Assembly and there are others to come.

On the 22d of August, 1879, he was married to Anna Margaret Lange, of Halle, Prussia. They have two sons and a daughter.—J. W. C.

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Ella Klage Young

Ella Flagg Young

OF this notable personage, it may be truly said that she has been the world's greatest woman educator. In her remarkable career she has accomplished wonderful results in the cause of education, for monumental, indeed, has been her success. Of the main-spring to which her tireless energy is due, she has said: "It is love of my work—teaching is a passion with me. I never tire of it. Of course, there are times when body and mind get tired, then I go away where I can mingle with people who will give me new perspectives—to be a human being, with human beings."

Ella Flagg Young was born in Buffalo, New York, January 15, 1845, daughter of Theodore and Jane (Reed) Flagg. After the usual studies in the elementary schools, she graduated from the Chicago High School and the Chicago Normal School, and then became a student in and graduate of the University of Chicago, from which she received the degree of Ph.D. She has been actively engaged in public-school work since 1862, and has been uniformly successful and increasingly useful in every position held by her. From 1887 to 1899 she served efficiently in Chicago as district superintendent of schools, and from the latter year to 1905 was Professor of Education in the University of Chicago. From 1905 to 1909 Mrs. Young was principal of the Chicago Normal School, and accomplished much to advance the status of that institution. On August 1, 1909, she was honored by being elected to that enviable position, "Superintendent of Schools," Chicago. An article in *The Survey* said: "She was the last of six persons summoned before the Chicago Board of Education, to be questioned for their eligibility to the superintendency of the city schools. After five experienced and well-qualified men had been interviewed as to their qualifications and ideals, Mrs. Young was called last, in alphabetical order. An hour's answers to the full board, sitting in informal session, as committee of the whole, left her the only candidate. She was unanimously elected without further discussion, and her appointment was publicly ratified, without dissent.

"This was most remarkable in view of serious dissensions within the Board of Education, and still more irreconcilable division among the teachers, both of which had long persisted. Without any compromise of her educational standards or democratic spirit, she has so equably administered this vast public interest, that the divisiveness, which has so long paralyzed its progress, has completely faded away."

Questions involving the status and salaries of the teachers have been settled justly, and without friction. Policies for progress, which had been stubbornly resisted for many years, have been quietly and cordially adopted.

Personally, she combines the "human touch" with the most exacting standards of thoroughness and reality. She possesses a friendly, but direct manner, a considerably deferential attitude, which is yet firm, independent and fearless. "Superb common sense and

breadth of human kindness" sum up a well-considered appreciation of her.

We quote another tribute to this splendid woman: "Such a climax as crowned this unifying personality, Chicago has never witnessed. Its great auditorium was a scene set for the occasion by six thousand teachers, as a reception to their superintendent. Men and women vied with each other in making the affair a success. When the Auditorium's doors opened to admit the teachers holding tickets, its forty-five hundred seats were so quickly filled that the doors were closed long before the hour for the reception arrived. Then up the long aisle, and across the great stage, marched two hundred school children, each bearing an American Beauty rose. Beneath these roses, held in the hands of singing children, the guest of honor took her place, in the midst of her friends. Then as the stirring strains of 'Illinois' were struck up by the orchestra, thousands of handkerchiefs fluttered, and the entire audience arose to sing a paraphrase of that air, the refrain being, 'Mrs. Young, Mrs. Young,' the entire effect being most impressive. Without a formal word uttered, she stood up to receive her friends as they passed by to clasp her hand, and then, from her seat, she witnessed for hours the merry dancing that followed. For spontaneous homage to one of its leading citizens Chicago has never beheld such a spectacle as this, but the honor was well bestowed."

Mrs. Young was also the first woman to be elected President of the National Education Association. This occurred in Boston in 1910, when, by a vote of two to one, she defeated the man officially nominated. Her nomination was suggested by the fact of her appointment to the superintendency of the Chicago schools, in which more than one hundred women serves as principals, but this was not the only cause, for, as the woman who nominated her, said: "We are presenting her not as a woman, but as the best human being for the presidency of this association."

In this election, as in her appointment to lead Chicago's six thousand teachers and three hundred thousand pupils, in a school system requiring a \$50,000,000 equipment, and an annual income of twelve \$12,000,000, it was the "human" in Mrs. Young that triumphed, and was another deserved honor conferred.

Mrs. Young has been a member of the Illinois State Board of Education since 1888, and was its president in 1910. She is also a clubwoman, holding membership in the Chicago Woman's Everyday. In her honor an organization of Woman Principals of Chicago was named the Ella Flagg Young Club. She was editor of the *Educational Bi-monthly* from 1906 to 1909, and is author of a number of educational works, among them being: "Isolation in the School" (1901); "Ethics in the School" (1902); "Some Types of Modern Educational Theory" (1902), also various monographs. She was married in 1868 to William Young, a gentleman of pronounced knowledge and intellect. Mrs. Young's home is at 5317 Cornell avenue, and her office in the Tribune building, Chicago.

William Edward Andrews

TWENTY-TWO years' active work in the township high schools of Illinois has made the above-named gentleman one of the best known instructors of the State, and he has long been recognized as a most successful member of his profession.

Mr. Andrews was born in this State in 1861, son of Joseph B. Andrews, native of Illinois, who is still living, and Mary A. (Rudrow) Andrews, native of New Jersey, who died in Illinois in 1891. After preliminary studies in rural schools, he took courses in Brighton (Ill.) Academy and Blackburn College, graduating from the latter with the degrees of A.B. and A.M. He also attended Harvard Summer School, and from the Illinois Wesleyan College received the degree of Ph.D. From 1884 to 1894 Mr. Andrews was an instructor in Blackburn College, then became principal of the Taylorville (Ill.) Township High School, which he left in 1907 in order to spend a winter in southern California. He was principal of the San Bernardino city high school for two years, returning to Illinois for his work as teacher in the summer school of the Illinois State Normal School at Normal. For six years he has taught biology at Normal. He is now principal of the new township high school at Pana, which he organized as started in September, 1909.

Mr. Andrews is a member of the National Education Association, the Illinois State Teachers' Association, Illinois State Teachers' Reading Circle, Eastern Illinois Teachers' Association, of which he was the president at its Mattoon meeting, the St. Louis Academy of Sciences, National Scientific Association, Masonic fraternity and the Presbyterian Church. He was married in 1887 to Miss Alberta Taggart, of Carlinville, and they have two winsome daughters, Virginia and Alberta.



WILLIAM EDWARD ANDREWS.



HARRY J. ALVIS.

Harry J. Alvis

IN the educational system of Illinois, an active part has been taken by Harry J. Alvis, now one of the most popular instructors in East St. Louis, and being yet a comparatively young man, the indications are that many more years of usefulness lie before him.

Mr. Alvis was born November 4, 1872, son of E. Y. Alvis, a native of Tennessee, who came to this State when but six years old, and Phoebe E. Alvis, native of Illinois, both of whom are still living. He was educated in the rural schools; the Southern Illinois State Normal, at Carbondale, from which he graduated in 1898, and Ewing College, graduating from the latter in 1910 with the degree of Bachelor of Science. He also performed two years' post-graduate work in the law school of Washington University, St. Louis. Mr. Alvis taught in rural schools in Marion County, Illinois, three years; in the high school at Nashville, Illinois, two years; was elected principal of that school, but resigned to go to the Southern Illinois State Normal School, where he was assistant instructor in Latin and mathematics for a year; next he served a year as training teacher in the intermediate department of the Training School; was superintendent of the city schools of Mount Vernon, Illinois, three years, and for six years was instructor in mathematics in East St. Louis, one year principal of Alta Sita School, and is now principal of the Rock High School, in East St. Louis.

Mr. Alvis is a member of the Illinois State Teachers' Association, the Southern Illinois Teachers' Association, Modern Woodmen of America, Knights of Pythias and the Baptist Church. On July 26, 1891, he was married to Miss Louisa A. Purdue, and they have two children, Herbert A. and Harry J. Alvis, Jr. They reside at 612 Thirty-third street, East St. Louis, and are popularly known.

Leonidas Ellsworth Army

BE somebody in the battle of life! Be manly, be honorable, be just, industrious and thrifty: make the world better for your having been in it." This grand motto has been thoroughly amplified in the life of Leonidas Ellsworth Army, now superintendent of schools at Venice, Madison County, Illinois, and a veteran in the educational field.

Mr. Army was born April 19, 1862, near new Philadelphia, Ohio, son of Leonidas Army, a native of Pennsylvania, and Mary Eliza Army, native of Ohio, and both now deceased. He was educated in country and village schools in Allen County, Ohio; the Northwestern Ohio University, at Ada, Ohio, and the Middlepoint Normal, Vanwert County, Ohio, graduating from the latter in the spring of 1886. Through continuous private study in pedagogy and the sciences, he has added greatly to his store of knowledge. He was valedictorian of his class at Middlepoint, and instructor in history in the Middlepoint Normal up to the time of his departure for California, in September, 1886.

Mr. Army first taught in the country schools of Allen and Vanwert Counties, Ohio; next, in Trinity County, California, and, returning east, taught in the village school of West Cairo, Ohio; the Normal School, of Middlepoint, Ohio, and a country school in St. Clair County, Illinois, and since then has been connected with the schools of Venice, Illinois, first as instructor and for the past four years as superintendent. Here he has charge of nine teachers and about three hundred pupils. He is a member of the Southern Illinois Teachers' Association, the Madison County Teachers' Association, Odd Fellows, Modern Woodmen of America and the Methodist Church. On March 20, 1888, he was married to Miss Cora B. Bosley, and they have two children, Clark E. and Harry C. Army.



LEONIDAS ELLSWORTH ARMY.

James E. Armstrong

FOR about a quarter of a century the educational profession has had an able exponent in James E. Armstrong, principal of the Englewood High School. He is an accomplished scholar; his methods combine all that is best in the psychological and practical, and the substantial results accruing under his principalship are the best encomium that could be given him.

Mr. Armstrong was born in La Salle County, Illinois, in 1855, son of George W. Armstrong, who died in 1901. He was educated in country schools, the high school at Marseilles, Illinois, the University of Illinois, from which he graduated in 1881, and Johns Hopkins University. Through post-graduate work in the University of Illinois he received the degree of B.S., and in 1905 was given the honorary degree of M.A.

Mr. Armstrong began teaching in 1882 at Arlington Heights, Illinois. After three years' work there he became instructor of science in the Lake High School, Chicago, and in 1889 was made principal. In 1891 he was appointed principal of the Englewood High School, and he still retains this position. Recently he has attracted attention, both in Europe and this country, by his experiments in the segregation of sexes in high-school classes.

Mr. Armstrong was for six years a member of the Board of Trustees of the University of Illinois, under President Draper, and for six years has been a member of the Executive Committee of the North Central Association of Colleges and Schools. He is a member of the National Education Association and the People's Liberal Church. In 1885 he was married to Miss Clara Clark, and they have had four children—George, Grace, Charles and Juliette, all living save George, the eldest.



JAMES E. ARMSTRONG.

Ben C. Allenworth

THIS gentleman is a veteran worker in the educational field in this State and has performed yeoman's service for the public weal. He is possessed of admirable executive ability and is also a writer of merit. He is the author of the "History of Tazewell County, Illinois" (1904), and is at present managing editor of the Pekin (Ill.) *Times*.

Mr. Allenworth is a native of this State, having been born in Tazewell county, October 27, 1845, son of W. P. and Arabella (Wagener) Allenworth, both born in Kentucky and both deceased, the former having died in May, 1874, the latter March 25, 1902. He was educated in public schools and the Illinois State Normal University, graduating from the latter in 1869. He was chosen as first salutatorian by his classmates of that year. For many years he taught school in Elmwood and Minier, Illinois, was county superintendent of schools of Tazewell county from 1877 to 1886, postmaster of Pekin from 1894 to 1898, and was a member of the Pekin Board of Education for eight years.

Mr. Allenworth was the first president of the Central Illinois Teachers' Association, and now holds membership in the Masonic Order and the Modern Woodmen of America. On October 7, 1875, he was married to Miss Charity Tanner, of Ohio, and they have had five children. Those surviving are Nellie A., Myra M. and Ellis D. Allensworth.



BEN C. ALLENWORTH.

Calvin Bertram Anthony

OVER ten years' experience as a public school instructor, combined with his native ability and natural proclivities, have enabled the above named



CALVIN BERTRAM ANTHONY.

to become one of the most capable and valued educationists in the Prairie State. His services in McLean County have been of a particularly noticeable and valuable character.

Calvin Bertram Anthony was born near Bloomington, McLean County, Illinois, son of William and Mary (Stevenson) Anthony, both natives of Canada and both still living at their farm near Bloomington, where our subject passed his early years. His primal education was obtained in country schools, succeeding which he attended Normal School for four terms, and then for six years was a student in Wesleyan University, Academy of Illinois, from which he graduated (class 1896) and, in 1900, was a graduate from the College of Letters, same institution. Later he entered upon the study of law and, in 1907, was admitted a member of the Illinois State Bar Association. Upon entering his pedagogical career he taught for five years in McLean County country schools, then was principal at Cooksville, Illinois, 1906-1907; principal at Downs, Illinois, 1907-1909, and then was appointed principal at Gridley, Illinois, his present incumbency, where he has the superintendency of four teachers and one hundred and sixty-five pupils, and where marked success is attending his management. He holds membership in the Knights of Pythias and the Modern Woodmen of America. On February 12, 1904, Mr. Anthony was married to Miss Luella J. Otto, of Danvers, Illinois, their felicitous union resulting in the birth of two children, Zelda C. and Weldon Anthony. Mrs. Anthony is a lady of rare attainments, being an accomplished performer upon both piano and violin and a skilled artist in oil painting and crayon work. Her talents have won high commendation, and her worth, combined with that of her talented husband, has made their home an ideal one.

Harrison Monroe Anderson

FOR upward of a score of years Harrison Monroe Anderson has been an active worker in the educational field in Illinois and his valuable services have met with due appreciation. As an institute instructor he has been very successful. He has assisted many county superintendents in this State in their midsummer institutes, and his influence with teachers in giving them inspiration has been very marked.

Mr. Anderson was born in Muscatine, Iowa, his parents being Berry and Anna Anderson, both natives of North Carolina, and both deceased. He was educated in public schools, the Ohio National Normal School, Lebanon, Ohio, and the Illinois State Normal University, of which he is a graduate. Through post-graduate work he was given the honorary degrees of M.A. and M.S. Mr. Anderson's first school position was that of principal of schools at Clayton, Illinois, which he held for nine years. He served as superintendent at Chillicothe five years, and for the past four years has held a similar position in Bunker Hill, Illinois, where he has a staff of seven teachers and an enrolment of three hundred pupils. He is a member of the Illinois State Teachers' Association, Masonic Order and the Presbyterian Church. Mr. Anderson, in 1884, was married to Miss Ella Gardner, and they have had five children, of whom two—Lillian and Genevieve—are now living.



HARRISON MONROE ANDERSON.

George Buchanan Armstrong

GEORGE BUCHANAN ARMSTRONG was born in Baltimore, Maryland, from whence he came with his parents to Chicago and was educated at the old Chicago High School, under the guidance of the late George Howland, and at the Chicago Union College of Law. He entered journalism shortly after his law course and was successively editorial writer, city editor and music critic of the Chicago *Inter Ocean*, and literary critic of the Detroit *Free Press*, and editorial writer and music critic of the Chicago *Evening Post*. He served three years as a member of the Chicago Board of Education, one year as its vice-president; two terms as a member of the Chicago Public Library Board, one year as its vice-president. In May, 1882, he was appointed by President Arthur to be Register of Public Lands at Huron, Dakota Territory, an office that he held four years. He aided in organizing and was vice-president of the Huron National Bank during that period, and was also president of the Beadle County (South Dakota) Board of Education. He established and edited for four years the Huron *Daily Times*.

George Buchanan Armstrong, Sr., father of the subject of this sketch, was born in County Armagh, in the north of Ireland, and came to this country when about twelve years of age. His branch of the Armstrong family was related to President Buchanan, who secured the appointment of the elder Armstrong as clerk in the contract department of the Postoffice Department at Washington. When Isaac Cook, postmaster of the rapidly growing young city of Chicago, applied for the appointment of an experienced postoffice man as his assistant, the senior Armstrong was selected, and he moved to Chicago with his family in 1854. He will always live in the nation's history as the founder of the Railway Mail Service, the most important branch of the United States postal service, and as one of the ablest officials of the Postoffice Department. The new \$25,000



GEORGE BUCHANAN ARMSTRONG.

grammar school, located at Greenleaf Avenue and Pin-gree Street, Rogers Park, has been named in honor of him the "George B. Armstrong" school. The mother of the subject of this sketch was Julia Huldah Wallace (McKee) Armstrong, born at Cincinnati, Ohio, daughter of the Rev. Dr. Charles Brown McKee, a distinguished Scotch Presbyterian clergyman, who held charges in Cincinnati, Baltimore, Philadelphia and Washington.

George Buchanan Armstrong, Jr., was married to Miss Jennie M. Stanard, of Sublette, Illinois, and has one son, George B. Armstrong III. He published one book, an account of the great work achieved by the elder Armstrong in establishing the Railway Mail Service, and has made a special study of socio-economics, and is editor and publisher of the Chicago Piano Trade, a monthly magazine devoted to the piano industry. He is a member of the Congregational Church. His father died in May, 1871, and his mother is yet living.

Edward Anderson

FOR the past quarter century the name of Edward Anderson has been a familiar one in Illinois Educational circles. As much as one individual can do, that much has been done by him to advance the status of the public schools at large, and, in particular, those of which he has either been a teacher in or presided over. That his merit has been recognized is proven by his appointment to the position which he now holds.

Edward Anderson was born in Richland, Sangamon county, Illinois, in 1857, son of Thomas F. Anderson, who deceased in 1898. After attending the public schools and graduating from the high school of Springfield, Illinois, he took a course at the Chicago Normal, and, in 1881, began his pedagogical career as teacher of an Illinois country school. Removing to Springfield, Illinois, after his four years' elementary work, Mr. Anderson was appointed principal, and, after serving efficiently from 1885 to 1906, was elected superintendent of the schools of Springfield.

Mr. Anderson comes from quite an illustrious family. On the maternal line of his house, he is one of the twelfth generation. One of his original ancestors landed at Boston in 1631, his great-great-grandfather was a lieutenant of the New Hampshire militia during the Revolution, and was with General Gates at the surrender of Burgoyne. On the paternal side was one of the pioneer founders of Kentucky (1797) who went there from Virginia.

Mr. Anderson is a member of the superintendents' division of the National Education Association, the Illinois State Teachers' Association, the Central Illinois Teachers' Association, the Masonic Order, Modern Woodmen, and the Christian Church. He was married to Miss Lillian McCullough, and their happy union has brought them a family of three children, two daughters and one son, named, respectively, Mary, Edith and Harold.

Truman William Brophy, D.D.S., M.D., LL.D.

TRUMAN W. BROPHY is a native son of Illinois, having been born in Will county, April 12, 1848, son of William and Amelia Cleveland Brophy. He received a thorough elementary training and is a graduate of the College of Dentistry, University of Pennsylvania, from which institution he received the D.D.S. degree in 1872, and he is also a graduate of Rush Medical College, receiving the M.D. degree therefrom in 1880. The degree of LL.D. was conferred by Lake Forest University in 1895.

Doctor Brophy is a member of the American Medical Association, the National Dental Association, Interna-



TRUMAN WILLIAM BROPHY, D.D.S., M.D., LL.D.

tional Dental Federation, Illinois State Dental Society, Chicago Dental Society, Chicago Medical Society, and many other medical and dental societies. He is also a member of the Union League Club and the Chicago Athletic Association and the Delta Sigma Delta Fraternity. In 1873 he was married to Emma Jean Mason, of Chicago, who died February 6, 1899, and in 1908 to Esther W. Strawbridge, of Moorestown, New Jersey. He has four children, Jean Brophy Barnes, of Redlands, California; Florence Brophy Logan, of Chicago; Truman W. Brophy, Jr., of Chicago, and Alberta L. Brophy, of Chicago.

While Doctor Brophy has achieved eminence in the medical profession, he has devoted a great deal of time and labor initiating beginners in his profession. In 1883 he was elected professor of dental pathology and surgery in Rush Medical College, and for many years he has been dean of the Chicago College of Dental Surgery. He was president for the United States of the Fourteenth International Commission of Education. He was a delegate to the Fourth International Medical Congress at Madrid, Spain, in 1903, and has been president of various State and local dental and medical societies and an officer in national bodies.

While Doctor Brophy is widely known throughout the United States and Europe as an educator, his reputation as a surgeon is perhaps even more general. As an oral surgeon he is counted an authority everywhere. He devised the operation for the radical cure of cleft palate known as the Brophy operation, which was a departure from the rules of surgery and looked upon at first with a great deal of doubt, but which has come to be recognized and adopted everywhere advanced surgery is practiced. The study and development of this work and the operations on the hundreds of patients who come to him have occupied nearly all of his time for several years past. Doctor Brophy has contributed many articles to medical and dental publications and to many works of reference. He has a book on oral surgery almost ready for publication.

Delos Buzzell

MR. BUZZELL has been in the public school service of the city of Chicago since 1890, and elsewhere also he has enjoyed a high reputation in educational circles, both as a writer and as an instructor, for years.

Mr. Buzzell was born in Davisonville, Genesee County, Michigan, his parents being John and Katherine A. (Lewis) Buzzell, natives of Canada and New York, respectively, and both deceased, at Flint, Michigan, the former in 1900, the latter in 1892. He was graduated from the University of Michigan in 1874 with the degree of Bachelor of Science. Through post-graduate work he received the degree of Master of Science in 1877.

Mr. Buzzell's early work as an instructor was in Austin (Ill.) High School, where he was principal during 1876-9, and in the high school at Lafayette, Indiana. He came to Chicago in 1890 as principal of the Irving Park School, which he conducted for ten years, transferring to the new Belding School, North Forty-second court and West Cullom avenue, in 1900, where he remains to the present time.

Mr. Buzzell is a member of the National Education Association, Illinois State Teachers' Association, Chicago Principals' Club, Chicago Academy of Sciences, the Masonic Order, Royal Arcanum, and the Press Club of Chicago. He has performed much lecture work and is a liberal contributor to newspapers and magazines. In 1876 he was married to Miss Catherine Z. Blackburn, of Ann Arbor, Michigan, and they make their residence at 3930 Lowell avenue, Chicago.



DELOS BUZZELL.



HARRY J. BLUE.

Harry J. Blue

AS incumbent of the superintendship of schools at Carmi, Illinois, Mr. Blue has amply demonstrated his ability and fitness for that responsible position, and under his régime the school system there has been developed to a high degree of excellence.

Harry J. Blue is a native of this State, having been born in Carmi, June 9, 1882, son of Lawrence S. and Emma Blue, both natives of White County, Illinois, and now living. He attended a country school up to his eleventh year, succeeding which he studied in the Carmi public schools, the Illinois State Normal University and the Indiana State University. He graduated from the Carmi High School in 1899. From 1902 to 1905 Mr. Blue taught in country schools in White County, Illinois; from 1905 to 1906, in Norris City, Illinois, and since 1909 he has been superintendent at Carmi, Illinois, where he has under his charge four schools, eighteen teachers and 750 pupils.

Mr. Blue is a member of the Illinois State Teachers' Association, the Southern Illinois Teachers' Association, Illinois State Historical Society, Masonic Order and Knights of Pythias. On August 30, 1911, he was married to Miss Eleanor Mary Baker, of Champaign, Illinois, a graduate of Illinois University, and the couple have a host of friends in social and scholastic circles.

William Henry Browne

FOR more than twenty years the cause of education has claimed the services of the above named gentleman and the work performed by him has commanded earnest and well-merited commendation.

William Henry Browne was born in Castle Main, Australia, June 10, 1867, his parents, native of Ireland, being Christopher and Alicia A. (McDonnell) Browne, the former of whom died in 1895, the latter in 1904. He came with his parents to this country in early childhood and was educated in the elementary schools, the high school at Wilmot, Wisconsin, and the University of Valparaiso, Indiana, and he also performed non-resident work in the University of Chicago.

From 1890 to 1894 Mr. Browne was principal of the public schools at Crete, Illinois; from 1894 to 1898 was superintendent of public schools at Chicago Heights, Illinois, and from 1900 to the present time he has been superintendent of the College of Medicine of the University of Illinois, and also officiated as superintendent of the College of Dentistry of the same institution. There are about six hundred and fifty students in attendance in the two colleges and about one hundred and seventy-five instructors in the two faculties. The instructors are men of training and learning and the curriculum is excellently complete in every feature. Under the régime of the present superintendent a high standard has been attained in every department.

Doctor Browne was president of the Englewood (Chicago) Men's Club for two years and was president of the Chicago Anti-Crime League for a similar length of time. He is a member of the Phi Beta Pi fraternity, also of the Odd Fellows and Modern Woodmen. On December 27, 1893, he was married to Mary Beers Perry Grover, of Chicago, and they have two children, Kathryn Eleanor and William Harcourt Browne.



WILLIAM HENRY BROWNE.

George Albert Brennan

FOR more than a third of a century the public-school service of this city and its former suburb, Roseland, has had an ardent worker and a strong upholder in George Albert Brennan, an educator whose merit, worth and executive ability have been amply demonstrated. His literary works have met with favor and commendatory criticism. Among the prominent productions from his pen are: "The Dutch in America"; "The Origin of Yuletide, with Reference to Norse, Anglo-Saxon and German Traditions"; "Studies in Plant Life" and "Economic Forestry." He assisted Dr. William Higley in preparing "The Flora of Cook County and Vicinity," and has also written on "English Philology, and the Relation to It of the Various Teutonic Tongues, Especially the Frisian," the latter being a cognate dialect of the Anglo-Saxon, and still spoken in a section of the Netherlands, where an effort is being made to revive Frisian as a literary language.

George Albert Brennan was born April 1, 1855, in Mount Vernon, New York, and comes of Colonial and Revolutionary stock. Many of Mr. Brennan's relatives have been preachers and teachers from the time of the Reformation, and two sisters are prominent Chicago teachers at the present time. His father, John Bauman Brennan, was the son of Prof. John Brennan, a graduate of Oxford University and professor of languages at Kingston Academy, Kingston, New York, and grandson of Col. Sebastian Bauman, a veteran of the French-Indian and Revolutionary Wars, and postmaster of New York city for many years. He was born in Westchester County, New York, in 1816, and died in Chicago in 1893. His mother, Sophia G. Freeman, born at Perth Amboy, New Jersey, in 1820, was a daughter of Prof. Philip Freeman and a descendant of Peter Browne, who arrived at Plymouth in 1620; of Stephen Freeman, who landed at Salem in 1630; of John Goble, who came



GEORGE ALBERT BRENNAN.

to Concord in 1634, and of Capt. John Astwood, who landed in Boston in 1635. She died in Chicago in 1885.

As a scholar Mr. Brennan is profound; as an educator he is energetic, sound and progressive, and during his thirty-five years of work in the educational field he has won well-deserved promotion. Since October 1, 1876, Mr. Brennan has taught in the same school district in different school buildings, viz.: the West Roseland School, 1876-77; Roseland School, 1878-1892; Van Vlissingen School, from 1893 to the present time. All of these schools were in the original town of Roseland, which has been a part of Chicago since 1889. He has a staff of thirty-two teachers and an enrollment of fourteen hundred pupils.

Mr. Brennan holds membership in the Illinois State Teachers' Association, the Chicago Principals' Club, Chicago Academy of Sciences, Royal Arcanum, Sons of the American Revolution, the George Howland Club and the Bethany Reformed Church. He is president of the Patriotic League and is chairman of the School-house and Grounds Committee of the Chicago Principals' Club. In 1876 he was married to Miss Sophia M. Kroon, of Chicago, and they have had eleven children, those living being Sebastian Bauman, Rye Sophia, Grace Agnes, Alice C. and Charlotte H.

The Rev. Gideon Blackburn, D.D.

GIDEON BLACKBURN was born in Augusta County, Virginia, August 27, 1772, his father being Robert Blackburn and his mother a member of the Richie family. His parents were of Scotch-Irish ancestry and devout members of the Presbyterian Church. Because of the humble circumstances of the family, Gideon made his home much of the time until his twelfth year with his grandfather, General Blackburn, and owed his educational opportunities for the most part to his maternal uncle, Gideon Richie, for whom he had been named. In the current of westward migration the family settled for a time in Washington County, Tennessee (then within the bounds of North Carolina), where the boy was placed under the care and instruction of the Rev. Samuel Doak, D.D., a distinguished minister and teacher, the founder and principal of Martin Academy. At this school the greater part of his literary course was taken. Seventy miles farther west, at Dandridge, Tennessee, under the Rev. Dr. Robert Henderson, his advanced literary and theological studies were pursued. By the Presbytery of Abingdon (Tenn.), he was licensed to preach in 1792 and ordained to the full work of the ministry in 1794. In April, 1794, he accepted a call to the New Providence (Maryville, Tenn.) and Eusebia churches and began his pastoral duties. Those were the days when congregations went armed to church and ministers preached with rifles by their sides because of danger from the Indians. The Cherokees were on the warpath. Work was done and trips were made in companies. The people lived in settlements or behind the walls of forts. The young minister did his share of the common labor and took his part of the dangers. When the Cherokees became more tractable he established missions and schools for them, collecting considerable amounts of money in the North for this purpose and discontinuing the work only when health and financial embarrassment, growing out of his personal sacrifices for the mission, made it necessary.

In 1811 he removed to Franklin, Williamson County, Tennessee, eighteen miles south of Nashville, to take charge of Harpeth Academy and afterwards Independent Academy in the same county and to evangelize the surrounding region. A considerable change was made in the religious sentiment of the country within a radius of fifty miles. While here, in 1818, Greenville College, Tennessee, gave him the degree of Doctor of Divinity.

Remaining in Williamson County for twelve years, he, in 1823, became the pastor of the First Presbyterian



THE REV. GIDEON BLACKBURN, D.D.

Church of Louisville, Kentucky. After a successful pastorate of four years he accepted the presidency of Centre College, Danville, Kentucky, where he remained for three years. Returning to the pastorate, he remained at Versailles, Kentucky, for three years and thence went to central Illinois in 1833. For a time he was financial agent for Illinois College at Jacksonville, but the last years of his life were given to the project of founding a theological seminary for the Central West. His efforts resulted in the establishment in after years of Blackburn University at Carlinville, Illinois.

In the early part of the winter of 1837-8 Doctor Blackburn slipped and fell on the ice, so seriously injuring the hip-joint that he never walked again. August 23, 1838, he fell asleep, in the sixty-sixth year of his age.

October 3, 1793, he was married to Miss Grizzel Blackburn, a distant relative. Of eleven children, seven sons and four daughters, two sons became ministers and one son died while fitting himself for the ministry.

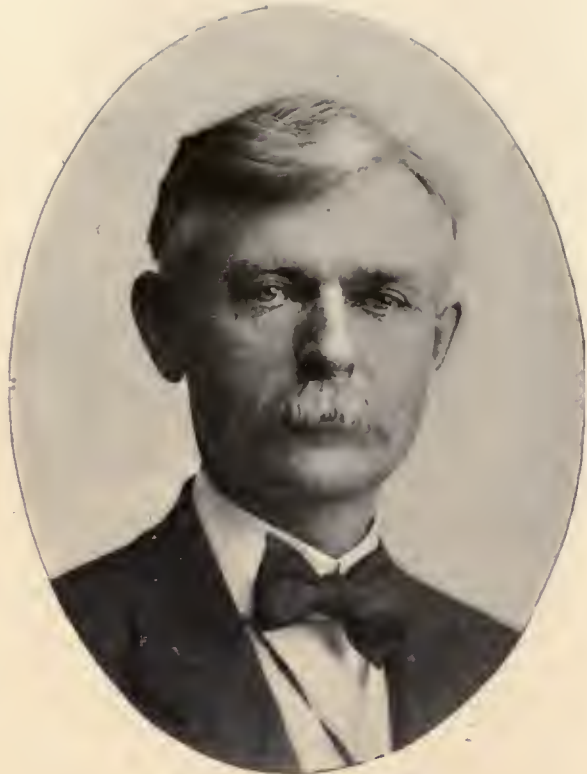
Doctor Blackburn was a new-school Presbyterian, throwing himself heart and soul into the struggle for what he believed to be the truth. Yet in his manners he was of the old school of gentlemen, easy, gentle, courteous, mild, affable, always dignified, even somewhat reserved. His bearing was naturally military and on occasion he could be severe and haughty. He ruled well his own household and the youth entrusted to his care in the academies and the college of which he was the head. He was not a finished nor a profound scholar, but his knowledge of and instruction in logic, rhetoric, mental and moral philosophy, was broad and illuminating. In his preaching he was *ex tempore*, *didactic*, vividly descriptive, witching. His voice was silvery, his person and manner elegant, his zeal contagious, his logic convincing and his eloquence inspiring. Men heard him, went away and came to hear him again. He believed in Providence and accepted trial and sorrow as well as prosperity and happiness as coming from God. He was a man of men and a man of God.

Howard Benjamin Beecher

WHO bears an enviable reputation as an efficient and successful teacher in Peoria County, Illinois, as well as the various other localities where he has had charge of schools, is at present principal of the Douglas School, in Peoria, Illinois. Mr. Beecher was born in Monmouth, Illinois, his parents, Benjamin J. and Merry A. (Boland) Beecher, being natives of New York State. At an early date they moved to Illinois, and thence, late in life, to Nebraska, where both died, the former in 1888, and the latter in 1900. Their son, Howard, evincing lively inclination to acquire knowledge, attended the schools of Monmouth in his boyhood days, and afterward became a pupil in those of Warren County and at Galva, successively, subsequently studying for a time in the Iowa State University, Michigan University and Illinois University. From the last-named institution he received the degree of A.B. His graduation took place from the Galva High School.

For a number of terms Mr. Beecher taught in the country schools of Henry County, Illinois, and Phillips County, Nebraska, and for three years he was so engaged at the Ward School, in Galva. His period of service in the Douglas School, in Peoria, has covered sixteen years. Under his direction, as principal of this school, are fourteen teachers, with an average attendance of five hundred pupils, and in addition to this he supervises the work of the public night school, which requires the services of four teachers and is attended by one hundred pupils. It will thus be seen that the time of this busy instructor is fully occupied to good purpose, and the results of his diligent and conscientious efforts are manifestly satisfactory to all immediately concerned and to the community at large.

Mr. Beecher is a prominent and active member of the Illinois Schoolmasters' Club, and holds the office of treasurer of the Central Illinois Teachers' Association. The college fraternity with which he is identified is the



HOWARD BENJAMIN BEECHER.

Phi Delta Theta, and he is affiliated with the lodges of the Masonic Order and the Modern Woodmen of America. In religious faith he is a Baptist, as are also the members of his family.

In 1887 Mr. Beecher was married to Miss Alice Day, and their surviving children are three in number, viz.: Benjamin Sanford, Dorothy and Frances. Benjamin S. is at the present time an instructor in political economy in the University of Wisconsin, where he is studying for a master's degree.

Mr. Beecher's residence is at No. 408 Frye avenue, Peoria, Illinois, and he and his family are held in high esteem in the neighborhood of his home, as well as by numerous friends throughout the city.



WILLIAM HEMPSTEAD BEEBE.

William Hempstead Beebe

MR. BEEBE was born at Galena, Illinois, September 18, 1846, his father being Thomas H. Beebe, born at St. Louis, Missouri, in 1819, and his mother, Catherine Eddowes, of Dover, Delaware. The family came to Chicago in the spring of 1853, where Thomas H. Beebe engaged in the commission business as president of the Peshtigo Company, being associated with William B. Ogden.

William Hempstead Beebe was educated in the private schools of Chicago and the University of Chicago, class of 1866. On leaving college, he entered the office of the Peshtigo Company, lumber manufacturers, and afterward engaged in the lumber business with Edward Hempstead, under the firm name of Hempstead & Beebe. Subsequently he joined the Chicago Board of Trade, and for twenty-seven years was engaged in the grain commission business with R. Hall McCormick, as McCormick & Beebe, and afterward under the style of William H. Beebe & Co. While a member of the Board of Trade, Mr. Beebe served successively as a member of the Arbitration and Appeals Committees and as a director of the Board. In 1887 he was appointed by Mayor Roche a member of the Library Board, serving on the Administration Committee, and was elected

president of the Board for 1888 and 1889. In 1893 he was appointed by Mayor Washburne a member of the Board of Education, serving as chairman of the Committee on Buildings and Grounds during 1895.

Mr. Beebe is a member of the Presbyterian Church, was married in October, 1871, to Miss Kate Krebs, of Baltimore, Maryland. He is agent for the Estate of L. J. McCormick, with offices in the McCormick building. He resides at 154 East Superior street, Chicago.

Louis Baer

THIS gentleman has been an active member of the public-school system of Illinois for over twenty-four years, and has aided most materially in maintaining the high standard of excellence to which our schools have attained. He was born at St. Jacob, Illinois, July 12, 1868, son of Rudolph Baer, native of Switzerland, and Louise Baer, native of Germany, both of whom are still living. He was educated in country schools, which he attended from his sixth to his sixteenth year, and he studied for three terms at the Teachers' Training School, Oregon, Illinois, and one term at the Denver University. He first taught in Union, Illinois, for a year; in Wider Ranger, Illinois, one year; Lee, Illinois, one year; St. Jacob, Illinois, three years, and for the past nineteen years has been Superintendent at Madison, Illinois, where he has under charge three schools, twenty-two teachers and over one thousand pupils.

Mr. Baer is a member of the National Education Association, the Illinois State Teachers' Association, Southern Illinois Teachers' Association, Madison County Teachers' Association, Ancient Order United Workmen, Odd Fellows, Modern Woodmen of America and the Presbyterian Church. Among valuable works written by him were: "Eighth Year Question Book," "Seventh Year Question Book," "Seventh Year Test Problems" and the "Illinois State Question Book." On June 25, 1896, he was married to Miss



LOUIS BAER.

Anna L. Ulfers, and they have five children — Lucille, Elwynn, Leroy, Dorothy and Marjorie Baer.

Myron G. Burton

AMONG the prominent educators of Kendall County is Mr. M. G. Burton, whose excellent work along the lines of industrial education has attracted special attention. Mr. Burton ranks as a leader in all up-to-date methods of instructing the youth and preparing them to take up positions of usefulness.

Myron G. Burton was born in Hamilton County, Indiana, September 13, 1880. His parents were both natives of the Hoosier State, which of late years has made its influence felt in producing men foremost in literary and educational advancement.

Mr. Burton's preliminary education was secured in the public common schools of Indiana; the Washington Township High School, Indiana; Westfield Academy, Indiana; the Indiana University and also the University of Chicago. While his classic training was secured in the above schools, yet the foundation of his practical ability was acquired in boyhood days in an apprenticeship in his father's cabinet shop.

His professional career began in Hamilton County, Indiana, as a teacher in the Westfield School, and continued as superintendent in the Walnut Grove Township High School. Under the direction of Mr. Burton the Walnut Grove High School attained an enviable reputation in manual arts. From Walnut Grove he came to Plano, Illinois, where he was superintendent of the schools, with eleven teachers and four hundred pupils under his charge. Resigning his position in the Plano schools, Mr. Burton became educational director in the National Manual Training Corporation, Plano, Illinois. Here Mr. Burton has found a splendid field for that wealth of knowledge in industrial education which he secured by years of study and extended experience. Mr. Burton brings to the National Manual Training Corporation a thorough, yet broad and comprehensive, grasp of the place of the practical in modern education.



MYRON G. BURTON.

Viola Emeline Bender

IN the excellence, utility and general efficiency of its schools the city of Monmouth ranks among the best in the State and they are conducted along the most progressive lines, those in charge of affairs being well known for their ability and good judgment in the management of the duties imposed upon them. Among the talented and thoroughly trained instructors stationed there is Miss Viola Emeline Bender, the popular principal of the Willits School, who has had a valuable, practical experience extending over twenty-seven years in the public-school service.

Miss Bender is a native of the Buckeye State, having been born October 8, 1862, in Mohican, Ohio, her parents being George and Lydia Dillier Bender, both natives of Pennsylvania and both deceased, the former having died July 8, 1900, the latter on August 22, 1906, in Kirkwood, Illinois. Miss Bender received her early education in a country school near Reed, Illinois, the graded school at Kirkwood and the Western Normal School at Shenandoah, Iowa, and subsequent private studies have greatly enlarged her stock of knowledge. She first taught in the country schools of Warren county, Illinois, for nine years; was instructor in the Lowell School, at Monmouth, Illinois, for thirteen years, and for the past five years has been principal of the Willits School, Monmouth, where she has charge of eight teachers and about three hundred pupils.

Miss Bender is a member of the Illinois State Teachers' Association, the Central Illinois Teachers' Association, the Monmouth Schoolmasters' Club, and the Presbyterian Church, and she is held in high esteem in both scholastic and social circles.

Marion Nelson Beeman

SUPERINTENDENT of city schools at Lewistown, Illinois, is an educator of thirty years' experience and well known for the thoroughness of his methods. He holds a life state certificate, issued by Samuel



MARION NELSON BEEMAN.



VIOLA EMELINE BENDER.

M. Inglis in 1897, and conducted teachers' institutes in Crawford, Clark, Clay and Fayette Counties, Illinois, for many years. He was born December 22, 1861, on a farm near Oblong, Illinois, and, his parents, Charles S. and Margarette E. Beeman, both natives of this State, are still living at the old homestead. He first was a pupil in the country school of his birthplace; then attended the Illinois State Normal University, at Normal; the University of Illinois, at Urbana; performed two years' non-resident work at the Illinois Wesleyan College, Bloomington, and finally took a course at the Eastern Illinois Normal School, Charleston, Illinois, from which he graduated in 1900. Mr. Beeman first taught for five years in country schools in Crawford County, Illinois; next in the grammar school at Palestine, Illinois; was high-school principal at Robinson, Illinois, from 1887 to 1889; principal of the East Pana, Illinois, school from 1890 to 1891; superintendent of the Altamont, Illinois, schools, 1891-2; four years county superintendent of Crawford County; superintendent city schools, Robinson, Illinois, 1900 to 1902; four years assistant principal of Marshall Township High School, Marshall, Illinois, and in 1906 was appointed to his present position of superintendent at Lewistown, where he has charge of three schools, thirteen assistants and about five hundred pupils.

Mr. Beeman is author of "The Analysis of the English Sentence," a work of much merit, published by A. Flanagan Company, Chicago. He is an ex-member of the Illinois State Teachers' Association, was an officer of the Eastern Illinois Association in 1906, and became a member of the Military Tract Teachers' Association in March, 1907. He is also affiliated with the Knights of Pythias, the Masonic fraternity and the Church of the Disciples. On August 23, 1890, he was married to Miss Catherine V. Hill, and their family consists of four children, Charles Lester, Iva Reese, Marion Roy and Catherine Marie.

George C. Baker

FOR almost a quarter-century the above named has been actively identified with public school work and he has achieved distinction as a pedagogue of exceptional ability and the most advanced methods.

Mr. Baker was born in Council Bluffs, Iowa, son of J. W. Baker, a native of Virginia, who deceased May 20, 1905, at Toulon, Illinois, and Caroline (Leavitt) Baker, a native of Ohio, who died September 17, 1889, at Athens, Missouri. He was educated in the common schools of Missouri and through close, constant private study has accumulated a most valuable store of knowledge. He first taught in the rural schools of Missouri, next in the graded schools of Alexandria, Missouri, for a year, and then for three years at Bentonsport, Iowa, nine years at Hamilton, Illinois, five years at Toulon, Illinois, was county superintendent of Stark County at Toulon four years, and is now most efficiently serving his second term as county superintendent of schools of Stark County, Illinois.

Mr. Baker is a member of the Illinois State Teachers' Association, the Modern Woodmen of America, the Independent Order of Red Men and the Methodist Episcopal Church. In 1882 he was married to Miss Emma Fentem and they have four children—Edgar F., Margaret E., Clarence and Ralph Baker.

William T. Bawden

AMONG the prominent educators of the Prairic State, a foremost position is held by William Thomas Bawden, assistant dean of the College of Engineering, University of Illinois, at Urbana. He has also achieved distinction as an author, having written a monograph on "Manual Training in the Public Schools," published in the *Normal School Quarterly*, issued by the Illinois State Normal University; an illustrated monograph on the "Manual Arts Bulletin,"



GEORGE C. BAKER.

printed in the same publication; "Supplemental Bible Exercises for the Sunday-school," published in the *Philadelphia Sunday School Times*; since 1909 he has been managing editor of the *Manual Training Magazine*, issued by the Manual Arts Press, Peoria, Illinois.

Mr. Bawden was born in Oberlin, Ohio, son of the Rev. Henry H. Bawden, native of England, a prominent divine, and now pastor of the First Baptist Church, North Fairfield, Ohio, and Harriet Newell (Day) Bawden, a native of New York, who is also living. He attended the public schools at Dayton, Ohio, seven years; the schools at Champaign, Illinois, four years; Doane Academy, Granville, Ohio, two years; Denison University, Granville, Ohio, four years, receiving therefrom the degree of A.B. in June, 1896; the Mechanics' Institute, Rochester, New York, in which he took a special course in manual training, and the Teachers' College, Columbia University, New York City, receiving from the latter the degree of B.S. in 1903. In 1896-97 he was instructor in common branches in the Cedar Valley Seminary, Osage, Iowa; instructor in wood-turning and patternmaking, New York Reformatory, Elmira, New York, 1898; assistant supervisor of manual training, public schools, Buffalo, New York, from 1898 to 1902; director of the manual-training department, State Normal University, Normal, Illinois, 1903-10, and from the latter year has been assistant dean of the College of Engineering, University of Illinois.

Mr. Bawden is a member of the National Education Association, the Illinois State Teachers' Association, National Society for the Promotion of Industrial Education, Western Drawing and Manual Training Association, in which he was chairman of the editorial board from 1907 to 1909, and vice-president in 1910, and the Illinois Manual Arts Association, of which he was secretary-treasurer from 1904 to 1908, and president in 1911. In 1898 he was married to Miss Ora Richardson, of Parkersburg, West Virginia, and they have one child, William H. Bawden.



WILLIAM T. BAWDEN.

Zonia Baber

WHEN John D. Rockefeller promulgated the idea of creating a university in the Middle West, he builded—as the saying is—"better than he knew." The many millions which this philanthropist has exploited in the cause of education could not have been put to better use for general good and the betterment of mankind. Some of the finest educators in the United States are to be found connected with this institution; among them worthy of honorable mention is Miss Zonia Baber, an associate professor in the teaching of geography.

Miss Baber was born in Kansas, Illinois, in 1862, her parents being Amos Baber, a native of Illinois (who deceased in 1864), and Nancy Rebecca (Lycan) Baber, also a native of Illinois (who deceased in 1892, in Paris, Illinois). She was educated in the public schools of this State, graduating from the Paris (Ill.) high school and the Cook County Normal School. Later, after taking up a course of study in the University of Chicago, she graduated therefrom in 1904 with the degree of Bachelor of Science. In 1899-1900 Miss Baber made a trip around the world, spending much time in study in the Orient. She was a graduate student in geography in Cook County Normal School in 1886. In her professional career she has been principal of the Hillman Street School, Youngstown, Ohio (1886-8); was critic teacher in the Cook County Normal School (1888-9); was head of the Department of Geography in the same institution in 1899, and in the Chicago Institute, 1900-1. She has been an instructor in the Department of Geography in the College of Education, University of Chicago, since 1901. She is a member of the National Education Association, the Illinois State Teachers' Association, the Northern Illinois Teachers' Association, the American Association for the Advancement of Science, and the Chicago Geographical Society, of which she was one of the founders. Miss Baber has contributed many articles to educational magazines, and her intimate acquaintance with the corners of the globe



ZONIA BABER.

make her lectures vividly interesting. Miss Baber resides at 5623 Madison avenue, Chicago.

Walter F. Boyes

MR. BOYES has been actively identified with the public school interests of Illinois for a quarter of a century, and is widely known as an advanced educator and a thoroughly accomplished scholar. He is a native of this State, having been born in Knox county, October 8, 1865, son of Robert D. and Emily (Bird) Boyes, natives, respectively, of New York State and Ontario, Canada, and both deceased, the former having died in Yates City, Illinois, in 1893, the latter in Elmwood, Illinois, in 1886. He was educated in the public schools of Elmwood, Illinois, and also performed summer work in the University of Illinois. On beginning his professional work he taught in ungraded schools in Peoria County, Illinois, for four years; then, successively, was principal at Monica, Illinois, two years; principal at Princeville, Illinois, three years; principal of the Yates City High School, eight years, and since 1902 has been county superintendent of schools of Knox county, having been elected to this honor three times in succession. He has supervision of 185 schools, 336 teachers and 9,000 pupils. Of the schools, 165 are of one and two rooms and these are under his direct care.

Mr Boyes is an active member of the National Education Association, the Illinois State Teachers' Association (since 1892), the Central Illinois Teachers' Association, and he has been for eight years a member of the State Teachers' Reading Circle Board. He is treasurer of the Military Tract Educational Association, has served as a member of the executive committee of the Central Illinois Teachers' Association, and holds membership in the Illinois Schoolmasters' Club, the Masonic Order, the Galesburg Business Men's Club and the Presbyterian Church. In 1896 he was married to Miss Minnie M. Klinck, of Princeville, Illinois, and they have two children, Norma K. and Herbert K. Boyes. The family reside in Galesburg, Illinois.



WALTER F. BOYES.

Mary M. Bartelme

IF practical demonstration is the most convincing manner of proving one's merits, then the lady whose name and portrait appear here has decidedly proven herself worthy of recognition among the foremost of her sex in the educational world. Her life has been a busy one, filled with uplifting work, and with efforts that have been deservedly rewarded with success.

Miss Bartelme was born in Chicago, her parents being Jeannette T. and Balthasar Bartelme, her father's business being that of real estate and insurance. Her early education was received in the public schools of her native city, and in 1882 she made a most creditable graduation from the West Division High School. Later in the same year she began her pedagogical career, during which faithful and most valuable services were rendered the public for ten years, up to 1892, in which time she held terms in the Armour and Central Park Schools, respectively. Her methods were of a progressive order, yet ever retained all the good of her predecessors, and her work was marked with merit and most creditable results throughout. On retiring from active school duty in 1892, Miss Bartelme entered the Law School of the Northwestern University, and having a natural aptitude for legal study, her successful graduation in 1894 followed as a natural matter of course. Soon afterward she began the practice of her profession in Chicago, and has since developed a large and ever growing clientèle. Her ability becoming recognized, it was duly rewarded by her being appointed Public Guardian by the Governor of Illinois, which office she is now holding for the third term. In this capacity she is empowered to act as the administrator of minors' estates, and her presence is daily required in the probate court. She is a member of the State Bar Association, Chicago Bar Association and the Chicago Woman's Club, and is a Bachelor of Law, having received the degree from the Northwestern University Law School, and she is warmly esteemed in educational, legal and social circles.



MARY M. BARTELEME.

Arthur Clark Butler

MR. BUTLER is the son of James L. Butler, formerly of Virginia, and Oletha (Sargent) Butler, a native of Ohio, the father having died in Parsons, Kansas, July 17, 1891, and the mother at the same place, May 26, 1900.

Mr. Butler was born in Jacksonville, Illinois, April 11, 1848, where he began his education in the common schools, following in the Illinois State Normal University, from which he was graduated June 21, 1878.

He received the degree of Master of Arts from Blackburn College of Carlinville, Illinois, and did post-graduate work by correspondence in the University of Chicago.

He was principal of the Moweaqua School, Illinois, a year; principal of a school in Bement, Illinois, two years; Normal, two years; Virginia, three years; superintendent at Beardstown nine years; principal of Taylorville Township High School three years; superintendent Kewanee ten years, and since 1900 has been superintendent at Abingdon—all in Illinois. He has three schools, twenty teachers, and five hundred and fifty pupils under his jurisdiction.

He is a member of the Illinois State Teachers' Association, of which he is vice-president, and once was president of the Central Illinois Teachers' Association; is a member of the Military Tract Association and the Knox County Association. He has served on the Executive Committee of both the first-mentioned associations, and has appeared frequently on their programs. He is the author of "Persimmons," "Gala-Day Stories," and is a regular contributor to the *School News*, and an occasional contributor to other educational journals. He is a member of the Masonic fraternity, and belongs to the Methodist Episcopal Church.

He married Miss Eliza Eaton, of Stonington, Illinois, June 15, 1870; and they have one daughter—Mrs. F. B. Newell, of Washington, D. C.



ARTHUR CLARK BUTLER.

Rosanna A. Burke

FOR nearly a quarter century Miss Burke has been a member of the public school educational corps of Illinois, and her name is honored in scholastic circles. She was born July 6, 1867, in Weaverville, California, her parents being Thomas Burke, a native of Waterford, Ireland, who was killed by Indians in California, October 13, 1867, and Elizabeth Burke, native of Wexford, Ireland, who deceased February 14, 1911, in Gillespie, Illinois. She was educated in country schools near Edwardsville, Illinois; a public school in St. Louis and Almira College, Greenville, Illinois. She also took a course in the Inter-State School of Correspondence and received a diploma therefrom. On beginning professional work, Miss Burke taught for two terms in a country school near Gillespie, Illinois; then for twenty years in the schools of Gillespie, two years as principal, and for the past six years has been principal of the Gillespie High School, in which incumbency she has met with commendable success. Her special study has been ancient and modern history, in which she excels.

Mr. A. C. Stice, superintendent of schools, paid the following tribute of praise to Miss Burke: "As a teacher she is exceptionally thorough, exact and conscientious, and an excellent disciplinarian, ever ready for an emergency, and she has proved to be one who can be relied upon. She has always taken a very decided stand for the best interests of the school, even when it resulted in the sacrifice of her own interests."

Miss Burke is a member of the county educational organizations, has been president and secretary of local organizations and is most estimably known in educational circles.



ROSANNA A. BURKE.

Theodore C. Burgess

MR. BURGESS, head of Bradley Polytechnic Institute at Peoria, Illinois, has been identified with the educational world for over a quarter century,



THEODORE C. BURGESS.

and, during that time, has held some most important scholastic positions. He is a specialist in the Greek language and literature, is also skilled in administration work, and it is in the latter branch that his time is mainly occupied at Bradley Institute. As a writer he is an author of "Epicletic Literature," a valuable volume, and "Elementary Greek," a first-year book in Greek, and he has also written numerous magazine articles.

Mr. Burgess was born April 27, 1859, in Little Valley, New York, son of Chalon Burgess, native of Silver Creek, New York, who died there in 1901, and Emma (Johnston) Burgess, native of Ovid, New York, who died in Eugene, Oregon, in 1908. He was educated in elementary schools, the high school at Panama, New York; State Normal School at Fredonia, New York, from which he graduated in 1879; Hamilton College, Clinton, New York; graduating therefrom in 1883 as a Bachelor of Arts, and in 1886 received the degree of Master of Arts, and from 1896 to 1898 was a graduate student in the University of Chicago, from which he received the degree of Doctor of Philosophy. His first official position was that of head of the Department of Ancient Languages in the State Normal School at Fredonia, in which capacity he continued for thirteen years, and since 1897 he has been head of a similar department in Bradley Polytechnic Institute. Since 1904 Mr. Burgess has also held the office of Director, a position in which he has supervision of forty-one instructors and ten hundred and sixteen pupils.

Mr. Burgess holds membership in the National Education Association, the Illinois State Teachers' Association, Central Illinois Teachers' Association, is secretary-treasurer of the Classical Association of the Middle West and South, a member of the National Association for Industrial Education, the Illinois Manual Training Association, American Philological Association, the Creve Coeur Club of Peoria, the Quadrangle Club of Chicago and the Presbyterian Church. In 1887 he was married to Miss Laura May Briggs and they have one child—Helena Burgess.

Edwin Irving Belote

THE public schools of Illinois have been advanced to a high state of excellence and are a source of pride to its citizens. The schools of Alton are no exception to the rule. Those of Upper Alton, which was annexed to Alton in 1911, were, under the superintendency of Edwin Irving Belote, managed with such good judgment that the best of results were attained. Annexation to Alton removed the superintendency, but on concluding his term of that office Mr. Belote was engaged by the Board of Education of Edwardsville, Illinois, to act as principal of the high school in that city, and entered upon his duties in the fall of 1911.

Mr. Belote was born in Greenfield Mills, Indiana, September 20, 1883, son of J. J. and E. C. Belote, natives of Indiana, and both living. He was educated in the rural schools of Michigan, grades one to four; the rural and city graded schools of Indiana, grades four to eight; the Fremont, Indiana, high school, from which he graduated in 1901; the Elkhart, Indiana, high school, with graduation in 1905; and he took the course in the civil engineering schools of the University of Michigan. Since then he has been pursuing a collegiate course of study in the Lincoln-Jefferson University. Mr. Belote is an accomplished coach in high-school athletic work and has had excellent success in this capacity. In 1909 he became principal of the high school at Upper Alton; in 1910 was made superintendent of the schools there and had under his supervision four schools, twenty-two teachers and 725 pupils.

Mr. Belote is an accomplished musician, being a fine tenor soloist and a skilled performer on the slide trombone. He is leader of a male quartette. On July 21, 1909, he was married to Miss Leo B. Orr, of Laporte, Indiana, a lady who has won distinction in elocution work, both as reader and teacher. Their residence is at Edwardsville, Illinois.



EDWIN IRVING BELOTE.

George C. Butler

SUPERINTENDENT OF SCHOOLS at Downer's Grove, Illinois, has been engaged in schoolwork for twenty years, and has built up a most creditable reputation for his mastery of all the details of his profession and the skilled application thereof. He was born in Grayville, this State, in 1869, his father, D. O. Butler, being a native of Edwards County, Illinois, while his mother, Anna Butler, who deceased at Grayville, Illinois, in 1888, was born in England. The excellent education he possesses was secured in rural schools, the Grayville High School, Albion Normal School, Dixon Normal and the Indiana University. He has made special studies of domestic science and manual training, and has done much to improve and advance these branches of education in the schools of Dupage County.

Mr. Butler first taught in country schools for three years in Edwards County, Illinois; then for eight years in the city schools of Grayville, was for three years superintendent at Neponset, Illinois, and for four years was superintendent of the schools at Naperville, Illinois. He is now filling his second year as superintendent of schools at Downer's Grove, Illinois, and under his management are two schools, a staff of twenty assistant teachers and a heavy enrolment of pupils.

Mr. Butler is a member of the Illinois State Teachers' Association, the Northern Illinois Teachers' Association, the Masonic Order, Knights of Pythias, Modern Woodmen of America, Eastern Star, and the M. E. Church, and is now serving his fourth year as president of the Dupage County Teachers' Association.

In 1894 he was married to Miss Isabelle Coles and they have a family of three children, Miriam, Malvin and Max.



GEORGE C. BUTLER.

O. C. Bailey

IN the development and upbuilding of the educational resources and excellence of the schools of Illinois, most valuable services have been rendered by Mr. O. C. Bailey, who has been a member of the pedagogical profession for the past quarter century.

Mr. Bailey was born in Belleville, Indiana, son of M. R. Bailey, native of Kentucky, who is still living, and Rachel E. (Lineberry) Bailey, native of North Carolina, who deceased in February, 1905. He attended, in turn, the West Union, Monrovia high school and the Normal College, all in Indiana; also taking a course in the Illinois State Normal University; attended Westfield College, from which he was graduated with the degree of Bachelor of Arts. As teacher he was principal of the schools at Jewett, Illinois, one year; principal at Trilla, Illinois, three years; principal at Ashmore, Illinois, eight years; principal at Windsor, Illinois, one year; superintendent at Milford, Illinois, three years; superintendent at Newman, Illinois, two years, principal of Township High School, Newman, Illinois, two years; is now principal at Lovington Township High School, which is a departmental high school, with a faculty of eight teachers.

Mr. Bailey is a writer of ability, and has contributed to literature, "Outlines for Study of 'The Princess,'" "Miles Standish" and "Webster's Reply to Hayne," "Arithmetic for Institutes," and is a regular contributor to a number of educational magazines. He is a member of the National Education Association, Illinois State Teachers' Association, Illinois State Teachers' Reading Circle, Central Illinois Teachers' Association, Eastern Illinois Teachers' Association, the Masonic Order, Odd Fellows, Modern Woodmen of America and the Presbyterian Church. In 1890 Miss Anna W. Estes became his wife, and they have three children — Roscoe E., Edna V. and Robert Bailey.



O. C. BAILEY.



JOHN MORTON BREWER.

John Morton Brewer

MR. BREWER is a native of Illinois, having been born on a farm near Charleston, Coles County, July 20, 1872. His father and mother, Andrew T. and Rhoda Jane Brewer, both natives of Indiana, are still living.

He was educated in the elementary schools of this State. He was graduated from the Toledo (Ill.) high school, the Dixon (Ill.) Normal School and Austin College. He has spent some time in study in other institutions of learning and has held a state certificate.

He first taught in the country schools of Cumberland County, beginning in 1891. He also taught in Moultrie County. Later he taught in the grammar grades of Greenup and Lovington city schools. The six years following he was city superintendent of schools, at Lebanon, Illinois. Here he gained for himself a fine reputation as an organizer and first-rate educator. The city of Chester, in making a change of superintendents, invited Mr. Brewer to become its superintendent of schools. This is his second year in charge of the Chester schools.

Mr. Brewer has been very successful in Chester in organizing the community and securing its cooperation in building up the school.

The last two summers he has spent in summer normals and county institutes, teaching.

Mr. Brewer is a member of the Illinois State Teachers' Association, the Southern Illinois Teachers' Association, and is president of the Randolph County Teachers' Association and a member of the Odd Fellows and the Methodist Episcopal Church.

On August 23, 1896, he was married to Miss Mae P. Head, a teacher. They have three children, Lester Paul, Lyman Andrew and Leland Britton.

Ella Beseman

IN the public-school service woman has long held a prominent place—in fact, over two-thirds of our public-school instructors are women, and right nobly have they met all demands made upon them. More to their unselfish efforts and devotion to duty than to any other agency is due the present excellence of our school system.

Among the women who have won distinction along pedagogical lines in Illinois is Ella Beseman, now principal of the Lee School, Peoria, Illinois. Miss Beseman comes of good old German stock. She was born in Dresden. Her father, George August Beseman, was a native of Göttingen, Germany, and died in Peoria, Illinois. Her grandfather was a graduate of the University of Göttingen, and for years was a valued member of the faculty of that institution. Her mother, Augusta (Metzger) Beseman, a native of Saxony, Germany, is still living. The excellent education she possesses was obtained through studies in the common and high schools of Peoria and the University of Chicago. Since beginning professional work she has taught in the Douglas School, the Webster School and the Lee School. As principal of the latter she has supervision over fourteen teachers and about four hundred pupils, and under her discreet management of affairs most substantial results have been effected.

Miss Beseman is a member of the Illinois State Teachers' Association, Central Illinois Teachers' Association, Peoria Women's Club, Women Teachers' Club of Peoria, the Y. W. C. A., the Schoolmistresses' Club of Illinois and the Second Presbyterian Church. In 1906 she was president of the Women Teachers' Club of Peoria, and in 1907 of the Schoolmistresses' Club. Her excellent standing in educational circles is thoroughly established.



ELLA BESEMAN.

Charles Henry Brittin

THE splendid status upon which the public-school system, as carried out in Illinois, rests, is a magnificent tribute to the conscientious and efficient efforts of the educators in control of that system. To become a successful teacher, one must embody the highest intellectual and moral traits and qualities, together with a magnetism and honest aggressiveness that will make one's influence felt and appreciated.

Charles Henry Brittin, principal of schools at Kirkwood, Illinois, is adapted by nature for the teachers' calling, and this natural aptitude has been further enhanced in strength and practical value by the thorough course of training that has been undergone by him and the vast store of knowledge he has accumulated.

Mr. Brittin was born in Cantrall, Illinois, October 28, 1881, son of John and Mellissa (Canterbury) Brittin, both natives of this State, and both now living. He was educated in the rural schools near Rochester, Illinois; Athens, Illinois, and Cantrall, Illinois; the Cantrall high school, from which he graduated in 1898, and the State Normal School, at Normal, Illinois, graduating from the latter in 1907. In November and December of the latter year he was absent from school on account of filling a vacancy in the science department of the high school at Terre Haute, Indiana. After graduating, he was principal at Maquon for two years, and in 1909 went thence to become principal at Kirkwood, where he has charge of six rooms, seven teachers and about two hundred and fifty pupils.

He is a member of the Illinois State Teachers' Association (of which he was vice-president of the village principals' section from 1908 to 1911), the Masonic Order and the Christian Church. In October, 1910, he was married to Miss Gertrude Hill, of Champaign, Illinois. Mr. Brittin has read many instructive papers before the village principals' section of the State Teachers' Association and county institutes, and his success thus far presages for him a most promising future in the educational world.



CHARLES HENRY BRITTIN.

Christopher J. Byrne

SUPERINTENDENT OF SCHOOLS at Ottawa, Illinois, has been engaged in the pedagogical service for over a quarter of a century and has eminently demonstrated his fitness for the profession which he adorns. He was born January 22, 1861, at Ottawa, Illinois, son of Christopher and Eliza Byrne, both natives of Ireland, the latter still living, while the former deceased at Marsilles, Illinois, in 1900. Mr. Byrne is a graduate of the Ottawa Township High School, and has also performed special work with Bryant & Stratton's Business College, Morgan Park Academy, the De Kalb Normal School, and the University of Chicago. He is a graduate of the Ottawa Township High School. His professional record follows: In Illinois country schools, 1882-1885; principal at Oglesby, Illinois, 1885-1889; principal at Seneca, Illinois, 1889-1897; principal of Shabbona school, Ottawa, Illinois, 1897-1903; supervising principal of Lincoln school, Ottawa, Illinois, 1903-1905; superintendent of schools at Ottawa from 1905 to date. In the latter position he has supervision of five schools, forty-two teachers, and over eighteen hundred pupils.

Mr. Byrne is a member of the National Education Association, Illinois State Teachers' Association, the Northern Illinois Teachers' Association, La Salle County Teachers' Association, Modern Woodmen of America, Occidental Lodge, No. 50, A. F. & A. M., Shabbona Chapter, No. 37, R. A. M., and Ottawa Commandery, No. 10.

On April 16, 1890, he was married to Miss Grace Hunt, and they have a family of four children—Grace E., Harold H., Theron J., and Palmer C. Byrne.



CHRISTOPHER J. BYRNE.

Thomas Milton Birney

SUPERINTENDENT OF SCHOOLS at Macomb, Illinois, has been engaged in the public school service for over sixteen years and is well known in the educational world and to the public as an educator of advanced ideas and marked executive ability. He was born in Leroy, Illinois, son of John and Mary Jane Birney; the former deceased in Leroy, June, 1876, the latter survives and resides at Normal, Illinois.

Mr. Birney's education is a most thorough one, and was secured through studies in the Empire district school; the elementary and high schools of Normal, Illinois; the Illinois Wesleyan Academy, Bloomington, Illinois; University of Chicago; Bloomington Commercial College; Illinois State Normal University, Normal, Illinois, and the University of Illinois. He is a graduate of the last three named institutions, holding the A.B. degree and post-graduate credits at Illinois. He first taught for two years in a district school, near Lexington, Illinois; was principal of the high school at Normal five years; three years principal of the high school at Kewanee, Illinois, and has been a superintendent of schools for eight years. Under his leadership at Macomb are four schools and thirty teachers, and the most approved methods are in vogue.

Mr. Birney is an ex-member of the Central Illinois and Northern Illinois Teachers' Associations, and an active member in the National Education Association, the Illinois State Teachers' Association, Illinois State Teachers' Reading Circle, the Military Tract Teachers' Association and the City Superintendents' Association of Illinois. He was president of the high school section of the Illinois State Teachers' Association, was on the Executive Committee of the same organization, and is a member of the Masonic Order. On June 17, 1905, he was married to Miss Olive Gertrude Thomas, and they are attendants of the Methodist Episcopal Church. To them was born a son, named Robert Milton Birney.



THOMAS MILTON BIRNEY.

Hugh Alvin Bone

THIS gentleman is an educator of excellent repute, a scholar of admirable accomplishment, and thoroughly advanced in his ideas and methods. He was born on a farm near Bethany, Illinois, June 4, 1873, and his parents, John E. and Mary Bone, both living, are also natives of this State. He, early, was a pupil in the district school of his birthplace, prepared for college at Bethany high school and University of Illinois Preparatory School, and later pursued his studies in Oberlin College and the University of Chicago. As instructor, he has taught in rural schools of Moultrie County, Illinois; principal of the North Side School, Sullivan, Illinois; principal of the high school at Sullivan; superintendent of schools, Sullivan; superintendent of schools at Sycamore, Illinois, for five years. In the summer of 1909 he was asked by the school boards of East Batavia schools and West Batavia schools to take charge of both districts, where he had under his supervision two high schools, four graded schools with thirty teachers and one thousand pupils. In addition to his work in the public schools, Mr. Bone has taught history and civics during the summer term at the Illinois State Normal University and delivered courses of lectures before county institutes upon "The European Background of American History," "Slavery in the United States" and "Geographical Influences in American History," and before Parents' Associations and Literary Clubs upon various educational and social topics.

Mr. Bone is a member of the National Education Association, Illinois State Teachers' Association, Northern Illinois Teachers' Association, Northern Illinois Superintendents' and Principals' Association, serving on the "Committee of Seven" of the last-named body. He is a Mason, a member of the Royal Arcanum and Modern Woodmen of America, and worships in the Congregational Church. In 1893 he was married to Miss Florence Crowder, and they now have a family of four children: Horace Orlando, Maurice Oberlin, Maurine and Hugh Alvin Bone, Jr.



HUGH ALVIN BONE.

Charles Alonzo Cook

MR. COOK is a type of the best citizenship of the Wolverine State, and was born in Tecumseh, July 20, 1846. His father, John B. Cook, was a native of the State of New York, as was his mother, Mary M. Robe, the latter having been born in Lenox, in Madison County.

The young man received his primary education in the district schools of Lenawee County, in both Medina and Raisin, and afterward attended the high school at Tecumseh, and later the University of Michigan, from which latter institution he was graduated with the class of 1871, as Master of Arts in 1890—*Nunc pro tunc*. He afterward entered and was graduated from the Harvey Medical College, of Chicago, with the degree of Doctor of Medicine, in 1890.

He first taught in District School No. 3, in Tecumseh, Lenawee County, Michigan, five months; next was superintendent of Schools at Quincy, Branch County, Michigan, for two years; then was superintendent of schools at Leslie, Ingham County, Michigan, eight years; thence went to Dexter, Michigan, for four years, as superintendent, and was for eight years principal of Jefferson Township High School of Illinois. Following this position, he was for nineteen years principal of the Jefferson High School, of Chicago, and since then he has officiated as principal of the Linne Elementary School, of Chicago.

He is a member of the National Education Association and the Illinois State Teachers' Association, and is a Mason and an Odd Fellow. He is a communicant of the Congregational Church.

August 2, 1870, he married Frances Irene Magoon, who has borne him six children—Mary Jane, William Wallace, Lillian Hortense, Eva Irene and Olive Rose, now living; and Kate Isabel, deceased. His father died in Medina, Lenawee County, January 1, 1857; and his mother in Unionville, Tuscola County, in the same State, February 14, 1892.



CHARLES ALONZO COOK.

Heywood Coffield

THE efficient Superintendent of Schools at Edwardsville, Illinois, is a public educator of extensive experience, having been actively engaged in this profession for upward of twenty-five years, and he is widely and most favorably known to his colleagues and the public. He was born January 10, 1863, at Arenzville, Illinois, son of Alfred H. Coffield, native of North Carolina, and Esther B. (Wagle) Coffield, native of Illinois, recently deceased. His education—a most thorough one—was secured in the district schools near his birthplace; the high school at Humboldt, Nebraska; Normal School, Nebraska; Chaddock College, Quincy, from which he received the degree of Ph.B., and from various correspondence schools of recognized standing; he also has an Illinois State Life Certificate—mathematics as major work—issued in 1897. He first taught in a Nebraska district school four years; then was principal of the Virden School, Virden, Nebraska, two years; five years Principal of the Arenzville, Illinois, schools; six years Superintendent at Girard, Illinois; one year Superintendent at Upper Alton, Illinois, and for the past four years he has been Superintendent of the Edwardsville, Illinois, schools, where he is assisted by thirty teachers and has over twelve hundred pupils.

Mr. Coffield is a member of the Illinois State Teachers' Association, the Illinois State Teachers' Reading Circle Odd Fellows, the Masonic Order and the Methodist Church. He has given many valuable educational contributions to newspapers and magazines, and especially to school journals. He has also done much work as instructor and manager of summer schools and as instructor in county Normals, both in Nebraska and Illinois.

In 1884 Mr. Coffield was married to Miss Phoebe E. Brandow, and they have one son, Alvin Ray B. Coffield, now a young man in the junior class high school.



HEYWOOD COFFIELD.

Henry Clay Cox

ACKNOWLEDGEDLY the greatest factor in hastening the world's progress on to the dreamed-of millennium is education. The American public school system, recognized as the best and most effective among all the countries of the world, has been the main bulwark upon which our national greatness has been achieved. Enlisted in the ranks of school teachers and public instructors are many of our brightest, most intellectual men and women citizens. The exactions of the teachers' vocation are such that only those thoroughly equipped and qualified can meet them.

A gentleman in this field of labor whose career has been an uninterrupted success is Henry Clay Cox, Superintendent of District No. 6, of the Chicago schools. Mr. Cox was born February 28, 1845, in Richmond County, Virginia, of good old stock, his father being Carlos Cox, who deceased in Kansas in May, 1872, and his mother, Maria Louisa (McCarty) Cox, who deceased in Kansas in 1909, at the advanced age of ninety-four years. He was educated in the public schools of Fayette, Illinois, the Illinois State Normal University, Knox College and Abingdon College, receiving from the latter, in 1873, the degree of Master of Arts. Mr. Cox began his pedagogical career as county superintendent of schools in Wapello County, Iowa, and was then, successively, superintendent of schools at Winterset, Iowa, Farmington, Illinois, Pontiac, Illinois; principal of the Pickard, Frobel, Garfield and Farragut schools, Chicago, and is now Superintendent of District No. 6.

Mr. Cox is a member of the National Education Association, the Illinois State Teachers' Association and Northern Illinois Teachers' Association, the Illinois State Teachers' Reading Circle, the Presbyterian Church, and is ex-president of the Board of Trustees of the village of Brookfield, Illinois. Among the many noteworthy of his contributions to educational literature are "Lessons in Algebra" and "Brevities." He married, March 16, 1867, Miss Lora A. Worcester, and they have two children, Mary L. and Ruth D.



HENRY CLAY COX.

Taylor C. Clendenen

IN the development and upbuilding of the vast educational system of the United States, Illinois has long taken an important part, and her schools are not surpassed anywhere. Among our experienced, prominent educators is the gentleman above named, the well-known superintendent of the Cairo city schools, in Alexander County, Illinois.

Mr. Clendenen was born February 13, 1855, near the old capitol city of Ohio, Chillicothe. His parents, Sylvester and Bathsheba (Jones) Clendenen, natives of Ohio, are still living at good old ages on the farm, near Mount Pulaski, Logan County, Illinois. He was educated in the public schools of Sangamon County, Illinois, and the University of Illinois. Since actively beginning his professional career, he has taught in the following schools: two rural schools in Champaign County, Illinois; Newman, Douglas County; Bement, Piatt County, Illinois; Arcola, Douglas County, and Cairo, Alexander County, Illinois, having been in the latter city twenty years. He officiates as city superintendent of the Cairo city schools, where he has under his supervision eleven schools, fifty teachers and 2,600 pupils. Mr. Clendenen was elected superintendent of the Cairo schools, July, 1886. He has served in that capacity continuously since, completing his twenty-fifth year July 1, 1911.

Mr. Clendenen is a member of the National Education Association; he has served as president and executive member of the Southern Illinois Teachers' Association; he was president of the State Teachers' Association in 1902-3, having previously served as an executive member for several years. He is affiliated with the Masonic bodies, Knights of Pythias, Elks, and the Alexander Club, of Cairo, Illinois. He has written many valuable editorials for the *School News* and other educational papers. In September, 1879, he was married to Miss Mary R. McKinney, of Camargo, Illinois, and they have four children, Lois Grace, Paul McKinney, Mary Laura and Mirian Kathrine.



TAYLOR C. CLENDENEN.

Samuel J. Curlee

SUPERINTENDENT OF SCHOOLS at Collinsville, Illinois, has been actively engaged in public-school work for some twenty years. He was born in Tamaroa, Illinois, in 1866, son of Zebedee P., and Mary A. Curlee, both natives of Illinois, the former of whom deceased at St. Francis, Arkansas, February 26, 1896, the latter at Tamaroa, February 16, 1888. He attended country schools up to his sixteenth year, and then followed a one-year course in the McKendree College, two years in the Southern Illinois Normal, and two years' correspondence work in the Chicago Seminary of Sciences, from which he graduated in 1902 as B.S. In 1903 he was granted an Illinois State license. Mr. Curlee's professional experience covers three years in two rural districts; two years as principal at Du Bois, Washington county, Illinois; four years principal at Tamaroa, Perry County, Illinois; three years superintendent at Odin, Marion County, Illinois; and for the past three years he has been superintendent at Collinsville.

Mr. Curlee is a member of the Illinois State Teachers' Association, the Illinois State Teachers' Reading Circle, Northern Illinois Teachers' Association, Knights of Pythias, Odd Fellows, Modern Woodmen, Court of Honor and the Methodist Episcopal Church.

He was married May 1, 1888, to Miss Louis B. Carson, of Ashley, Illinois, and their family comprises a son and daughter, Lillian and Raymond.

Mr. Curlee has performed excellent institute work, and has won honors in connection with the County Teachers' Association and the Southern Illinois Teachers' Association. He served four years as president of the Vandalia District Epworth League, six years as president of the State Epworth League Cabinet, two years as corresponding secretary, four years as treasurer, and he now is president of the Lebanon District, Southern Illinois Conference of the Epworth League.



SAMUEL J. CURLEE.

Elbert Adrian Collins

AMONG the well-known and prominent educators of Illinois is the above named, who is most favorably known to his colleagues and the public. He possesses an excellent education, is largely self-educated, and has had a most valuable experience in the educational world.

Mr. Collins was born August 15, 1879, in New Rumley, Ohio, son of Elbert James Collins, a native of Ohio and now pastor of the Congregational Church at La Moille, Illinois, and Ella (Bowman) Collins, a native of Iowa, and now residing with her husband in La Moille. He was educated in the common schools of Ohio, Kansas and Illinois, the high school at Chillicothe, Illinois, from which he graduated in 1897, the Illinois College, from which he received the degree of A.B. in 1901, and he has also performed advanced work in the University of Illinois. He began public work as teacher in the high school at Chillicothe, Illinois (1901-2); was principal of the schools at Wyand, Illinois, from 1902 to 1905; principal at Seneca, Illinois, 1905-6, and since then has been superintendent at Marseilles, Illinois, where he has a staff of eighteen teachers and about seven hundred pupils. This position he is filling to the eminent satisfaction of all interested.

Mr. Collins is president of the high school section of the La Salle County Teachers' Association, has been superintendent of a Congregational Sunday-school five years (one hundred and seventy-five members), is president of the Marseilles Choral Society (seventy members), is a member of the Illinois Superintendents' and Principals' Association and the Congregational Church. He is a fluent speaker, and has made many addresses at banquets and religious and educational gatherings. On January 12, 1905, he was married to Miss Hilma A. Anderburg, who was also an accomplished teacher, and they have two children, Maud Mariella and Elbert Bowman Collins.



ELBERT ADRIAN COLLINS.



FRANCIS EVERETT CRAWFORD.

Francis Everett Crawford

MR. CRAWFORD, one of the most successful public educators of this State, is a typical representative of the "self-made man," and has well earned the promotions that have been accorded him. He was born March 23, 1869, near Brownstown, Fayette County, Illinois, son of Martin V. and Elizabeth J. (Bolt) Crawford, natives, respectively, of Ohio and Illinois. The former died in 1905, the latter in 1893.

Mr. Crawford attended country schools up to the time he became a teacher, working on a farm in summer time. Through correspondence work and intense private study and private instruction he mastered the majority of high-school subjects, and he also took a course in the Normal School, at Charleston, Illinois. Beginning April 1, 1886, he taught for six years in rural schools; from 1892 to 1894 was principal of schools at Ramsey, Illinois; from 1895 to 1901 was a teacher in the grammar department of the schools at Vandalia, Illinois, serving there for two years as assistant principal; from 1901 to 1909 was superintendent of schools at St. Elmo, Illinois, and in 1909 became superintendent of schools at Casey, Illinois. In 1910 he was reelected to this position with an increase in salary of \$17.50 per month, but resigned to run as candidate for the position of county superintendent of schools of Fayette County, and was elected thereto with a handsome majority. He has under his supervision 144 schools, 200 teachers and 9,584 pupils.

Mr. Crawford is a member of the Illinois State Teachers' Association, the Southern Illinois Teachers' Association, Order of Odd Fellows, Modern Woodmen of America and the Christian Church. On October 1, 1890, he was married to Miss Sarah A. Pilcher, and they have had two children, of whom one, Cecil C. Crawford, is now living.

Florence Jane Clark

MISS CLARK was born in DeKalb, DeKalb County, Illinois, September 7, 1862, her father, George Clark, having been a native of Vermont, and her mother, Sarah Jane Clark, a native of Illinois. Her father died at the old home in DeKalb, February 5, 1908, and her mother is still living.

Miss Clark's primary education was obtained at the Coltonville country school, and afterward she attended the DeKalb and Sycamore high schools, when she entered the Illinois State Normal School at Normal, from which she was graduated in 1892.

She began her teaching in country schools, serving four terms, after which she began work in the DeKalb schools, where she continued for about twenty years. Previous to 1892 she was grade teacher, and since 1899 she has done supervisory work, four years as critic in DeKalb and one year and a half as primary critic in Rochester, New York. She was principal of the North school in DeKalb, and at present is principal of the Ellwood school of that city, with twelve teachers and about four hundred and eighty children under her supervision.

Miss Clark has been a member of the National Education Association and of the Illinois State Teachers' Association. She is a member of the Methodist Church and belongs to the Daughters of the American Revolution and the Eastern Star.



FLORENCE JANE CLARK.

Amos D. Curran

SUPERINTENDENT OF SCHOOLS of Kendall County for twenty-two years, is one of the veteran pedagogues of this State. In 1914, which ends his present term of office, that year will make a quarter century of services as County Superintendent.

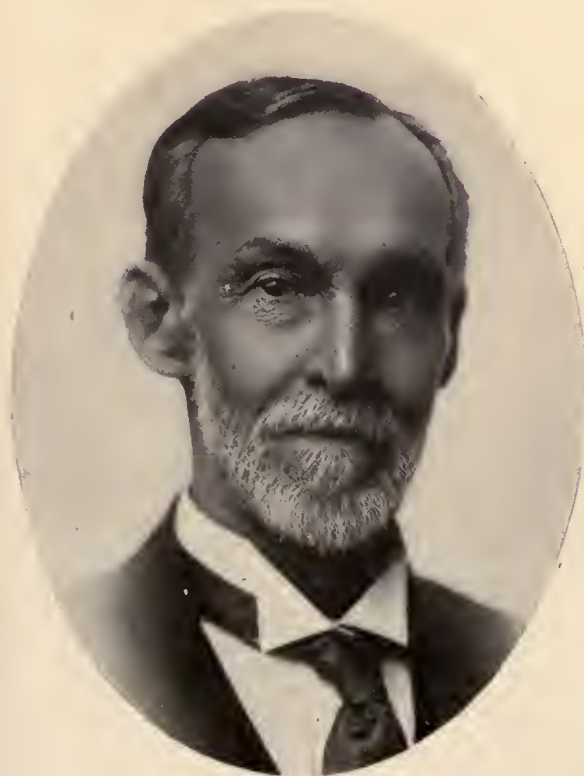
Mr. Curran was born in Williamstown, New York,

August 25, 1836. His father, Henry Curran, was the son of Scotch-Irish parents, while his mother, Sarah (Davis) Curran, came from a Vermont family of revolutionary stock. Both are deceased; the former died in 1859 at the age of one hundred years, the latter in 1867, aged seventy-three.

Mr. Curran's fine education was secured in country schools, Falley Seminary, New York; Oneida Conference Seminary, New York; Wheaton College, Illinois, and through intense private study. He first taught in a log schoolhouse in Kane County, Illinois, in 1856. The next year in a new frame schoolhouse, following which he taught in the village school of Blackberry (now Elburn). In 1859 he taught in the "Antioch School," near Palmyra, Missouri. From 1860 to 1862 he had charge of a school at Bristol, Illinois. He enlisted August 12, 1862, in the Eighty-ninth Illinois Volunteer Infantry; served until the end of the war; was promoted sergeant after the battle of Stone River, December 31, 1862, and was severely wounded in the battle of Pickett's Mills, Georgia, May 27, 1864. Returning to educational work, he was elected principal of the school at Bristol for three years and then entered mercantile business, in which, later on, having moved to Chicago, he lost all he possessed in the fire of 1871. Returning to Bristol, he was principal there for ten years, and in 1889 was elected County Superintendent of Schools.

Mr. Curran is a member of the National Education Association, Illinois State Teachers' Association, Illinois State Historical Society, Illinois State Audubon Society, Grand Army of the Republic, the National Civic Federation, Standing Committee on State Course of Study, and the Methodist Episcopal Church.

In 1866 Mr. Curran was married to Miss Henrietta W. Edwards, daughter of Judge A. H. Edwards, of Sheboygan, Wisconsin, and they have a very fine family of five sons and two daughters, viz.: Charles At Lee, Lola Edna (Mrs. D. R. Sterling), Harry Edwards, Paul Clayton, Mabel Elizabeth (Mrs. Oliver McDowell), John Franklin and Amos Clarence.



AMOS D. CURRAN.

M. G. Clark

SUPERINTENDENT OF SCHOOLS, at Streator, Illinois, is well known as a scholar of high attainments and an educator of extended experience and thorough ability.

M. G. Clark was born in Belleville, New York, in 1869, son of Milo R. Clark, native of Belleville, New York, who deceased at that place in 1903, and Lamina A. (Truesdell) Clark, native of Woodville, New York, who is still living. He was educated in the Union Academy (academic and seminary); at the Oswego (N. Y.) State Normal School; Greenville College and Greer College, graduating from the latter with the degree of Master of Arts. Before going to his present field of labor he was an instructor in Greenville College and Greer College, Superintendent of Schools at Greenville, Illinois, and Princeton, Illinois, and in his present position has supervision of ten schools, sixty-five teachers and 2,400 pupils.

Mr. Clark is a member of the National Education Association, the Illinois State Teachers' Association, of which he is one of the Executive Committee for three years; the Northern Illinois Teachers' Association, of which he was president in 1909, and the Committee of Seven upon "Scientific Basis for Course of Study," and is affiliated with the Masonic fraternity and an adherent of the Presbyterian Church. In 1891 he was married to Miss Mary E. Miller, and they have three children—Harry M., Wilson T. and Melvin R. Clark.



M. G. CLARK.

A. O. Coddington

MR. CODDINGTON, who is one of Chicago's most prominent educators, has been connected with schoolwork for about thirty years. He was born April 8, 1857, in Linton, Indiana, his father being Isaiah Coddington, a native of New Jersey, who



A. O. CODDINGTON.

died in July, 1901, while his mother, Elizabeth (Osborn) Coddington, a native of Indiana, died in December, 1905, both deaths occurring in Chicago. He was educated in the public schools of Indiana and Wisconsin and the high school at Menominee, Wisconsin, and then, deciding to secure a college education, started off with \$100 to take a four years' course. He was attracted to the University of Illinois, then known as the Illinois Industrial University, by opportunity for work offered there. He worked in the shops at typesetting to pay his way through college, and completed the course in regulation time, graduating with the degree of Bachelor of Literature in 1881. Two years later he took the Master's degree.

Mr. Coddington taught for two winter terms in country schools in Wisconsin; next for a year in a seminary at Kansas City, Kansas; one year in a school at Elmhurst, Illinois; one year at Barrington, Illinois; three years at Cummings (Irondale), Cook County, Illinois; two years as principal of the Sheldon school, Chicago; nine years principal of the Knickerbocker school, Chicago; four years principal of the Goudy school; one and a half years as principal of the Talcott school, and when the Gracme Stewart school, acknowledged one of the finest schools in Chicago, was completed, he was placed at its head.

In 1905 Mr. Coddington took leave of absence and went to Europe for study and travel. While there he attended the Leipsic University for one term, taking lectures in pedagogy under Volkelt, sociology under Bucher and psychology under Wundt.

Mr. Coddington is a member of the National Education Association, the Illinois State Teachers' Association, Chicago Principals' Club, Philosophical Round Table, Marquette Club, the Masonic Order and the Methodist Church. In 1895 he was married to Miss Helen Erskine, of Racine, Wisconsin, and they have two children—Donald C. and Mildred.

Michael J. Cunningham

FOR more than twenty years the above named gentleman has been actively identified with public-school work in this State, and his ability and valuable services have gained well-merited recognition.

Mr. Cunningham was born in Manhattan, Illinois, April 11, 1864, son of James and Bridget Cunningham, both natives of Ireland, and both deceased, the former having died March 27, 1874, in New Lenox, Illinois, the latter in Manhattan, Illinois, April 22, 1893. He was educated in the public schools and in the Valparaiso University and took a teachers' course, graduating with honors in 1883. He first taught at Essex, Illinois, for one winter; then at Spencer, Illinois, for three years; was at New Lenox, Illinois, five years; at Manhattan, Illinois, three years; at Mokina, Illinois, ten years, and for the past two years has been stationed at Joliet, Illinois, as principal, and he has under his supervision eight teachers and about three hundred pupils.

Mr. Cunningham is a member of the Northern Illinois Teachers' Association and the Catholic Church. On April 5, 1893, he was married to Miss Margaret Boylan, and they have four children, Mary, Leo, Loretti and Catherine.

Daniel Ross Cameron

IN the reorganization of the Chicago Board of Education following the election of Mayor Busse in 1907, no appointment gave more general satisfaction than that of Daniel Ross Cameron, who for twenty-two years had been closely and influentially identified with the public system of education, both of the city and the country.

Mr. Cameron is of ancient Scotch ancestry, but was born in Summerstown, Ontario, Canada, on August 19, 1836, his parents, who were also natives of the Do-



MICHAEL J. CUNNINGHAM.

minion, being Daniel and Isabella (Ross) Cameron. Among both the Ross and the Cameron families are numbered some of the greatest divines, scientists, educators and statesmen of America and Great Britain. In 1848 the parents removed with their family to Fort Covington, Franklin county, New York, where they spent the remainder of their long and honorable lives.

Daniel R. Cameron was educated in the schools of Williamstown, Ontario, until he was sixteen years of age, when he returned to Fort Covington and there taught school for a year; then entered a mercantile life, leaving Fort Covington for Chicago in 1863. Here his first business connection was with the Chicago & North Western Railway, and then with Culver, Page & Hoyne, stationers, where he remained as a salesman until 1870. The firm of Cameron, Amberg & Co., stationers, was then formed, which has since continued to grow and prosper, although early in its history it was devastated by fire and again in 1878. Cameron, Amberg & Co., Chicago, then reestablished themselves at Nos. 71-3 Lake street, where they have since remained.

Mr. Cameron has long been interested in the cause of public education, and proved its useful friend in many ways before receiving official recognition from the county and city authorities. He was for six years a member of the Cook County Board of Education, and his longer service on the city board commenced in 1890, under appointment by Mayor Cregier. Since then he has served almost continuously on the Chicago Board of Education, having been twice its president, chairman of the high school for many years, vice-president, chairman of school management, and a member of every committee of importance within the organization. At present he has membership in the Chicago Athletic Association and the St. Andrew's Society, of the latter having twice served as president. He stands very high in the social circles and associations of the Scottish elements of the city and is one of Chicago's most prominent business men and useful public characters.



DANIEL ROSS CAMERON.

Daniel Bernard Carroll

AS one of the most successful and popular of the younger public educators in this State, Mr. Carroll has earned distinction for his acumen, energy and the thoroughness of his methods. He utilizes the best of the old with the most approved modern pedagogical systems and he is most enthusiastic in all he undertakes. He is a native of Illinois, having been born May 23, 1886, at Hadley, son of Michael L. and Mary A. (McGary) Carroll, natives of Pittsfield, and both still living. He was educated in country schools in Pike County, Illinois; a school at Pittsfield, Illinois, and has also performed Normal University work. He taught for four years in country schools in Pike County; two years in the public schools at Perry, Illinois, one year as teacher in the grammar grade, one year in high school, and is now principal at Perry, where he has a staff of experienced teachers and an enrollment of 121 pupils.

Mr. Carroll is a member of the Ancient Order of Hibernians, the Western Catholic Union and the Roman Catholic Church, and is held in high regard in educational circles.

William Harvey Chamberlin

THE efficient and highly popular principal of the McCormick School, Chicago, has long been identified with public school work and is recognized as an accomplished, advanced educator. His special studies have been physical geography and nature study.

Born in a log house on a farm south of Londonville, Knox County, Ohio, the eldest son of Orson N. and Julia Ann (Woodruff) Chamberlin, natives respectively of Vermont and Ohio, Mr. Chamberlin spent his boyhood at Liberty Center, Ohio, to which place the family moved in the spring of 1854. Up to his eighteenth year he attended the district school, when in March, 1868, he went to Vermilion County, Illinois. He



DANIEL BERNARD CARROLL.

worked on a farm during the summer and taught his first school the following winter. In the spring of 1871 he entered the State Normal University at Normal, Illinois, by appointment from Vermilion County, from which institution he graduated in June, 1876. While working his way through the Normal school, he taught district schools in Illinois and Indiana, and served as principal at Catlin, Illinois, 1872-3 and at Millinme, 1874-5.

After graduation Mr. Chamberlin returned to Vermilion County, taking charge of the Ridge Farm public schools from 1876 to 1881 and the school at Rossville, Illinois, from 1881 to 1884. From 1884 to 1887 he was principal at Le Roy, Illinois, and was superintendent of schools at Pontiac from 1887 to 1890.

In the fall of 1890 Mr. Chamberlin went to Chicago as instructor in science at the South Division—later the Wendell Phillips High School, where he remained until the spring of 1906. During his fifteen years in the high school he did special work at the University of Chicago in biology, zoölogy, botany and physical geography. He also gave several lecture courses in nature study to many Chicago teachers.

From 1876 to 1896 he was conductor and instructor in many county institutes in Illinois and Iowa, most of his work being done in Vermilion, Piatt, Macoupin, McLean and Livingston counties, this State, with four successive summers in Adams County, Iowa.

In May, 1906, Mr. Chamberlin was elected principal of the Cyrus H. McCormick School, where he has supervision of thirty teachers and twelve hundred pupils.

Mr. Chamberlin is a member of the National Education Association, the Illinois State Teachers' Association, Chicago Principals' Club, Masonic Order, Odd Fellows, National Union, and the Methodist Episcopal Church. In 1874 he was married to Lizzie Hodges, of Catlin, Illinois, who died in 1876, and in 1882 he was united to Miss Viola Thompson, of Rossville, Illinois. They have one daughter, Minnie N. Chamberlin.



WILLIAM HARVEY CHAMBERLIN.

Floyd Alvin Chandler

MR. CHANDLER, at present school superintendent at Manteno, Illinois, has won distinction as a skilled educator, and has accomplished much in a comparatively brief period. Though he has occupied his present position but a short time—since September, 1910—he has wrought marvelous changes, securing two more teachers for the teaching body, placing \$200 worth of physics apparatus in a new laboratory, and placing the school on a sure footing for a four-year accredited course by strengthening the work, libraries, etc.

Mr. Chandler was born in 1885, in Tippecanoe, Harrison County, Ohio, son of J. A. and Martha E. (Pettay) Chandler, both natives of Ohio, the latter still living, while the former died June 6, 1909, near Tippecanoe. He first attended the district school at Friendly Ridge, Ohio; next, the normal school, and then took a course in Valparaiso University, graduating in 1909 from the Scientific Department and in 1910 from the Classic and Pedagogical Departments. He received the degrees of B.S., Pg.B. and A.B.

Mr. Chandler first taught for a year in the district school at Lower Crab Orchard, Freeport township, Ohio, next taught for two years in the school at Science Hill, Ohio, and then went to his present position, where he has five assistant teachers and an enrolment of 165 pupils. He is a member of the Illinois State Teachers' Reading Circle, the Modern Woodmen of America and the Methodist Church. On December 29, 1910, he was married to Miss Lucile Dunlap.



FLOYD ALVIN CHANDLER.

Flora J. Cooke

“**A** SPLENDID institution, worthy of all praise,” is the meed that must be accorded the Francis W. Parker School, of Chicago. It includes kindergarten, elementary and high-school ages. This school

has proved quite successful, and it has accomplished a vast deal of good for the “little people” of the rising generation, and its graduates have made excellent records in both the eastern and western colleges. Much of its success is due to the efficiency displayed in the government of its affairs by its principal, Flora J. Cooke, an educator of thorough experience and progressive ideas. Miss Cooke was born in Geauga County, Ohio, her father being Charles E. Cooke, an Erie railroad man, now deceased. Her early education was secured in Youngstown, Ohio, where she graduated from the Rayen high school in 1884. Then followed a course in the Cook County Normal (Illinois), under Col. Francis W. Parker, where, in 1891, she became a teacher, continuing there for nine years. During 1899-1900 she held the position of primary principal under Colonel Parker in the Chicago Institute and Normal School. In 1901 Miss Cooke was appointed principal of the Francis W. Parker School, and under her régime its affairs have been most wisely and judiciously governed. The chief purpose of this school is the formation of character and not the acquisition of knowledge as an end in itself; but both are emphasized conjointly—the social virtues of truthfulness, fidelity, courage, forbearance, helpfulness and consideration for others being inculcated, while the individuality of the child is also preserved. For manual training the school is equipped for woodwork, metal-work, machine-work, clay modeling, textile-work, printing and bookbinding.

Miss Cooke is assisted in her work by a talented staff of about seventy teachers, each a specialist in his department. A former member of the Illinois School Teachers' Association, Miss Cooke now holds membership in the National Education Association, the National Society for the Scientific Study of Education, the Geographical Society of Chicago and the Northern Illinois Teachers' Association. She is a lady of finished education and manners, and is universally esteemed.



FLORA J. COOKE.

William Wallace Coultas

FOR more than twenty years the public schools of this State have had the benefit of the above-named gentleman's services, and he is accounted as one of the foremost educators of Illinois.

Mr. Coultas was born in Buckley, Illinois, April 8, 1861, son of William and Mercy (Robinson) Coultas, both natives of Yorkshire, England, the former of whom deceased in 1900, the latter in 1864, at Buckley, Illinois. He was educated in the graded schools of Buckley and Loda, Illinois, and the Tolono, Illinois, township high school, and in special courses in Dixon College and the Northern Illinois State Normal School, at DeKalb, Illinois. He made a specialty of agriculture, having taken three short courses at the Champaign Agricultural College, and is well versed on the subject.

Mr. Coultas first taught for three years in the country schools of Iroquois County, Illinois, and then for six years was principal of the schools at Thawville, Iroquois County, Illinois. Following this he was principal at Cortland, Illinois, for six years, and was principal at Malta, Illinois, five years, after which he was elected to his present position of county superintendent of schools of DeKalb County, Illinois, in which capacity his ability has been amply demonstrated. He is treasurer of the superintendents' and principals' section of the Northern Illinois Teachers' Association, a member of the State Teachers' Reading Circle Board, a director of Farmers' Institutes of DeKalb County, and holds membership in the National Education Association, the Illinois State Teachers' Association, the Northern Illinois Teachers' Association, Odd Fellows, Knights of Pythias, Elks, Kishwaukee Country Club, Sycamore Commercial Club and the Universalist Church. November 25, 1882, he was married to Miss Florence E. Purinton, and they have three children—Ethel M., Bertha M. and F. Avis Coultas.



WILLIAM WALLACE COULTAS.



LEWIS W. COLWELL.

Lewis W. Colwell

THE chief pride of Illinois rightly lies in her magnificent school system, no State excelling her in this respect, and the grand results are shown in a high degree of intelligence exhibited by the citizens of this commonwealth. The schools of Chicago are particularly excellent and the *esprit de corps* admirable. Among the able principals there is Mr. Lewis W. Colwell, who is in control of the Grover Cleveland School, Albany avenue and Byron street, where he has twenty-five teachers and several thousand pupils. Mr. Colwell was born in Morgan County, Illinois, son of John B. and Charlotte Colwell, the former a native of England and the latter of Ohio, and both still living. He was educated in various village elementary schools; the high school at Bloomington, Illinois (graduation 1882); the Ohio Normal University, at Ada, Ohio, from which he graduated in 1887 with the C.E. and B.S. degrees, and the Illinois State Normal University, Normal, Illinois, graduating from the latter in 1892. The schools taught by him, in sequence, were: country school, Pike County, Illinois; country school, McLean County, Illinois; elementary school, Mechanicsburg, Illinois, as assistant and later as principal; country schools in Sangamon County, Illinois; graded school, Williams-ville, Illinois; assistant in high school, Virden, Illinois; assistant, head assistant and then principal of the Avondale School; then principal of the Linne School for fifteen years, being recently transferred to the new Grover Cleveland School at the location above given.

On April 19, 1894, Mr. Colwell was married to Miss Grace A. Stryker. They have four children, Donald L., Arthur R., Charlotte Anne and Robert Forrest, and are attendants of the Methodist Church.

Colonel Crouse

IN selecting the public-school service as a field for his life-work, Mr. Crouse made a happy choice, as he has met pronounced, well-earned success. He is an ardent educator, enthusiastic in his work, and his energy impels his fellow workers to their best efforts.

Mr. Crouse was born October 14, 1874, on a farm in Clay County, Illinois, son of Benjamin and Mary (Cox) Crouse, the former a native of Indiana, the latter of Illinois, and both now living. He first attended a country school, next the public school at Ingraham, Illinois, and then followed a course in the Orchard City College, at Flora, Illinois, from which he graduated in 1897. He performed post-graduate work in Austin College, Effingham, Illinois, specializing in history and English literature. His first professional work was as teacher of a country school for four years, following which he taught in the Ingraham public school. Succeeding this he was principal of the high school and city superintendent at Hood River, Oregon, for five years; next was instructor in the Oregon State Normal School, and for the past three years has been principal at Louisville, Illinois, where he has a staff of five teachers and an enrolment of 250 pupils.

At the annual Teachers' Institute of Clay County, in 1910, conspicuous services were rendered by Mr. Crouse. He is a member of the Illinois State Teachers' Association, the Illinois State Teachers' Reading Circle, Illinois Principals' Reading Circle, Southern Illinois Teachers' Association, Masonic Order, Odd Fellows, Order of the Eastern Star and the Methodist Episcopal Church. In August, 1898, he was married to Miss Florence Keypley, who deceased December 22, 1909, and he has two children—Lukc and Dolores.



COLONEL CROUSE.

George W. Conn, Jr.

SUPERINTENDENT OF SCHOOLS in McHenry County, Illinois, is a type of the advanced school of teaching methods.

George W. Conn, Jr., was born May 31, 1870, in Richmond, Illinois, son of George W. and Lena (Wolfrum) Conn, the former a native of New Hampshire, the latter of Massachusetts, and both now living in Hebron, Illinois. He was educated in the country schools of his birthplace; the high school at Hebron, Illinois, of which he is a graduate; the Western Normal University, at Bushnell, Illinois; the Illinois Wesleyan University and the University of Chicago. He has been in active service in the public schools as a teacher for the past eighteen years. He began in the country schools; was later elected principal of the schools in Cary, Illinois; was principal at Hebron, three years; taught in the Morgan Park Academy. He next was principal of the Richmond (Ill.) school for two and a half years, and in 1901 was elevated to the position of county superintendent of schools of McHenry County, in which office he had charge of 139 schools, 224 teachers and 6,300 pupils.

Mr. Conn is a member of the National Education Association, the Illinois State Teachers' Association, the Illinois State Teachers' Reading Circle and one of its directors, the Northern Illinois Teachers' Association, of which he was president, and was a member of its Executive Committee; he was also president of the Northern Illinois Superintendents' Association during 1910, and is at present a member of the State Legislative Committee, representing the State Educational Association, and is now superintendent of Farmers' Institutes of the State of Kansas. These institutes are controlled by the State Agricultural College, at Manhattan, Kansas.

Mr. Conn is affiliated with the Masonic Order and the Modern Woodmen of America. In 1891 he married Miss Minnie Stone, and they have one child, a daughter.



GEORGE W. CONN, JR.

Exum W. Davis

NOW in the prime age of life and with over fifteen years devoted to the cause of education in this State and its neighboring commonwealth, Indiana, the above-named gentleman has long been well known for his scholarship and managerial efficiency. Indiana, that State that has been so prolific in its production of literary lights, was his birthplace. He was born near Elizabethtown, son of William and Miriam Davis, both natives of North Carolina, and both now deceased, the former having died in 1868, the latter in 1898. Our subject first studied in a country school near Elizabethtown; then attended the Indiana State Normal University, Terre Haute, Indiana, from which he graduated in 1895, and later took a course in the Indiana State University, Bloomington, Indiana, graduating therefrom, in 1898, with the degree of Bachelor of Arts. In post-graduate work he graduated from the Illinois State University, Urbana, Illinois, in 1903, receiving the degree of Master of Arts.

Mr. Davis first taught for a year in a country school near Elizabethtown, Indiana; next in Vernilion, Illinois, for one year; next in New Boston, Illinois, for two years; then officiated as superintendent at Brownstown, Indiana, for four years; was superintendent at Chenoa, Illinois, five years, and for the past three years has been school superintendent at Normal, Illinois. Under his charge are three schools, seventeen teachers and 350 pupils. His excellent judgment and business capability have resulted in producing a high standard of efficiency in the interests under his control.

Mr. Davis holds membership in the Illinois State Teachers' Association, the Central Illinois Teachers' Association and the Masonic fraternity. On earning his A.M. degree his thesis was on the subject of "The Indian Question in Illinois," a paper which gained him deserved commendation. In 1895 Mr. Davis was married to Miss Mellissa Waldron, of Brimfield, Indiana, and they have two children, Mary Lucile and Donald.



EXUM W. DAVIS.



GIDEON P. CHAPMAN.

Gideon P. Chapman

THAT great and noble army of teachers in Illinois which has thousands of enthusiastic exponents, has doubly earned and is manifestly deserving of all the encomiums that may be showered upon it. It is the bulwark of the State, the rock basis of its greatness and the constant pride of all the public-spirited citizens of the commonwealth.

A widely known member of this great educational fraternity is Gideon P. Chapman, superintendent of the Auburn schools, at Auburn, Illinois. Mr. Chapman was born October 3, 1870, in Raymond, Illinois, son of J. R. and Catherine Chapman, both natives of Illinois, the former living, while the latter deceased in July, 1876, in Raymond, Illinois. He was educated in rural schools in Montgomery County, Illinois; the high school at Raymond; the State Normal, at Normal; the Southern Illinois State Normal, from which he was graduated in 1911; the James Milliken University, and the University of Illinois. Mr. Chapman first taught in the rural schools of Sangamon County, and after eight years' service there was principal for four years of the high school at Divernon, Illinois. He then became principal of the high school at Chatham, Illinois, where he remained six years. He is at present superintendent of the Auburn schools, at Auburn, a state accredited school, having twelve teachers and five hundred pupils. He is a member of the Illinois State Teachers' Association, the Central Illinois Teachers' Association and the Baptist Church. On December 2, 1893, Mr. Chapman was married to Miss Ada Moomaw, and they have one child, Elsie Kathryn Chapman.

John William Davis

AN exceptionally successful career in his chosen profession has fallen to the lot of Mr. Davis, one of the talented educationalists of this State, and the excellent reputation he enjoys is fully merited. He is a product of the Prairie State, having been born April 21, 1877, in Effingham, Illinois, son of Lewis T. and Lucinda (Ryan) Davis, the former a native of Tennessee, who is now living; the latter a native of Indiana, who died in Effingham County in the fall of 1886. His preparatory education was secured in the rural schools of his native county, after which he took a course in Austin College, and since then has added vastly to his store of knowledge through private study. As a public-school instructor he taught at Salt Creek Ridge, Effingham County; Johnson, Jasper County, Illinois; Winterrowd; Maple Grove, Effingham County, Illinois. He is now county superintendent of Effingham County, Illinois, and has under his supervision 108 schools, whose combined assemblage of pupils amounts to about seven thousand. Mr. Davis is untiring in attention to the duties of his important office, and under his management the schools of Effingham County have been advanced to an eminently high degree of excellence and usefulness.

Mr. Davis is a member of the Illinois State Teachers' Association, Modern Woodmen of America, Ben Hur and the Methodist Episcopal Church. On September 21, 1902, he was married to Miss Minnie Ollie Lewis, and they have a son—Kenneth Edmund Davis.



JOHN WILLIAM DAVIS.

Charles Henry Dorris

MR. DORRIS was born at Okawville, Washington County, Illinois, October 10, 1867. His father, August Dorris, was a native of Germany, and



CHARLES HENRY DORRIS.

his mother, whose maiden name was Elizabeth Cantrell, was a native of Tennessee. His father died in 1874, in Pennville, Missouri, and his mother still lives at Lebanon, Illinois.

Mr. Dorris received his education in the village schools of Okawville; McKendree College, Lebanon, Illinois, from which institution he received the degree of Bachelor of Laws in 1891, Bachelor of Science in 1892 and Master of Science, 1895; University of Valparaiso, Valparaiso, Indiana; University of Illinois, Champaign, Illinois.

He taught in the country and village schools of Washington and Clinton counties for four years; was Superintendent of City Schools, Lebanon, Illinois, eight years, 1892-1900; filled the same office in Collinsville eight years, and for the past three years has had charge of both city schools of Collinsville and the Collinsville Township High School, with five schools, thirty-six teachers and thirteen hundred pupils under his jurisdiction.

Among the branches of study in which he has specialized may be mentioned history, civics and pedagogy, and he has contributed articles for school journals and papers and addresses before educational and other meetings.

He is a member of the Board of Directors of the Illinois State Teachers' Association, and a member of the Executive Committee of the Southern Illinois Teachers' Association, and is connected with several other educational organizations. He is a Mason and an Odd Fellow, and is a member of the Methodist Episcopal Church.

Mr. Dorris was married August 21, 1895, to Miss Susie Mae Peach, of Lebanon, Illinois. They have three children—Charles Lester, Milburn Leo and Dorothy Alice.

Eleanor Reese Dunn

ELEANOR REESE DUNN was born in Chicago, December 23, 1876. Her father, O. J. Reese, is a native of Denmark, and her mother, Louise (Fredrickson) Reese, was born in Norway.

Miss Reese received most of her grammar school education in a country school near Knox, Indiana. She was graduated from the Englewood High School (Chicago) at the age of seventeen, and later, at irregular intervals, attended the University of Chicago.

Her early teaching was greatly influenced by the work of Colonel Parker and his corps of teachers at the Cook County Normal School. After four years of teaching, two of which were spent in a country school in the township of Palos, Cook County, and two in the grades at Morgan Park, Illinois, she was chosen by Dr. Arnold Tompkins as a training teacher for the Chicago Teachers' College. In this capacity she served five years, and an additional year as a teacher of pedagogy. On leaving the college, Miss Reese was appointed principal of the Key School, Chicago, and after four years was transferred to the Hancock School, and a year later to her present position at the Haven School, where she has fifteen assistant teachers and an enrollment of seven hundred children. At various times she did institute work in Washington, Idaho, Indiana and Ohio.

On July 27, 1907, Miss Reese married Ballard Dunn, city editor of the *Chicago Journal*. She is a member of the Chicago Principals' Club, the Ella F. Young Club and the National Education Association.



ELEANOR REESE DUNN.

Chase O. DuBois

CHASE O. DuBOIS was born March 29, 1856, fourteen miles east of Bloomington, Indiana. His father, Levi Bishop DuBois, was a native of Ulster County, New York, and was married to Martha M. Green, of Shelby, Ohio, and moved to Indiana when



CHASE O. DuBOIS.

it was a wilderness. Chase's mother was descended from New England stock; his father was descended from the DuBois Huguenot family driven out of France during the persecutions (Louis DuBois came over in 1660), and of the early Dutch settler represented by Anek Janz. Chase was graduated from the Indiana University with the degree of A.B. in 1882 and from the professional course of the Indiana State Normal in 1885. He taught in the country schools of Indiana before graduation and for four years after graduation in the village schools and then went to Champaign county, Illinois. He was granted a State certificate by the Indiana State Board of Education because of university education and successful experience. His Normal diploma also was equivalent to a State certificate. He was principal of village schools in Champaign County, Illinois, for four years and here met and married Mary Reese, of Sidney, Illinois, in 1891. His wife is of revolutionary stock of Welsh, Irish and English descent, and is a graduate of the National Normal. To her he owes much because of her support of his ideals and zeal in schoolwork. Five children, two sons and three daughters, have shared the pleasures and trials of an itinerant school life. His teaching has been confined to a combination of teaching and supervision, principally in Champaign County, Illinois, Mason City, Racine, Wisconsin, Mascoutah and Newton, and he is at present engaged in purely work of supervision as superintendent of Eldorado, Illinois. He has been a member of the Indiana Association, the Illinois and Wisconsin State Associations, and of various division associations in Illinois. He is a member of several social organizations and lodges and of the Methodist Episcopal Church. While in Wisconsin he was granted a State certificate because of his experience and university education. He has been able to develop as a side issue, by directing others, a farm from original wilderness and swamp some two hundred and forty acres of fine land. It is the only return for a life's labors for others and this occupied only a small fraction of his time.

Zella Allen Dixon, A. M., L. H. D.

ZELLA ALLEN DIXON was born in Zanesville, Ohio, and after her preliminary education, was graduated from Mount Holyoke College, after which she pursued special studies in literary science in Columbia University and the British Museum. She received the degree of Master of Arts from Shepardson College in 1892, and from Denison University, Granville, Ohio, in 1902; and the degree of Doctor of Letters from Shurtleff College in 1906.

She was Library Assistant at Columbia College, in 1885-6; Library Expert, 1886-8; Librarian Denison University, 1888-90; Librarian of the Baptist Union Theological Seminary, 1890-1. She was the organizer and was the administrative head of the University of Chicago Library from May, 1891, to July, 1910. She was literary editor of the *Bulletins of the North Western Library Association* in 1889-90; is a member of the American Association for the Advancement of Science, of the American Library Association, of the Ex-Libris Societies of London, Vienna, Paris, Basle and Berlin, and of various clubs and associations in her native land.

Doctor Dixon is the author of "Subject Index to Prose Fiction," (1867); "Children's Book-plates" (1902); "Concerning Book Plates" (1903); "Charles Kingsley as a Social Reformer" (1911). She is a writer for various magazines. Doctor Dixon is well known as a lecturer on art, history and literature, and as the founder and proprietor of "The Wisteria Cottage Press."



ZELLA ALLEN DIXON, A.M., L.H.D.

Benjamin Franklin Daugherty

IT is a matter of professional pride to the educationalists of this State that Illinois is so high in its universities and colleges, some of them of world-wide renown. A modest, yet influential, factor among

these is the Westfield College, of Westfield, of which institution Prof. Benjamin Franklin Daugherty is now the efficient head. He was born in Dallastown, York County, Pennsylvania, son of I. H. and Lucinda D. Daugherty, both natives of Pennsylvania. The former deceased in 1887 and is survived by his widow, who lives at Dallastown. President Daugherty was educated in the public and normal schools of York County, Pennsylvania; the Lebanon Valley College, from which he graduated with the degree of A.M. in 1892; the Union Biblical Seminary, Dayton, Ohio, graduating therefrom, and in 1891 attended Cornell University and the University of Chicago. He received the honorary degree of Doctor of Divinity from Leander Clark College, Iowa, in June, 1908.

He taught from 1880 to 1884 in the public schools of York County, Pennsylvania; was from 1897 to 1906 professor of the Latin language and literature for the Lebanon Valley College, at Annville, Pennsylvania, and since then has held his present position.

President Daugherty is a member of the National Education Association, the American Academy of Political and Social Science and the Religious Educational Association, is president of the Reunion Association of Professional Men, of York County, Pennsylvania, and a member of the Church of the United Brethren in Christ. He is also a member of the Board of Education of the United Brethren Church. From 1891 to 1893 he was editor of the *Y. P. C. U. Herald*, besides which he has contributed valuable articles to various educational publications. He is now serving his fifth year as president of Westfield College (1910-11), and during his incumbency the institution has made some marked advances in educational standards, student attendance and material equipment. The college belongs to the College Federation of the State, and its work is accepted in all the leading universities.

Doctor Daugherty was married June 5, 1895, to Miss Della Frances Roop, and they have one child—Carroll R. Daugherty.



BENJAMIN FRANKLIN DAUGHERTY.

Ivan J. Deach

WELL known in Peoria, Illinois, and its vicinity as a successful teacher, has been principal of the Summer School of that city since 1909. Mr. Deach was born at Union Hill, Illinois, February 23, 1873, and is a son of J. N. and Ella (Wood) Deach, his father being a native of Pennsylvania, and the birthplace of his mother being Michigan. His primary mental training was obtained in the public schools of Illinois and Nebraska, and he subsequently attended Redfield College, S. D., from 1893 to 1896. From 1896 to 1898, he was in California as a student in Leland Stanford, Jr., University, and in the summers of 1907-8-9, he pursued a course of study in the University of Wisconsin. He received the degree of A.B. from Stanford University in 1898, and that of A.M. from the University of Wisconsin in 1909, on the completion of his graduate studies.

Mr. Deach taught in the Western Illinois Normal School from 1900 to 1903, and was principal of the Central Preparatory School (private) from 1903 to 1906. His next three years were spent as a teacher in the Peoria High School and on relinquishing his duties there, he assumed his present post. In the Summer school he is assisted by a staff of eleven teachers.

Mr. Deach is a member of the Central Illinois Teachers' Association, the Military Tract Association, the Schoolmasters' Club, the Illinois Association of English Teachers and the Classical Association of the Middle West and South. In 1901 he published an "Outline for Advanced Classes in Geography," and in 1906 was a member of the Board of Trustees of the Carnegie Public Library in Macomb.

On July 12, 1900, Mr. Deach was united in marriage with Rachael Batten, and they have a son, Ivan J., Jr. In religious belief, Mr. Deach is a Universalist. Socially, he is connected with Templar Lodge, A. F. & A. M., Peoria; Peoria Chapter No. 7, R. A. M., and is a member of the Peoria Greek Club.



DANIEL H. DARLING.



IVAN J. DEACH.

Daniel H. Darling

MR. DARLING, who retired to the well-earned repose of private life in 1894, was for almost forty years identified with the public school service.

Daniel H. Darling was born in 1834 at Painesville, Ohio, son of Seth and Marline (Anderson) Darling, the former a native of New York, the latter of Ohio. His father died at Painesville, Ohio, in 1840, his mother in Illinois, in 1854. He was educated in the district schools of Ohio, the academy at Painesville, from which he graduated in 1853, and later he performed post-graduate work in Illinois. Mr. Darling first taught in district schools near Painesville for two terms, in a ward school at Toledo, Ohio, for a year, at Lockport, Illinois, for three years, and at Joliet, Illinois, for a year. The Civil War breaking out about this time, he enlisted in the Seventh Michigan Cavalry, and served with distinction for four years, in that time taking an active part in sixty-three engagements, and being twice wounded. He received promotion, rose to be captain-major, and finally, at the close of hostilities, was in command of his regiment. After the war he was an instructor at the Lancaster (Ohio) Reform School for two years; next taught at Lockport, Illinois, for ten years, and for the succeeding fifteen years was at the head of the public schools at Joliet, Illinois, where he continued up to his retirement in 1894.

Mr. Darling was a faithful and devoted Christian, and the First Christian Church, of Joliet, which was organized and built by him, is a splendid monument to his memory. In 1901 a Darling reunion was attended by about three hundred of those who had been former students under Mr. Darling. His death occurred June 25, 1909, and his demise was deeply mourned by a host of friends and admirers.

Mr. Darling was married in 1868 to Miss Abbie Wyman, and they had one child, a son, now deceased. He was a member of the Masonic fraternity, also the Grand Army of the Republic.

Herbert Lee Dyar

ALTHOUGH a young man, Mr. Dyar has been engaged in the public school service for more than a third of his life, and the work performed by him has been continuously progressive and successful. He was born at Low Point, Illinois, January 3, 1876, his parents being Eben Edson Dyar, a native of Indiana, and Laney Katherine (Gardner) Dyar, native of Iowa, both now living. He was educated in the country schools of Woodford County, Illinois, the high school at Washburn, Illinois, the high school at Stuart, Iowa, Dixon Normal School, from which he graduated in 1898 with the degree of Bachelor of Science, and Eureka College, graduating from the latter as a Bachelor of Arts. He made special studies of mathematics and the German language. He is an accomplished musician and officiates as band or orchestra conductor as a "side line" to his public school work.

Mr. Dyar first taught for three years in the country schools of Woodford County; then for four years as principal at Durand, Illinois, and one year at DeLand, Illinois; superintendent at Prairie City, Illinois, one year, and for years was superintendent at Table Grove, Illinois, where he had charge of five teachers and over two hundred pupils. He is now at Farmington, Illinois, as superintendent of seventeen teachers and six hundred pupils.

Mr. Dyar is a member of the Military Tract Teachers' Association, is president of the Fulton County Teachers' Association, and is also a member of the Masonic Order, Order of the Eastern Star and the Christian Church, and resides at Farmington.



HERBERT LEE DYAR.

Solon Sylvester Dodge

THE experience as a public instructor that must be accredited to Mr. Dodge extends over a period of thirty years, and it has been of that valuable character that serves to bring out all the best talents in a man, and to make him a teacher whose influence and ability are easily distinguished and felt. He has been successful from the outset, and his reputation rests upon a basis at once sound and secure.

Mr. Dodge was born in East Rodman, Jefferson County, New York, July 16, 1857, son of James S. Dodge, native of New York, who died at Clinton, New York, at the age of eighty-four, and Electa (Seaman) Dodge, also of New York, who deceased in Adams, New York, in 1865. He was educated in private and elementary schools at Adams, New York; grammar school at Monroe, Wisconsin, and the Cook County Normal School, from which he graduated in 1875. He was granted an Illinois State Life Certificate in 1886, and first taught school in the Brown District School, Lawrence and Elston avenues, from 1876 to 1877. His subsequent schools were: Glenwood, Illinois, 1879; Bloom Grammar School, Norwood Park; Forest Glen; Thornton, Illinois; Grayland School; Jefferson High School; Rosehill School, as principal, 1887-1896; Norwood School, 1896-1907, and Mayfair, 1907-1911, where he had charge of six branches, fourteen teachers and 520 pupils, and is at present principal of the Chase Grammar School, at Cornelia and Point place, with eighteen teachers and 800 pupils — one of the best-equipped schools in the city.

In May, 1880, Mr. Dodge was married to Miss Kate Holbrook, now deceased, by whom he had three children, Arthur, Alice and Harley. In June, 1896, he married Miss Edith Pearson, and they have had four children, Stanley, Wilbur, Melvin and Gladys. Mr. Dodge is the author of "Outlines of English History," and has contributed much other material to educational literature.



SOLON SYLVESTER DODGE.

George Newton Cade

AMONG the earnest devotees to the cause of education in Illinois is Mr. George N. Cade, who has met with commendable success and gained for himself a most excellent reputation among his colleagues. In his ten years' practical work he has amply demonstrated his fitness for the profession he has chosen for his life-work.

George Newton Cade was born August 3, 1876, in Greene County, Illinois, son of James D. and Catherine Cade, both natives of Illinois, and both now living. After attending country schools he entered the Illinois State Normal University, at Normal, from which he was graduated in 1910. In August of that year he succeeded, in passing the Illinois state examinations for teachers' certificate, and as a result is holding a Supervisory Life State Certificate. He began his career as a teacher at Lovelace, Greene County, Illinois, where he continued four years; next he taught at Pleasant Hill, Scott County, Illinois, one year; then at Martin's Prairie, Greene County, Illinois, four years, and is now superintendent at Cerro Gordo, Illinois, where he has six assistant teachers and an enrolment of 230 pupils. Here his work has proved so acceptable to the Board of Education that they have asked him to continue another year, at an advance in salary.

Mr. Cade is a member of the Illinois State Teachers' Association, the Illinois State Teachers' Reading Circle and the Baptist Church, and his reputation in scholastic circles is most commendable.



GEORGE NEWTON CADE.

Harry Adelbert Dean

AMONG the great army of public-school instructors of Illinois, none has had a more successful career than the subject of this sketch, now superintendent of the Union public schools, at Crystal Lake, Illinois. Before entering upon his present position he was for two terms county superintendent of the Kane County schools. As superintendent there, he established a uniform course

of study, uniform text-books, built up the largest annual institute in the State, outside of Cook County, and was the organizer of the third consolidated school in the State. He also introduced the study of agriculture in the rural schools and did much to improve the sanitary conditions regarding equipment, heating and ventilation, thereby causing fourteen schools to be accepted by the state superintendent as "standard."

Mr. Dean was born in Foxborough, Massachusetts, July 29, 1866, son of Otis Dean, native of the Old Bay State and veteran of the Civil War, who died in Ontario, California, March 21, 1907, at the age of eighty-six, and Augusta (Dunbar) Dean, also a native of Massachusetts, who deceased in Ontario, California, January 21, 1911, at the age of eighty-four. He was educated in the Pratt School, Foxborough, Massachusetts; the public schools of Arcadia, Iowa; Cornell College and the Iowa State College, at Ames, Iowa, where he took a four years' course in civil engineering. He first taught for three years in rural schools in Carroll County, Iowa; the Geneva High School, Geneva, Illinois, for two years; was superintendent of schools at Elburn, Illinois, for ten years; next county superintendent of schools in Kane County, Illinois.

Mr. Dean is a member of the National Education Association, the Illinois State Teachers' Association, the Illinois State Teachers' Reading Circle (director), the Northern Illinois Teachers' Association, Masonic Order (Past Master), Modern Woodmen of America, the Yeomen of America and the Congregational Church. He was treasurer of the Northern Illinois Teachers' Association, secretary of the state and county superintendents' section of the National Educational Association, vice-president of the Boys' Brigade of America, captain in the Iowa National Guards and a member of the Committee of One Hundred, Illinois State Educational Commission. On August 2, 1893, he was married to Miss Eva Elizabeth Riplets, and they have six children—Revere E., Harry A., Jr., Beatrice E., Dorothy I., Genevieve and Ruth A.



HARRY ADELBERT DEAN.

Charles Davison

DR. CHARLES DAVISON, professor of surgery and clinical surgery in the College of Medicine of the University of Illinois, was born on a farm in Lake County, Illinois, January 13, 1858. He was educated in Wauconda Academy and the Chicago Medical College (medical department of Northwestern University), graduating in 1883. In 1883-84 he became an interne in the Cook County Hospital, being house surgeon in the service of the celebrated Christian Fenger, and also assistant surgeon at the Illinois Eye and Ear Hospital from 1887 to 1892.

Doctor Davison since 1894 has been attending surgeon to Cook County Hospital, conducting one of its largest surgical clinics. He was one of the founders of the West Side Hospital and later of the University Hospital, of Chicago.

Doctor Davison became connected with the College of Physicians and Surgeons, of Chicago, at the time of its affiliation with the University of Illinois, as professor of surgical anatomy, being later transferred to the surgical department and made adjunct professor of clinical surgery at Cook County Hospital. He has held the chair of professor of surgery and clinical surgery since 1904, and was a member of the Board of Trustees of the University of Illinois for one term.

Doctor Davison is a member of the following organizations: Chicago Surgical Society, Illinois State Medical Society, American Medical Association, Chicago Medical Society, Physicians' Club, Alpha Kappa Kappa, Alpha Omega Alpha, Knights Templar, Mystic Shrine. He is also a member of the Methodist Church. October 20, 1887, he was married to Miss Mary Lavinia Kidd, and they have one son, Charles Marshall Davison.

Doctor Davison is a regular contributor to current surgical publications, and is recognized among his colleagues as an energetic and successful surgeon, and by the students as an incisive and instructive teacher. The



JOHN FREDERIC EBERHART.

rapid and persistent quizzing at the Monday morning clinic at the Cook County Hospital will long be remembered by the graduates of the College of Physicians and Surgeons.

John Frederic Eberhart

JOHN FREDERIC EBERHART, A.M., LL.D., has been for nearly fifty years a prominent figure in Illinois and Cook County's local history; first as a practical educator and later as a successful real estate operator. He was born in Mercer County, Pennsylvania, January 21, 1829, where his early boyhood was spent. At the age of eight his parents removed to Big Bend, Venango County. Here his time was divided between working on the farm in summer and attending school in winter, until he was sixteen, when he taught his first school at the mouth of Oil Creek, Pennsylvania, where Oil City now stands.

The following summer he took special lessons in writing and drawing, qualifying himself for teaching these branches, an acquirement which proved valuable in working his way through college. After spending several terms at Cottage Hill Academy, at Ellsworth, Ohio, he entered Allegheny College, at Meadville, Pennsylvania, graduating July 2, 1853.

Two days after his graduation he delivered the Fourth of July oration at Reckland, Pennsylvania, winning enthusiastic applause from a very large audience, many of them his boyhood friends. The following September he accepted the position of principal of the Evangelical Seminary, at Berlin, Pennsylvania, and among his pupils, who afterwards attained wide distinction, was the Rev. Dr. H. W. Thomas, the founder and for many years pastor of the People's Church, in McVicker's Theater, Chicago. Other students of that seminary also rose to distinction as preachers and teachers.

In 1855 he came to Illinois to regain his broken health, and after several weeks in the "Muddy City," he moved



CHARLES DAVISON.

on and located at Dixon, Illinois, where he published the *Dixon Transcript*, whose circulation he raised that summer from 200 to 950 subscribers. He personally canvassed the city and placed his paper in every family. He also encouraged the young writers, and among those who contributed to his paper was Noah Brooks, who wrote the "Boy Emigrant," and other literature that made him known throughout the world. But the field was too limited for him. Professor Eberhart was a reader, student, educator, a young man of action, full of original ideas and burning with enthusiasm for humanity. He said "All the money in the world could not have diverted me from my purpose and the strongest desire of my heart—to be a teacher."

He then entered the lecture field, his subjects being scientific—chemistry, philosophy, astronomy, etc.—and so full were they of original investigation and given such earnestness and eloquence, that they drew crowded houses and were in as great demand in the popular field as among the institutions of learning.

He gave courses of ten lectures, and if the attendance was not large the first night, at the last night the audiences were always greater than the halls could accommodate. At Lee Center Academy, Dr. Luke Hitchcock, then the leading presiding elder in the Rock River Conference of the M. E. Church, said: "They were the most interesting and instructive lectures I ever heard," and Dr. Ephraim Ingalls, afterward president of Rush Medical College, was always present on time with paper and pencil to get the chemical combinations that produced the effects that so delighted the audience. The administration of "laughing gas" was always the most exciting factor of the evening. It was not then known as an anesthetic, although it had been a common gas in all the chemical laboratories of the world for the last two hundred years.

Later, a year was devoted to travel, holding teachers' institutes and miscellaneous educational work; after which he purchased, and for three years edited and published, the *Northwestern Home and School Journal*, of Chicago, varying his editorial work with lectures before teachers' institutes, lecture associations and other institutions. In this work of journal and field many valuable acquaintances and life friendships were formed with the foremost men and women of the time and he became a vital factor in the educational movements of the day. Horace Mann saw in Mr. Eberhart elements of a born educator and became his life-long friend and counselor. Later, Dr. Henry Barnard, as chancellor of the Wisconsin State University, and afterward the first United States Commissioner of Education, watched with interest his work in Illinois, and decided that he was just the man needed to arouse and inspire the young men of Wisconsin, and he employed him to address and conduct teachers' institutes in that State.

Doctor Eberhart possessed in a remarkable degree the qualities of leadership. He could reason, persuade and inspire to action. Had he been a soldier, his place would have been continually at the front, but as a successful educator, his work must be radical, patient, molding carefully the mental powers of the young; planning for them better systems of instruction and securing for them permanent progress through the wisest and best legislation.

For seventeen years he attended the Illinois State Legislature, at his own expense, and remained there until the desired educational measures were enacted into law. Hence it became evident to the foremost county of the State that he should become the superintendent of its schools and, consequently, for ten years, from 1859 to 1869, he was repeatedly reelected to that office. He was the only candidate elected on a ticket defeated by over 3,800; he receiving a majority of 1,999 votes, and for the great progress which marked the educational interests of this period Cook county must ever hold Dr. John F. Eberhart in grateful memory. The salary was only \$2 a day at first, but honor and opportunity for magnifying that sacred office were

before him, and before the close of his term, the position commanded \$5,000 a year.

Some of Doctor Eberhart's most important work while identified with the cause of education in Cook County was the organization of the Cook County Normal School, the first county normal school in this or any other State, and his participation in the organization of the Illinois State Teachers' Association, whose annual sessions he attended for seventeen consecutive years; the drafting of the State law authorizing the establishment of county normal schools; organization of the State Association of School Superintendents, of which he was the first president; the part he acted in securing the State Normal University and its location at Normal; as a member of the American Institute of Instruction and of the National Teachers' Association, of which he was one of the first life members and is now the oldest living life member.

At the annual National Teachers' Association, at Ogdensburg, in 1864, Doctor Eberhart took quite an active part. He led in establishing a life membership, was chairman of the Committee on Nominations, and was also selected to respond to the address of welcome by United States Senator King at a reception given to the Association by the people of Ogdensburg.

Doctor Eberhart was also appointed delegate to the National Teachers' Association of Canada to meet in Toronto in 1865. Doctor Eberhart said at that meeting that he had the pleasure of speaking to the most enthusiastic body of teachers he had ever addressed, and the Rev. Dr. Robert Collier, who was with him on the stage, said "His address was a credit to the nation."

He was also actively identified with various other educational and charitable associations, and while president of the Cook County Board of Education was the influential factor in securing the introduction of a kindergarten department into the Cook County Normal School, and in promoting the establishment of "free kindergartens" in the city, and the first free kindergarten, as a part of any public school in the State, was in Chicago Lawn, where he then was president of the Board of Directors.

Among those who received their first certificates as teachers from Professor Eberhart during this period appear the names of Bishop Charles H. Fowler, of the M. E. Church; Bishop J. H. Vincent, still living, and whose son, George E. Vincent, is now president of the Minnesota State University; Miss Frances E. Willard, who, in early days, used to call him her "literary godfather," and his old friend Charles A. Blanchard, of Wheaton College; also, James P. Slade and Henry T. Raub, who were each afterward State Superintendent of Public Instruction in Illinois.

It was through Doctor Eberhart that a law was enacted permitting directors to buy libraries for the country school districts, and it was through his special efforts mainly that thousands of communities, few of whom had any books worth mentioning, were thus given access to suitable libraries for the people, conditioned as they were then throughout the rural districts of Illinois.

The furnishing by the State of blanks for the reports of school officers, and blank-books for their bookkeeping, was also the result of Doctor Eberhart's efforts, as he discovered that reports of school officers, without some form to guide them, were almost worthless.

Doctor Eberhart delivered the first address on normal schools ever delivered in the State. It was before the State Association of the County Superintendents of the State at their annual meeting at Springfield in 1861. Doctor Bateman was then State Superintendent of Public Instruction, and complimented the address very highly, and said that he had intended to write on the same subject himself for his biennial report, but, instead, would publish Doctor Eberhart's address in full, as it covered every phase of the question better than he could have done himself. Such a matter would not need special notice at the present time, except that this occurred fifty

years ago and some one might be interested to look it up in the archives of the State, where it is on record, and see what was said.

In 1856 Doctor Eberhart was offered by Bishop W. W. Orwig, of the Evangelical Association, the presidency of what is now Naperville College. It was started at Plainfield and afterward moved to Naperville. But he felt that his health and other engagements did not permit any change.

About the same time he was invited to St. Louis to assist in organizing a public high school in that city, and was offered the position of first principal.

Doctor Eberhart, in speaking to a friend on the pioneer educational efforts of those days, said, "I was forced to forego many tempting opportunities then offered me. In the first place I could not neglect my present duties, and again, I could not trust my condition of health, in the earnest endeavor and confinements of indoor work."

In 1866 Doctor Eberhart met Señor Sarmiento at the National Teachers' Association in Pennsylvania. He was a great man. He was generalissimo of the army that conquered the old dynasties and established the Argentine republic of South America. He came to our country to study our government, and our system of public education. He offered him the position of chief superintendent of public education, with an official residence, all expenses paid, with the privilege of selecting his assistants and absolute control of that department of the government.

Later, he visited Doctor Eberhart in his home in Chicago, urging the acceptance of the position. Hoping to strengthen his persuasions, he brought with him the Hon. J. P. Wickersham, for many years the State Superintendent of Education in Pennsylvania, and an old and warm friend of Doctor Eberhart, and who was then president of the National Teachers' Association. But Doctor Eberhart felt he was then providentially in the right position and he remained true to his duties.

Among the relics of those days he still has the old atlas on which with the stub of a pencil Sarmiento traced his marches and marked his battlefields. Doctor Eberhart remarked "Sarmiento was a noble man. He had lofty ideas of government and education of the people."

It was through Doctor Eberhart that the school section 16, containing 640 acres in township 38, R. 13, in Cook County, fronting one mile on Sixty-third street and one mile on Forty-eighth avenue, the present city limit, has been preserved intact and not sold and squandered for a mere nothing as other school lands in and near the city had been in earlier days.

The law at that time provided that the county superintendent, on the reception of a petition containing not less than forty names of residents in the township, should sell the land to the highest bidder, the money to be added to the school fund of the township. The petition was duly signed and presented to him by John A. Colvin, now living on Eighty-fifth street, and for many years treasurer of that township. But Doctor Eberhart, the county superintendent of schools at that time, could not bear the idea of thus sacrificing the interests of future generations. He refused to sell the land, although his fees from its sale would have amounted to a considerable sum. Instead, he attended the constitutional convention of 1870, and by the aid of John Wentworth, had the organic laws of the State so changed that the land should be rented and not sold under the conditions then existing.

In the next extension of the city westward that land will become a part of the city of Chicago, and as the city grows westward, as it must eventually, it will come nearer and nearer the center of the city, and probably within less than fifty years may yield a revenue sufficient to pay the salaries of all the teachers in the city. It is his hope that this property may be held in perpetuity for the benefit of the city schools.

Doctor Eberhart felt keenly the need of trained teach-

ers, and organized the Cook County Teachers' Institute in 1860 at Harlem, now Oak Park, with seventy-five teachers in attendance. This institute still holds its annual sessions. He realized that a training school for teachers was imperative, and drafted a county normal act to be introduced into the legislature, standing by it until its passage was assured. Two years before this act became a law the Board of Supervisors appropriated, at his earnest request, the necessary funds for an experimental normal school for two years. It was placed at Blue Island in 1867. Two years later it was transferred to its present site in Englewood, and made permanent and is now in the city, and known as the Chicago Normal School, and is one of the most important normal centers in the country. Its campus of twenty acres, then valued at \$800, is now estimated at \$1,000,000, while the beautiful buildings that adorn the grounds are even more valuable, yet its chief asset is in the lives of the hundreds and hundreds of young men and women who have gone forth stronger and better equipped to do the great work of the world. So long as this institution exists it will stand as a monument to Doctor Eberhart's sagacity as a practical educator and his devotion to the interests it represents.

During his term of office, and largely through his determined efforts, another measure of far-reaching influence became a law. It was the act to establish township high schools and, under this law, the first high school in any county was placed in the town of Jefferson, in Cook County, and since that town became annexed to Chicago, it was known as the Jefferson High School of Chicago.

His interest in education did not wane at the expiration of his term of office. As president of the County Board of Education he urged and finally succeeded in getting a kindergarten department established in the Cook County Normal School. One class was graduated. At the end of one year Doctor Eberhart being no longer on the board it was permitted to lapse, but was again resuscitated by Francis A. Parker, when he became president of the school.

The first free kindergarten in our free-school system was introduced into the Chicago Lawn free public school, while Doctor Eberhart was president of the board of directors. It was in 1886, before Chicago Lawn came into the city, thus Cook County can proudly boast of the first county normal school, the first township high school and the first free kindergarten in the State.

Doctor Eberhart at the age of eighty-three is still a member of the National Education Association and alive to all its interests. He is the oldest life member and is as keenly interested in all that promotes the welfare of the young as in his early days.

In the building of the Memorial Church to his old pupil, friend and pastor, Dr. H. W. Thomas, now to be erected near his home, in Chicago Lawn, he insists that care for the young must be the foremost consideration, that every appointment and attraction must be subsidized to minister to their needs.

He says, "The first land I ever owned was one and one-fourth acres I bought of P. F. W. Peck, father of Ferdinand Peck. It was on Larrabee street, near Fullerton avenue. The price was \$1,600, and within two years I sold it to the city for a school site for \$9,000, and on that sacred spot of land the Lincoln school now stands. May it never be removed or changed in name."

The same indomitable energy that characterized his youth has won success and prosperity in mature years. His efforts have been blessed with a sufficiency of worldly goods to more than meet his ideal of simple living and high thinking, nor does he withhold from others what has been generously lavished upon himself. To his alma mater—Allegheny College, Meadville, Pennsylvania—he has made several handsome gifts, aggregating \$100,000. The college of his old friend, President Blanchard, at Wheaton, has not been forgotten, and no good work or earnest worker was ever turned away without sympathy and aid.

December 25, 1864. Doctor Eberhart was married to Matilda Charity Miller, daughter of Joseph C. and Mercie H. Miller, who were among Chicago's earliest settlers. She was educated in the schools of Aurora and Chicago, and is a lady of marked talent and literary ability. Six children blessed this union, four surviving—John J. and Frank N. Eberhart, active partners of the firm of John F. Eberhart & Sons, Mrs. Mary Evangeline Tobey, wife of George M. Tobey, and Mrs. Grace Josephine Herschberger, wife of Prof. Clarence B. Herschberger, of Lake Forest Academy.

Doctor Eberhart's life has been a life of service—a service of love. His creed, as defined by himself, is brief but comprehensive: "I trust in an All-wise Creator and disposer of events, and I believe in the religion of Jesus Christ, as epitomized in His sermon on the mount, 'Whatsoever ye would that men should do to you, do ye even so unto them, for this is the law and the prophets.'"

Frank B. Earle

IN the particular branches to which he has devoted himself a distinguished success in the medical world has been achieved by Frank B. Earle, and his ability and high standing are everywhere conceded by the profession.

Frank Breckenridge Earle is a native of this State, having been born at Waukegan October 22, 1860. His parents, Moses L. and Marie E. (Breckenridge) Earle, natives of Vermont, are both deceased, the former having died in 1903, the latter in 1904. He was educated in the elementary schools and the high school of his birthplace, with graduation from the latter in 1881, after which he took a course in the Chicago College of Physicians and Surgeons. Later on he performed valuable post-graduate work in leading universities in Berlin, Vienna and London. From 1894 to 1904 he was professor of obstetrics in the College of Physicians and Surgeons, Chicago, his alma mater, and from the latter year to the present he has been professor of pediatrics at the same institution, a position his learning and training have enabled him to fill with signal success.

Professor Earle holds membership in numerous local and national scientific organizations, and is a member of the Illinois Club and Westward Ho Golf Club. He is editor of the *Filatov* (Russian), which treats on the diseases of children. In 1885 he was married to Miss Elizabeth H. Biddlesom, of Waukegan, Illinois, and their residence is at 4880 Sheridan road.



JAY CALHOUN EDWARDS.

Jay Calhoun Edwards

AVAST experience of inestimable value is the result of the above named gentleman's labors in the educational field, and he has done much to advance the high standard of the public-school system in every position in which he has officiated.

Mr. Edwards was born January 17, 1858, in Wyanet, Bureau County, Illinois, his parents being Francis Marion Edwards, a native of Overton, Tennessee, and Lucretia Edwards, a native of Lockport, New York. Both are deceased, the former having died September 24, 1904, the latter January 10, 1886, in Knoxville, Iowa. He possesses a superior education, having studied in the public schools of Wyanet, Illinois, and Knoxville, Iowa. He then took a course in Lombard College, Galesburg, Illinois, graduating therefrom June 18, 1884, with the degree of B.S., and on June 17, 1887, he received the degree of M.S. from the same institution. Later he studied for the Bar, and in 1888 was admitted to practice in the Supreme Court of Illinois. After first teaching in the high school at Knoxville, Iowa, he became principal at Wolsey, South Dakota, and later, successively, principal at Sublette, Illinois; principal at Summit, Illinois; teacher in the South Division High School, Chicago; assistant in the Wendell Phillips High School, Chicago, and is now principal of the Jacob Beidler School, Chicago, where he has fifteen assistant teachers and an enrolment of 658 pupils.

Mr. Edwards officiated very ably as county superintendent of schools in Lee County, Illinois, from 1891 to 1895. He is a member of the Phi Delta Theta fraternity, also the Northern Illinois Teachers' Association. On June 24, 1899, he was married to Miss Grace M. Ingalls, of Cooperstown, New York, and they have a son, Albert Edwards. They reside at 5719 Midway Park, Chicago.

Mrs. Blanche B. Elmer

TO the women teachers of Illinois is due a great part of the splendid status that has been attained in the public schools of this State, and for their unselfish services they must be given credit commensurate to the beneficent labors performed by them.

In the advancement of this school system, Mrs. Blanche B. Elmer has been an active and able participant for more than fourteen years. Earnest in her methods and possessed of high ability and much personal magnetism, her labors in the cause of popular education have resulted in great and lasting benefit.

Mrs. Elmer was born May 26, 1875, in this State, her parents being Francis A. and Jennie C. Baller, the former a native of England, the latter, Pennsylvania, and both now living. She was educated in the public schools of Bloomington, the Illinois State Normal University, Mrs. John R. Gray's College of Music, and has spent five years in the pursuance of voice culture under some of the best teachers. She first taught one year in Farmer City, Illinois; then for three years in Rochelle, Illinois, and for the past ten years has been teaching in Bloomington. At present she is principal of Raymond school, having there two teachers and about ninety pupils under her charge.

Mrs. Elmer is a member of the Order of Eastern Star and the Episcopal Church. On December 25, 1906, she was married to Dr. A. J. Elmer, a dentist of high standing in his profession, whose lamentable demise occurred January 25, 1909.



MRS. BLANCHE B. ELMER.



DEWITT ELWOOD.

DeWitt Elwood

IN that important domain of activity—the public school service—the above-named gentleman has long been a well-known and highly valued factor, and he is, as a consequence, entitled to special notice in any work giving a historical account of the educational resources of Illinois.

Mr. Elwood was born June 1, 1868, at Princeton, Green Lake County, Wisconsin, son of G. DeWitt and S. Jeanette Elwood, both natives of New York, but for many years residents of Wisconsin. Both are now deceased, the former having died April 1, 1868, the latter May 5, 1893. Our subject was educated in the graded schools and high school of Princeton and the Lawrence University, graduating from the latter in 1895 with the degree of Bachelor of Science, and he also took post-graduate courses in the University of Wisconsin. Beginning his professional career, Mr. Elwood first taught in a country school, then, successively, at Dartford, Wisconsin; New London, Wisconsin, high school; Madison, Wisconsin; Dodgeville, Wisconsin, and since 1903 has been in his present position of superintendent at Charleston, Illinois, where he has the management of four schools, twenty-eight teachers and one thousand pupils.

Mr. Elwood is a member of the Illinois State Teachers' Association, the Eastern Illinois Teachers' Association, of which he is president, the Schoolmasters' Club, Masonic Order, and the Methodist Episcopal Church. He was married August 11, 1896, to Miss Gertrude I. Jefferson, and they have had three children, two of whom are deceased.

Edward Arthur Ellis

A **S**PLENDID record in the educational field in Illinois is that attached to the name of Edward Arthur Ellis, who was born in this State and is the first and only native of Kane County to hold the position of county superintendent of schools in that county.

Mr. Ellis was born November 2, 1877, in Geneva, Kane County, Illinois, son of Daniel A. and Ella T. Ellis, both natives of New York and now residents of Geneva, Illinois. He was educated in the public schools of his birthplace, in Beloit College and the University of Chicago, and holds membership in the National Education Association, the Illinois State Teachers' Association, the Northern Illinois Teachers' Association, the Masonic Order, Knights of Pythias, the Phi Kappa Psi fraternity and the Congregational Church. Being an increasing, constant reader and student of literature, Mr. Ellis has and is now constantly adding to his already valuable store of knowledge.

Mr. Ellis began his professional career as an instructor in the high school at Geneva, Illinois; then became science teacher in the high school at St. Charles, Illinois; later was superintendent of schools at Elburn, Illinois, after which he served for five years as city superintendent of the Geneva schools, from which position he was elected to his present incumbency as county superintendent of schools of Kane County, Illinois, where he has met with such meritable success. Thoroughly progressive in his methods and an enthusiast in his work, he has brought new life and purpose into the school system of Kane County, where he commands the respect, confidence and support of his colleagues, pupils and the public.

On August 4, 1903, Mr. Ellis was married to Miss Charlotte Hamilton, a lady estimably known in social circles, and they have a large circle of friends in their residential city — Geneva, Illinois.



EDWARD ARTHUR ELLIS.



THOMAS ORVALL ELLIOTT.

Thomas Orvall Elliott

THE city schools of Harrisburg, Illinois, are fortunate in being under the supervision of Mr. Thomas O. Elliott, who is an educator of ripe experience and scholarly attainments, and who is prominently and most favorably known in pedagogical circles.

Mr. Elliott was born on a farm near Broughton, Hamilton County, this State, his father being the Rev. J. C. Elliott, a native of Illinois, his mother, Mary Jane Elliott, a native of Tennessee, and both are still living. His early education was obtained by attending a rural school in Hamilton County, Illinois, after which he performed two years' work under Dr. John Washburn, ex-president of Ewing College, one and a half years in the Southern Illinois Normal School and two terms in the Valparaiso University. He began his public career as teacher of a rural school in Hamilton County, Illinois, and after five years in this position he was for three terms principal of the schools at Broughton, Illinois, and for the last seven years has been superintendent of the city schools of Harrisburg, Illinois. He has under his able supervision four schools, thirty teachers and four hundred and fifty pupils, and he commands the confidence and esteem of all with whom he is associated.

Mr. Elliott is a member of the Illinois State Teachers' Association, the State Teachers' Reading Circle, the Illinois Principals' Reading Circle, the Southern Illinois Teachers' Association, the Saline County Teachers' Association and the Missionary Baptist Church. In 1898 he was married to Miss Viola Elder, and they have a son — Ralph Elder Elliott.

Henry Hugh Edmunds

FOR over twenty years the public school system of Illinois has claimed the services of the above-named gentleman, and he is well known in educational circles and to the public as an advanced and thoroughly proficient exponent of his exacting profession. He was born April 28, 1868, in Gardner, Illinois, son of Arnold and Julia (Clague) Edmunds, both natives of New York, and his preliminary education was secured in the graded and high schools of his native town. Later he took courses in the University of Chicago, the University of Illinois and the Illinois State Normal University, Normal, Illinois, graduating from the latter in 1895. He also holds an Illinois State Life Certificate. Mr. Edmunds first began teaching in 1887 in rural schools in Grundy and McLean counties, Illinois, and continued there up to 1890. From 1893 to 1896 he was superintendent at Lovington, Illinois; from 1896 to 1901 superintendent at Atlanta, Illinois, and then became superintendent at Rushville, Illinois. From the latter place he went to Clinton, DeWitt County, Illinois, in 1907 where, as superintendent of schools, he is pursuing a most successful career.

Mr. Edmunds holds membership in the National Education Association, the Illinois State Teachers' Association, Central Illinois Teachers' Association, Illinois Schoolmasters' Club, Masonic Order, and the Baptist Church, and has been institute instructor for the past sixteen years, and for past three years an instructor in the summer session of the Illinois State Normal University. On June 14, 1900, he was united in marriage to Miss Emma Washburn, a graduate of the Illinois State Normal University, class of 1897, and they have two children, Arthur W. Edmunds and Richard Henry Edmunds.



HENRY HUGH EDMUNDS.

William Calvin Fairweather

MR. FAIRWEATHER is an instructor of sound ability and thorough experience and has been engaged in educational work upward of fifteen years. His special branch is the teaching of physics and mathematics, in which he excels.

Our subject was born on a farm four miles south of McLeansboro, Illinois, his father being William Fairweather, a native of Lincolnshire, England, who is still living at the age of seventy-six, while his mother, Rachel Fairweather (nee Manning), a native of Tennessee, deceased November 14, 1878, near McLeansboro, Illinois. He received his first instruction in Parker's Prairie District School, and later attended, for one term each, the Illinois State Normal University, at Normal, Illinois, and the Southern Illinois Normal University, at Carbondale, Illinois; the Valparaiso University for two terms, and for a year was student in the University of Illinois. He first taught a three months' term in Parker's Prairie School, then for a five months' term in the Mary's Chapel District School and for five months in the Mayberry District School, and next taught seventh and eighth grades in the McLeansboro schools for three years. Subsequently he was principal of Ward Schools, Murphysboro, Illinois, for four years, and for the past eight years has been Superintendent of Schools at McLeansboro, Illinois.

Mr. Fairweather is a member of the Illinois State Teachers' Association and the Southern Illinois Teachers' Association. He is Past Chancellor of the McLeansboro Lodge, No. 111, Knights of Pythias; Past Grand of Hamilton Lodge, No. 191, Odd Fellows; Vice-President of the McLeansboro Building and Loan Association; Vice-President of the McLeansboro Independent Telephone Company; President of the Climax Club of the First Baptist Church, McLeansboro. On September 8, 1900, he was married to Miss Excie O'Neal, and both are held in high regard in the social circles of McLeansboro, where they reside.



WILLIAM CALVIN FAIRWEATHER.

Mary Morrow Findley

JAMES L. FINDLEY and his wife, formerly Sarah Walker, were Buckeye born, but removed to Illinois from Ohio, where they became the parents of Mary Morrow Findley, a school-teacher of note in Illinois annals, that event occurring in Warren County. Miss Findley began her education in the rural schools of Warren County, continuing it in the Monmouth Academy and Monmouth College, and concluding it in the University of Illinois. She was graduated from Monmouth College in 1882, when she received the degree of Bachelor of Science. On graduation from Monmouth College she taught in the primary school at Kirkwood, Illinois, for a year; was principal of a two-room school at Spring Hill, Indiana, for three years; and Salem Academy at South Salem, Ohio, two years; Northern Iowa Academy, Garner, Iowa, two years; in De Pere (Wis.) and Greenfield (Ohio) high schools, each one year; was principal of the Shelby (Ohio) high school three years; and then became instructor in the Monmouth high school, where she has been for the past fifteen years, having been principal for the last two, there being eleven teachers and three hundred and forty-four pupils under her direction.

Miss Findley is a member of the Illinois State Teachers' Association, the Military Tract Teachers' Association, and the Monmouth Schoolmasters' Club, and has made a special study of mathematics. She is also a member of the Presbyterian Church.



MARY MORROW FINDLEY.

W. R. Foster

MR. FOSTER was born in Troy Grove, Illinois, January 24, 1863, son of Charles F. Foster (deceased 1901), a native of Thornton, New Hampshire, and Harriet (Masterman) Foster, a native of Weld, Maine. His education was gained in the village school and in the Northern Illinois Normal, at Dixon,



W. R. FOSTER.

Illinois. His first teaching was done in district schools of LaSalle County, and as assistant in the home school.

From 1886 to 1891 he was principal of the same school, and in 1890 his school was awarded the sweepstakes diploma of the Educational Department of the Illinois State Fair. In 1891-92 he was assistant superintendent of schools, LaSalle County, which position he resigned to accept the superintendency of the (East) Mendota schools. There he developed an executive ability that soon modernized the schools and earned for the high school full recognition by the colleges and universities of the Middle West.

In 1906 he was elected superintendent of schools of LaSalle County, and in 1910 was reelected. During his term he has displayed the same administrative qualities that marked his work as city superintendent. A course of study that adapts the Illinois State Course to the uniform texts used throughout the county has been worked out and is in use in the village and rural schools. Regular and definite examinations are given and 250 to 275 pupils are graduated each year. Library work has been revived and encouraged until pupils are reading 25,000 to 30,000 books annually, necessitating the use of some 1,200 Pupils' Reading Circle diplomas yearly. The work in reading is further enhanced by a county circulating library of 3,200 volumes, and by an illustrated county school paper.

Mr. Foster has taken an active part in educative movements, serving as president of the Ottawa Chautauqua Association, as chairman of the Executive Committee of the Illinois County Teachers' Association, and has been instrumental in organizing a number of teachers' and parents' associations in his county. He holds membership in the National, State and District Teachers' Associations, and is affiliated with several fraternal orders and with the Baptist Church. His marriage to Miss Philena M. Mitten occurred November 25, 1886, and they have two sons and two daughters, Frank L., Perry J., Harriet A. and Esther M. Foster.

Henry Hoag Frost

PRESIDENT of the Grand Prairie Seminary, at Onarga, Illinois, has been engaged in educational work for the past fifteen years, and has ever been active in promoting the interests of his profession. He has also gained considerable note as a public speaker, having frequently lectured on moral and educational topics to select and appreciative audiences.

Mr. Frost was born at Summerset, New York (Niagara County), son of Albert E. and Elizabeth (Atwater) Frost, also natives of Somerset, New York, and both living. He possesses an excellent education, which was secured in the country school at Lake Road, New York; the village school at Somerset, New York; the high school at North Tonawanda, New York; the high school at Lockport, New York; the academy of the Northwestern University, Evanston, Illinois, from which he was graduated in 1896, and the College of Liberal Arts, Northwestern University, graduating from the latter in 1901 with the degree of B.A. He first taught at Lake Road, New York, from 1892 to 1893; was principal of the high school at Geneseo, Illinois, 1901-1904; superintendent of schools at Geneseo, Illinois, 1904-1905, and since then has been president of the Grand Prairie Seminary, at Onarga, Illinois, in which position he has supervision of seven departments, fourteen assistants and three hundred pupils. Mr. Frost is a member of the Religious Educational Association, the Masonic Order, and is also a member of the Central Illinois Methodist Episcopal Conference. In June, 1901, he was married to Miss Mary Alice Tuttle, and they now have three sons, Wilfrid Tuttle, Henry Hoag and Arthur Atwater Frost.



HENRY HOAG FROST.

Charles Wallace French

MR. FRENCH is one of the best known and ablest educators in the State, and is a ripe scholar and skilled disciplinarian, and a writer of force and distinction. He is a native of the Green Mountain



CHARLES WALLACE FRENCH.

State, having been born at Woodstock, Vermont, April 5, 1858, son of Charles Wallace and Ann M. French, both natives of Vermont. His father deceased April 22, 1860, and is survived by his widow.

Our subject was educated in the elementary and high schools of his home town, and in Dartmouth College, from which he graduated with the degrees of A.B. and A.M. Subsequently, he performed post-graduate work in the University of Chicago. Mr. French first taught in district schools in Vermont and New Hampshire, then became an instructor in the Marlowe (N. H.) Academy. Following this he taught in a public school at Ferrysburg, Michigan, was superintendent of schools at St. Joseph, Michigan, and then, going to Chicago, became teacher in the West Division High School. Succeeding this he was principal of the Lake View High School (1890-1891) and Hyde Park High School (1891-1895). After a year's rest he went to the Normal School as vice-president and acting principal of the Normal Practice School.

Mr. French is a member of the Illinois State Teachers' Association and the University Congregational Church.

Among other literary work done by him was the "Life of Lincoln" (American Reformers' Series), "Words of Lincoln" and "Introduction to the Study of Browning." He is also the editor of a number of classics, among which are "Flight of the Tartar Tribe," "Burke's Conciliation," "Macaulay's Milton and Addison," "Rab and His Friends," "Black Beauty" and "Shakespeare's Macbeth."

On July 17, 1889, Mr. French was married to Miss Mary L. Heartt, of St. Joseph Michigan, now deceased, and on June 28, 1900, he was united to Miss Fanny K. Bartlett, of Rockford, Illinois. They have three children—Mary McKenzie, Eleanor Bartlett and Carolyn Norton French.

Samuel J. Ferguson

IN the roster of the public school instructors of Illinois, a position of prominence and a high reputation has long been enjoyed by the above-named gentleman, who for thirteen years has been the efficient superintendent of schools of Rock Island County.

Mr. Ferguson was born at Hoyes, Maryland, March 20, 1865, son of Samuel and Hester Ferguson, natives, respectively, of Maryland and Pennsylvania, the latter of whom is now deceased, her death occurring at Hoyes, Maryland, in 1892.

Mr. Ferguson was educated in the public and normal schools of Maryland, and then took a course in the National Normal University, at Lebanon, Ohio, from which he graduated in 1892. At the beginning of his professional career he taught school at Flintstone, Maryland, and on leaving there became an instructor in Fort White Academy, Florida. Returning north, he taught school at Reynolds, Illinois. In 1898 he was elected county superintendent of schools of Rock Island County. His services proved so eminently satisfactory that in the fall of 1910 he was reelected to the position without opposition. He has supervision of 103 schools, 150 teachers and over seven thousand pupils.

Mr. Ferguson is a member of the National Education Association, the Illinois State Teachers' Association, Illinois State Teachers' Reading Circle, of which he is manager, and the Northern Illinois Teachers' Association, of which organization he lately served as president. He also is a member and president of the Military Tract Teachers' Association. On July 17, 1895, he was married to Miss Annie L. Easter, and they have two sons, Vance and Kenneth Ferguson, and a daughter, named Sulah.



SAMUEL J. FERGUSON.

Henry L. Fowkes.

A MAN who has made a distinct success through his own unremitting toil and efforts is certainly entitled to commendation and admiration, as well as that his example should be emulated. Such a one is



HENRY L. FOWKES.

Henry L. Fowkes, at present County Superintendent of Schools of Christian County, Illinois. Although a young man, Mr. Fowkes has given seventeen years of valuable service to the cause of popular education in this State, and his record is one worthy of preservation in the educational annals of this commonwealth.

Henry L. Fowkes was born September 9, 1877, at Mt. Auburn, Illinois. His parents, G. F. and Lucy Fowkes, both natives of this State, are now living. Mr. Fowkes has an excellent education, obtained in rural graded and high schools, and in private study. His varied experience as a teacher and superintendent, together with the wide scope of his reading, has become the solid foundation upon which has been builded a life of usefulness to the community and to the State at large. In his pedagogical career he taught for eight years in the rural and village schools of his county, was for ten years city superintendent of schools of Taylorville, Illinois, and in November, 1910, was elected superintendent of the schools of Christian County, Illinois, in which capacity he has under his jurisdiction 266 teachers and several thousand pupils. He is an enthusiastic worker and imparts enthusiasm to his colleagues and pupils alike, thus insuring the best results. Under his régime the most satisfactory status of affairs has been attained.

Mr. Fowkes is a member of the National Education Association, the Illinois State Teachers' Association, the Eastern Illinois Teachers' Association, the Masonic fraternity, Knights of Pythias, the I. O. O. F., and the Christian Church. He has also been a member of the Taylorville Carnegie Library Board for the past six years.

On August 22, 1900, he was married to Miss Lillieth Foster, of Mt. Auburn, to which union has been born four children, Pauline, Lorine, William H. and Ralph L.

Mary Louise Fellows

AN educational institution, well known for the excellence of its curriculum, and one that has accomplished much good since its inception, is the Elmwood Home School, located at 4706 Woodlawn avenue, Kenwood, and presided over by its founder, Miss Mary Louise Fellows, who established this excellent institution nineteen years ago.

Miss Fellows was born in Cobden, Illinois, her father being Philip H. Fellows, a native of New York, now deceased; her mother, Mary A. Fellows, native of Staffordshire, England, who is still living. Her excellent education was secured in city primary and secondary schools, the South Division High School, Chicago, and the University of Chicago, in which she took a post-graduate course in Latin. She made special studies in Latin, English and history, and excels in those subjects.

Miss Fellows was the first to recognize and insist upon the now universally favored system of individual attention, which has been provocative of such excellent and substantial results.

The theories of co-educational work, which she has carried out, consist of a sort of sympathetic association of young people in natural and attractive home life, a plan that has materialized most substantially and satisfactorily. The unexpected success of her pupils and graduates is shown in their later experiences in schools and colleges.

It is interesting to note here that Miss Fellows' mother, Mrs. Mary A. Aherns, one of the first woman practitioners at the bar of Illinois, is interested in this school, and gives it the support of her great influence. She is a philanthropist, a prominent public speaker, and well known in club and social circles. She has a summer home at Lake Geneva. In addition to her school work, Miss Fellows has found time to contribute to educational publications, and she is most favorably known in pedagogical circles.



MARY LOUISE FELLOWS.



JAMES ALEXANDER FREEMAN.

James Alexander Freeman

MR. FREEMAN belongs to a Tennessee family, in which State he was born, as well as his father and mother before him. His father, Lewis A. Freeman, died in East Portland, Oregon, in January, 1900; and his mother, Mary H. Freeman, died in Opdyke, Illinois, February 17, 1876.

James Alexander Freeman was born in Nashville, Tennessee, February 19, 1865, and, coming to Illinois with his family in his early youth, first attended the country schools at Opdyke, and afterward attended the Southern Illinois State Normal School, at Carbondale; Austin College, at Effingham, and the Illinois University, at Champaign; and, after being graduated from the Southern Illinois State Normal, he did post-graduate work there.

His first teaching was in the rural schools in Jackson County, Illinois, where he remained four years, after which he was principal one year at Gillespie, Illinois, when he removed to Oregon City, Oregon, but after one year as principal there, returned to Illinois and became superintendent of city schools at Carbondale, Illinois, remaining there two years, then was ten years superintendent of schools at Trenton, Illinois, when he became superintendent at Freeburg, Illinois, where he has been for the past four years, with two schools, seven teachers and 283 pupils under him.

He is a member of the Illinois State Teachers' Association, the Southern Illinois Teachers' Association, the Masons, the Knights of Pythias and the Modern Woodmen, and belongs to the Baptist Church.

December 24, 1902, he married Cordelia Poo, who lived only three years and one month after their marriage. She was survived by her husband and their son — James Wilber Freeman.

James J. Ferguson

THIS gentleman is a veteran in the pedagogical world, having been engaged in culturing the youthful mind for over twenty years, and he sustains a high reputation among his co-workers and with the public.

Mr. Ferguson was born in Indiana, December 13, 1860, son of George and Margaret (Dally) Ferguson, both natives of Scotland, and the latter of whom deceased in Crawford county, Illinois, in 1878. He was reared on a farm and attended the country schools until his twentieth year, and then took a three years' course in Westfield College, entering there in 1880. In 1887 he became a student in the Illinois State Normal University, Normal, Illinois, and successfully graduated in 1891. He has also done post-graduate work at the latter university and the University of Illinois. He taught his first school in Knox County in 1885; obtained his first certificate of Wm. L. Steele. He later taught in the public school of Palestine, Illinois; then in the DeKalb (Illinois) High School; was principal of the normal department of the Grand Prairie (Illinois) Seminary six years; principal of the public schools, Chebanse, Illinois, three years, and for the following six years was superintendent of schools at Sheldon, Iroquois County, Illinois, and is now superintendent of city schools at Robinsen, Illinois (Crawford County), for the third year, where he is assisted by seventeen teachers, and has under his charge eight hundred pupils.

Mr. Ferguson is a member of the National Education Association, the Illinois State Teachers' Association, the Methodist Episcopal Church, and is a life member of the University Research Extension, of Chicago. He was for several years president of the County Teachers' Association of Iroquois County, Illinois. He holds a life certificate in Illinois. On December 25, 1891, he was married to Miss Kate C. Freeman, and they have two children, of whom one, Freeman Paul Ferguson, survives.



JAMES J. FERGUSON.

L. P. Frohardt

THIS gentleman has been identified with the educational world for over a quarter century, and he is recognized as being a past master of all the details and technique that mark that most responsible of callings — the teacher.

Mr. Frohardt is a native of Moniteau County, Missouri, and his parents, John D. and Wilhelmine (Kunning) Frohardt, were both of German birth. His father died near Council Bluffs, Iowa, in 1900, and is still survived by his widow.

Our subject received his elementary education in the public schools of Pottawattamie County, Iowa, and then entered Central Wesleyan College, at Warrenton, Missouri, from which he graduated in 1881 with an A.B. degree. From this college he later received the A.M. degree for post-graduate work. Mr. Frohardt first taught public school at Spanish Lake, St. Louis County, Missouri, five years; was principal of the preparatory department of the Central Wesleyan College eight years; and entered his present position as superintendent of schools in Granite City, Illinois, twelve years ago. As a commentary on his energy and the excellence of his work here it may be mentioned that in 1894 he entered upon his labors with but one assistant, while at the present time his staff numbers fifty assistants and in the four schools he controls there is an enrollment of eighteen hundred pupils.

Mr. Frohardt is a member of the Illinois State Teachers' Association, the Southern Illinois Teachers' Association and the M. E. Church, and in 1893-4 he was vice-president of the Missouri State Teachers' Association. He has contributed many timely articles to newspapers and magazines. In 1883 he was married to Miss Caroline Becker, and they have seven children, Homer O., Edith B., Viola E., Elmer I., Anna, Ralph and Waldo E.



L. P. FROHARDT.

D. Frank Fawcett

IN the development of the educational interests of Illinois, valuable and highly appreciable services have been rendered by D. Frank Fawcett, and he is held in high regard in scholastic circles.

Mr. Fawcett was born in Clinton, Vermilion County, Indiana, and the comprehensive education he possesses was secured in country schools; the Normal School at Valparaiso, Indiana; Westfield (Ill.) College, from which he was graduated in 1883 as B.S., and in 1886 received the M.S. degree; Otterbein University, Westerville, Ohio, from which he was graduated in 1889 with the degree of A.B., and in 1892 was given the degree of A.M., and he also performed post-graduate work at Harvard University and the University of Chicago. Since beginning his pedagogical career, he taught in a country school and the public school in Taylorville, Illinois, in 1883-4; was principal at Morrisonville, Illinois, from 1884 to 1887; student in Otterbein University, 1887-1889; principal of the Buffalo school in 1889-91; taught history and mathematics in the Taylorville township high school from 1891 to 1895; student in the University of Chicago, 1895-1896; principal of the Maroa (Ill.) schools from 1896 to 1898; principal of Rockton (Ill.) school, 1899-1906; superintendent of Maroa (Ill.) schools, 1906-1910, and then became principal of the Stuart school, Springfield, Illinois, where he had a staff of twelve teachers.

Mr. Fawcett is an ex-member of the National Education Association, the Illinois State Teachers' Association, Illinois State Teachers' Reading Circle, Central Illinois Teachers' Association, Northern Illinois Teachers' Association, and now holds membership in the Masonic Order, the Order of Eastern Star and the United Brethren Church. On August 22, 1899, he was married to Miss Lillie W. Griffith, and they have one child, Harriet Pleasant Fawcett.



D. FRANK FAWCETT.

William Alexander Furr

FOR more than twenty-two years the subject of this sketch has been identified with public school work, and as an educationalist he has won deserved commendation for his conscientious efforts and the thoroughness of his methods.

Mr. Furr was born October 2, 1863, in Fountain County, Indiana, his parents also being natives of that State. His father, Marcus Furr, is still living, while his mother, Sarah Justus Furr, deceased at Hillsboro, Fountain County, Indiana, in 1875. He was educated in the country schools of his birthplace, the Indiana State Normal School, from which he graduated in 1891, and the Indiana State University, graduating from the latter in 1896 with the degree of Bachelor of Arts, and in 1897 he received the degree of Master of Arts from the same institution. His special branches of study were history and pedagogy.

Mr. Furr first taught in country schools for four years, next in Veedersburg, Indiana, for five years, then at Ottawa, Illinois, from 1897 to 1905, and since then has been superintendent of schools at Jacksonville, Illinois. Under his control are six schools, seventy-seven teachers and twenty-three hundred pupils, and the most harmonious relations exist between him, his colleagues and his scholars. He has also acted in the capacity of institute instructor for fifteen years in Illinois, Indiana and Iowa, and has just accepted the position of Lecturer on Education in Illinois College.

Mr. Furr is a member of the National Education Association, the Illinois State Teachers' Association, the Illinois State Teachers' Reading Circle, the Central Illinois Teachers' Association, and the Congregational Church. In 1889 he was married to, Miss Alpharetta Brown, and after her decease, was, in 1902, married to Miss Lucie J. Rigden. He has five children, Coral, Paul, Homer, Clarence Lee and Dorothy Alice.



WILLIAM ALEXANDER FURR.

James B. Farnsworth

IT is indeed rare that a case is found where one has served in the public school service for a half century, but such an instance is found in the subject of this sketch.

James B. Farnsworth was born in Westford, Vermont, July 23, 1843, son of Reuben and Eunice (Earle) Farnsworth, both natives of Vermont. The former died in October, 1867, in Philo, Illinois, the latter in Chicago in October, 1888. His early education was secured in the public schools of this State, but the vast store of knowledge possessed by him was obtained through constant private study. That his studies have resulted in benefit for the public good is but "putting it mildly." Thousands of his former pupils, now prominent in many walks of life, can testify to the fact that their best intuitions of moral and scholarly ways were received directly from him.

Mr. Farnsworth began teaching in country schools, and after eight years' service there became an instructor in the Lake Zurich Academy for two years. Following this, he was principal of the Jefferson High School (Chicago) for eight years, principal of the Hoffman Avenue School for the same length of time, principal of Irving Park one year, and for the past twenty-two years has been principal of the Logan School, Oakley avenue and Rhine street, where he has supervision of eighteen teachers and nine hundred pupils. His experience as a school-teacher extends over half a century. To him belongs the credit of organizing the first high school under the law enabling townships to form high schools. He started the old Jefferson High School in January, 1870. This was the forerunner of the Jefferson High School, which had its home for twenty-seven years in Mayfair, and whose successor, the Carl Schurz, recently opened its magnificent home on Milwaukee avenue, in Irving Park.

Mr. Farnsworth was given a surprise reception at the closing of his fiftieth year as a teacher by his neighbors, former pupils and teachers who had taught under him.

Mr. Farnsworth is a member of the National Education Association, the Illinois State Teachers' Association, the Grand Army of the Republic (B. F. Butler Post), and the Congregational Church. He is a musician of recognized ability, has sung in the choir for fifty years and for twenty-five years has been choir leader. He was a member of a band in the Northern Army during the Civil War and won deserved credit. He was married May 1, 1866, to Alma Putnam, and they have had three children, Charles E., of Anaconda, Montana, being the only survivor.

Margaret S. Gill, A.B., Ph.B.

MRS. GILL was born in Cincinnati, Ohio, her parents being Henry P. and Charlotte F. Spears, both native Ohioans, and now deceased; the former having died in 1886, the latter in 1894.

She attended school a few years in her native place, but her family moved to Fond du Lac, Wisconsin, and most of her education was gained at that point. Her ancestors were educated people, city people used to modern culture. They were engaged in educational pursuits, many of them. Several of them were college professors and many of them ministers of the gospel. Her mother was a graduate of Oberlin College, as also were two uncles. It was natural, then, for Mrs. Gill's parents to prize an education above price and to desire their daughter should have as broad a one as possible. The day they started her to school, or when she was six years old, she commenced the study of the piano also. These she kept up continuously until she graduated from the Fond du Lac High School. The year after her graduation she began her course at the University of Wisconsin. At that time the "co-eds" were despised by the boys and sneered at by the faculty. It



JAMES B. FARNSWORTH.

required much determination to remain and get through; but in 1866 Margaret Spears Gill obtained her diploma, her A.B. and also her musical diploma.

She then taught at home for three years in the German-English Academy, and instrumental music two years in the State Normal School, Stevens Point, Wisconsin.

Feeling that Chicago would afford a broader field, she went there just after the fire. She is a veteran teacher now and has never stopped. She has had tens of thousands under her charge who "rise up to call her blessed," for she is intelligent, progressive, painstaking and enthusiastic.

She assumed her present charge, the Henry H. Nash School, twenty-five years ago, and has many of the second generation under her charge at present. She has good health and spirits and she has never been absent from her present school a single half-day. Her pupils number fourteen hundred, her teachers thirty, her alumnus twelve hundred, and her friends, *the entire school district*, for she has devoted her life to their interests.

Being such a gifted musician, it is natural for her to express herself in melody or song. It is temperamental. She has written thirty "class songs." It is her way of teaching the lessons of life. Could you hear them rendered yearly by her classes, you would know that the lessons had fallen on fallow ground.

Mrs. Gill has also published several instrumental pieces that have been very popular. She has been abroad twice and her observations she has embodied in lectures which have been well received by the discriminating audiences that have heard them.

Mrs. Gill is an active worker in the Baptist Church and is a member of many clubs. The ones she is most interested in are the King's Daughters, Daughters of Veterans, College Club, and University Club.

The proudest moment in her life was when in June, 1909, forty years after graduation, her dear old "Varsity," her alma mater, bestowed upon her the Ph.B. for continuous and successful work in the educational field.

Mamie E. Graff

MISS GRAFF was born in Greenville, Illinois; her father, Peter Graff, and her mother, Eleanor, both having been natives of Illinois. Her father died June 1, 1889, but her mother is still living.

Miss Graff began her education by attending the country schools in her native place, after which she was a student at Austin College, which graduated her with the degree of Bachelor of Arts. She also attended the Normal School and the State University. She has successfully passed the State examination and holds a life State certificate.

She taught her first school in Pocahtonas, Illinois, where she remained three years, and then taught in Highland, Illinois, for seventeen years, after which she taught in her home town, where she has been for the past seven years, and where she is principal, with two teachers and 104 pupils under her.

She is a member of the Illinois State Teachers' Association and the Southern Illinois Teachers' Association, and a member of the Congregational Church.

That her good work in the schools where she has taught has been appreciated, the fact that she has taught so long in each school, speaks in emphatic language.

Warren C. Greenup

MR. GREENUP was born in McDonough County, Illinois, April 25, 1877, his father, Eugene Greenup, and his mother, Amanda (Holliday) Greenup, both being natives of Illinois, and are both living at the present time.

Warren C. Greenup was educated at Industry, Illinois, did correspondence work in the sciences and finished a four years' course. He began teaching in a country district, where he remained two years, taught in the Industry High School five years, and in the Adair High School six years, where he is principal at present, with one school, two teachers and seventy-five pupils. He is



MAMIE E. GRAFF.

a member of the Illinois State Teachers' Association and the McDonough County Teachers' Association. He held the position of postmaster at Adair, Illinois, from May 21, 1909, to November 15, 1910, when he resigned the position to resume her life-work of teaching. In August, 1898, Mr. Greenup married Miss Laura D. Kearby, who has borne him five children, Perry, Ione, Clydell, Charles and Holly.

Cyrus Stover Grove

AMONG the tried and thoroughly competent instructors that go to form the great body of public school teachers in Illinois, the above-named gentleman has long borne a favorable reputation. He is a native of Spring Mills, Center County, Pennsylvania, born September 27, 1867, his parents being John and Margaret (Stover) Grove, both natives of Pennsylvania, and both deceased, the former having departed this life in October, 1907, the latter in January of the same year.

Cyrus Stover Grove was educated in the district school of Egg Hill, Pennsylvania; at Spring Mills Academy; Northern Indiana Normal University and Wisconsin University, and the schools that he had charge of include Logan, Decker, Beaver Dam, Farmers' Mills, Egg Hill and Madisonburg, in Pennsylvania; Mill Grove, Mt. Pleasant, Eldorado and Orangeville, in Illinois. He is now county superintendent of schools of Stephenson County, Illinois, and makes his headquarters at Freeport, that county. The various interests under his control are given every attention that care and forethought can suggest, and all the schools are in a most satisfactory condition.

Mr. Grove holds membership in the National Education Association, the Illinois State Teachers' Association, Illinois State Teachers' Reading Circle Board; was president of the Northern Illinois Teachers' Association, 1908. He is also a member of the Illinois Pupils' Reading Circle Board, the Masonic Order, Odd Fellows, Eastern Star, Rebekahs and Shriners. He is a progressive educationalist and a public-spirited citizen.



CYRUS STOVER GROVE.

Walter Franklin Grotts

THIS gentleman is numbered among the public-spirited teachers engaged in the school service of the State, and he enjoys an excellent reputation in scholastic circles. He is a native of this State, having been born in Raymond, Illinois, son of George W. and Almira (Rusher) Grotts, both natives of this State, and both still living. He received his elementary education in the common schools and high school of Raymond, graduating from the latter, and he also took special studies in the University of Illinois and the Eastern Illinois State Normal School. On beginning his life-work he first taught for a year the Fawn Creek School; next, for two years, the Burnet School (the foregoing being ungraded country schools in Montgomery County, Illinois); then for three years taught in the grades in Raymond, Illinois; was superintendent at Fillmore, Illinois, for two years; superintendent at Irving, Illinois, three years, and is now filling his second year as superintendent of schools at Girard, Illinois, where he has under his supervision two schools, thirteen teachers and about five hundred and fifty pupils.

Mr. Grotts is a member of the Illinois State Reading Circle, the Illinois Association for Teachers of Agriculture, the Masonic Order and Knights of Pythias. In August, 1904, he was married to Miss Claudia Irene Hough, and they have three children, Orel Constance, George Wrice and Paul Edward Grotts.



WALTER FRANKLIN GROTTTS.

G. Charles Griffiths

INCLINATION and natural aptitude caused G. Charles Griffiths to select the pedagogical field for his life endeavors, and the substantial success he has achieved demonstrates that the selection was a wise one and one that was most fortunate for the cause of



G. CHARLES GRIFFITHS.

education. Valuable is the work that has been done by him in the field of education and, being comparatively young, he still has a wide future for further usefulness and distinction.

Mr. Griffiths was born near Collinsville, Madison County, Illinois, September 16, 1866, on a farm. His parents were Ellen (Scanland) and George Stewart Griffiths. In early youth he attended the public schools of Normal, Illinois, and in later years studied in the Illinois State Normal University, with graduation therefrom in 1892. He also studied law in the Illinois College of Law, and is recognized as a close student of questions of public policy.

His first experience as a pedagogue was obtained in a country school in McLean County, this State, and from thence he went, respectively, to schools of Rock City (Stephenson County) and Metamora (Woodford County). In 1893 he became principal of the Robert Emmet School, Austin, Illinois (annexed to Chicago in 1899), and was most usefully and profitably employed there up to 1903, when he was transferred to the Motley School, in a densely populated foreign section of Chicago, where he is still employed as principal. Mr. Griffiths is a thorough, sound educator, and is ever in full touch and sympathy with his pupils and colleagues. He is active in teachers' organizations and has been especially useful on the legislative committee of the Principals' Club and the State Teachers' Association in securing the enactment of laws needed by educational interests. Besides the above-mentioned associations he is a member of the City Club and the Press Club of Chicago, and of many of the well-known fraternal associations in which he contributes largely to the "good of the order" by forceful and pleasing oratory and appreciative interpretation of "the literature of power." In 1893 he was married to Miss Mary Canfield Wood, of Austin, Illinois, and their interesting family comprises three sons and a daughter, David Wood, Henry George, John Russell and Elizabeth.

Newell Darrow Gilbert

FOR more than a quarter of a century the above-named gentleman has been a valued factor in the public-school system of Illinois, and his services have been most effective in promoting the schools to the high status they to-day enjoy. He is a native of Clyde, New York, his parents, Silas and Julia (Gage) Gilbert, also being natives of that State.

Mr. Gilbert is the possessor of a very superior education, which was acquired by studies in the graded schools of Mendota, Illinois; high schools of Marshall, Michigan, and Freeport, Illinois, and the Illinois Wesleyan University, at Bloomington, Illinois, from which he graduated as a Bachelor of Arts in 1879, and was given the Master of Arts degree in 1882. In his pedagogical capacity he has had charge of the following schools: Clinton, Illinois, 1879-82; Utica, Illinois, 1882-84; Maywood, Illinois, 1884-87; Austin, Illinois, 1887-99; superintendent at DeKalb, Illinois, 1899 to 1907.

Mr. Gilbert is still a close student and keeps fully familiar with all advances made in his profession. From the beginning of his work in DeKalb he has been associated with the faculty of the Northern Illinois State Normal School—from 1902 to 1907 carried the double responsibility of superintendent of city schools and director of the training school of the Normal; since 1907 he has given his entire time to the training work.

Mr. Gilbert is a member of the National Education Association, the Illinois State Teachers' Association and the Northern Illinois Teachers' Association. In 1879 he was married to Miss Elizabeth Clark, and their family comprises a son and a daughter—Newell Clark Gilbert and Julia Elizabeth Gilbert.



NEWELL DARROW GILBERT.

Harry Edwin Green

THE present efficient superintendent of schools of Crawford County, Illinois, has devoted his energies and abilities for some twenty years to the public school service.

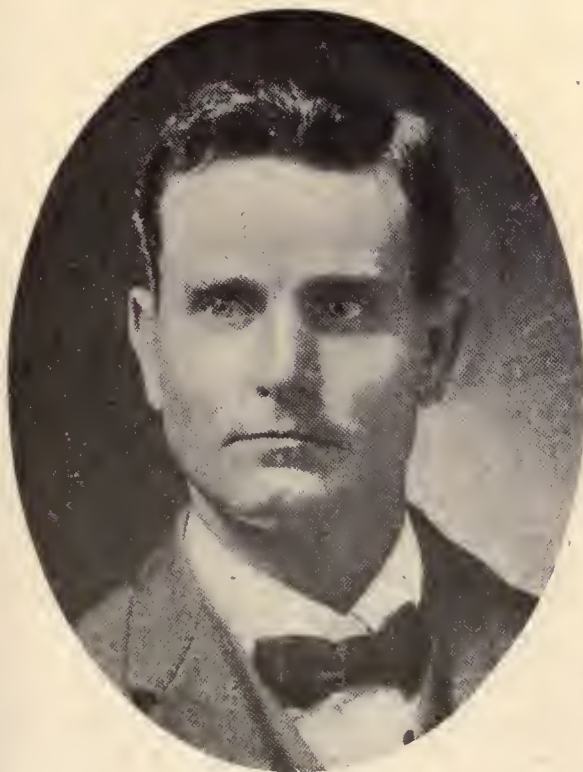
Mr. Green was born in Hutsonville Township, Crawford County, Illinois, September 8, 1866, son of Samuel S. and Ruth A. Green, also both natives of Crawford County, Illinois, the former of whom died on the home farm in Hutsonville township, January 6, 1905, and is survived by his widow.

Harry Edwin Green was educated in the country schools of Star and Quaker Lane, Crawford County, Illinois; Earlham College, Richmond, Indiana, and Union Christian College, Merom, Indiana, from which he graduated in the spring of 1894. He taught in the country schools of Star and Quaker Lane one year each; at McDaniel, one year; Science Hall, two years; Trimble, two years; West Union, three years; West York, five years, and for the past eight years he has occupied his present important incumbency—superintendent of schools of Crawford County. Under his jurisdiction are one hundred and nine schools, one hundred and sixty-one teachers and seven thousand pupils.

Mr. Green is a member of the Illinois State Teachers' Association, the Illinois State Teachers' Reading Circle, the Masonic Order, Elks, Modern Woodmen, Ben Hur and the Union Christian Church. In 1891 he was married to Miss Olive May Hathaway, whose lamentable demise occurred August 24, 1905, leaving him with a family of three young daughters, Goldie, Mary and Ruth.

August 31, 1907, Mr. Green was married to Miss Nora Folck, a successful teacher of Crawford County, Illinois. This union resulted in the birth of two children, a son and daughter, Mildred and Millard, of whom but one, Mildred, survives.

Mr. Green is serving his third term as county superintendent.



HARRY EDWIN GREEN.

Elbert E. Gowey

MR. GOWEY, who is one of the most efficient school principals in northern Illinois, has been an active worker in the educational field for the past thirteen years and is most favorably known in scholastic circles. He has made special studies of mathematics, mechanical drawing and penmanship, and is an expert in those lines. He is likewise an inventor of note, having produced numerous devices, and he invented and built one of the first automobiles in the country. He has also supervised the construction of several mechanical and electrical devices in New York and other eastern cities.

Mr. Gowey was born in Gardner, Illinois, son of Gilbert E. Gowey, a native of Erie, Pennsylvania, and Florilla Doud Gowey, a native of this State, both of whom are still living. He was educated in the elementary schools and the high school of Gardner, Illinois, and then took a course in the commercial department of the Grand Prairie Seminary, Onarga, Illinois, from which he graduated in 1896 with the degree of Master of Accounts, and he has also studied in the Illinois State Normal University.

Mr. Gowey first taught in the Crane School, Gardner, Illinois, for two years; next was grammar instructor for a year and assistant principal for two years in the public schools of Gardner; was superintendent of the schools at Braceville, Illinois, four years, and for the past four years he has been principal of the Eastern Avenue School, Joliet, Illinois, where he has a staff of eleven assistant teachers and an enrolment of 450 pupils.

Mr. Gowey is a member of the Northern Illinois Teachers' Association and the Modern Woodmen of America. On August 28, 1901, he was married to Miss Carrie A. Peart, and they have one child, a daughter, Lucille Gowey.



ELBERT E. GOWEY.

Severt Tobias Gunderson

THE above named, now deceased, was for many years a prominent citizen of Chicago, well known for his active, public-spirited interest in municipal affairs, particularly in advancing the cause of education, and to his efforts much of the present efficiency of the schools is due.

Mr. Gunderson was born in Norway, son of Gunder T. Gunderson and Marie Severtson, both also natives of Norway, and now deceased, the former having died in 1886, the latter in 1870. His elementary schooling was obtained in Norway, and on coming to Chicago he attended the grammar schools of that city. He ever manifested a keen interest in civic affairs and was ever prompt in giving his support to any measure proposed for the advancement of the city's welfare. In 1874 he was elected a member of the Common Council of Chicago and in this capacity gave valuable services. In 1891 he became a member of the Chicago Board of Education and in 1907 was reappointed to the position. In 1894 he was appointed a member of the Chicago Public Library Board. While a member of the Board of Education he introduced before that body a resolution asking that the legislature enact a law that would provide a parental school for the children of the city, whereby truants would be taken from civil associates on the streets and placed under proper control. Several years later this action of his resulted in the framing of the law which founded the Parental School of Chicago, which has done an inestimable good.

Mr. Gunderson was prominent in fraternal and social organizations. He was a member of the Masonic Order, a Royal Arch Mason, Knight Templar, a member of the Oriental Consistory, Medinah Temple, Mystic Shrine; he was a member of the Menoken Club, the West Side Co-Educational Club and the Lutheran Church. He was married in 1863 to Miss Emily C. Olsen, and at his demise left his widow and three children, George O., Seward M. and Ida M. (Gunderson) Danz.



SEVERT TOBIAS GUNDERSON.

Alfred Harvey

AMONG the public educators of Chicago who have obtained distinguished success is Mr. Alfred Harvey, the capable principal of Scanlan School, located at the southeast corner of Morgan and Monroe streets, that city. He is a veteran in the profession, having been engaged therein for about a half century, but he is as progressive and up-to-date as the youngest of his contemporaries.

Mr. Harvey was born in Sutton, New Hampshire, July 29, 1836, son of Joseph and Mehitabel (Watson) Harvey, both natives of the Granite State, and both now deceased. His youth was the time of "the little red schoolhouse," and after completing the studies they had to offer he attended the Literary and Scientific Institute, at New London, New Hampshire, and finally Appleton's Academy, at Mount Vernon, New Hampshire. He first began teaching in district schools of his native State, and with this preliminary experience came west to Illinois, where he became principal of schools at Carrollton, this State; next, principal at Waverly, Illinois, for six years; superintendent of schools at Paris, Illinois, 1871-1894, inclusive, and in the latter year was elected principal of Scanlan School, Chicago, which position he has held ever since. In 1879 he was president of the Illinois State Teachers' Association, and he has long been an honored member of the Masonic fraternity. In 1862 he married Miss Lizzie F. George, and they have seven children, of whom four, Alfred E., Walter C., Harry H. and Charles I. are now living. A daughter, Lillie M. Harvey, former head assistant of Phil Sheridan School, died July 12, 1892.



ALFRED HARVEY.

James Hamilton Henry

IN the pedagogical world, a "charmed sphere" of itself, "ability" is the watchword and "untiring efforts" the motto to be followed in order to achieve success. There is in this vocation a ceaseless demand upon the knowledge, judgment and patience



JAMES HAMILTON HENRY.

of the teacher. His work must be painstaking and thorough in order to be effective.

All the prerequisite qualifications are possessed in a full degree by James Hamilton Henry, the talented principal of Gallistel School, One Hundred and Fourth street and Ewing avenue, Chicago. Mr. Henry was born in Harrison, Ohio, April 27, 1861, son of Jonathan H. Henry, native of Ohio, who deceased in Martinsville, Indiana, November 1, 1896, and Ann (Simpson) Henry, native of England, who died in the same town November 10, 1894.

After completing the studies offered by the public and high school of Martinsville, Indiana, Mr. Henry took a course in the Indiana State Normal School and the University of Indiana, at Bloomington, Indiana, graduating from the latter in 1892, with the degree of B.A. He is a post-graduate student of Chicago University. Since beginning teaching he has filled the following positions: Three years in district schools; principal, high school, Morgantown, Indiana; county superintendent, Morgan County, Indiana, 1885-1891; city superintendent, Warsaw, Indiana, 1893-1900; assistant in physics, Indiana University, 1892; principal, Riverdale School, Chicago, 1900-1902; principal, Gallistel School, Chicago, 1902 to the present time. He has in charge two school buildings, thirty-one teachers and thirteen hundred pupils.

Mr. Henry has contributed much valuable matter to educational literature. From 1886 to 1888 he was editor and publisher of *Our Indiana Schools*; has written many articles for the *Chicago Current*, and is author of the "Teachers' Guide." He was formerly a member of the executive committee of the Indiana State Teachers' Association, and was president of the Kosciusko County Teachers' Association, 1895, and is now a member of the Philosophical Round Table, Principals' Club, the Howland Club, the City Club, of Chicago, is vice-president of the Chicago Alumni Chapter of the Sigma Chi fraternity and is prominent in Masonic circles. In 1893 he was married to Miss Mary L. Stoker, and they have two sons, Harold P. and Leon Henry.

Mrs. Kate A. Henderson

FOREVER sacred in the educational archives of Illinois will be the name of Mrs. Henderson, who, although deceased, still fondly lives in the memory of all who knew her. She was Joliet's ideal woman, and her power for good came through her great faith in humanity. Her thoroughly indexed mind, her broad conceptions of life, her rare humor and ability to give to others a portion of the knowledge she possessed, tell the secret of her power. In her death Joliet lost one of its most brilliant women.

Mrs. Henderson was a rigidly just woman, and lived up to the highest pinnacle of honor, truth and probity. Undoubtedly no woman who ever lived in Joliet ever helped more people than this noble woman. As an educator she had few equals. The Joliet Public Library is her best monument. Few cities in the country have a library where the organization, system and scope of the institution surpasses the Joliet Public Library as developed by Mrs. Henderson. When this library was finally completed her joy was great, for this was the fruition of many years of hard work on her part. As librarian of this institution she was ever faithful and painstaking, and under her management it became one of the best public libraries in the State.

In the library is a large, airy room, known as the Children's Room. It occupies the entire south end of the building. The pictures to be found there include subjects likely to suggest to young minds that which is best in art. One of these pictures was presented by the Fifteen Club, of which Mrs. Henderson was leader up to the time of her death; another was presented by the citizens of Joliet. Following the suggestion of Mrs. Henderson, the reading-rooms of the library are opened Sunday afternoons for the benefit of workingmen, and that this privilege has been appreciated is shown by the large numbers that have taken advantage of it.

Mrs. Henderson was born August 9, 1848, in New Jersey, daughter of Frances G. and John Alpine. In 1858 the family moved to Milwaukee, and thence to Joliet. Mrs. Henderson possessed a splendid education, and to the day of her demise was a constant student and reader. Over a quarter of a century ago she was married to James E. Henderson, who, with her brother, John C. Alpine, survive her. For over forty years Mrs. Henderson served as an educator and as librarian. She began her career in 1865 in the city schools of Joliet. After a few years she was made principal of the high school and then was general inspector of schools. In 1898 she became superintendent of schools, retaining this position up to 1900, when she was elected public librarian. She was the first lady superintendent of schools in Joliet and the first woman ever elected a member of the Joliet Board of Education. While a member of the school board she was of great assistance to the teachers, and was acknowledged one of the most prominent members of that board. For the superintendency of schools there were over five hundred applicants, and Mrs. Henderson, who had not applied for the position, was elected.

We quote from the eulogy given this admirable woman by Mrs. Ella Hubbard, who represented the Joliet Public Schools Art Society at the Kate Alpine Henderson Memorial, held in honor of the deceased in the Henderson School building:

"Mrs. Henderson's love of the beautiful in art and literature and her realization of its value in the education of children was intensive. Her great desire as superintendent of schools, member of the Public School Art Society, and librarian, was to help them to an appreciation and understanding of their refining influences. She knew the value of human achievement during the formative period of youth, what hero worshipers they are, and how they love to hear of men and women who have wrought nobly, suffered gloriously and lived greatly."



MRS. KATE A. HENDERSON

Frank B. Hines, A.M.

MR. HINES is known as a capable and most efficient educator. He is a teacher of mature and successful experience. Education coupled with the Christian ministry has been his life-work. His remarkable executive ability, together with his patient yet keen and earnest devotion to his work has brought him success even in instances where the odds were all against him; he knows no defeat.

Mr. Hines was born March 22, 1859, on a farm near Bowling Green, Kentucky, son of Vincent K. and Anna M. (Stone) Hines, both natives of Warren County, Kentucky, and both deceased, the former having died February 3, 1901, the latter, June 16, 1901. Completing the common schools, he then attended the Academy of Drury College, Springfield, Missouri, later the college, from which he was graduated in 1885 with the degree of Bachelor of Arts. He took a three years' course of study at the Theological Seminary, Andover, Massachusetts, graduating therefrom June, 1888. In 1890 through post-graduate work he received the degree of Master of Arts from Drury College. In December, 1888, he became pastor of the Congregational Church of Carthage, Missouri, remaining there till December, 1891. From January, 1892, to July, 1894, he served as pastor of the Congregational Church of Metropolis, Illinois. In August, 1894, he became president of the Southern Collegiate Institute at Albion, Illinois, and also pastor of the Congregational Church there. He has continuously been the president of the Southern Collegiate Institute at Albion for eighteen years, while also serving as pastor of the Congregational Church through four separate and successful pastorates, being elected four different times as pastor of this same church—a distinction and honor that comes to few men only.

When Mr. Hines came to Albion, the Southern Collegiate Institute had a debt of \$7,000, a mortgage of \$5,000 on its building, and only a few students. The

church had forty-three members, small Sunday-school and no church building. He taught three classes each school-day; preached twice each Sunday; taught a Sunday-school class; besides managing the finances of the institute. In less than four years the church had one hundred and twenty-six members, a large Sunday-school, and a fine church building valued at \$12,000. The Southern Collegiate Institute had paid the old debts; greatly increased its attendance; become a junior college; raised \$50,000 endowment and is now erecting a \$20,000 building. The work done takes high rank, many of her students and graduates have become leading factors in the best life in the communities in which they live.

In addition to his deep and vital interest in Christian education, Mr. Hines is an admirer of live stock and a close student of horticulture and agriculture.

June 22, 1888, Mr. Hines married Miss Laura Saunderson, of Boston, Massachusetts, who deceased February 26, 1894. To this marriage were born two daughters, Marion and Laura, and one son, William. The son died in October, 1896. The elder daughter is now a junior in Smith College, Northampton, Massachusetts, and the younger is a junior in the Southern Collegiate Institute.

December 30, 1897, he married Miss Anginette Hemingway, of Oak Park, Illinois. They have five children, Margarette, Frank B., Jr., Anginette, Adelaide and Hemingway.

Mr. Hines believes in college education. He himself is a college graduate. He married college graduates. His two daughters, Miss Marion and Miss Laura, are completing college courses. The other five younger children are being carefully guarded and directed in their preparation for college life. His purpose is to give every one of his children a college education, for he believes that a true college education is the greatest inheritance that can be left a child. In his public addresses and personal teaching he steadfastly emphasizes the value of a college education.



FRANK B. HINES, A.M.

Dudley Grant Hays

THIS gentleman is an educator and author of extended experience, and is widely known in scholastic circles. Among the most noteworthy of his literary productions are: "Experimental Laboratory Methods in Physics for High Schools," "Nature Study Suggestions," "The Atmosphere," and the "Experimental Study of Heat."

Mr. Hays was born July 16, 1861, in Benton Harbor, Michigan, son of Asahel and Delilah Hays, the former an American by birth and still living, the latter a Canadian, whose demise occurred at Benton Harbor in 1864. He grew up on a farm, first attended country schools, subsequently studying in the public schools at Creston, Illinois, and the State Normal University, from both of which he graduated. He also took law courses in the Kent College of Law and the Illinois College of Law, graduating from the former in 1901, with the degree of LL.B., from the latter in 1902, with the degree of LL.M. He took special science courses at the University of Chicago for several years.

A farmer's son by birth, and having spent his early years in rural occupations, he has a natural bent toward nature study in all of its phases, and has done much in institute lecturing along this line of public school endeavor.

Mr. Hays began his career as a teacher in the country schools of northern Illinois. Following two years of such work came his election to the position of principal of the public schools of Malta, Illinois. After serving in that capacity for three years, he entered the Illinois State Normal University, from which he graduated, and in which he was assistant instructor of science for three years. The above service was followed by his accepting the position of physics instructor of the Englewood High School, of Chicago, and where he taught for five years. Then for four years he was instructor of nature study in the Chicago Normal School with Colonel Parker. Leaving the latter position, he became



DUDLEY GRANT HAYS.

the principal, successively, of the Arnold, Kershaw and Eugene Field schools, of Chicago.

Having rounded out twenty years of teaching in the Chicago public schools, Mr. Hays took a leave of absence and entered the services of the National Soil Fertility League, as vice-president, and where an educational field of unlimited opportunity confronted him.

The early training on the farm, the country school, village school, high school and normal university teaching experience, coupled with his general, scientific and legal education and his experience as an institute speaker, all find a fitting outlet for public service in a most worthy cause—the awakening of the public to the necessity of a national movement to bring about a higher standard of agriculture, in order that the nation's food supply may be adequate in all coming time.

Mr. Hays is a member of the National Education Association, American Academy of Social and Political Science, Masonic Order, Knights Templar, A. A. O. N. M. S., Royal League and the Congregational Church, and he has held various offices in all of the many organizations with which he has been associated. In 1891 he was married to Miss Emma Adams, and they have had three children; all now deceased.

Homer Marion Hinkle

MR. HINKLE is a native Illinoisan, as was his father, Hiram Hinkle, and also his mother, Mary P. Hinkle. He was born August 6, 1885, in Union County, near Dongola, and began his education in the rural school, The Meisenheimer, after which he attended the Dongola High School one year, thence went to the Normal School, at Carbondale, where he studied for a year and a term and taught three years, and then entered Ewing College, where he stayed two years, and was graduated from the Normal Department in 1909. From there he went to the University of Illinois, remaining two summer terms.

He taught in the Hoffner School, Pulaski County, six months in 1904-5; at the Swan Pond School, Union



HOMER MARION HINKLE.

County, six months in 1905-6; at the Karraker School, in Union County, six months in 1906-7; and then took his present place as principal of the McLeansboro High School, in Hamilton County, where he has been since 1909, with forty-six pupils under his charge.

Mr. Hinkle has made a special study of the natural sciences, and is a thoroughly self-made man, having secured his education by great sacrifices and heroic struggles. He is a member of the Baptist Church, and belongs to the Modern Woodmen of America.

James Franklin Hickman

JAMES FRANKLIN HICKMAN was born in Carrigan Township, in his present home county, January 17, 1881, of good old Virginia and Ohio stock; his father, Z. W. Hickman, being a native of West Virginia, and his mother, Mary W. Doty, having been born in Ohio. His father is still living, but his mother died at her old home in Marion County, September 1, 1894.

The young man's education began in rural schools of Marion County, whence he went to the high school in the same county, at Salem, which he attended one year, when he was a pupil at the State Normal School, finishing his studies at the Southern Illinois Normal University, at Carbondale, from which he was graduated, June 9, 1910.

He taught three years in rural schools before this graduation; was principal one year at Alma, Illinois; was three years superintendent of the village school of Odin, Illinois; was then elected principal of the Salem high school, but while acting as such was elected to the position of county superintendent of schools of Marion County, November 8, 1910, which office he is now holding.

Mr. Hickman is a member of the Illinois State Teachers' Association, the Illinois State Teachers' Reading Circle and the Southern Illinois Teachers' Association; is an Ancient Free and Accepted Mason and a Modern Woodman of America, and is also a member of the Baptist Church.



JAMES FRANKLIN HICKMAN.

Thomas C. Hill

THIS gentleman has been actively engaged in the public-school service for many years, and is well known for his competent methods and the thoroughness of his work. He is a native of the Prairie State, having been born at Tolono, Illinois, September 30, 1859, son of Walter Forrest Hill and Rebecca Ann (Miller) Hill. His father was born in Wells, Maine, and died in Tolono in November, 1887, while his mother, a native of Lebanon, Ohio, deceased in Chicago in 1900. His parents were both teachers in Kentucky previous to removal to Illinois. The father was a graduate of Andover Academy and Williams College; he left Maine for Kentucky about 1839.

Mr. Hill was educated in common and high schools of Tolono, Illinois, and the University of Illinois, graduating from the latter in 1881 with the degree of Bachelor of Arts. He first began teaching in a country school near Champaign, Illinois, and subsequently taught in the Carroll College Academy, Waukesha, Wisconsin, and Wyman Institute. He is now principal of the Curtis School, One Hundred and Fourteenth place, One Hundred and Fifty-fifth and State streets, Chicago, where he has supervision of two schools, forty-five teachers and about sixteen hundred and fifty pupils. He is indefatigable in his attention to details, preserves admirable discipline, and enjoys the confidence and esteem of all his colleagues.

Mr. Hill is a member of the National Education Association, the Illinois State Teachers' Association, the Order of Maccabees and the Methodist Episcopal Church. On July 25, 1888, he was married to Miss Ina Mabel Miller, and they have five children—Harold C., Margaret D., Marion, Lawrence E. and Donald M. His eldest son, Harold, has taken a medical course in the University of Chicago, and his daughter, Margaret, is a student in the University of Illinois.



THOMAS C. HILL.

George Hermetet

FOR more than twelve years the above-named gentleman has been engaged in the public school service of this State, and his ability and natural adaptability to his profession have earned for him steady promotion.

Mr. Hermetet was born near Rushville, Schuyler County, Illinois, September 6, 1876, son of James F. and Mary E. Hermetet, both natives of this State, and now living here. His education was secured in country schools in Schuyler County and the Rushville Normal and Business College, and he graduated from the latter in 1896. As a teacher, he first served for five years in the country schools of Schuyler County, then for five years was principal of the public school at Pleasant View, Illinois, succeeding which he was principal at Camden, Illinois, for a year, and principal of the Normal Department of the Rushville Normal and Business College for the same length of time. He then was elected to his present position of county superintendent of the schools of Schuyler County, where he has under his jurisdiction 127 teachers and several thousand pupils, with all of whom he holds the pleasantest relation.

Mr. Hermetet was president of the Schuyler County Teachers' Association in 1906 and vice-president of the village principals' section of the Illinois State Teachers' Association in 1908. He is a member of the Illinois State Teachers' Association, the Illinois State Teachers' Reading Circle, the Military Tract Teachers' Association, the Order of Odd Fellows, Modern Woodmen of America, Knights' of Pythias, of which order he is past chancellor, and the Methodist Episcopal Church. On October 20, 1900, he was married to Miss May Hawkins, and they have had two daughters, Margaret Ellen (deceased), and Grace, now living in her seventh year.



GEORGE HERMETET.

Frank L. Hoehn

MR. HOEHN is a thoroughly self-made and largely a self-educated man, with the practical nature and gifts naturally inherent in the one of German descent; his father, Frederick Hoehn, and his mother, Amelia Gottschall, both being natives of Sax-Gotha, Germany, the former still living, the latter having died in Carlinville, Illinois, September 21, 1893.

Mr. Hoehn began his education in a district country school of Macoupin County, Illinois, and afterward attended Blackburn College of Carlinville, Illinois.

He began his life-work of teaching in a district country school, where he taught seven years; then was principal of Gillespie (Ill.) school for nine years; was superintendent of Mount Olive schools, Illinois, four years; filled out a vacancy at Staunton High School part of a year, and taught one term in a district school of Madison County, Illinois. He is at present superintendent of schools at Mount Olive, with fourteen teachers and six hundred and twenty pupils under his charge.

He has taught twenty-three years, and during his summer vacations has either attended summer schools or worked on a farm. He has made no special branch of study, but inclines to the natural sciences.

He belongs to the Illinois State Teachers' Association and the Illinois State Teachers' Reading Circle, and is a member of the Knights of Pythias.

He married Miss Hettie Clark, April 12, 1888, by whom he has had ten children, eight living: Roy, Ralph, Roland, Raymond, Russell, Randall, Ora and Mildred.



FRANK L. HOEHN.

Horace N. Herrick

HORACE N. HERRICK has been engaged in school-work for the past thirty years, all of the time in Illinois, and is favorably known in educational circles. He was born in Lewis County, Kentucky, in 1862, and is the son of George W. and Josephine Herrick.

George W. Herrick, a native of Woodbury, Vermont,



HORACE N. HERRICK.

studied in an academy at Brookline, Massachusetts, and at Geauga Seminary, now Hiram College, Hiram, Ohio, where he was a schoolmate of James A. Garfield. He taught school in Kentucky and was principal of the village school at Manchester, Ohio. On account of ill health he took his family to DeWitt County, Illinois, in 1865, where he farmed in the summer and taught country school in the winter, until his death in 1877. Josephine Herrick is still living, and resides with her son in Chicago.

In his boyhood Horace N. Herrick worked on a farm during the summer and attended country school in winter. In 1881 he entered Eureka College, Eureka, Illinois, from which school he graduated in 1886 with the degree of A.B., and in 1890 received the degree of A.M. In 1888 he entered the sophomore class at Harvard University, and graduated in the class of 1890 with the degree of A.B. He also took a course in Latin in the University of Chicago, and possesses a thorough general education.

In 1880 he taught country school in DeWitt County, Illinois; was principal of the West Side School, Minonk, Illinois, 1882-83; was instructor in mathematics in Eureka College from 1886 to 1888, and was professor of Latin and Greek in the same college from 1890 to 1897. From 1897 to 1909 he was instructor in Greek, Latin and mathematics in Waller High School, Chicago, and since 1909 he has been principal of the Drummond School, Clybourn place and North Lincoln street, Chicago. There he has a staff of twenty-two teachers and an enrolment of 980 pupils. He believes in hard work, maintains strict discipline, is alert for the improvement of his school, and does not lose interest in his pupils after they have left school.

Mr. Herrick is a member of the National Education Association, Odd Fellows, Modern Woodmen and the Church of the Disciples. He is a forceful writer, and has contributed articles to college and weekly papers. In 1890, at Eureka, Illinois, he was married to Miss Mary A. Musick, and to them have been born five children, four of whom are still living.

Henry William Huttman

AMONG the leading spirits who have been prominent in promoting the cause of education in Chicago is Henry William Huttman, member of the Chicago Board of Education, and well known in legal and literary circles. He has for years been identified with progressive movements in civic life.

Mr. Huttman is a native of Milwaukee, Wisconsin, where he was born May 23, 1872. His parents, Colonel William E. Huttman, and Cecelia A. Huttman, natives of Germany, are both deceased, the former having died February 28, 1900, the latter November 15, 1911. His admirable education was obtained through studies in the district school in Barton County, Kansas; under private tutors; the elementary and high schools of Wichita, Kansas; Fairmont College, and in special work at the University of Chicago. His first literary work was done when a reporter of the Wichita (Kansas) Eagle, and subsequently he became city editor of that publication. Later he served as secretary of the Kansas State Senate and also in the United States Revenue Service, in Kansas and Oklahoma. After finishing a course of studies in law here, in 1897, was admitted to the Supreme and Federal courts. He has made a special study of corporation law, and is considered an expert on this subject. He is now a member of the well-known firm of Huttman, Butters & Carr, Chicago, which has figured in many noteworthy cases of litigation. He was elected a member of the Chicago Board of Education, 1911, and has performed excellent service as a member of Buildings and Ground Committee, Text-book Committee and Vocational School Subcommittee.

Mr. Huttman is prominent in fraternal and social organizations, being a member of Lessing Lodge, No. 557, A. F. & A. M.; the 32d degree of Wichita Consistory; Medina Temple Shrine; the Germania Club, of Chicago; and several other clubs and social and charitable organizations. He was married, October 20, 1898, to Miss Clara A. Gehring, of Ottawa, Illinois, and they have three children — Cecelia, Dorothy and Gretchen.



HENRY WILLIAM HUTTMAN.

William Alexander Hough

THE wide experience of Mr. Hough previous to his election to the superintendency of the schools of St. Clair county enables him to discharge the duties of that office in a very able manner.

Mr. Hough was born March 16, 1857, in Mascoutah, Illinois, son of William and Sarah Hough, both of whom are deceased, the former having died in 1857, the latter in 1870. The son received his elementary education in the public schools of Mascoutah, later matriculating at McKendree College and at Washington University. From McKendree he received the degree of B.S. His work as an instructor began in the New Memphis village schools, where he remained six years as principal; five years were spent in the rural schools of St. Clair County; two years as an instructor in the Mascoutah schools, and two years as superintendent; and for nineteen years he was instructor in science and mathematics in the Belleville high school, and upon relinquishing this position he took up the duties of county superintendent of schools of St. Clair County, in which incumbency he has charge of 167 schools and 530 teachers.

Mr. Hough is a member of the Illinois State Teachers' Association, the Illinois State Teachers' Reading Circle, the Southern Illinois Teachers' Association, and the National Education Association. He is also actively identified with the Masonic fraternity and the Order of the Eastern Star, the Elks and the Modern Woodmen, and is a member of the Methodist Church. In 1878 he was married to Miss Dixie Fyke, and three children have been born to them, the two surviving being Estella D. Hough and Charles R. Hough.

Mr. Hough has made special study of the sciences and literature, and has devoted years of study in methods of teaching and school management, and for the past twenty years has been recognized as a special instructor of training classes, for those preparing to teach, and those desiring greater efficiency in schoolroom work.



WILLIAM ALEXANDER HOUGH.

John Arleigh Hayes

MR. HAYES may be termed a "born pedagogue," all his inclinations and abilities having been exercised in this profession. He has made a specialty of teaching biological science, but has also made a deep study of school administration and the best methods of school government. In 1910 he was elected county superintendent of schools of Peoria County, Illinois, and was the only Democrat elected.

Mr. Hayes is a native of this State, having been born January 19, 1877, in Jubilee Township, Peoria County, son of Charles and Elizabeth (Hindle) Hayes, the former a native of England, the latter of Illinois, and both still living. He was educated in District School No. 46, Peoria County; the Brimfield High School, from which he graduated in 1893; the Western Normal College, from which he graduated in the class of 1896; the Illinois State Normal University; Harvard University and the University of Chicago. He began professional work as a teacher in the school at Bramble, Illinois, where he remained one and a half years. Thence he went to District School No. 10, Maple Grove, for three years, and following this was principal of the schools at Monica five years; principal of Loucks School, Peoria, three years; superintendent of schools at East Peoria, one and a half years, and since 1910 has been county superintendent of schools of Peoria County. Under his jurisdiction are 170 schools, 16,509 pupils and 540 teachers.

Mr. Hayes is a member of the National Education Association, the Illinois State Teachers' Association, the Illinois State Teachers' Reading Circle, the Central Illinois Principals' Reading Circle, the Illinois Schoolmasters' Club, the Illinois County Superintendents' Association, the Illinois Historical Association, the Masonic Order, Modern Woodmen of America, Odd Fellows, Knights of Pythias, Y. M. C. A. and the Methodist Episcopal Church. He was married in 1905 to Miss Cora Viola Buck, of Princeville, Illinois, and they have one child, Gertrude Elizabeth.



JOHN ARLEIGH HAYES.



JOHN BENJAMIN HUDDLE.

John Benjamin Huddle

THE Huddle family came from Ohio to Illinois—Benjamin and Rachel Huddle—and settled on a farm near Omega, Marion County, where the subject of this sketch was born September 8, 1868, and where they both are still living—the former at the age of eighty-one, and the latter at seventy-seven. The young man was educated in the public schools of Iuka, Illinois.

Judge Huddle, for he is entitled to that distinction, he having been for sixteen years Judge of the Police Court of Caseyville, Illinois, began teaching in the Bunkum School, a country institution, where he remained four years; his next position was in the Caseyville public schools, where he was principal for eight years; he then became superintendent of the Alta Sita public schools, and, after four years of service, this district was consolidated with the East St. Louis district, and he served one year as principal; he then went to the Washington and Irving schools, in East St. Louis, where he has been employed for two years as principal, with two schools, eighteen teachers and 815 pupils in his charge.

Judge Huddle is a member of the Illinois State Teachers' Association, the Southern Illinois Teachers' Association and the local teachers' organizations, and belongs to the Odd Fellows, the Knights of Pythias, the Red Men, the Modern Woodmen of America and the Elks.

Miss Annie M. Schmidt became his wife October 6, 1891, and they have had five children, four of whom survive, Elmer, Rachel, Willie and Grace. The other child, Tolliver, died June 15, 1910, at the age of fourteen.

Katharine Hamilton

IN the uplift and promotion of the public school service, valuable work has been performed by this woman. She is an enthusiast in the exercise of her professional duties, and possesses administrative ability of a markedly high degree. One of her accomplishments was in the organization of the first Mothers' Club, Decatur, Illinois. In this department the children have profited by landscape gardening, medical examination, play apparatus, pictures, etc. Much good has been done by this movement, which is now a permanent, highly valued factor of the public school system.

Katharine Hamilton was born in Harristown, Illinois. Her father, Captain Richard M. Hamilton, a native of Kentucky, died in Harristown, July 27, 1902, while her mother, Mary Eleanor Hamilton, native of Illinois, is still living. She was educated in the public schools of Macon County, Illinois, Eureka College, took work in a Summer Session at Harvard College and Summer Sessions at Columbia University. At the latter she completed her residence work for a Master's degree in 1911. She graduated from Eureka College with the degree of Bachelor of Science. At Columbia her major work was in education, with minors in sociology and psychology.

Miss Hamilton first taught for a year in Menominee, Michigan, and for a number of years has been principal at Decatur, where she has supervision of twelve teachers and 537 pupils. She is a member of the Illinois State Teachers' Association, the Central Illinois Teachers' Association and Eastern Illinois Teachers' Association. Her residence is 333 West N street, Decatur.



KATHARINE HAMILTON.

Nannie M. Hines

FOR thirty-six years the above named lady was a valued teacher in the public schools of Illinois, and during that period her services resulted in an incalculable amount of good to the rising generation. She

is an instructor of the progressive school, not given to fads or experiments, but ever keeping fully informed and abreast of all advancements made in educational affairs.

Miss Nannie M. Hines was born in central Pennsylvania, daughter of M. P. and Lucetta (Shields) Hines. Early in life she decided on a pedagogical life. Moving westward, her education was secured in the public schools of Iowa, and included a high school graduation. Her first experience as a teacher was in a country school, and in 1873 her services were secured by the school authorities of Evanston, a most fortunate occasion for that community, as events have proved. Having fully demonstrated her worth and merits, Miss Hines was appointed, in 1880, principal of the Hinman Avenue school and held that position up to the spring of 1911, when she retired to private life. On this occasion the event was harmoniously marked by a reception given in her honor in the assembly room of the Hinman school, by its graduates and alumni. More than fifteen hundred guests were present, including men of Harvard and Yale and women from Wellesley and Vassar. An engrossed copy of resolutions passed by the Board of Education was presented Miss Hines. Among other things it said: "In every position she has occupied Miss Hines has shown herself capable, conscientious and successful, and has held, to an unusual degree, the confidence of the board of education, and of the patrons of our schools."

More than one thousand pupils have received personal instructions from her, and many more have been indirectly helped by her influence. A lady of refinement and high ideals, of cheerful disposition and great energy, a superior teacher, and always deeply interested in everything which concerned her pupils, she has impressed herself upon their lives, and has helped to develop and elevate their characters.

Miss Hines was a member of the Illinois State Teachers' Association. It is her intention to devote several years to foreign travel.



NANNIE M. HINES.

Minna S. Heuermann

MISS HEUERMANN has been engaged in the public school service for upward of twenty-five years and is the holder of Cook County, Elementary, German (in Chicago), Primary Principal and Grammar School Principal certificates. She is thoroughly skilled in the care and education of children and to her devotion to their interests and welfare many owe their success in life.

Miss Heuermann is a native of Galesburg, Illinois, her parents being Henry W. and Dorothea (Sabransky) Heuermann, who were born in Germany and are now deceased, the former having died October 5, 1909, the latter, on February 22, 1872. She was educated in Mrs. Rein's Select School for Girls; the Newberry School, graduating therefrom in 1877; the North Division High School, Chicago, with graduation in 1879; the Central High School, and the University of Chicago. In her professional capacity she served as teacher in the Franklin, Ogden and Headley Schools, seven years, and as principal in the Dearborn School, one year; the Kinzie School, five years; Humboldt School, two years; and for the past thirteen years has been principal of the Winfield Scott Schley School, Chicago. In this position she has supervision over thirty teachers and fourteen hundred pupils, and holds the most cordial relations with all under her jurisdiction. She has made a special study of literature.

Miss Heuermann is a member of the National Education Association, the Illinois State Teachers' Association, the Chicago Principals' Club, Ella F. Young Club, the Chicago Academy of Sciences, and the Presbyterian Church of the Covenant. Her residence is at 2031 Fremont street, Chicago.



MINNA S. HEUERMANN.

Mary Susan Leonard Hartigan

THIS lady is one of Chicago's best equipped and most efficient instructors, her active experience as a practical teacher extending over many years,



MARY SUSAN LEONARD HARTIGAN.

and she is well known in educational circles as a student and scholar.

Miss Hartigan was born in New York city, her father being Thomas O. T. Hartigan, native of County Limerick, Ireland, and a well-known member of the New York and Chicago bar; her mother, Anne (Leonard) Hartigan, native of Fermanagh, Ireland. The former deceased in Chicago, April 23, 1903; the latter, on March 20, 1884. Miss Hartigan is a sister of Major Thomas L. Hartigan, the well-known soldier and lawyer.

Miss Hartigan's education, one of the most thorough, began at a very early age. Up to her tenth year she was given instruction at home under the guidance of her mother, a lady of excellent gifts, who had herself been a teacher. She then attended Avery School, in Dedham, Massachusetts, for two years and six months, graduating in June, 1871. Next came attendance at the Dedham High School, and graduation therefrom in June, 1874. Coming west, Miss Hartigan entered the Chicago Normal School, and graduated in December, 1876. A few years ago she undertook the study of medicine, and graduated July 1, 1905, from Harvey Medical College with the degree of M.D. As a teacher, all of her services have been given to Chicago schools, including the Washington, in which she taught from September, 1878, to February, 1891; the Brennan, February, 1893, to October, 1893; principal of the Hoerner School, October, 1893, to June, 1902; principal, Harvard School, Harvard Avenue, between Seventy-fifth and Seventy-sixth streets, June, 1902, to the present time. She has eleven teachers as assistants, and the pupils in attendance number over five hundred.

Miss Hartigan is a member of the National Education Association, the Chicago Principals' Association, Principals' Club, District No. 5; Ella Flagg Young Club and a number of social organizations. She is an adherent of the Roman Catholic faith, and universally esteemed both in professional and private life. She resides at 6758 Wentworth Avenue.

William R. Hornbaker

EDUCATION has been the magic word, the "open sesame" to the wonderful progress that has developed in the Prairie State, and our public school system, as so lavishly supported and intelligently directed in Illinois, is at once the pride and bulwark of our free and patriotic sons and daughters. The public school has been advanced to the highest acme of effective excellence in this commonwealth, and this State is a recognized leader and power of the world.

The schools of Chicago are particularly meritorious, and one of the best is the Smyth School, West Thirteenth street and Blue Island avenue, William R. Hornbaker, principal. This gentleman was born in Crawfordsville, Indiana, March 8, 1870, son of Albert Thomas and Susan (Price) Hornbaker, both natives of Indiana. He was educated in country schools, the preparatory school of Wabash College and Depauw University, graduating from the latter in 1890 with the degree of A.B. He is a post-graduate student of the University of Chicago. Mr. Hornbaker began his professional career in 1892 as an instructor of science in the Lake High School, continuing in that capacity up to 1900, when he became principal of the Taylor School, Chicago, in 1901 of the Goldsmith School, and in 1907 of the Smyth School, where he has a staff of thirty-two teachers and an enrolment of about fifteen hundred pupils. He was married to Miss Mary D. Rogers, and they have one son, Albert Rogers Hornbaker.



WILLIAM R. HORNBAKER.

Mrs. Fanny Posey Hacker

THE name of Fanny P. Hacker is well known throughout the educational world. She has been identified with public school work for more than a third of a century, though not in the rôle of a teacher. Since 1872 she has written upon and generalized nearly

all subjects bearing upon club and newspaper work. The limit of this work prevents giving the prominence due this lady. She was born February 25, 1855, in Henderson County, Kentucky, daughter of Fayette W. and Hannah (Sublette) Posey, both natives of that county and both now deceased. She was educated in the country schools of Henderson County, the high school at Henderson, from which she was graduated in 1872, and the preparatory academy at Evansville, Indiana. Her present position is that of county superintendent of schools at Cairo, Alexander County, Illinois, where she has supervision over 119 teachers and many pupils.

Mrs. Hacker comes from good old Revolutionary stock. Her paternal great-grandfather was General Thomas Posey, the first territorial governor of Louisiana (1812), and later governor of Indiana and lieutenant-governor of Kentucky. He was one of George Washington's aides, and is accredited the leading hero in the engagement at Stony Point. On her mother's side was Judge Towles, a learned jurist and one of the most prominent men of Henderson County, Kentucky. In the same county, her aunt, Mary Sublette, was noted as being the best-educated woman in that county. The families of Posey, Towles and Sublette were all originally Virginians. General Thomas Posey was a prominent figure in early American history, and wonderful stories are recorded of him. His exploits gained widespread publicity, and from time to time have been told in public prints. Undoubtedly it is from him that Mrs. Hacker inherits her marvelously fearless disposition. General Posey's sons, though daring adventurers, were well-educated men and successful in business life.

On March 19, 1877, Fanny Posey was married to John S. Hacker, and they have had seven children. Of these, six are living, namely: Loulou, Daisy, Hannah, Nick, Alice and Dimple. Mrs. Hacker is a member of the Cairo Woman's Club and Library Association, of Cairo, and Wickliffe, Kentucky, and has well earned the great esteem in which she is held.



MRS. FANNY POSEY HACKER.

Warren L. Hagan

AMONG the earnest workers in the educational field in Illinois is Warren L. Hagan, who has won an excellent reputation in pedagogical circles and is popularly known to the public. Mr. Hagan was born February 15, 1883, in Shelby County, Illinois, son of J. H. and Mary C. Hagan, the former a native of Virginia, the latter of Ohio. He was educated in a country school in Windsor Township, Shelby County, Illinois, and the Eastern Illinois Normal School, at Charleston, Illinois, from which he was graduated in 1907 and later performed post-graduate work there. During the years that he attended this institution, he taught, successively, in the country schools of Walker, Ash Grove and Elmflat. After graduation he taught for three years in the city schools of Grayville, Illinois, and through his efforts the North and South Side schools were united, and on concluding his services there he went to Griggsville, Illinois, where, for over a year, he has been superintendent of schools. Here his work has been marked by placing the grades from the sixth to the eighth on the departmental plan. He has supervision of two schools, ten teachers and 285 pupils. He has made a special study of the science of physics, and has made a decided success in elucidating its problems.

Mr. Hagan is a member of the Southern Illinois Teachers' Association and the Independent Order of Odd Fellows. On December 24, 1908, he was married to Miss Mabel Bruner, and both are estimably known in the community in which they reside.

Henry D. Hatch

THIS gentleman has been in public educational service as teacher and school principal for upward of thirty years, and has won distinguished success in that capacity.

Henry Douglas Hatch was born in Joliet, Illinois, March 10, 1858, son of N. Warner and Cordenia (Wooley) Hatch. His education, a very comprehensive



WARREN L. HAGAN.



HENRY D. HATCH.

one, has included studies and courses in the public schools; the Fox River Union Academy, Plainfield, Illinois; the University of Illinois; Illinois Normal University; Cook County Normal School; the University of Michigan; University of Chicago and the Chicago College of Law. He was graduated from the first class of the latter in 1889.

Mr. Hatch's early experience as a teacher and principal was in Oswego, Illinois; Yorkville, Illinois; Trempealeau, Wisconsin, and Moline, Illinois. In 1886 he became a Chicago public school principal, and has since been an active factor in the school system of that city, solving many diverse problems of school administration until he attained his present responsible position of principal of the J. N. Thorp School. He has a staff of competent assistants, a well-sustained school membership in the heart of the steel-mill district of South Chicago, and his influence for good in his chosen vocation is constantly expanding. Deeply interested as he has been in overcoming the traditional isolation of the school from the essential life of pupils, Mr. Hatch has recently found special pleasure in opportunities afforded him at the J. N. Thorp School (among relatively few in the city) for conducting successful experiments in public library coöperation and in the use of the public schools as social centers for the people of their vicinity who have left school either as graduates or otherwise.

As a continuing student of the problems of sociology and economics involved in the educative process, Mr. Hatch firmly believes that the changing order demands a definite functioning of this process in the lives of our youth, to the end that they may be inspired with the spirit of social service and be equipped to intelligently choose their respective vocations in such service, instead of merely quitting school to hunt jobs.

Mr. Hatch is a member of the Superintendents' and Principals' Association of Northern Illinois, an active member of the National Education Association, A. F. and A. M., Royal Arch Masons and the National Union, and is a worshiper in the Unitarian Church.

Elizabeth B. Harvey

THE position of county superintendent of schools in a great State like that of Illinois is one that requires on the part of the incumbent thereof much experience, great natural aptitude and a thorough knowledge of pedagogy. These qualities are possessed in marked degree by Miss Elizabeth Brown Harvey, county superintendent of schools of Boone County, Illinois, and one of the most successful of the women who have occupied this prominent position in the Prairie State.

Miss Harvey was born in Harlem, Winnebago County, Illinois, March 3, 1874, daughter of Robert Harvey, a native of Argyleshire, Scotland, and Jeannette Brown Harvey, native of Ohio, both of whom are now living. She was educated in the graded schools of Belvidere, Illinois, the South Belvidere high school, from which she graduated in 1891, and in a course at Drake University. She first taught in the rural schools of Boone County, Illinois; next in the graded schools of Belvidere, Illinois, and was for ten years at the head of the mathematics department in the high school of Belvidere. She is now county superintendent of the schools of Boone County, and in this capacity has under her management seventy schools, 125 teachers and 3,200 pupils.

Miss Harvey holds membership in the Illinois State Teachers' Association, the Northern Illinois Teachers' Association, and the Presbyterian Church, and the record she has achieved in the educational world is one in which she may well take pride.



ELIZABETH B. HARVEY.

Huber William Hurt

THIS gentleman, one of the younger educationalists of the Prairie State, has achieved marked success in the various incumbencies he has held and the future holds bright promise for him.

Huber William Hurt was born November 3, 1882, in Princeton, Missouri, son of William S. and Anna E. (Haworth) Hurt. His father, a native of Iowa, died in Bowen, Illinois, in 1883; his mother, born in this State, survives her husband.

Our subject has had a most ample education, which was secured in studies in the graded school of Pella, Iowa; the Pella High School; Central College, Pella, Iowa; Iowa Wesleyan University; German Wesleyan University; the University of Chicago and Armour School of Technology. From the Iowa Wesleyan University he was granted the degrees of B.S. and A.M. In post-graduate work he studied in the University of Chicago, the Armour School of Technology, Iowa Wesleyan University, and was research assistant in the Yerkes Observatory. He is a writer of pronounced ability, has contributed many articles to magazines and delivered a series of "Popular Science" lectures, and is author of "Essential Elements of Plane Geometry," "Essential Elements of Solid Geometry" and "Conic Sections." He first taught as assistant in the Latin department of the Iowa Wesleyan Academy, next was assistant in mathematics in the same institution, then became science teacher in the Mt. Pleasant (Iowa) High School, succeeding which he was principal of the Oskaloosa (Iowa) High School. He is at present superintendent of the Lockport (Illinois) High School, where he has a staff of nine assistant teachers and an enrolment of 160 pupils.

Mr. Hurt is a member of the National Education Association, the Illinois State Teachers' Association, Beta Theta Pi, Chicago chapter of same, and the Methodist Episcopal Church. In 1908 he was married to Miss Harriet M. Hibbs, and they reside in Lockport, Illinois.



HUBER WILLIAM HURT.

Florence Holbrook

AS a public educator, the career of Miss Holbrook, now of the Forestville School, corner St. Lawrence avenue and Forty-fifth street, Chicago has been a pleasingly successful one, her promotion continuous and fully earned, and she is known as one of the most progressive teachers in the Garden City.

Miss Holbrook was born in Peru, Illinois, her father being Edmund S. Holbrook, native of Massachusetts, her mother, Anna (Case) Holbrook, of New York. Both are deceased, the latter having died May 18, 1882; the former November 7, 1897, in Chicago, of which city they were long-time residents. Miss Holbrook secured her splendid education in Peru, Illinois; Joliet, Illinois, and Chicago, including a course at the University of Chicago, from which she graduated in 1879 and received the degrees of B.A. and M.A. She first taught in the Oakland (District No. 9, Cook County) High School, from 1879 to 1889; next in the Forestville Elementary School, Chicago, from 1889 to 1911; was principal of the high school three years, and has been principal of the Forestville School twenty-one years. Here she has a staff of twenty-seven teachers and there are over thirteen hundred pupils.

Miss Holbrook is a member of the National Education Association, the Illinois State Teachers' Association, the Society for Scientific Child Study, the Ella Flagg Young Club, School Mistresses' Club, Chicago Women's Club and the All Souls' (Independent) Church. She is a noted contributor to the educational literature of the day, her best-known works being the "Hiawatha Primer," "Book of Nature's Myths," "Round the Year—Myth and Song," "Northland Heroes," "Elementary Geography," "The Hiawatha Alphabet" and a dramatization of "Hiawatha."



FLORENCE HOLBROOK.



CLAIRE HARLAN.

Claire Harlan

AMONG the principals of schools in his part of the State worthy of individual mention is Claire Harlan, who is at the head of the high school in Nilwood, Illinois. Although a young man, his career to date has been eminently successful and augurs auspiciously for his future. Mr. Harlan is a native of this State, having been born in Girard, Illinois, April 29, 1885, son of George and Emer C. (McGhee) Harlan, the former of whom died April 6, 1910, and is survived by his widow.

Mr. Harlan received his education in the public schools of his birthplace; Brown's Business College, Jacksonville, Illinois, from which he was graduated in May, 1908; the public schools in Carlinville, Illinois, St. Louis, Missouri, and the University at Valparaiso, Indiana. His first position was that of principal of the high school at Pleasant Hill, Illinois, which he held for six months, and went thence to the Nilwood High School as principal, which position he now occupies. He has a staff of trained instructors and an enrolment of one hundred and ninety pupils, and through the advanced methods employed by him, his work has been productive of the most substantial results.

Mr. Harlan makes a special study of Latin and commercial work and excels in these branches. He holds membership in the Modern Woodmen of America and the Methodist Episcopal Church. He was married May 7, 1910, to Miss Esther Syson, of Niantic, Illinois, a lady well known in social circles, and they have a son, Bruce Malcolm Harlan.

May S. Hawkins

SOME of the brightest young women in the State of Illinois are to be found in the ranks of the school-teachers of the various localities, many occupying local positions in country schools, but others again in very responsible places, where the best of talent is requisite.

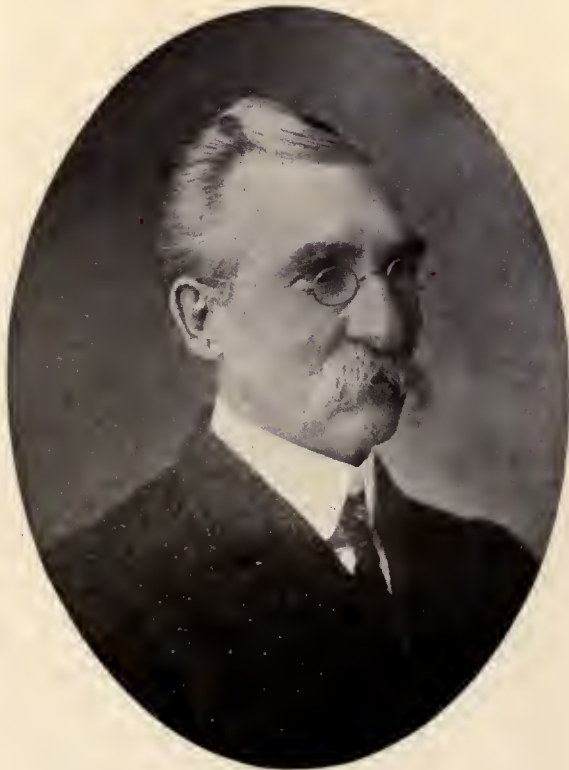
Miss Hawkins, who is county superintendent of schools of Pulaski County, is now serving her second term in that position, her record having been so satisfactory during her first term that she was reelected in November, 1910.

She was born November 4, 1876, at Mounds; her father, Louis A. Hawkins, having been a native of Germany, and her mother, Sallie Wallbridge Hawkins, was born in Vergennes, Illinois. She first attended the rural and village public schools of Pulaski County, after which she completed a four years' course in the Southern Illinois State Normal University at Carbondale, and also attended school in the Northern Indiana Normal University, with graduation from the university at Carbondale in June, 1904.

Miss Hawkins taught in the rural schools of Pulaski County six years, in the village schools two years, and in a high school at Golconda two years, when she was elected to her present position, where she has ninety-two teachers and thirty-five hundred pupils under her jurisdiction. She is a member of the Illinois State Teachers' Association, is secretary of the Southern Illinois Teachers' Association and is a member of the Methodist Episcopal Church.



MAY S. HAWKINS.



ROBERT ALLEN HAIGHT.

Robert Allen Haight

THE public schools of Illinois have had the benefit of the valuable services of the above named for almost a third of a century, during which period the schools have attained their greatest improvement and advancement since they were first instituted in this State.

Robert Allen Haight was born May 22, 1850, at Warren, Macomb County, Michigan, his parents being Alonzo and Larissa C. (Hopkins) Haight, both natives of New York State, the former of whom died at Ovid, Michigan, April 13, 1878; the latter at Ypsilanti, Michigan, August 9, 1863. The fine education he possesses was gained through life-long private study, and by two years in a country school in Oakland County, Michigan; eight years in the public schools of Ypsilanti, Michigan; six months in the University of Missouri, and five years at Shurtleff College, Upper Alton, Illinois, from which he graduated with the degrees of A.B. and A.M. As a teacher, he first taught three months in the State Street School, Alton, Illinois, next in the colored school at Alton, one year, and for five and a half years was principal of the Alton High School. Thirty years ago he was elected superintendent of schools in Alton, Illinois, and his work has been so eminently satisfactory to all interested that he has been retained in the incumbency ever since. Under his supervision are twelve schools, eighty-one teachers and twenty-five hundred pupils.

Mr. Haight is a member of the National Education Association, the Illinois State Teachers' Association and the Southern Illinois Teachers' Association. On August 25, 1875, he was married to Miss Gertrude C. Seward, and they have had a family of four, the names being Mrs. J. E. Turner, Edward A., Lewis S. and Robert A. Haight.

Margaret A. Haley

AS teaching is the natural forte of women it is seldom that a failure on their part has been recorded, when enlisted in this field of endeavor. Different degrees of success, however, prevail, and a most brilliant one is that which has been achieved by the subject of this sketch, Margaret A. Haley.

Miss Haley's career has been a most triumphant one from its inception, her progress being ever "upward and onward" until her present position of preëminence has been attained. She is an excellent type of the advanced "twentieth-century woman," and her ideas and methods are progressive in every respect.

Miss Haley is a native of this State, having been born in Joliet, Illinois, in 1861. Her parents were Michael Haley, a native of Canada, and Elizabeth Haley, native of Dublin, Ireland, both of whom died in Chicago, the former, in May, 1905, the latter in 1890. She was educated in a district school, the village school at Channahon, Illinois, the convent at Morris, Illinois, the Illinois State Normal University, at Normal, and the Chicago Normal School, and she has added immensely to her great fund of knowledge through constant private study. She first taught in country schools in this State, next in public schools in Joliet, Illinois, and then, going to Chicago, taught in every grade there from the first to the eighth, inclusive. She is now business representative of the Chicago Teachers' Federation, and being possessed of vast experience and keen business tact she fills this position with marked ability.

Miss Haley is a member of the National Education Association, the Illinois State Teachers' Association, Chicago Teachers' Association, and the Catholic Church. In both public and private life she is held in universal esteem.



MARGARET A. HALEY.



J. MONTGOMERY HUMER.

J. Montgomery Humer

MR. HUMER has been engaged in public school work upwards of thirty years and has achieved an excellent record for the thoroughness of his methods. He has made a special study of English literature and is thoroughly posted in that branch. He is a native of Pennsylvania, born February 1, 1853, in Cumberland County, that State. His parents, Samuel and Elizabeth Humer, natives of Pennsylvania, are both deceased, the former having died in 1897, the latter in 1907. He studied in the common schools of Cumberland County, Pennsylvania, until his twelfth year, later was a pupil in the schools of Decatur, Illinois, including the high school, and he was a student in the Illinois State University, from which he was graduated in 1883. As a post-graduate he performed work in the Illinois College and some correspondence work in the University of Chicago. He holds a teacher's life State certificate.

Mr. Humer taught in rural schools eight years, was principal in Danville, Illinois, two years; principal in Lovington, Illinois, two years; in Waverly, Illinois, six years; Pawnee, Illinois, six years, and for the past seven years has been principal in Springfield, Illinois. He has supervision over two buildings, twelve teachers and four hundred and twenty-five pupils.

Mr. Humer holds membership in the Illinois State Teachers' Association, the Central Illinois Teachers' Association, the Illinois Manual Training Teachers' Association, the Masonic Order (Blue Lodge and Royal Arch), the Modern Woodmen of America and the Methodist Episcopal Church. In 1878 he was married to Miss Emma J. Bowdle, of Ross County, Ohio, and they have a daughter, Bessie Humer.

David Oscar Jones

AS principal of the high school at Chester, Illinois, the above named gentleman has achieved a distinct success. He is an educator of advanced ideas, up-to-date and progressive, and his methods are commendable in every respect.

Mr. Jones was born in Franklin County, Illinois, June 18, 1867, son of Samuel and Mary B. (Ray) Jones, both natives of Tennessee, the former of whom deceased in Marion, this State, in December, 1899. His education was secured in the common schools of Williamson County, Illinois, a select school in the same county, a course at Ewing College, and one at Southern Illinois Normal University, at Carbondale, and after graduation from the latter in June, 1895, he performed post-graduate work. As a teacher, he was for eight years in country schools; was principal of schools in De Soto, Illinois, three years; superintendent at Creal Springs, Illinois, one year; principal of the high school at Chester, Illinois, seven years. He is now superintendent at Lawrenceville, Illinois, after two years as superintendent of Johnson City schools, and his work is being received with the highest commendation.

Mr. Jones is a member of the Illinois School Teachers' Reading Circle, the Southern Illinois Teachers' Association, and was former president of the Randolph County Teachers' Association. He also holds membership in the Masonic Order, Odd Fellows, Court of Honor, and the Baptist Church.

On March 8, 1896, he was married to Miss Cora E. Nichols, and they have had five children, those living being four daughters, Helen, Grace, Edith and Nannie.



DAVID OSCAR JONES.

Charles Ellsworth Joiner

THE subject of this sketch, Charles Ellsworth Joiner, was born at Litchfield, Montgomery county, Illinois, on the twenty-first day of July,



CHARLES ELLSWORTH JOINER.

1866. His father, William Joiner, was a native of Tennessee; his mother, Elizabeth (Huddleston) was a native of Illinois. Both parents were descendants of English ancestors. Mr. Joiner's elementary education was secured in the rural schools of southern Illinois; his secondary education in the academical department of Ewing College, Ewing, Illinois, from which institution he took his Bachelor's degree in 1891. The same institution conferred upon him the Master's degree in 1895. After teaching in the rural schools two years, Mr. Joiner was elected principal of the schools at El Dorado, Saline county, Illinois. After serving in this capacity one year, he was elected superintendent of schools at Pinckneyville, Perry County, Illinois, in 1892, where he served as superintendent for six years. The next five years Mr. Joiner was superintendent of schools at White Hall, Illinois, and the next six years at Rochelle, Illinois. The present year is his third year as superintendent at Monmouth, Illinois. Mr. Joiner has done institute work in many of the counties of southern, central and northern Illinois for the past fifteen years, and has delivered educational addresses and other addresses in different parts of the State. Mr. Joiner has been a member and an active worker in the Southern Illinois Teachers' Association, the Central Illinois Teachers' Association, the Northern Illinois Teachers' Association and the Western Illinois Teachers' Association, and has been elected to different offices of these associations. He has also been a member of the Illinois State Teachers' Association for nineteen years and in that time has missed only one of the annual meetings. He is at present president of the Principals' Section of the Illinois State Teachers' Association. He is also an active member of the National Education Association. He is an active church worker and a member of the Masonic fraternity. In 1892 Mr. Joiner was married to Miss Frances Carner, youngest daughter of a prominent Baptist clergyman, of Benton, Illinois. They have three daughters, Jessie, Irene and Elizabeth.

Emma Fanny Jones

AN excellent and ambitious scholar, one who has extended, valuable, practical experience, and is enthusiastically imbued with the importance of her life-work, Miss Jones deservedly enjoys a superior reputation in the pedagogical world. Her great interest for learning and art was inherited from her mother, a lady of strong character. She is particularly fond of the study of mathematics, and also has a decided talent in charcoal drawing and oil painting. During the seasons of 1911-1913 she intends taking up special work in literature and art.

Miss Jones is a native of this State, having been born in Brighton, Macoupin County, March 4, 1873. Her father was Thomas J. Jones, a native of Wales, while her mother, born in Nassau, Germany, was the daughter of a French gentleman who married a German. Miss Jones first studied in a country school in Jonesboro, Illinois, reached the eighth grade, and then took a three years' course at Brighton, graduating therefrom in 1892. She also spent eight terms at the normal school at Carlinville, Illinois, and four summer terms at the State Normal University, Normal, Illinois.

Miss Jones, on entering the public school service, taught for sixteen years in country schools, and then, for three years, was assistant principal of the high school at Brighton, Illinois. This position she now retains, having been engaged therefor for the forthcoming term at an advanced salary, a surety that her valuable services have been duly appreciated.

Miss Jones attends the studies at the Illinois Teachers' Reading Circle every year and keeps in close touch with all advances made in schoolwork and methods. Her standing in scholastic circles is of the highest, and she commands the esteem and respect of all her colleagues, pupils and friends.



EMMA FANNY JONES.

James W. Jackson

IN the school annals of the Prairie State the above named gentleman occupies a place of honor. For twenty years he has given heart-felt work to the cause of popular education, and the reputation he has so industriously striven for is fully merited.

Mr. Jackson was born June 27, 1861, in Erie County, Pennsylvania, son of Smith I. and Mary E. Jackson, both natives of Pennsylvania, the former of whom deceased at Girard, Pennsylvania, in 1898, while the latter is still living there. He was educated in the common schools, the Waterford Academy, Waterford, Pennsylvania, Lake Shore College, North East, Pennsylvania, the State Normal School at Edinboro, Pennsylvania, and the Western Normal College at Bushnell, Illinois. As a public educator, he first taught in country schools in his native State for two years, next, for the same length of time in country schools of Illinois; and then, successively, was principal at Fayette, Illinois, two years; Rockbridge, Illinois, three years; principal at Ava, Illinois, one year; superintendent at Waterloo, Illinois, eleven years, and in 1910 he was elected to his present position of superintendent of schools of Monroe county, Illinois. He also has served as deputy county clerk of Monroe county, Illinois.

Mr. Jackson is an ex-member of the Illinois State Teachers' Association, and the Southern Illinois Teachers' Association, and is affiliated with the Masonic Order, the Odd Fellows, Modern Woodmen of America, and is now City Clerk and City Librarian. On December 25, 1889, he was married to Miss Celia E. Bruner, of Rockbridge, Illinois, who deceased in 1901, and on June 17, 1908, he was married to Martha F. Holmes. They have a family of three children, Harry E., William I. and Geneva E., and are at present domiciled in the City Building, formerly the residence of Col. W. R. Morrison, it having been donated to the City of Waterloo for a City Library.



JAMES W. JACKSON.

Frances Jenkins

THIS educator has been active in the educational field for about fifteen years and has earned an excellent reputation for efficiency and the soundness of her methods. She was born November 4, 1872, in Oswego, New York, her parents being Isaac Gray Jenkins, a native of Onondaga County, New York, and Rebecca Congdon Jenkins, native of Oswego County, New York. Miss Jenkins was educated in private schools; the Oswego High School, from which she was graduated in January, 1889; the Oswego Normal School (Advanced English Course), with graduation in 1894; and the Teachers' College, of Columbia University (one year). In 1901 she took a critic course in the Oswego Normal School. Beginning professional work Miss Jenkins taught for six months in a private school of her own; next taught first grade in Gloversville, New York, one year; next was teacher in the third and fourth grades in Islip, New York, six months; in sixth grade in Montclair, New Jersey, for four and one-half years; was in critic and supervisory work in the city and normal schools of DeKalb, Illinois, four years and three summer terms; taught in the Teachers' Training School, Baltimore, Maryland, two years; in Howard University, Washington, D. C., one year; in the Teachers' College, Columbia University, three summer terms; one summer term at Chautauqua, New York, and for the past two years she has been supervisor of the elementary grades of the schools of Decatur, Illinois. Under her supervision are fifteen schools, 122 teachers and 5,095 pupils, and her duties are performed in the most commendatory manner.

Miss Jenkins is a member of the National Education Association, the Illinois State Teachers' Association, Central Illinois Teachers' Association, Religious Education Association, the Y. W. C. A., Musical Culture Club of Decatur, Municipal Art League of Decatur, Daughter of the American Revolution, and the Congregational Church. She is assistant editor of the "River-side Readers," published by Houghton-Mifflin Co.



FRANCES JENKINS.



EDGAR S. JONES.

Edgar S. Jones

MR. JONES is an apt teacher; a characteristic difficult to describe. The apt teacher is one who is naturally adjusted to the profession and whose life seems to be in harmony with the spirit of the school, and an individual having an aptitude to teach, to govern, to inspire and to elevate is certainly a most potent factor in the development of mankind.

Edgar S. Jones was born in 1873 at Bement, Illinois, his parents being Nelson and Carrie E. Jones, both natives of Ohio, the former of whom deceased at Monticello, Illinois, in 1896, while the latter is yet living. He was educated in country schools in Piatt County, Illinois, in normal schools and in the University of Chicago. As a teacher he had charge of country schools from 1892 to 1899; was principal at Cisco, Illinois, from 1899 to 1902; superintendent at Lovington, Illinois, from 1902 to 1910; also principal of the township high school from 1906 to 1910, and he is now school superintendent at Taylorville, Illinois, where he has a staff of twenty assistant teachers and an enrollment of seven hundred pupils. He is a writer of force, has made a special study of arithmetic and is author of "Seventh Year Arithmetic" and "Eighth Year Arithmetic," both adapted to the Illinois State course. He is a regular contributor to *School News*, the *Practical School Journal* and *Illinois Instructor*, and has written many miscellaneous articles for nature study and "outdoor" magazines. He has had considerable experience during the past five years as an institute instructor. He obtained an Illinois life certificate in 1905.

Mr. Jones is a member of the Illinois State Teachers' Association, the Central Illinois Teachers' Association, Odd Fellows, and the Methodist Episcopal Church. In 1898 he was married to Ola B. High, and they have one child, Mildred.

Thomas C. Johnson

AMONG the soundly conducted public educational institutions of Chicago is the Sheldon School, located at North State and Elm streets. It is under the principalship of Thomas C. Johnson, a ripe scholar and educator of extensive experience and practical knowledge. He holds membership in the Geographical Society, the Chicago Principals' Club, the Masonic Order, the Delta Tau Delta fraternity and the Methodist Church.

Mr. Johnson was born in South Wayne, Wisconsin, April 22, 1874, son of Martin Johnson, a native of Norway, and Larsena Johnson, who was born in this country, and both of whom are still living. He was educated in the public schools of his native city, the Northwestern Academy, Evanston, Illinois, and the Northwestern University. He first taught in country schools in Wisconsin and Illinois for five years; following which he was a teacher in the Adams, Manierre, Talcott, Avondale and Chicago Normal schools for six years; was principal of the Mayfair School one year, and for the past two years has been principal of the Sheldon School, in which capacity he has supervision of fifteen teachers and about six hundred pupils. Mr. Johnson is an active member of the Illinois State Teachers' Association, and keeps in full touch with all advances made along educational lines. In 1906 he was married to Miss Hazel Barker, of Chicago, and they have one child, Wilma Leslie Johnson.



THOMAS C. JOHNSON.

Lottie E. Jones

MISS JONES, although now retired from active school service, has for years been a valued promoter of educational work and is most favorably known to her colleagues and to the public. As a journalist and author she has also gained distinction, being editor of the *Inter-State School Review*, and author of several books, among them being "Decisive Dates in the History of Illinois," which is recognized as a concise, yet comprehensive, compilation of the history of this State. She is author of "Library Methods Applied to State Histories" and "Life and Legends of the Indians of the Country of the Illinois," as well as "Normal First and Second Readers and the 'Story of Cuba.'" She also compiled volume II of the "History of Vermilion County," published in 1911. She is now engaged in gathering and arranging matter for her forthcoming work on "Along the Historic Wabash."

Miss Jones was born in Covington, Indiana, her parents being John Sponson Jones and Charlotte (Wheeler) Jones, both natives of the State of New York, and now deceased, the former having died December 21, 1871, the latter November 11, 1902, at Danville, Illinois. She came with her parents to Danville, Illinois, in 1871. The admirable education she possesses was received in the graded and high schools of Danville, Illinois, and the Northwestern University, and before retiring to private life and literary labors she was for eighteen years identified with the public schools of Danville. She spent a number of years lecturing before teachers' institutes in Illinois, Indiana and Pennsylvania. She has also been State Speaker for the Farmers' Institutes in Illinois and Indiana.

Miss Jones is a member of the National Education Association, the Illinois State Teachers' Association, the Illinois State Historical Association, the Mississippi Valley Historical Association and the American Historical Association. By reason of ancestors who were in the war of the Revolution, she is affiliated with both organizations of the Daughters of the American Revolution and the Daughters of the Revolution, holding membership in the local chapter of the first at Danville, Illinois, and in Van Cortland Chapter of the latter at Peekskill, New York.

Charles Rudolph Edward Koch

DOCTOR KOCH was born April 24, 1844, in Polish Prussia. In his early childhood his parents settled in Manitowoc, Wisconsin, where the son received a good common-school education. In 1859 he came to Chicago, alone, to begin his life's career. The following year he entered the office of Dr. J. A. Kennicott, as a student of dentistry, continuing his general education under private tutorage. On August 15, 1862, he was enrolled for military service, being mustered in as corporal of Company G, 72d Ill. Infantry—Chicago's first Board of Trade regiment—and was discharged on September 15, 1863, to accept promotion in the 58th U. S. colored infantry. Throughout the War he was repeatedly promoted—when mustered out being captain of the 49th colored infantry. After leaving the military service, Captain Koch returned to Chicago, resumed his dental studies in May, 1866, and began the practice of his profession in 1867.

Doctor Koch was one of the organizers of the Union Veteran Club of Chicago, and its first presiding officer. Doctor Koch had filled various prominent offices of the Grand Army of the Republic, and is now adjutant-general of the Department of Illinois, national organization of this order. He is a member of the Society of the Army of the Tennessee, and also of the Military Order of the Loyal Legion.

In civil life, Doctor Koch pursued the practice of his profession, became the secretary of the Chicago Dental Society in 1869, and in 1875 its president. From 1871 to 1875, inclusive, he was secretary of the Illinois Dental Society, and as such edited its publications, and in 1877 became president of the organization. From 1880 to 1882 he was military editor of the Chicago *Inter Ocean*. From 1886 to 1891 he was a member of the Illinois State Board of Dental Examiners and during that time served as secretary and also as president of that board. In 1891 he became president of the National

Association of Dental Examiners, and he is now president of the National Association of Dental Faculties.

In January, 1904, Northwestern University tendered him the position of secretary of its dental department, and in 1906 created a lecture course on Dental Economics, to which Doctor Koch was assigned, both of which positions he now occupies. During his connection with Northwestern University he has pursued special historic research work, resulting in a work on Dental History, written and edited by him. The volume contains 1,182 pages and is a chronological record of the development of the dental profession from the earliest ages to the present day in its theories, practical, social, educational, legislative and journalistic progress.

Marguerite Ethel Kramer

MISS KRAMER was born in Freeport, Illinois, August 12, 1885; her father, George Henry, and her mother, Katherine Isabelle, both being native Illinoisians. She attended the public schools of Lena, where she continued for five years, and then entered the sixth grade of the Freeport schools, afterward taking the high school course, and graduating from the Freeport High School in 1902. Her first teaching was in the May School, Florence Township, where she continued two terms, then taught in Pleasant View, Lancaster, Stephenson County, eight terms, after which she returned to the May School for three terms. She remained at home a year after the close of this third term, then substituted two and a half months in city schools, and following this was appointed principal of the Freeport School, where she has been for four years. Under her supervision are four rooms, three teachers and one hundred and fifty pupils, and under her direct teaching are thirty-five pupils, comprising six grades.

Miss Kramer is a member of the Northern Illinois Teachers' Association, the Club of '02's, district third vice-president of Rock River District Epworth League, and the Embury Methodist Church.



MARGUERITE ETHEL KRAMER.

Charles Clovis Krauskopf

ONE of the most interesting and commendable features of the grand public school system of Chicago is that of the provision of schools for crippled children, and these, under able management, have been productive of most gratifying and substantial results. A gentleman who is by training and natural ability well qualified for this field of work is Mr. Charles Clovis Krauskopf, the present principal of the Spalding School for Crippled Children, located on Park Avenue, between Ashland Avenue and Paulina Street. He was assistant director of the Child Study Department of the Chicago schools from 1899 to 1904, has thoroughly studied the habits and needs of children and is fully equipped for the position he now so ably discharges the duties of. He is assisted by a staff of competent assistants and has an extensive enrollment of pupils, by all of whom he is regarded with confidence and esteem.

Mr. Krauskopf was born in Richmond, Indiana, February 3, 1869, his parents being Justus and Rocilla (Bowen) Krauskopf, both natives of Ohio, the latter still living, while the former deceased in Richmond, Indiana, in 1898. He was educated in the grade schools of Wayne County, Indiana; the Richmond, Indiana, high school, from which he graduated in 1888; the Indiana University, from which he received the A.B. degree in 1893, and, through post-graduate work, the A.M. degree in 1894, and he also performed post-graduate work in the University of Chicago in 1897-98.

Mr. Krauskopf first taught in an Indiana country school for two terms; was principal of the ward school, at Anderson, Indiana, from 1894 to 1897; school principal at Maywood, Illinois, 1898-99, and since 1904 has been school principal in Chicago, where he has met with pronounced success. On August 1, 1894, he was married to Miss Mary E. Hort, an estimable lady, who has borne him two children. The family residence is at No. 900 North Eighth Avenue, Maywood, Illinois.



CHARLES CLOVIS KRAUSKOPF.

Theodore Kemp, A.B., D.D.

DOCTOR KEMP, president of the Illinois Wesleyan University, prominent in scholastic circles, is an educator whose ability has been recognized in the educational world and duly appreciated. His experience has fully equipped him for the responsible position he occupies. He has a splendid knowledge of men and affairs, and that his genial personal characteristics are appreciated is shown by his popularity with leaders in the educational and business world.

Theodore Kemp was born April 16, 1868, in Rising Sun, Indiana, son of George and Minerva D. Kemp, both natives of Indiana, the former now living in Los Angeles, while the latter deceased in 1891, in Arcola, Illinois. He received his education in country schools, in the high school at Arcola, Illinois, the Northwestern Academy, in Evanston, Illinois; the University of Southern California, Los Angeles; the DePauw University, Greencastle, Indiana; from which he was graduated in 1893 with the degree of Bachelor of Arts, and the Garrett Biblical Institute. In 1907 he received the degree of Doctor of Divinity from the Illinois Wesleyan University. He was an instructor in this university in 1906-7 and since 1908 has been president of this splendid institution. Under his supervision are forty-five instructors and the enrolment of students is seven hundred and thirty.

Doctor Kemp united with the Illinois Conference of the Methodist Episcopal Church in 1893 and served several important pastorates with increasing success until elected president of Illinois Wesleyan University in 1908. Since assuming this important station, President Kemp has secured a number of generous gifts for the school, has revised the course of study and standards of the university, and has led in the erection of two new buildings. The school has grown in attendance and prestige under his able management.

Doctor Kemp is a member of the National Education Association, the Illinois State Teachers' Association, the National Religious Educational Association, the Schoolmasters' Club, Alumni Club, of Bloomington, Illinois, and the Methodist Episcopal Church. In 1893 he was married to Miss Flora B. Truitt and they reside at 1312 North Main street, Bloomington, Illinois.

Oscar Harrison Kimmel

ASPECIAL study of practical ideas, as adapted to child culture and the training of pupils, so that the best, most satisfactory results might be attained, has ever marked the career of Mr. Kimmel from the time he entered the pedagogical profession. That the methods employed by him in the carrying out of his ideas were correct is shown by the substantial success he has accomplished in every school over which he has presided. He has ever been a live student of educational problems, an advocate of the educational training that reaches the head, the heart and the hand, and a firm believer that the elementary school, in time, must teach not only how to live best, but how best to make a living. In the Horace Mann School, of which he is the supervising principal, he and his associates inculcate the idea that the hand should help the brain. This is done through the agency of constructive or "motor training," and applied motive in work, that is characteristic of this school.

Oscar Harrison Kimmel was born May 17, 1877, on a farm near Auburn, Sangamon County, Illinois, son of John M. and Hannah Kimmel, natives of Ohio, and now deceased, the former having died at Mount Vernon, Illinois, December 1, 1896, while the latter died while on a visit to Anthony, Kansas, in March, 1911. He possesses a thorough education, which was obtained by studies in the country schools of Sangamon County, Illinois; the village schools at Loami, Illinois; the public schools at Mount Vernon, Illinois; the Mount Vernon Collegiate Institute, which he entered after winning



OSCAR HARRISON KIMMEL.

a year's free scholarship offered by this institution in a county competitive examination. He attended this college three years; McKendree College, one year, and also took work at the Illinois State Normal School, at Normal, and at Ewing College. He is now ready for the B.S. degree and has made application for same, which will be conferred upon him soon.

Mr. Kimmel's first work as teacher took place at the old Cub Prairie schoolhouse, in Dodds Township, Jefferson County, Illinois, where he finished an unexpired term, and afterward taught there two terms; then he went to the Boyd village school, one year; the Harlow and Camp Ground country schools for two years and one year, respectively; was principal of the Woodlawn, (Ill.) schools two years; principal, Franklin School, in Mount Vernon, Illinois, two years; supervising principal, Irving School, East St. Louis, two years; supervising principal, Alta Sita School, East St. Louis, Illinois, one year, and for the past three years has been supervising principal of the Horace Mann School, East St. Louis, where he has under his direction sixteen teachers, a cadet teacher and about seven hundred and twenty pupils.

Mr. Kimmel has been a contributor to magazines for several years. Among his articles that have attracted favor are "Eugene Field," "Paul Lawrence Dunbar," "The Nation's Feast Day" and "The Last Great Indian." He is a member of the National Education Association, the Illinois State Teachers' Association, the Southern Illinois Teachers' Association, the St. Louis Society of Pedagogy, the St. Clair County Teachers' Association, the Cahokia Schoolmasters' Club, of St. Clair and Madison counties, the Odd Fellows, Knights of Pythias and Modern Woodmen and the National Americans, of which, on May 17, 1911, at Kansas City, he was elected National Grand Marshal for a term of four years. In 1905 he was married to Miss Anna Albaugh, daughter of a leading merchant of Woodlawn, Illinois, and they reside at 735 North Thirteenth street, East St. Louis.

Philip M. Ksycki

THE Chicago Public Library is a most valuable auxiliary to the schools and colleges of the city, as the magnificent collection of books there, treating upon all subjects, is of great assistance in furthering the studies of scholars and students, they being at all times available, free of charge. The Library Board is composed of public-spirited citizens, selected for the honor by their experience and business ability. One of these is Philip M. Ksycki, a citizen well known for his progressive views and devotion to public weal.

Mr. Ksycki is a native of Budzyn, Poland, where he was born January 3, 1867, son of John and Anna Ksycki, both native Polanders and now deceased, the former having died in October, 1866, the latter in October, 1873, in Budzyn, Poland. Mr. Ksycki was educated in the public schools of Germany and the United States and also took a course in a business college. He, besides being a member of the Chicago Library Board, is also vice-president of the Polish National Alliance, the largest Polish organization in the world, having a membership of over one hundred thousand, and is a member of Holy Trinity Roman Catholic Church. In 1893 he was married to Miss Clara Waser, and they have three children, Teresa, Bernard and Philip. The family reside at 3046 North Hamlin avenue, Chicago.



PHILIP M. KSYCKI.

Dr. Wladyslaw Augustus Kuflewski

DR. KUFLEWSKI has been an ardent supporter of education in Chicago, and has done much through his individual efforts to advance the status of our public schools.

Doctor Kuflewski was born May 26, 1870, in Jaroszewo, Posen, Poland, son of Augustus and Solomea Kalacinska Kuflewski, both natives of Poland and both now deceased. He received his preparatory education in his native country. Coming to Chicago, he entered upon the study of medicine, was an undergraduate of the Chicago College of Pharmacy, 1889, and later grad-

uated from the College of Physicians and Surgeons, Chicago, and in 1894 graduated from the College of Medicine, University of Illinois. In 1905 Doctor Kuflewski was Professor of Surgery in the Chicago Clinical School, was attending surgeon in the Cook County Hospital from 1901 to 1905, and clinician there during the same years. He has also served as surgeon of the Second Regiment, Illinois National Guard. He is the "father" of the "Noiseless Fourth," and has delivered many public addresses and written numerous essays and papers on medical science. He has translated many pamphlets into the Polish language, and many from foreign languages into English. These were mostly of a political and literary character. Some of the articles written by Doctor Kuflewski are: "How to Sterilize Books," 1901; "Alcohol and Its Action on the Human Body," December, 1897; "How to Vaccinate, and Why," 1898; "The Technique of Minor Surgery and Its Importance," February, 1904; "Anæsthesia and Anæsthetics," 1905; "To Do Away with the Germ-laden Cup," 1903; "The Importance of Cleanliness," 1900, and many other articles on different subjects. Doctor Kuflewski has been president of the Polish National Alliance Library for more than ten years, and president of the Polish National Museum for six years. He officiated as Grand Marshal at the unveiling of the statues of Pulaski and Kosciuszko, in Washington, D. C., May 11, 1910. He is a member of the Chicago, the Illinois and the American Medical Societies, the Polish Medical Society, Krakow (Poland) Medical Society, American Military Surgeons' Association and the Polish National Alliance, and a member of the Chicago Athletic Association. In 1898 he was appointed a member of the Library Board of Chicago by Mayor Carter H. Harrison, and was vice-president of that Board when he was promoted to be a member of the Board of Education. In this latter capacity he served on a number of important committees, and in recognition of his valuable services was given the office of vice-president of the Board in 1906-07. On February 21, 1906, he was married to Miss Angeline R. Cwiklinski, and they reside at 1366 North Robey street, Chicago.



DR. WLADYSLAW AUGUSTUS KUFLEWSKI.

Harold H. Kirkpatrick

THIS gentleman is largely a self-taught public educator, though he has also had ample common-school and college training. He has studiously followed teachers' work as exemplified in various methods, has selected the best of each for his own guidance, also introducing new ideas, and the schools under his direction are developed to a high state of excellence and efficiency.

Mr. Kirkpatrick was born in St. Joseph, Champaign County, Illinois, son of Austin W. and Sarah A. Kirkpatrick, the former a native of Ohio, the latter of Illinois, and both deceased. He was educated in country schools, Champaign County, Illinois; the high school at St. Joseph, Illinois, from which he graduated in 1892, and the University of Illinois, graduating from the latter in 1897 with the degree of Bachelor of Arts. Beginning practical work he was for four years principal of the school at Penfield, Illinois; next, principal at Deland, Illinois, for two years; superintendent at Illiopolis, Illinois, three years; superintendent at Atlanta, Illinois, three years, and for the past year he has been superintendent at LeRoy, Illinois, where he has supervision of two schools, fourteen teachers and about five hundred pupils.

Mr. Kirkpatrick is a member of the Illinois State Teachers' Association, the Central Illinois Teachers' Association, the Masonic Order and the Methodist Episcopal Church. On August 15, 1900, he was married to Hannelta Mae Johnston, and they have one child—Vivian.



HAROLD H. KIRKPATRICK.

O. J. Kern

THE above named gentleman, whose life has been wrapped up in and actively connected with affairs educational, as a public educator of the successful type, is widely known to his colleagues and the public. He has contributed valuable additions to educational literature, his latest work being, "Among



O. J. KERN.

Country Schools." The author's aim in this work is to create a new ideal in the training of the country child. There are chapters on the country child's rights, the outdoor art movement, school gardens, art for the country child, the work of a Farmer Boys' Experiment Club, Educational Excursions, the new agriculture and the country schools, consolidation, and the training of teachers for country schools. The work is the outcome of seven years' labor in studying how to improve the conditions of country schools, is finely illustrated, and is considered by competent critics to be an epoch-making production.

Mr. Kern is a native of this State, born at Gays, Illinois, January 1, 1861, his parents being John Kern, native of Illinois, and Elizabeth Kern, an Illinoisan, who deceased at Gays in March, 1885. He was educated in country schools and at De Pauw University, Greencastle, Indiana, and has also been a close private student all his life. He taught in Cherry Valley, Illinois, 1888-01, next becoming assistant teacher of the high school at Rockford, Illinois, 1891-1898, and thence assuming his present important position of County Superintendent of Schools in Winnebago County, Illinois, in December, 1898, which he still fills with great ability. Mr. Kern issues each year beautiful illustrated annual reports of the work in his county, showing the progress of improvements in schoolhouses and grounds, school-garden work, work of Boys' and Girls' Clubs, development of school traveling libraries and consolidation of schools. These reports are valuable contributions to the current educational literature in the development of the country school and country life in general, and are called for all over the United States and Canada.

Mr. Kern is a member of the National Education Association, Knights of Pythias, the Delta Theta college fraternity, the Grange and the Methodist Church. In 1889 he was married to Miss Jessie C. Allen, and they have four children, who bear the names respectively of Esther, Evans, Louise and Russell.

Charles Edward Kuechler

FOR more than sixteen years the above named has been a devoted exponent of the art of teaching, and the public schools are greatly indebted to him for his conscientious work and unselfish efforts.

Mr. Kuechler is a native of Arenzville, Illinois, born September 21, 1872, son of Edward and Emma Kuechler, the former a native of Germany, the latter of Illinois, and both still living. He was educated in the public schools of Arenzville, Pana, Virginia and Rushville, Illinois, was graduated from the Rushville high school in 1891, and took a course in the Illinois State Normal School, Normal, Illinois, from which he graduated in 1909. He first taught in the rural schools of Schuyler County, Illinois, for six years, was principal of the village school at Huntsville, Illinois, two years; teacher in the sixth grade, Rushville, Illinois, three years; the eighth grade, two years, and was principal of the Rushville high school one year. He next served as superintendent of schools at Cerro Gordo, Illinois, two years, and is now superintendent at Barry, Pike county, Illinois, serving his second year. There he has a staff of ten assistant teachers and an enrollment of 375 pupils and is on excellent terms with his colleagues and pupils.

Mr. Kuechler is a member of the Illinois State Teachers' Association, the Illinois State Teachers' Reading Circle, Central Illinois Teachers' Association, Pike County Teachers' Association, the Illinois State Historical Association, the Masonic Order, Royal Arch Chapter, Modern Woodmen of America, Pike County Mutual Life Association, Odd Fellows, the High School Conference, Urbana, Illinois, member of the Executive Committee of the Pike County Teachers' Association and the M. E. Church. He is superintendent of the M. E. Sunday-school of Barry, Illinois. His most enjoyable studies are mathematics and sciences, particularly zoölogy and botany. October 17, 1893, at Rushville, Illinois, he was married to Miss Marie M. Stremmel, and they have five children: Edith, Amy, Ernest, Helen and Emma Louise.



CHARLES EDWARD KUECHLER.

Josiah F. Kletzing

EDUCATION in Illinois has been developed along lines of the highest efficiency, of lofty ideals, of ambitious endeavors, and the grand result is that the State is unsurpassed, in the matter of educational facilities and resources, by any of her sister States in the Union. In Chicago the status of the schools is of the best, reflecting much credit upon the teachers engaged in duty there.

A well-known educator and veteran teacher in the Garden City is Josiah F. Kletzing, who for nearly thirty years has been the efficient principal of Ravenswood School, located at North Paulina street and Montrose avenue. Earnest and tactful, with the rare gift of adaptability to the many phases of his work, he may be said to be a born impartor of knowledge.

Mr. Kletzing was born September 21, 1853, in Norristown, Pennsylvania, his father being Henry Kletzing, native of Germany, who deceased at Belle Plaine, Iowa, in 1887; his mother, Anna (Frick) Kletzing, native of Norristown, Pennsylvania; who deceased at the ripe old age of eighty-four, at Naperville, Illinois, in 1907. He was educated in the public schools of Belle Plaine and in the Northwestern College, from which he graduated in 1879, with the degree of Master of Arts. His first position as teacher was at Wanatah, Indiana; his second at Plainfield, Illinois. From the latter, in September, 1881, he went to Ravenswood School, Chicago, as principal, and has ever since continued to successfully discharge the duties of this incumbency. He has a staff of twenty capable teachers, and over a thousand pupils are in attendance.

Mr. Kletzing, July 22, 1880, was married to Miss Kate Nusbeckel, and they have an interesting family of three daughters — Florence Amy, Kathryn Allegra and Evelyn Loubelle Kletzing.



JOSIAH F. KLETZING.

Henry F. Kling

PRINCIPAL of the Spencer School, Chicago, has had an extended experience in his profession. He has taught in country, village, academy, high school and college. For four years he was principal of the Normal Department of the Upper Iowa University, where he had charge of two hundred and seventy-five students, for twelve years principal of high schools and for eight years principal of elementary schools in Chicago.

Mr. Kling was born in Wisconsin in 1857, and his parents were natives of Germany. He was educated in the country schools of Iowa and Wisconsin, in academies, in the upper Iowa University at Fayette and in the University of Chicago. His degrees are Bachelor, Master and Doctor; the first from Upper Iowa, the second from the University of Chicago, and the third is honorary from his alma mater.

He has been a farmer, a merchant and a teacher. He has traveled extensively in this country and in Europe. He has lectured on a variety of subjects, and is now a regular speaker for the *Daily News*. He is president of the Chicago English Club and Chairman of the Committee on English in the Principals' Club. For two years he was superintendent of the St. James' M. E. Sunday-school with its seventy teachers and officers, and he has long been a member of the Board of Trustees of the Upper Iowa University.

English in the elementary schools has been his specialty for some time. He is also an ardent advocate of industrial education with trade and occupational schools. He is a member of the Masonic Order and the Knights of Pythias, also the Wisconsin Academy of Sciences, Arts and Letters, and the Chicago Principals' Club. In 1889 he was married to Miss Kate Winston and they have two children, Grace and Leroy.



HENRY F. KLING.



FRANK ELLSWORTH KENNEDY.

Frank Ellsworth Kennedy

MR. FRANK ELLSWORTH KENNEDY was born at Waverly, Illinois, December 28, 1861. His father, Fletcher Kennedy, was born in Pennsylvania, and his mother, Eva Rutledge, was a native of Illinois. Both his father and mother are dead, having passed away near Waverly—the first in April, 1868, and the latter in June, 1865.

Mr. Kennedy began his education in a country school in Prospect, Sangamon County, and continued in the high school at Waverly, finishing at the college in Jacksonville, where he attended four years.

He taught his first school in Sciota, six months; Prospect, six months; Lowder, fourteen months; Waverly High School, three years; Virden High School, three years; Girard High School, forty months; and then began his work at the Springfield Grammar School as principal, where he has been for nearly six years. He has charge of the Lincoln School, with ten teachers and four hundred pupils.

He is a member of the Illinois State Teachers' Association, the Illinois State Teachers' Reading Course and the Central Illinois Teachers' Association, and belongs to the Baptist Church.

In September, 1889, he married Miss Olive Fisher, and they have five children—Luther, Fletcher, Pauline, Ivan and Wendell.

He is vice-president of the Lincoln Manual Training Workshops for colored boys and girls. His special study has been the training of the boys, so that the men of the coming generation may be better citizens than those now in both political and private life—"men whom we can trust," to quote his own language.

Mrs. W. C. H. Keough

THIS lady, one of the most valued and efficient members of the Chicago Board of Education, has for years devoted her time and excellent talents to the advancement of the public weal, and her splendid work has borne most substantial results. As a public lecturer she has achieved marked success. For the past two years and up to the present she has lectured under the auspices of the Anti-Saloon League, and has done much to advance the cause of temperance. Her husband, Mr. W. C. H. Keough, is also a lecturer of note, as well as a successful lawyer and author. He is also dean of a law school.

Mrs. Keough was born December 22, 1867, in Chicago, Illinois, her parents being Simeon Baldwin and Katherine (Drury) Baldwin, natives, respectively, of Massachusetts and Maine. Both are deceased, the former having died in 1889, the latter in 1902. The splendid education she possesses was gained from the Sisters of Mercy; the Sacred Heart Convent; the Illinois College of Law, and the Lincoln-Jefferson College of Law and University, Indiana. From the latter she received the degrees of LL.B. and H.L.D.

Mrs. Keough is a member of the Woman's Catholic League, the Temperance Union of Ravenswood, the Women's Christian Temperance Union, the Catholic Total Abstinence Society, the Daughters of Temperance, the Woman's City Club, the Children's Day Association and the Roman Catholic Church. She was author of "Chicago As Seen by Herself," published in *McClure's Magazine*—a clever production that won due appreciation. She, her husband, and son, William J. Keough, reside at 1233 Dearborn avenue, Chicago.



Mrs. W. C. H. KEOUGH.

Elmer L. Kletzing

PRINCIPAL of the Hayt School, Chicago, and for a quarter of a century a prominent Illinois educator, is well known as an advocate of the principle that "suggestion is a powerful psychological factor in education." His efforts to elucidate and develop this principle through a series of experiments made in his school for a number of years have been notably successful. By the creation of a "suggestive atmosphere" in connection with the nature-study work, he has found that this method of education is not only far superior to the antiquated system of forcing the child to study, but also to the more recent plan of teaching the child through well-directed play. The introduction into his school of scientific experiments, as silk-worm culture, apiaries, gardening, the telegraph and telephone, and out-of-door bird study, has shown that this method is not only of incalculable value in awakening an interest in the dryer academic subjects, but teaches the child to become not merely an imitative, but a *thinking*, animal. Our modern system of education, Mr. Kletzing maintains, fails, in that a large proportion of our boys and girls leave school without the power of original thought or initiative, and become inactive and inefficient citizens. He emphasizes the growing necessity for a better class of citizens to meet the problems of the further exhaustion of our resources of soil and fuel, as well as that ever-present problem of the uplift of humanity. His personal active interest in the latter problem shows that his educational efforts are not confined to the school-room alone, but extends to the community and State in which he lives.



ELMER L. KLETZING.

Charles W. F. King

IN the profession of public school educator, which he has chosen as his life vocation, Mr. King is achieving notable success, and the outlook for his future is of the most propitious character. He is a native of this State, having been born September 24, 1882, at Girard, Illinois, son of C. A. King, a native of Palmyra, Illinois, who is now living at Divernon, Illinois, and A. E. M. King, native of Girard, Illinois, who deceased May 17, 1901, at Ashmore, Illinois. He received his education in the public schools of Good Hope, Illinois, Coffeen, Illinois, and Dewitt, Illinois; the Lincoln University Academy, the Eastern Illinois State Normal School, James Milliken University Academy, from which he graduated in 1905, and the James Milliken University, graduating from the latter in 1909 with the degree of Bachelor of Arts. His first school was at St. Omar, Coles County, Illinois, where he taught two months; his next at Bonaset, Illinois, where he taught five months, and then he served for six months at South Lexa, Illinois; Greenwood, Illinois, two months; the high school at Greenfield, Illinois, one year, and for a year has been principal of the high school at Franklin, Morgan County, Illinois.

Mr. King is a member of A. F. & A. Masons, of the Modern Woodmen of America, Order of Odd Fellows, and the Presbyterian Church, and enjoys an excellent name and reputation in educational circles.



CHARLES W. F. KING.

Kate Starr Kellogg

MISS KELLOGG has long been familiarly and prominently known in educational circles, both local and national, and her ability has met deserved recognition. In the training of the young her long and valuable experience has given her knowledge of the best and most effective methods for securing the most desirable results, as her successful career has amply demonstrated.

Miss Kellogg was born in Bridgewater, New York, her parents being Harriet B. (Scott) and John L. Kellogg, M.D., the latter a prominently known physician. Leaving the Empire State at an early age, she accompanied her parents to Chicago, and was here educated in both public and private schools, including a course in Professor Babcock's school. Later a term at the Cook County Normal, from which she graduated in 1873. Her first experience as a teacher was in the preparatory department of the Cook County Normal school, and, at the close of her service there, she became principal assistant of the Springer school, Chicago. In 1884 Miss Kellogg was appointed principal of the Lewis Champlain school, and retained that position up to 1906, when she became principal of the Normal Practice School. In 1909 she became district superintendent, a place her experience and natural talents admirably equip her for.

Miss Kellogg is an active member of the N. E. A., the Chicago Principals' Club, the Chicago Woman's Club, Englewood Woman's Club, and the Ella F. Young Club. Her labors for the advancement of educational matters and social life have been of the most appreciable character.

John A. Long

THIS gentleman is a veteran in the public school service, having been actively engaged therein for upwards of a quarter of a century, and he has long been a recognized authority in educational affairs. He is a native of the Buckeye State, which has fur-

nished the country so many valuable educators, having been born in Sharon, Ohio, February 24, 1863, when the Union was in the throes of its terrible internecine war. His parents, William and Mary Long, were both born in Pennsylvania and are deceased, the latter having died in 1869, the former in 1898, in Sharon, Ohio. His primary education was secured in the country schools of Zanesville, Ohio, following which he attended the high school of that city, the Ohio State University, the Ohio Wesleyan University, from which he graduated in 1888 with the degree of A.B., and later performed a year's post-graduate work in the University of Chicago. After teaching country schools for three years he taught in Lucasville, Ohio, two years; Portsmouth (Ohio) high school two years; was principal of the high school at Lancaster, Ohio, one year; in a similar position in Chillicothe, Ohio, two years; and superintendent of the same school three years; was superintendent of schools of Streator, Illinois, seven years; superintendent at Joliet, three years, and for the past two years has been superintendent of the Moseley School, Chicago. This fine school building is located at Michigan avenue and Twenty-fourth street, where Mr. Long has a staff of fifteen competent teachers and an enrolment of over seven hundred pupils.

Mr. Long is an esteemed member of the National Education Association, the Illinois State Teachers' Association, Central Illinois Teachers' Association, the Northern Illinois Teachers' Association, of which he had the honor of being president in 1905, and the Masonic Order. June 16, 1896, he was married to Miss Margaret Warwick, and they have two children, John Warwick and Frank A. Long. All are attendants of the Methodist Church, and reside at 6064 Woodlawn avenue, Chicago.

James Lyons

IT is recognized that the public schools of Joliet are among the best regulated in the State, and that the standard maintained in them is excelled by none. The Board of Education, comprised of men of experience and ability, is in a large degree responsible for this happy state of affairs.

One of the hardest, most zealous workers for the public's good in matters educational is James Lyons, who is also an advocate for all things promulgated for the city's welfare. Mr. Lyons is a native of Joliet, whose interest he has done so much to promulgate, and was educated in the schools of that city. His parents were John and Susan Lyons, natives, respectively, of Ireland and Will County, Illinois, and both now deceased, the former having died in 1904, the latter in 1884. Twelve years ago he was elected a member of the Board of Education, in which capacity he performed splendid, most substantial and generally satisfactory service, and since April, 1908, he has officiated as president of the Board. Under his régime many improvements have been advised and introduced to the betterment of the public school service.

In 1886 Mr. Lyons was married to Miss Mary Rogan, a talented lady, and they have had six children, of whom three are living, viz.: Albert, Harold and James.

Elmer Ellsworth Laws

THE rural schools of the Prairie State have been developed to a remarkably high standard of excellence, and their standing will compare most favorably with the city schools. One of the most enthusiastic of those engaged in rural school work is Elmer Ellsworth Laws, who has labored in the educational field for the past twenty-six years. He takes pride and delight in the development of rural schools and his untiring efforts have been a valued factor in their progress and usefulness.

Mr. Laws was born September 12, 1866, in Lewis-



ELMER ELLSWORTH LAWS.



JAMES LYONS.

town Township, Fulton County, Illinois, son of William H. Laws, a native of Brownsville, Ohio, who died February 12, 1909, and Sarah (Chapin) Laws, native of Illinois, who died January, 1888, in Lewistown, Illinois. She was a member of the noted Chapin family of Massachusetts Bay Colony. President Taft's grandmother was a member of the same family.

The excellent education possessed by Mr. Laws was secured in common schools, by private instruction and through correspondence schools; but by far the greater part by "burning the midnight oil." He has made a special study of American and foreign history, also of civil government. He taught for twenty-three years in rural schools, was principal of the Bernadotte School for three years and for a similar period was assistant in the county superintendent's office, Fulton County, Illinois. He achieved phenomenal success as principal of the New Hope School, Lewistown, Illinois, making it one of the best-equipped schools in the State. This school was the first Fulton County school visited by Assistant State Superintendent Hoffman. Mr. Laws receives the highest salary of any teacher of rural schools in Fulton County, and besides being well equipped as a teacher he has a good knowledge of law, having studied law three years when a young man.

Mr. Laws is a member of the Illinois State Teachers' Association, the Illinois Principals' Reading Circle, Knights of Pythias, Modern Protective League, Sons of Veterans, and the American Federation of Labor. He has taken an active part in politics, has been a delegate to many Republican conventions and served as a United States census enumerator in 1900 and 1910, and has served as Republican central committeeman. He has served as reporter for various city papers and is a writer of force and ability. Since June, 1911, Mr. Laws has had charge of the department of pioneer history for the Canton *Daily Register*, and has made that department one of the noted features of that great daily. On May 14, 1890, he was married to Miss Katie E. Whitehead, and they have four children, John L., Ora L., Mable L. and Carrie E.

Eli Gilbert Lentz

MR. LENTZ has been a member of the noble army of public educationalists in Illinois for the past ten years and has earned an enviable reputation as a teacher of pronounced ability and most commendable methods. He is a native of the State, having been born at Wolf Creek, Illinois, May 27, 1881, and his parents, Eli and Lydia Hare Lentz, were also natives of Illinois. Both are deceased, the former having died at Creal Springs, Illinois, in March, 1894, the latter at Wolf Creek, Illinois, in May, 1907. He was educated in the country schools at Wolf Creek, Illinois, the graded and high schools of Creal Springs (Ill.), Creal Springs College, the Southern Normal School, Valparaiso University and the University of Illinois. His first school was in Porter County, Indiana, where he remained one year, and after this he was for three years at Creal Springs, Illinois; two years at Carterville, Illinois, and for the past four years has been in the high school and city schools at Marion, Illinois. He is superintendent of five schools, forty-two teachers and 1,840 pupils, and he makes history a special branch of study.

Mr. Lentz is a member of the Illinois State Teachers' Association, the Southern Illinois Teachers' Association, the Masonic Lodge and the Baptist Church. On April 2, 1904, he was married to Miss Lulu Gillespie, and they have four children, Agnes, Ruth, Lula Blanche and Gilbert.

Frank J. Loesch

AMONG the men who have given their services to the upbuilding of the public school system of the city of Chicago is Frank J. Loesch, who was appointed a member of the Board of Education of that city in July, 1898.

Frank J. Loesch was born in Buffalo, New York, April 9, 1852, son of Frank Loesch, native of Baden, and Maria Fisher Loesch, born in France. The son was given his elementary training in the schools of Buffalo, in public, private and church schools. He was granted a diploma of graduation, class of 1868, from Public School No. 16, Buffalo, for excellence of school work, though leaving school two months before graduation. He received the LL.B. degree from Northwestern University in 1874, after three years' study in Union College of Law, and was admitted to the bar of Illinois on September 8, 1874, since which date he has practiced law in Chicago. In 1898 he was appointed a member of the Board of Education, Chicago, and reappointed in 1901, but resigned in November, 1902. He was president of the Chicago Bar Association during 1906-1907.

On October 2, 1873, Mr. Loesch was married to Miss Lydia T. Richards, of Elgin, Illinois, and they have four children, Angeline Loesch Graves, Winifred Loesch Marx, Richards L. Loesch and Joseph B. Loesch.

John L. Lewis

THE above named gentleman has been engaged in educational work for upward of a quarter century, and has done valuable service in both hemispheres.

John L. Lewis was born in Rhyl, North Wales, son of Ben. Lewis, also a native of Rhyl, who deceased in June, 1906, and Helen Lewis, born in Rotherham, Yorkshire, England, who is still living. The splendid education he possesses was secured in the public schools of Manchester and other English cities, the Borough College, of London, and Oxford and Victoria Universities. He first taught from 1878 to 1882 in a Manchester (Eng.) School; again, from 1885 to 1888, in the same city, and then came to the United States, settling in Chicago, where he first officiated as principal of the J. L. Marsh school, and next went to the Fuller school, and in 1907 became principal of the Raymond school, in which he has a large corps of teachers and a heavy enrol-



WILLIAM Y. LUDWIG.

ment of pupils. He is thoroughly progressive in his methods and affairs are managed with the most satisfactory results.

In 1893 Mr. Ludwig was married to Miss Nellie Kaufman, a lady of charming personality, and they have two bright little daughters — Helen and Lillian.

William Y. Ludwig

THE schools of Vermilion County are among the best managed of any in Illinois, and while under the supervision of Mr. Ludwig a most effective system of discipline was developed. He was untiring in laboring for the betterment of the schools in his charge, and his efforts won for him the most favorable comment of the educational fraternity.

William Y. Ludwig was born in Amityville, Pennsylvania, son of W. V. R. and Mary (Jones) Ludwig, both natives of the Keystone State, the former of whom is still living, while the latter deceased February 17, 1876, at Catlin, Illinois. He received a sound public school education, and also took a two years' course at the Indiana Normal College, at Covington, Indiana. He first taught in the schools of Vermilion County for four years, then for two years in Buffalo County, Nebraska, then returned to Vermilion County where he taught four years more, following which he was for seven years assistant superintendent of schools of Vermilion County, and then became county superintendent of schools there. In this position he had charge of 236 schools, 437 teachers and 16,000 pupils. He now occupies the position of Statistician in the office of the State Superintendent of Public Instruction at Springfield, a department created at the last session of the legislature.

Mr. Ludwig holds membership in the National Education Association, the Illinois State Teachers' Association, the Masonic Order, being a 32 degree Mason and a Knight Templar, and is also a member of the Knights of Pythias and the Kimber Methodist Church, and in him his profession has a most earnest, enthusiastic advocate.

Jackson G. Lucas

FOR a period extending over a quarter of a century the above named gentleman has been engaged in educational work in connection with the public schools of Illinois, and his experience, education and ability have developed in him a most valuable and efficient school official.

Jackson G. Lucas was born in the town of Flora, Boone County, Illinois, July 9, 1847, son of Moses and Merinda (Cochrane) Lucas, natives of Indiana and Maine, respectively, and both now deceased, the former having died in Boone County, Illinois, in March, 1848, the latter on April 4, 1873. He was educated in the common schools, the Belvidere (Ill.) High School and the Illinois State Normal University, at Normal, Illinois. He was first a teacher in the common schools in DeKalb and Boone counties, Illinois; then became principal at Kirkland, Illinois, for five years; principal at Kingston, Illinois, five years; superintendent of city schools at Belvidere nine years; county superintendent of schools of Boone County, Illinois, four years, where he had under his jurisdiction over seventy schools, 125 teachers and 3,200 pupils. Owing to broken health, Mr. Lucas has given up active school work, and is now in California.

Mr. Lucas is a member of the National Education Association, the Illinois State Teachers' Association, Illinois State Teachers' Reading Circle, Northern Illinois Teachers' Association, the Masonic fraternity, Royal Arcanum and the Methodist Church. On August 29, 1872, he was married to Miss Margaret Simpson, and their family comprises six members: Bessie M., Horace M., Paul J., Max M., Marjorie and Kent Lucas.

John H. Loomis

MR. LOOMIS, deceased, ever manifested an active interest in the cause of education, and his highest reward was to see its advancement. He was born August 9, 1841, at Sandy Hill, New York, son of



JOHN H. LOOMIS.



JACKSON G. LUCAS.

Osmyn Loomis, native of North Granville, New York, who died in Lowell, Michigan, and Jane (Cadwell) Loomis, native of Albany, New York, who died in 1862.

John H. Loomis was educated in district schools in New York State and in Michigan, the Michigan State Normal School, Shurtleff College and the University of Michigan, where he took a law course. He was admitted a member of the Ohio bar. As a teacher his experience included four terms in Michigan and two in Illinois in district schools. In the latter State he taught in a little, old brick schoolhouse south of Winchester, Scott County, the place where Stephen A. Douglas began his public life in Illinois. There he spent one year tutoring and one and one-half years in the agricultural college at Irvington, Illinois; was superintendent of schools seven years at Napoleon, Ohio; was for thirty-one years principal of the Wells School, Chicago, and then he became principal of the McLaren School, Chicago, retaining this position up to the time of his demise, which occurred February 7, 1911, at the age of seventy years. His life was one of continuous effort in the cause of education, and he died honored by all who knew him.

During the Civil War Mr. Loomis was in the Second Michigan Cavalry, on detachment duty.

The Loomis family has furnished nearly one thousand soldiers from the time of the Pequot War to the present time, and the old homestead at Windsor, Connecticut, contains many quaint relics. This old home is now the site of the Loomis Institute, with an endowment fund of \$2,000,000.

Mr. Loomis was a member of the Chicago Principals' Club, the George Howland Club, National Geographical Society, the Masonic Order, Society of Colonial Wars, was formerly president of the Illinois branch of the Sons of the American Revolution; he also was military analyst of the Loomis Genealogical Association, and was a member of the Baptist Church. December 24, 1869, he was married to Susan A. Foster, of Keene, New Hampshire, by whom he had three children. He is survived by his widow and a son, Fred Foster Loomis.

Antonio Lagorio

THIS gentleman has long been interested in Chicago's educational affairs, and in many ways has contributed to the city's welfare and advancement. He has given unselfish devotion to advancing the standard of city government and his services have met with due appreciation.

Antonio Lagorio was born in Chicago, March 6, 1857, son of Francisco and Petrina Lagorio, both natives of Genoa, Italy, and both deceased, the former having died in Chicago, January 29, 1911; the latter in Genoa, Italy, on December 17, 1909. His early education was obtained through attending primary schools and by taking an academic course in Genoa, Italy. On his return to Chicago he entered Rush Medical College, from which he was graduated in 1879. Later on he performed post-graduate work in Rome and Paris, making a special study of the discoveries of the great Pasteur. In 1890 he founded the Chicago Pasteur Institute, which has gained international fame, and he has been director of this splendid institution from its foundation to the present time. In 1897 he was honored by the late King Humbert with the Cross of Chevalier of the Crown of Italy, and in 1909 was again honored by King Victor Emanuel, who created him an officer of the same order. In 1896 Doctor Lagorio was appointed a member of the Board of Inspectors of the House of Correction by Mayor Swift, also of the Chicago Public Library Board, in 1906 by Mayor Dunne, and in 1909 was reappointed to the latter board by Mayor Busse. He is a member of the American Medical Association, Chicago Medical Society, Physicians' Club and Fellow of the Academy of Medicine. In 1880 he was married to Miss Carlotta Puccio, who died February 5, 1911, and they had three children—Mrs. Marie Bruno, Dr. Francis Ambrose and Louis Lagorio.



ANTONIO LAGORIO.

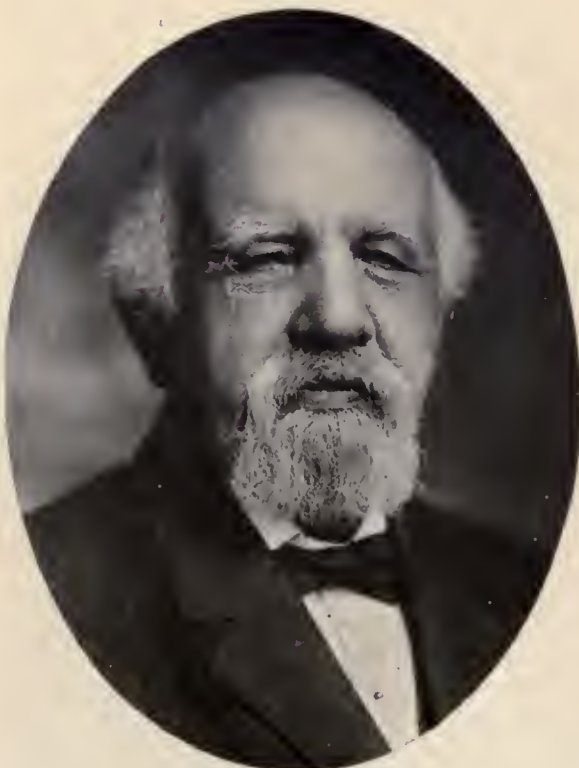
Leslie Lewis

MR. LEWIS has been engaged in educational work for over half a century and has distinguished himself by his advanced methods and his executive ability.

Leslie Lewis was born December 10, 1838, in Decatur, Otsego County, New York, his father being Corydon Spencer Lewis, a native of Connecticut, who died in 1893; his mother, Catherine (Bogardus) Lewis, a native of New York, whose death occurred in 1886. His first studies were performed in an old log schoolhouse in Stephenson County, Illinois, and after this he attended several elementary schools and the Freeport high school, graduating from the latter in 1859. This early training was supplemented with courses in Phillips Academy, Andover, Massachusetts, from which he graduated in 1862, and Yale University with graduation in 1866. Through post-graduate work at Yale he obtained the degree of Master of Arts.

Mr. Lewis first taught in a village school in Stephenson county, Illinois, then was principal of the Freeport grammar school in 1859-1860; principal of the Waukegan Academy in 1866-1867; principal of the Dearborn school, Chicago, from 1868 to 1876; superintendent of the Hyde Park schools from 1876 to 1899; district superintendent from 1869 to 1905; and from the latter year to date he has been principal of the Charles Kosinski school, where he has a staff of twenty-one teachers and about nine hundred pupils.

Mr. Lewis is a member of the National Education Association, the Illinois State Teachers' Association, the Northern Illinois Teachers' Association, the Chicago Literary Club, Masonic Order, Knights Templar and the Congregational Church. He has officiated as president of the Illinois State Teachers' Association and the Northern Illinois Teachers' Association. In 1868 he was married to Miss Mary E. Waterman, of Grafton, Massachusetts, and they have had three children, of whom two are living, namely: Mary Catherine and Susan Whipple Lewis.



LESLIE LEWIS.

Daniel R. Martin

FOR more than the average lifetime of mortal the above named gentleman has been actively engaged in the public school service, and for the last quarter century he has been located in Chicago, where his merits have won due recognition.

Daniel R. Martin was born in Williamston, Vermont, of old New England stock, his parents both being natives of the Green Mountain State. His mother died at Williamston, in October, 1846, and his father deceased in the same town, on July 7, 1874. He was educated in the public schools of his birthplace; the State Normal School, at Randolph, Vermont; Phillips Exeter Academy; Williston Seminary, Easthampton, Massachusetts, from which he graduated in 1874; Amherst College, and Cornell University, at Ithaca, New York. He first began teaching in country schools in Vermont in 1870, came to Illinois in 1876, and taught for a year at Palatine, this State. From 1877 to 1878 he taught at Bloom, Illinois; from 1878 to 1881, at Kensington, Illinois, and in the latter year he organized the Pullman schools, with which he has ever since been identified, and under his leadership they have developed to a high degree of efficiency.

Mr. Martin is a member of the Masonic Order, Royal Arcanum and the Episcopal Church. On May 17, 1888, he was married to Miss Clara C. Campbell, and they have had four children, of whom but one, their daughter, Katherine, survives.

Hugh Stewart Magill, Jr.

MR. MAGILL, principal of the Princeton (Ill.) Township High School, has had extended experience in pedagogical work and is an educator of recognized ability. Besides being a teacher, he is known throughout the State as a public speaker and lecturer on subjects of general interest. He is at present state senator from the Thirty-seventh Senatorial District. Entering the campaign in 1910 as a



DANIEL R. MARTIN.

progressive Republican, he appealed to the voters in behalf of cleaner politics and better government, made over twenty-five speeches, and was nominated by a large majority. At the election he received more than twice as many votes as his opponent, in spite of strong opposition by special interests. During the session of the Forty-seventh General Assembly (as chairman of the Civil Service Committee) he secured the passage of the four laws which made the greatest advancement in merit legislation, and assisted materially in promoting numerous progressive measures passed by the Senate.

Mr. Magill was born in Sangamon County, Illinois, December 5, 1868. His father, of Scotch descent, and his mother, a native of New England, came to Illinois in 1856, settling on the prairie, where they established a home in which they have since lived, and where they reared a large family. His father was a personal friend of Abraham Lincoln, also of the war governor, Richard Yates, and was a staunch supporter of the Union cause. Mr. Magill grew up on the old homestead, where he received that training in rugged, hard work that is so valuable in the developing of sterling character. At the age of nineteen, after completing his studies in the common and high schools, he taught a country school, and by hard work prepared himself for college. In 1889 he entered Illinois Wesleyan, at Bloomington, from which he graduated in 1894 with the degree of A.B. During his college course he won numerous prizes in oratory, including the first prize in the Illinois Intercollegiate Oratorical Contest, which made him the representative of Illinois in the Interstate Oratorical Contest.

In 1894 Mr. Magill was elected superintendent of schools at Auburn, Illinois. He remained there for four years, and then was elected principal of a graded school in Springfield, Illinois. Succeeding this, he was promoted to the assistant principalship of the Springfield High School, which he held for four years. In 1904 he was elected principal of the Princeton High School at a salary of \$1,850, and this position he still retains, his present salary being \$2,700.



HUGH STEWART MAGILL, JR.

Frank Lester Miller

IN this gentleman, who is superintendent of schools at Harvey, northern Illinois has one of its ablest and most experienced public school representatives. He has under his management five schools, twenty-seven teachers and some twelve hundred pupils, and his methods are such as to procure the most beneficial results.

Mr. Miller was born in Fayetteville, Tennessee, his parents being the Rev. Abraham Raper Miller and Elizabeth (Grant) Miller, both natives of Ohio, the former of whom died in Carroll, Ohio, March, 1893, and is survived by his widow. He was given a sound education through studies in the public schools of Franklin County, Ohio, Clintonville, Midway, Hilliards, Lewis Center, Ohio; the Ohio Central Normal School, at Worthington, and the Ohio Wesleyan University, graduating from the latter in 1882 as an A.B., and in 1885 was granted the M.A. degree. He also is a post-graduate student of the University of Chicago. The schools he has taught in include those of Good Hope, Gahanna, and Jeffersonville, Ohio; and LaGrange Seminary, Georgia. Since 1892 he has been stationed at Harvey, Illinois, where his labors have been productive of the most substantial results.

Mr. Miller is a member of the National Education and the Illinois State Teachers' Associations, and is a member of the Northern Illinois Teachers' Association, the Odd Fellows, and the Methodist Episcopal Church. On June 29, 1882, he was married to Miss Lucy May Bragg, of Logan, Ohio, and they have two sons, Paul Huston and Foss Potter Miller.



FRANK LESTER MILLER.



CHARLES HENRY MAXSON.

Charles Henry Maxson

MR. MAXSON has been engaged in educational work for the past twenty-two years and his worth and ability have been widely recognized and appreciated. He is a native of New York, having been born in Portville, that State, November 9, 1867, son of Sanford L. and Nancy Jane (Coon) Maxson, both natives of the Empire State, and both still living. He received his elementary education in the schools of Alfred, New York, and then attended the Albion Academy and Normal Institute and the University of Wisconsin. From the latter he graduated in 1892 with the degree of Bachelor of Arts. From 1885 to 1888 he was an instructor in the business department of Albion Academy; from 1892 to 1893 was assistant in the high school at Waterloo, Wisconsin; from 1893 to 1899 was school superintendent at Necedah, Wisconsin; from 1899 to 1907 superintendent at Tomah, Wisconsin, and is now city superintendent of schools at Moline, Illinois, where he has charge of fourteen schools, one hundred and forty-three teachers and forty-two hundred pupils. He was State Institute Instructor in Wisconsin in 1897-1907; president of the Western Wisconsin Teachers' Association in 1906, and student instructor in chemistry in the University of Wisconsin in 1891-2.

Mr. Maxson is a member of the National Education Association, the Illinois State Teachers' Association, and was secretary of the Wisconsin State Teachers' Association in 1900-02. He also holds membership in the A. F. & A. M., R. A. M., K. T., Consistory 32° A. O. N. M. S., and the Congregational Church. In 1896 he was married to Miss Hilda Marie Hanson and they have three children, Leslie, Ralph and Alice.

Peter Alvin Mortenson

FOR upward of twenty years the above named has been identified with the public school system of Illinois, and he has ever maintained a high standard of excellence for his ability and the thoroughness of methods. He is a native of Wisconsin, having been born December 10, 1869.

Mr. Mortenson was educated in the elementary and secondary public schools, and also took courses in the Wisconsin and Chicago universities. He first taught school at Melvin, Illinois, for two years; next at Hanover, Illinois, for three years; then for two years at Mascoutah, Illinois, and for the past fourteen years has been connected with Chicago schools, having been principal of the Key-Washington schools. He has prepared annual reports of the Chicago Parental School, has given special study to backward and delinquent children, and is peculiarly adapted for the position he now occupies, that of superintendent of the Chicago Parental School, an institution for truant and incorrigible boys, maintained by the Board of Education.

Mr. Mortenson is a member of the National Education Association and the Illinois State Teachers' Association. In 1894 he was married to Miss Josephine Johnson. They have one child, Hazel Jeannette, and reside at 5350 North St. Louis avenue, Chicago.



PETER ALVIN MORTENSON.

James Burton McFatrigh

JAMES BURTON McFATRIGH, president of the Chicago Board of Education, was born April 4, 1862, at Lena, Illinois, son of James and Martha McFatrigh, native of Pennsylvania and Illinois, respectively, and both of whom are deceased.

Doctor McFatrigh received his elementary training in the common and high school of Lena, Illinois, and in the Upper Iowa University, Hahnemann Medical College, and Bennett College of Medicine and Surgery. From Upper Iowa he received the degrees of M.S., A.B.



JAMES BURTON McFATRIGH.

and A.M.; from Hahnemann and Bennett the M.D. degree.

Doctor McFatrigh as the head of the Chicago Board of Education has proved himself a man of wide perception and of broad views, and his keen business sense is responsible for many innovations in the school system of Chicago, being in favor of the use of school buildings as social centers by the pupils after school hours.

At the expiration of his first term as president of the Board of Education, Doctor McFatrigh was unanimously reelected. In his address on that occasion he very clearly outlined his views of what the training of the youth of to-day should consist. In part, he said: "Our business as a Board of Education is to determine what the children require for their foundation. If I had my way, they would learn how to Read, Write and SPELL and intelligently figure. . . . They would be taught how to intelligently play. . . . They would have lessons on American patriotism, home and business life in America, short biographical sketches of men who sacrificed their lives that the Stars and Stripes might float. . . . Their spelling-books would be filled with American names, and everything that was used, made, grown and mined in America.

" . . . To-day the boy of eighteen is looking for anything. 'Anything' is a hard position to find. On the other hand, at eighteen with a vocational course finished, if the boys or girls wished to finish at high school, they would have mastered a vocation that would enable them to work their way through school and then college. . . . The forenoon of the first year would be in the regular school; the afternoon would be in the bank, commercial house, store or office of the many philanthropic citizens of Chicago. The next year they would attend the school in the afternoon and do this vocational work in the morning. With the employer, he would have two employes for one-half day, each, instead of one for all day, and the struggling widow and mother would have a self-supporting member of the family. Theoretical? Visionary? Yes; but absolutely practical.

Sarah A. Milner

PRINCIPAL of the Madison School, located on Madison avenue, between Seventy-fourth and Seventy-fifth streets, Chicago, has been engaged in public school work for about forty years, and her efficient services have gained universal commendation in educational circles. She is possessed of a pleasing, magnetic personality, and never fails to secure the full confidence and esteem of her pupils, thereby being enabled to achieve the best and most satisfactory results.

Sarah A. Milner was born August 15, 1844, at Adams, Jefferson County, New York, her parents being John and Julia (Benton) Fay, natives, respectively, of Vermont and New York, and both now deceased, the former having died January 22, 1880, the latter, January 13, 1865, both at Waukegan, Illinois. She was educated in the public schools of Lake County and at Waukegan Academy, and first taught in the country schools of Lake County. Before going to Chicago she taught in schools at Waukegan and Aurora, Illinois. In her present position of principal of the Madison School she has a staff of twenty-one assistants and an enrolment of seven hundred pupils.

Mrs. Milner is a member of the National Education Association and the Illinois State Teachers' Association, and is now a member of the Ella Flagg Young Club, the Order of Eastern Star and the Universalist Church at Woodlawn. On January 1, 1871, she was married to James W. Milner, and they have had two children, of whom but one, Fay Milner, survives.



SARAH A. MILNER.

B. C. Moore

THE public school system of Illinois has an able exponent in this gentleman, and many owe the excellence of their education to the forceful instruction that characterizes his methods. B. C. Moore was born at Pleasant Hill, Illinois, in 1870, son of James W. and Josephine Moore, both natives of Missouri. The



B. C. MOORE.

father died in September, 1910, and the mother is still living. Mr. Moore is the fifth of a family of eleven children.

Mr. Moore's preliminary education was secured in rural schools of Pike County, Illinois, and the graded and high schools of Pleasant Hill, Illinois. He entered school at the age of nine, secured a teacher's certificate at seventeen and taught three terms in rural schools in his native county. Having decided on teaching as his profession, he entered the Illinois State Normal University in the spring of 1890, where he continued, with little interruption, more than three years, completing credits for four years' work. He graduated in June, 1894. During his senior year he was one of the four chosen as room principals in the Model training school. While in school he was president of the Y. M. C. A. for one year. He has pursued special courses in the University of Illinois and in Harvard University. He holds an Illinois State Teachers' Life Certificate. As superintendent he has presided over the schools of Mackinaw, Lewiston and Lexington, Illinois, a total of nearly thirteen years. In the fall of 1906 he was elected county superintendent of McLean County, and was re-elected in 1910 with a large plurality.

Mr. Moore is a member of the National Education Association, the Central Illinois Teachers' Association, the Illinois County Superintendents' Association, the Illinois Rural Teachers' Association, the Masonic Order, Knights of Pythias, the Modern Woodmen, the Mutual Protective League and the Baptist denomination. He is superintendent of a Sunday-school and township Sunday-school president. He is a frequent contributor to the *Social News* and other educational periodicals, and for thirteen consecutive summers, from the time of his graduation to the time of his election, was employed as instructor in one or more institutes.

On June 25, 1896, Mr. Moore was married to Miss Nettie Vera Search, of Mackinaw, Illinois, who has also been a student of the Normal University, and they have three sons, Wayne S., Byron R. and Donald C.

Nellie Anna Moore

THIS lady, principal of schools at Pittsfield, Illinois, is popularly known in scholastic circles and has for twenty years been an indefatigable worker in the educational field. Her personal magnetism and scholarly gifts have endeared her to all with whom she has been associated, colleagues and pupils alike.

Miss Moore was born September 10, 1870, in Pittsfield, this State, her parents being William H. Moore, a native of Rochester, New York, who died October 13, 1908, and Sarah J. Moore, a native of Pittsfield, Illinois, who is still living. Miss Moore is largely self-educated, but also was a pupil in the graded schools and the high school at Pittsfield, graduating from the latter in 1889. She also attended six summer terms at the University of Illinois. Since beginning professional work, she taught for a term in a country school in Pike County, a term in Scott County, a term in the fourth grade, Pittsfield, a term in the seventh grade, Pittsfield, and for the past sixteen years she has been identified with the Pittsfield high school, acting there in the capacity of principal for the last six years. Her services have met with well-merited appreciation.

Miss Moore is a member of the Illinois State Teachers' Association and the Christian Church, and she is held in high esteem by all with whom she is associated.

James Gregory Moore

THIS gentleman has long been actively and prominently identified with the cause of education in this State, and he is widely and most favorably known in scholastic circles. He is a native of Illinois, having been born May 8, 1870, in Augusta, his parents being Samuel R. and Jemima (Alter) Moore. The former, a native of Ohio, deceased at Quincy, Illinois, in 1910; the latter, a native of Pennsylvania, died at Huntsville, Illinois, in 1883.

He first studied in the public schools of Huntsville, and then, successively, took courses in the Oberlin



NELLIE ANNA MOORE.

(Ohio) Academy, Oberlin College, the University of Illinois, from which he graduated with the degree of A.B., and the University of Chicago. He performed post-graduate work in both the University of Illinois and the University of Chicago. He began his professional career as teacher of rural schools (1892-1894), this State; then, from 1895 to 1896, was principal of the high school at Augusta, Illinois. His next position was that of principal of the village schools at Huntsville, Illinois, where he served from 1894 to 1901, and from 1904 to 1906 he was school superintendent at Blandinsville, Illinois. Since the latter year he has been superintendent at Lexington, Illinois, where he presides over two schools, twelve teachers and four hundred pupils. He was elected president of the McLean County Principals' Association, for the term 1908-1910; was vice-president of the City Superintendents' Association of Illinois, 1908-1909, and was a member of the executive committee, Central Illinois Teachers' Association, term 1910-1911. Mr. Moore has taken a law course and was admitted to membership in the Illinois State Bar Association in 1902. He is a member of many educational associations, including the Illinois State Teachers' Association, Central Illinois Teachers' Association, National Education Association, Illinois State Academy of Science, National Society for the Promotion of Industrial Education, American School Hygiene Association, Illinois Schoolmasters' Club and the State High School Conference Committee. He is affiliated with the Masonic fraternity, Knights of Pythias, Odd Fellows and Modern Woodmen of America, is a member of the Y. M. C. A. and member of the Presbyterian Church.

Mr. Moore has given considerable valuable contributions to literature, being author of the following volumes: "The Science of Study," "Builders of the Prairie," "Child Verse," "Students' Outlines for English Reading" and "German Conversation." In 1903, at Monmouth, Illinois, he was married to Miss Flora Powell, and they have four children, Gregory, Albert, Sarah and Rollin Moore.



JAMES GREGORY MOORE.

Tecumseh Henry Meek

THE educational field in Illinois has had a most successful and efficient worker and adherent in the above named, now principal of the McKinley School, at Peoria, this State. In him are combined all the elements that go to make a teacher of mark and thorough capability.

Mr. Meek was born March 22, 1866, in Lawrenceburg, Indiana, son of Willis and Margaret (Truitt) Meek. The former, a native of Indiana, is still living, while the latter, a native of Maryland, died April 27, 1901, in Peoria, Illinois. He was educated in the graded schools and high school of his birthplace, the State University of Indiana, from which he graduated in 1904 with the degree of Bachelor of Arts, and in 1905 as Master of Arts, the University of Chicago and the University of Wisconsin. Since assuming pedagogical "robes," he has taught in schools in Logan, Manchester, Lawrenceburg and Aurora, Indiana; Eureka, Illinois; the Peoria High School and the McKinley School, Peoria, Illinois, in which latter incumbency he has supervision of eleven teachers and four hundred pupils. His special studies have been history, economics and political science. On taking his A.M. degree, the subject of his thesis was "The Secret Diplomacy of Louis XV."

Mr. Meek is a member of the Illinois State Teachers' Association, the Central Illinois Teachers' Association, the Masonic Order, Modern Woodmen of America and the Methodist Episcopal Church. On December 26, 1895, he was married to Miss Nannie B. Meek, and they have a son, Harold T. Meek.



TECUMSEH HENRY MEEK.

Eliza Trabue Moses

THIS lady is a veteran in the public school service of Illinois and has been greatly instrumental in promoting its development and usefulness. Her labors in the domain of child culture extend over a third of a century.



ELIZA TRABUE MOSES.

Eliza Trabue Moses was born January 20, 1859, in Mt. Sterling, Illinois, the daughter of Joseph H. Moses, a native of Grand Crossings, Kentucky, and Isabella (Lester) Moses, native of Brown County, Illinois. Both parents died in Monmouth at ripe ages, the former in March, 1901, the latter in November of the same year. Miss Moses received her education in the public schools of Illinois and in attendance for many summers upon what were at the time known as "summer normals." She further increased her knowledge by correspondence work in the University of Chicago. In selecting a pedagogical career, she but followed in the footsteps of her father, who for more than twenty years was a schoolmaster in the early days of the public schools of this commonwealth, before the present system was inaugurated. He was examined and licensed by the famous educator, Newton Bateman, receiving his certificate in April, 1858. He continued in the public school service from 1858 to the latter part of the '70's. On the maternal side Miss Moses can claim direct descent from the French Huguenots.

Miss Moses first taught in country schools in Morgan County, Illinois, for four years, next in a village school for five years, in a Sangamon County school one year, a village school two years, in Warren County country schools two years, and in Monmouth, Illinois, where she is principal, for the past twenty-one years. Under her management are eleven schools, ten teachers and over four hundred and fifty pupils. She is an associate member of the National Educational Association, an ex-member of the Illinois State Teachers' Association, member of the Central Illinois Teachers' Association and the Western Illinois Teachers' Association, the Schoolmasters' Club, the Mildred Warner Washington Chapter of the Daughters of the Revolution, the First Baptist Church, of Monmouth, and that excellent organization—The Round Table—which was organized for the study of literature. Miss Moses was president of the Monmouth Schoolmasters' Club during the second year of its existence, was president of the Warren County Teachers' Association for a year.

Royal T. Morgan

MR. MORGAN'S entire life energies have been devoted to the cause of education, his labors covering a period of nearly forty years, during which time he has done much to advance the public school system in this State to the excellence it has attained. For the past twenty-five years he has been superintendent of schools of Dupage County, Illinois, and the present status of these schools reflects much credit upon the efficiency of his management.

Mr. Morgan was born at Campton, Illinois, in 1845. After completing his preliminary studies he took preparatory and classical courses at Wheaton College, Wheaton, Illinois, graduating in 1874 with the degree of Bachelor of Arts and receiving his Master's degree in 1877. He also spent some time at the Illinois State Normal College. He began active work as a teacher at Fountaindale, Illinois, and for seven years taught in rural and graded schools in this State. For the nine subsequent years he was professor of natural sciences at Wheaton College and since then (1886) he has been county superintendent of Dupage County.

Mr. Morgan is a member of the National Education Association and various other teachers' and educational societies, as well as of the M. E. Church, and the Grand Army of the Republic, having served from 1863 to the close of the Civil War in the 17th Illinois cavalry.

Since its organization seventeen years ago, Mr. Morgan has served most efficiently as secretary of the Dupage County Farmers' Institute. He is a writer of ability and has contributed liberally to various publications. He was married December 7, 1881, to Miss Hattie J. Gurnea, of Tonica, Illinois.



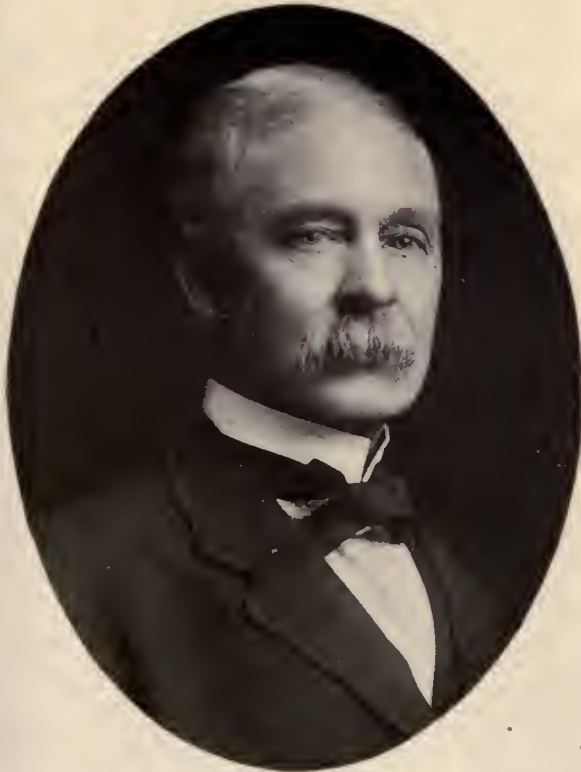
ROYAL T. MORGAN.

Thomas Edward Moore

MR. MOORE is a veteran in the public school service of this State, having been identified with it for almost forty years, and in every position

he has held has acquitted himself with the utmost credit. He was born September 16, 1847, on a farm near Carlinville, Illinois, his parents being Thomas D. Moore, a native of Danville, Kentucky, who died in Carlinville, Illinois, October 3, 1883, and Julia Ann (Dickerson) Moore, a native of Nicholasville, Kentucky, who died at Carlinville, Illinois, January 13, 1883. He was educated in the country schools, the high school at Litchfield, Illinois, and Blackburn University, working his way through the latter by teaching, and from this institution he graduated in 1877 with the degree of Bachelor of Arts, later receiving the degree of Master of Arts. He taught in various country schools up to 1877, the year of his graduation from Blackburn University, and for the following six years taught there as instructor in logic and constitutional law and international law and mathematics. In all of his work he was esteemed by the students because of his scholarly attainments and his willingness to help them. On leaving Blackburn he went to Bunker Hill, Illinois; thence to Taylorville, Illinois; then back to Carlinville, Illinois, and next traveled for three years in the interest of the Western Publishing House, of Chicago. On resigning this position, in 1890, he was elected county superintendent of schools in Macoupin County, the county in which he was born. While holding this incumbency he displayed remarkable power in organizing the teachers under his supervision and imbuing them with enthusiasm to aim for higher ideals in their work. After leaving the county superintendentship he taught successively in Girard and Virden, and later was principal of the commercial departments in the high schools in Jacksonville and Springfield, Illinois.

Mr. Moore is a member of the National Education Association, the Masonic Order, Knights of Pythias and the Presbyterian Church. In 1875 he was married to Miss Mary E. Handlin, and they have had eight children, of whom four are living, namely: Ruth, Olive, Mildred and Helen.



THOMAS EDWARD MOORE.

Fannie Spaits Merwin

AMONG the comparatively few members of the "gentler sex" who have the honor to hold the desirable position of county superintendent of schools in this State is the above named lady, who has fully earned the honor. She is a conscientious and energetic educationalist and has been most successful in her chosen field of labor.

Mrs. Merwin was born in Manito Township, Mason County, Illinois, her parents being Jacob G. Spaits, a native of Bavaria, Germany, and Rebecca (Marshall) Spaits, native of Ohio, both of whom are still living, in Manito, Illinois. She first attended the district school known as Spaits school in Manito Township, next the Manito grammar school and then the high school at Havana, Illinois, from which she graduated in 1890. Mrs. Merwin began teaching in the Singley District School, Manito Township, and after two years there taught for nine years in the Spaits district school; for three years in the Manito primary department and six years in the Hickory Grove district school, and was then elected county superintendent of schools of Mason County. In this position her work has been pronouncedly successful.

Mrs. Merwin has done a considerable amount of meritable journalistic and lecture work. She is a member of the Royal Neighbors and the Methodist Episcopal Church. On October 7, 1903, she was married to Frank Douglas Merwin, a pharmacist who travels for his line of trade.

Marcus Neely McCartney

MR. MCCARTNEY, city superintendent of schools at Metropolis, Illinois, is widely known throughout the county as an educationalist of exceptional ability and executive talent. He is also valued as an institute worker and specialist in school administration. It was he who planned and installed two high schools in Mound City and Vienna, Illinois, and also placed the



FANNIE SPAITS MERWIN.

high schools at Carmi, Illinois, and Bloomfield, Missouri, on the fully accredited list.

Mr. McCartney was born December 2, 1863, in Metropolis, Illinois, son of Captain John F. McCartney, a native of Scotland, who was brought to Ohio when an infant, and who served in the Civil War. His mother, Elizabeth (McGee) McCartney, a native of Kentucky, died at the home of her brother in Pulaski County, in 1864, at the time her husband was in service under command of General Sherman. Captain McCartney died in Metropolis, in November, 1908.

Mr. McCartney was educated in the common schools of Metropolis, Illinois, and the school there known as the "Old Seminary"; the State Normal School, Normal, Illinois; the National Normal University, Lebanon, Ohio, from which he received the degree of B.S. in 1885 and B.A. in 1891, and is now working on the Master's degree in Columbia University, New York. At the age of seventeen he began teaching in Unionville, Massac County, Illinois; next served as principal at Grand Chain, Illinois; was superintendent at Mound City, Illinois, six years; city superintendent at Vienna, Illinois, for ten years; was acting superintendent at Carmi, Illinois, and city superintendent at Bloomfield, Missouri, for four years, and on leaving that position assumed his present one.

Mr. McCartney, as one of the foremost educators in southern Illinois, has been a most potent factor in aiding the development of education. He has held various offices in the Southern Illinois Teachers' Association, was president of that organization at its convention in East St. Louis in 1892, and is at present financial secretary of that body.

Mr. McCartney is a member of the National Education Association, the Illinois State Teachers' Association, Royal Arch Masons, and the Christian Church. In 1896 he was married to Miss Ida Huckleberry, who is also a school-teacher, and now associated with him in his schoolwork. They have had three children, two of whom are now living, these being Marcia May, twelve years old, and Alice Elizabeth, aged eight years.



MARCUS NEELY MCCARTNEY.

Esther Morgan

MISS MORGAN is a veteran in the public service, has unselfishly devoted her life efforts to the advancement of education, and her merits have been met with due recognition and reward. She is a native of the Southland, whose warm impulses and sympathies she inherits, and she has ever been in close psychological touch with her pupils and colleagues.

Miss Morgan was born in Nashville, Tennessee, of distinguished parents, her father, John F. Morgan, being a prominent journalist and editor, while her mother, Mary Ann (Eastman) Morgan, whose decease occurred in 1882, was daughter to a lady who was first cousin to Daniel Webster and a cousin of that grand Green Mountain poet—Charles Eastman.

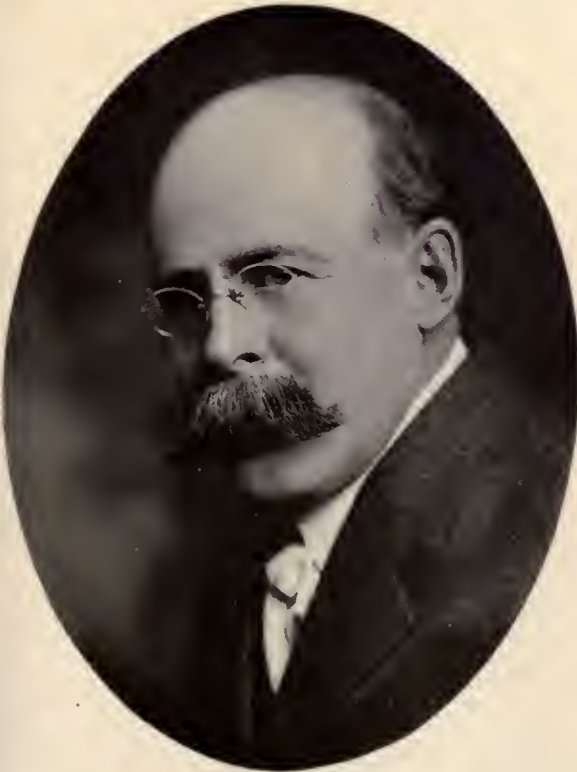
Miss Morgan's first schooling was obtained in Memphis, Tennessee, and she graduated from the high school of that city. She also attended Lee Academy, Memphis, which was conducted by her mother, who was also a proficient educator. Her later studies included eight years of Chautauqua, and university courses in Chicago. Miss Morgan began her life-work as a teacher in Memphis, where she continued eight years, and then, going to Chicago, became a teacher in the Lewis Nettelhorst School for fifteen years, the last thirteen of which she officiated as first assistant. At the end of that period she was appointed principal of Brownsville School, and held this position for seven years. In September, 1905, she was promoted to the principalship of Ogden School, and in that capacity continues to demonstrate her peculiar fitness for her chosen profession.



ESTHER MORGAN.

Orris J. Milliken

THIS gentleman has been actively identified with educational interests in this State upward of thirty years, the past twenty-five years as principal of various public schools in Chicago, where his



ORRIS J. MILLIKEN.

services have met with the fullest appreciation and commendation. He was the first superintendent of Chicago vacation schools, the first to introduce the "penny-savings system" in the public schools of that city, and is a trustee of the Penny Savings Society of Chicago. He owns a farm at Wheaton, Illinois, where, on July 5, 1910, he opened a summer-vacation school for boys, which he utilizes as a laboratory for studying the needs of a normal, growing boy. Only boys of good moral character, between the ages of seven and fourteen, are admitted. He has associated with him the best physical-culture director and the best manual-arts director he can procure. The vacation term lasts eight weeks and the charges made are most reasonable.

Mr. Milliken was born in Boone County, Illinois, July 13, 1861, his parents being James and Rachel (Mitchell) Milliken, the former a native of New Hampshire, who deceased in 1879 in Boone County; the latter a native of Pennsylvania, who died in 1909, same county. He was educated in country schools; the high school at Capron, Boone County; State Normal University, from which he graduated in 1884; private classes in Chicago, and post-graduate work in the University of Chicago. He first taught in country schools two years; was superintendent of the Jewish Training School, Chicago, four years; principal of schools, Chicago, twenty-five years, and is now principal of the Charles Sumner School, where he has twenty-five teachers and 1,200 pupils. He is a member of the National Education Association, the Illinois State Teachers' Association, the Christian Church, and has contributed many valuable articles to newspapers and magazines.

Mr. Milliken was first married to Miss Carrie Dillon, who died in 1892. On December 2, 1893, he was united to Miss Hattie Fagersten. The family comprises three children, Mrs. C. T. Bloom, Irene and Victor Milliken.

Eugene D. Merriman

THE above-named gentleman has been in school-work for upward of sixteen years, and his successful record shows him to be a most worthy exemplar and exponent of the noble pedagogical profession. He is zealous in securing the most efficient system of discipline, and his methods of procedure have borne most excellent and substantial results.

Mr. Merriman was born in Huntington County, Indiana, August 8, 1871; his parents being H. T. Merriman, a native of Indiana, who is still living, and Angelina (Broughman) Merriman, of Ohio, who deceased in Marion, Indiana, in 1903. He was educated in the common schools of his birthplace; the State Normal University, at Terre Haute, Indiana; high school at Ithaca, New York; the Indiana State University; Cornell University, Ithaca, New York, and University of Chicago. He graduated from Cornell in 1905 with the degree of Bachelor of Arts, and from the University of Chicago in March, 1911, with the degree of Master of Philosophy. He began teaching in the common schools of Huntington County, Indiana, and went thence to East Chicago (Indiana), where he continued from 1882 to 1900, first as principal, latterly as superintendent. Since June, 1905, he has been superintendent of District 56, Belvidere, Illinois, where he has charge of several schools, and where his work has been very successful.

Mr. Merriman is a member of the National Education Association, the Illinois State Teachers' Association, Northern Illinois Teachers' Association, the Methodist Church, the Masonic Order and Order of the Eastern Star, is also a Modern Woodman, Royal Neighbor and a member of the Royal Arcanum. In 1908 he was married to Miss Elizabeth Stout, who has presented him with a son, Merrill V. Merriman.



EUGENE D. MERRIMAN.

Roy L. Moore

WELL and favorably known in educational circles throughout his section of Illinois as the able county superintendent of schools of Woodford County, was born in Eureka, in the same county, February 23, 1872. He is a son of Ben L. and Martha S. (Osborn) Moore, natives of Kentucky and Missouri, respectively. Both parents are deceased, the demise of the father occurring April 20, 1910, the mother, December 10, 1909.

Roy L. Moore received his boyhood's mental training in the Eureka public schools, and at a later period matriculated successively in Eureka College and the University of Illinois. He was graduated from the former institution in 1905, his Alma Mater conferring upon him the degree of A.B.

On first applying himself to a teacher's work, Mr. Moore had charge of a rural school in the vicinity of Eureka for two years, when he became principal of the Benson High School, continuing thus for the ensuing six years, and finally accepting the position of county superintendent of the public schools of Woodford County. The incumbent of this important and honorable position has a comfortable home in the town of Eureka, and, besides the work of an educator, has been entrusted with civic functions, having held the office of city clerk. He has also found time to devote to literary pursuits, and is the author of an interesting history of Woodford County, which is considered a standard for reference.

Mr. Moore is a member of the Methodist Episcopal Church, and is also affiliated with the Independent Order of Odd Fellows. He is a member of the National Education Association, Illinois State Teachers' Association, Central Illinois Teachers' Association and the Rural Teachers' Association of Illinois.

On December 25, 1907, his marriage to Miss Esther L. Bally occurred. She, being an experienced teacher, has been of great assistance to Mr. Moore in his work.



ROY L. MOORE.

Edward L. C. Morse

MR. MORSE is a conspicuous member of the educational force of Chicago, and has served the adult as well as the young people in various capacities in schooling to universal satisfaction. He is of sturdy New England stock and education also, and is a conspicuous example of the methods prevalent in that cultured section of our country. He was born in Dover, New Hampshire, where his father had removed from his native State of Maine, and where he had married Louisa Clark, also a native of New Hampshire, and the mother of the subject of this sketch.

After his primary education, the young man pursued his studies in the Quincy Grammar School, after which he attended the Boston Latin School, from which he was graduated in 1873, and entered Harvard University, being graduated therefrom four years later. He spent two years in New Mexico and Arizona in journalistic work. He afterward attended the Lake Forest Law School, from which he was graduated in 1893. He has the degrees of Bachelor of Arts and Bachelor of Laws.

Mr. Morse did post-graduate work in the University of Chicago, the University of Wisconsin and Cornell University. He was Spanish instructor in the Teachers' College in the Summer School of Harvard, and gave a series of lectures on School Administration before Cuban teachers in Spanish, with lantern-slides illustrating Chicago schools. He is an occasional contributor to the *New York Nation*.

He is a member of the American Historical Association, the American Economic Association, the American Geographical Association and American Association for Labor Legislation.

He is principal of the Phil. Sheridan School, with twenty-two teachers and a thousand pupils under him.



EDWARD L. C. MORSE.

Henry Adam Meyer

MR. MEYER has held the responsible position of county superintendent of schools, Bond County, Illinois, and his services in that capacity proved so acceptable that on November 8, 1910, he was elected for four years more.

Our subject is a native of this State, having been born near Hookdale, Bond County, Illinois, his parents being William and Susan (Harter) Meyer, natives, respectively, of Schaumburg, Lippe, Germany, and St. Louis, Missouri, and both still living. He first attended country schools at Cart Hill and Pleasant Grove, Illinois; then was a student in the Greenville College, Greenville, Illinois, for about two years, and next attended the Southern Collegiate Institute, from which he graduated in June, 1910. He is also a graduate of the Chicago Correspondence School of Law, and had the degree of LL.B. conferred upon him by that institution. He is now taking a post-graduate course in this law school. As a public instructor Mr. Meyer first taught at Willow Branch, Illinois, two years; next at Dudleyville, Illinois, two years; at Smith Grove, Illinois, one year; at Shawnee, Illinois, where he was principal one year, and then served for four years as principal at Pocahontas, Illinois. He is now county superintendent of Bond County, Illinois.

Mr. Meyer is a member of the Illinois State Teachers' Association, the Southern Illinois Teachers' Association, Bond County Teachers' Association, Bond County Farmers' Institute, Gordon Lodge, A. F. and A. M., at Pocahontas, Illinois, Pocahontas Lodge of Odd Fellows, Modern Woodmen of America and Knights of the Modern Maccabees, at Greenville, Illinois, and the First Methodist Episcopal Church, Greenville, Illinois.

On July 3, 1898, Mr. Meyer was married to Miss Nettie Snow, and they have five children: Hubert Harter Meyer, Sanford Snow Meyer, George Washington Irving Meyer, Augusta Victoria Meyer and Foss Deneen Meyer.



HENRY ADAM MEYER.

Thomas J. McDonough

MR. McDONOUGH has been enlisted in the cause of popular education for many years, and his services have been highly efficient and greatly appreciated in scholastic circles. He was born December 14, 1852, in New Baltimore, Greene County, New York, son of Thomas McDonough, a native of Galway, Ireland, who served in the Union army during the Civil War, and died in August, 1880, in St. Louis, Missouri, and Mary Ann (Taylor) McDonough, native of Yorkshire, England, who deceased in Elgin, Illinois, January 1, 1903. He was educated in the public schools of Porter County, Indiana; St. Paul's Academy, Valparaiso, Indiana (under private instruction), and in the Christian Brothers' College, St. Louis, Missouri, from which he received the degree of Bachelor of Arts. Through post-graduate work he received an Illinois State Certificate and a Chicago Principals' Certificate. He holds membership in the Illinois State Teachers' Association, the Southern Illinois Teachers' Association, the Schoolmasters' Club of Southern Illinois, the Knights of Columbus, Court of Honor and the Roman Catholic Church. He has written a number of literary works, among them a valuable and scholarly "History of Ireland." Mr. McDonough has had extensive experience in journalism, having been reporter on the staffs of the *St. Louis Post-Dispatch*, the *Globe-Democrat* and *Republic*, and he has also contributed interesting articles to various magazines. As school-teacher, principal and superintendent, his record may be summarized thus: Pleasant Township, Indiana, three months; Porter Township, Indiana, three months; Delphi, Indiana, nine months; Monroe County, Illinois, five months; Renault, Illinois, twenty-two months; Harrisonville, Illinois, fourteen months; Red Bud, Illinois, thirty-six months; Randolph County, Illinois, eight months; Nashville, Illinois, sixteen months; East St. Louis, Illinois, ten months; Waterloo, Illinois, eighteen months, and East St. Louis (now) 170 months.



THOMAS J. McDONOUGH.

On May 23, 1883, Mr. McDonough was married to Miss Charlotte Offerding, and they have one child, Dr. Robert Gervase McDonough.



SAMUEL JAY MCCOMIS.

Samuel Jay McComis

MR. MCCOMIS was born in 1876 in Busseyville, Kentucky, the son of J. F. McComis and Elizabeth McComis, both of whom were also natives of Kentucky, and both of whom are living.

Mr. Samuel Jay McComis was educated in the public schools of Kentucky and Ohio, first attending the rural schools of Lawrence County, Kentucky, after which he attended the high school at Ironton, Ohio, whence he entered the Kentucky University at Lexington, and finished at Berea College, Berea, Kentucky, from which institution he was graduated in 1905 with the degree of Bachelor of Literature. He also graduated from Lincoln-Jefferson University with the degree of LL.B. in 1910.

He taught in Border's Chapel, Kentucky, two years; Mattie, Kentucky, four years; public schools at Lauder, Wyoming, one year; Berea College, Normal Department, one year; after which he removed to Illinois, and was principal of the Milan High School three years, and at the same time Division Manager of Teachers' Reading Circle in Rock Island County for three years; principal of the Capron High School, one year, and then became principal of the Winnebago High School, where he has four teachers and 135 pupils under him.

He is a member of the Illinois State Teachers' Association, the Illinois State Teachers' Reading Club and the Northern Illinois Teachers' Association, and belongs to the Methodist Episcopal Church. He has made special studies of history and physics.

In 1898 Mr. McComis was married to Miss Delilah Thompson, and they have four children—Lucy, John, Henry and Reatha.

James W. McGinnis

FOR more than a third of a century the above named has been identified with the public school interests of Illinois, and during that lengthy period has labored incessantly to promote and secure the eminently efficient stage to which these interests have been developed. Ever conscientious in his efforts in the cause of uplifting the status of the school system, he has always commanded the fullest confidence of his colleagues, pupils, their parents and the public in general.

James W. McGinnis was born in Orland, Cook County, Illinois, of old Irish stock, his parents being Michael and Ann McGinnis, natives of Ireland and both now deceased, the former having died in 1887, the latter in 1889, in Orland. He was educated in the country schools at Orland, the Englewood High School and the Cook County Normal School, and also took a course in the Rush Medical College, from which institution he graduated in 1883 with the degree of M.D. He has also done post-graduate work in Wisconsin University and the University of Chicago. He first taught school in District No. 1, town of Palos, where he remained six years, and then for a year was stationed in District No. 4, same town. On removing to Chicago he for eleven years officiated as principal of the Doran (now Shields) School, and for the past sixteen years has been principal of the Holmes School, Morgan and Fifty-sixth streets. He has a staff of twenty-three assistant teachers, over eleven hundred pupils.

Doctor McGinnis is a member of the National Education Association, Illinois State Teachers' Association, Knights of the Maccabees of the World, Royal League, North American League and the Independent Church, and has served as medical examiner in various lodges with which he is affiliated. In 1877 he was married to



JAMES W. MCGINNIS.

Miss Stasia Bremner and they have three children, Edwin, Ray and Helen. The eldest son, Edwin, is now a successful practicing physician in Chicago.



ROBERT CHRISTIAN MOORE.

Robert Christian Moore

THIS gentleman, who has attained to prominence in the educational world, is in the sense the term implies, "a self-made man," and owes his success in life to his indomitable energy and unremitting perseverance. He was born August 4, 1870, on a farm near Carlinville, Illinois, his parents, both of whom are living, being Thomas Guthrie and Ann (Villman) Moore, the former a native of Macoupin County, Illinois, the latter of Ohio. He attended a country school, was for a short time a pupil in Blackburn College, and for a brief period at the Illinois State Normal University, but his education was mainly acquired by home study, "burning the midnight oil," and, as he facetiously states, "in the College of Hard Knocks and the University of Experience." He holds a State certificate and has taught for sixteen years, namely, three years in a country district school; one year at Girard, Illinois; two years at Plainview, Illinois; six years at Palmyra, Illinois; one year at Manchester, Illinois, and three years as principal at Staunton, Macoupin County, Illinois. He is now serving his second term as county superintendent of Macoupin County, where his services are duly appreciated.

Mr. Moore is a member of the Illinois State Teachers' Association, Masonic Order, Knights of Pythias, Modern Woodmen, Eastern Star and minor organizations, and has contributed numerous able papers to educational journals, his favorite studies being history, literature, sociology and economics. On July 12, 1894, he was married to Miss Pauline C. Warse, of Carlinville, Illinois, and they have three children, Dorothy Ann, Paul Robert and Harold Guthrie.

Anthony Middleton

THE commonwealth of Illinois is known in many respects as one of the grandest States in the American federation, but there is no one special phase in which it excels more than in efficiency of its public school system, the foundation of its greatness and a source of perpetual pride to its citizens. The men and women composing that great body known as school-teachers are representative of the best brains and talent of the State, and the vast amount of good they are daily accomplishing is beyond calculation.

Anthony Middleton, superintendent at Lincoln, Illinois, is accounted among the most successful educators in the State. He was born in Shelby County, Illinois, May 31, 1864. His parents were Russell Middleton, native of Kentucky, and Margaret (Denton) Middleton, also of Kentucky, and the latter's decease occurred in Shelby County, Illinois, May 24, 1897. Mr. Middleton was educated in a district school of Shelby County; the village school of Tower Hill, Illinois; Illinois State Normal University, with graduation in June, 1888, and a course at the University of Illinois. He first taught at Robinson and Brown's Valley, Minnesota; then became superintendent at El Paso, Illinois, for two years; at Chenoa, Illinois, six years; superintendent at Atlanta, Logan County, Illinois, for five years; then became superintendent at Dwight, Livingstone County, Illinois, and now occupies the same position at Lincoln, Logan County, this State.

Mr. Middleton is a member of the National Education, the Illinois State Teachers' and the Central Illinois Teachers' Associations, the Masonic Order and Knights of Pythias, and the Methodist Church. August 20, 1901, he was married to Nettie Tuckey, and they had one child as fruit of their happy union, Albert Russell, who deceased, May 28, 1904.



ANTHONY MIDDLETON.

William Foyé Mozier

FORTY-FOUR years of age at the present writing, Mr. Mozier has devoted half of this time to the art of teaching. His record reveals the fact that his education has been thorough, and also another fact—that he is adding to his store of knowledge by constant study and reading. English and history have been his favorite subjects of study. He is a member of the State Association of English Teachers, the Beta Theta Pi and the Phi Beta Kappa Greek-letter fraternities, and the Episcopal Church. He likewise holds membership in the National Educational Association and the Illinois State Teachers' Association.

William Foyé Mozier was born June 10, 1866, in Iowa City, Iowa; son of Carson L. and Narcissa J. Mozier, the former a native of Ohio, who died in 1907 in Iowa City, Iowa, while the latter, a native of Indiana, deceased in 1909 in the same city. He was educated in the common and high schools of Iowa City and the State University of Iowa. From the latter he graduated with the degree of Bachelor of Arts in 1886, and through post-graduate work received in 1889 from the same institution the degree of Master of Arts. His first practical experience was as a teacher of the high school in Iowa City, Iowa, and for the past twenty years he has been assistant principal and principal of the township high school at Ottawa, Illinois, where he has a staff of sixteen teachers and an enrolment of about four hundred pupils. As a writer, Mr. Mozier was author of a school edition of Carlyle's "Diamond Necklace," and an "English Composition Book," both of which were received with favorable notice. Taken all in all, his work and career have been entirely commendable and his services most satisfactory in the several positions he has held.



WILLIAM FOYÉ MOZIER.

George B. McClelland

COUNTY Superintendent of Public Schools for Green County, Illinois (with residence address at Carrollton, Illinois), and one of the best instructors and most efficient school managers of Central Illinois, was born in the vicinity of Palmyra, Illinois, February 10, 1872. He is a son of Hugh and Fanny (Clardy) McClelland, respectively natives of Virginia and Tennessee. Both are deceased, the father having died at Greenfield, Illinois, May 4, 1899, and the mother having passed away at Palmyra, Illinois, in January, 1873.

In early youth, George B. McClelland attended the country schools of Greene County, Illinois, and later, the Greenfield High School, subsequently pursuing courses of study in the Northern Indiana Normal School, at Valparaiso, Indiana, and the Western Illinois State Normal School. He was graduated from the Greenfield High School in 1892.

On applying himself to teaching, Mr. McClelland was first engaged at White Oak, Illinois, one year; then at Jericho, Illinois, two years; Pleasant Point, Illinois, two years; Ireland, Illinois, one year; Dover School, Daum, Illinois, two years; Short Liberty, Illinois, one year, and Douglas, Illinois, three years. He was elected to his present office in 1906.

As county superintendent for Green County, Mr. McClelland has charge of 102 schools, 164 teachers and 9,005 pupils. He is a member of the Illinois State Teachers' Association, Central Illinois Teachers' Association; the Morgan County, Scott County, Pike County and Greene County Teachers' Associations, and Current Topics Club. Fraternally, he is affiliated with the Masonic Order, R. A. M., and the Modern Woodmen of America.

July 14, 1897, Mr. McClelland was united in marriage with Carrie E. Bell, and their union has been blessed with four children, namely: Frances, Royal, Glenn B. and Marion.



GEORGE B. MCCLELLAND.

James B. McManus

MR. McMANUS has an ancestry of which any one with a reverence for the "ould sod" can gaze back upon with pride. His father, Terrence, and his mother, Margaret, both were born in Ireland, from which country they came and settled in Illinois, and the subject of this sketch was born in Apple River, Illinois, on September 26, 1868, where both of his parents died—the mother, February 6, 1898, and the father on March 27, 1905.

The young man began his education in Apple River, then attended the Apple River High School and the Northern Illinois Normal School, Dixon, from which he was graduated with the degree of Bachelor of Arts, after which he read law, and was admitted to the bar. But his taste was more in the direction of educational work, and he entered the Normal School, at Normal, Illinois, taking two terms, and then two terms at Urbana, and two terms also at the University of Chicago.

He began teaching in the country school at Apple River, and, after one year, went to Ransom, Illinois, remaining there three years, then to Oglesby the same length of time, after which he went to La Salle, where he has been superintendent of city schools for the past eleven years, with five schools, thirty teachers and over thirteen hundred pupils under his jurisdiction.

He is a member of the National Education Association, the Illinois State Teachers' Association, the Northern Illinois Teachers' Association and the National Society for Scientific Study of Education. He is a member of the Knights of Pythias, the Woodmen, the Elks and the Catholic Church. He is also president of the County Teachers' Association. He married Katherine Collins in 1903, who died in 1908, leaving him two children—William and James.



JAMES B. McMANUS.

Genevieve Melody

WHILE the methods employed by the instructors in the grand educational system of Illinois are of the most advanced character, "faddism" has not been encouraged or allowed to take root, the result being that we have a clean plan of working that is productive of the greatest benefit to all.

A successful exponent of this progressive policy, one enjoying a high degree of popularity, is Miss Genevieve Melody, the gifted and estimable principal of the Park Manor Elementary School, at Rhodes avenue and Seventy-first street, Chicago. This lady has had long and valuable experience in her profession, and before assuming her present charge was an instructor in the Kershaw Elementary School, Hyde Park High School, South Division High School, and the Chicago Teachers' College.

Miss Melody was born in Chicago, her father, Thomas Richard Melody, also being a native of this State. Her mother, Ellen (Synon) Melody, was born in Melville, Canada, and deceased in Gletsch, Switzerland, August 2, 1909. Miss Melody is an accomplished scholar; she derived her education from the Douglass Grammar School and South Division High School, Chicago; Milwaukee College, Lake Forest University, Kent College of Law, from which she was graduated in 1896 with the degree of LL.B., and the University of Chicago, graduating from the latter in 1902 as a Ph.B. Through post-graduate work she received the Ph.M. degree from the University of Chicago in 1908.

Miss Melody is assisted in her onerous labors by a staff of fifteen well-trained teachers, and has an enrollment of over seven hundred and fifty pupils, with whom her relations are of the most pleasant character. She is a member of the American Historical Association, also the Chicago Single Tax Club, and is an esteemed attendant of the Roman Catholic Church.



GENEVIEVE MELODY.

John Elmer Miller

FOR more than a quarter of a century John E. Miller has been connected with public education in Illinois.

He has occupied every position in the public schools, including teacher of country schools, teacher in graded schools in the primary, intermediate and grammar grades, high school teacher of history and mathematics, ward school principal and city superintendent of the city schools of East St. Louis.

He was born on a farm near Caseyville, Illinois, November 21, 1864, being the second son of the late Hon. James R. and Malinda (Nicholas) Miller, the former a native of Ohio, and the latter of Tennessee.

After completing the curriculum of the school of his native village, Mr. Miller spent four years at the Illinois State Normal School at Carbondale and was graduated in June, 1885. He continued his studies in the Buffalo School of Pedagogy, Buffalo, New York, and in the "University of Nature and Experience."

After teaching six years in the schools of his native village, he entered the service of the East St. Louis schools in 1891, where he was a teacher and principal till 1902. For the succeeding two years he was librarian of the East St. Louis Public Library. Here he improved the service and originated and installed the popular and serviceable juvenile department for the boys and girls of his adopted city. During the time that he was librarian, he assisted in the organization of the University Extension Lecture Course for East St. Louis and has been actively associated with this movement up to the present time.

In 1904 he was chosen to his present position, city superintendent of the East St. Louis public schools and has had a successful career as such. He has organized the schools and the teachers and has put in force, with the assistance of the Board of Education, salary schedules for the advancement of salary for grade and high school teachers. He has urged the laboratory method of teaching, has introduced manual training, household



JOHN ELMER MILLER.

economy, and organized play for school children. The East St. Louis schools have an enrolment of eight thousand pupils and two hundred and ten teachers.

Mr. Miller originated and successfully operated the first public vacation playgrounds in East St. Louis and has supported this cause for the past four years.

He is an active member of the National Education Association, also a member of the Executive Committee of the Illinois State Teachers' Association, has been president of the Southern Illinois Teachers' Association and of the Southern Illinois Council. He is a member of the State Historical Society, the County and City Teachers' Association and of the St. Clair Country Club.

In February, 1905, he was married to Miss Francis Elizabeth Coulter; in July, 1908, Catherine Elizabeth Miller, their daughter, was born. They reside at 1744 College avenue, St. Louis.

David L. Murray

PRICIPAL of the Hermann Raster School, South Wood and West Seventieth streets, Chicago, and identified with schoolwork for over thirty years, is a native of Ingersoll, Ontario, Canada, born August 10, 1861.

Mr. Murray was educated in the Ingersoll (Ont.) High School; Brantford College, Brantford, Ontario, and the Ingersoll Normal School, and graduated from the latter in June, 1880. He first taught school at Ingersoll for three years; next, in Cook County (Ill.) schools for sixteen years, and for the past eleven years has been principal of the Hermann Raster School, in which position he has twenty-three assistants and an enrolment of over a thousand pupils.



DAVID L. MURRAY.

Daniel Franklin Nickols

AMONG the public educators of Illinois who have obtained distinguished success is Mr. D. F. Nickols, the present most capable county superintendent of schools of Logan County, whose reputation is as widespread as it is excellent. Although one of the youngest county superintendents of the State, he is also one of the ablest and most progressive.

Mr. Nickols was born January 2, 1880, in McPherson, Kansas, son of George C. Nickols, native of Ohio, and Lydia C. (McCullough) Nickols, native of Kentucky. He is of Scotch-Irish descent, his ancestors having settled in Pennsylvania and Virginia in the early days. His father returned to Illinois in 1882 and the boy was brought up on a farm near Mt. Pulaski.

D. F. Nickols' preliminary education was secured in rural schools of Logan and Sangamon counties, followed by courses in the high school of Illiopolis, Lincoln University and the University of Valparaiso, Indiana. In the latter institution he completed the teachers' course through attendance at summer sessions. At the beginning of his professional career, he taught in country schools, next becoming principal at Lake Fork, where he remained two years; then became principal of the New Holland school, which position he held for three years, and upon leaving there received the appointment to county superintendency, upon the death of Supt. E. P. Gram (1905). He has been repeatedly returned to this position, thus attesting his efficiency for the position. There are one hundred and twenty-nine schools under his supervision, and over two hundred teachers are employed.

Mr. Nickols is a member of the Illinois State Teachers' Association, the Knights of Pythias, Modern Woodmen of America, the Masonic Order and the Christian Church. On June 6 he was married to Miss Edith B. Holland, and they make their residence in Lincoln, Illinois. They have one child, Dorothy May.



DANIEL FRANKLIN NICKOLS.

Julius K. Neumann

SUPERINTENDENT of the public school in Oquawka, Henderson County, Illinois, has held that position since 1904, maintaining an enjoyable reputation for the possession of those qualities and characteristics that go to make an able and efficient instructor and executive official. He is a native of Germany, where his birth took place February 1, 1871. His father, C. Neumann, married Louise Arndt in the Fatherland, and, after some years, the family emigrated to this country, locating in Illinois, where he applied himself successfully to bricklaying in Tazewell County, dying in Delavan, that county, February 12, 1899. His wife had preceded him to the grave, having passed away March 18, 1902, in the same town.

The early mental training of Julius Neumann was obtained in the schools of his native land, and after coming to the United States he first attended a private school in the city of Peoria for one year, and then spent two years in the Delavan public school, and at Normal, Illinois, in the State Normal School. He graduated from the Delavan high school, May 23, 1893. His first experience as a teacher was in a country school in Tazewell County, Illinois, continuing one year, after which he went to Knox County and taught the village school at Gilson for six years, and the township high school in the same town for two years. He has had charge of the Oquawka public school for more than seven years, three assistant teachers and 185 pupils being under his direction.

Mr. Neumann is a member of the Illinois State Teachers' Reading Circle and the Central Illinois Teachers' Association. He is fraternally affiliated with the Modern Woodmen of America and F. R. L. A., and belongs to the Homesteaders. In religious belief he conforms to the creed of the Baptist Church. On September 1, 1896, Mr. Neumann was married to Miss Gertrude Lawrence, and their family consists of five children, Hortense, Percy, Goethe, Metz and Maurine.



JULIUS K. NEUMANN.

Marie Therese Werneburg Norton

THE study of languages has been the specialty of this skilled educator, particularly English and German, while at the same time she has taught Latin for a number of years. Her education is pronouncedly excellent, while her ability in administering school government has been notably good.

Mrs. Norton is a native of the Monumental City, having been born in Baltimore, Maryland, October 1, 1859. Her parents, Frederick William Werneburg and Louise (Brack) Werneburg, were natives of Germany, her father having been a student at Heidelberg University. Both are deceased, the former having died in February, 1898, the latter in September, 1902. Her education began in a private school in Baltimore, and, on her coming to Chicago, was continued in the old Elizabeth street primary school, the Skinner school, the Chicago Central high school, from which she was graduated in 1878, and the Northwestern University.

Mrs. Norton first taught for a year in the Dolton Normal School, then in the Northwestern University summer school for one season; next in the Chicago West Division high school for four years; was a special German instructor in the Nash school three years and the Horace Greeley school four years; assistant principal of the Burley school four years, and for the past year has been principal of the Thomas school.

Mrs. Norton is a member of the National Education Association, the Illinois State Teachers' Association, Chicago Principals' Club, Ella Flagg Young Club, the Evanston German Club, and the Methodist Episcopal Church. In 1881 she was married to the Rev. Dr. William Bernard Norton, who graduated from the Northwestern University with the degrees of A.B. and A.M., the Garrett Biblical Institute as B.D., and the Syracuse University as Ph.D. They have had four children, three now living, these being Louise, Julia and Fred W. Norton. Both daughters are now teaching in high schools, while the son is a student in the engineering school of Northwestern University.



MARIE THERESE WERNEBURG NORTON.

Moses Elmer Newell

THIS gentleman is one of the successful and progressive pedagogues of the Prairie State, and is an enthusiast in his profession. He is a constant student and ever ready to adapt any new ideas that are applicable to the cause of education and the betterment of the public school service.

Moses Elmer Newell was born October 23, 1878, near Girard, Montgomery County, Illinois, son of Moses A. and Samantha E. (Greene) Newell, the former a native of Greene County, Illinois, and now living; the latter a native of Fairfield County, Ohio, and now deceased, her demise having occurred February 8, 1897.

Moses Elmer Newell attended the Lake district school, Montgomery County, up to his fourteenth year, later studied in the Bloomington (Ill.) and Virden (Ill.) public schools, and for a year in the Illinois State Normal University, and then took a course in Greer College, Hoopeson, Illinois, from which he graduated in 1902 with the degree of B.Ped. At his graduation he was president of his class. On July 17, 1908, he received a Life State Teachers' Certificate.

Mr. Newell first taught in a country school at West Point, Grant County, Oklahoma, in 1902-1903; from 1903 to 1905 was principal at More, Madison County, Illinois; from 1905 to 1907 was principal at Bethalto, Madison County, Illinois, and for the past four years he has been superintendent and principal of the schools at Brighton, Macoupin County, Illinois.

Mr. Newell is a member of the Illinois State Teachers' Association and the Methodist Church. On August 17, 1904, he was married to Miss Frances S. Carricker, and they reside in Brighton.



MOSES ELMER NEWELL.

William H. Nevens

MR. NEVENS is an old, time-tried veteran in the educational world, and has long enjoyed a reputation for ability and the soundness of his



WILLIAM H. NEVENS.

knowledge and methods. He first assumed the "brief authority" of the pedagogue at the age of seventeen, and has, with the exception of his war experience, been "in harness" for a term exceeding forty-four years. He was born on the farm of his father, Charles H. Nevens (deceased 1872), March 9, 1845, in Lewiston, Maine, and in early youth attended the public schools of that city, following these primary studies with a course in Nichol's Latin School, now known as Bates College. His graduation from the Latin School took place in 1867; his career as a teacher began in 1862 in a Lewiston school, where he continued for a year, and went thence, in 1863, to the town of Greene, Maine. Becoming imbued with patriotic martial ardor, he enlisted in 1864 in the Thirty-second Maine Volunteer Regiment, and participated in the last struggles of the Civil War. On June 3, 1863, he was wounded in the Battle of Cold Harbor, Virginia, and was discharged on account of wounds in May, 1865. On recovering from the effects of his wounds he resumed teaching, serving as an instructor in a school at Augusta, Maine, from 1865 to 1866. From 1866 to 1867 he taught at Lewiston; from 1867 to 1868, at Lisbon, Maine. In August, 1869, Mr. Nevens removed to Will County, Illinois, and was a teacher in the town of Will up to the spring of 1871, when he removed to Crete, Illinois, and accepted a vacancy there. Going to Joliet in 1886, he was elected superintendent of the Will County schools, and has ever since faithfully and most efficiently fulfilled the duties of this position. During his residence at Crete he taught school for a year in a district east of Blue Island, Cook County. It was also about this time that he contracted the "gold fever," and spent three months in the Black Hills. Mr. Nevens is a member of the Illinois State Teachers' Association, the Northern Illinois Teachers' Association, the Illinois State Teachers' Association, the Masons, Knights, Knights of Pythias, Grand Army of the Republic, Modern Woodmen and White Cross.

Walter Lawrence O'Brien

TO this gentleman must be given the distinction of being the youngest school principal in Illinois, he still being in his "teens," and, judging from the excellence of the work already done by him, he has a most promising future.

Walter Lawrence O'Brien was born November 20, 1892, at Maple Park, Illinois, his father being Michael O'Brien, a native of County Clare, Ireland, his mother Mary (Neven) O'Brien, native of Bristol, Illinois, both of whom are still living. He was educated in country schools; the Maple Park High School; Kaneville, Illinois, high school and the Northern Illinois State Normal School, at De Kalb, and he graduated from the latter June 23, 1910. He has a teachers' life certificate and holds membership in the Illinois State Teachers' Association, the Illinois State Teachers' Reading Circle, Northern Illinois Teachers' Association and the Catholic Church. He is now fulfilling his first year's work as a teacher, in the capacity of principal of the high school at Newark, Illinois, and he has already become popularly known in educational circles.

Mrs. Mary Darrow Olson

MRS. OLSON was born in Cleveland, Ohio, her parents being Ammirus and Emily (Eddy) Darrow, natives, respectively, of Henrietta, New York, and Windsor, Connecticut, and both now deceased, the former having died in Chicago, in April, 1904, the latter in Kinsman, Ohio, in April, 1872. In the first year of her age, her parents moved to Kinsman, and here her childhood was passed. She studied at the academy there and later at the Michigan University, and finished at the Allegheny College, Meadville, Pennsylvania, from which institution she graduated in 1882 with the degree of A.B., receiving later that of A.M. in course.

Mrs. Olson began her work as a teacher in the com-



MRS. MARY DARROW OLSON.



WALTER LAWRENCE O'BRIEN.

mon schools of her own State and county. Then, after graduation, she taught one year in the North East Ohio Normal School. The following year (1883) she came to Illinois and was instructor for a year in the State University, and then served two years as principal of the Champaign High School. In 1886 she went to Chicago and shortly thereafter was appointed principal of the Park Manor School. At the completion of the new McCosh School she became its first principal, which position she held until the beginning of her final illness at the end of the school year in June, 1909. Her vitality had been exhausted by her unremitting labor, and she failed to rally. She died November 14, 1909, her husband, Mr. O. G. Olson, to whom she was married in 1889, having preceded her by nearly three years.

Mrs. Olson possessed a sympathetic, magnetic personality, which readily won the confidence and esteem of her colleagues and pupils. She had never forgotten her own life and experience, both as pupil and teacher, and so was able to put herself instantly in the place of either. Both knew that she regarded their welfare as her own. She used her best efforts to protect the children from all evil influences, without as well as within. As far as the limitations of a public school building permitted, she tried to make it an artistic home for all within its walls, accepting the old Greek conception that public buildings should be adorned as the real home of the people.

Mrs. Olson was a successful teacher, but also something more—in every upward movement she was in the front of the struggle. She was thoroughly democratic; she knew no race, religion or nationality. She worked untiringly for woman suffrage. In the days of the old School Council she did all possible to sustain them and to realize their purpose.

Mrs. Olson died at the age of fifty-eight. She might have lived longer had she been content to have done less. Measured by achievement, her life was long. Her death seemed untimely only because she felt she had not accomplished her task.

Sarah J. O'Keefe

THE cause of popular education has a veteran and most accomplished exponent in the above named lady and she has long been familiarly and favorably known in pedagogical circles, particularly in Chicago, whose public school interest she has done so much to promote.

Mrs. Sarah J. O'Keefe (nee Nightingale) was born in 1854 in Cambridge, England, and her parents, Joseph and Esther (Moxon) Nightingale, were natives of that city, noted for its great university. The former died in Fairmont, Minnesota, in February, 1907, the latter at Arlington Heights, Illinois, in July, 1904. She was educated in county schools in Whceling and Palatine townships and the Cook County Normal School, Englewood, graduating from the latter in June, 1872. She also performed post-graduate work at the University of Chicago. Mrs. O'Keefe has been actively identified with public schools for upward of thirty-eight years, having begun teaching in September, 1872. Her first school was at Arlington Heights, Illinois, where she remained nine years and then taught for a year at Palatine, Illinois. On leaving there she was assigned a school at Jefferson Park, Illinois, then a suburb of Chicago, but which was annexed to the city in 1889. In 1884 she became principal of the Jefferson Park School, now known as the Beaubien School, and located at North Fifty-second and Winnemac avenues. She has a staff of twenty assistant teachers, an enrolment of over eight hundred pupils, and the most pleasant relations exist among all. Mrs. O'Keefe is a skilled disciplinarian, but "rules by love, not war," and commands the fullest confidence and esteem of her colleagues.

In 1876 our subject was united in marriage to Mr. William O'Keefe, a most estimably known citizen, and their home is situated at Arlington Heights, Illinois. Mrs. O'Keefe has long been a member of the National Education Association and a loyal supporter of that organization, also a member of Illinois Teachers' Association.



SARAH J. O'KEEFE.

Arthur Leonard Odenweller

THIS gentleman made a wise choice when he selected pedagogy for his life-work, as he has achieved distinction therein in a comparatively brief period. He is a native of this State, having been born near Industry, McDonough County, February 1, 1879, son of John L. and Lucinda (Bellomy) Odenweller, both natives of Illinois, the former now living on his farm near Frederick, Illinois, while the latter died at Frederick, March 7, 1902. After completing a course in the public schools of Frederick, Mr. Odenweller took a business course in the Rushville Commercial School, then studied a year in Eureka College and two years in the Western State Normal School at Macomb, Illinois, from which he graduated in June, 1907. In June, 1909, he received an advanced diploma from the latter institution in recognition of his excellence in teaching. He first taught as principal of a village school in Pleasant View, Illinois; seven months in the country school at Hawkeye, Schuyler County, Illinois; was principal of schools at Alpha, Illinois, two years; principal of schools at Atkinson, Illinois, one year and for over a year has been superintendent of the schools of Henry County, Illinois. There he has supervision over one hundred and ninety-nine schools, three hundred and fifty teachers and about nine thousand pupils.

Mr. Odenweller is a member of the Illinois State Teachers' Association, the Illinois State Teachers' Reading Circle, the Central Illinois Teachers' Association, the Superintendents' and Principals' Association and several fraternal organizations. June 21, 1911, he was married to Miss Ellen Ahl, a native of Moline, Illinois, a prominent worker in the Swedish Lutheran Church and also identified with educational work, having for several years been a popular teacher in the schools of her birthplace. Miss Ahl graduated from the Moline high school, the State Normal School at Macomb, Illinois, in June, 1907, and in June, 1909, was awarded an advanced diploma for superior excellence in teaching.



ARTHUR LEONARD ODENWELLER.

Charles Henry Ostrander

PRINCIPAL of the William Penn Nixon School, Chicago, has been engaged in school work for upward of thirty years, and is well known as an educator of force and ability. He is an active member of the National Education Association and keeps fully abreast of all advances made in his profession.

Charles Henry Ostrander was born in Livingston County, Illinois, August 21, 1859, son of John B. and Nancy E. Ostrander, natives, respectively, of New York and Connecticut. Mr. Ostrander in youth attended a country school at Ottawa, Illinois; attended the Ottawa High School, and then took courses in the Morris, Illinois, Normal School and the Jennings Seminary, at Aurora, Illinois. As a teacher he was first employed in country schools in La Salle and Livingston counties, Illinois; then went to Verona, Illinois, for two years; next to Naperville, Illinois, for a similar period, and for the past twenty-four years he has been located in Chicago. In the Nixon School he has a staff of twenty-nine assistants and an enrolment of 1,400 pupils, and the best of discipline is maintained.

Mr. Ostrander is a member of the George Howland Club, Knights Templar, Mystic Shrine and the Odd Fellows. He was married May 1, 1884, to Miss Mary Gregg, and they have three children, Mabel, Josephine and James Ostrander.



CHARLES HENRY OSTRANDER.

John R. Pelsma

ALTHOUGH still a young man, with many prospective years of usefulness before him, Mr. Pelsma has had long and valuable experience as a public instructor, and has held important, responsible



JOHN R. PELSMA.

positions in his chosen vocation. He was born April 26, 1878, in Nappanee, Indiana, son of Reinder and Dora Pelsma, both natives of Holland and descendants of old-time families. The former is still living, while the latter deceased in Nappanee, Indiana, in 1883. The splendid education our subject possesses was secured in a district school near Nappanee; the Nappanee High School; Valparaiso (Ind.) University; Nevada State University; De Pauw University and the University of Chicago. He graduated from Valparaiso University, 1901, with degree of S.B.; from De Pauw University, 1908, with degree of A.B. Through post-graduate work he received the degree of Ph.M., 1910, from the University of Chicago, and also performed work in the University of Nevada, department of assaying and metallurgy. Since beginning his professional career, he has been teacher in a district school in Elkhart County, Indiana; principal at Triumph, Illinois; principal at Waterford, Indiana; instructor at the Sac and Fox Reservation; principal of the high school, Nappanee, Indiana; head of the department of science, Reno (Nev.) high school; superintendent of the Medaryville, Indiana, schools, and is now principal of the high school at Normal, Illinois, where he is assisted by six teachers and has 110 pupils.

Mr. Pelsma is a member of the Illinois State Teachers' Association, Central Illinois Teachers' Association, Masonic Order, Knights of Pythias, Modern Woodmen, the Methodist Church, and is president of the Epworth League at Normal, Illinois. For a year he was observer in the United States Weather Bureau, at Reno, Nevada, and has been a most extensive traveler, having visited thirty-five States in the Union and five foreign countries. A valuable contribution to educational literature was a paper by Mr. Pelsma on "A Child's Vocabulary and Its Development," published in the Pedagogical Seminary, September, 1910.

Mr. Pelsma was married in 1904 to Miss Maud Penland, and they have a daughter, Elizabeth Pelsma.

Mrs. Alice H. Putnam

ONE of the world's most important factors in advancing education was Froebel, the great German scholar, who, by originating the kindergarten system, achieved everlasting fame. This system was introduced in Chicago in the early seventies by Mrs. Alice H. Putnam, daughter of William L. Whiting, a former grain merchant and charter member of the Chicago Board of Trade, who died in 1850. She was a pupil of Mrs. Ogden, of Columbus, Ohio, where her first morning spent in the kindergarten was like an entrance into the "Paradise of Childhood."

Mrs. Putnam's preparation for that which has become her life-work began with daily life among children at home. An effort to meet the daily problems of the nursery led her to see the necessity of a rational interpretation of a child's activities. This was long before there was any definite or well-organized school for "child study." As more psychological opportunities offered, they were eagerly grasped and the truths learned through courses of study under Col. F. W. Parker. Dr. John Dewey and other prominent child students provided the means of reconciling many problems which had formerly been isolated. Principles and methods underlying the teaching of literature, art forms, nature study and manual training were sought, not only in relation to their place in the kindergarten, but for the right development of growing childhood. Everywhere this experience has proven the truth of Froebel's saying: "God neither ingrafts nor inoculates. He develops each trivial thing in continuously ascending series, and in accordance with self-grounded and self-developing laws; and God-likeness ought to be man's highest aim in thought and deed."

Mrs. Putnam graduated from Mrs. Ogden's school, and on returning to Chicago taught first in her own home, and later taught in the Chicago Normal School under Colonel Parker; also in summer schools in the University of Chicago and elsewhere, and also conducted a course for mothers on "Training of Children," in the Correspondence Department of the Extension Division of the University of Chicago.

The Chicago Froebel Association was organized in 1881 for the purpose of maintaining free kindergartens until such time as the Board of Education should make them a part of the elementary school work. This end was accomplished some twelve years later. Meantime many free kindergartens were conducted, and a training school for the preparation of kindergarteners was also established, with Mrs. Putnam as principal, a position she still holds, although this is an entirely independent school. Extensive kindergarten work was also undertaken at Hull House, including clubwork for boys and girls who had outgrown the activities of the kindergarten.

In concluding this sketch of one who has done so much for the cause of kindergarten education in Chicago, we quote from a previous sketch of Mrs. Putnam:

"She has never courted publicity, but her endeavor has always been to build firmly upon the fundamental idea that manifests itself in the nurture and direction of all the normal faculties of the child, and upon the recognition of individual and social development through self-activity. To this end she has rejoiced in the increasing demand for the true psychological study of children; has welcomed every practical aid toward the betterment of special departments of training, and, through her open-minded attitude toward educators who have looked at and criticized the kindergarten from their various viewpoints, she has striven constantly to overcome the tendency to narrowness that is the besetting temptation of every advocate of a particular form of truth. With singleness of purpose, yet breadth of view, her motto has been "Fundamental principle first, then never-ending, unlimited expansion," or, as some one has said, "Strength at the center, freedom at the circumference."



MRS. ALICE H. PUTNAM.

Charles M. Parker

WHEN R. T. Morgan, county superintendent of the schools of Dupage County, Illinois, said of Mr. Parker: "He has done much to advance the noble cause of our 'great common schools in Illinois,'" he uttered but a truism. The value of the services he has given to the promotion of popular education, not only in this State, but throughout the Union, can not be overestimated. Millions of copies of his "Penny Classics," of which he was the originator, have been used in the public school service. For twenty years he has been the publisher of the noted Illinois State Course of Study.

He founded the *School News*, in June, 1887, an educational publication that has proved of wide scope in influence during the twenty-four years of its existence. This journal has about thirty regular contributing editors. Its aim is to encourage a number of broad educational movements, such as "Education for Country Life," "Farmers' Institutes," "Agricultural Education," "Audubon Societies," "School Libraries," etc., by employing experts to conduct departments on these subjects. It is an all-round school journal for school superintendents, principals and teachers of all grades. Throughout the Union his publications have been indorsed by school boards and teachers. On July 11, 1910, Mr. Parker's printing plant at Taylorville was destroyed by fire. This catastrophe caused the loss of several large editions of nearly four hundred publications. One item of loss in the fire was an edition of twenty thousand copies of the "Illinois Course of Study." In spite of this and other difficulties, business was resumed by him in a very brief time.

Mr. Parker has been a member of the Board of Directors of the Farmers' National Bank, of Taylorville, since its organization in 1900; a member of the Taylorville Library Board for a number of years, and was chairman of the Building Committee during the erection of the Carnegie Library Building. For the past eight years he has been a member of the Taylor-

ville Township High School Board; a member of the Board of Directors of the Christian County Telephone Company and its treasurer from its organization; is president of the Board of Directors of the Taylorville Home Building and Loan Association, and has been a member of the Board of Directors of the Taylorville Chamber of Commerce since the organization of that body, serving as its president for two years.

Mr. Parker was born in the mountains of western North Carolina, September 17, 1860; son of Samuel S. and Elizabeth (Call) Parker, both natives of North Carolina and both deceased, the former having been killed in 1862 in the Civil War, while the latter deceased in March, 1876, in Christian County, Illinois.

Mr. Parker was educated in the country schools of Christian County, Illinois; the United Brethren College, of Westfield, Illinois; the teachers' summer institutes in Macon and Christian counties and the Illinois Teachers' Reading Circle, in which he completed two courses. He was a teacher for ten years, eight years in the country schools of Christian and Macon counties and two years as assistant principal of the West Side School, in Taylorville, and for ten years he was institute instructor, having taught in teachers' institutes in nearly forty counties of Illinois, Indiana and Pennsylvania. He is a member of the National Education Association, the Illinois State Teachers' Association, ex-member of the Illinois State Reading Circle in which he completed two courses and a member of the Baptist Church. On December 27, 1883, he was married to Miss Leonora L. Wright, and they have four children, Minnie L. Sultz, Howard, Jennie and Roy.



CHARLES M. PARKER.

Daniel Baldwin Parkinson

AMONG the noted institutions of learning in the Prairie State, none holds a more honored name than the Southern Illinois Normal University, at Carbondale. From its halls have graduated hundreds who have become prominent in political, mercantile and financial circles. Its curriculum is broad, comprehen-

sive and excellent in every feature. To be at the helm of such a splendid institution as this is indeed an honor, and this honor is now enjoyed by Prof. Daniel Baldwin Parkinson, a ripe scholar and a learned scientist.

Doctor Parkinson is a native of this State, his birthplace being near Highland, Madison County, where he was born September 6, 1845, son of Alfred J. and Mary (Baldwin) Parkinson, natives, respectively, of Tennessee and New York. Both are deceased, the former having died November 14, 1904, near Highland, Illinois, the latter in Kansas City, Missouri, on January 28, 1890. After attending a district school, Mr. Parkinson studied in the public schools of Highland, and later in McKendree College and the Northwestern University. He graduated June 8, 1868; received the degree of Master of Arts in 1874, and that of Doctor of Philosophy in 1879 from McKendree College. On entering the public school service he taught for seven months in rural schools; was for nine months principal of the public schools in Carmi, Illinois; for three years teacher of science and mathematics at Jennings Seminary, Aurora, Illinois; professor of physical sciences in the Southern Illinois Normal University from 1874 to 1895, and since the latter year has been the honored president of this valuable institution, making a continuous service of nearly thirty-eight years in the same school.

Doctor Parkinson was a delegate to the International Congress of the Young Men's Christian Association in 1876; has been president of the Southern Illinois Teachers' Association, and also president of the Illinois State Teachers' Association. He is a member of the National Council, National Education Association, the Illinois State Teachers' Association and the Southern Illinois Teachers' Association. Is a member of the Methodist Episcopal Church. He was first married on December 28, 1876, to Miss Julia F. Mason, who died August 6, 1879, and on July 30, 1884, he was united in marriage to Miss Mary Alice Raymond. There are in the family three children, Daniel M., son of the first wife; Raymond F. and Mary Alice, children of the present Mrs. Parkinson.



DANIEL BALDWIN PARKINSON.

Rose Pfeiffer

SCHOLARLY in all that the word conveys, progressive and aggressive in forwarding scholastic methods, and advancing the status of popular education, too much credit can not be given Miss Pfeiffer, who has given for so many years most unselfish work in the public schools of this State. To such as her are due the great efficiency to which the public school system of Illinois has arrived.

Miss Pfeiffer is a native of this State, her birthplace being Peoria, Illinois. There she was educated in the graded and high schools and the Peoria County Normal School, where she studied under Prof. S. H. White, and graduated as valedictorian of her class on June 23, 1871. She first taught for two years in the rural schools of Peoria County, then for twenty years was in the primary department of the Franklin School, was principal of the primary grades in the school for four years, and for the past fifteen years has been principal of the grammar department of the Whittier School, where she has supervision of eleven teachers and about four hundred and thirty pupils.

Miss Pfeiffer's special study has been literature, and she has studied this subject, also French and German, under special instructors, likewise has attained credits from Chautauqua literary and scientific circles. She has acted as director of the Women Teachers' Club of Peoria. She is also a member of the National Educational Association, and the work she has performed in the interest of education can not be too highly estimated.



ROSE PFEIFFER.

Charles Irving Parker

ONE of the main causes for civic pride on the part of the citizens of Chicago is that of the admirable school system which prevails, the large number of fine school buildings and the excellent discipline that marks their management. A good example of these is



CHARLES IRVING PARKER.

found in the Bowen High School, located at Eighty-ninth street and Manistee avenue, of which Charles Irving Parker is the honored principal. This gentleman is a veteran in the educational field, having been a public instructor for more than the average lifetime, and he is widely known as a profound scholar and an educator of the highest accomplishments. He was born March 10, 1838, in Bedford, New Hampshire, son of John and Eliza (Goffe) Parker, who were also natives of Bedford, and both of whom are deceased, the former having died in February, 1881, the latter, December 2, 1898. He attended the Piscataquog Public School, "Squog" Academy, Appleton Academy, New London Academy, Mount Vernon Academy and Dartmouth College, graduating from the latter in 1863 with the degree of A.B. The first school taught by him was in Fisherville, a suburb of Concord, New Hampshire; the second at Hooksett, New Hampshire. In 1861 he taught a country school near Carrollton, Illinois, after which he returned to college, but remained there only long enough to enlist in "The College Cavaliers," a company of college students who entered the Union army in 1862. After his discharge from the army he engaged in teaching in Illinois. He taught at Virden, Staunton, Carlinville, Joliet, Danville, Hyde Park, South Chicago and Chicago. He was superintendent of schools at Carlinville, Joliet, Danville, Oakland and South Chicago. He is now principal of the James H. Bowen High School, of Chicago.

Mr. Parker has been president of the Illinois State Teachers' Association, a member of the Illinois State Board of Education, and is now a life director in the National Education Association. He was made a life director in the National Education Association by a vote of the State Teachers' Association in 1886. On May 29, 1862, he was married to Miss Frances Emma Avery, and their family comprises two daughters, Mrs. Adela Parker Kendall, a resident of Chicago, and Miss Mabel L. Parker, a teacher of English in the Hyde Park High School.

William C. Payne

THIS gentleman, who has long been prominently identified with the public schools of Cook County and Chicago, was born in Racine, Wisconsin, July 28, 1861, his father being Alfred Payne, native of Liverpool, England, who died at Hinsdale, Illinois, in 1894, and Olive (Child) Payne, native of New York. He was educated in the graded and high schools of Racine, Wisconsin, the high school at Hinsdale, Illinois, and the Chicago Law School. The schools taught by him since beginning his professional career were as follows: Schaumburg, Lile and Mt. Forest district schools; principal of the Bloom high, Taylor and Gallistel schools, South Chicago; teacher in the Cook County Normal School, under Colonel Parker; principal in Chicago of the Chalmers, Thos. Hayne, Lawndale, Gladstone and Harrison schools; and also district superintendent from 1900 to 1903. He is now principal of Harrison Practice School, Twenty-third place, between Princeton and Wentworth avenues, where he has under his able leadership thirty-five teachers and seventeen hundred pupils.

Mr. Payne is a member of the National Education Association and the Illinois State Teachers' Association. He was married June 28, 1888, to Miss Isabella Goodwin, of Chicago, and their family comprises three sons: Leonard, Alfred and Henry.



WILLIAM C. PAYNE.

D. Walter Potts

COMPLETE efficiency and thoroughness in methods have been the distinguishing traits in the public career of the subject of this sketch, and he has done splendid service in the schooldom of this State.



D. WALTER POTTS.

D. Walter Potts was born April 23, 1870, in Litchfield, Illinois, son of E. J. Potts and Agnes A. Potts, who were also natives of this State, the former of whom deceased August 19, 1910, at Decatur, Illinois, and is survived by his widow. The sound education he possesses was secured in the graded schools and high school of Litchfield, graduating from the latter May 20, 1890, and in courses at the Washington University and McKendree College. He has done a considerable amount of literary work, among the most noteworthy being, "A Fortnight in the London Schools" (copyrighted) and a paper on the "Relation of Motor to Mental Activity," read before the Illinois State Teachers' Association. Among the prominent positions he has held is that of president of the East St. Louis Teachers' Association and president of the St. Clair County Teachers' Association.

Mr. Potts' first official position was that of principal of schools at Mt. Vernon, Illinois, which he filled from 1891 to 1895, and then for four years was principal of the Monroe High School, at East St. Louis, Illinois. Succeeding this he was principal of the Longfellow School, East St. Louis, for five years; was for five years principal of the Horace Mann School, in the same city, and for the past year has been principal of the East St. Louis High School, where he has a staff of eighteen teachers and an enrolment of 475 pupils. In 1900, in Charleston, Illinois, Mr. Potts passed the state examination and was granted a life state certificate.

Mr. Potts is a member of the National Education Association, the Illinois State Teachers' Association, the Southern Illinois Teachers' Association, the St. Louis Society of Pedagogy, the Royal Arch degree of the Masonic Order and the Christian Church, and his career has been one reflecting the greatest credit upon his ambitions and ability.

Edgar Commodore Pruitt

TEACHING is not a mechanical process, but is a spiritual activity, as, indeed, life itself is not wholly physical, but in the last analysis a spiritual process. The heart-beat of the world is the throbbing life of the school, and the germinal element of life. Through schools, and the school-teacher, has modern civilization attained the advanced stage it now enjoys.

Among the noted public educators of this State, a position of prominence has long been held by Edgar C. Pruitt, who is possessed of exceptional ability. He is a native of Paragon, Indiana, born November 5, 1863, his father being Sanford C. Pruitt, a native of Kentucky, who deceased December 11, 1908, at Springfield, Illinois, while his mother, Cassandrie (Ludlow) Pruitt, a native of Indiana, still lives. He first graduated from the eighth grade in a country school, then attended the high school at Lincoln, Illinois, from which he graduated in June, 1884, and later studied for two summer terms in the Normal school at Normal, Illinois. His first school was at Pleasant Hill, Illinois, where he remained five years, and then was stationed at Crow's Mill, Illinois, for five years, and at German Prairie, Illinois, two years. He next became principal of the school at Cottage Hill, Illinois, and during his seven years' tenure there made it the most noted country school in the United States. He next was elected to his present position, that of County Superintendent of Sangamon County, Illinois, served two years, and gave such satisfaction that he was reelected in 1910. He has supervision over 485 teachers and 16,193 pupils.

Mr. Pruitt is a member of the Illinois State Teachers' Association, the Illinois State Teachers' Reading Circle, the Central Illinois Teachers' Association, Odd Fellows, Masonic Order, Modern Woodmen, Maccabees and the First Christian Church. On December 26, 1893, he was married to Miss Adaline Hensel, and they have two children, Hallie Arlowyne and Wesley Chancellor.



EDGAR COMMODORE PRUITT.

Robert Pifer

MR. PIFER is an ardent enthusiast in his chosen vocation of public-school instructor, and his career has been attended with the most substantial success. He is an advanced thinker, thoroughly progressive in his methods of school management, and ever assiduous to promote the interests of those coming under his jurisdiction.

Mr. Pifer is a native of the Prairie State, having been born, 1868, in Wayne County, Illinois, his parents being James H. and Sarah Ann Pifer, both natives of Ohio, the latter of whom deceased in 1890 in Wayne County. Our subject possesses an excellent education — one of the most practical character. He first attended country schools, then took courses in Hayward College, Fairfield, Illinois; Austin College, Effingham, Illinois; Charleston State Normal School, Normal University, the University of Illinois, at Urbana, and he is a graduate of Hayward College, Normal Department, class of '96.

On entering upon pedagogical work he taught in country schools in Wayne County for nine years, later in Villa Grove and Camargo, both in Douglas County, Illinois, and Ogden, Champaign County, Illinois, and he is at present principal in Stanford, McLean County, Illinois. There he has supervision of five schools, five teachers and one hundred and thirty pupils, and the best of discipline and order is at all times maintained. Mr. Pifer is a member of the National Education Association, the Illinois State Teachers' Association, Central Illinois Teachers' Association, Modern Woodmen and the Christian Church. In 1908 he served most capably as president of the Wayne County Teachers' Association. In 1906 he was married to Miss Effa Wright and they have one child, a son, Joseph W. Pifer.



ROBERT PIFER.

James LaFayette Parks

ALTHOUGH one of the younger exponents of the public school system of Illinois, yet Mr. Parks, the subject of this brief sketch, has already proved his worth and ability as an instructor and mind-builder, and he is recognized as a valuable adjunct to the public service. He was born in 1881, near Dyersburg, Tennessee, son of W. B. Parks, native of Alabama, who is still living, and M. M. (Clift) Parks, whose demise occurred in 1900 at Lenox, Tennessee, her native State. He was educated at Nash's school, near Friendship, Tennessee, and in the public schools of Dyersburg and Newburn, Tennessee, and later took a course at the Southern Illinois Normal University, from which he graduated in 1905. His first position, in a pedagogical capacity, was as principal of the high school at Cartersville, Illinois, and thence he went to the principalship of Carbondale high school. He is now principal of schools at Jonesboro, Union County, Illinois, where he is assisted by a competent and most efficient staff of assistants.

Mr. Parks has given numerous addresses on educational topics, and many creditable short poems of his have been published. He is also an accomplished vocalist and instrumentalist and gives instruction on the violin. He holds membership in the Woodmen of the World, the Y. M. C. A., the Masonic lodge, and the Southern Illinois State and National Teachers' Associations. In 1910 Mr. Parks was elected president of the School Council, which meets annually at Carbondale.

Every year, Mr. Parks has his time drawn upon to give many education addresses. In 1909 he gave fifteen addresses in southern Illinois and Kentucky.

On June 11, 1904, Mr. Parks was married to Miss Anna M. Hodge, and they have one child, Harold H. Parks.



JAMES LAFAYETTE PARKS.



F. C. PROWDLEY.

F. C. Prowdley

FOR more than nineteen years the above named has been an active, valued member of the public school teachers' fraternity of the State of Illinois, and that he is possessed of more than ordinary attainments has long been recognized by his colleagues and the public alike.

Mr. Prowdley was born in Hillsdale County, Michigan, December 2, 1866, his parents being George H. and Ellen A. (Welborn) Prowdley, both natives of Michigan, the former of whom deceased at Constantine, Michigan, in April, 1904, and is survived by his widow. Our subject was educated in the public schools of his native State, and graduated from the high school at Constantine. Later he took a literary and scientific course in the Michigan State Normal University, and was graduated therefrom in 1891. He also performed post-graduate work in Wesleyan University, Bloomington, Illinois, and at the Minnesota University. He made the usual beginning as a teacher of country schools; then became principal and superintendent at Saybrook, Illinois, where he remained five years; was superintendent at Colfax, Illinois, four years; superintendent at Nashville, Illinois, three years; superintendent at Metropolis, four years, and is now superintendent at Anna, Illinois, where he has the management of three schools, eighteen teachers and 650 pupils. While at Colfax he was president of the village two terms.

Mr. Prowdley is a member of the Southern Illinois Teachers' Association, the Masonic Order and the Methodist Episcopal Church. He was married July 3, 1893, to Miss May A. Hovey, and they have had one son and one daughter, George and Frances May Prowdley, the former of whom died in December, 1905.

David M. Pfaelzer

IT is beyond dispute that the public schools and public-school system of Chicago are among the best in the world. Everything, every one, appertaining thereto, has been selected with the greatest of care, without prejudice, the predominant idea being to secure the fittest and most satisfactory. The splendid status of the schools in the metropolis of the West proves that these efforts have not been in vain.

In the selection of members for its Board of Education, Chicago has been particularly fortunate, and to the unselfish services of those elected to this body much of the excellence of the present school system is due. The present Board is among the best that was ever assembled, and among its hard-working members, with an eye ever to the public good, is David M. Pfaelzer, well known as a progressive, thoroughly public-spirited citizen.

Mr. Pfaelzer was born November 23, 1853, in Laudenburg, grand dukedom of Baden, Germany, son of Moses and B. H. (Daube) Pfaelzer, both natives of Germany, and now deceased, the former having died in 1882, the latter in 1881. He was educated in the public schools of Laudenburg and Hemsbach, Germany, and July 10, 1868, graduated from the Real Gymnasium, Weinheim, Germany, with honors to his credit. He has for years been an honored citizen of Chicago, and in his present capacity as member of the Board of Education has performed excellent services.

Mr. Pfaelzer is a member of the Masonic Order, the Knights of Pythias and the Israelite Church. He is also director and treasurer of the Chicago Winfield Tuberculosis Sanitarium, member of Iroquois and Standard Clubs and the Idlewild Golf Club. In 1882 he was married to Miss Augusta Daube, of Chicago, and their residence is at 4109 Grand boulevard, Chicago.



DAVID M. PFAELZER.

Lewis Alexander Pringle

SUPERINTENDENT of Schools at West Harvey, Illinois, has been engaged in schoolwork for the past thirteen years and bears an excellent reputation in educational circles. He is a native of this State, having been born in Chicago, October 19, 1874, son of Thomas A. C. and Martha A. Pringle, the former a native of New York city, the latter of New Haven, Connecticut; the father is still living, the mother died November 25, 1909. He was educated in the Englewood (Ill.) grammar schools, entered the Englewood High School in 1888 and graduated therefrom in 1892, and then took a course at the Armour Institute (academical). After engaging in business for a few years he entered the University of Chicago, from which he graduated in 1902 with the degree of Bachelor of Arts. He first taught school at Schaumburg Center, District 54, then in District 106; was Principal at Berger and Lyonsville, successively, when he became Superintendent of Schools at West Harvey (1906), all in Cook County, Illinois. As Superintendent at West Harvey he has the management of three schools, has seven assistants and an enrolment of 235 pupils.

Mr. Pringle is a member of the Illinois State Teachers' Association, the Northern Illinois Teachers' Association, and is at present (1911) Secretary of the Cook County Teachers' Association and Superintendent of the Honore Avenue Methodist Sunday-school.

On August 18, 1904, Mr. Pringle was married to Miss May E. Wilson, and they have two children, Dorothy and Edward Blakeslee.



LEWIS ALEXANDER PRINGLE.

Harry Ambrose Perrin

SPECIAL studies have been made of psychology, zoölogy and botany by Mr. Perrin, and he excels in these branches. He has served as president of county and local teachers' institutes and has also been on several committees of the various State organizations. As a speaker and institute worker he has also performed notable service in the cause of education. He is an ardent upholder of the gospel of consistent hard work.

Mr. Perrin was born in Richmond, Michigan, son of the Rev. D. A. Perrin, D.D., a native of Canada, and Achsah R. Perrin, a native of New Jersey, both of whom are still living. Both of his parents were college teachers. He was educated in the public schools of Gardner, Normal, the Illinois State Normal University, the Birmingham School of Arts, the University of Illinois and the University of Chicago. He graduated from the Illinois State Normal University in 1903 with degrees A.B., Ph.B. For twelve years he was principal of the village school at Williamsville, Illinois, then was superintendent of the Pawnee (Ill.) schools for three years, was superintendent of the Auburn schools one year, and for the past four years has been superintendent of the Carlinville city schools, where he has charge of five schools, twenty teachers and seven hundred and fifty pupils. He is a member of the Illinois State Teachers' Association, the Illinois Principals' Reading Circle, a 32° Mason and the Methodist Episcopal Church. On August 6, 1907, he was married to Miss Alice Pollock, and they have one child, Harry Ambrose Perrin, Jr.



HARRY AMBROSE PERRIN.



L. DAY PERRY.

L. Day Perry

L. DAY PERRY was born in St. Anne, Illinois, in 1887. His father, L. H. Perry, was a native of New York, and his mother, M. E. Ireland, of Michigan, both of whom are still living.

Mr. Perry received his education at first in the St. Anne public schools, and afterward attended the Northern Illinois State Normal School, from which he was graduated in 1896. He then took a supplementary course in the University of Chicago, and studied manual training work at DeKalb Normal.

He began his work as a teacher at Waterman, Illinois, where he was principal of the high school for a year, following this by teaching drawing and manual training at Berwyn, Illinois, for a year, after which he took his present position as manual training director at Joliet, Illinois, where he has been for three years past.

He is a member of the Northern Illinois Teachers' Association, belongs to the Presbyterian Church, and is president of the "Brotherhood" of the First Presbyterian Church, of Joliet.

As would be indicated by the above, he has made a special study of manual-training methods, and is a great believer in the saving qualities of a knowledge of work along these lines for the young men of the land.

He married Miss Grace Dammerau, in August, 1908, and they have one child, L. Day Perry, Jr.

Otto Charles Pfennighausen

MR. PFENNIGHAUSEN was born in St. Louis County, Missouri, October 11, 1869; his father, Reinhold von Pfennighausen, and his mother, Louise Gallen, both having been natives of Germany. His father died in Lebanon, Illinois, January 22, 1901; and his mother in St. Louis County, June 2, 1874.

The young man attended the St. Louis Graded, the St. Louis High School and McKendree (Ill.) College, from which he was graduated in 1893 with the degree of Master of Science, after which he attended the Illinois University and Toensfeldt's Institute.

His first teaching was in the Lebanon schools, where he continued for ten years; then taught at Leuzberg, Illinois, one year; at the Belleville High School two years, and the Belleville Graded Schools four years, where he is now principal, with eight teachers and 325 pupils under his charge.

He is a member of the Illinois State Teachers' Association, the Southern Illinois Teachers' Association, the St. Clair County Historical Association, the Methodist Brotherhood, of which he is Secretary, and the Teachers' Bowling Club, as well as belonging to the order of the Ancient Free and Accepted Masons. He has made a special study of political economy, German and book-keeping, and has made a number of public addresses.

June 24, 1896, he married Sara E. Jones, and they have six children—Cornelia, Louise, Ida, George, Belle and Emma.

William E. Quine, M.D., LL.D.

THE story of the singularly successful career of Dr. William E. Quine is full of interest, affording as it does a noteworthy illustration of what may be accomplished by rare mental power when combined with indefatigable energy and persistent, hard work. While still in the vigor of middle life, he has already been the recipient of many distinguished honors from his professional brethren, from his Church and from his State, and seemingly he has yet before him many years of usefulness and distinction.

Doctor Quine's birthplace was the quaint old town of Kirk St. Ann, in the Isle of Man. His father was William Quinc, and his mother's name was Margaret Kinley. Born February 9, 1847, he accompanied his parents to America when a child of six years. The family settled in Chicago, and it was in the city's grammar schools and the old "Central" high school that the youth received his rudimentary training. After leaving school he began the study of pharmacy and materia medica, to which he brought an aptitude derived from native talent and inborn tastes. His theoretical studies were supplemented by practical experience as a drug clerk, and in 1866 he matriculated at the Chicago Medical College. As a student his course was exceptionally brilliant. Before graduation he was appointed, after undergoing the ordeal of a competitive examination, an interne in the Cook County Hospital. He has the honor of being the only undergraduate of the rank of a junior medical student who has ever been elected to the house-staff of the County Hospital over competing graduates. In this position his earnest enthusiasm and devotion to duty at once challenged the respectful admiration of his superiors, and after passing through various gradations in the service he graduated in 1870 and soon after was made attending obstetrician and gynecologist to the hospital by the medical board, in which position he continued ten years. Before being thus honored, however, he received the degree of M. D. (1869), and such proficiency had he developed in materia medica and therapeutics that he had scarcely become an alumnus when his alma mater summoned him to fill that chair in her faculty of distinguished men. This occurred when he was scarcely twenty-two years of age. As a lecturer he was popular, being not only thoroughly qualified in



OTTO CHARLES PFENNIGHAUSEN.

scholarship, but also endowed with the rare gifts of oratory, ready diction and personal magnetism.

In 1883 Doctor Quine severed his connection with the Chicago Medical College to accept the professorship of the Principles and Practice of Medicine and Clinical Medicine in the College of Physicians and Surgeons. It is not too much to say that it is largely due to his sagacious, untiring assiduity, no less than to his personal influence with his associates, that this college was amalgamated with the University of Illinois, and it was in recognition of this service, as well as to his rare qualifications, that he was made Dean of the School of Medicine by the Board of Trustees of the University.

The honorary degree of LL.D. was conferred upon him by the University in June, 1904. Doctor Draper, president of the university at that time, said: "William Edward Quine: In recognition of your standing as a physician and humanitarian, of your long and distinguished service to medical education, of many contributions by word and deed to the advancement of your splendid profession, and particularly to the College of Physicians and Surgeons, and of the fine and courageous support you have given to the best impulses and the noblest institutions of society, you are admitted to the degree of doctor of laws, and declared to be entitled to the honors and privileges thereof." Doctor Quine still holds his chair in the faculty of the College of Physicians and Surgeons and the position of Dean.

For several years Doctor Quine served as president of the State Board of Health, discharging his obligations with unwearying patience and unswerving fidelity. He has been a frequent and highly valued contributor to medical journals, and he is unsurpassed as a lecturer on medical subjects. He is a member of the American Medical Association, the Illinois State Medical Society (ex-president), the Chicago Medical Society (ex-president), and of the Medico-Legal Society of Chicago, and many and various are the encomiums paid him by his colleagues.

In his physical build Doctor Quine reminds one of the

hackneyed quotation from Horace, "*Mens sana in corpore sana.*" While not above medium height, he is of strong, rugged build, while his mien tells of repose and dignity of character. His patriotic impulses are strong and his religious convictions are of that deep, abiding sort which not infrequently is associated with characters of moral virility. His religious faith is that of the Methodist Episcopal Church, of which he is a devout and consistent member, having filled the post of president of that strong, influential and typical association of Methodist laymen known as the Methodist Social Union.

In 1876 Doctor Quine was married to Miss Lettie Mason, of Normal, Illinois. Mrs. Quine was a lady of ripe culture and extensive travel, as well as unusual native ability. As a medical missionary to China she won merited distinction through her unflinching zeal and her heroic self-abnegation. She died June 14, 1903. In her name Doctor Quine has permanently endowed four secular schools for girls in various cities of China, and he is now engaged in building a fine hospital for women in the city of Chin Kiang.

Emma Rebman

MISS EMMA REBMAN, the talented county superintendent of schools of Johnson County, Illinois, is a "woman of mark," and has achieved distinguished success in her calling. She is noted as one of the most progressive teachers in the Prairie State, and her record fully merits this distinction.

She is a speaker of decided talent, and, while stationed in Arizona, delivered one of the principal addresses before the Arizona Teachers' Association at their annual meeting in 1907, at which there were more than five hundred teachers present. As a writer, too, she has gained attention, having contributed many valuable articles to magazines.

Of her capability as a teacher, President H. B. Brown, of the Valparaiso University, Indiana, from which she graduated in 1893, said: "Miss Emma Rebman will make a very superior principal of schools. She possesses



WILLIAM E. QUINE, M.D., LL.D.

great ability, is a fine organizer, good in government, and especially apt in imparting instruction. There is no one whom I can with more confidence recommend to public favor. She will be valuable not only in the schoolroom, but in the community as well."

Miss Rebman was born July 22, 1864, on a farm near Vienna, Illinois, her parents being F. A. Rebman, a native of North Carolina, who died in 1879, and Louisa (Slack) Rebman, a native of Illinois, who died in 1877. She was educated in the public schools of Illinois, the Northern Illinois State Normal School, the St. Louis Academy and the Valparaiso Normal University. In addition she has visited many of our most noted institutions of learning, including Columbia College, Johns Hopkins University, Vassar, Harvard and Yale Colleges, the University of Chicago and Toronto University. She has also visited many of the leading city schools, both East and West, including those of Boston, New York, Philadelphia, Chicago, St. Louis and Los Angeles, California.

She first taught in country and village schools in Illinois for fourteen years, then in the city schools of Poplar Bluff, Missouri, for five years.

She was awarded a year's scholarship in a German university, having her choice of either Heidelberg or Stuttgart. She chose the former, and was preparing to sail, when the illness of her brother intervened, causing her to change her plans, and she accompanied him to Mexico, Arizona and California. She taught for six years in the city schools of Phoenix, Arizona, and has been principal of several schools. Returning to this State she was elected county superintendent of schools of Johnson County.

Miss Rebman is a descendant of old European stock. Two of her father's uncles were Prussian soldiers in the Napoleonic wars, and later helped to guard Napoleon on the island of St. Helena up to the time of his death.

She is a member of the National Education Association, the Rebekahs, Woman's Club, Shakespeare Club and the Methodist Episcopal Church, and she resides in Vienna, Illinois.



EMMA REBMAN.

John C. Reeder

THE ranks of that great civil army of Illinois, the public-school teachers, are constantly being augmented by the accession of new members, who bring with them new vigor and up-to-date methods to infuse into the existing order of things and aid in the general spirit of progress.

Among this younger generation of pedagogues is Mr. Reeder. He was born March 28, 1879, in Douglas County, Illinois, son of Thomas C. and Sarah (Sharp) Reeder, both natives of Ohio. As a pupil he attended a district school in Coles County, Illinois, until eighteen years of age; studied for three years at the State Normal School, Normal, Illinois, and at the Charleston (Ill.) Normal School, graduating from the latter with the class of 1903. He has also studied for two summer terms at Charleston, and four summer terms at the University of Illinois. His first official position was that of teacher of the Tinch school, in Coles County, Illinois; his second, that of principal of the high school at Arthur, Illinois; his third, that of the principalship at Hoopston, Illinois, to which he was elected in 1906. There he had under his management one school, seven teachers and some one hundred and fifty pupils. He is now superintendent of schools at Gilman, Illinois, to which position he was elected in 1908, and where he has nine teachers under his charge.

Mr. Reeder is a member of the Illinois State Teachers' Association. On July 12, 1905, he was married to Miss Bertha Kirkhart, and both are attendants of the Methodist Episcopal Church.

John Riley Rowland

FOR more than thirty years John Riley Rowland has been prominent in educational affairs. He was three times nominated for the responsible position of county superintendent of schools of Fulton County. He was chairman of the Principal's section of the Illinois State Teachers' Association in 1904. Granted



JOHN C. REEDER.

an institute instructor's license by the State Superintendent of Public Instruction (Illinois) in 1890, he has assisted in six annual teachers' institutes in his home county and others in other counties. He also conducted successfully summer schools for teachers, and three years was editor of the "Fulton County School Journal."

John Riley Rowland was born July 5, 1860, near Ipava, Fulton County, Illinois, son of James Rowland, native of Kentucky, and one of the first settlers of Pleasant Township, and Susannah (Parkinson) Rowland, a native of Ohio. Both are deceased, the former having died in 1868, the latter in 1864. Thus thrown on his own resources in early childhood, Mr. Rowland worked on farms in summer and attended school in winter up to April, 1877. In 1877-8 he took a teachers' and business course in the National Normal University at Lebanon, Ohio, and in 1884-5 studied law in that same institution. In August, 1880, he received the degree of Bachelor of Science from the National Normal University. He first taught in Fairmount, Ohio, four years; next in country schools in Illinois for a year; and then, successively, was principal at Ipava, Illinois, two years; principal of the Central Normal College, Lewistown, Illinois, two years; principal of the Table Grove (Ill.) High School, which he organized, three years; superintendent at Cuba, Illinois, two years; superintendent at Avon, Illinois, fourteen years, and for the past two years he has been superintendent at Astoria, Illinois.

Mr. Rowland is a member of the National Education Association, the Illinois State Teachers' Association, the Illinois State Teachers' Reading Circle, the Western Illinois Educational Association, Central Illinois Teachers' Association, Illinois Principals' Reading Circle, the Illinois State Historical Society, Odd Fellows, Knights of Pythias and the Modern Woodmen of America. On September 22, 1886, he was married to Miss Laurie Esther Smith, who was born near Ipava, Illinois, September 7, 1863, and they have had seven children, six of whom are living, Roland March, Leland Young, Sibyl, Doris, Carol and Aldis.



JOHN RILEY ROWLAND.

Frank W. Rieder

ALTHOUGH still in the prime of his active career as a public educationalist, Mr. Rieder is one of the oldest principals in Chicago in the tenure of holding that incumbency in one school, he having been principal of the Ambrose E. Burnside School since 1889, and no more substantial testimonial could be given as to his ability and scholarly attainments.

Frank W. Rieder was born August 14, 1864, in Boston, Massachusetts, Dr. Oliver W. Holmes' beloved "Hub of the Universe," his parents being Frank A. and Laura A. Rieder, both natives of Germany, and both deceased, the former having died in December, 1900, the latter in February, 1904, in Chicago.

Frank W. Rieder was educated in the elementary schools and the South Division High School, of Chicago, graduating from the latter in 1880, and then followed a course in the Cook County Normal School, which he left before graduation in 1884. From 1884 to 1887 he taught in Cook County rural schools; from 1887 to 1889 in the eighth grade of the Brighton Park graded school, and since then he has been principal of the Ambrose E. Burnside School, where he has a staff of twenty-three teachers and over a thousand pupils.

Mr. Rieder is a member of the National Education Association, the Chicago Principals' Club, George Howland Club, the Masonic fraternity and the Methodist Episcopal Church. On June 29, 1897, he was married to Miss Edith K. Nichols. They have two children, Norinne E. and Frank S. Rieder, and reside at 709 East Eighty-ninth street, Chicago.



FRANK W. RIEDER.

John Thompson Ray

MR. RAY has been identified with the public school service of Illinois for the past thirty years, and has given potent aid in promoting it to the splendid status it to-day rests upon. He is a native of Ore-



JOHN THOMPSON RAY.

gon, Illinois, born September 21, 1851; son of Hugh and Mary Ann (Keenan) Ray, both now deceased, the former having died in 1894, the latter in 1901. His early educational training was secured in the graded schools of his birthplace, and after graduating from the high school he entered the preparatory department of the Northwestern University, at Evanston, Illinois, and then the university itself, from which he graduated in June, 1875, with the degree of Ph.B. His professional record is as follows: Principal of schools at Byron, Illinois; county superintendent of schools (two terms) of Ogle County, Illinois; superintendent of Highland Park schools, three years; first principal at Dearfield Township High School, Highland Park; principal Edwards School, Springfield, Illinois, four years; principal of the John Crerar School, Chicago, sixteen years, and he is now superintendent of the Ryerson School, Chicago. In the Crerar School Mr. Ray developed a system of training children in the duties of citizenship by what is known as the "Citizen and Tribune Plan" of pupil cooperation in school government. The plan has been successfully operated in this and many other schools for years. The system has been recommended as the basis for training in New York and other large cities, and it is now being used by over four hundred thousand children in the United States.

Mr. Ray has written extensively on educational topics, and is author of "Democratic Government of Schools," from the press of the Public School Publishing Company, Bloomington, Illinois. He is a member of and was six years director of the Illinois State Teachers' Reading Circle, and now holds membership in the National Education Association, Chicago Principals' Club, Howland Club, Knights Templar and the Presbyterian Church. In 1882 he was married to Miss Emily S. Light, and they have a family of three daughters and two sons, Bessie, Hugh L., Charles B., Stella B. and Ethel Jeanne.

Grace Reed

WHILE a master of all the best that the science of pedagogy offers, the subject of this sketch is not a pedant, but is thoroughly progressive, eager to adopt all practical ideas that may be advanced for the betterment of the public school service—that grand work to which her life has become endeared—and fully impressed with the importance of the profession that is proud to call her one of its own. She has made a persistent, conscientious study of the deep complexities of psychological effects in the matter of training the youthful mind in the paths of morality and culture, and that her labors have not been in vain is shown in the admirable results that have been attained wherever she has held sway and the high regard in which she is held by her colleagues and the public.

Grace Reed is a product of the western metropolis, having been born in Chicago, daughter of Charles L. and Pauline M. Reed, natives respectively of Massachusetts and Bavaria, Germany. Both are deceased, the former having died in 1903, the latter in 1910, in Chicago.

Outside of her constant private studies, the excellent education possessed by Miss Reed was secured in the elementary and high schools of her native city, the University of Chicago, from which she graduated in 1884 with the degree of B. A., and Kent College of Law, from which she received the degree of LL.B., in 1896. She performed post-graduate work in science in Harvard University and in pedagogy and psychology in the University of Chicago. She has occupied but two public school positions. For eleven years she was a high school instructor and for seventeen consecutive years has been principal of the Frances E. Willard grammar school, where she has under her jurisdiction twenty-five teachers and twelve hundred pupils.

Miss Reed is a member of the National Education Association, the Illinois State Teachers' Association, Political Equality League, Ella F. Young Club, Catholic Women's League, and the Roman Catholic Church.



GRACE REED.

Samuel E. Reecher

MR. REECHER, who is now superintendent of schools at Sparta, Illinois, has been engaged in the educational work of this State for over fourteen years and he has won an excellent reputation for his ability and fitness for his profession. He is a native of this State, having been born March 14, 1871, at Coleta, Illinois. His father, Samuel Reecher, a native of Maryland, is still living, while his mother, a native of Pennsylvania, deceased at Coleta, Illinois, in 1904. He was educated in the "Liberty School," a district school in Whiteside County, Illinois, in graded schools in the same county, the Illinois State Normal School, from which, after a three years' course, he graduated in 1899, and the Northwestern University, Evanston, Illinois, graduating from the latter in 1907 with the degree of Bachelor of Arts. He also attended a summer term at the University of Chicago; a summer term at State University, Champaign, and a summer term at Geneseo, Illinois. He first taught in country schools in Whiteside County, Illinois, for three years, then was principal of the public schools at Wethersfield, Illinois, for a year, and then was principal for four years of the public schools at Potomac, Illinois, and for two years was an instructor in the Bryant & Stratton Business College, Chicago. He next was principal of the high school at Sparta, Illinois, for two years, and is at present serving his second year as superintendent of schools at Sparta, Illinois. He has charge of two schools, has a staff of twenty-one teachers and an enrolment of 975 pupils.

Mr. Reecher is a member of the Illinois State Teachers' Association, the Southern Illinois Teachers' Association, the High School Conference at the State University, the Modern Woodmen of America and the United Presbyterian Church. In 1901 he was married to Miss Jeanette Bach, of Kankakee, Illinois, and they reside in Sparta, Illinois.



SAMUEL E. REECHER.

Carrie E. Roundy

THE career of Miss Roundy is remarkable in the fact that she has been attached to but one school for the past thirty-four years, and its atmosphere has become thoroughly imbued with her personality. She has ever been a close student, has taken Chautauqua literary and scientific courses for fourteen years, and has performed a large amount of institute work in Dupage County.

Miss Roundy was born in March, 1857, at West Chicago (formerly Turner). Her father, G. N. Roundy, a native of New York, died at West Chicago in 1896. Her mother, Maria L. Kimball, was a native of Vermont. Her death occurred at West Chicago in 1892. Miss Roundy was educated in the common and high schools of her birthplace. She graduated from the high school in 1877, then taught a short time at Kaneville, Kane County, Illinois, and then went to her present school in West Chicago. After teaching there five years she gave up her position, expecting to do missionary work in Japan, but a loss of health made that impossible, and a year of rest became necessary. After restoration to health she accepted a position in the primary department of the same school, and she has ever continued there with uninterrupted success.

Miss Roundy is a member of the Illinois State Teachers' Reading Circle, the Northern Illinois Teachers' Association and the Dupage County Teachers' Association. She has been a member of the Executive Committee of the latter for many years, and has had much to do in promoting the interests of the county work. She is also a member of the Methodist Church, and has been a successful teacher in the Sunday-school for more than thirty years. She is active in all the philanthropic work of the church. Her associations with her colleagues, pupils and the public have been of the most pleasant nature.



CARRIE E. ROUNDY.

Owen Thornton Reeves

ONE of the leading legal luminaries in Illinois, is the subject of this sketch, who is dean of the Law Department of the Illinois Wesleyan University, at Bloomington, and who has been engaged in educational work for about forty years. Mr. Reeves was born December 18, 1829, in Ross County, Ohio. His father, William Reeves, a native of Virginia, died July 13, 1876, in McLean County, Illinois, and his mother, Mary (McLain) Reeves, deceased February 18, 1860, in Bloomington, Illinois. He was educated in the common schools, the Salem (Ohio) Academy and the Ohio Wesleyan University, at Delaware, Ohio, from which he graduated July 30, 1850, with the degree of Bachelor of Arts, and in 1853 was granted the degree of Master of Arts. In 1888 he received the degree of LL.D. from Monmouth (Ill.) College. He taught in the high school at Chillicothe for a year; in Baldwin Academy, Berea, a year; was tutor of languages in the Ohio Wesleyan University one year, and in 1874 became professor in the Law Department of the Illinois Wesleyan University, where he has since remained, and from 1891 to date he has been dean of this department, in which he has a staff of ten teachers. He practiced law in Bloomington, Illinois, from 1854 to 1877; was judge of the Circuit Court from March, 1877, to June 16, 1891, and for three years was judge of the Appellate Court, Fourth District of Illinois. He was prominent in the Civil War, having been colonel of the Seventieth Regiment, Illinois Volunteer Infantry.

Mr. Reeves is a member of the Grand Army of the Republic, the Ancient Order of Odd Fellows, the College Alumni Club, Bloomington, and the Methodist Episcopal Church. On February 1, 1851, he was married to Lucy A. King, who died February 10, 1861. By her he had four children, one of them now living. On October 30, 1862, he was married to Miss Mary E. Hawk, and by her had ten children, eight of whom are now living. He and his family reside at 406½ East Front street, Bloomington, Illinois.



OWEN THORNTON REEVES.

Andrew J. Rendleman

WHOSE residence address is Murphysboro, Jackson County, Illinois, and who is at present County Superintendent of Schools for this county, is a teacher of ripe experience and thorough qualifications. The birth of Mr. Rendleman took place in Williamson County, Illinois, March 3, 1867, his parents being Harris and Elizabeth (Knight) Rendleman, both natives of Illinois; the former died in Jackson County, Illinois, May 3, 1897, and the latter passed away in Jackson County in 1870. Their son, Andrew, received his education in the New Hope district school, in Williamson County; the Hastings and Zion district schools, in Jackson County, and in the Southern Normal University, at Carbondale.

Mr Rendleman began his life-work in the New Hope School, where he continued one year. His subsequent experience has been as follows: one year at North School; two years at Hastings, Illinois; four years in the Pomona School; one year in the Baker, Illinois, school; one year in the school at Campbell Hill, Illinois; an equal period at Barren, Illinois; three years in the school at Willisville, Illinois, in the capacity of principal; two years as principal of the Campbell Hill School, one year as principal of the school at Spillerton, Illinois, and four years in a similar position at Murphysboro, Illinois, from which he went to assume charge, as principal, of the East Side public school, at Duquoin, Illinois, in which capacity he had eleven teachers in charge and 650 pupils. He is a member of the Southern Illinois Teachers' Association.

On November 8, 1910, Mr. Rendleman was elected County Superintendent of Schools for Jackson County.

Mr. Rendleman is a communicant of the Free Baptist Church, in which denomination he is a regularly ordained minister. Fraternally he is identified with the A. F. and A. M., the Modern Woodmen of America, Ben Hur and Knights of Pythias

On April 29, 1887, Mr. Rendleman was wedded to



ANDREW J. RENDLEMAN.

Margaret J. Monroe, and the issue of this marriage has been five children, of whom four are still living, namely: Lillian M., Homer L., Charles E. and Andrew J., Jr.

Martha M. Ruggles

ONE of the world's noblewomen among those who have devoted their lives to the public service, in the capacity of public school teacher, is the lady whose name appears above. For nearly half a century she has been a valued factor in the development of Chicago's public schools; faithful and tireless, she has loyally labored for the advancement of education's cause that has seen in her more than a generation of active participation in the growth of the people's schools to their present phenomenal magnitude.

Mrs. Ruggles was born in Bainbridge, Michigan, January, 1846, daughter of John Williams, lumberman, and Eliza Williams, who is still living at an advanced age. In early childhood she attended country schools in Michigan, and when ten years of age moved with her parents to Chicago, where she has ever since resided. Her schooling was continued there, and in 1864 she graduated from the Normal School. Her professional career began in the same year in the capacity of teacher in the Franklin School, where she remained four years. Then followed five years at the Pierson School, four years at the Kinzie School (after the great fire), and in 1876 she was filling the principalship of the Henry M. Stanley School, and through her advanced methods and painstaking care she developed that institution to the highest plane of efficiency. Mrs. Ruggles was also the first principal of the Chicago night schools, acting in that capacity from 1885 to 1902.

Mrs. Ruggles' grandfather was a veteran of the Mexican War, while her husband served in the Civil War with distinction, and died from the results of disease contracted in that great internecine struggle. She is a regular attendant of the La Salle Avenue Baptist Church, and is a most valued member of the community.



MARTHA M. RUGGLES.

Helen R. Ryan

WHILE Illinois is one of the greatest States in the Union, the real grandeur of this commonwealth lies in the noble qualities of manhood and womanhood that are devoted to the uplift and development of the public schools and colleges. The result of the unselfish labors of those engaged in this laudable work is shown in the magnificent status to which the public schools of the State has been advanced.

One of the exponents of this high profession is Miss Helen R. Ryan, principal of the Lyman Trumbull School, Chicago, an instructor of rare attainments and widely known in the educational field. Miss Ryan is a native of the Empire State, having been born in Farmington, New York, January 2, 1855, her parents being Philip and Anne (Kennedy) Ryan, both natives of Ireland and both deceased; the former having died December 27, 1873, the latter July 1, 1898. Her elementary education was secured in the public schools of Lake Forest, and she was graduated from Ferry Hall Seminary, Lake Forest, Illinois, in June, 1874. Later on she took several courses at the University of Chicago, and in addition has steadily added to her knowledge by constant study and observation.

Miss Ryan's first position was that of teacher in the Ward School, Chicago. In 1881 Miss Ryan went to the Mark Sheridan School, Chicago; next she was elected head assistant of the Webster School. After this she served as principal of the Warren and Drummond schools, and is now principal of the Lyman Trumbull school, as aforesaid. In this incumbency she is assisted by a staff of twenty-eight teachers and the number of pupils enrolled is twelve hundred and fifty. Miss Ryan has ever shown great wisdom and tact in her management, ruling pupils by reason, kindness and love, her attitude combining affection with authority. Her appreciation of the admirable qualities and her mental ability have secured obedience and genuine respect.

Miss Ryan is a member of the National Education



HELEN R. RYAN.

Association, the Illinois State Teachers' Association, the Chicago Principals' Club, the Chicago Geographical Society and the Lake Forest Woman's Club. She has been a member of the Board of Education at Lake Forest for eight years.

John Benjamin Russell

THIS gentleman, the talented superintendent of schools at Wheaton, Illinois, was born February 25, 1860, in Henry County, Illinois, son of Samuel and Matilda (Behner) Russell, natives, respectively, of Ohio and Indiana, and both still living. His education was acquired through studies in a district school of his home county; the Wethersfield (Illinois) high school and Wheaton College, graduating from the latter as B.S. in 1885, and he received the degree of M.S. from the same institution in 1888. He also took a post-graduate course in botany at the University of Chicago.

Mr. Russell first taught in district schools in Henry County, and from 1885 to 1886 was principal of schools at Glen Ellyn, Illinois. From 1886 to 1891 he was principal of the Kewanee, Illinois, high school; county superintendent of schools, Henry County, Illinois, 1891 to 1893; professor of physical and biological science, Wheaton College, 1893-5, and from the latter year to date has been superintendent of schools at Wheaton. There are three schools, seventeen teachers and seven hundred pupils under his charge.

Mr. Russell is author of a "Scheme for Qualitative Chemical Analysis," and has contributed frequently to educational publications. He is an ex-member of the National Education Association, the Illinois State Teachers' Association and the Illinois State Teachers' Reading Circle, and is now a member of the Northern Illinois Teachers' Association, National Association for the Advancement of Science, National Geographical Society and Society for Educational Research. He was married December 23, 1885, to Miss Elsie Isabell Gunn, and has two children—Edna L. and Everett Carleton Russell.



JOHN BENJAMIN RUSSELL.

Bertrand Clifford Richardson

IN the magnificent public school system of the United States there are enlisted the services of almost a half-million men and women whose unselfish labors have done so much to promote and lead to perfection a system that has made this country famous the world over for the excellence of morals and citizenship to which it has led. The State of Illinois has ever been a leader in educational affairs and has given the country some of its most prominent instructors. In the selection of its teachers and school officials a very high average is maintained.

Among the successful demonstrators of the "art pedagogical," is Bertrand Clifton Richardson, principal of the Alton High School, Alton, Illinois, who is well known in educational circles for the excellence of his disciplinary methods.

Mr. Richardson was born in St. Johnsbury, Vermont, December 12, 1869, son of Franklin and Mary Richardson, the former a native of Vermont, the latter of New York. His father deceased January 6, 1902, at Alton, Illinois, and is survived by his widow. Mr. Richardson was educated in rural schools of New York, the Mexico Academy, Mexico, New York, and the Syracuse University, of Syracuse, New York, from which he graduated in 1893 as Bachelor of Arts, and in 1896 received the degree of Master of Arts. He is also a post-graduate of the University of Chicago, a member of the National Education Association, Illinois State Teachers' Association, National Geographical Society, the Masonic Order, Knights of Pythias, Society for Social Service and the Methodist Episcopal Church. As principal at Alton, he has fifteen assistants, about three hundred and fifty scholars, and his popularity among his colleagues and with the public is undisputed. He married Miss Florence Paul, of Alton, Illinois, August 17, 1909.



BERTRAND CLIFFORD RICHARDSON.

George H. Rockwood

PRINCIPAL of the Austin High School, located on Frink street, between Walnut and Willow avenues, Chicago, is one of the experienced educators in the public schools of that city, and his ability is widely known to the educational world. He was born July 23, 1854, in Swanzey, New Hampshire, his parents, who were also natives of the Granite State, being Samuel and Melinda (Stone) Rockwood. The former died at Swanzey, New Hampshire, in September, 1886; the latter at the same place in April of the same year.

Mr. Rockwood was educated in the public schools of Swanzey; at Powers' Institute, Bernardston, Massachusetts; and at Dartmouth College, from which he graduated in 1879 with an A.B. degree, and received the A.M. degree in 1882. He also performed valuable post-graduate work at Harvard University, and at the University of Chicago. He taught, in the order given, in the following schools: Conant High, Jeffery, New Hampshire; Medway High, Medway, Massachusetts, of which he was superintendent; the North Brookfield, (Mass.) High, of which he also was superintendent; the West Division High, Chicago, as teacher of Greek and Latin for six years; the Marquette, as principal four years, and the Austin High, of which he has now been principal eleven years. Here he has under his leadership a staff of thirty teachers and about one thousand pupils. While Mr. Rockwood has always stood for high ideals of character and scholarship, he is progressive and welcomes to the school program the newer courses of study that tend to make the school more democratic and better suited to the needs of modern commercial and industrial life. The Austin was the first of the academic high schools of Chicago to introduce Manual Training and Household Arts.

Mr. Rockwood is a member of the National Education Association, the Illinois State Teachers' Association, and First Congregational Church at Oak Park. He was married July 1, 1886, to Miss Fanny Hoyt, and they have one child—George Herbert Rockwood, Jr.



GEORGE H. ROCKWOOD.

Agnes Anne Rourke

THE well-known and highly esteemed principal of the Ward School, in Lincoln, Logan County, Illinois, is a teacher of more than ordinary mental culture and of high merit, and has received warm commendation for the able and faithful manner in which she has borne the responsibilities of her present important position. She was born May 10, 1863, at Greenview, Menard County, Illinois, daughter of William and Mary (Maxwell) Rourke, the father a native of Queens County, Ireland, the mother of Pennsylvania origin, her birthplace being in Montgomery County, that State. The former died at Lincoln, Illinois, in August, 1879; the latter is still living.

Miss Rourke received her girlhood schooling in the district schools of Logan County, Illinois, and later attended the Valparaiso (Indiana) Normal School and the Cook County (Illinois) Normal School, finally going to Peoria, Illinois, and completing her education there in the Bradley Polytechnic Institute.

Miss Rourke began her work as a teacher in 1879, and was thus engaged in country schools of Logan County, Illinois, for twelve years—four years in the first district and eight in the second. From 1891 to 1893 she taught a grammar school in Lisbon, North Dakota. Returning then to Illinois, she taught three years in a country school at Pleasant Valley, locating in Lincoln and assuming her present duties in 1906. In this position she has charge of twelve teachers and about 450 pupils. She is a member of the Central Illinois Teachers' Association, the Illinois State Teachers' Reading Circle, Illinois Manual Arts Association and Western Drawing and Manual Training Association. She has made a special study of manual arts, and has delivered occasional addresses on school topics before teachers' associations, women's clubs, farmers' institutes, etc. In religion she is a devout Catholic.



AGNES ANNE ROURKE.



S. E. RAINES.

S. E. Raines

A CAREFUL student of all that pertains to the science of education, and a keen observer of all advances made in the pedagogical profession, the above named gentleman has long been known as a valuable and thoroughly proficient exponent of his vocation. Mr. Raines is a native of Indiana, having been born at Sullivan, that State, December 22, 1862, son of William M. and Elvina (Lasuell) Raines, the former a Kentuckian by birth, the latter born in Indiana, but both are now deceased, they having died in 1903 and 1905, respectively, at Sullivan, Indiana. Our subject attended rural schools in Indiana in the acquirement of his preliminary education, then entered the high school at Sullivan, Indiana, later became a student in the Indiana State University, and graduated in 1884. Some years afterward he took a post-graduate course in the Indiana State University, graduating from that institution in 1897 with the degree of Bachelor of Arts. Mr. Raines taught for a number of years in the rural schools, then became identified with the Sullivan (Ind.) graded schools, and continued there until appointed to his present position of superintendent of schools at Freeport, Illinois. There are eight schools under his jurisdiction, seventy-five teachers and an enrolment of over twenty-six hundred pupils.

Mr. Raines is a member of the National Education Association, Illinois State Teachers' Association, Illinois State Teachers' Reading Circle, Northern Illinois Teachers' Association, Superintendents' Club, of Chicago, Freeport Club, Knights of Pythias and the Odd Fellows' fraternity. In 1896 he was married to Miss Blanch Anderson, and both are popular members of the Presbyterian Church at Freeport.

Carl W. Ross

ONE of the most diligent and faithful teachers in this section of Illinois, and in view of his comparatively brief career, one of the most highly appreciated, is the young gentleman above named, who is discharging the duties of superintendent of schools in Kansas, Edgar County.

Carl Ross was born in Sheridan, Indiana, May 3, 1882, and is a son of E. D. and Josephine Ross, natives of that State. His boyhood mental training was obtained in the district schools in the vicinity of his home, after which he spent some time in the Sheridan high school, and subsequently matriculated in De Pauw University, from which he was graduated in June, 1908, with the degree of A.B.

Mr. Ross began teaching in the schools at Sheridan, Indiana, and then occupied a position in the Danville (Ind.) high school. Later he was engaged in the Wever-Media Academy, at Media, Illinois, and still later the Scaton (Ill.) public schools, on leaving which he began work in the present connection, where the services of seven teachers are required and the attendance of pupils numbers 221.

Mr. Ross is a member of the Methodist Episcopal Church, in good standing.

The subject of this sketch was married July 27, 1908, Miss Cora Clow becoming his bride on that date.



Emil W. Ritter

EMIL W. RITTER is a native of Chicago, having been born in that city October 24, 1869, son of Theo. E. and Maric Ritter, both parents natives of Germany. The father deceased in 1888, while the mother survives. He was educated in these Chicago schools: the Sheldon (primary), the Ogden (grammar) and the North Division High, with graduation from the latter in 1886. This was supplemented with private instruction in architectural and mechanical drawing.

Mr. Ritter was one of the pioneers in the beginning of the now well-established manual-training department of the public-school system of the City of Chicago. This work was done in what was probably the first public manual-training school in this country. It had an enrolment of about one hundred boys, who received instruction in the academic branches of the various high schools during the morning periods, and came to the manual-training classes during the afternoons. The classes were held in the top story of the Board of Education storehouse and repair shop, on Monroe street, near Halsted. The school was in charge of Prof. Herman Hanstein, and the teachers were Albert Reiner and Mr. Ritter. Besides this work, Mr. Ritter has been an instructor in the Chicago Athenæum, and for many years taught architectural and mechanical drawing in the evening high schools.

He was appointed a member of the Board of Education of the City of Chicago in 1905, and the following year was unanimously elected president of that body. He has the distinction of being the only ex-school-teacher, as well as the youngest man, ever selected for that position.

During his administration many reforms were projected, which are now in successful operation in the Chicago public school system. He is an ex-member of small parks commission of the City of Chicago. He holds membership in the Masonic Order, the National Union, the City Club, the Builders & Traders Exchange, of Chicago, and is president of the Referendum League of Illinois. Mr. Ritter has written articles on political and economical questions, which have appeared in the public press and in pamphlet form.

EMIL W. RITTER.

In the business world Mr. Ritter is well and favorably known as the secretary and general manager of the Burke Furnace Company.

In 1893 Mr. Ritter was married to Clara E. Fischer, at the time a member of the faculty of the American Conservatory of Music, and they have two children, Walter T. and Claris M. Ritter.

Nellie S. Seegar

THIS lady, one of the youngest of the school principals of the Prairie State, has won an excellent reputation as an educator of discretion and ability and has earned an enviable reputation. She was born August 14, 1884, in Jacksonville, Illinois, her parents being Calvin D. and Gladys R. Seegar, natives, respectively, of Illinois and Pennsylvania. The former died April 29, 1903, the latter on June 25, 1903.

Miss Seegar was educated in the elementary and high schools of Jacksonville, and the Jacksonville Academy for Young Women, of which she is a graduate. She first taught in the third ward school, Jacksonville, for a year, next taught in the sixth grade in Nokomis, Illinois, and then was for three years assistant principal in the Nokomis high school. For the past three years she has been school principal at Nokomis and in this incumbency has fully demonstrated her fitness for her chosen vocation. She has made special studies of English and Latin and excels in these studies. Miss Seegar is a member of the Methodist Church and most popularly known in social and educational circles.

Samuel Jasper Shomaker

MR. SHOMAKER, whose present residence is at 439 North Street, Murphysboro, Jackson County, Illinois, was born March 6, 1864, at Butler, Kentucky. His father is W. J. Shomaker, and his mother Sarah E. Shomaker, both of whom are natives of Illinois, and both living.

Mr. Shomaker's father and mother removed to Illinois when the subject of this sketch was very young, and his first schooling was received in the public schools of Marion County, Illinois, succeeded by attendance in those of Murphysboro, Illinois, and Danville, Indiana, after which he entered and in due time performed work at the University of Illinois.

His first work in the profession of his life was done in the district schools of Marion County, Illinois, where he taught one term, succeeded by nine terms in the district schools of Jackson County, after which he was made principal of the Logan School, at Murphysboro, where he is now City Superintendent of Schools, with four schools, twenty-seven teachers and thirteen hundred pupils under his charge and supervision.

Mr. Shomaker is a member of the Illinois State Teachers' Association, and also belongs to the fraternal orders of the Independent Order of Odd Fellows and Knights of Pythias, while in religious life he is a member of the Presbyterian Church.

He was married September 18, 1886, his wife having been Miss Emma Oakley.



SAMUEL JASPER SHOMAKER.

William Lucas Steele

SUPERINTENDENT of Schools in Galesburg, Illinois, is one of the most advanced educators in the State and has been the leader in introducing many innovations into pedagogical work. Twenty-three years ago, against adverse criticism, he introduced manual training into the Galesburg schools, and was the first

superintendent in Illinois to make this department a distinctive and permanent part of the work of the high school. He was also the first in the United States to introduce the elective system. This system permits a pupil to graduate from high school without a knowledge of algebra or Latin, and has worked to marked advantage.

Mr. Steele has been identified with educational work in Illinois for over twenty-five years and has done much to advance the cause of education in this State. He was born in Adams County, Ohio, July 22, 1854. His parents are deceased, his father, William L. Steele, native of Ireland, having died in Adams County, Ohio, in 1855, his mother, Anna Johnson Steele, of Ohio, in Galesburg, Illinois, May 6, 1900. He secured his education by studies in a district school in Randolph County, Illinois; public schools of Monmouth, Illinois; Monmouth College, from which he received the degree of A.M. and Knox College, which bestowed on him the Ph.D. degree. His first experience as teacher was in two winter terms in country schools of Warren County, Illinois. From 1876 to January, 1883, he followed his profession in Yates City, Illinois, and in December, 1882, was elected superintendent of Knox County, Illinois, where he served until September, 1885, when he resigned to accept his present position of Superintendent of Schools in Galesburg, Knox County, Illinois. There are nine schools, one hundred and five teachers and about four thousand pupils under his jurisdiction.

Mr. Steele was president of the Illinois State Teachers' Association, is a member of the National Education Association, of which organization he was secretary of the Department of Superintendence, is a director of the First National Bank, Galesburg, president of the Fidelity Loan and Savings Society, Galesburg, and holds membership in the Illinois Schoolmasters' Club and the Presbyterian Church. On October 20, 1887, he was married to Miss Helen C. Benedict and they have two daughters, Gertrude H. and Helen H. Steele.



WILLIAM LUCAS STEELE.

Prof. George W. Smith, M.A.

Head, Department of History, Southern Illinois
State Normal University

IN this "Educational History of Illinois" it must be recorded that the subject of this sketch is somewhat of a historian himself. He is author of the "Student's History of Illinois," which has reached a circulation of twenty-two thousand copies; the writer of "Notes on the United States History for the Course of Study," and he is now engaged upon a three-volume history of "Southern Illinois." He delights in his special study of history, and has attained well-merited distinction in this branch of learning.

George W. Smith was born November 13, 1855, near Greenfield, Illinois, son of Stephen Smith and Sally Martin (Pace) Smith, natives of Virginia, the former of whom died in 1894, the latter in 1896, near Greenfield, Illinois. He was educated in the public schools and in Blackburn University, from which he received the degree of Master of Arts. He also was a student under the late Colonel Francis W. Parker in the Cook County Normal School. He taught for six years in rural schools; was superintendent of schools at Perry, Illinois, for a year; was principal and superintendent of the schools at White Hall, Illinois, for six years; teacher in the Training Department, Southern Illinois Normal University, for six years; head of the department of history and geography in the same school for seven years, and for the past eight years has been head of the department of history there.

Mr. Smith is a member of the Illinois State Teachers' Association, the Southern Illinois Teachers' Association, the Christian Church, and has for several years been a director of the State Historical Society and a charter member of the Lincoln Centennial Association. August 25, 1884, he was married to Miss Nellie Adams, who



PROF. GEORGE W. SMITH, M.A.,

deceased, leaving a son, Clyde L., and on June 16, 1888, he was married to Miss Nettie C. Adams. From this marriage there are three children, Helen C., Eugene R. and Frances A. Smith.

Sylvia Edna Smith

MISS SMITH was born in Midland City, Illinois, October 7, 1885; her father, John F. Smith, being also a native of Illinois; and her mother, Viola E. (Silvers) Smith, was born in Iowa—both of them still living.

Miss Smith secured her primary education in a country school in DeWitt County, Illinois, where she continued seven years, after which she entered the Normal (Illinois), public and high schools, and after that the Illinois State Normal University of Normal, Illinois, from which she was graduated in 1907, and then finished her education in the summer school at Champaign, Illinois.

She began teaching in a country school in DeWitt County, Illinois, remaining one year; then taught a year in a country school in Logan County; the high school in Delavan, two years; the high school in Mason City, one year; and in September, 1910, she began work in her present position as principal of the High School of Knoxville, Illinois, with five teachers, including superintendent, the pupils under her jurisdiction being eighty-five high school and twenty-five eighth year.

She has been a member of the National Education Association and the Central Illinois Teachers' Association, and is now a member of the Military Tract Association. Her special studies include those of the sciences (biological).

In religious matters, she is a member of the Christian (Disciples) Church.



SYLVIA EDNA SMITH.

Elizabeth Huntington Sutherland

ELIZABETH HUNTINGTON SUTHERLAND was born in Blue Island, Cook County, Illinois, on September 27, 1851; her father, Samuel D. Huntington, having been a native of New Hampshire, and her mother, Maria (Robinson) Huntington, a native of New York State. Both parents were of distinct and representative families of their respective States.

In 1842, at the age of fourteen, her mother taught the Blue Island village school, the compensation being \$1 per week.

She attended the Blue Island graded and high schools, after which she entered and was graduated from the Cook County Normal School in 1869, and afterward took special courses in the University of Chicago.

She entered upon her life-work as a teacher in the Blue Island graded school, after which she taught in the Hyde Park high school, the Washington Heights graded school and high school, and has been principal of the Alice L. Barnard School of Chicago since the year 1883, with three schools under her charge, nineteen teachers, and eight hundred pupils. She is a member of the National Education Association.

She was married September 27, 1894, to David W. Sutherland. Her father and mother both died in Blue Island, the latter in 1885, and the former in 1887.

Mrs. Sutherland's work in the schools of Chicago has invariably been of the best and highest character, and she stands deservedly high in both social and educational circles.



ELIZABETH HUNTINGTON SUTHERLAND.

Daniel Atkinson King Steele, M.D., LL.D.

THIS gentleman has won distinguished success and a position of marked eminence in medical, surgical and educational circles, and is a recognized leader among his colleagues.



DANIEL ATKINSON KING STEELE, M.D., LL.D.

Doctor Steele was born March 29, 1852, in Eden, Delaware County, Ohio, his parents being Daniel and Mary L. (Anderson) Steele, both natives of Ireland and now deceased. He received a thorough education, first attending a public school in Swanswick, Illinois, and later the Oakdale Academy, Washington County, Illinois; the high school at Rantoul, Illinois, the Chicago Medical College, from which he was graduated March 13, 1873. He did valuable post-graduate work in London, Paris, Berne, Berlin and Vienna. In 1906 the University of Illinois conferred upon him the degree of LL.D.

From 1875 to 1882 Doctor Steele was an instructor in the Chicago Medical College; from 1882 to the present time he has been identified with the College of Physicians and Surgeons, having been one of its founders, and its president from 1893 to 1897. In the latter year this college was affiliated with the University of Illinois, becoming its College of Medicine, of which Doctor Steele has since been the Actuary. Since 1886 he has been professor of the Principles and Practice of Surgery and of Clinical Surgery. Since the erection of the University Hospital of Chicago, in 1907, Doctor Steele has been its president. Doctor Steele has also been identified with the Cook County Hospital. He has been an extensive contributor to medical and surgical literature, having written about fifty monographs for leading medical journals.

Doctor Steele holds membership in the American Medical Association, the Illinois State Medical Society, the Chicago Medical Society, the Chicago Pathological Society, the Chicago Surgical Society, the Chicago Physicians' Club, the Calumet Club, the First Presbyterian Church, and the rank of first lieutenant in the Reserve Corps of the United States Army. He has been president of the Chicago Medical Society and the Chicago Surgical Society.

In 1876 Doctor Steele was married to Miss Alice L. Tomlinson, of Brooklyn, New York. They reside at 2920 Indiana avenue, Chicago.

Mrs. Catherine A. Kelly Savage

THIS lady is a native of Carlinville, of Irish parentage, her father, James Kelley, and mother, Rose Flynn Kelley, both being natives of Ireland, and both deceased, the father's demise occurring at Carlinville in 1894, and mother's in 1901.

Catherine A. Kelley is a product of Carlinville public schools, having received her elementary training there, after which she entered Blackburn College and was graduated from there in 1885 with the degree of Bachelor of Science. This was augmented by one summer quarter in the University of Chicago.

Miss Kelley, in the fall of 1886, became a teacher in the Carlinville schools, where she worked her way up through the grades into the Carlinville high school. Here she was instructor in English and history for three years, and assistant principal three years. Miss Kelley was called from the Carlinville high school to the position of principal of the Virден high school, to which incumbency she brought those qualities of a strong disciplinarian, which, together with scholastic training and a natural aptitude for her calling, had marked her career in Carlinville. Here in the new field an opportunity was given her to prove her ability in leadership, which caused her to be recognized as a forceful member of the community, and she was enabled to bring out the best in herself and in others, resulting in inspiring an emulation that produced a healthy growth upward in that community. Miss Kelley did not limit herself to the schoolroom alone; she served as secretary of the Macoupin County Teachers' Association, local manager of Teachers' Association of District No. 1, as well as chairman of the Educational Department of the Virден Woman's Club, and was foremost in every movement that made for better conditions in Virден. Miss Kelley was continuous in her efforts for Virден up to the time of her marriage, which occurred July 12, 1911, when she became the bride of Joseph F. Savage.

Mr. and Mrs. Savage now reside in Carlinville.



MRS. CATHERINE A. KELLY SAVAGE.

George Washington Solomon

IN the grand army of public educators in the State of Illinois an honored position has for years been held by the subject of this sketch. Mr. Solomon is an instructor of strong ability and thorough experience. He is a masterly scholar and largely self-taught, besides which he received valuable tuition in several educational institutions. While he paid for his own schooling, he also helped his brothers' way at school.

Mr. Solomon is a son of the Prairie State, having been born six miles northwest of Palmyra, Illinois, on December 5, 1869. His parents were William J. and Louise I. (Hulse) Solomon, the former a native of Illinois, the latter of Tennessee. Both are still living. After an elementary education in country schools he entered the Western Normal College at Bushnell, Illinois, from which he was graduated (teachers' course) in 1892. Later he studied in the Illinois State Normal University and was graduated therefrom in 1907. He taught history, grammar and physiology in the county Normal school at Carlinville, Illinois. For seven years he was a teacher in the country schools of Macoupin county; then three years as a principal at Modesto; four years at Scottville; one year at Medora, and for the past two years has been superintendent of schools at Gillespie, Illinois. There he has supervision of two schools, seventeen teachers, and seven hundred pupils. He was a candidate for the position of county superintendent of schools in Macoupin County, and was defeated for that office by but a few votes. He served efficiently as deputy clerk of the circuit court from December 7, 1908, to August 1, 1910.

Mr. Solomon is a member of the Illinois State Teachers' Association, the Masonic Order, Odd Fellows, Knights of Pythias, Modern Woodmen of America, Court of Honor and the Christian Church. On March 11, 1909, he was married to Miss Elsie Iona Land, at Watseka, Illinois, and they have a son, Jesse Dale, who was born March 3, 1910, to bless their home.



GEORGE WASHINGTON SOLOMON.

Etta Drucilla Stansbury

AS is the case in the major portion of the State, the schools of Monmouth, Illinois, have been advanced to a most commendable degree of efficiency and the residents of that city take a pardonable pride in the fact. Among the thoroughly trained and talented heads of the schools there is Miss Etta D. Stansbury, the highly esteemed and justly popular principal of the Garfield school, whose ability has long been recognized and duly appreciated. This lady has been in the public school service for upward of a score of years and has won promotion through sheer merit. She is a product of the Prairie State, having been born in Brimfield, Illinois, December 12, 1866, her parents being Daniel Stansbury, a native of Baltimore, Maryland, and Sarah (Burton) Stansbury, native of Harrodsburg, Kentucky. The former died in Agency, Missouri, in April, 1871, the latter in Peoria, Illinois, on July 4, 1902.

Miss Stansbury was educated in the grammar school and high school of Brimfield, graduating from the latter in 1883, and she also took courses in the Normal School at Normal, Illinois, and the University of Illinois at Urbana, Illinois. For ten years she taught in the fourth and fifth grades in Brimfield, Illinois; was for a year in charge of the eighth grade in Winchester, Illinois; taught Latin and English in the Winchester high school for a year; and for the past eleven years has been stationed in Monmouth. There she has supervision of nine teachers and about three hundred pupils and the most cordial relations exist between her and those under her jurisdiction.

Miss Stansbury is a member of the Illinois State Teachers' Association, the Illinois State Teachers' Reading Circle, the Central Illinois Teachers' Association and the Military Tract Association. She is an attendant of the Baptist Church and resides at 229 South Fifth street, Monmouth.



ETTA DRUCILLA STANSBURY.

Addison M. Shelton

DURING the busy ten years that Mr. Shelton has been engaged in the public school service he has ever commanded the fullest confidence and the highest regard of his colleagues and the public, and his career has been eminently successful from the outset.

Mr. Shelton was born in Chatham, Illinois, in 1876, son of Martin and Sarah (Dill) Shelton, both natives of Illinois and still living in the State, and he received his education in the common schools, the high school at Losine, Illinois, the Illinois State Normal and University of Illinois, graduating from the latter in 1903 with the degree of Bachelor of Arts. He began teaching in Forrest Hill, Illinois, was there for a year, then went to Custer, Illinois, where he taught for one year; from thence he went to Pleasant Plains for two years, and for eight years he was superintendent at Nunda and Crystal Lake, where he had charge of two schools, fourteen assistants and 375 pupils. In 1910 Mr. Shelton was elected County Superintendent of Schools of McHenry County, in which capacity he is meeting with marked success.

Mr. Shelton is a member of the National Education Association, the Illinois State Teachers' Association, Northern Illinois Teachers' Association, and the McHenry County Superintendents' Association. He has written many historical essays, educational tracts, and is a contributor to educational magazines. He frequently addresses farmers' and teachers' institutes and is an able and fluent speaker. In 1899 he was married to Miss Wanda Schember, of St. Louis, and they have two children, Wanda and Robert.

Aside from the intense interest Mr. Shelton has always taken in school work, he is especially interested in "The Rural Problem."



ADDISON M. SHELTON.

Myrtle Therese Simmons

THIS lady has been an indefatigable worker in the educational field for almost twenty years, and she has long been popularly known to the public. She is a native of this State, having been born in Macomb, of distinguished parents. Her father, Louis Alden Simmons, a native of Brockton, Massachusetts, who died December 6, 1888, was a graduate of Lombard College (1856), Galesburg, Illinois, and the Albany Law School, Albany, New York. Mr. Simmons was also a Civil War veteran, was first lieutenant, Company A, Eighty-fourth Regiment Illinois Volunteers, and served through the war. He also served with distinction as county superintendent of schools and county judge of McDonough County, and practiced law in Macomb, Illinois, and Wellington, Kansas. Her mother, Jennie E. (Barber) Simmons, a native of Groveland, New York, and now living, was educated at Hedding College, Abingdon, Illinois, and taught school for a number of years.

Miss Simmons was educated in the schools of Macomb, Illinois, and the high school at Wellington, Kansas, graduating from the latter in 1888. She also studied English literature for a year in the University of Chicago and in 1890 took a teachers' course in the Boston Home College. She first taught at Belle Plaine, Kansas, for two years; next, in Wellington, Kansas, for five years, and for the past fourteen years has been a teacher in the Central school, at Monmouth, Illinois, the last four years serving as principal. There she has a staff of nine assistant teachers, and the pupils number about three hundred and fifty.

Miss Simmons is a member of the Illinois Military Tract Teachers' Association, the Warren County Teachers' Association, the Monmouth Schoolmasters' Club, the Order of the Eastern Star, the Daughters of the American Revolution and the Presbyterian Church. She resides at 331 South Seventh street, Monmouth, Illinois.



MYRTLE THERESE SIMMONS.

Spencer Ramsey Smith

MR. SMITH was born at Fort Wayne, Indiana, June 11, 1857. His father, Cornelius S. Smith, was a native of Pennsylvania, and his mother, Charity Ramsey Smith, of Illinois. The former died in Chicago, December 30, 1902, and the latter in Fort Wayne, in June, 1891.

After his preliminary schooling, the young man pursued his studies in the Fort Wayne High School, after which he entered the University of Michigan, from which he was graduated in 1879 with the degree of Bachelor of Arts. He is a member of the Psi Upsilon fraternity.

Mr. Smith began his work by becoming a teacher of Latin, Greek and English in the Fort Wayne College in the years of 1881-4 and 1885-7; then took charge of the college preparatory department of Park Institute, 1884-5 and 1887-9; was first master in charge of classes at Lake Forest Academy, 1889-91; teacher of classics, University School, Chicago, 1893-4; West Division High School, Chicago, 1894-1900; and at present is principal of the Wendell Phillips High School (formerly South Division), with sixty-two teachers and about eighteen hundred pupils under his charge. He is a member of the National Education Association, the Illinois State Teachers' Association, and was secretary of the Chicago and Cook County High School Association for seven years, was president of the High School Teachers' Club of Chicago the first year of its existence, chairman of the Committee on the Influence of Fraternities on Secondary Schools, appointed by the Conference of Coöperating and Affiliated Schools of the University of Chicago, and is chairman of the Committee on the Cosmopolitan High School Curriculum, appointed by Secondary Department of National Education Association.

Mr. Smith is a member of the Presbyterian Church, and June 22, 1886, married Ruby Florence Button. He has two children—Gerald Clark and Kenneth Hamilton.



SPENCER RAMSEY SMITH.

Alice E. Sollitt

THE first essential qualities in a teacher are clearness of thought and expression, and power of apt illustration, due to vivid imagination and a firm grasp of a subject. It is impossible to enumerate all the qualities which make up a pleasing personality, but children seem to prize, above all others, cheerfulness, a strong sense of justice and truth, and a kindly sense of humor. Real sympathy with the pupils is necessary, in order that a teacher may come in touch with them.

These qualities, with an earnestness of purpose underlying them — a strong desire for the good of the pupils — are possessed in full by the lady whose name heads this brief sketch, and deserved success has rewarded her labors.

Miss Alice E. Sollitt was born in Chicago, December 2, 1859, her parents being Thomas and Eleanor Sollitt, the former a native of York, England, who died September 9, 1907; the latter a native of Buffalo, New York. Her education, an excellent one, was secured in the Skinner, Scammon, Doolittle and Douglas public schools, of Chicago, and the Chicago Normal School, from which she graduated in December, 1876. The schools taught by her were the Third Avenue, the Calumet Avenue, Haven and the Kenwood. At the latter, of which she is now principal, she has a staff of eleven assistants and a membership of about five hundred pupils, and she is held in esteem by her colleagues and scholars alike.

Miss Sollitt is a member of the National Education Association, Illinois State Teachers' Association, a worshiper in the St. Paul Universalist Church, and has a legion of friends in educational circles and private life.



ALICE E. SOLLITT.

Albert Robbins Sabin

PRINCIPAL of the Medill School, Chicago, is widely known as an accomplished educator and he has also contributed much to educational literature, among his works being four arithmetics and a spelling book. Mr. Sabin was born September 30, 1837, at Rockingham, Windham County, Vermont, son of Elisha S. Sabin and Sophia (Hall) Sabin, both natives of Vermont and both deceased. He was educated in the Rockingham District School; Saxton's River Academy; Monson (Mass.) Academy and Middlebury College, Vermont. He studied three years at the latter, and left in 1862 to go to the front in the Civil War, in which he served with distinction as Captain of Company C, Ninth Vermont Volunteer Infantry. Before the war he taught in district schools in Vermont and New Hampshire and in the Chester Academy. After leaving the service he settled in Chicago. There he has held eight principalships, and taught in the following schools: Dearborn, Newberry, Franklin, Douglas, Old Central High School, Kinzie, Audubon, Irving Park, Lake Forest Academy (five years); Professor of Latin at Lake Forest College, two years; County Superintendent of Schools in Lake County, Illinois, one term; fifteen years District Superintendent of Schools, Chicago, and principal of Irving Park School. Some hundreds of teachers and over forty-five thousand pupils have been under his jurisdiction.

Mr. Sabin is a member of the National Education Association; the Illinois State Teachers' Association; the National Geographical Society, of Washington, D. C.; the Chi Psi Greek-letter fraternity; the Masonic Order; Loyal Legion (Illinois Commandery); National Union and the Irving Park Country Club. On July 11, 1862, he was married to Miss Mary Barber (now deceased), and on January 31, 1893, to Miss Helen Mackey, and their family consists of two sons, Stewart Barber and Albert R. Sabin, Jr.



ALBERT ROBBINS SABIN.

Nellie Lenington Smith

MISS SMITH was born in Macomb, Illinois, September 15, 1884; her father, Charles F. Smith, and her mother, Nora Smith, both being natives of Illinois, and both are still living.

Her education was received in the public schools of Macomb; the Macomb High School, from which she was graduated in 1901; the Western Illinois State Normal School, from which she received a post-graduate certificate for successful teaching, and the University of Illinois, which she attended during the fall of 1906 and until January, 1907.

She taught two years (1904-1906) in the Mazon Township High School; the Virginia High School, Virginia, Illinois, two years and a half (1907-1909); and has been principal of the Astoria High School since 1909, with eighty-five pupils in her care.

Miss Smith has made a special study of Latin; is a member of the Pythian Sisters, the Illinois State Teachers' Reading Circle, and at present is a member of the Military Tract Teachers' Association.

She is also a member of the Classical Association of the Middle West and South, and belongs to the Universalist Church, her residence being in Macomb, though her school is located at Astoria.



NELLIE LENINGTON SMITH.



JACOB PHILLIP SCHEID.

Jacob Phillip Scheid

SUPERINTENDENT of the public school at White Hall, Green County, Illinois, a capable, energetic and progressive teacher, was born in Freeburg, Illinois, December 16, 1875. He is a son of Charles and Margaret (Heigel) Scheid, natives of Germany, the father born in Hesse Nassau, and the mother in Swabia. Charles Scheid died in Freeburg, Illinois, September 17, 1907; his widow is still living.

In boyhood Jacob Scheid attended the Freeburg public schools, and afterward the Evangelical Parochial School (two years), still later pursuing courses of study in the Illinois State Normal University and the University of Illinois. He was graduated from the Illinois State Normal School, June 7, 1907. The first three years of his teaching were spent in the Drum Hill School, in New Athens township, St. Clair County, from which he went to the New Athens public school, remaining there seven years, and then assuming his present duties at White Hall in 1906. The White Hall school has fourteen teachers and 580 pupils. Mr. Scheid is a member of the Illinois State Teachers' Association. Aside from his regular duties, he makes a special study of chemistry.

Mr. Scheid is happily married, the maiden name of his wife having been Flora Caroline Hertel. Two children have blessed this union—Flora Hertel and Harold Russell. Mr. and Mrs. Scheid are members of the M. E. Church.

Eva A. Smedley

IN a community where a high standard in educational lines has long been established, marked success has been attained by Eva A. Smedley, principal of the Noyes Street School, Evanston, Illinois. Miss Smedley is a native of Belvidere. Her father, Nathan Smedley, a native of Pennsylvania, is still living, while her mother, Adaline (Warren) Smedley, who was born in New York, died in November, 1893. She was educated and graduated from the South Belvidere High School and the Cook County Normal School and also studied in the University of Chicago. In her position as principal of the Noyes Street School she has supervision over sixteen teachers and five hundred and thirty pupils, and the affairs of the school are in excellent condition. In addition to her present position, Miss Smedley has taught in teachers' institutes in many of the larger counties of the State. She is a member of the National Education Association, the Illinois State Teachers' Association, Northern Illinois Teachers' Association, the English Club, Evanston Political Equality League, National Geographic Society, National Story Tellers' League, and the La Salle Avenue Baptist Church. Her residence is at 3728 Ellis avenue, Chicago.



EVA A. SMEDLEY.



JOHN J. SONSTEBLY.

John J. Sonstebly

JOHN J. SONSTEBLY was born in Milwaukee, Wisconsin, January 15, 1879. His parents were Norwegians, and moved to Chicago when he was five years of age. He has always taken an interest in the public schools, especially in alumni work, and has acquired a wide acquaintance among Chicago teachers and principals.

In 1906 Mayor Edward F. Dunne appointed him a member of the Chicago Board of Education, where he served three years. His efforts were largely instrumental in raising the salary schedules of principals, teachers and other employees of the Chicago public schools. He has assisted in securing legislation in Illinois for the public schools and has opposed legislation injurious to them. He was chairman of the Text Book Committee, appointed by the Chicago Board of Education, and carefully investigated the prices paid for school books in Chicago and other cities of the United States, resulting in a large saving to the parents of Chicago children in the cost of such books.

Mr. Sonstebly is a practicing lawyer, with offices in the Association Building, Chicago, Illinois. He graduated from the John Marshall Law School with the degree of LL.B., and is a member of the Illinois State Bar and Chicago Bar Associations. He holds membership in many Norwegian societies and has been president of the Norwegian National League of Chicago. He is also a member of many societies and clubs, the principal ones being the Masonic, Royal League, Maccabees, City Club and Art Institute. He is a Shriner and Thirty-second Degree Mason, being a member of Medinah Temple, Oriental Consistory, Humboldt Park Lodge No. 813, A. F. & A. M., and is now Worthy Patron of Humboldt Park Chapter No. 472, Order of the Eastern Star.

Inger M. Schjoldager

MISS SCHJOLDAGER was born in 1856, in Norway, and came from that historic country with her parents to the United States in early youth, the family settling in Chicago. Her father and mother, Thorwald F. and Caroline H. Schjoldager, were both natives of Norway. Both are deceased, the former having died May 1, 1911, the latter, September 23, 1904. Their worth and many estimable qualities are cherished in the memory of those who knew them.

Miss Schjoldager was educated in the elementary schools of Chicago, the Chicago High School and the Chicago Normal School, graduating from the latter in December, 1874. From March, 1875, to September, 1888, she taught in the Washington School, Chicago; from 1888 to 1902 was assistant principal of the Burr School, Chicago; was principal of the Monroe Street Primary School from 1902 to 1903, and then became principal of the Pearson School, the name of the latter being changed to that of the Adams School. From 1903 she has been principal of this school, where she has a staff of twenty-four teachers and an enrolment of 1,050 pupils.

Miss Schjoldager is a member of the National Education Association, the Illinois School Teachers' Association, the Ella Flagg Young Club and the Presbyterian Church. She resides at 111 Gale avenue, River Forest, Illinois.



INGER M. SCHJOLDAGER.

John Daniel Shoop

IN this gentleman, who is the First Assistant Superintendent of Schools in Chicago, that city has a representative of mature experience and high-grade executive ability, one who has the public service thoroughly at heart.

Mr. Shoop is a native of Ohio, born March 3, 1857, his parents being Jonathan M. and Margaret (Snyder) Shoop, natives, respectively, of Pennsylvania and Kentucky, and now deceased, the former having died in 1864, the latter in 1860.

John Daniel Shoop was educated in country schools in Ohio; the village school at Staunton, Ohio; Fayette Institute, Washington Court House, Ohio; the Northern Indiana University, from which he was graduated in 1907; the University of Chicago and Lake Forest University. From the latter he was graduated in 1911.

Mr. Shoop taught in country schools in Ohio, the schools at Staunton and Bloomingbury, Ohio; has been superintendent of the schools at Saybrook, Gibson City and Paris, Illinois, and in Chicago. He has been superintendent of Vacation Schools and Social Centers, for a number of years, in Chicago schools. He is a member of the National Education Association, the Illinois State Teachers' Association, the Illinois State Teachers' Reading Circle, and has been president of the Central Illinois Teachers' Association and the Eastern Illinois Teachers' Association, and is now (1912) president of the Illinois State Teachers' Association. He is a member of the Masonic Order, the Modern Woodmen, the Knights of Pythias and the People's Church. In 1887 he was married to Miss Jennie Perrill, of Washington Court House, Ohio, and they have two children, Arnold C. and Edwin P. Shoop. The family residence is at No. 6928 Stewart avenue, Chicago.



JOHN DANIEL SHOOP.

Edward Sargent

FOR the past ten years Mr. Sargent has concentrated his energies upon educational work, and has won an excellent reputation for the strength and efficiency of his methods, which have been productive of the best discipline.

Mr. Sargent is a native of Cincinnati, Ohio, where his parents, Christopher and Jane Findlay (Torrence) Sargent (who are now living in Indianapolis, Indiana), resided. He was educated in the public schools of his birthplace, primarily, and then took a four years' course in the University of the South, a three years' course in the Western Theological Seminary, Chicago, and one year at the University of Chicago, graduating from the latter in 1903 with the degree of Master of Arts. He first taught in the Menckauke Ward School, at Marinette, Wisconsin, for a year; then became principal of the Ludington High School, Ludington, Michigan, for four years, and for four years was principal of the Bloom Township High School, Chicago Heights, Illinois. Since 1908 he has organized and been principal of the Gary High School, Gary, Indiana.

Mr. Sargent is a member of the National Education Association, the Illinois Educational Association, the Masonic Order, Knights of Pythias and the Episcopal Church, and he commands a high standing, both in educational circles and in private life.



EDWARD SARGENT.

Orville Simmons

A TALENTED, energetic and progressive young teacher, who at present is superintendent of the graded public schools in Equality, Gallatin County, Illinois, was born in Divide, Illinois, July 12, 1886, and is a son of W. F. and Louise Simmons, who also are native Illinoisans.

Orville Simmons obtained his primary education in the country schools of Jefferson County, Illinois, and later in life became a student in the State Normal School at Carbondale, and at Normal, Illinois, also attending Ewing College. His work as a teacher began in the Lowery (Ill.) country school, where he continued five months, going thence to the Sheller (Ill.) country school and remaining six months there. Next he spent two terms of nine months, respectively, in city schools at Mt. Vernon, Illinois, and following this taught nine months in the Olney School. In discharging his present duties in the Equality School, which he assumed in 1910, eight teachers are associated with him, and under his care are three hundred pupils. The branches of study to which he gives special attention are mathematics and history.

Mr. Simmons is a member of the National Education Association, the Illinois State Teachers' Reading Circle, Illinois Principals' Club, Illinois Principals' Reading Circle, and the Southern Illinois Teachers' Association.

The religious connection of Mr. Simmons is with the Baptist Church. In private life and social relations he is a man of most exemplary character, and his record as an instructor is most commendable.



ORVILLE SIMMONS.

John Alford Stevenson

AS superintendent of the city schools of Olney, a distinct success was won by Mr. Stevenson, and he is most eminently known in scholastic circles. John Alford Stevenson was born March 1, 1886, in Cobden, Illinois, son of John M. and Elizabeth C. Stevenson, the former a native of Illinois, the latter of Tennessee, and both living. He was educated in the public schools of his birthplace, the Southern Illinois Normal School, from which he was graduated in 1905 in the Latin and English courses; he also was graduated from Ewing College in 1908, receiving the degree of Bachelor of Arts. He also studied in the summer schools of the University of Illinois and the University of Wisconsin.

After teaching three terms in the practice school at Carbondale, Illinois, Mr. Stevenson was for two years principal of the high school at Nashville, Illinois, from which he resigned to accept the principalship of the high school at Olney, Illinois, serving two years in this position, when he was appointed superintendent at Olney, where he had charge of city schools and a staff of twenty-five teachers. Mr. Stevenson, upon being appointed in the Department of Education at the University of Wisconsin, left the public school service of Illinois in the fall of 1911.

Mr. Stevenson has served as a member of the Executive Committee of the Southern Illinois Teachers' Association and holds membership in the National Education Association, the Masonic Order, Knights of Pythias and the Baptist Church.



JOHN ALFORD STEVENSON.



HARRY G. SPEAR.

Harry G. Spear

A SOUND record is enjoyed by this gentleman, who has been successfully engaged in public school work for the past eighteen years. He has made a special study of mathematics and science, and is well versed in these branches. He has taken a deep interest in teachers' associations, and during the past two years has prepared papers for county associations. He was secretary of the Central Illinois Christian Conference for six years, and a member of the board of trustees of that organization.

Mr. Spear is a native of this State, having been born February 10, 1873, in Greene County, son of William L. and Frances R. (Dewes) Spear, the former a native of Illinois, the latter of England, and both now living. He was educated in the public schools of Rockbridge, Illinois; the Illinois State Normal University, at Normal, Illinois; Greer College, Hoopston, Illinois; and he also has performed much correspondence work. He taught in country schools in Vermilion County, Illinois, three years; at Muncie, Illinois, three years; Bismark, Illinois, two years; Grape Creek, Illinois, three years; Danville, Illinois, three years; Oakwood, Illinois, one year; Greenup, Illinois, two years, and for the past year he has been principal of the township high school at Assumption, Illinois, where he has gained popularity and favor. In 1900 Mr. Spear was married to Miss Lena L. Bennett, of Cayuga, Indiana. They reside in Assumption, Illinois.

William H. Siefferman

FAVORABLY known throughout his section of Illinois as county superintendent of Edwards County, Illinois, and recognized as one of its most capable instructors and school managers, was born in that county April 24, 1878, son of Jacob and Kathrine Siefferman, the father a native of Germany, and the mother, of the State of Indiana. Both are deceased; the former having died on his farm in Edwards County, Illinois, March 14, 1893, and the latter in the same county, about the year 1875.

William Siefferman attended the country schools of his home neighborhood during his boyhood days, and also for one year attended the public schools of Ohio. At a later period he pursued a course of study in the Southern Collegiate Institute, at Albion, Illinois, from which he graduated in 1905.

On applying himself to teaching, Mr. Siefferman was first engaged two terms in the Montgomery school, and next, two terms in the Fieber school. He afterward was principal of the high school, North Side, Grayville, two terms; then taught one term in Albion public schools, after which he was elected to his present office — county superintendent of Edwards County — to which he has been recently reelected. He now has seventy-six teachers and 3,383 pupils. He is a member of the Illinois State Teachers' Association and the Southern Illinois Teachers' Association, and is fraternally affiliated with the Masonic Order, the Independent Order of Odd Fellows, the Knights of Pythias and the Modern Woodmen of America. He is a member also of the Congregational Church. On June 11, 1903, he was married to Miss Anna Coulthard, and from their union two children have resulted, namely: Royal Lincoln and Byron.



WILLIAM H. SIEFFERMAN.



JOHN H. STEHMAN.

John H. Stehman

FOR more than a third of a century an active part has been taken in the educational world by the gentleman whose name herein appears. Thoroughly progressive in his methods, though strictly avoiding "faddism," he has devoted his life energies to the betterment of the profession he so ably represents and to the advancement of the pedagogue's status in the social world.

Mr Stehman was born in Lancaster, Pennsylvania, June 25, 1850, passing his early life on the farm owned and managed by his father, Isaac L. Stehman, who died in 1900. His education was secured in the elementary schools of Lancaster County, Pennsylvania, and the Normal School at Millersville, Pennsylvania, and he first began teaching in 1871. After having taught for seven years in his native county of Lancaster, he removed to Plainfield, Illinois, and continued for three years as school principal. In 1881 he removed to Chicago, where he was appointed principal of the Avondale School, and this position he has retained ever since, being now one of the oldest principals in point of service in Chicago. He is an active member of the National Education Association and the Methodist Episcopal Church. He was married to Miss Letta H. Harding, and they have had six children, of whom four daughters and one son are now living.

Martin L. Smyser

MR. SMYSER has given his energies, knowledge and ability in their entirety to the cause of public education, and his services have been of the most valuable and appreciable character.

Mr. Smyser comes of old Pennsylvania stock, having been born May 11, 1872, at Wellsville, Pennsylvania, and his parents, Henry and Rebecca Smyser, were also natives of the Keystone State. The former is deceased, having died at Wellsville in August, 1891. He was given a good public school education, and after attending Normal and the Pennsylvania College at Gettysburg, Pennsylvania, graduating in 1900 with the degree of B.S. Two years later he had conferred upon him the M.S. degree. Mr. Smyser taught school in Pennsylvania three years; in Worth, Illinois, four terms, and is now in his seventh term at Palatine, Illinois, as principal of the high school, in which position he has made an excellent record for executive ability and the soundness of his methods. He has six assistant teachers and an enrolment of 295 pupils.

Mr. Smyser is a Mason and a member of several fraternal organizations, and an attendant of the Methodist Church. In 1894 he was married to Miss Anna M. Myers, of Gettysburg, Pennsylvania, and they have two sons, Lynn M. and Donald C. Smyser.

John Winthrop Troeger

MR. TROEGER has had a distinguished career as a public worker, and all his promotions have been fairly earned. In his present incumbency as principal of the Irving School, Lexington street, near Leavitt street, Chicago, he has achieved marked success, the departments of instruction now being in an admirably efficient condition.

Mr. Troeger was born August 20, 1849, near Aurora, Illinois, his parents being George A. and Barbara (Opel)



MARTIN L. SMYSER.

Troeger, both natives of Bavaria, Germany. His father is still living at Charles City, Iowa, but his mother died in the spring of 1851. He was given a primary education in the district school at National, Iowa, and then followed preparatory and college courses in Northwestern College, Naperville, Illinois, with graduation in 1875 and a B. S. degree. He lacked but one major in Greek of obtaining a B. A. degree. At the commencement of the Northwestern College, in 1878, he was granted the honorary degree of A. M.

Mr. Troeger began teaching in a district school at Girard, Iowa, in 1869; then in a similar school near Streator, Illinois, 1873-4, and again in 1875-6. On September 1, 1876, he assumed charge of the Teachers' Institute and Classical Seminary (chartered), at Paw Paw, Illinois; from 1881 to 1885 was superintendent at Blue Island, Illinois; 1885-6, superintendent at Hinsdale, Illinois; 1887 to 1893 was engaged in publishing; in 1893 was elected principal of the Irving School, Chicago, and continues to efficiently discharge the duties of this position, in which he has sixteen teachers and over eight hundred pupils under his leadership.

Mr. Troeger is a member of the National Education Association, a member of the Philosophical Society, American Historical Association, Royal Round Table, Chicago, the National Geographical League and the First Congregational Church, at La Grange. In April, 1906, he was nominated for the office of County Superintendent by the Prohibition Party, and again in 1910. He is the author of a number of valuable educational works, prominent among them being "Troeger Science Book" (Scott, Foresman & Co.) and five graded readers on nature-study subjects (Harold Books, by Appleton & Co.). In 1876 Mr. Troeger was married to Miss Elizabeth Rassweiler, and they have had three children, Edna B. (now Mrs. C. A. Heppes), Hazel and Harold B. Troeger.

In addition to the work incident to teaching, Mr. Troeger has worked out formulæ and machinery for manufacturing several useful products, which are patented and are meeting with success in their sale.



JOHN WINTHROP TROEGER.

Harry Taylor

FOR almost two decades the subject of this sketch has been in the public school service of Illinois, and he is well known as an advanced scholar and an exponent of progressiveness in modern practical methods of teaching. Mr. Taylor was born on a farm located five miles from Harrisburg, Illinois, and his preliminary education was secured in the rural schools of Saline County, this State, subsequent to which he attended public school in Harrisburg City, and later took courses in the Southern Illinois Normal University and the University of Illinois. On beginning professional work he first taught for seven years in the rural schools of Saline County, and then became principal of the Harrisburg High School, where he remained for two years. Following this he was superintendent of Harrisburg schools for four years, and ten years ago he was appointed to his present position, principal of the Harrisburg Township High School, where he has a staff of seven assistant teachers and an enrolment of 165 pupils.

Mr. Taylor holds membership in numerous organizations, among them being the National Education Association, the State Educational Commission, the Illinois State Teachers' Association, the Illinois State Teachers' Reading Circle, Southern Illinois Teachers' Association, the Methodist Church. He was married in 1894 to Miss Leah Mitchell, and they have one child, Inglis Taylor.



HARRY TAYLOR.

Frank D. Thomson

FOR a quarter century the above named has been actively identified with the public school system of Illinois as an instructor and official, and he has given material aid in promoting that system to the high plane of excellence which it now maintains. He is a native of this State, having been born in Knox County, son of Presson W. and Mary Susannah (Lapham)



FRANK D. THOMSON.

Thomson, both natives of Ohio, and descendants of old pioneer stock. He was given his preliminary education in country schools and the public schools of Yates City, Illinois, and later entered Knox College, from which he graduated in 1892 with the degree of A.B., and in 1895 received the A.M. degree. He also took two years' post-graduate work in Johns Hopkins University, Baltimore, Maryland. In 1882 Mr. Thomson began his career as a teacher in a country school at Truro, Illinois, and in 1883 went to Douglas, Illinois, as teacher of the public school, in which capacity he continued up to 1886. From 1890 to 1891 he was principal of the Yates City School; from 1894 to 1895, principal of the Sumner School, Peoria, Illinois; then became principal of the high school at Galesburg, Illinois, where he remained until 1909. He is now principal of the high school at Springfield, Sangamon County, Illinois. While principal of the Galesburg High School he made a valuable contribution to high-school work in developing and carrying out an elective system of studies which has been called the "Galesburg plan." This school was among the first, if not the first, to give such freedom of election, and the success of the plan under his management has attracted the attention of educators throughout the United States.

In Springfield he was made director of the first Boys' State Fair School, which is designed to afford an opportunity to a select number of boys from the various counties of the State to attend a course of lectures on agricultural topics, with the added advantage of using the state fair exhibits for the purpose of illustration.

Mr. Thomson is a member of the National Education Association, the Illinois State Teachers' Association and the Central Illinois Teachers' Association, of which he has been the honored president. He was the second president of the Military Tract Teachers' Association. In 1900 he was married to Miss Gertrude R. Chapin, and their home now possesses a little daughter, Ruth Thomson.

Edward J. Tobin

THE leading factor in the advancement of civilization, to use a well-known truism, has been education, and one of the best systems of education extant is that found in the United States. Our public schools are our proudest boast, and throughout this broad land none better are to be found than those of Illinois, particularly Chicago, where the school system is perfection itself. Among the prominent educators of that city is Edward J. Tobin, now county superintendent of schools of Cook County. Mr. Tobin is a native of Wisconsin, having been born in Kenosha, that State, January 8, 1874, of sturdy Irish stock, his parents being Patrick and Mary Tobin, both natives of Ireland, but long residents of this country. Both are deceased, the former having died in Chicago, August 14, 1900, the latter January 28, 1906, thus ending the careers of a most worthy couple. Mr. Tobin's education was secured in country schools, the Kenosha high school, the Chicago Normal school, the University at Valparaiso, Indiana, and Bryant & Stratton's business college. He first taught in the Kenosha high school, and then became teacher in a Chicago graded school, whence, his merit becoming recognized, he went to the Hayes school as principal. After serving there six years he became principal of the Healy school, where he had charge of twenty-eight teachers and fifteen hundred pupils. After five years' service there he resigned to enter upon his present position. He was elected, as Democratic candidate for superintendent of Cook County schools, in September, 1910, by a majority of some twenty-four thousand votes, running second only to Peter Bartzen, who received the highest plurality of his party, for the position of County Commissioner of Cook County. Mr. Tobin was elected for a term of four years and assumed office on December 5, 1910, his headquarters being in the County Court building, and his administration of affairs thus far has been eminently efficient and satisfactory.



EDWARD J. TOBIN.

In July, 1909, Mr. Tobin was married to Miss Belle Padden, formerly teacher in the Harrison school. They have a daughter, Ruth Marie Tobin, now a year old, and reside at No. 5609 South Michigan avenue.



CHARLES W. THOMPSON.

Charles W. Thompson

IN the roster of superintendents and principals of the public schools of Chicago, honorable mention must be accorded Charles W. Thompson, whose life devotion to his profession has given substantial aid to the advancement and elevation of education. His learning is deep, well-rooted, his principles admirable, his methods liberally progressive.

Mr. Thompson hails from the South, having been born in historic New Orleans, Louisiana, February 6, 1852, son of William L. and Priscilla Thompson, both native Americans and now deceased, the former having died September 18, 1901, the latter November 6, 1857, in Cincinnati, Ohio. His early education was secured in the ward schools of Cincinnati, and this has since been followed by constant "burning of the midnight oil." After teaching in four country schools, he went to Kansas City, Missouri, and there, consecutively, was principal of the Martin and Garfield schools. His next field of labor was Chicago, where he became principal of the Henry Clay School, and on concluding his services there was appointed principal of the Washburne School, his present position, where he has a staff of forty teachers and over sixteen hundred pupils.

Mr. Thompson is a member of the National Education Association and the Illinois State Teachers' Association. July 5, 1894, he was married to Miss Harriet A. Stokes, and they reside at 5329 Indiana avenue, Chicago.

Isaac Harry Todd

MR. TODD comes from Ohio stock; his father, Miles Todd, and his mother, Eunice Todd, both being natives of Ohio, while he himself was born in Bremen, Iowa, May 6, 1863, and, after his educational days arrived, he went through all the grades and high school at Monmouth, Illinois, a year at the seminary at La Harpe, Illinois, after which he entered Ewing College, Ewing, Illinois, and was graduated therefrom with the degree of Bachelor of Arts in June, 1909, which he is following up with work on the Doctor of Philosophy degree at present.

The first school he taught was in Kingston, Iowa, in 1877, after which he taught in many country schools; then in the primary department at Bowen, Illinois; as principal at Elvaston, Illinois, two years, and then to East St. Louis in 1891, as principal of the Emerson, Monroe, Irving, Longfellow, and now at the Franklin, with one school, twelve teachers and 460 pupils under his charge. There were three separate districts in the city for a while, and he was superintendent of one of them for several years, until the consolidation.

He is a member of the National Education Association, the Illinois State Teachers' Association, the Southern-Illinois Teachers' Association, the St. Clair County Teachers' Association, the East St. Louis Teachers' Association and the St. Louis Society of Pedagogy, in the educational line; while he is a member of the Masonic Order—Scottish Rite, thirty-second degree—a York Rite Knight Templar and of the Mystic Shrine. He is also a member of the O. E. S. White Shrine of Jerusalem, the Odd Fellows, the Knights of Pythias and the Elks, the Commercial Club, the Orpheus Club, the Amphion Club and the St. Louis Symphony Society.

Mr. Todd's father died in La Harpe, Illinois, in 1891, and his mother in Kossuth, Iowa, in 1889.



ISAAC HARRY TODD.

Eston Valentine Tubbs

THROUGH sheer merit and the application of the most approved modern pedagogical methods, Mr. Tubbs has steadily forged ahead to success in the educational field, and, being still young, the future holds many possibilities in store for him. He is what is termed a "self-man man," having through hard efforts overcome many handicaps and obstacles in order to secure the excellent education he possesses. He worked his way through college after marriage, and was father of two children before he graduated with the degree of Bachelor of Arts.

Eston V. Tubbs was born February 4, 1883, in Hillsboro, Indiana, son of Daniel A. and Hattie Tubbs, both natives of Indiana and both now living. He was educated in the common schools and the high school at Rossville, Illinois, graduating from the latter in 1902, and then, taking a course in the Northwestern University, graduated therefrom as an A.B. in 1909. In the spring of 1909 he received an appointment to a scholarship in the University of Illinois, which carried a stipend of \$250. Through post-graduate work in the University of Illinois he secured the degree of Master of Arts in 1910, his special branch of study being History. He began teaching in a country school near Alvin, Illinois, where he remained two years, next was superintendent at Cheneyville, Illinois, for a year, after which he took up his college work at Northwestern in the fall of 1905. Since 1910 he has been principal of the Township High School at Lawrenceville, Illinois, where he has six assistant teachers and about one hundred and twenty pupils. He is earnestly attentive to his duties and his thoroughness has made his work most effective.

On February 24, 1904, Mr. Tubbs was married to Miss Winnie I. McAllister and they have three children—Edwin, Dorothy and Genevieve.



ESTON VALENTINE TUBBS.

Alfred R. Urion

IN January, 1911, the Chicago Board of Education lost a valuable member and leader in the resignation of its president, Alfred R. Urion. Failing health was the cause of his resignation from the position he had so conspicuously honored. Mr. Urion is a native American, having been born near Salem, New Jersey, son of John and Mary Urion, who were also natives of that State. His elementary education was obtained in the common schools and the Central high school of Philadelphia. Coming to Chicago, he became a prominent factor in civic affairs and has given highly valued services to the public. In June, 1907, he was elected a member of the Chicago Board of Education, and from June, 1909, to January, 1911, served as its president. In 1885 he was married to Miss Mabel Kimball, of Carlinville, Illinois, and they have four children: Henry, Frances, Alfred R. and Virginia. They are members of the Presbyterian Church, and reside at 839 East Fortieth street, Chicago.

Charles Van Dorn

AS a specimen of the most progressive, modern, up-to-date educator, a distinguished success has been achieved by the above named. He puts his ideas into practical use and has met with the most practical results. He established the *Sangamon School Interests*, a monthly school journal having a large circulation and much influence. In the January, 1906, issue of this journal was printed a lengthy letter that had previously been written to State Superintendent of Public Instruction Alfred Bayliss in response to a circular letter issued by the latter to county superintendents, asking for their methods of management. Our space forbids its reprint, but it contained many excellent suggestions that had already been carried out by Mr. Van Dorn. Among these were the appointment of only such teachers as possessed a thorough knowledge of the subjects prescribed by law; the urging of school boards to pay



ALFRED R. URION.



CHARLES VAN DORN.

teachers living salaries; the importance of extending the term of the school; assisting teachers in their study and application of school methods; the securing of the best talent for county institutes; the issuing of "perfect attendance" certificates to pupils; the requirement of reports from teachers telling the condition of their schools; the beautifying of school buildings and grounds; the establishment of school libraries; the exhibition of schoolwork at the State Fair; the holding of graduating exercises for pupils in the rural schools who had completed the common-school course; the adoption of uniform text-books for the county schools, and the encouragement of healthy, inspiring school spirit.

Mr. Van Dorn was born at Buffalo Heart, Sangamon County, Illinois, March 21, 1864, son of Hezekiah Van Dorn, farmer, now deceased. He was educated in the public schools, graduated from high school in and took a course at a commercial college in Springfield, Illinois, and has also done a large amount of private study. He began teaching at Buffalo Heart in 1890, was there one year and went thence to Williamsville, Illinois, for four years. His next school was at Woodside, Illinois, where he remained three years. In 1898 he was nominated for school superintendent of Sangamon County and was elected, and in 1902 was reelected to this position, which he very ably filled. In 1903 he was instrumental in organizing the Illinois Association of County Superintendents of Schools, was its president two years, and has since served on its Executive Committee. In 1886 he was married to Miss Mary E. Miller, and they have a family of four daughters and a son—Inez, Hulah, Vera, Theodore and Imo.

Mr. Van Dorn is a member of the Illinois State Teachers' Association, the Illinois State Teachers' Reading Circle, the Masonic Order, Modern Woodmen of America and the Supreme Court of Honor. He is the author of a very practical booklet, entitled "The Recitation and the Art of Questioning," published November, 1911.

Elbert Waller, Ph.B.

SUPERINTENDENT OF SCHOOLS at Cobden, Illinois, has been actively engaged in schoolwork for eighteen years, and during that period has become well known in literary and scholastic circles. He was born August 24, 1870, in Jackson County, this State, son of William and Mary (Crawshaw) Waller, both native Illinoisans, the former of whom died in 1891, the latter in 1902, in Jackson County, Illinois.

Mr. Waller attended country schools until 1888, and then entered the Southern Illinois State Normal University, at Carbondale, where he attended four years out of six, teaching in rural schools the other two, and was a senior in 1894. He then entered Ewing College and remained until he was graduated with the Ph.B. degree. After a preliminary experience of four years as a teacher of a country school in Jackson County, Mr. Waller went to Ava, Illinois, and was teacher of the grammar department there a year, when he was elected principal, serving in that capacity two years. Since then he has continuously held superintendencies of considerable prominence. His success is marked by the fact that he did not change positions often, and that every year, except one, he commanded an increased salary. He is now superintendent at Cobden, Illinois, serving his eighteenth year in public school work.

Mr. Waller is a fluent speaker and has frequently been called upon to address teachers' institutes, etc., and is in demand as a commencement speaker: He is a member of the Southern Illinois Teachers' Association, Illinois Historical Society, the Masonic Order, Odd Fellows, Modern Woodmen and the Missionary Baptist Church. He was city attorney of Ava, Illinois, two years, at the same time editor of the *Ava Advertiser*, and was a volunteer in the Spanish-American War, in 1898. He is the author of two valuable works, viz.: "Literary Notes" (1902) and "Waller's History of Illinois," the latter of which is perhaps more generally used in the schools than any other text on the same



ELBERT WALLER, PH.B.

subject. He is now engaged in preparing a work on civics for use in the public schools.

In 1893 Mr. Waller was married to Miss Maggie D. Clendenin. They have had four children, of whom two, Willard W. and Howard Max, survive.



HARMON E. WAITS.

Harmon E. Waits

MR. WAITS is widely and most favorably known to the school men and women of the Prairie State as a thoroughly accomplished and experienced educator, as well as one who has done much to advance the status of his honored profession. Faithfully and efficiently has he served in his public capacity, and he has fully earned the position now so admirably filled by him.

Mr. Waits was born in Elizabethtown, Indiana, son of Reuben and Nancy (McGannon) Waits, the former a native of Ohio and now living, the latter a native of Indiana, who died August 28, 1893, in Elizabethtown, Indiana. He was educated in elementary schools; the high school at Azalia, Indiana; the Illinois State Normal University, from which he graduated in 1898, and the University of Illinois. He graduated from the latter in 1911, with the degree of Bachelor of Arts. From 1893 to 1896 he was principal of schools at Lilly, Illinois; from 1896 to 1904 was superintendent of schools at West El Paso, Illinois; superintendent at Petersburg, Illinois, from 1904 to 1910, and since then has been superintendent of schools at Princeton, Illinois. There he has supervision of three schools, twenty-one teachers and about 650 pupils.

Mr. Waits is a member of the National Education Association, the Illinois State Teachers' Association, the Central Illinois Teachers' Association, Schoolmasters' Club, Illinois Valley Schoolmasters' Club, the Masonic Order, Odd Fellows and the Methodist Episcopal Church. On August 3, 1898, he was married to Miss Zetta M. Bozarth, and they have one child, Juanita.

Ambrose Benson Wight

PRINCIPAL of the Talcott School, located at Lincoln and Ohio streets, Chicago, has been identified with the public school service for the past fourteen years, and has been uniformly successful in all the positions that have been occupied by him. He was born October 2, 1871, at Marquette, Wisconsin, son of Ambrose S. and Elizabeth (Benson) Wight, natives, respectively, of Chicago and Philadelphia, the latter of whom deceased at Linden, Michigan, in 1891. He was educated in the village school at Bridgman, Michigan; the schools at Milan and Linden, Michigan; the Alma (Mich.) Preparatory School; Alma College, from which he was graduated in 1895 as a Bachelor of Arts; the Illinois State Normal University and the University of Chicago. From 1896 to 1897 he was principal of the high school at Monticello, Illinois; 1897-98, principal of the high school at Nashville, Illinois; from 1898 to 1902 was in charge of the Ryerson Branch School; for four years was principal of the Morse School, and is at the present time principal of the Talcott School, where he has thirty-nine teachers and an enrolment of fourteen hundred pupils.

Mr. Wight has made a specialty of the work for sub-normal children, and also the teaching of the industrial arts. He is a member of the National Education Association, the Chicago Principals' Club, the National Union and the Presbyterian Church. He was married in 1906 to Miss Alice Shoyer, and they reside in Oak Park, Illinois.

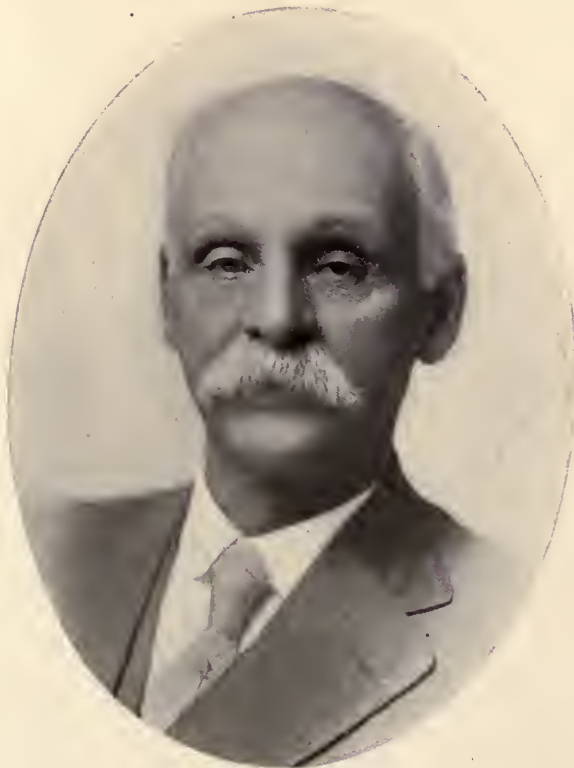


AMBROSE BENSON WIGHT.

John A. Wadhams

THE public school system of Illinois has had the benefit of the services of the above named gentleman for almost fifty years, and he has given valuable aid in promoting the many improvements that have been accomplished.

John A. Wadhams was born November 17, 1845, in



JOHN A. WADHAMS.

the Township of Bremen, Cook County, Illinois, and is a direct lineal descendant of one of the oldest, most prominent English families. Wadhams College, at Oxford University, Oxford, England, was founded by his progenitors in 1620, and the coat of arms of the family may be found in any book of heraldry extant. His parents, both now deceased, were David Wadhams, native of Goshen, Connecticut, who died October 28, 1858, in Bremen, Illinois, and Rubey (Crandall) Wadhams, whose death took place in Bremen, November 1, 1872.

After completing the studies offered by the country school of Bremen, Mr. Wadhams entered the Hillsdale College, Hillsdale, Michigan, from which he graduated with the degree of Master of Science. He then took a course in the Cook County Normal School and graduated therefrom with the class of June, 1872.

He began his professional career in a country school in Bremen, Illinois, where he taught from October, 1869, to June, 1870. From September, 1872, to June, 1876, he had a school at Washington Heights, Illinois, from September, 1876, to June, 1877, at Desplaines, Illinois; from September, 1877, to January, 1880, at Irving Park, Illinois; from September, 1881, to February, 1882, at Washington Heights, Illinois, from February, 1882, to September, 1890, was assistant superintendent of schools of Cook County, Illinois; from September, 1890, to June, 1904, principal of the Tilton School, Chicago, and since September, 1904, to date he has been principal of the James Monroe School, corner Schubert and Monticello avenues, where he has a staff of thirty-four teachers and over fifteen hundred pupils.

Mr. Wadhams is a member of the National Education Association, the Illinois State Teachers' Association, Illinois State Teachers' Reading Circle, Alpha Kappa Phi Fraternity, Royal Arcanum, and the Irving Park Reformed Church. He was married August 11, 1875, to Miss Lucinda Morrell, now deceased, and his second marriage was January 14, 1907, to Miss Susan C. Stevens. They reside at 4008 Lowell avenue, Chicago.

William Wallis

MR. WALLIS has had about seventeen years experience as a public educator, and his ability is well known and fully appreciated. He is a native of this State, having been born in Collinsville, June 10, 1870, son of William Wallis, a native of Ireland, and Eva (Hain) Wallis, native of Ohio. The former died March 15, 1901, in St. Louis, Missouri, the latter in Lebanon, Illinois, March 7, 1902. He was educated in the public schools of Centralia, Olney, Carlyle and Ashley, Illinois, the Southern Illinois Normal School and the Ohio Wesleyan University, taking four-year courses in the two last named. He graduated from the Normal in 1889, and from the University in 1894 with the degree of Bachelor of Science.

Mr. Wallis taught for six months in a school at Herrin, Illinois; was Latin instructor in Charleston, Illinois, one year; principal of the high school there for seven years; high school principal at Mattoon, Illinois, three years; high school principal at Urbana, Illinois, one year, and since 1907 has been principal of the high school at Bloomington, Illinois, where he has a staff of nineteen teachers and an enrolment of about six hundred pupils.

Mr. Wallis holds membership in the Illinois State Teachers' Association, the Central Illinois Teachers' Association, a Greek letter fraternity, the Knights of Pythias and the Methodist Church. On August 12, 1903, he was married to Miss Mary Clark and they reside in Bloomington, Illinois.



WILLIAM WALLIS.

Peleg Remington Walker

THIS gentleman is one of the oldest public school officials in Illinois, having been identified with this branch of the public service for over half a century. He was born July 1, 1835, in Brooklyn, Windham County, Connecticut, his parents, Albert C. and

Patience A. E. (Remington) Walker, being descendants of the founders of Rhode Island.

In early youth Mr. Walker attended a district school and later West Killingly Academy, Connecticut, where he was preparing for college, when a severe affliction of the eyes, continuing two years, compelled him to relinquish his plans. At this time the family moved to Illinois. Later he entered the Normal University at Bloomington, Illinois, from which he was graduated July 3, 1861. In 1862 he enlisted in Company K, Ninety-second Regiment Illinois Volunteer Infantry. In a few months he received a commission as lieutenant, and from June, 1864, to May, 1865, was in command of his company. He was in the "Army of the Cumberland," in Wilder's brigade of mounted infantry, in the battles of Chickamauga and Mission Ridge. In April, 1864, his regiment was attached to General Kilpatrick's division of cavalry, and had a prominent part in the advance on Atlanta and with Sherman on his "March to the Sea," and later through the Carolinas. He was mustered out June, 1865, in Concord, North Carolina. He is a member of the Grand Army of the Republic and the Loyal Legion.

Mr. Walker was chairman of the Educational Committee on Normal Schools for six years, when the last Normal school bills were being urged for legislation. As a teacher he began in district schools in Hampton and South Killingly, Connecticut; later in Lindenwood and Byron, Illinois. He was principal of the Creston school for eight years; Rochelle, twelve years, and has been superintendent of the Rockford schools twenty-six years, where he is at present.

Mr. Walker is an active member of the National Education Association. He has been president of the State Teachers' Association, the Northern Principals' Association, and is now president of the State Board of Education, of which he has been a member twenty-seven years.

On August 16, 1865, he married Miss Martha E. Webb, of LeRoy, New York. They have a daughter, Miss Frances E. Walker.



PELEG REMINGTON WALKER.

Robert I. White

THE cause of education has an ardent exponent in the efficient superintendent of schools at Elgin, Illinois. Mr. White was born June 22, 1874, at Lowell, Michigan. His parents, Frank N. and Emma A. White, also natives of Michigan, are both still living. He first studied in the public schools of his birthplace, and then attended, successively, the Albion College Preparatory School, Northern Ohio University, Albion College and the University of Michigan. He received the degree of Bachelor of Science from the Northern Ohio University in 1896, and the degree of Bachelor of Arts from Albion College, Albion, Michigan, in 1902. Through post-graduate work he earned the degree of Master of Arts from the University of Michigan in 1903. He first taught in rural schools in Lowell, Michigan, two years; was principal of the Ward School, Lowell, Michigan, one year; was superintendent at Grandville, Michigan, four years; county examiner of schools, Kent County, Michigan, two years; superintendent of schools, Caro, Michigan, two years; superintendent of schools, Coldwater, Michigan, two years, and is now in his fourth year as superintendent of schools at Elgin, Ill. There he has charge of twelve elementary schools, one high school, 136 teachers.

Mr. White is a member of the National Education Association, the Northern Illinois Teachers' Association, Illinois State Teachers' Association, Illinois Superintendents' Round Table, Illinois Superintendents' Association, college and alumni associations, Sigma Nu fraternity of Albion College, the Masonic Order, Mystic Workers, Woodmen of the World and the First Methodist Episcopal Church, Elgin, Illinois. In 1896 Mr. White was married to Miss Fannie A. Goodenow, of White Pigeon, Michigan. Mrs. White is the daughter of I. J. and Alice Goodenow, now of Detroit, Michigan. Mr. and Mrs. White have three children — Alice Irene, Robert I., Jr., and Nada Loraine.



ROBERT I. WHITE.

James E. Wooters

THE ample experience of this gentleman as a teacher has made his services as a public educator most valuable and in uninterrupted demand. In every position to which he has been called he has most fully demonstrated his ability and peculiar fitness for the position to which he is devoting his life energies.

Mr. Wooters was born May 28, 1861, in Marion County, Illinois, son of E. T. and Julia F. Wooters. His father, a native of North Carolina, deceased October 22, 1899, and his mother, a native of Ohio, died December 12, 1903, both at Odin, Illinois. The sound education he possesses was acquired through studies in the school at Odin, Illinois; in the country schools; the Centralia High School, from which he received a diploma; McKendree College; the National Normal School, Lebanon, Ohio; the University of Chicago; the University of Illinois and Blackburn College, graduating from the latter in 1908 with the degree of Bachelor of Philosophy. In his professional career he taught for three years in country schools; the seventh grade, Monticello, Illinois, two years; was principal at Cerro Gordo, Illinois, two years; superintendent at DuQuoin, Illinois, eight years; superintendent at Litchfield, Illinois, three years; superintendent at Carlinville, Illinois, ten years, and for the past two years has been principal of the Township High School, at Taylorville, Illinois, where he has a staff of ten teachers and an enrolment of 241 pupils.

Mr. Wooters is a member of the National Education Association, the Illinois State Teachers' Association, the Central Illinois Teachers' Association, the Schoolmasters' Club, the Central Association of Science Teachers, the Masonic Order, Blue Lodge; the Knights Templar and the Order of the Eastern Star. On October 3, 1888, he was married to Miss Laura E. Magness, and they have two sons, Leland M. and Norman E. Wooters.



JAMES E. WOOTERS.

Arba N. Waterman

THIS veteran educationalist, publicist, soldier and patriotic citizen, now as Dr. Oliver Wendell Holmes would remark, "seventy-four years young," was born February 5, 1836, in Greensboro, Vermont. His parents were Loring F. Waterman and Mary (Stevens) Waterman, both natives of Vermont, and now deceased, the former having died in 1858, the latter in 1836, fifteen days after our subject's birth. He was educated in district and private schools; Johnson, Peacham and Montpelier Academies and Norwich (Vt.) University, from which he graduated with the degree of Bachelor of Arts in 1856. He was a student in the Albany Law School in 1860-61, and in the latter year was admitted to the Bar by the Supreme Court of New York. During the Civil War he served as Lieutenant-Colonel of the One Hundredth Regiment, Illinois Volunteers, and in the battle of Chickamauga was wounded and his horse killed under him. From 1887 to 1903, after years of law practice in Chicago, he served as judge of the Circuit Court of Cook County, Illinois, and was also assigned judge of the Appellate Court, First District of Illinois. In 1892 he received the honorary degree of LL.D. from the University of Vermont, and since the latter year has been Dean of Marshall Law School. He is also a member of the Chicago Library Board, and has office headquarters at No. 734 First National Bank building, Chicago.

Judge Waterman is the author of "A Century of Caste" and "A Consideration of the Influences That Have Made Chicago and the Prospect as to Its Future." He is a member of the Hamilton, Irving and Literary Clubs, the Loyal Legion and the Grand Army of the Republic, and as a public-spirited citizen commands the esteem of the entire community.



ARBA N. WATERMAN.

Harry Bruce Wilson

SUPERINTENDENT of public schools in Decatur, Macon County, Illinois, and one of the most highly respected official instructors in his section, was born in Frankfort, Clinton County, Indiana, and is a son of E. B. and Mary E. Wilson, both natives of Indiana. The father died at Frankfort in 1897, his widow still surviving and being a resident of that place.

Harry B. Wilson received his primary mental training in the common schools of Clinton County, Indiana, after which he successively attended the Indiana State Normal School, graduating with the class of 1895. Indiana University and Columbia both granted him degrees; from the former he received the degree of A.B., in 1905; from the latter M.A., 1910.

Beginning his work as a teacher in the district schools of Clinton County, Indiana, in 1891, and continuing thus during the following two years, Mr. Wilson next became principal of the Salem (Indiana) High School, and remained there from 1895 to 1897, at which time he was made superintendent of the Salem public schools, serving thus until 1902. On relinquishing that position he became superintendent of the public schools in Franklin, Indiana, holding this office until 1907, when he assumed his present duties in Decatur.

Mr. Wilson is a member of the National Education Association, Illinois State Teachers' Association, Central Illinois Teachers' Association, National Society for the Study of Education, Society for the Promotion of Industrial Education. He is connected fraternally with the Decatur Club and the Masonic Order. He has held the presidency of the Town and City Superintendents' Association of Indiana, and was chairman of the Executive Committee, Central Illinois Teachers' Association.

On June 16, 1896, Mr. Wilson was married to Maude Barnes, and they have two children — Dean Bruce and Harriet Maude. The family are members of the Methodist Church.



HARRY BRUCE WILSON.

Harriet N. Winchell

THIS lady has achieved an enviable record and reputation as an expert, competent member of the public school teaching fraternity, and her long success shows in unmistakable terms that her selection of a vocation was a most felicitous one. She has ever been a faithful student, and her artistic and literary inclinations have had marked effect upon her colleagues and pupils. She is well known as a pioneer worker in manual training and domestic science.

Miss Winchell is a native Illinoisan, having been born in Northfield, Cook County, July 28, 1845, daughter of Milo Winchell, native of New York State, who deceased September 27, 1879, and Margaret (Edwards) Winchell, of Philadelphia, whose demise occurred January 9, 1892. Her early education was received in a district school at Northfield, Illinois, and the Washington School, Chicago, from which she went to the Chicago Normal School, graduating in 1864. She first taught in the Newberry School, next in the Washington School, and in 1867 went to the Elizabeth Street School, becoming its principal in 1869, and this position she has ever since retained, though the school's name has since changed to its present title. She has a corps of twenty-two teachers, over one thousand pupils, and every department is in an admirable state of efficiency.

Miss Winchell is a member of the National Education Association, President of the Ella F. Young Club, Vice-President the Chicago Principals' Association and the Chicago Normal Alumni Association, Chairman of the Educational Department of the West End Women's Club at the time of its organization, and her place of worship is the American Reformed Church, Norwood Park, her residence in the park being at 133 East Circle Avenue.



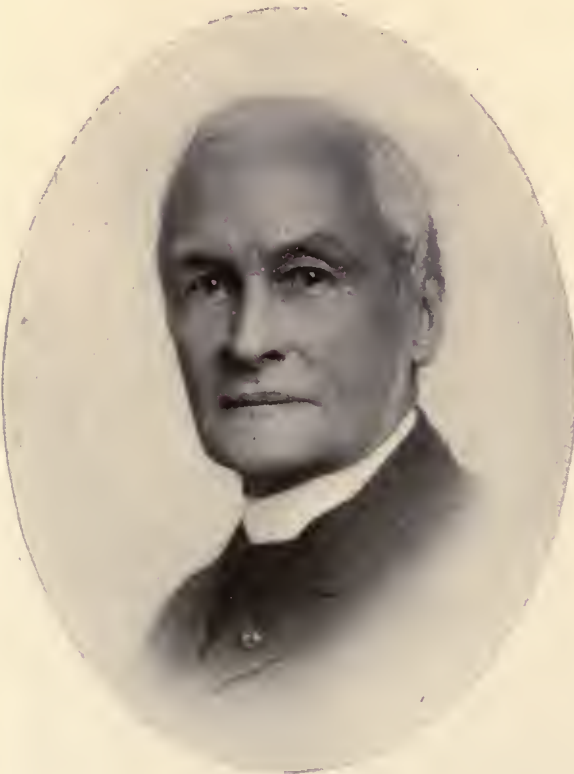
HARRIET N. WINCHELL.

Horatio L. Wait

IT is a high honor to be appointed a member of the Library Board of Chicago, and that body is composed of prominent representative citizens, having at heart the best interests of the community. One to receive this honor within the past year is Horatio Loomis Wait, who has had a long and most creditable career in public affairs.

Mr. Wait was born August 8, 1836, in New York city, son of Joseph and Harriet Heileman (Whitney) Wait, both natives of Vermont, and now deceased, the former having died in New York in 1872, the latter in Chicago in 1877. He was educated in Trinity School and Columbia Grammar School, New York; went to Chicago in 1856, and taught for eight years in the Chicago Law School. He was admitted to the Bar in 1870 and served as Master in Chancery of the Circuit Court of Cook County, Illinois. He was given the honorary degree of LL.D. by the Chicago Law School.

At the outbreak of the Civil War in 1861 Mr. Wait enlisted in Company D, Sixtieth Illinois Infantry, but later became paymaster with rank of Master in the United States navy. He served under Admirals Farragut and Dupont in blockading Savannah, Pensacola and Mobile, and Admiral Dahlgren's flagship at the bombardment of Fort Sumter and the siege of Charleston; on the United States steamship *Ino*, after the war, in the European squadron; he was promoted to paymaster with rank of lieutenant-commander in 1865, and performed various duties up to 1870, when he resigned. He is Dean of the Chicago Law School, a member of the Illinois State Bar Association, the Chicago Literary Club and St. Paul's Episcopal Church, Chicago. Mr. Wait assisted in the organization of the Illinois Naval Reserves in 1893, was one of the founders of the Charity Organization Society, and for a number of years was superintendent of the Tyng Mission Sunday-school.



HORATIO L. WAIT.

Arthur Warren Willis

THE status of the schools of Galesburg, Illinois, is on a plane equal to that of any other city in the State, a high degree of excellence being maintained in all the various grades and departments. Among the talented pedagogues in control there is Arthur Warren Willis, principal of the Galesburg High School, a position his experience, training and natural ability eminently qualify him to fill in the most efficient and satisfactory manner.

Mr. Willis is a native of this State, having been born in Woodhull, Illinois, November 19, 1874, son of Josiah Warren Willis, a native of Rochester, New York, and Frances (Camp) Willis, native of Springfield, Illinois. The latter is still living, while the former is deceased, his death occurring on December 18, 1903, in Galesburg.

Mr. Willis was educated in the common schools, the high school at Woodhull, Illinois, from which he graduated in 1890, and in Knox Academy and Knox College, graduating from the latter in 1900 with the degree of Bachelor of Arts.

From 1901 to 1904 he taught in the high school at Argenta, Illinois; from 1904 to 1906, in the high school at Oneida, Illinois; from 1906 to 1909, in the high school at Galesburg, Illinois, and since the latter year he has been principal of the Galesburg High School, in which capacity he has supervision over thirty teachers and 777 pupils. He exercises discipline of the most advantageous character, and his management of affairs has ever been marked with ability and efficiency.

Mr. Willis is a member of the Illinois State Teachers' Association, the Central Illinois Teachers' Association, the Illinois Schoolmasters' Club, the Knights of Pythias and the Presbyterian Church. On June 30, 1908, he was married to Miss G. Monica Olsen, and they have a daughter, Marian Elizabeth Willis. Their home is at 564 North Seminary street, Galesburg.



ARTHUR WARREN WILLIS.

Eugene Alonzo Wilson

SUPERINTENDENT OF SCHOOLS at Berwyn, Illinois, has long been engaged in educational work, and is known as a most proficient disciplinarian and instructor. He follows closely all advances made along educational lines, and adopts all methods that appear to him feasible and likely to produce beneficial results.

Eugene Alonzo Wilson was born at Ridgeway, Michigan, son of William R. and Mary A. Wilson, the former a native of New York, who deceased February 9, 1903; the latter a native of Sidney, Maine, and still living. He was educated in the district school of his birthplace; the high school at Tecumseh, Michigan, from which he graduated; also the State Normal College, at Ypsilanti, Michigan, graduating therefrom in 1899 with the degree of M. Pd.; and the University of Chicago, from which he graduated in 1906 with the degree of Master of Arts. He first taught school at Mount Pleasant, Michigan; next at Tecumseh, Michigan; then, successively, at Vassar, Michigan, Paw Paw, Michigan, and Benton Harbor, Michigan; he then assumed his present position as superintendent at Berwyn, Illinois, where he has thirty-five assistants and about a thousand pupils.

Mr. Wilson is an ex-member of the Michigan State Teachers' Association, was Commissioner of Schools in Lenawee County, Michigan, and a member of the State Board of Education, Michigan, from 1892 to 1898, and he is now an active member of the National Education Association, the Cook County Teachers' Association, the Chapter, Commandery and Shrine of the Masonic Order, and of the Methodist Episcopal Church. He was married in 1882 to Miss Kittie G. Fessenden, and they have two children, Harriet Mary and William Fessenden Wilson.



EUGENE ALONZO WILSON.

William W. Woodbury

FOR about a third of a century the public school service has had the benefit of Mr. Woodbury's talents. During that period of public duty the splendid work performed by him has been most beneficial for the uplift of popular education.

William W. Woodbury was born in La Salle County, Illinois, his parents being John H. and Laura A. Woodbury, natives, respectively, of New York and Pennsylvania, the former of whom is still living at Shabbona, this State, while the latter has been deceased since 1891. His education was acquired in the public schools of Illinois, the Teachers' Institute and Classical Seminary, at Paw Paw, Illinois, and in special work at the University of Wisconsin and the University of Chicago. Mr. Woodbury taught for ten years in district schools, and for the past twenty-three years has been stationed at Sandwich, Illinois, where for the first six years he was principal of the grammar school, and for the last seventeen years has been superintendent of schools. He has a staff of fifteen assistants, an enrolment of five hundred pupils, and he commands the confidence and esteem of both his colleagues and students.

Mr. Woodbury is a member of the Northern Illinois Teachers' Association, secretary of the Sandwich Board of Education and a member of the Presbyterian Church, where he holds the position of Ruling Elder. He was married June 26, 1895, to Miss Nellie G. Forsyth, and they have two sons, Kenneth F. and G. Coleman Woodbury, and a daughter, Bernice Marjorie Woodbury.

Phineas Lawrence Windsor

THE library and library school of the University of Illinois, at Urbana, is recognized as being one of the best of the kind in the United States, and has as its librarian and director Phineas Lawrence Windsor, an authority in bibliographical science. This library school has four instructors and about forty students, and nearly all of its four hundred former students are now working in American libraries. It is a professional school on a graduate basis, a college degree being required for entrance. The library numbers two hundred thousand volumes, selected to aid the work of the university. The librarian, Mr. Windsor, is a native of this State, having been born February 21, 1871, in Chenoa, Illinois, son of Rev. John A. Windsor, a native of Maryland, now living, and Amy (Arnold) Windsor, native of Ohio, who died in 1871.

Mr. Windsor prepared for college in a public school in Sparland, Illinois, and in the Academy of the Northwestern University, in Evanston, Illinois. He entered the College of Liberal Arts, Northwestern University, in September, 1891, and graduated therefrom in 1895 with the degree of Bachelor of Philosophy. He also studied for two years in the New York State Library School at Albany, New York, and one year in the Albany Law School. He was assistant in the New York State Library for a year, was an assistant in the Copyright office, Library of Congress, Washington, D. C., for three years; librarian of the University of Texas, Austin, Texas, for six years; and for the past two years has been librarian and director of the library school, University of Illinois.

Mr. Windsor has officiated as editor of the "Handbook of Texas Libraries," is one of the editors of the "Manual of American Library Economy," and has also been a contributor to library periodicals. He is a member of the Council of the American Library Association, the Bibliographical Society of America, the Delta Tau Delta fraternity, the University Club of Urbana, the Methodist Episcopal Church, and is chairman (1911) of the professional training section, American Library Association. On January 1, 1902, he was married to Miss Margaret Fursman Boynton, of Lockport, New York, and they have three children, Margaret, Mary Frances and Elizabeth Arnold Windsor.



WILLIAM W. WOODBURY.

Harvey T. White

GREENE COUNTY possesses many of the best-trained and best-equipped educators in the State of Illinois, and to this is due the high status of the schools in operation in that county. Roodhouse presents its able representative in Mr. Harvey T. White, superintendent of schools, who is an instructor of sound experience and tried capacity, one who maintains the departments under his charge at the highest state of efficiency and usefulness.

Mr. White is a native of Illinois, having been born at Carrollton, March 25, 1869. His father, J. C. White, a native of Oneida County, New York, died at Carrollton, August 5, 1898; his widow, Mary Agnes (Trimble) White, born in Greene County, Illinois, resides at Carrollton. After passing through all the elementary grades Mr. White attended the high school at Carrollton four years and graduated in 1887. In 1890-91 and the summer term of 1891 he studied at the Illinois State Normal University high school at Normal, Illinois. As teacher, his experience covers three years in rural schools in Green County, Illinois; five years as principal of the high school at Roodhouse, Illinois, and eleven years as superintendent of city schools at Roodhouse, his present position, in which he has charge of two school buildings, thirteen teachers and about five hundred pupils. He also served as county superintendent of schools of Greene County from 1894 to 1898.

Mr. White is a member of the Illinois State Teachers' Association, Illinois State Teachers' Reading Circle, Greene County Teachers' Association, Four-County Teachers' Association (Pike, Scott, Morgan and Greene) and is a member of the Baptist Church. December 24, 1901 he was married to Miss Annie Smith, of Carrollton, Illinois, and they have three children, Orville, Lester and Gratia.

Minnie Mallory Wrisley

FOR more than a quarter century a conspicuous position in the educational world has been held by the subject of this sketch, whose scholastic worth and executive ability have long been recognized by her colleagues and the public.

Mrs. Wrisley was born April 22, 1858, in Canton, New York, her parents being Ransom Collins Mallory and Welthy Jane (Hill) Mallory, both natives of Canada. The former died in Minneapolis, Minnesota, in 1897, the latter in Canton, New York, in 1885. Mrs. Wrisley is the possessor of a superior education, which was obtained in the public schools of Canton, New York, Canton Academy, the high school at Hermon, New York, from which she graduated in 1875, and the Potsdam Normal School, Potsdam, New York, graduating from the latter in 1882. Under private tutorship she has also done much work toward securing a college degree.

Mrs. Wrisley taught in the schools of St. Lawrence County, New York, western Massachusetts and Minneapolis, Minnesota. Going to Chicago in 1892 she began work there in the Louis Nettlehorst School, was made head assistant in the Thomas School in 1897, head assistant in the Wells School in 1906, and since October, 1910, has been principal of the Hancock School, located at Princeton avenue and Swann street, where she has eleven teachers and about four hundred and fifty pupils. Her methods are progressive, and such as to promote the best interests of the pupils under her management, whose confidence and respect she is given in the fullest degree, and her standing in educational circles is of the highest, most commendable character.

In 1885 Mrs. Wrisley was married to Henry W. Haile, who died in the same year, and in 1889 to Ariel W. Wrisley, deceased in 1909. She now resides at 3733 Maple Square avenue, Chicago.

Isaac H. Yoder

TO the veterans in the public school service in Illinois who have given such unselfish devotion to their self-imposed task of educating the youth of this State, too much credit can not be given. When they entered the field conditions were somewhat crude and in vast contradistinction to conditions that exist to-day. To them all praise! Among these educational field veterans the name of Isaac H. Yoder is prominent and his work has deservedly gained appreciation. His reputation is secure, as it was won through earnest effort and with a full knowledge of the difficulty of his task.

Isaac H. Yoder was born May 6, 1852, in McLean County, Illinois, son of Elias and Lydia (Plank) Yoder, both natives of Pennsylvania, the former of whom deceased January 22, 1875, the latter in February, 1858, in McLean County, Illinois. He attended country schools up to the age of eighteen, entered the Illinois State Normal University in 1870, from which he finally graduated in 1885, and during the interim taught school in order to pay his expenses. Post-graduate work and constant private study have added greatly to his store of knowledge, and in his special studies—history and the English language—he is an acknowledged adept.

Mr. Yoder first taught in country schools for seven years; was principal at Chenoa, Illinois, for two years; principal at Piper City, Illinois, three years; principal at Loda, Illinois, three years; principal at Wellington, Illinois, four years; principal at Carlock, Illinois, three years; principal at Ellsworth, Illinois, one year, and for over two years has been superintendent at McLean, Illinois.

Mr. Yoder is a member of the Illinois State Teachers' Reading Circle, the Central Illinois Teachers' Association, the Modern Woodmen and the Christian Church. On April 8, 1875, he was married to Miss Anna McGavack, and they have six children—Joy O., Fuller, Carl H., Ralph, Mary A. and Lee O.



LAWSON GRANT YENERICH.

Mrs. Yoder was a teacher at the time of their marriage. Of their children, three have followed in the footsteps of their parents, having taught for a number of years.

Lawson Grant Yenerich

MR. YENERICH, as his name would indicate, is of German descent, his father having been born in the Fatherland, whence he came to this country, and in Illinois met his future wife, her birthplace having been here, and, in the State of the father's adoption, J. G. Yenerich and Margaret Kraemer, also of German descent, were married, both of them still living.

The subject of this sketch was born in Mendota, Illinois, July 27, 1875, and received his primary education in the schools of Lee and La Salle counties, and went from the rural schools to Dixon College, from which he was graduated in 1900 with the degree of Bachelor of Science, then entered the University of Chicago, and was graduated therefrom in 1904 with A.B. attached to his name.

He did half a year's post-graduate work at the University of Chicago, and then began teaching in the rural schools of La Salle County, his work there being in 1898 and 1899, and then he taught in the rural schools of Lee County in 1899, 1900 and 1901. He then became principal of Washington School, Centralia, Illinois, being engaged there from 1904 to 1906, in which latter year he changed his field of work to the Lincoln School, at Ottawa, in which he has been principal ever since, with fifteen teachers and 650 pupils in his care.

He is a member of the Illinois State Teachers' Association, the Illinois State Teachers' Reading Circle and the Northern Illinois Teachers' Association, and belongs to the Masonic Order.

He married Miss Clara Dittmar in 1905, and they have one child—Muriel Imogene Yenerich.

Henry Charles Zeis

MR. ZEIS is American born, as were his father and mother before him; and Illinois was the birthplace of the younger Zeis, Waterloo having been the scene of his first appearance on earth, and July 24, 1885, the date of his birth; his father's name having been Lorenz Zeis, and his mother's, Catherin.

Young Zeis began his education in the Martini District School, in Monroe County, Illinois, following it up in the Waterloo High School. After leaving high school he taught in the Schroeder School, District No. 7, Monroe County, Illinois, for five years, when he entered the Illinois State Normal University, from which he graduated in 1910. After a post-graduate course in the university, he took up teaching as a profession and was stationed at Highland, Illinois, where he is teaching at present, being principal of the high school there, with three teachers and forty pupils under his jurisdiction.

Mr. Zeis is a member of the Madison County Teachers' Association, and is a communicant in the Roman Catholic Church. His special branches of study, in which he is very proficient, are mathematics and German.



HENRY CHARLES ZEIS.

Jaroslav J. Zmrhal

PRINCIPAL of the Davis School, Chicago, though one of the younger of those holding this position, is one of the most accomplished and progressive educators and enjoys a high degree of popularity. He was born in Czaslau, Bohemia, August 29, 1878, son of Aloisius and Marie Zmrhal, both native Bohemians, the former of whom died September 27, 1901, and is survived by his widow. He received his early education

in the grammar schools of his birthplace, of which he is a graduate; Lake High School, Chicago, from which he graduated in 1896; the University of Illinois and University of Chicago, graduating from the latter in 1905 with the degree of Ph.B. He also took a course in the Chicago Normal School, under Col. Francis Parker, and graduated therefrom in 1899.

Mr. Zmrhal first taught in the Farragut School, Chicago. In 1905 he was elected principal of the Edgar Allen Poe School, and went thence to his present position as principal of the Davis School, where he has thirteen teachers and over six hundred pupils.

Mr. Zmrhal has written many poems and special articles for newspapers and magazines. He is also a settlement worker and lecturer for the *Chicago Daily News* and the Society of Colonial Dames of Chicago. In November, 1902, he was married to Miss Agnes Palma, and they have two children — Jaroslav Daniel and Vera Zmrhal.

At present Mr. Zmrhal is working in the University for the degree of Ph.D., his major being literature. He is also busy translating some of the masterpieces of Bohemian literature into English, and preparing a volume of Bohemian verses and stories for children. These productions, according to continental critics, are unsurpassed. Work by Zeyer, the Bohemian de Maupassant, will appear first. Zeyer's works have been translated into French and German, and the English-speaking public will have the good fortune of becoming acquainted with this unique master.

Mr. Zmrhal has been active in civic affairs, is one of the leaders of his people in Chicago, and has done much toward uplifting the political status of the city. He has addressed audiences as large as eight thousand people, and his speeches have been printed *verbatim* in all Bohemian daily papers. He is a young man of great promise and the public is certain to hear more of him.



JAROSLAV J. ZMRHAL.

Arvid P. Zetterberg

AMONG the younger generation of instructors engaged in the public school service of the Prairie State, an honored position is occupied by Mr. Zetterberg, the efficient and highly popular superintendent of schools at Avon, Illinois. He is an excellent scholar, and through constant study is steadily increasing his store of knowledge and, consequently, his usefulness.

Arvid P. Zetterberg was born August 21, 1882, in Galesburg, Illinois, son of P. and Hannah Zetterberg, natives of Sweden, the former of whom deceased in Atlantic, Iowa, in 1900, while the latter is still living, and resides in Galesburg. He was educated in the elementary and secondary schools of his birthplace, also the Galesburg High School, from which he was graduated with honor in 1900, and he also took a course in Knox College, graduating with honors therefrom in 1905 with the degree of Bachelor of Arts. Later he performed post-graduate work in the same institution. From September, 1905, to June, 1910, Mr. Zetterberg was a member of the faculty of the Galesburg High School, and since September, 1910, has been superintendent of the graded and high schools of Avon, Illinois, where he has eight teachers and 175 pupils. He is a member of the Illinois State Teachers' Association, the Illinois Schoolmasters' Club, the Fulton County Schoolmasters' Club and Teachers' Association and the Congregational Church. In literary work he officiated as editor of the *Knox College Annual*, was associate editor of the *College Weekly*, took part in public speaking and debate and was supervisor of the Galesburg high school annuals and weekly, and coached the debating teams of the school without a defeat. In these different positions he has performed much creditable work.



ARVID P. ZETTERBERG.



JOHN KAY STABLETON.

John Kay Stableton

MR. STABLETON has made an honorable, most creditable record in the public school service of this State and he is held in deserved esteem in scholastic circles. He is well known as the author of the "Diary of a Western Schoolmaster," and has contributed numerous valuable and interesting articles to educational journals.

John Kay Stableton was born January 14, 1858, in Manchester, Ohio, son of David W. and Mary D. Stableton, natives, respectively, of Georgetown and Manchester, Ohio. Both are deceased, the former having died May 18, 1877, the latter September 3, 1904, in Manchester, Ohio. He was educated in the public schools of Manchester and the Ohio Wesleyan University, graduating from the latter in 1882 with the degree of Bachelor of Science, and in 1886 received the degree of Master of Arts from that institution. Later he performed post-graduate work in Harvard College.

Mr. Stableton was principal of schools in Aberdeen, Ohio, one year; principal in Central City, Nebraska, two years; professor of mathematics in Central College, Nebraska, four years; school superintendent at Charleston, Illinois, three years, and for the past ten years has been superintendent of schools at Bloomington. He has under his supervision eleven schools, one hundred and twelve teachers and four thousand pupils, and through his management the schools have attained a high standard of excellence.

Mr. Stableton is a member of the National Education Association, the Illinois State Teachers' Association, Illinois Schoolmasters' Club and the Methodist Episcopal Church, and he resides at 111 East Locust street, Bloomington.

James Herman Yarbrough

SCHOOL SUPERINTENDENT at O'Fallon, Illinois, an excellent scholar and a thoroughly capable, experienced educator, was born August 6, 1873, in Dixon, Webster County, Kentucky, son of D. C. and Mary Susan Yarbrough, both natives of North Carolina, the former still living, while the latter deceased at Dixon, Kentucky, August 15, 1881. He studied in the common schools; the Poseyville (Ind.) High School; the Madisonville (Ky.) Classical Institute; Kentucky University, and the Southern Normal School (now the Western Kentucky State Normal), from which he graduated in July, 1906, with the degree of Bachelor of Science. Before going to his present position, Mr. Yarbrough taught in schools at Nebo, De Koven and Grove Center, all in Kentucky. In his present incumbency he has a staff of eleven assistants, about six hundred pupils, and excellently equipped schools, where the best of discipline is maintained.

Mr. Yarbrough was formerly a member of the County Teachers' Examining Board, Union County, Kentucky, also was chairman of the County Educational Committee of the Young Men's Christian Association. He is a member of the Illinois State Teachers' Association, the Kentucky State Teachers' Association, the Masonic Order and the Church of the Disciples. December 25, 1901, he was married to Miss Cordelia Lee Greer, and they have five children, Edward Matthew, Mary Humphrey, James Greer, Ruth and Esther, the latter twins.



JAMES HERMAN YARBROUGH.

The McCormick School

THE McCormick School, located at Twenty-seventh street and Sawyer avenue, Chicago, Illinois, represents one of the newer types of school building. It was erected during 1904 and 1905 at a cost approximately \$200,000 and was first occupied May 6, 1906.

grew so rapidly that the number of pupils increased to 1,450 and the number of teachers to 34.

In the fall of 1910 the opening of the Gary School reduced the number of pupils to 1,200 and teachers to 28.

In 1909 a municipal playground was added at a cost of over \$13,000—\$5,000 of which was a gift of the



THE McCORMICK SCHOOL.

It contains twenty-six classrooms, besides commodious assembly hall on the ground floor, with gymnasium and special rooms for manual training, Sloyd and domestic

McCormick family. A gift of \$500 a year for a term of five years was made in the spring of 1910 by these friends of the school, for the purpose of furnishing room



MANUAL-TRAINING ROOM, McCORMICK SCHOOL.

science. The school building is named after the famous inventor of the reaper—Cyrus H. McCormick—and for this reason the school is of special interest to the McCormick family. At the organization of the school there were 26 rooms of more than 1,200 pupils, provided with 28 teachers. During the first three years the school

libraries to the school, and pictures and statuary for the corridors and classrooms.

A vacation school was also organized in the summer of 1909 which has an enrolment of over seven hundred pupils, each summer, with some fifteen teachers provided by the Board of Education of Chicago.

Danville Public Library

DANVILLE can well boast of having one of the best-equipped and well-managed libraries in the United States for a city of its size. A comparison with libraries of other cities of even larger population is decidedly in its favor. This library has been a boon to Danville and its benefits have been wide and far-reaching.

The first meeting to organize a free public library for Danville was held July 21, 1862, at the call of L. T. Dickason, then mayor. The officers chosen were W. C. McReynolds, president; J. G. English, vice-president; H. A. Coffeen, secretary, and among the board of directors were Dr. Wheeler Jones, Father P. J. O'Reilly, John C. Black, W. R. Jewell, William P. Cannon and the Rev. Charles H. Little. The library was first located in the McDonald building, West Main street. Previous to this existed the Culbertson Library, originating in a bequest made by the Rev. James Culbertson, a Presby-

terian minister. The books were mostly on theological subjects, works of fiction, as in the case of John Crerar Library, of Chicago, having been inherited by the donor. In 1883 this collection of books was merged into the Danville Public Library. Its first librarian was the Rev. James W. Coe, who acted in this capacity for five years, when failing health caused him to resign. He was a splendid scholar and an excellent portrait of this venerable man adorns the reading-room of the library. Miss Aletha B. White succeeded to the position, and she served from 1887 to 1890, resigning in the latter year to take a position in the Pratt Library, Brooklyn, New York. From 1890 to date Miss Josephine E. Durham has been librarian. Under her incumbency the library has been managed in a manner reflecting much credit upon her executive ability and scholarship. She is well acquainted with the needs of the library and has maintained its wants most efficiently.

Following are the names of officers of the library:
Directors: D. G. Moore, Dr. P. I. Poland, O. A. McFarland, C. L. English, A. L. Webster, G. F. Rearick, Thos. Conron, Columbus Schatz, E. R. E. Kimbrough; president, A. L. Webster; vice-president, G. F. Rearick; secretary, C. L. English; treasurer, Thomas Conron; librarian, Josephine E. Durham.

John Crerar Library

THE JOHN CRERAR LIBRARY, founded by the late John Crerar, was incorporated in 1894, and opened to the public in 1897. The endowment is conservatively estimated at \$3,500,000. After careful consideration, the board of directors determined upon a field of work which would best complement and not



DANVILLE PUBLIC LIBRARY.

duplicate that of the other public libraries of the city. It may be defined as that of the natural, physical, medical and social sciences, and their applications. The library occupies temporarily rented quarters comprising the fifth and sixth floors of the Marshall Field & Co. building. A building fund of \$1,000,000 has been accumulated, with which it is planned to erect in the near future a building which shall house suitably its collections and activities. The number of volumes owned by the library is now over 300,000, and it has also some 90,000 pamphlets and 3,000 maps. It is a good working collection in all the subjects within its scope, and much more than this in many of them. By gift it has received the Senn collection on medicine, the Jackson collection on constitutional law, the Chanute collection on aviation and the Gradle collection on diseases of the eye and ear. Special purchases of noteworthy collections have been in economics, especially labor and social questions, the social status of woman, gynecology, mathematics, zoölogy and oriental science. The library has endeavored to make these treasures as available as possible by means of a somewhat elaborate and peculiar card catalogue, and by rather unusual provision for assistance to readers. That it meets a

terian minister. The books were mostly on theological subjects, works of fiction, as in the case of John Crerar Library, of Chicago, having been inherited by the donor. In 1883 this collection of books was merged into the Danville Public Library. Its first librarian was the Rev. James W. Coe, who acted in this capacity for five years, when failing health caused him to resign. He was a splendid scholar and an excellent portrait of this venerable man adorns the reading-room of the library. Miss Aletha B. White succeeded to the position, and she served from 1887 to 1890, resigning in the latter year to take a position in the Pratt Library, Brooklyn, New York. From 1890 to date Miss Josephine E. Durham has been librarian. Under her incumbency the library has been managed in a manner reflecting much credit upon her executive ability and scholarship. She is well acquainted with the needs of the library and has maintained its wants most efficiently.

The library site, covering a tract of land 132 by 155 feet, was purchased for \$25,000. The building, costing \$40,000, the donation of Andrew Carnegie, was made of Bedford stone and dark brick, and presents a pleasing front. It is fireproof throughout, the bookstacks are of steel, and the building is heated by steam and lighted by electricity. The library contains about twenty-seven

real need is shown by the increase in attendance from 80 a day in 1897, to over 450 in 1911, and in the estimated use from 45,000 books and periodicals in 1897 to nearly 500,000 in 1911. To all in search of information on scientific subjects, The John Crerar Library extends a most cordial welcome.

it affords the best facilities for special work in theological study. The library consists of upward of thirty-five thousand volumes, and forms a choice collection of theological and miscellaneous books, well adapted to the wants of professors and students. Additions are being made constantly to the library.



VIRGINIA LIBRARY.

Virginia Library

IN connection with the McCormick Theological Seminary, located in the City of Chicago, one of the many advantages offered theological students gratis is the use of the Virginia Library, which represents one

The Gail Borden Public Library

ON April 2, 1872, the Elgin Public Library was established under the State law, and on April 10 it was organized. In December, 1873, the books and furniture of the Y. M. C. A. library, previously



GAIL BORDEN PUBLIC LIBRARY.

of the gifts of Mrs. Nettie F. McCormick to this institution for the training of divinity students. The library building is a most elegant structure, planned and equipped after the most recent approved principles, and

formed, were bought for \$250 and moved to the third story of the Bank block, corner Chicago street and Douglas avenue, Elgin. In 1874 the Circulating Library of Dennison & Burdick, seven hundred volumes, was

bought for \$500. Other purchases increased the collection to two thousand volumes. In 1875 E. C. Lovell went to Europe with authority to buy books for the library and he secured fifteen thousand volumes. The library also received many gifts. Early in July, 1892, the lot and residence of D. C. Scofield, on Spring street, between Milwaukee and Division streets, were bought for about \$12,000, by A. B. and S. M. Church, and given to Elgin for a library site, provided the public library be called the Gail Borden Public Library. The building as it now stands represents an outlay of about \$15,000. W. W. Abell, of Elgin, was the architect. The main floor contains reading-room, magazine room, delivery room and librarian's office; the second floor contains the reference room, a room used for newspaper files and public documents, and the directors' room, which was handsomely furnished by Mrs. A. B. Church. The building was reopened February 22, 1894. The library is free within the town of Elgin, to any householder or taxpayer upon application, and to other residents upon giving satisfactory guaranty, or depositing \$5.

In 1905 a new brick addition was constructed at a cost of \$6,000.

University of Chicago Libraries

ON September 1, 1892, a library was formally organized, and in October of the same year a room was set aside in Cobb Hall to serve as headquarters and executive office of the librarian. On January 3, 1893, the library was removed to a temporary building

The Meyer collection, 54 volumes, 109 pamphlets.

Mrs. Zella Allen Dixon collection, 592 volumes and pamphlets.

The book resources are at present divided into groups as follows:

1. The General library, which is a reference and circulating library.
2. The Departmental libraries, which are primarily reference and research libraries, located mainly in the Departmental buildings.
3. The Traveling libraries.
4. The House libraries.

Departmental libraries have so far been established for eighteen schools, groups and departments. It is hoped that a number of these may be housed in the new Harper Memorial Library or in buildings which connect with it.

The Harper Memorial Library, erected in memory of William Rainey Harper, and which was occupied in the spring of 1912, is a gift to the University from Mr. John D. Rockefeller and more than two thousand other persons, friends and former pupils of Doctor Harper. This building, erected at a cost of approximately \$700,000, occupies the center of the south front of the main quadrangle. It is 248 feet long from east to west, and 60 feet wide from north to south. It consists of two towers each 60 by 50 feet, and 128 feet high, joined by the central section of the building, approximately 150 feet long and 100 feet high.

For a time it will be necessary to assign part of the building to departmental libraries, offices and classrooms



UNIVERSITY OF CHICAGO LIBRARIES.

situated on the corner of Lexington avenue and Fifty-seventh street, which building it occupied until 1902, when it was removed to the Press building, Fifty-eighth street and Ellis avenue. In the spring of 1912 it was established in the new Harper Memorial Library on Fifty-ninth street and Greenwood avenue.

The collection of books numbers at present approximately 350,000 volumes, which number does not include a considerable number of books and pamphlets still uncatalogued. The accessions to the library have been mainly through purchase, a considerable proportion, however, being secured through exchange or gift. Of the gifts, the following may be mentioned:

The library of Professor von Holst, 1,250 volumes, 200 pamphlets.

The library of Dr. George Washington Northrup, 1,050 volumes and about 350 pamphlets.

The Hirsch-Bernays library, 6,000 volumes.

The Stensland collection, 1,100 volumes.

The Lane collection, 9,000 volumes.

of the historical group and of the department of philosophy, and to the offices of the president of the university. When all the space is ultimately devoted to library purposes, there will be shelf room for a little over one million volumes, and accommodations for between five hundred and six hundred readers.

Cairo Public Library—A. B. Safford Memorial Library Building

“THE public library is an integral part of public education.” Cairo, Illinois, has been fortunate. In 1875 the Woman's Club and Library Association organized, and by diligent and intelligent work opened a subscription library of twelve hundred volumes in 1877. Mrs. C. C. E. Gross was librarian. Affairs were administered successfully, and in 1882 the books were presented to the city as a foundation for a free public library. The gift was promptly accepted, an ordi-

nance passed for its maintenance, and the following board of directors appointed: Capt. W. P. Halliday, Judge Wm. H. Green, Rev. B. Y. George, Mr. Wood Rittenhouse, Mrs. Anna E. Safford, Mrs. H. H. Candee, Mrs. Wm. R. Smith, Mrs. P. A. Taylor, Mrs. P. W. Barclay.

GIFT OF THE BUILDING.

At this juncture Mrs. Anna E. Safford purchased a block on the main avenue and erected the A. B. Safford Memorial Library Building thereon and presented it to the City of Cairo for the free public library. In the gift of this fitting tribute to her husband, Mrs. Safford has everlastingly won the affection and gratitude of all Cairo.

The handsome building with its well-ordered interior for library, reading, reference and club rooms, fine museum and lecture hall, with the restful, park-like surroundings, make this an ornament to the city. In point

of usefulness it is well equipped with seventeen thousand selected volumes, all classified and card catalogued by modern methods. The library has many bound magazines and recent works of reference, and also three thousand books for children.

Much reference work is done, the reading-room is well patronized and the circulation is large. The library is truly a source of pleasure and profit to thousands of residents and it is an educational factor in the upbuilding of the city. The present board of directors are: Mrs. Anna E. Safford, president; Mr. M. J. Howley, vice-president; Mrs. Anna Goldstine, secretary; Mrs. H. H. Candee, Mrs. J. A. Miller, Mrs. W. H. Wood, Mr. Phil C. Barclay, Mr. Herman C. Schuh, Hon. Reed Green.

LIBRARY STAFF.

Mrs. L. L. Powell, librarian; Miss Effie A. Landsen, Miss Marie Clare Glauber, assistant librarians.

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