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JOURNAL
OF THE
ILLINOIS STATE HISTORICAL SOCIETY

JESSIE PALMER WEBER, *Editor*

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CONTENTS.

	PAGE
I. Officers of the Society.....	
II. An Appeal to the Historical Society and the General Public	IX
III. Allen Johnson. Illinois in the Democratic Movement of the Century	1
IV. B. A. Harvey. Historical Sketch of Wabash County, Illinois	14
V. Margaret C. Kirk. The First Presbyterian Church, Belvidere, Illinois	28
VI. Edward F. Dunne. The Illinois Centennial.....	33
VII. Nancy Duffy Clark. An Old Mormon Town, Nauvoo, Illinois	38
VIII. A. Van Dyke Pierson. The Old Chicago Trail....	43
IX. Milo Custer. Kannekuk or Keeamakuk, the Kickapoo Prophet	48
X. Gaius Paddock. The Original Automobile. Recollections of the first Automobile in Springfield, Ill., over seventy years ago.....	57
XI. Letter from the women of Knox County, Ill., to their brothers in the field, issued during the American Civil War. Letter contributed to the Journal by O. E. Aleshire	59
XII. Original Letters	
1. Letter of Sam G. Berrian, St. Louis, March 26, 1818, to Dr. I. M. Francis, New York..	62
2. Letter from George Churchill of Madison County, Ill., September 9, 1818, to Mr. Swift Eldred. Warren, Connecticut.....	64

CONTENTS—Concluded

XIII. Editorial	
Centennial Observances	71
Birthday of Gen. Ulysses S. Grant observed at Galena	73
Statue of General Grant to be erected at Vicksburg	74
Collection and preservation of the history of the part taken by Illinois in the Great War.....	75
Gifts of Books, Letters and Manuscripts to Illinois State Historical Library and Society....	77
XIV. Necrology	
Mrs. Sarah E. Raymond Fitzwilliam.....	81
John W. Clinton.....	83
Mrs. Abigail E. Torrey Hood.....	86
Ozro W. Clapp	88
Charles A. Walker.....	91
XV. Publications of the Illinois State Historical Library and Society.....	98

AN APPEAL TO THE HISTORICAL SOCIETY AND THE GENERAL PUBLIC.

Objects of Collection Desired by the Illinois State Historical Library and Society.

(Members please read this circular letter.)

Books and pamphlets on American history, biography, and genealogy, particularly those relating to the West; works on Indian tribes, and American archæology and ethnology; reports of societies and institutions of every kind, educational, economic, social, political, cooperative, fraternal, statistical, industrial, charitable; scientific publications of states or societies; books or pamphlets relating to all wars in which Illinois has taken part, and the wars with the Indians; privately printed works; newspapers; maps and charts; engravings; photographs; autographs; coins; antiquities; encyclopedias, dictionaries, and bibliographical works. Especially do we desire—

EVERYTHING RELATING TO ILLINOIS.

1. Every book or pamphlet on any subject relating to Illinois, or any part of it; also every book or pamphlet written by an Illinois citizen, whether published in Illinois or elsewhere; materials for Illinois history; old letters, journals.

2. Manuscripts; narratives of the pioneers of Illinois; original papers on the early history and settlement of the territory; adventures and conflicts during the early settlement, the Indian troubles, or the great rebellion, or other wars; biographies of the pioneers; prominent citizens and public men of every county, either living or deceased, together with their portraits and autographs; a sketch of the settlements of every township, village and neighborhood in the State, with the names of the first settlers. We solicit articles on every subject connected with Illinois history.

3. City ordinances, proceedings of mayor and council; reports of committees of council; pamphlets or papers of any kind printed by authority of the city; reports of boards of trade and commercial associations; maps of cities and plats of town sites or of additions thereto.

4. Pamphlets of all kinds; annual reports of societies; sermons or addresses delivered in the State; minutes of church conventions, synods, or other ecclesiastical bodies of Illinois; political addresses; railroad reports; all such, whether published in pamphlet or newspaper.

5. Catalogues and reports of colleges and other institutions of learning; annual or other reports of school boards, school superintendents and school committees; educational pamphlets, programs and papers of every kind, no matter how small or apparently unimportant.

6. Copies of the earlier laws, journals and reports of our territorial and State Legislatures; earlier Governors' messages and reports of State Officers; reports of State charitable and other State institutions.

7. Files of Illinois newspapers and magazines, especially complete volumes of past years, or single numbers even. Publishers are earnestly requested to contribute their publications regularly, all of which will be carefully preserved and bound.

8. Maps of the State, or of counties or townships, of any date; views and engravings of buildings or historic places; drawings or photographs of scenery, paintings, portraits, etc., connected with Illinois history.

9. Curiosities of all kinds; coins, medals, paintings; portraits; engravings; statuary; war relics; autograph letters of distinguished persons, etc.

10. Facts illustrative of our Indian tribes—their history, characteristics, religion, etc., sketches of prominent chiefs, orators and warriors, together with contributions of Indian weapons, costumes, ornaments, curiosities and implements; also stone axes, spears, arrow heads, pottery, or other relics.

In brief, everything that, by the most liberal construction, can illustrate the history of Illinois, its early settlement, its progress, or present condition. All will be of interest to succeeding generations. Contributions will be credited to the donors in the published reports of the Library and Society, and will be carefully preserved in the State-house as the property of the State, for the use and benefit of the people for all time.

Your attention is called to the important duty of collecting and preserving everything relating to the part taken by the State of Illinois in the present great World War.

Communications or gifts may be addressed to the Librarian and Secretary.

(MRS.) JESSIE PALMER WEBER.

ILLINOIS IN THE DEMOCRATIC MOVEMENT OF THE CENTURY.

An Address Delivered at the Centennial Meeting of the Illinois State Historical Society, April 17, 1918.

ALLEN JOHNSON.

In the month of November, one hundred years ago, two Congresses were in session—four thousand miles apart. One was an inconspicuous gathering of plain citizens, representative of the common people, charged with prosaic duties: the levying of taxes, the appropriating of public moneys, the framing of laws for a people still largely raw and rural, still amazingly ignorant of the vastness of their own country. This Congress sat in an unkempt town whose public buildings had been burned, only four years before, by an invading army. The city of Washington was barely eighteen years old.

The other Congress convened at the ancient town of Aix-la-Chapelle—the German Aachen—shrouded in memories which went back to the Middle Ages, when German Emperors were crowned in its famous cathedral and buried in full regalia in its deep vaults. The ashes of Charlemagne, so tradition said, lay under foot. This brilliant gathering was attended by royalty. The crowned heads of Russia, Austria, and Prussia with their entourage were present; the kings of Great Britain and France were represented by their ministers. These three monarchs had no mandate from their people, acknowledged no obligations to their people, sustained no intimate contact with their people. They were bound together by one of the most extraordinary alliances in all history—the Holy Alliance which had emanated from the strange mind of Czar Alexander I of Russia. The unctuous phrases of the pious document which the impressionable Czar had offered to his fellow monarchs of Austria and Prussia might mean much or little. Metternich, prime minister of Austria, de-

clared the proffered alliance a sonorous nothing; the English premier referred to it as a piece of sublime mysticism and nonsense. Its significance in history lies in its name which was soon applied to the combination of the five great powers that met at Aix-la-Chapelle.

The presiding genius of this European Congress—the dominating figure of Europe, indeed, for full thirty years—was Prince Metternich. He was the living embodiment of that repressive spirit which seized the minds of reactionary rulers after the fall of Napoleon. He hated the French Revolution with perfect hatred. To his mind the revolutionary spirit was a disease which must be cured; a gangrene which must be burned out with the hot iron. He abhorred parliaments and popular representative institutions. He represented perfectly the reactionary spirit of his liege sovereign who declared the whole world mad because it wanted new constitutions and who crushed remorselessly every trace of liberalism in his Austrian domains. Playing upon this common fear of revolution and this common hatred of popular sovereignty, Metternich bound the five great powers to a policy of repose, of political immobility, over against the propaganda of liberals throughout Europe. In case of further revolution in France—that hotbed of popular unrest—they were to unite to quell the storm. By further Congresses steps would be taken to cure the malady of revolution wherever it might break out. The year 1818 marks the beginning of that repressive policy which sounded the death knell of popular government in the Old World for a generation.

While this famous Congress of monarchs-by-divine-right was setting the face of Europe against the mad doctrinaires who talked of constitutional government, our plain, sombre-clad congressmen on the banks of the Potomac were quietly and as a matter of course giving their approval to a constitution drafted by inhabitants of a distant territory where the native redman still roamed and where primeval forests and prairies still awed men by their great brooding silences. At the very time these self-appointed defenders of absolutism and the peace of Europe were leaving Aix-la-Chapelle, our national House of Representatives was voting to receive Illinois into the American Union on an equal footing with the thirteen original states.

In this contrast I find the fundamental reason for America's participation in the Great World War. And now once again, one hundred years after Aix-la-Chapelle, irresponsible government has thrown down the gage of battle, and American Democracy has accepted the challenge.

I have mentioned Great Britain among the five powers who followed the lead of Prince Metternich. This is not the time or place to explain the circumstances that made contemporary England also reactionary. Enough that even the Mother of Parliaments had lost its true representative character. Many an Englishman felt that he was losing his political birthright under the heavy repressive hand of the Tory squirearchy. Much as he might mistrust the firebrands of liberalism in Europe, he had no heart for a policy which denied to a nation the right to choose its own political institutions. And it was the silent, indirect pressure of such Englishmen that eventually forced the British government to protest against Metternich's doctrine of intervention. Eventually, too, liberalism broke through the tough crust of British conservatism and achieved the reform of Parliament.

It was in these days of the unreformed Parliament, when representative government had become a farce, when the common man who did not possess a freehold worth forty shillings a year found himself a mere taxpayer without a vote, when a land-owning squirearchy monopolized political office and tabooed reforms, that English yeoman farmers cast wistful glances overseas. Held fast between the insolence of wealth on the one hand and the servility of pauperism on the other, they could see no prospect of relief in Merrie England. There was only hollow mockery in the name.

Happily we are not without direct personal records of these Englishmen who came to America on their own initiative or that of their fellow farmers and mechanics. As they made their way over the Alleghanies to the prairie country, they found America in incessant motion. "Old America", wrote Morris Birkbeck, one of these plain English farmers, "seems to be breaking up and moving westward". He was a correct observer. America was on wheels or on horseback. Conditions somewhat like those in Old England were driving New Englanders and Virginians and Pennsylvanians in a

veritable human tide into the valley of the Ohio. The commonwealth of Illinois was born in the midst of this swirling emigration.

It has been the fashion of historians to ascribe this rapid westward movement to the lure of free lands. A fundamental instinct, no doubt, this passion for virgin soil that one may call his own. The pioneer who in his own clearing between the stumps of trees felled by his own hand, planted Indian corn in the deep rich—illimitable rich, black loam, was obsessed by one of the deepest of human emotions. This soil and the produce thereof was his—his. His sense of individual property became acute. Like Anteus of Greek mythology his contact with the soil increased his might. His manhood leaped to its full height, as he brought acre after acre under cultivation.

Yet other motives for the crossing of the Alleghanies played no mean part. Man does not live by bread alone. Birkebeck confessed to a strong desire to better his material fortunes—to “obtain in the decline of life, an exemption from wearisome solicitude about pecuniary affairs;” but he desired even more for himself and his children membership in a democratic community free from the insolence of wealth. That is a recurring note in the history of American expansion, a note that vibrates as passionately as lust for land. Deep seated in the breast of every man whom the conventions of an older society have barred from recognition is the sense of outraged manhood—rebellion against the artificial restrictions of birth, family and inherited wealth. It is this eternal protest of human nature against man-made distinctions of class that has driven thousands of souls into the wilderness. That self-assertive spirit of the Westerner which at times breaks rudely in upon the urbane life of older communities is his protest against conditions from which—thank God—he has escaped. Your Westerner of the twenties and thirties of the last century, your Westerner who hurrahed for Andrew Jackson and bore him triumphantly into the White House, was asserting his native manhood. He was the living embodiment of Carlyle’s Everlasting No.

It is interesting to observe the subtle influence of American conditions on this English farmer whom we have chosen

to follow to the territory of Illinois. The spirit of optimism radiates from his journal—an optimism that made him an inaccurate observer at times; but the worth of his observations is less important just here than this objective impression of his inner mind. It is as though a weight were rolling off his heart. He breathes great drafts of prairie air, stands more erect, allows his eye to range over the prairies, and yields unconsciously to that sense of distance and space which has widened imperceptibly the mental horizon of three generations of Illinoisans.

I find my thought projecting itself forward fifteen years and my eye catches sight of a true son of Illinois who came from the cramped valleys of Vermont to the broad prairies of the Northwest, and who testified to his own mental growth by the not very gracious remark that Vermont was a good state to be born in provided you migrated early.

What charmed this transplanted English farmer was “the genuine warmth of friendly feeling” in the communities through which he passed—“a disposition to promote the happiness of each other.” These people have rude passions, he admits. “This is the real world and no political Arcadia.” But “they have fellow-feeling in hope and fear, in difficulty and success.” After a few months on the prairies of Eastern Illinois he feels himself an American. “I love this government,” he exclaims; “and thus a novel sensation is excited; it is like the development of a new faculty. I am become a patriot in my old age.”

And what was this government which he held in such affection? He does not name it but he describes it in unmistakable terms. “Here, every citizen, whether by birthright or adoption, is part of the government, identified with it, not *virtually*, but in fact”. This was American Democracy.

Not all the States of the American Union at this time were democratically organized. A few, a very few, were born democracies; some achieved democratic institutions; and some had democratic government thrust upon them. It is one of those pleasing illusions which patriotic societies like to indulge and which are perpetuated by loose thinking, that democracy was brought full-fledged to America by the Puritan fathers.

Nothing could be further from the truth! Let us face the historic facts frankly and fearlessly. Men of the type of John Winthrop did not believe in social or political equality. They would have stood aghast at the suggestion that every male adult should have a voice in the government which they set up on the shores of Massachusetts Bay. They shrank from those leveling ideas which radicals were preaching in Old England. There was little in colonial New England that suggested social equality. Men and women dressed according to their rank and station in life. Class conventions were everywhere observed. Public inns reserved parlors for the colonial gentry; trades people went to the taproom or the kitchen for entertainment. All souls might be equal in the sight of God; but one's seat in church, nevertheless, corresponded to one's social rank. Learning might be open to all classes of men; but the catalogue of Harvard College in the 17th century listed the names of students not alphabetically, but according to social standing.

So feeling and thinking these Puritan patricians of the Massachusetts Bay Colony indulged in no foolish dreams of democracy. Almost their first precaution was to raise bulwarks against the unstable conduct of the ungodly. At first only church members were allowed to become freemen in the colony. Only godly men of good conversation should be intrusted with the choice of magistrates. And when this policy of rigid exclusion broke down under assaults from the home government, property qualifications were established as in the rest of the straggling English colonies on the Atlantic seaboard.

When the American colonies declared their independence there was not one which did not restrict the right to vote to male adults who were property holders or holders of estates. The usual qualification was the possession of a freehold worth or renting at fifty pounds annually or the ownership of fifty acres. Under these restrictions probably not more than one man in every five or six had the right to vote. If democratic government means the rule of the majority, then these thirteen colonies were hardly more democratic than Prussia in this year of grace 1918.

In framing constitutions for the states in the course of the Revolution, the fathers followed habit and precedent. They

betrayed little or no concern for the unpropertied or landless man. They followed the universal rule that those only were entitled to vote for magistrates who showed evidence of "attachment to the community." And evidence of such attachment consisted in the possession of property—preferably landed property. Said that typical American of his age, Benjamin Franklin, "As to those who have no landed property . . . the allowing them to vote for legislators is an impropriety." Alexander Hamilton, who was typical only of his class however, voiced a still stronger feeling when he contended that those who held no property could not properly be regarded as having wills of their own.

I do not know how I can better illustrate the tenacity of these political ideas of the Fathers than by alluding to a memorable constitutional convention held in the State of New York in the year 1821. Constitutional conventions are milestones on the road to American democracy. In the deliberations of these bodies are reflected the notions that flit through the minds of ordinary citizens. Progress and reaction meet on the floors of these conventions.

It is the 22nd of September, 1821. The subject under discussion is the elective franchise. It is proposed that the old property qualifications shall still hold in elections to the State Senate. James Kent, Chancellor of the State of New York, is speaking—a learned jurist and an admirable character. There is deep emotion in his voice. The proposal to annihilate all these property qualifications at one stroke, and to bow before the idol of universal suffrage, strikes him with dismay. "That extreme democratic principle wherever tried has terminated disastrously. Dare we flatter ourselves that we are a peculiar people, exempt from the passions which have disturbed and corrupted the rest of mankind? The notion that every man who works a day on the road or serves an idle hour in the militia is entitled of right to an equal participation in the government is most unreasonable and has no foundation in justice. Society is an association for the protection of property as well as life, and the individual who contributes only one cent to the common stock ought not to have the same power and influence in directing the property concerns of the partnership as he who contributes his thousands."

Of this notable speech, another member of the convention remarked that it would serve admirably as an elegant epitaph for the old constitution when it should be no more. He was right. Chancellor Kent was facing backwards—addressing a vanishing age. And yet he was no mere querulous reactionary but fairly representative of a large class of men whose reverence for tradition was stronger than their faith in democracy. At this very time in another constitutional convention, young Daniel Webster was defending the property qualification in the Massachusetts Constitution of 1780.

Ladies and Gentlemen: The constitution which your fathers drafted one hundred years ago is a significant milestone in our march toward democracy. On this frontier of the Old Northwest was born that spirit of self-confidence and self-help which has made the people of the great Middle West an incalculable power in the national life. It was as inevitable as breathing that these pioneer farmers should express this spirit in political institutions. With firm bold characters they wrote unhesitatingly into the constitution of 1818 these words:

“In all elections, all white male inhabitants above the age of twenty-one years, having resided in the State six months next preceding the election shall enjoy the right of an elector.”

I shall not pause here to question the wisdom of permitting even alien inhabitants to vote, nor to point out in detail why the convention of 1848 withdrew the privilege. It may well have been certain experiences in the old Third Congressional District which tempered the democratic ardor of the constitution-makers. When an aspirant for congressional honors could vote *en bloc* hundreds of stalwart canal-diggers, fresh from Erin's Isle, it was well, perhaps, to call a halt. These laborers had in them, no doubt, the making of good citizens; but a residence of a few weeks even in Illinois could not educate an untutored mind to the point where it could make the necessary distinction between an election and a Donnybrook Fair.

It is quite unnecessary, too, to remind this audience that suffrage has long since ceased to be restricted to whites. It is certainly the part of discretion, if not of valor, at this time, to refrain also from discussing the latest extension of the suffrage. I hazard only the prediction that the same democratic

forces will ultimately give women the ballot when they demand it. There is an insistent force in this movement of the century which sweeps away all considerations of prudence and expediency. But I have no desire to handle live wires: Let me confine my remarks to far-reaching historical importance of the adoption of male adult suffrage by Illinois and her sister states of the Northwest. The reaction of West upon East has too often been overlooked by American historians. Not all good things follow the sun in his course. Political reactions are subtle and can often be felt more easily than they can be demonstrated. Yet there can be no doubt that it was the theory and practice of manhood suffrage in the new states which led the older Eastern States one by one to abandon their restrictions. It was the new State of Maine—itsself the frontier of Massachusetts—that led the way. It is no mere accident, I think, that Maine is also the first of the New England States to try out the initiative and referendum. This democratization of the East was a slow process. The nineteenth century was nearly spent before the conservatives abandoned their last stronghold.

Meantime revolution had broken out for the third time in central and western Europe. The system of Metternich had been shattered; the repose of Europe rudely shaken. For a time it seemed as though even Germany would yield to the assaults of liberals and nationals. Unification and constitutional government seemed within reach in 1848. I may not dwell upon these days of storm and stress, of shattered illusions and futile dreams. Suffice it to say that reactionary forces triumphed, and forced many a stalwart soul to turn his back upon the Fatherland. It was these exiled liberals, these Forty-eighters who came to the prairies of Illinois and the Middle West and made common cause with their brethren in the struggle for human liberty. In these times of storm and stress we do well to remember that these German exiles became bone of our bone and flesh of our flesh—laying down their lives for their adopted land when the hour of destiny struck.

Slavery had already driven a sharp wedge into American democracy. Something besides the freedom of the negroes was at stake. Men were asking searching questions.

Could a society that harbored slaves be truly democratic? Could a nation which permitted a minority to dictate foreign and domestic policies be termed democratic? Could a people consent to refrain from talking about a moral issue at the dictation of slave-interests and still remain true to democratic traditions? Must a democratic people refrain from putting barriers in the way of the extension of slavery because a minority held slavery a necessary and blessed institution?

Two stalwart sons of Illinois returned answers to these questions—answers that were heard and pondered throughout the length and breadth of the continent. Men then found these answers contradictory and debated them with partisanship and passion but we may rise above the immediate issue and discern the essential agreement between these two great adversaries. When Stephen A. Douglas asserted that no matter how the Supreme Court should decide, the people of a territory could still permit or forbid slavery by local legislation, he was enunciating bad law, it is true, but a principle thoroughly in accord with American practice nevertheless. His great opponent never challenged the general democratic right of a people to self-determination; nor did he deny that, irrespective of law, the people of a territory would in fact obey American traditions and decide questions of local concern through a public opinion that has more than once in frontier history ignored distant lawmakers.

When Abraham Lincoln stated the nature of the irrepressible conflict within the Republic by declaring that the Union could not exist half-slave and half-free, he registered his conviction as a great democrat, that no minority can be suffered indefinitely to force its will on the majority when a question of moral rights is involved.

And finally, when Lincoln declared that the decision of the Supreme Court in the case of Dred Scott could not stand as law, he was speaking as a prophet, not as a lawyer. In effect, he was asserting that no minority may seek shelter behind the dead hand of legal formalism when the moral sense of the living majority is outraged thereby. Even courts and legal precedents must eventually yield to an enlightened public will.

These passionate days of the late fifties followed by four tragic years of civil war stripped the halo from democracy. It was seen that it was no panacea for all human woes; and that existing American democracy was not the perfect goal of political development. During reconstruction our eyes were opened to the perversions of democracy. We saw crimes perpetrated in the name of democracy. We saw stealthy hands thrust into our public treasuries; we saw mysterious interests interposed between the people and their government; we saw—in a word—government slipping away from the people either through the ignorance or incompetence or connivance of their chosen representatives. Democracy has come to seem to many men less an achievement than a hope, a dream, a promise to be fulfilled.

Dante compared the restless Italian cities of his day, with their incessant party struggles and changing governments, to sick men tossing with fever on their bed of pain. There is a similar instability in our American life which seems to many learned doctors a symptom of disease in the body politic. The state of Oregon experiments with direct legislation; Arizona with the recall; Illinois has had some experience with proportional representation; every state has tried its hand at reform of nominating machinery and regulation of party organization; municipalities have set up governments by commission only to abandon them for city managers; Kansas has even considered commission government for the State.

To my mind this experimentation is a sign of health not disease. It is of the very essence of progress that human institutions should change. Distrust that state which rests content with its achievements. Dry rot has already set in. These restless movements in American States and cities are attempts to adjust democratic political institutions to new economic conditions. The machinery of government was perfectly adapted to society in Illinois when it entered upon Statehood one hundred years ago. Society was almost Arcadian in its simplicity. Substantial social equality prevailed under rural conditions. Government was inevitably democratic. But this great Commonwealth has long since lost its Arcadian simplicity. It is a highly organized industrial

community. Society is classified and stratified. Governmental institutions designed for another and different society must be readjusted to the needs of modern life. Yet the essential basis of democracy need not be changed and will not be changed.

In these days of carnage and unutterable human woe, when democracy suffers by comparison with autoocracy in efficient ways of waging war, I detect here and there, as I am sure you do, a note of distrust,—even covert sneers at the words of our chosen leader that the world must be made safe for democracy. Ladies and Gentlemen: there are other tests of democracy than mere efficiency. I am prepared to concede—though the statement has been challenged—that German municipalities are better administered than American cities; that their streets are cleaner; that their police regulations are more efficient; that their conservation of natural resources is more far-sighted. What I cannot concede is that an autocratic government, however efficient, can in the long run serve the best interests of the people. Autocratic government does not develop self-help in its subjects. It enslaves. It robs manhood of its power of self-assertion. It denies opportunity to struggling talent. It makes subjects; it does not make citizens of a commonwealth. The impotency of the German minority which hates Prussian Junkerdom is the price which the German nation is now paying for efficient but autocratic government.

There are two tests which every government must sustain, if it is not to perish from the earth. It must not only serve the material and moral welfare of its citizenry; it must also enlist their active support. It is not enough that democratic government should promote public contentment. It must also cultivate those moral virtues of self-restraint and self-sacrifice without which enduring progress cannot be made. Citizenship in a democracy cannot remain a negative and passive privilege to be enjoyed; it must be an active force for righteousness. And the ultimate test of the quality of citizenship in a democracy is the leaders which it produces. A brilliant Frenchman has applied this test. Surveying democracies the world over with a somewhat jaundiced eye, he has found everywhere only the cult of incom-

petence. I do not so read the history of American democracy. I do not find "right forever on the scaffold and wrong forever on the throne." Incompetence has often been enthroned, it is true; mediocrity has often been rewarded; but in great crisis the choice of the people has been unerring. Should we not judge democracy by its most exalted moments as well as by its most shameful? Our famous warriors have been idolized for a time; our merchant princes and captains of industry have been admired for their cleverness; our orators and politicians have had their little day. We put them in our Halls of Fame; but we withhold our reverence to bestow it upon our Washington and Lincoln. There is something challenging, thought-arresting, awe-inspiring, in the emergence of Abraham Lincoln as a national hero. Here was a man who described his early life in the words of the poet Gray—"the short and simple annals of the poor"; who grew up in your midst—a man among men; who entered the White House misunderstood, and derided as a "simple Susan"; yet who became the leader of the nation in its greatest crisis. You do not honor him because of his intellectual qualities alone. You reverence his memory because he embodied the moral aspirations of American democracy.

Abraham Lincoln was the greatest contribution of Illinois to the democratic movement of the century.

HISTORICAL SKETCH OF WABASH COUNTY, STATE OF ILLINOIS.

*B. A. HARVEY.

The county of Wabash is an offspring of Edwards county, which embraced nearly all the eastern portion of the territory of Illinois, its northern boundary extending to Upper Canada; yet the first settlements made within the vast boundaries of the latter, were within the limits of what is now Wabash County.

The Wabash River, the eastern boundary had long been the highway of the redman, it had furnished him with fish, protected him from forest fire, and its prominent bank was the site of his village, while the heavy-timbered background, supplied him with wild game. The Piankishaws, a tribe of the Algonquin family, originally a part of the Miamis, occupied its banks, and a bend of the river to-day, is called Piankishaw, while another bend is called village bend. In 1811 the Shawnees claimed the territory. The stately forests and beautiful bluffs skirting the banks of the great Wabash River, for it is not to be confounded with the little river of the same name, affording favorite "watch-towers," for enemies, and noble eminences for the burial of the dead, all served to make this locality an ideal home for the red man. No wonder such scenes attracted his white brother.

Its first white settlers were the Tougas, also called Lauvellette, (now Lovellette,) brothers Augustus, William, Joseph and Francis, all well formed athletic men, who came and located on the site of Old Rochester, establishing a trading point on the river, the place being designated on the accompanying map, in the year 1800. These men were possessed of such natures as to brave the wilds of the frontier; they were feared and respected by the Indians and during the Indian

*B. A. Harvey, the author of this sketch of the history of Wabash County, is the great grandson of Augustus Tugus (or Tougas), the first settler of the county and a grandson of Beauchamp Harvey, one of the first settlers of the town of Mt. Carmel.

troubles remained and trafficked with them. The word of Augustus (whose stature is said to have been seven and one-half feet), among the treacherous Piankishaws was law, and he even went so far as to inflict punishment upon some of the tribe for petty theft. An Indian is bound to respect and admire his superior in strength, and in this capacity Augustus Tougas had demonstrated to their picked warriors that he was their superior, by friendly hand to hand athletic sports, and it was through these means that they stood in such awe and fear of him. While others were massacred and pillaged, he was never disturbed. He died in the year 1849, and his grave can be pointed out in the old cemetery located on the north-west corner of section 14-T-2-S-R-13-W. He was the great-grandfather of the writer of this sketch, and many are the stories that might be told of the exploits of Augustus Tougas, or Tougas, the Indian Trader who traveled and traded from old St. Vincent, a trading point located twenty-five miles farther up the river to this place, his home, and over all the surrounding country.

The first American settlement was made about the year 1802, by Levi Compton and Joshua Jordan, brothers-in-law, who came from the state of Virginia, and located on the river on Section 26-1-N, but not liking the locality, removed to Section 12, where they built a fort in 1810, known as the Compton fort, sufficient in size to accommodate one hundred families, and it was at this fort, that the first horse-mill in 1814, was erected.

Levi Compton was a representative man, being a member of the first Constitutional Convention in 1818, and from that date to 1820, was in the State Senate. He died in the year 1844, aged 80 years.

Joshua Jordan, while a resident in the state of Virginia for a time, was a tenant of George Washington, and was with the General at the memorable Braddock's defeat.

John Stillwell, a native of Kentucky, was a pioneer in the year 1804. He owned a negro slave named Armstead; the records of 1822 evidence the liberation of this slave in that year. Stillwell located on the S. W. Sec. 12-1-N-12, where he constructed a stockade for the protection of his family and

eccentric man, and although one of the wealthiest of the early settlers, he took pleasure in wearing the poorest of clothing, and in bearing the most shabby appearance. It is related of him, that at one time he lost his hat, and from that time forth, he went bareheaded until such time as his said hat should have lasted.

Enoch Greathouse, was also a pioneer of 1804. He entered the lands upon which is now located the greater part of the city of Mt. Carmel; he was a native of Germany, first located in the state of Pennsylvania, subsequently moved to Kentucky, thence to Illinois. The Greathouse fort was situated in Sec. 30-T-1-S-R-12-W, on the Greathouse creek.

Beauchamp Harvey, (my grandfather on the paternal side), a pioneer of 1819, entered and occupied a portion of the latter tract. He was in the war of 1812 and was with General Hull's troops at the surrender of Detroit. He was a representative citizen, coming from the city of Baltimore, to the state of Ohio; thence down the Ohio river and up the great Wabash, to be one of the first officers of the new county of Wabash. The trials and inconveniences, dangers and hardships of the pioneers of Wabash county, would fill volumes. Part of the county lying within the boundary lines of the Old Vincennes reservation, surveyed in 1804, and re-surveyed in the year 1810, was disputed ground, and as early as 1811, each settlement was obliged to have its fort, or block-house into which to flee to at a moment's warning, for protection from marauding bands of Indians. The younger Tecumseh began to excite the Indians in the year 1810, to feeling of hostility against the whites, and fort building and armed defense began about that time. In the spring of 1809 John Wood came from Barren county, Kentucky, bringing his wife and seven children, and in the following year he constructed Fort Wood (the N. E. corner Section 36-1-N-13); it was the first thing of its kind in that vicinity, and was occupied by the Barneys, Higgins, Ingrahams and others. The specific inducement to the building of this as well as of Forts Barney and Higgins, was the Herriman massacre in the year 1809.

As early as 1810, a settlement was formed at Campbell's landing, (Section 11-2-S-14-W), the central figure of which,

was the family of that name. James Campbell, of Scotch descent came from Kentucky with a family of seven children, and thirteen slaves, all of which he set at liberty, eleven of which were afterwards kidnapped and sold back again into slavery. The Piankishaw Indians occupied a village a short distance above Campbell's Landing, at a point now called Village Bend, It was in the year 1815, that John Cannon, his three sons and his son-in-law, John Starks, crossed the river at Campbell's Landing, and built a home on the site of the old Painter graveyard in Section 26-2-S-14-W. It was late in the afternoon when the Cannon family took possession of their new home.

Two of the sons were to return across the river to Indiana, and went that afternoon as far as Samuel Campbell's. The father, mother, their daughter, and son Samuel, their son-in-law and an aged lady remained and spent the approaching night at their new house. Next morning they went out to cut a bee-tree they had discovered a short time before, and were attacked by the Indians. Cannon was murdered on the spot, and the rest of the family, except Samuel were made captives. The latter ran and leaped from a rock, or bluff, clear across the Bonpas Creek landing in soft mud. His body was found headless and bereft of the collar bones, and the lower portion of the body, left sticking in the mud. The bodies were wrapped in a horse skin and buried without a coffin in the first grave dug in the Painter graveyard. This is known as the Cannon massacre.

Soon after this, in the year 1815, Joseph Burway and Joseph Pichinaut were killed by the Indians. They had gone in quest of their horses to go to mill at Vincennes. Pichinaut was unarmed, but Burway carried a heavy rifle that made a peculiar report when discharged. William Arnold, John Compton and Samuel Sincoe, the latter on horseback, were in the vicinity at the time referred to. They heard the report of a gun, which they recognized as Burway's, followed by a volley, and guessing the meaning and result, without further investigation, spread the alarm.

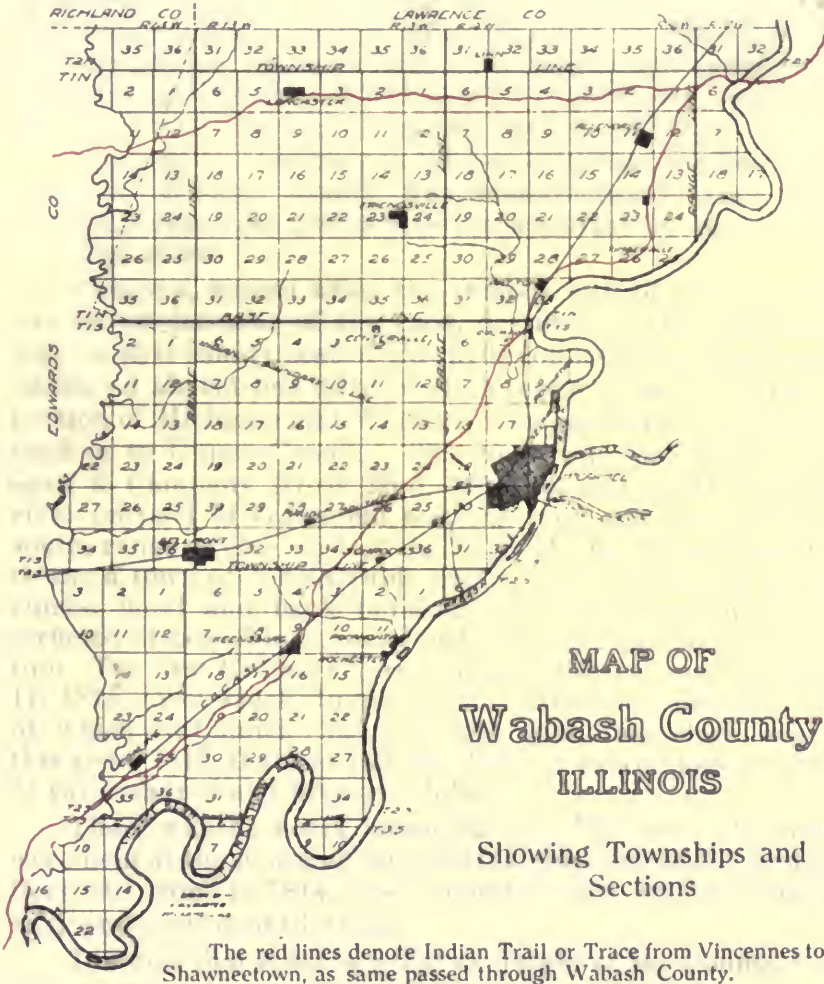
The bodies of the men were found at the head of a pond in S. E. Section 15-2-S-13-W, stripped, scalped and mutilated. The body of Burway had been pierced by many bullets, and the character of his wounds, together with several reports of his rifle, showed that he had died game. Pichinaut was of a

timid, peace loving disposition, had been tomahawked, not shot, and his hands were split open from between the fingers, indicating that he had raised them in protection of his head. The Indian trail was pursued for some distance without important practical results, and calumny, that ever stands ready to tarnish the reputation of the brave, says that the party were about to come up with the Indians, and through cowardice, abandoned the pursuit. It is supposed that Burway killed five of his assailants. A newly made grave and the body of an Indian that had been concealed in a hollow log, were found by the pursuing party, and sometime after, three or four other bodies that appeared to have been hastily covered with leaves and brush were discovered. The Indian depredations brought alarm to the settlers and they fled for safety to Vincennes. It was in the year 1808 that William Barney who lived in western New York on the banks of the Genesee, sold his small possessions for livestock, which he drove to the Allegheny river, and exchanged for a raft of lumber, upon which he and his family floated down to the mouth of the Wabash river. He there disposed of the raft, purchased a keel-boat and pushed up the Wabash to Barney's rapids, afterwards the site of Bedell's mill. The male members of the family struck through the heavy forest to explore and select a spot for erecting a cabin. They reached a beautiful stretch of land covered with grass ten feet high, which was named Barney's prairie. The Barney cabin was built shortly after that of the Woods before mentioned, on the southeast corner of the northeast quarter of Section 23-1-N-R-13-W, where the town of Friendsville is now located; and at this place, in the spring of 1811, was constructed Fort Barney, which was sufficient to accommodate several hundred inmates. In 1812, the fort was felt to be insufficient, and all parties removed across the Wabash river to Indiana, and passed the winter in a blockhouse in the "Neck." (The Neck is that portion of Indiana lying between the narrow boundaries of the Wabash and White rivers.)

In the spring of 1813, they returned, and although the Shawnees, who claimed nearly the whole of the Wabash valley, and had their towns and camps all along the river, and were hostile, the settlers of Barney's prairie and vicinity were unharassed. William Barney was a representative man, and

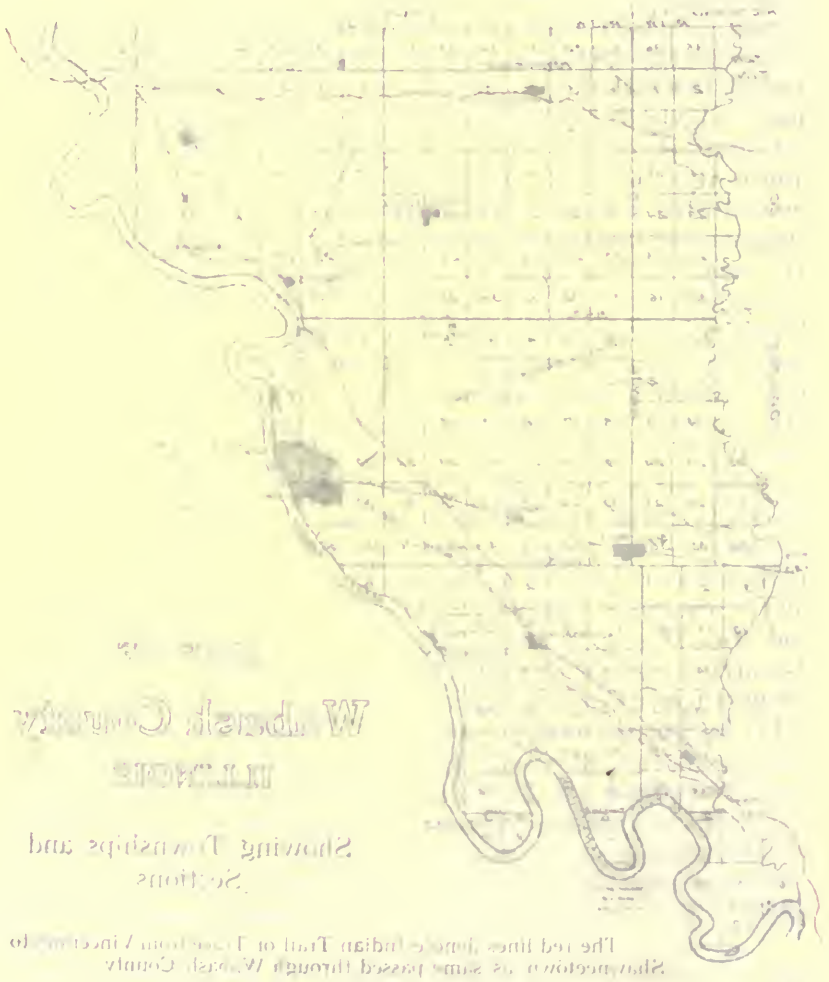
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Ranson Higgins, also built a fort which bore his name. He was a man of large stature and much physical courage; he was a miller and built a water-mill on what is popularly known as Barney's prairie creek about the year 1813. His oldest son was shot by one of the rangers stationed at Barney's fort, while practicing rifle shooting. The ranger put spurs to his horse and sped away to Vincennes for a physician, but though the horse was killed by the rider, medical aid came too late.

It was in Fort Barney in 1811 or 1812, that the first wheat bread in Wabash county was manufactured from wheat plucked, rubbed out and crushed in a mortar by hand, of one Mrs. Ingraham.

Palmyra, named after the famous city of the east, and like its predecessor of the East, destined to fall into decay, was the first county seat of Edwards county, when that county embraced almost one-third of the present State of Illinois, a portion of Michigan and Wisconsin, its northern boundary extending to Upper Canada. The town was laid out by Seth Gard & Company April 22nd, 1815, located on the Wabash river on part of fractional sections four and five, town one south, range twelve west of the 2d P. M. In its palmyest days it was a town of considerable pretensions, containing several stores, hotel and bank building. The buildings were constructed of hewed logs, many of them being double in proportion. The first Circuit Court held in Palmyra, convened July 11, 1815, over which Judge Stanley Griswood presided, and of which Nathaniel Claypool was appointed clerk, and in this year, 1815, the first jail was built of hewed logs at a cost of two hundred and fifty-five dollars.

There was no court house built in Palmyra; the courts were held at the house of Gervas Hazleton, one of the first settlers who came in 1814, was appointed clerk of the county in 1821 and served until 1823.

It seems that it was a great oversight of the County Commissioners to have selected this point for the location of the capital of their county; it was on the site of an old Indian village, at a sluggish bend of the river, on a sand ridge, nearly

surrounded with low marshes and sloughs. The Indians warned the people by saying, "Indian die here, squaw die here, papoose die here, and white man die here." It proved too true, for the town became noted as one of the most sickly locations in the West; the inhabitants died by the hundreds and were buried in the sand ridge below the town. Nothing but cornfields now marks the spot of either town or cemetery, not even a headstone exists to inform the passer-by, that hundreds of Palmyra's dead lie here. In a few years a vote was taken relative to the relocation of the county seat. Albion and Mt. Carmel were rival towns for the honor, and the former town being the choice of the people was selected; this was in 1821, only a short time after the close of the war of 1812. Albion being an English settled town, the people east of the Bonpas creek, felt very much aggrieved over the county business passing into the hands of the British, as they somewhat jealousy termed the citizens of Albion and vicinity; consequently four companies of militiamen were enrolled and drilled in and about Mt. Carmel, and made ready at a moment's notice, to march upon Albion and secure the records. The crisis arrived and the companies of militia met at Bald Hill Prairie, where they encamped for the night preparatory to marching on Albion early the next morning. Before reaching the town, they were met by a committee, sent to make terms of peace, and a compromise was effected, and the militia disbanded. Three years later Wabash became a county and had the privilege of managing its own affairs.

When the county of Wabash was organized in the year 1824, the county seat was established at Centerville, a little hamlet in Section 2-1-S-13; But, as a county seat, Centerville soon proved to be an utter failure, and in 1829, the seat of government was removed to Mt. Carmel, its prosperous rival, and today Centerville, like its predecessor, Palmyra, has not even so much as a stone to mark the place that was once the center of business activity.

In the year 1818, three Methodist ministers, then residing in Chillicothe, Ohio, came to the "far West", for the purpose of founding a town at the confluence of the "Great Wabash, White and Potoka rivers," as stated in a circular issued about that time. Two of these, Rev. Thomas S. Hinde,

a local preacher, and Rev. William McDowell who had served seven years an itinerant preacher, in the year 1817, had conceived the idea of establishing and populating a town on the Wabash, the then western frontier, that should have a civil and moral code peculiar to their views of right and justice. The Rev. William Beauchamp, who had faithfully served the church in the active ministry and editor of a religious paper, came in the capacity of a surveyor, and was the third in the trinity of founders, though not one of the proprietors.

The site of the town had been selected by Hinde and McDowell, the year before, evidenced by a bond for a deed bearing date February 27, 1817, executed to them by one Enoch Greathouse, whose Certificate of Entry bore date November 1, 1814, to convey section 20-1-S-12-W, to Hinde and McDowell, who acquired title to adjoining tract by patents from the United States as late as 1820. The proprietors of this new venture believed that the navigation facilities, afforded by its three rivers, would soon develop it into an important commercial city, and that its beautiful situation on the prominent bluffs of the Great Wabash, would render it an exceptionally healthy and desirable place of residence. Their first thought was to name their town "Three Rivers," but being profoundly orthodox in their religious views, the bluffs reminded them of the place where Elijah rendered up his bloody sacrifice to Deity, and being overcome with pious emotions, they adopted the biblical name of Mt. Carmel.

The town of Mt. Carmel was laid out on a large scale. Being so well located one mile below the shoals known as Grand Rapids, a reservation for hydraulic purposes was set apart, and a large portion lying between the town and the rivers, was laid out as a common for the use of the inhabitants of the town, and to induce immigration, lots were donated to those who would improve the same within a given time. Articles of association were drafted for the government of the town and placed on record at Chillicothe, Ohio, September 21st, 1818. These Articles made liberal provision for the building of a meeting house, a seminary and the instituting of a bank, all of which should be under the joint control of the law abiding citizens of the town. Article eighteen of the Association, has in later years been denominated, "Blue Laws." So ambitious were the proprietors to make Mt. Car-

mel, truly signify, "the garden of the Lord," that they may have been over zealous and puritanical in the construction of their laws, a synopsis of one of which is here given, viz—No theater or play-house shall ever be built within the boundary of the city; no person shall be guilty of drunkenness, profanity, sabbath-breaking, and many other offenses of greater magnitude, etc., he shall be subject to trial by the court of Mayor and on conviction, was disqualified from holding any office in the city, or the bank; was disqualified to vote; ostracism was to continue for three years after the commission of the so-called crimes. Such was the growth of Mt. Carmel, and the membership of the Methodist church, that in the year 1819, was established as the Mt. Carmel Circuit, embracing all the country, from Terre Haute, Indiana, to the mouth of the Big Wabash and extending into the interior of Indiana and Illinois, and these people earned for themselves, the honor of having erected the first brick church in the State of Illinois.

This first brick church in the State, was erected in the year 1824, at Mt. Carmel, and a cow's horn was blown to notify the congregation of the time for church. The church was transformed into a brewery, and was destroyed in the cyclone of 1877 which devastated a great portion of the town.

It is said that the first house built in Mt. Carmel, was erected and occupied by one Francis Dixon, who used part of the house as a store.

Beauchamp Harvey came in the year 1819, constructed and lived in one of three houses located on the site of Mt. Carmel, and I have heard my father, James Harvey, who was his oldest son, say that he, James, was born in one of those houses in the year 1821.

Rochester Mills, was located on the site of an Indian village, on the Great Wabash river, at what is known as Coffee reefs, the widest place in the river from source to mouth. It was at this point, Augustus Tougas the Indian trader in the year 1800, established the first settlement, and until a few years ago, the house he constructed was still standing on the bluff overlooking the river. This was a favorite place for the Indians to congregate, and I have heard my great Aunt, who was the daughter of Augustus Tougas, say that she had seen

at one time, as many as three hundred "children of the forest," gather in idle contentment about the rude trading place of her father. Its history has been a very eventful one. It has twice risen to prominence and importance, and as often sunk into decay and obscurity. It was the place where the compiler of this bit of history was born in the year 1850, not twenty rods from the trading-post of his mother's grandfather, Augustus Tougas.

Rochester bidding fair to become the metropolis of the county, a rival town, Pochahontas, was laid out, adjoining it on the north, but, the railroads and a system of drainage which depleted and interfered with the navigation of the river, causing rival towns to supplant them, and they went the way of the Indian villages that once occupied their site.

Old Timberville located on the corner of section twenty-three, was the outgrowth from the settlement of Compton and Jordan on the river at section twenty-six; the town was removed, and is now Allendale, a very thriving oil town.

Friendsville, located on the site of old Fort Barney, in the past exerted considerable influence upon the affairs of Wabash County. It stood high as an educational point, and has been the home of many of the county's ablest and most prominent citizens, among whom was Rev. C. S. Baldrige. The founders of this town, were English Presbyterians.

Lancaster was settled principally by people who came from Lancaster, Pa. It was surveyed by John Knapp in the year 1846, but the first house constructed on the site, was built by John Higgins in the year 1817, and was located on an Indian trail.

Bellmont and Keensburg, are the phoenix of old Rochester, modern, thriving towns, surrounded by the most fertile soils, and have no ancient history connected with them.

SCHOOLS—The first school taught in Wabash county, of which we have any record, was in the year 1816. It was conducted in a deserted log cabin near Barney's fort. The first teachers in this house were John Griffin and Betsey Osgood. A house was erected for school purposes in 1820, a quarter of a mile east of the town of Friendsville, constructed of logs, puncheon floor, seats and desks and greased paper for windows.

For some years prior to 1866, Rev. Samuel Baldrige had instructed pupils in the classics and other higher branches of learning in the church. In the year 1818, William Townsend, taught school and conducted religious services in a primitive cabin located on the southeast corner of Section 10-T-2-S-R-13-W. He was succeeded by Reuben Fox, who had taught school in Compton's Fort in 1814 and 1815. Robert Gibson taught school between the years 1815 and 1818, at old Timberville, settlement.

In 1820 on (Section 13-1-N-R12-W,) the first school was taught by one Morris Phelps, who afterwards became a Mormon preacher and emigrated to Utah. The first schools were conducted in Mt. Carmel as early as 1819, and the first teachers, were Mr. Curry; Mr. Schufield, and Mrs. Joy.

The first navigation of the Wabash River, was by means of rudely constructed flat and keel boats, which were propelled by poles, or sweeps. So unwieldy were they, that after propelling them to the markets below, they were left and the navigators usually walked back to their homes.

Imagine, if you can a trip from New Orleans with the small amount of money, obtained, hid away in a side pocket. Many are the thrilling stories I might relate of those early navigators of the lower rivers.

The first steamboat that came up the Wabash river, was the Commerce commanded by Jacob Strades, in 1819. It came from Cincinnati, and passed up the river as far as Terre Haute.

It was not until about 1832, that steamboating on the Wabash commenced with much regularity. Prior to this, one boat within the year was about the extent of steam navigation. From 1832 to 1856, the business was active, and the largest Mississippi and Ohio boats, were common on the Wabash, but soon after this, the railroads came into vogue, and the steamboat traffic became almost a dead letter, so that today, there is scarcely a boat on the river. Now and then a tug-boat makes its appearance.

It was in 1847, that the Wabash Navigation Company, constructed its great wooden dam across the river at Grand Rapids, where the town of Powhattan was located, for the purpose of navigation, and manufacturing, and immediately

following, flour and saw mills sprang up, and trade was drawn for fifty miles distant. This place became a veritable "angler's paradise," and so great was the fame of the place, that fishermen came from distant cities. In 1879, the old dam gave way and was finally removed. The present dam, eleven hundred feet in length, and twelve feet in height, was constructed by the General Government, together with a splendid system of stone locks, the total cost of which, approximated \$340,000.00, and again the place became a great popular resort, and railroads make reduced rates to fishing and outing parties, who visit in great numbers. It is the most beautiful, interesting and inviting resort in the entire Wabash Valley, and is visited by more people than any other point of attraction on the Wabash River.

The pearl and mussel industry grew to great importance, and experienced and capable pearl buyers, estimate that the total value of pearls taken from that part of the Great Wabash River bounding Wabash County, will approximate one million three hundred thousand dollars, and that the value of the shells taken from the same region, has reached as much as seven hundred thousand dollars up to the year 1911, and the pearl fishing has been going on ever since, during the season. Many pearls of great value have been found, and one is said to have brought the fabulous sum of \$8,000.00 in the city of Paris. Pearl buyers have come direct to Mt. Carmel to spend the pearl season, in pursuit of their occupation.

The season for taking mussels is fixed by statute. It opens April 1st, and closes October 1st of each year.

Mounds and Indian Villages—Almost every bluff, knoll or height above high water, on the Wabash River, within Wabash County, has been the site of an Indian Village, and there are more than one hundred mounds, most of which are scattered along the river, but the map accompanying this sketch is on a rather small scale, which prevents the location of many of them.

In my boyhood days I could dig up a "good Indian," most any place along the Wabash, and here I will mention my esteemed friend and neighbor, Dr. Jacob Schneck, for no history of Wabash county, would be complete without men-

tion of him, a physician, surgeon, botanist, author, a veteran of the Civil War, and one of the most universally popular men, whose collections of woods on exhibition at the Columbian Exposition, and now to be seen in the Field Museum at Chicago, are not surpassed. He was a student of the natural sciences, and in the science of botany, he bore a national reputation, being the original discoverer of several branches of plant life, the existence of which were theretofore unknown to science. With Dr. Jacob Schneck, I have often gone digging and delving into the mounds and graves of our prehistoric brothers.

I, at times, was the Doctor's pilot, for in my boyhood wanderings up and down the Wabash, with a gun on my shoulder, I had found and located mounds, had collected many stone axes, hoes and arrows of flint, pottery, pipes, mortars, fish spears and many other relics, which to me at that time had no great value, for I had given many pieces to the Smithsonian Institute at Washington, through Robert Ridgway, a schoolmate of mine, connected with that institution, who grew famous as an ornithologist, and I, had also furnished the Indiana state Geologist with many good specimens of the stone and flint age.

I found on the John McCleary's bluff (and by the way, he settled there in the year 1817), the greatest field for pottery, and there I obtained the most perfect specimens that were ever collected in Wabash county. I found Rochester to be a veritable prehistoric graveyard, and in the fields below the town, found many graves lined with stone taken from the river, full of bones, and sometimes a flint, iron hatchets, while the plow had turned up many stone implements in the fields, and on the hills about the town, I found several mounds, dug outs, places of habitation made in the side of the bluff toward the river. I think the finest stone pipe I ever saw, which is now in the Smithsonian Institute, came from this locality. Hanging Rock, which is a short distance below old Palmyra's site, never gave me very much but bones, too many other resurrectionists had been there before me. I dug into several mounds, found it very hard work, and was usually rewarded with the remnants of charred pottage, and sand stones giving evidence of fire, while on their surface there was often intrusive graves. There are twenty-

one mounds on the southwest of 31-1-S-12, which I believe have never been investigated, and there are, no doubt others in the county in the same condition for it takes a lot of curiosity and sinew, to encourage one to dig through, even a medium sized mound.

Black Hawk War. Many men from Wabash County, served in this war, and I have before me a list of one hundred and three names, officers and volunteers, mustered out August 15th, 1832. Second Regiment of Second Brigade, Captain John Arnold, First Lieutenant George Danforth, Second Lieutenant, Samuel Fisher, were some of the officers, the list being long.

In the Mexican War, Wabash county had brave and fearless sons, under the command of Hardin, Bissell, Forman and Baker, and in the year 1911, one of them, Rev. V. D. Lingenfelter still survived.

Wabash County's past in the Civil War, is largely in common with her neighboring counties. In 1860, her population was only 7,233, and out of this number there were enrolled 936 men (or nearly 13 per cent of the whole population) who took part in that war, and among them was Theodore S. Bowers, who achieved a splendid war record, was made Colonel in the regular army, and was Adjutant on General Grant's staff.

In November, 1917, Wabash County had men in the service against Germany to wit: 35 in the navy, 74 enlisted in army, 92 drafted, and 35 per cent of draft to be called.

In compiling this bit of reminiscence and early history of Wabash County, I have tried to be brief, setting out only the matter, from which a collator may cull the material desired, omitting much and many persons entitled to notice.

At this time I have in mind, "Jack Habberton," the author of "The Jericho Road," whose home and school days were in Mt. Carmel, and who drew from it, his characters, and made it the "Mount Zion," of his novel, a satire published in the year 1877, and where he, in the character of "Lem Pankett," lies buried, and a shapely monument, is supposed to mark his grave.

**THE FIRST PRESBYTERIAN CHURCH OF BELVIDERE,
ILLINOIS, 1839-1918.**

BY MARGARET C. KIRK.

The church in Belvidere is the only Presbyterian church in Boone County.

The first settlement of what is now Boone County by representatives of the Anglo-Saxons, was in the spring of 1835, seven and one-half years after the first Presbyterian Synod of Illinois was organized.

On the unbroken prairie, a band of Pottawattomie Indians had their council ground as well as burial place for their dead. They viewed with regret and sadness the arrival of the white emigrants and in August held their last council and dance beside their beloved Kishwaukee and departed for a new home.

The missionary of the Cross has always been a pioneer and before the expiration of the year religious services were held in the log cabins of the early settlers. Rev. John S. King, a Baptist, preached the first sermon in the spring of 1836. July 24 a church of that denomination was organized. Rev. Breech, a Presbyterian, preached the second sermon and Mr. Pillsbury, a Methodist, the third. Thus we see that of the denominations that have ever been prominent here, each had an early advocate, the Baptist predominating.

Previous to and during the year 1838 a few families of Presbyterians and Congregationalists arrived. They had left Christian privileges in the East and during the winter held frequent meetings in the log cabin of Stephen Burnett. Here was planted, in those early days, by pioneers of Presbyterian faith, the germ which grew into a strong and influential church, the second in the community.

The people were generally poor. When the question of church organization was agitated, some preferred Congregational. Deacon May, a firm Presbyterian and possessed of more worldly goods, said it must be Presbyterian and so it

was organized March 17, 1839, with twenty-four members, eight men and sixteen women. Mrs. Mary Du Bois was the mother of Fred Du Bois, our senior deacon, and through mother and son we have a direct connecting link with the past.

This was the second Presbyterian church organized within the bounds of Freeport Presbytery. For fifteen months home services were continued and then meetings were held in a hall, over a new store, until June 23, 1841. On that date the Presbytery of Ottawa, which then embraced this territory, met here, received the First Presbyterian Church of Belvidere upon its roll and installed the first pastor, Rev. Nathaniel Wright, with a promised salary of four hundred dollars. One hundred and fifty dollars of this was received from the American Home Missionary Society and continued for four years; one hundred dollars the fifth year, fifty dollars the sixth year, making seven hundred and fifty dollars in all received from missionary funds.

At this time there were 275 inhabitants of the village and the church membership was thirty-two.

July 26, 1842, the lot, on which the present church building stands, was purchased and the contract let for the erection of a "brick meeting-house" 36 by 48 feet at a cost of \$2,250. This was the first edifice in Boone County erected and used exclusively for religious worship and was formally dedicated in August, 1843. The church outgrew this building. It was taken down in March, 1857, an adjoining lot purchased and a new building erected with a seating capacity of 800, at a cost of \$17,200.

In January and February, 1865, this church was blest with a religious awakening and revival, conducted by its young pastor, David R. Eddy, as a result of which sixty-seven persons, mostly adults, were received into the church. This church has not been a fruitful mother of living, prosperous churches. There have been two attempts at a separate existence, but both were of short duration. The outgoing was of the two extreme factions produced by the anti-slavery agitation. In 1853 a Congregational Church was organized by those who were dissatisfied because this church would not give expression, by resolution or otherwise, of opinion condemnatory of the tolerance and extension of American

slavery. They built a small church and maintained services for three years, when their meetings were discontinued and some of them returned to the mother church. In 1856 the pressure became so great that resolutions were introduced and passed protesting against the further extension of slavery and withholding Christian fellowship from those who justify or uphold it. In 1857 a few members, who claimed dissatisfaction on account of these resolutions, were granted letters of dismissal, at their request, for the purpose of organizing a second Presbyterian church. They also disbanded after a few years, some returning to the mother church.

Only one child from this church became an ordained minister of the Presbyterian church. One other entered the Baptist ministry.

The growth of the church was rapid in the days of its early history. In 1850 there were 157 communicants. In 1870, 396.

The fifteen years from 1864 to 1879 (the pastorates of David R. Eddy and Thomas Chalmers Easton) were the years of largest membership and church attendance, the largest being 420 in 1872, when Rev. Eddy resigned his pastorate.

In March, 1889, the church celebrated during three days, the semi-centennial of its organization. Both of these beloved former pastors were present and had a part on the program.

The installation of a new pastor, John Clark Hill, was a feature of the celebration. To his executive ability was largely due the raising of \$10,000 in 1890, with which the church was remodelled into practically the church of today.

The church membership at that time was three hundred.

In March, 1914, the seventy-fifth anniversary of the church organization was celebrated. Not a person who was present at the founding of the church was present at this celebration. The church has had fourteen pastors.

In the Civil war our church was not lacking when the call came. She gave her noble sons, she gave money, she gave her prayers, and forth from the basement of the old church went the men, who signed the muster roll, to battle for the flag of their country. In those same rooms the women scraped lint and rolled bandages in the anxious days which followed.

No records have been preserved of the amounts contributed to benevolence and charity. From the first the spirit

and action of the members of the church and congregation have been to contribute not only to the regular boards of the church but to all worthy causes.

Through the years the cause of temperance has had the indorsement and support of the church membership. The local W. C. T. U. records bear the names of many of our women who consecrated their time and energy to the furthering of its work.

The first monthly concert for missions was observed July 6, 1840, two men (Col. Walker and David Caswell) being present. This is worthy of note, as about the same time the women met for the same object, their organization being called a "female prayer-meeting."

In 1873, during Rev. Easton's pastorate, the foreign missionary society was organized and in 1874 the home missionary society. In December, 1899, a permanent union of the two societies was brought about through the influence of the pastor and his wife, Rev. and Mrs. George R. Pierce, and the name became "The Woman's Missionary Society." Then began the systematic study of missions at home and in foreign lands and systematic giving in connection with our Presbyterian Society.

The Sunday school was organized June 6, 1840, with twenty-five pupils and three teachers. No records of attendance were preserved until 1865, when there were 225 members. The largest membership corresponds to that of the church, during the pastorates of D. R. Eddy and T. C. Easton, reaching 425.

In 1900 there were 230 enrolled. In this Sunday school record, honorable mention should be made of Deacon H. W. Avery. He was first elected superintendent in 1846 and had the distinction of holding that office for forty years, although not continuously. He also established and sustained Sabbath schools in the different school houses throughout the county. He had wide acquaintance with prominent Sunday school workers, because of his activity in, and generosity to the work, and was honored by being named delegate to the World's Sunday School Convention, held in Jerusalem in April, 1904, being represented at that gathering by his grandson. Always interested in young men, in 1902 he gave twenty thousand dollars to build our local Y. M. C. A.

In 1905 the young pastor, B. L. Brittin, with much painstaking labor, revised the roll of our church membership. Ninety names, constituting what was called "dead timber", were dropped from the roll. In 1910 membership was 260, with Sunday school sustaining its average of over 200. In 1918 church membership 300 and Sunday school enrollment 160.

The primary and intermediate comprise the greater number, the falling off being the youth and adults.

In the present World's War the church is doing her bit cheerfully and loyally. Again she has given of her sons, her money and her prayers. A class for the making of surgical dressings meets weekly in the same basement rooms used during the Civil war.

The Boone County Chapter of the Red Cross is largely officered and its work efficiently superintended in all departments by those from the membership of the church and congregation.

As to the outlook for the future it is difficult to conjecture. Financial obligations are always fulfilled but the tendency of the times is away from the church and participation in its activities does not seem to be considered an obligation of membership.

At the time of the semi-centennial, the historian writes: "The founders of this organization, and those following through many succeeding years, were faithful to the tasks imposed upon them in their day and generation."

Conditions are different today and the war is making them more complex. Success or failure will be determined by the measure in which the present task is recognized and undertaken, not by the few, but the church as a whole, and performed in the same spirit as that of "ye olden time."

THE ILLINOIS CENTENNIAL.

Address at Jackson Park, Chicago, on the Occasion of the
Presentation to the South Park Commissioners of
the Statue of "The Republic."

EDWARD F. DUNNE.

In this year, 1918, we celebrate the centenary of the admission of the State of Illinois into the American Union, and at the same time we can here, in this great city, appropriately celebrate the quarter centenary of Chicago's great architectural and artistic triumph twenty-five years ago when she opened the gates of that wondrous World's Columbian Exposition. Today we stand upon a spot wholly appropriate to the dual celebration.

Where we now assemble is within the confines of Illinois and of the grounds where that great exposition was held, and today, to appropriately celebrate the event, there is presented to the South Park Commissioners a replica of one of the great artistic triumphs of the wonderful aggregations of artistic and architectural masterpieces which were exhibited to a surprised and delighted world in the year 1893.

It has been my fortunate lot to have visited and seen four of the world's great expositions—that of Paris in 1900, that at St. Louis, and that at San Francisco in 1916, as well as the one in Chicago in 1893, and I have no hesitancy in saying that, to my mind, the Chicago Exposition excelled them all in architectural beauty. No one who ever saw that magnificent quadrangle of buildings, at the head of which, facing east, stood the Administration Building, can have forgotten that colossal statue of "The Republic" with uplifted arms which faced the quadrangle from the east. A replica of that glorious statue is presented to the people of Chicago, and in accepting it for the people, the South Park Commissioners do well to celebrate the occasion by this ceremony, at which

we may be excused if we briefly dwell upon the tremendous advance which this great State and this great city have made, *both* spiritually and artistically, as well as materially, since they have sprung into being on the map and in the history of the world.

In 1818 Illinois was a mere outpost of civilization and Chicago was unnamed and unknown. Along the principal rivers of the State, in few sparse settlements, there lived, in rude huts and log cabins, in the whole State, only about 50,000 white inhabitants. Its rich inland prairies were untouched by the plow and practically undiscovered. Its mineral wealth was unknown. Today she has a population greater than Sweden, greater than Holland, greater than Portugal, greater than Greece, greater than Bulgaria, greater than Serbia, and almost as great as Belgium or Roumania or Argentina.

Among the states she has leaped into third place in population, first in agricultural production and railway development, second in wealth and third in every important development where she is not first or second. Chicago, born in 1837, has within eighty years become the fifth greatest city in the world and the second greatest in the western hemisphere. But it is not only in population and material power that this city and State have become great. It is the pride and boast of the men and women of Illinois and Chicago that this great city and State have played a leading role morally, spiritually and politically in the history of the Republic and of the world.

Upon the soil of Illinois, on the 4th day of July, 1778, took place a struggle at Fort Kaskaskia in which the ragged soldiers of the young republic, under the leadership of George Rogers Clark, commissioned by Patrick Henry, which eventuated in incorporating into the American Republic of all the territory north of the Ohio and east of the Mississippi Rivers, which eventually brought within the national confines the whole Mississippi Valley, in which 50,000,000 prosperous people are now living. Illinois is the heart of the Republic. Have you ever noted its peculiar formation and surroundings? Look at the map and you will find Lake Michigan, in the shape of a great index finger, pointing southward to the

northeast corner of the State—the finger of destiny, with the point of that finger resting upon the great metropolis of the West, where now nearly two and one-half million people are engaged in developing what will be the greatest city on the western continent. Note the peculiar shape of this State. Trim off a little of the boundary line between it and Wisconsin and it takes the shape of a human heart, the heart of the Mississippi Valley, the throbbing nerve center of the United States, and across its fair bosom, northeast to southwest, runs the mighty Illinois River, navigable for 263 miles, like a cordon of the legion of honor. Over 6,000,000 people now dwell in comfort and happiness within its borders.

Upon the prairies of Illinois, in the fifties, was fought out that great intellectual and moral issue as to whether a republic could survive half slave and half free. Illinois declared for the freedom of the black man and furnished Abraham Lincoln, statesman and humanitarian, and Ulysses S. Grant, the soldier, to settle definitely that great problem for the Nation.

And what of her imperial city, Chicago? In 1803 a blockhouse, called Fort Dearborn, was built by some soldiers at the south end of what is now called Rush Street bridge. Its garrison was massacred by Indians in 1812. Twenty-one years afterwards, in 1833, a town was incorporated called Chicago and the city incorporated in 1837. Its site was a swamp. Its river was so shallow and tortuous as to be un-navigable for lake vessels. Its river had to be dredged and straightened and its swampy land had to be filled in. It was done. It needed a canal to connect its sluggish stream with the Desplaines and Illinois Rivers. After years of effort it secured lands from the Federal Government, from the sale of which the canal was finally built, connecting Lake Michigan with the Illinois River. Nature had done but little for Chicago, but man's energy did much. In 1848 she opened a railroad to the west, and the canal and railroad began to bring into Chicago the products of the rich soil of Illinois and Chicago began to grow. Thirteen years afterwards, in 1861, Chicago had a population of 120,000 and gave Abraham Lincoln to the Nation. Thence her progress materially, politically and spiritually has been the marvel of the world. She has become the nerve center of the American Republic, from

which has emanated all the great progressive movements of recent years. She has, in her day, advocated abolition of human slavery, abolition of railway domination, dissolution of trusts, control of monopolies, public ownership of public utilities, extinction of prostitution, woman's suffrage and the overthrow of Prussian lust and Prussian frightfulness. Many of her aims have been accomplished and more are in process of early attainment.

Nor has she neglected the arts and sciences and higher education. As early as 1879 she founded her Art Institute, now one of the most successful in America. Nearly 3,000 students are now upon its class rolls and nearly 1,000,000 visitors visited its museum last year. She has already given to the world such architects as Sullivan, Root, Burnham, Wright and Roche; such painters as Healy, Freer, Clarkson, Pyraud and Ufer, and such sculptors as Taft, Mulligan, Polasek, Zetter and Hibbard. The greatest statue in America, that of Lincoln by St. Gaudens, is located in Lincoln Park, and her parks are gradually becoming crowded with other statues of artistic merit. One of the noblest avenues in the Nation today is Michigan Boulevard; and, when extended to Chicago Avenue, as projected under the Burnham and Bentley plan, it will be without a rival in the western hemisphere. The great State spent the first quarter century of her life in fighting the red man, building log houses and fencing with rails the settlements of her pioneers. During the second quarter she began tilling her prairies and building her cities and, particularly, her queen city on Lake Michigan. In the third quarter she built her railroads and warehouses, developed her mines and commenced in earnest her career as a great manufacturing commonwealth, and to all of these developed to a degree which has been above and beyond the wildest dream of her most sanguine sons, she has been adding, during the last quarter of a century, beginning with the World's Fair in 1893, the touch of art and architecture which promises to make her great metropolis, not only the greatest commercial and manufacturing city on the western hemisphere, but one of the most beautiful cities in the world.

The man who, in 1861, would have predicted that Chicago, in 1918, would have increased in population over twenty-fold, would have been set down as visionary, of unsettled

mind. Judging the future by the past, it seems safe to predict that, within half a century, Chicago will number its inhabitants at 10,000,000. May the future of our great city and State be as glorious as it has been astonishing in the past, and may that growth be in beauty and grace, as well as in strength and power.

AN OLD MORMON TOWN, NAUVOO, ILLINOIS.

NANCY DUFFY CLARK.

Of all the towns and villages of Illinois, one of the truly historic and certainly the most picturesque, is Nauvoo. It lies just in the bend of the Mississippi, the "Father of Waters." The only approach is across the river in a rickety ferry; or by the perilous "river road," poised half between the sky and water, on the side of a cliff, or by the "prairie road," a drive of forty miles across the plains—the Grand Pre as the Jesuit Fathers first called it.

So, if you haven't been drowned by the venerable ferryman, or plunged off the river road, or suffocated in your long, hot drive over the prairie, you will see Nauvoo, a dream village in the afternoon sunlight rise from the shore, creeping up the hills crowned by rows of vineyards, rising tier by tier to where at the back, the prairie rolls up and away. Nauvoo seems cut off from the rest of the world, for there is no connection by rail. The people have tried again and again to build a trolley. The funds have been raised, the road started, but always some obstacle has blocked the ill-fated project; so that today one sees its ruins—a stone bridge, moss-covered now, across a brook; a grade covered in grass and wild flowers; a bridge which needs only a floor to be complete. The work seems to have ceased abruptly, the workmen dropping their tools where they stood. Indeed the whole town, lying in the embrace of the encircling river, seems to sleep on and on, awaiting the kiss of its Prince Charming, to be awakened to new life and usefulness.

It was in 1840 that the Mormons laid the foundations of Nauvoo, or "Pleasant Land." The houses may be recognized today by the uniformity of their style. They are severely rectangular. There is a door directly in the middle, at either side windows at regular intervals, a second row of windows directly above, and a sloping roof guarded by

38^a



AN OLD MORMON HOUSE.



A COTTAGE IN NAUVOO.

chimneys at each end—architecture which betrays their New England origin. Their temple was an architectural anomaly; the columns, decorated with a crescent at the base, started out to be Doric, changed suddenly to Ionic, and just as suddenly changed into a nameless order finished by a grotesque sun god surrounded by stars. The temple proper was built on Venetian lines. Imagine all this finished with a Byzantine cupola, and you see the marvelous structure which cost the Mormons more than a million dollars. Yet this temple was destined to be burned. Many wierd stories are whispered around concerning the fire; some say it was burned by the Anti-Mormons; some aver that a faction of the Mormons themselves fired it rather than let the other faction sell it as was their intention. Doric! Ionic! Venetian! Byzantine! It never will be known whether they employed this conglomeration of style through ignorance or through their audacious assumption that they, being the chosen children of God, were entitled to the best of all ages and nations, even to the moon, sun, and stars themselves. This delusion, carried out in practical life, made the Mormons extremely disagreeable in the locality. Did their neighbor have a good horse? It rightfully belonged to the Chosen People, and one of them would speedily become master of it. Had you a barn stored with grain? God willed that His Chosen People should use it at their pleasure. Had you a beautiful daughter? God willed that she, too, should belong to one of His Chosen. This makes it easy to see why the Mormons became so unpopular that the people of Illinois drove them out by means of the Mormon War of 1846, first having shot the leader, Joseph Smith.

Wherever you go in Nauvoo, the villagers display his possessions. "Do you see this table? It was HIS dining table." "Do you see this watch? And the mosaic around the face? It belonged to Joseph Smith, the Mormon prophet." After having seen several hundred of his dining tables, and an equal number of favorite rocking chairs, and a car load or so of his personal effects, one concludes that he must have been a man of various and diverse possessions.

And so "God's Chosen People" were driven from their "Pleasant Land." Vacant were the houses, untended the vineyards, while the temple smoked and smouldered; but not

for long. Back in France Etienne Cabet dreamed a dream, a dream of the equality of man. His advance agents came up the Mississippi, and found Nauvoo a ready made city awaiting them. And so the vineyards were tended, the houses were inhabited, and Nauvoo again became the stage for one of Life's dramas—an idyllic pastoral this time, not a tragedy—when the Commune "Icaria" was founded in 1848 by Cabet and his followers. They worked, each one, a certain length of time in the common fields. The results of their labor were hoarded in the common fund. Each received his quota of clothing from the directors chosen annually by vote.

All ate together at one huge table. No one was permitted to put aside possessions for himself, even his favorite books must be given up to the common supply, and old family jewelry must suffer the same fate. One is not surprised to hear that after eleven years, jealousy crept in among the leaders and this commune was destroyed by dissension from within. It has been said "Perhaps no other reform so stirred a continent at its beginning, only to sink without a ripple at the end."

Today the villagers and the unconscious poetry of their lives form a link between the past and the present. Among the ruins of a civilization that is gone, women gossip and crochet, cats sun themselves on cellar doors, while children play "andy-over" in the street much the same, doubtless, as they do the world over. The population is made up of two elements: the German settlers who cultivate vineyards or make wine for a living; and the convent where the Sisters, many of them women of great charm and worldly experience, lead their placid lives just above where the river winds around the convent like a silver band.

There is an unusual hotel—unusual in this sense only, that one is never made to feel welcome. I have been there many times. I have spent the night and I have motored through, stopping for one meal only—but not once have I been made to feel that I am anything but a source of annoyance and an object of suspicion. The surliness of Mine Host is matched only by the caustic remarks of his wife. He makes it plain that he can't be bothered by people, running over the hotel yard, getting in his way. Mine Host's wife

408



A DESERTED CHURCH, NAUVOO.

meantime keeps a watchful eye on the soap and comb, while she makes pointed remarks about these people who go about in autos; since she does not know them, they can't be respectable; that their starting point is known only to the powers above and their destination is known only to his satanic majesty below; and she concludes by saying that she never cared for autos nohow nor the folks who ride in 'em.

Here is another example of the independence of this unique place. I was the first to step up to the postmaster's window. "You'll have to wait," said he, "Your's is a special delivery and that's always so much trouble." I accepted his ultimatum and stood aside while the whole town filed past. My mail must come last, because it was special delivery.

Early in the 60's a steamboat came down the Mississippi carrying an opera company which stopped at each town. Among this company was a young man of more than ordinary talents. When they reached Nauvoo, he could not go but stayed on for very love of the place. And he is still there, singing bass in the little Catholic choir, leading a frugal life, and working in his cozy old fashioned garden where he may be heard at dusk, singing "The Last Rose of Summer." If you should stop, he will come forward eagerly to greet you, his fine old face alight with pleasure to meet one of his kind. He will show you a portfolio filled with drawings made when he was a boy in Cologne and later when he studied at Dusseldorf—drawings made with a raven's quill, for nothing else was fine enough for his work; etchings of cathedrals of the old world; minute, careful drawings of all the flowers man knows, botanically as well as artistically correct—"My flower garden on paper" as he so quaintly calls it. All these he will show you, turning the pages with eager, trembling hands. That over, he will lean back and tell stories of his young manhood, when he worked as frescoer in Germany. Then he will show you his watch, a marvelous old timepiece, which strikes the hours in a musical tinkle. Or perhaps he will show you his only companion and housemate, a mongrel cur, indescribably dear to his master.

And over and above all hovers the charm of the middle west. The discordant strains of the calliope which float in-

land from a passing steamboat; the expressive phrase of the riverman which accompanies high water, "There's a big water comin' down:" all this breathes the spirit of the Mississippi, beautiful in its very ugliness—and there is one American man of letters who would agree with me.

THE OLD CHICAGO TRAIL.

A. VAN DYKE PIERSON.*

Some one has said the study of any highway, for itself alone, might be of little value. But the story of a road which shows clearly the rise, nature and passing of a nation's need for it is of great importance. It is not of national import that there was a wilderness road to Kentucky. But it is of the utmost importance that a road through Cumberland Gap made possible the settlement of Kentucky, in that Kentucky held the Mississippi River for the feeble colonies, through days when everything in the West and the whole future of the American Republic lay in a trembling balance.

It is not of great importance that there was a trail known as Memacolins path across the Alleghanies. But when we read of that terrible night's march Washington made from Fort Necessity, which could not have been made except for this path; when the French scouting party was at last run to cover by Half Kings Indians, we shall know far better than ever the true story of the first campaign of the war, which won America for England. These are historical facts and should be of interest to every patriotic American, proving as they do, how apparently trivial things may affect the destiny of a great nation.

This article is not to be a treatise on historic highways, but rather to rescue from oblivion the old wagon road leading from Bloomington to Chicago, or, as it was frequently referred to by those who helped make it, as the old Chicago trail. Of the men who established and traveled this road, but few remain, and of the old trail, but very little of it is in use as a public highway at the present time. This road was a necessity to the pioneers of our county; and when it had served its day and generation, they thought no more about

* The manuscript of this sketch of the Old Chicago Trail was found among Mr. Pierson's papers after his death and his family felt that he would have been glad to have it printed in the Journal.

it, never dreaming that their efforts in road making would be of any interest to their descendants. Neither did it enter their thought that there would be societies formed for the express purpose of preserving, not only their words and deeds, but also their utensils and implements of toil, as well as their weapons of defense, for future generations. This is as it should be, not only concerning the pioneers of our county, but also the trails and the towns of that vanished race that once inhabited our groves and roamed our prairies. When I was a boy these trails were quite plain.

There was one leaving Mackinaw timber near Fort Henline, leading northeast to Indian Grove, twelve miles distant and almost on a bee line. There was another leading from the Kickapoo town, on my father's farm, to the Delaware town on the Mackinaw, three miles to the southeast, and from there to the Indian town at the head of Old Town Timber, about fifteen miles as the crow flies. There was also a trail from the Kickapoo town southwest to Smith's Grove, about ten miles as the trail ran; and then another was the Fort Clark trail, leading from the Kickapoo town a little northwest until it reached the fort, some fifty miles away.

The story of this old highway would not be of much interest if we were to consider it as a mere convenience, just to connect one settlement with another. But when we realize that this road made possible the development of our own county, besides being a most potent factor in the development of Chicago, then it becomes of great importance and should have its proper place in the history of our county.

The first movement towards establishing this road was in 1831. On the 21st of July of that year Jacob Spawr of Money Creek presented a petition to the county court, praying for a road from Frederick Rooks, on the Vermilion River, to William Evans, on the Mackinaw, thence to Jacob Spawr's, on the Money Creek, crossing Sugar Creek at a point north of Bloomington and below the forks of that stream; then south through Main Street, Bloomington; south through Randolph's Grove, Long Point to the south line of the county. This petition was granted. There was nothing more done in the matter until the spring of 1833, when Mr. James Dawson and his son, John, plowed a furrow with an ox team from the

point of the timber where Towanda now stands to the north edge of Blooming Grove. This furrow was parallel with and west of the Chicago and Alton tracks, passing through the present site of Normal, near where the street car tracks are now.

In 1834 there was another petition for a road over practically the same ground. This road was to pass Frank Trimmer's in Money Creek, Coonrod Flesher's, Lexington, Epperd's Point, and north to the Vermilion River. This road ran to the northeast the entire distance from Bloomington to the Vermilion and crossed the Mackinaw north of the wagon bridge near W. G. Long's farm, one mile west of Lexington. This was one of the worst fords on the Mackinaw. It was here that Mr. Albert Dodds, a gifted young lawyer of Bloomington, met his death by drowning during the great floods of June, 1844. After leaving the Mackinaw the road continued to the northeast, leaving Coonrod Flesher's, where the post office was kept for many years, to the south, then northeast through the present site of Lexington, passing Jacob Spawr's tavern, which was built after the road was located. It continued to the east, leaving the cattle corrals, built by the Dawson brothers for the accommodation of the cattle drovers, and were located about one mile northeast of Lexington, on the land now owned by the Kemp brothers. From here the road continued on the same northeast course to the crossing of the Vermilion River at Pontiac and was east of and ran parallel with the Chicago & Alton Railroad. The road crossed the Vermilion at Pontiac, just west of the old mill dam and near where the wagon bridge spans that stream. Here the road turned more to the north, passing to the west of where the C. & A. tracks are now located, and continued west of the railroad until Chicago was reached.

After leaving the Vermilion the road passed through Wolf's Grove, after which the road resumed a northwestern course, crossing the Mazon at Sulphur Springs, continuing in the same general direction until the Kankakee was reached and crossed at Beard's Crossing, five or six miles west of the city of Wilmington. The Desplaines was crossed at Van Austen's. The road ran along on the west side of the Desplaines River forty or fifty miles, crossing over to the east

side at Summit, continuing on the east side, passing through Brighton, and entered Chicago at Archers Avenue, then known as Archers Road.

The business center of Chicago was at that time south of the Chicago River. Among the first to visit Chicago from Lexington was Mr. John Dawson, who accompanied his father there shortly after it was incorporated as a town, which was August 12, 1833. Chicago at that time had a population of about 150. There was no road, nothing but prairie, with an occasional Indian trail, until they came to Joliet. Here the trail became more marked and the indications of the white man's presence became more evident.

While Peoria and Pekin were the nearest seaports, the early settlers of our county, and it would seem because of their location they should have been the trade centers of this part of central Illinois, before the advent of the railroad, but such was not the case. There was a little trading station on Lake Michigan, and although it was more than 120 miles away, it soon began to attract the attention and drew trade as early as 1835. The farmers of McLean County began to send, not only their cattle and hogs, but also their corn, wheat, oats and produce of all kinds to Chicago. This was the beginning of Chicago's greatness, and she has kept at it until her fame fills all the earth. The first shipments of grain from Chicago were in 1838 and consisted of a cargo of 100 bushels of wheat; and today she stands without a rival, being the greatest grain market in the world.

Along the old highway were numerous taverns for the accommodation of the traveler, most of these having passed from memory. Among the most noted were the Van Austen's, at the crossing of the Desplaines River; Judge Reynolds, near Joliet; the widow Jackson's, near Beard Crossing, and Jacob Spawr's of Lexington. These hostelries were patronized by the travelers and drovers, those engaged in hauling grain and produce. Because of their numbers, there being sometimes forty and fifty teams in a gang generally camped on the trail, in the pleasant weather. It was the custom in those early days for the feeder to penetrate to all parts of the country in search of cattle and hogs, which were collected and fed upon the farms, and when fattened were driven to

Chicago and sold. Now the feeder buys his cattle in Chicago, ships them back. This is supposed to be an improvement on the old way, and I think that it has the best hand of the argument.

It may be of interest to some to know that the first bunch of cattle bought in Chicago to be fed on the farms of our county was in 1847. In that year Mr. Isaac Funk and Jonathan Cheney bought a drove of 200 head and drove them down to the residence of Milton Smith at Pleasant Hill, where the cattle were divided equally, Mr. Cheney driving his to his home in Cheney's Grove and Mr. Funk taking his to Funk's Grove.

There is one item of interest connected with this old highway; that is the Barnard elm. This tree stood some little distance from the road and received its name as it was on Mr. Barnard's land. This tree could be seen for miles and was a landmark in the olden times. It was one of the largest trees in the county, being twenty-one feet in circumference, which would indicate a diameter of seven feet. This tree was a favorite resort for bees ever since the white man has known it. It has been regretted that there had not been some public spirited artist who would have presented the Historical Society with a photograph of it before its death.

With the coming of the railroads, this old wagon road, like Othello, found its occupation gone. Although cattle continued to be driven on it from Lexington to Chicago until along in the sixties, yet owing to the settlement of the country, the road of that time was not the road of 1835. This old road grew out of the country's need and was a mighty factor in developing our county as well as the great city by the lake.

KANNEKUK OR KEEANAKUK.

The Kickapoo Prophet.

BY MILO CUSTER.

According to a Kickapoo tradition, Kannekuk or Keeanakuk, the Kickapoo "Prophet" was born at a place in Illinois called the "Salt Lands."* I have no doubt but that the old salt spring in Vermilion County,† near Danville, was the locality to which this tradition refers. No date of course, was assigned to his birth, but in view of the fact that according to John Masquequa, the Prophet was about twenty-five years old when he began to preach, which was about 1822, and that he was evidently a man in the prime of life when Catlin painted his portrait in 1831, it is probable that he was born about the year 1797. Of his parents and early life, as in the case of Masheena, we know nothing. He appears to have been a prominent man among the Vermilion River Kickapoos from an early date, his signature being attached to the treaty of cession made by the Vermilion Band at Vincennes, August 30, 1819. His name appears therein as "Kanekaka, or the Drunkards Son." From this circumstance we might infer that the Prophet's father was known among his people as "The Drunkard."

The Vermilion Band of Kickapoos had moved to some point near the south end of Lake Michigan some time prior to the year 1831, where they were living when Catlin visited them, and the Prophet was among them. He had already been "converted," had organized his "church," of whom part of the membership were Kickapoos and part were Pottowatomies, and had a considerable following. Just when his "conversion" took place we do not know, but from the dim light thrown upon the matter by the fact that he is said to have preached for about thirty years, and the meager

* Weshkupakhakun Ashkeekie, in Kickapoo.

† This was near the site of the Kickapoó village at the forks of the Vermilion River four miles west of Danville, Illinois.

information furnished by the few writers who have chanced to record a few facts concerning his life, we might guess that it took place at or near Danville, Ill., about 1822, and that it was due partly to the efforts of pioneer Methodist missionaries. Kickapoo tradition says that after his conversion, he was very active in striving to prevent intemperance among his tribe; that he would frequently take a few of his faithful followers and meet Indians who might be returning from a drunken debauch at Danville, search their effects and taking from them any whiskey he might find, would pour it out on the ground.

It is likely that the story Catlin recites concerning the origin of the Prophet's "Church," which, as he states, was "told him by traders in the tribe," etc., is true. We can admit that the Prophet may have been inspired by some motives of self-interest in founding his "Church," yet the fact remains, as has been frequently stated by various writers who lived and wrote in his time, that Kannekuk exerted a wonderful influence for betterment over his followers.

When we consider the fact that he could neither read, write nor speak English, his life and work appear all the more remarkable.

The doctrines of his "Church" were no doubt founded on some of the cardinal principles of the Old Testament, though there appears to be very little of anything in them that approaches very near to Christianity. Its chief principles were given to me in a simple statement contained in a letter from John Mas-que-qua, who was pastor of Kannekuk's Church, on the Kickapoo Reservation in Brown County, Kansas, at the time the letter was written, July 20, 1906. In this letter Mas-que-qua says in part: "He (i. e., the Prophet) told his people that our Great Father worked six days and created everything; then on the seventh day He rested and prayed that everything be good," etc. Mas-que-qua also informed me verbally, on the occasion of my first visit to the Kickapoos in October, 1906, that Kannekuk had made certain prophecies, some of which were as follows: "He (the Prophet) told his people that the time would come when their church would be much reduced in numbers; also that the time would come when they would all go back to Illinois, where they were born; that the time would come when he (the

Prophet) would be known all over the world. He also told his people that he had left a written history of himself in Illinois and that it would some day be discovered." The first of these prophecies has been literally fulfilled.

The invention of the prayer-sticks and the symbolic characters carved upon them was, it appears to me, an original work of Kannekuk, notwithstanding the statement of some other writer to the contrary. Of the meaning of these characters and the form of service invented by the Prophet, perhaps the best description we have is that by Rev. Isaac McCoy, a Baptist missionary, who labored among the Kickapooos shortly after their removal to Kansas in 1832. His account is substantially as follows: "Kalukuk (Kannekuk), or the Kickapoo Prophet, one of the Kickapoo chiefs, is a professed preacher of an order which he himself originated some years ago. * * * He teaches abstinence from the use of ardent spirits, and some other good morals. He appears to have little knowledge of the doctrines of Christianity only as his dogmas happen to agree with them. Congregational worship is performed daily and lasts from one to three hours. It consists of a kind of prayer, expressed in broken sentences, often repeated in a monotonous sing-song tone, equalling about two measures of a common psalm tune. All in unison engage in this; and in order to preserve harmony in words each holds in his or her hand a small board, about an inch and a half broad and eight or ten inches long, upon which is engraved arbitrary characters, which they follow up with the finger until the prayer is completed. * * * Whipping with a rod is one article of their creed, and is submitted to as an atonement for sin."* This account was written January 1, 1835.

The characters on Kannekuk's prayer-sticks were five in number. The first represents the heart; the second the heart and flesh; the third, life; the fourth, their names; the fifth, kindred—i. e., their relations. McCoy says: "Putting the finger to the lowest character, they say: 'O our Father, make our heart like Thy heart, as good as Thy heart, as strong as Thy heart,'" etc. The words accompanying the other characters are very similar.†

* I was shown one of these rods by John Masquequa. He explained to me that it was no longer used, but was only kept in their church as a relic.

† I have a pen drawing of these characters. M. C.

McCoy makes a further statement that polygamy was allowed and that the Prophet had three or four wives. This statement is amply refuted, however, from information supplied me by Old Jesse (Mahkuk) and John Mas-que-qua, through which it appears that Kannekuk did not have "three or four wives" at one time, but that he had four different wives at as many different periods in his life, three of whom died consecutively, and the other of whom survived him.

The services of Kannekuk's Church have been much abbreviated since his time. The prayer-sticks are no longer used by the remnants of his followers, and "whipping with a rod" is no longer submitted to. Services are now held only on Sundays and the sermon that is preached—or, rather, recited—as well as the few songs and the prayers that are used, are those composed by the Prophet himself and written by Wansuck, his immediate successor as pastor of his "Church."

As to the personal appearance of Kannekuk, we are told by John T. Irving, Jr., in his "Indian Sketches" (page 81), that "the Prophet was a tall, bony Indian, with keen black eye, and face beaming with intelligence." * * * Irving says further of him: "There is an energy of character about him which gives much weight to his words and has created for him an influence greater than that of any (other) Indian in the town," etc.

Kannekuk left Illinois in May, 1833. The balance of his life was spent on the Kickapoo reservation near Fort Leavenworth, where he died of the smallpox in 1852. He was buried near Kickapoo, a village on the Missouri River, in the north part of what is now Leavenworth County, Kansas.

His signature as "Ka-ana-kuk," etc., appears on the treaty of St. Louis, October 24, 1832. In the notebook of General William Clark, preserved in the library of the Kansas Historical Society, the following entry appears under date of September 30, 1833, viz: "Wm. Christy. For amt. p'd. for 2 horses for the Kickapoo Prophet; \$120." These two horses were probably the "mare and colt" referred to in General Clark's letter of January 16, 1833. This letter, together with an earlier one, dated August 31, 1832, also written by General Clark, and a hunting permit, dated July 5, 1832, signed by William Marshall, Indian Agent, are now

in possession of Optukkee (Commodore Catt.), Kannekuk's grandson, on the Kickapoo reservation, in Brown County, Kansas.

Kannekuk's descendants living on the Kickapoo reservation in Kansas in 1906 numbered ten persons. These, together with the wives of the married men, made a total of thirteen. All of his descendants are also descendants of Masheena, by reason of the latter's daughter, Ahsahmeeno Tenwawkwa, having been the Prophet's second wife. Kannekuk was married four times, according to the account given me by Old Jesse (Mahkuk), the oldest Kickapoo man living on the Kansas reservation in 1906. According to this account, the Prophet's first wife was Sawkeetokwa, by whom he had one son, the chief John Kennekuk (Pahkahkah), who died about 1868, leaving no descendants. Sawkeetokwa died in Illinois, probably about 1830. Shortly after removing to Kansas, Kannekuk married Masheena's daughter, by whom he had three children—Kachassa, Netinahpee and Kwahtheet. Kachassa lived to maturity and became the wife of Katnahmee, by whom she had six children, three sons of whom lived to maturity. The two youngest children of the Prophet died in childhood.

The Prophet also survived Masheena's daughter, and after her death he married Ahkwona, a Pottawatomie woman, whom he also survived. After her death he married Wahmeetukoosh, who survived him. No children were born of either of his last two marriages.

The children of Kachassa and Katnahmee who lived to maturity were Wahwahsuk, Wahpoahtek (John Winsee) and Optukkee (Commodore Catt.) The first named is now dead, leaving two children, viz: Robert Wahwahsuk and Minnie Wahwahsuk. The son, Robert Wahwahsuk, is married and has two children. The daughter, Minnie Wahwahsuk, was employed as assistant matron of the Government School on the Kickapoo reservation in Brown County, Kansas, 1909. It is said she was the first Kickapoo woman to hold a Government position.

The two brothers of Wahwahsuk are both married and have families. (For the names of their children and wives see the account of Masheena.) *

* In publication No. 16, 1911, Illinois State Historical Society.

The Prophet's successors as pastors of his "Church" were as follows: Wansuk, a Pottawatomie, who reduced the Prophet's doctrines to writing at the latter's direction, in 1851. Some years afterward he gave place to Mas-que-qua, Sr. (father of John Mas-que-qua), who died in 1877, and was succeeded by Nahkukkum, who died in 1886(?) after which the office was again taken by Wansuk, who died April 18, 1900, aged 85 years. The place was then taken by John Mas-que-qua, who died May 7, 1907. I can not now recall the name of his successor.

The remnant of the Prophet's Church members at the present time probably do not number over thirty persons. His two grandsons are adherents of the ancient "dance religion" of the Kickapoos, and have no faith in the "divine inspiration" of their noted ancestor. One of them, John Winsee, has the prayer-stick which it is said the Prophet made for his own personal use, also the letters written to Kannekuk by General Clark, and the hunting permit given him by the agent, William Marshall. These are carefully preserved as family heirlooms only.

The Prophet's doctrines, as written by Wansuk, consisted of several small volumes of the Kickapoo dialect in English script. I was permitted to see one of these and was also allowed to copy a part of it by John Mas-que-qua, in 1906. For the curiosity of the reader, I will give the text of what I have of this, which is as follows:

"Apa Nekanaetak otasa Kapiyatonuk.
 Kapyawitmonuk Kenan Shota Gik
 Gamagsieko Nesoyak Azenmeshkigo.
 Apa otamacha Kashawapzet.
 Kosnan Akemekhawit.
 Akewshotot otta Ka Negom.
 Achayaeko Mena Akewshanuk.
 Wekape Wapsenna Kosnan Ota.
 Appewamsha Shota Tekoyko.
 Nawyukwanwinpinma Shota.
 Achayiko.
 Wekuppi Sheya Choma.
 Netukkesh Kittozen.
 Wanejansetmen Ashataat.

Wekapi Sheya Apcha.
 Amosh Kenashkagot.
 Onapwakawin Wekappi Sheya.
 Appeyaneswatot Omekchawewin.
 Wekappi Sheya Shotasa Goyattak.
 Waenejansetman Ashattaat Emacha.
 Apkanak Ewota Sheatot Emacha.
 Akesguk Opeskamwakin.
 Maktawanuk Otakoswa Nejansittak.
 Matmashchak Atuk Ewota.
 Kupkannak Ema Awapkenongot.
 Ewta Kachnaw Pisha Ewota.
 Akanongot.

* * * * *

John Mas-que-qua's translation of the foregoing is substantially as follows: "Now, then, my brethren, this is that which created us explained to us who are here in this world. We are poor; three-colored.(?) Now, then, this is how it was. Our Father, when he worked and made this world where we are now, afterwards made us. After a while our Father began to have compassion for us.(?) (Before that) there was nobody right here where we now live. After a while we began to wander (away from the Father?) 'If I can not have them to be my children,' he thought (then what shall I do?) His heart was filled with good knowledge. After a while 'I will bring it down' (to men?) he thought. 'It will stay with them and I will have them to be my children,' he thought. He gave a part of His heart and put it here, and then He took off His coat. It was a black one. 'This is from your Father, my children; worship Me.' He said to His heart (and to His coat) which He took off. It was His heart, a part of His own self, which He talked to."

The meaning of the foregoing seems to me to be rather obscure. It may be that it was tintured considerably with the ancient folk-lore, or it may be that it was dictated when the Prophet's mind was weak from sickness and his ideas were not clear. Again, it may be that Mas-que-qua's lack of a better knowledge of English grammar prevented his mak-

The original of the above is written in a beautiful hand, and is perfectly legible.—M. C.

ing a clearer translation. The words in brackets, also the question marks, were supplied by me.

It was my privilege to attend a service of his "Church" on the Kickapoo reservation, Brown County, Kansas, on Sunday, October 7, 1906, and I recall two lines of one of the hymns sung at that service. These were:

"Mahnahkuk Inguk Nosendeh,
Mahnahkuk Inguk Nosaw."

George Mas-que-qua, the preacher's son, afterwards told me the English meaning of this was, "Give us strength now! Give us strength, Father!"

An English translation of one of Kannekuk's sermons, preached near Danville, Illinois, July 17, 1831, has been preserved and is now in print. The translation was made by Gurdon S. Hubbard, the first publication was in Judge James Hall's magazine at Vandalia, Illinois, in October, 1831, and a reprint appeared in Hamilton's "Life of Hubbard," published in Chicago, Illinois, in 1888. I have a copy of this sermon, taken from the last mentioned work, together with a retranslation into Kickapoo made by Arthur Whitewater, a young Kickapoo of Brown County, Kansas. A part of the sermon is as follows:

"My friends, where are your thoughts today? Where were they yesterday? Were they fixed upon doing good? Or were you drunk and tattling, or did anger rest in your hearts? If you have done any of these things your Great Father in Heaven knows it. His eye is upon you. He always sees you and will always see you. He knows all your deeds. He has knowledge of the smallest transactions of your lives."

* * * Whitewater's retranslation of the foregoing is as follows:

"Neekahnehteekeh tahnahka ehtahshetehehye que enokee? Wehnahnehkakee? Ehwehmehnwahye que kehtehshetchehbwa, kehmehnokwabwa nkehtahshemwabwa aweyeah yokeh? Kehtah queetehehbwa? Eneesheweye quehnehkotwehyahweko. Sehnannah, ahbehmehkee, ehwetah, kehkehnehtahmwa kehneh okowawa, ahbehnehchu. Ahbehnehchu kehneh okawawa, kehkehnehmeh kowaewa kahmekehtheye que kehkehnehtamwa."

I have seen somewhere a copy of a translation of a speech made by Kannekuk to General Clark at St. Louis, about 1832, in which he made a strong plea that the Kickapoos be permitted to remain in Illinois. His words, "My father, take not our lands!" were many times repeated in this speech.

His grandson, Optukkee, has a letter written to Kannekuk, under date of August 31, 1832, by General Clark, wherein the latter advised the Prophet and his band in strong terms to leave this State at once.

The original portrait of Kannekuk, painted by Catlin, is now in the National Museum at Washington, D. C. A full size copy of it in oil, by Miss Florence Harris, is in the court house at Bloomington, Illinois, and a half-tone engraving from the original was published in the Bureau of Ethnology Bulletin, entitled "Hand-Book of Indians North of Mexico."

THE ORIGINAL AUTOMOBILE.

Recollections of the First Automobile in Springfield, Ill., Over Seventy Years Ago.

GAIUS PADDOCK.

Of the many enterprises that appealed to the citizens of the Capitol none interested them more than that of transportation with modes of rapid travel to and from the city. Railroad travel by steam power had been abandoned, mule power had been tried and proved to be very unsatisfactory and when General James Semple brought to their notice his Prairie Car it was thought by quite a number the problem had been solved for carrying passengers with baggage and light freight.

I cannot fix the exact date, but it was about 1846. The car was built in Springfield and attracted much attention. As I remember it was about 40 feet long and 20 feet wide not a very heavy structure, but strong enough to accommodate fifty passengers and sustain the weight of a steam engine in the center which applied its power to the two head wheels that were about six feet wide, made of iron and wood and nearly six feet high. The front two wheels were on a pivoted axle which was guided by hand levers that turned and directed the course of the car. In the center was a tall mast over 40 feet high with large canvas sail which was to be used as an additional propelling power and add speed to the car when the wind was favorable.

After the completion of the car and it was ready for a trial trip it looked like a general holiday had been given for a large crowd assembled south of the city to witness its departure. At that time the vast prairies were but little settled except the portions bordering the timber near the creeks, where the early settlers located their homes, which left open a wide expanse for grazing and the unsettled section.

The route chosen for the trip was to go southwest around the head of Spring Creek then southeast around the head of Sugar Creek and south to Carlinville, a distance of about 40 miles south of Springfield, thence east heading the Macoupin to Alton (via Brighton) which was the terminus of the route

and home of General Semple, who was quite prominent in the State in many ways. While many doubted the success of the enterprise and new mode of travel they were quite willing to enjoy the outing of any kind, as amusements were few and novelty induced many to take the trip at the appointed time many more got aboard than it was possible to carry. Both upper and lower decks were crowded with men, women and children. They had to be unloaded, drawing lots as to what number and who should go. They were all in good spirits and felt exceedingly jolly over the prospects of a good time ahead. When the cry was given, "All aboard!" "Ship ahoy!" the car moved off with loud cheers and disappeared slowly in the distance.

But like all new enterprises, it had its mishaps and disappointments. After going about eight miles the machinery broke down and a heavy shower came up unexpectedly, and the trip for the present was abandoned. The passengers had kept up their spirits, which they carried with provisions for the trip. All were much disappointed at the results, but were not disheartened or their ardor dampened, as they tramped back to their homes, wet, muddy and exhausted. The car remained where it stopped, the enterprise was abandoned, and the inventor, promoter and largest owner, General Semple, was much disgusted and took his disappointment philosophically, but condemned the elements, the builders and other obstructions with the failure, and at the same time the citizens who were indifferent as to the success of this enterprise. Though it was premature, being about sixty years in advance of the times, it was undoubtedly the first attempt to travel by power over the land.

MESSAGES OF LOVE AND ENCOURAGEMENT.

A Reminiscence of the Civil War.

In an old "History of Hancock County, Illinois," by Thomas Gregg, I have recently run across a copy of a letter, headed "From the Women of Knox County to Their Brothers in the Field." It was sent out during the Civil War by the women of this county to the "boys in blue." It is one of the finest pieces of literature I have ever seen and is so applicable at the present time that I have had it reproduced to send to a few of my friends.

O. E. ALESHIRE.

"You have gone out from our homes, but not from our hearts. Never for one moment are you forgotten. Through weary march and deadly conflict our prayers have ever followed you; your sufferings are our sufferings, your victories our great joy.

"If there be one of you who knows not the dear home ties, for whom no mother prays, no sister watches, to him especially we speak. Let him feel that though he may not have *one* mother, he has many; he is the adopted child and brother of all our hearts. Not one of you is beyond the reach of our sympathies; no picket station so lonely that it is not enveloped in the halo of our prayers.

"During all the long, dark months, since our country called you from us, your courage, your patient endurance, your fidelity, have awakened our keenest interest, and we have longed to give you an expression of that interest.

"By the alacrity with which you sprang to arms, by the valor with which those arms have been wielded, you have placed our State in the front ranks; you have made her worthy to be the home of our noble President. For thus sustaining the honor of our State, dear to us as life, we thank you.

"Of your courage we need not speak, Fort Donelson, Pea Ridge, Shiloh, Stone River, Vicksburg, speak with blood-bathed lips of your heroism. The Army of the Southwest fights beneath no defeat-shadowed banner. To it, under God, the Nation looks for deliverance.

“But we, as women, have other cause for thanks. We will not speak of the debt we owe the defenders of our Government; that blood-sealed bond no words can cancel. But we are your debtors in a way not often recognized. You have aroused us from the aimlessness into which too many of our lives had drifted and have infused into those lives a noble pathos. We could not dream our time away while our brothers were dying for us. Even your sufferings have worked together for our good, by inciting us to labor for their alleviation, thus giving us a work worthy of our womanhood. Everything that we have been permitted to do for your comfort has filled our lives so much the fuller of all that makes life valuable. You have thus been the means of developing in us a nobler type of womanhood than without the example of your heroism we could ever have attained. For this our whole lives, made purer and nobler by the discipline, will thank you.

“This war will leave none of us as it found us. We can not buffet the raging wave and escape all trace of the salt sea’s foam. Toward better or toward worse we are hurried with fearful haste. If we at home feel this, what must it be to you? Our hearts throb with agony when we think of you wounded, suffering, dying; but the thought of no physical pain touches us half so deeply as the thought of the temptations which surround you. We could better give you up to die on the battlefield, true to your God and to your country, than to have you return to us with blasted, blackened souls. When temptations assail fiercely, you must let the thought that your mothers are praying for strength to enable you to overcome them. But fighting for a worthy cause worthily ennobles one; herein is our confidence that you will return better men than you went away.

“By all that is noble in your manhood; by all that is true in our womanhood; by all that is grand in patriotism; by all that is sacred in religion, we adjure you to be faithful to yourselves, to us, to your country, and to your God. Never were men permitted to fight in a cause more worthy of their blood. Were you fighting for mere conquest or glory, we could not give you up. But to sustain a principle, the greatest to which human lips have ever given utterance, even your dear lives are not too costly a sacrifice. Let that principle, the

corner stone of our independence, be crushed and we are all slaves. Like the Suliote mothers, we might well clasp our children in our arms and leap down to death.

“To the stern arbitrament of the sword is now committed the honor, the very life of this Nation. You fight not for yourselves alone; the eyes of the whole world are on you; and if you fail our Nation’s death wail will echo through all coming ages, moaning a requiem over the lost hopes of oppressed humanity. But you will not fail, so sure as there is a God in Heaven. He never meant this richest argosy of the nations, freighted with the fears of all the world’s tyrants, with the hopes of all its oppressed ones, to flounder in darkness and death. Disasters may come, as they have come, but they will only be, as they have been, ministers of good. Each one has led the Nation upward to a higher plane, from whence it has seen with a clearer eye. Success could not attend us at the West so long as we scorned the help of the black hand, which alone had power to open the gate of redemption; the God of battles would not vouchsafe a victory at the East till the very footprints of a McClellan were washed out in blood.

“But now all things seem ready; we have accepted the aid of that hand; those footsteps are obliterated. In His own good time we feel that God will give us the victory. Till that hour comes we bid you fight on. Though we have not attained that heroism, or decision, which enables us to give you up without a struggle, which can prevent our giving tears for your blood, though many of us must own our hearts desolate till you return, still we bid you stay and fight for our country, till from this fierce baptism of blood she shall be raised complete; the dust shaken from her garments purified, a new Memnon singing in the great Godlight.”

ORIGINAL LETTERS.

LETTER OF SAM G. BERRIAN, ST. LOUIS, TO DR. I. M. FRANCIS, NEW YORK.St. Louis, *March 26, 1818.*

MY DEAR FRIEND: After a great variety of accidents by flood and field, I arrived at this place the latter end of January. I have been boat wrecked, twice upset in the stage and exposed at different times to hardships and privations which the silken sons of fortune, reclining on the couch of luxurious ease, would shrink to encounter. Yet to me the wilderness through which I have roamed has had no terrors, for the objects I have had in view were sufficiently great to banish the idea of peril and fatigue. I have explored the western wilds in almost every direction and am fully convinced, from the uncommon luxuriance of its soil, the great navigable waters with which it abounds and a genial climate which, whilst it fructifies the earth, exhilarates the spirits and animates the industry of man, that it will ere long rival the Atlantic States in literature, the liberal arts, and all the refined amusements, which add a zest to social life and far surpass it in wealth and population. No cultivator of the soil whose eye once rests upon this fertile tract of earth ever turns it backward, nor does his heart ever sigh for the comparatively barren spot he has left scarcely sufficient with incessant toil, to yield him a scanty subsistence.

It is literally a fact that the Western country is inundated with emigrants from all nations and particularly from the Eastern States. Ohio can now boast of a population of half a million. The Illinois Ter'y received last year an increase of 20,000 inhabitants and will in all probability contain 100,000 in a twelvemonth. I have become so largely concerned in land speculations that it will be some time before I shall be able to return to New York. I have been for some time past been busily engaged in laying off a Town in the Illinois, which is on one of the best sites in the Ter'y and bids fair to become the capital. The people of the

Atlantic States have no conception of the extreme fertility of the land West of the Mts. and the facilities of amassing immense wealth with moderate means. If lands continue to rise as they have done. I have a quantity in my possession, sufficient to assure me in a very few years, a splendid fortune.

I regret that my numerous avocations will not permit me to give you a detailed account of my journey or the objects of interest that attracted my attention. In order to explore the Western country thoroughly my route was circuitous. I penetrated in various directions the States of Ohio and Kentucky.

The number of well built towns and the great agricultural improvements which everywhere presented themselves excited my surprise and admiration. Cincinnati and Lexington have all the appearance of Atlantic Cities in miniature and contain the very best society—particularly the latter, in which hospitality goes hand in hand with literature and refinement.

The principal curiosities of the Western Country are the mounds and prairies. The former are extremely numerous; ten or twelve are frequently to be found in a district of six miles square; the latter are sometimes hundreds of miles in extent. My impression is that the former were the burying places of a race of men, far more civilized than any savage tribe now extant, and that the latter are artificial meadows produced by burning the woods, centuries ago. These conflagrations have left spots of earth on which neither a tree nor shrub is to be found. Should I find leisure I will hereafter give you a minute description of these curiosities with the reasons which have led me to form the opinion I have here advanced. My best respects to Dr. Hosack J. Smith and friends.

I remain with sentiments of respect and esteem,

Your sincere friend,

SAM G. BERRIAN.

Address.

Louisville, Ky., 9 Apr. 25

DR. I. M. FRANCIS,

Mosey St.,

New York.

***LETTER OF GEORGE CHURCHILL OF MADISON
COUNTY, ILL., TO MR. SWIFT ELDRED,
WARREN CT.**

MADISON COUNTY, ILLINOIS, *Sept. 9, 1818.*

DEAR SIR: Agreeably to the promise which I made on parting with you on the 3d of August, I now take my pen to inform you of the result of the Convention. They have decided *against slavery* in general, but as if they had not courage to do entirely right, they have, I am told, confirmed the indenture by which some persons now hold slaves, but enacted that no more negroes shall be indentured for a longer term than one year. The children of slaves to be free, the males at 21 and the females at 18 years of age. They tolerate, until the year 1824, the introduction of slaves into the *Lick reservation*, a tract of 12 miles square, near to Shawneetown, on the Ohio, usually called United States' Saline. The pretext for this measure is this: These Salt Works are leased to certain wealthy Kentuckians, who work them by their slaves, and who could not work them, if their slaves should become free by being sent into Illinois.

The Governor and Lieut. Gov. are elected for four years. Senators for four years, and Representatives for two. Sheriffs and coroners are also chosen by the people. Four judges of the Supreme Court are to be appointed to hold their seats till 1824, and those who shall then be appointed are to hold their seats *during good behavior*. The Governor and Judges have each a salary of 1000 dollars. The members of the Legislature not exceeding two dollars per day, six months residence in the territory will entitle a citizen to vote, and at the first election which will commence on the 17th instant, all citizens will be permitted to vote, who were in the territory at the adoption of the constitution. Col. *Shadrach Bond* of

* A biographical sketch of George Churchill, the writer of the above letter, follows the letter.

Kaskaskia is the only candidate for Governor. He will, of course, be elected. *Dr. Cadwell*, a native of Connecticut, is a candidate for the Senate from this county, and I trust will be elected. *John Y. Sawyer*, Esq., a brother Yankee, is a candidate for Representative from this county, and I have hopes of his gaining the election. The Convention have left the mode of election to be fixed by the Legislature, but this election is to be conducted on the old plan, that is, *viva voce*. I hope that we shall soon bring about a change, and have elections conducted in the *Yankee fashion*. I have just drawn up a Memorial in favor of *election by ballot*, which has received a great many signatures.

On the whole, although the Constitution does not exactly suit me, yet there is nothing to deter, and everything to encourage and stimulate the Yankees to emigrate hither. Slavery is so far excluded, that hardly any slaveholder will think of settling here, especially while the Missouri Territory offers them so many advantages. Our emigrants will henceforth be composed of friends of liberty and of election by ballot. A large proportion of them will be Yankees. Let us have a few more of the right sort of people, and we shall be soon able to expel the *little remnant of slavery* which the Convention have left among us. The majority is in favor of the entire exclusion of slavery, but some *slaveholders* were *smuggled* into the Convention by making great profession of their opposition to slavery, and they contrived to get an article in the Constitution that they might keep their own slaves, but that no more should be indentured for a longer term than a year. I am not certain, indeed, that Congress will ratify the Constitution; for it is a solemn article in the ordinance of July 13, 1787, that "*neither slavery nor involuntary servitude shall ever exist in this State, except for the punishment of crimes.*" But whether Congress ratify it or not, we shall soon be able to manage the slaveholders, if we can get some more Yankees. Come on, then, and help us.

Major *Wadsworth* from N. York, has settled on the Illinois Bounty Lands. He has the deeds for 300 quarter sections which he has purchased of the soldiers. He sells them for \$1.50 and \$2.00 per acre, according to their situation—and gives the same credit as the U. States give. *Mr. Dutton*, a Yankee, settled on the Bounty Lands, was here today. He

represents it as a very good country, excellent for raising cattle and hogs, and abounding in springs and crystal streams. He says that *bees* are so plenty that he has found ten bee trees in part of two days. The Missouri Bounty Lands, also, will be worth purchasing as they lie in a very fertile and rapidly settling country. They will answer to speculate upon; but you do not want to live in that land of *slavery* and *Kentuckyism*.

When you come, I wish you to bring me *onion seed*, of the real old fashioned (Wetherfield?) also, some seed of the *crooknecked squash* and *summer squash*. You will also do well to bring a good assortment of *garden seeds* and *fruit tree seeds*, such as *pears*, *plums*, *cherries*, etc., and not forget *clover* and *timothy* seed. Do not be satisfied with bringing enough for your own use, but bring some to speculate upon, and some for your humble servant. The *new survey* remains in *statu quo*. When it will be sold is very uncertain. No more lands have been surveyed, but we have room enough for all the Yankees in New England. Buy up soldiers' Patents, if you can get them cheap. Some soldiers have been offered ten dollars per acre for their land. People are settling very fast on the Bounty Lands, and you may, therefore, purchase an improved quarter. Those lands are said to be the best, near the Base Line. Many of our old settlers talk of getting out and moving to the Bounty Lands.

I have the honor to be yours,

(Signed)

GEO. CHURCHILL.

MR. SWIFT ELDERED,
Warren, Ct.

GEORGE CHURCHILL.

George Churchill, early printer and legislator, was born at Hubbardtown, Rutland County, Vermont, October 11, 1789; received a good education, thus imbibing a taste for literature which led to his learning the printer's trade. In 1806 he became an apprentice in the office of the Albany (N. Y.) Sentinel, and, after serving his time, worked as a journeyman printer, thereby accumulating means to purchase a half-interest in a small printing office. Selling this out at a loss, a

year or two later, he went to New York and, after working at the case some five months, started for the West, stopping enroute at Philadelphia, Pittsburg and Louisville. In the latter place he worked for a time in the office of The Courier, and still later in that of The Correspondent, then owned by Colonel Elijah C. Berry, who subsequently came to Illinois and served as Auditor of Public Accounts. In 1817 he arrived in St. Louis, but, attracted by the fertile soil of Illinois, determined to engage in agricultural pursuits, finally purchasing land some six miles southeast of Edwardsville, in Madison County, where he continued to reside the remainder of his life. In order to raise means to improve his farm, in the spring of 1819 he worked as a compositor in the office of The Missouri Gazette, the predecessor of The St. Louis Republic. While there he wrote a series of articles over the signature of "A Farmer of St. Charles County," advocating the admission of the State of Missouri into the Union without slavery, which caused considerable excitement among the friends of that institution. During the same year he aided Hooper Warren in establishing his paper, The Spectator, at Edwardsville, and, still later, became a frequent contributor to its columns, especially during the campaign of 1822-24, which resulted, in the latter year, in the defeat of the attempt to plant slavery in Illinois. In 1822 he was elected Representative in the Third General Assembly, serving in that body by successive re-elections until 1832. His re-election for a second term, in 1824, demonstrated that his vote at the preceding session, in opposition to the scheme for a State Convention to revise the State Constitution in the interest of slavery, was approved by his constituents. In 1838 he was elected to the State Senate, serving four years, and, in 1844, was again elected to the House—in all serving a period in both Houses of sixteen years. Mr. Churchill was never married. He was an industrious and systematic collector of historical records and, at the time of his death in the summer of 1872, left a mass of documents and other historical material of great value.

69

EDITORIAL



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CENTENNIAL OBSERVANCES.

The Illinois Centennial Commission is issuing a series of bulletins giving advice and making suggestions as to local Centennial observances throughout the State. These bulletins are sent to all members of the State Historical Society and for that reason less information in regard to the Centennial plans is given in the JOURNAL than would have been given if the members of the society were not furnished this information by the Centennial Commission. The Commission naturally relies upon the members of the society to do a large part of the work of the Centennial observance and to unite with it in all official and local celebrations.

CELEBRATION OF THE CENTENARY OF THE ENABLING ACT,
APRIL 17-18, 1918.

On April 17-18, 1918, the Illinois State Historical Society will hold its formal observance of the one hundredth anniversary of the Act of Congress of the United States which authorized the Territory of Illinois to form a state consti-

tution and government preliminary and essential to its admission as a state of the Federal Union.

As it did on December 3, last, the Centennial Commission has asked the cooperation of the Historical Society in this observance.

Under the constitution of the Historical Society its annual meeting must be held in May, therefore the directors have called this meeting the Centennial meeting. The regular meeting for the transaction of business will be held as usual in May on a date to be decided upon later and of which due notice will be sent members of the society.

The program as arranged for the Centennial meeting of the society April 17-18, is in part as follows:

On Wednesday, April 17, at 8 o'clock in the evening in the House of Representatives in the Capitol building at Springfield, the address of welcome will be delivered by President E. J. James of the University of Illinois. Addresses will be made by Prof. Allen Johnson of Yale University and Pro. H. J. Eckenrode of the University of Virginia.

On Wednesday, April 18, the real Centenary of the Enabling Act—Prof. Elbert J. Benton, Mr. C. W. Moores of Indianapolis, and Prof. C. W. Alvord of the University of Illinois will deliver historical addresses at the afternoon meeting. In the evening M. Louis Aubert, a member of the French High Commission which is now sitting in Washington, will bring us a message from France. The Centennial address will be delivered by Mr. Edgar A. Bancroft of Chicago, who takes the place on the program of President John H. Finley, of the University of New York, who had expected to make the address but has been called by the President to head the relief expedition to Palestine. Mr. Bancroft is one of the most eloquent speakers in the State and he takes the place of Dr. Finley at his urgent request, as well as on the special invitation of Governor Lowden.

OBSERVANCE OF LINCOLN'S BIRTHDAY, FEBRUARY 12, 1918.

The one hundred and ninth anniversary of the birth of Abraham Lincoln was observed in Springfield by the Lincoln Centennial Association, the Centennial Commission and the

Illinois State Historical Society cooperating, on February 12, 1918.

A great mass meeting was held at the State Arsenal in the afternoon at which a chorus of twelve hundred school children sang patriotic songs.

Addresses were made by Hugh S. Magill, Jr., Director of the Illinois Centennial Celebration and Mr. Addison T. Proctor of St. Joseph, Michigan, who was a delegate to the Wigwam convention at Chicago in 1860 which nominated Mr. Lincoln for the presidency.

Mr. Proctor was, of course, a very young man in 1860. He was a delegate from Kansas.

He gave a most pleasing address which was reminiscent of the convention and of the history which it made. Dr. Otto L. Schmidt, Chairman of the Centennial Commission and President of the Historical Society, presided over the meeting.

In the evening another large meeting was held in the Arsenal. Addresses were made by Justice William Renwick Riddell of the Supreme Court of Ontario, Canada, and T. P. O'Connor, the eminent Irish Nationalist member of the English parliament. Governor Lowden was unable to be at this meeting. He made a Lincoln's birthday address in Minnesota. Judge J. Otis Humphrey, Chairman of the Lincoln Centennial Association was the presiding officer at the meeting in the evening

BIRTHDAY OF GENERAL ULYSSES S. GRANT OBSERVED AT GALENA.

The people of Galena and Jo Daviess County, have fittingly established the custom of observing April 27, the birthday of General Grant.

This year, 1918, is not only the ninety-sixth anniversary of General Grant's birth but it is the one hundredth birthday of the State of Illinois.

The citizens of Galena and hundreds of guests listened to a brilliant address on General Grant and his career, by Judge K. M. Landis of Chicago. Major Alexander Powell, of the United States Army, spoke briefly as the representative of the Army at the celebration. A number of other distinguished military men were present. Among them Colonel

Howland, Lieutenant-Colonel Phalan, Major Madison, Captain Hindrum and Captain Henderson of Camp Grant, at Rockford, Illinois.

STATUE OF GENERAL GRANT TO BE ERECTED ON THE SITE OF HIS HEADQUARTERS AT VICKSBURG.

Through an appropriation made by the General Assembly of Illinois, a magnificent equestrian statue of General U. S. Grant will be erected on the site of his headquarters at Vicksburg. This site is on a bluff overlooking the Mississippi River and commands a fine view of many miles up and down the river.

The statue is of bronze and is the work of Frederick C. Hibbard. The figure of the horse is especially noteworthy. It was modeled from living horses supplied to the sculptor by Col. Emil Bachofen, Swiss remount commissioner, said to be one of the most skilled horsemen in the country. The horses were led into the studio and used as models by Mr. Hibbard. The statue of General Grant is from a photograph taken during the siege of Vicksburg and is pronounced to be a life-like portrait of the hero at that time. Before Vicksburg, when the result of the siege was in doubt, General Grant said, "I will stay here until I succeed if it takes me thirty years," and now after the lapse of more than fifty years the bronze figure of the man overlooks the once besieged city from the spot where he made his plans and expressed his grim determination to win his fight.

Here it will stand many times thirty years in remembrance of him and his victorious army.

MRS. DELIAH KING OF LAKE COUNTY
CELEBRATES HER ONE HUNDREDTH
BIRTHDAY.

Mrs. Deliah King of Zion City, probably the oldest person in Lake County, celebrated her one hundredth birthday on January 24, 1918.

With all of her mental faculties preserved, she is quite young in spirit if not in years.

The secret of Mrs. King's optimism and of her age is the fact that she believes that she will live to see Christ's

second coming. In fact, she had a vision once that so establishes this in her mind that she would not be surprised to have Him appear any day.

At noon, on her birthday, Mrs. King was entertained at dinner by Overseer Voliva and his family. She also spoke briefly at a meeting in the tabernacle at Zion City on the following Sunday afternoon.

COLLECTION AND PRESERVATION OF THE HISTORY OF THE PART TAKEN BY ILLINOIS IN THE GREAT WAR.

Members of the Illinois State Historical Society and the citizens of the State at large are urged to consider carefully the best means for the collection and preservation of historical material relating to the present war.

Local historical societies, war relief associations and other societies should unite in collecting complete data relating to their own towns and counties. If these are complete a comprehensive history of the war activities of Illinois will be made much easier of accomplishment. The secretary of the Historical Society and the State Council of Defense have already called this matter to your attention. It is important that it receives immediate attention. A circular was sent to each member of the society urging that the work be begun without delay and kept up vigorously until completed.

CENTENNIAL OBSERVANCE AT CLIFTON, ILLINOIS, APRIL 25, 1918.

The little city of Clifton, Illinois, observed the Centennial of the State on April 25, 1918, in a manner worthy of a much larger community, and which does credit to the resourcefulness and industry of those who had the celebration in charge, namely, Prof. Charles Trimble, principal of the Clifton schools, and his associate teachers, Misses Marion Babcock, Louise Mercier, Hazel Dring, Martha Madison, and Carolyn Hobson. The exercises were held in the Clifton opera house. There had been months of hard work by teachers and pupils in preparation for the Centennial observance and the results well repaid them for the labor. The opera house was decorated with the flags of the United States and allied nations

and the Centennial banner. This latter was made by the sewing class of the Clifton high school. A service flag with a star for each of the thirty-five soldiers of School District No. 32, was displayed. This was also made by the sewing class. The exercises consisted of historical essays, patriotic recitations, music and drills by the pupils of the schools who wore costumes illustrative of the historical and patriotic events portrayed.

Gifts of Books, Letters, Pictures and Manuscripts to the Illinois State Historical Library and Society.

The Board of Trustees of the Library and the Directors of the Society
acknowledge these gifts and thank the donors for them.

- Art World. Vol. 2, No. 3, June, 1917.
 Vol. 2, No. 5, Aug., 1917.
 Vol. 3, No. 1, Oct., 1917.
 Vol. 3, No. 2, Nov., 1917.
 Vol. 3, No. 3, Dec., 1917.
 Vol. 3, No. 4, Jan., 1918.
- Gift of Hon. Clinton L. Conkling, Springfield, Ill.
- Bank and Public Holidays Throughout the World. Gift of Charles H. Sabin,
 President Guaranty Trust Co. of N. Y., New York City.
- Champaign County, Illinois—History. Gift of the publishers. Lewis Pub.
 Co., 542 S. Dearborn St., Chicago, Ill., 1918.
- Congressional Records, Vol. 55, No. 156, Oct. 6, 1917. Gift of Hon. Clinton
 L. Conkling, Springfield, Ill.
- D. A. R. Year Book, 1917-18. Letitia Green, Stevenson Chapter, Bloomington,
 Ill. Mrs. Francis M. Austin, 1002 N. East St., Bloomington, Ill.
- Daughters of the American Revolution. Year Book D. A. R., Moline Chap-
 ter, 1916-1917, 1917-1918. Gift of the chapter.
- Deerfield-Shields Chronicle, Vol. I, Nos. 2 and 3. Gift of Deerfield-Shields
 Township High School Library. Anna McKenzie, Librarian.
- Douglas, Stephen A., Monument "Lifting the Veil." Newspaper clipping
 telling of the unvelving of the Douglas monument. Gift of Mr. W. J.
 Onahan, Iroquois Club, Chicago, Ill.
- Dundee, Illinois. "Memories of Our Neighbors." By Frederick Hall, Dundee
 Hawkeye. Gift of Mr. F. E. Holmes, publisher of the Dundee Hawkeye.
- Federal Income Tax Law. War Excess Profits Tax Law. Gift of Guaranty
 Trust Co. of New York, New York City, N. Y.
- Genealogy. The Alden Kindred of America, Vol. II, No. 7. Gift of Mr. P.
 L. Barker, Chicago, Ill.
- Genealogy. Commodore Joshua Barney. Comp. by Wm. Frederick Adams,
 Springfield, Mass., 1912. Gift of Mr. Everett Hosmer Barney, Spring-
 field, Mass.
- Genealogy. The Corbett Family. Gift of the compiler, Mr. H. R. Corbett,
 Kenilworth, Ill.
- Genealogy. James Hosmer, Pub. Springfield, Mass., 1911. Gift of Everett
 Hosmer Barney, Springfield, Mass.
- Genealogy. Staples Family, Springfield, Mass., 1911. Gift of Everett Hosmer
 Barney, Springfield, Mass.

- Illinois State Institutions. "The Institutions of Illinois." Gift of Frank Dummer Whipp, Dept. Public Welfare.
- Illinois Monuments and Memorials. Historic Monuments and Memorials of Illinois. By Mrs. Sarah Bond Hanley, State Vice Regent D. A. R. Gift of Mrs. John Hamilton Hanley, Monmouth, Ill., and Mrs. George A. Lawrence.
- Illinois State Probationers. Program Fifth Annual Mid-year Conference, State Probationers Officers Association, Feb. 28, 1918. Gift of W. R. Blackwelder, Joliet, Ill.
- Illinois State. Revolutionary Soldiers in Illinois. Compiled by Mrs. Harriet J. Walker, 729 W. Eighth St., Los Angeles, Cal. Gift of the compiler.
- The Illinois Trumpet Call, March, 1918. Gift of J. H. Collins, Springfield, Ill.
- Jersey County History and Civics. Public Schools, 1918. Gift of J. W. Becker, County Supt. Schools, Jerseyville, Ill.
- Keidel, George C. The Early Life of Professor Elliott. By George C. Keidel, Ph. D. Paper read before the Romanee Club of the John Hopkins University, Washington, D. C. Privately printed, 1917. Gift of Dr. George C. Keidel, Library of Congress, Washington, D. C.
- Life, Vol. 70, No. 1825, Oct. 18, 1917. Gift of Hon. Clinton L. Conkling, Springfield, Ill.
- Lincoln. Three Lincoln clippings. Gift of M. C. Ludowise, 12 W. Ontario St., Chicago, Ill.
- Literary Digest, Feb. 10, 1917, Oct. 13, 1917. Gift of Hon. Clinton L. Conkling, Springfield, Ill.
- Medal. Universal Exposition, 1904. St. Louis Grand Prize, Louisiana Purchase Exposition. Gift of B. M. Davison, Sec'y State Board of Agriculture, Springfield, Ill.
- Pickering, (Gov.) William. Message of the Governor of the Territory of Washington. Gov. Wm. Pickering, Pamphlet. Olympia, Wash., 1862. Gift of Harry Smith, Albion, Ill.
- Pictures. "The Firestick." Photograph of a painting by Arthur Pickering. Gift of E. E. Wood, 436 Roslyn Pl., Chicago, Ill.
- Thornton, (Judge) Anthony. A Sketch and Personal Reminiscences of Judge Anthony Thornton of Shelbyville, Illinois. Gift of Mr. George D. Chafee, Shelbyville, Ill.

NECROLOGY



MRS. SARAH E. RAYMOND FITZWILLIAM.

By CHARLES L. CAPEN.

Sarah E. Raymond Fitzwilliam, the daughter of Jonathan and Catherine (Holt) Raymond, was born in that part of LaSalle County, Illinois, that is now in Kendall County, in October, 1842, and died at her residence in Chicago, January 31, 1918.

Her first year of school was passed in a little log house, on Sundays used as a church; from this she went to Lisbon, where was gathered a distinguished corps of teachers. Her father afterwards was elected sheriff, and the family moved to Oswego, the then county seat, where she entered the high school. At sixteen, she taught. In 1862, she entered the State Normal University, graduating in 1866. She then again began teaching in the Fowler Institute, founded by a brother of Bishop Fowler. There she remained until her removal to Bloomington in 1868, first teaching in the public schools. After five years there, in the different grades, the last of which as principal of the high school, she was appointed city superintendent which position she retained until August 1892, when she resigned and moved to Boston. She was one of the few women in the country up to that time who had occupied such a position. Altogether she gave twenty-four years of uninterrupted and satisfactory work to the schools of Bloomington, lifting them to a higher plane. Her labors were not confined to them. The Benevolent Society and the Industrial School for Girls were organized at her call, and their success, in great part, due to her efforts. She was twice elected president of the Woman's Educational Society of the Wesleyan University, for one year acting president of the Central Illinois State Teachers' Association, president of the Normal Alumni Association for one year, secretary of the Illinois State Teachers' Association for two years, and had prominent connection with several other important organizations.

The Public Library Building was built under her presidency; and more than to any other the credit of its erection

is due. She was active in the Methodist Church and Sunday School. She removed to Boston to engage more broadly in literary and wider charitable work. In that city she became a member of several societies; she was a national and international delegate to the Congress of Charities at the Worlds' Fair in 1903.

She was married June 23, 1896, to Captain Frank J. Fitzwilliam of Chicago and thereafter resided in that city. He died three years later. Her home was the center for some of the most influential clubs and organizations of that city that aimed at high endeavor. She was active in the D. A. R. Society of Bloomington and afterwards became regent of the Chicago chapter. One of her last works was, as executrix of the Georgiana Trotter estate, the construction of the public fountain, designed by Lorado Taft. She was buried in Chicago.

The above is but a brief synopsis of her achievements. Untiring, self-denying, able and tactful, she gained a national reputation, the memory of service, and the enduring gratitude of her contemporaries and of future generations. More than of most others it may be said her good and useful works do follow her; she spent her life for others, and the State is better for her having lived in it. She well deserves permanent recognition in our annals.

JOHN W. CLINTON.
1836-1918.

John Waterbury Clinton was born at Andes, Delaware County, New York, November 21, 1836, and died at Polo, Illinois, February 11, 1918.

He was the oldest son of George Clinton and Jane Ann Gibbs.

He was given the name of a dear and intimate friend of his father. It is significant that the last use of his pen, only a few weeks before his death, was in writing the obituary of a friend of his boyhood, Calvin Waterbury, a nephew of John Waterbury.

Mr. Clinton's mother died when he was 11 years of age, and some time after his father married Mrs. Mary Dowie. Of this marriage was born a daughter, Georgiana, who is the sole survivor of the family.

Young Clinton was educated at Roxbury Academy and in 1857 came to Polo, Illinois, which at that time was just emerging from its primeval prairie state. In fact, Buffalo Grove (Old Town) was the leading village at that time and the new teacher there followed in the steps of no mean predecessor, for John Burroughs had taught there the previous year. Later Mr. Clinton taught in the brick schoolhouse, also at Forreston, Old Town, and last of all in the basement of the Independent Presbyterian Church, there being no schoolhouse as yet in Polo.

In 1865 he began his work as editor of the *Press*, and continued it thirty-six years. He built up a strong, clean, wholesome newspaper that was a power for righteousness. No bitter criticism could make him swerve from what he thought was right. If a battle was on, his trumpet gave forth no uncertain sound. His work for temperance, for education, for the slave, for the church, for everything that tends towards the higher life abides with us to-day, and the

community in which he lived is a better community because he lived there.

January 24, 1861, he was married at Buffalo Grove to Caroline Perkins, the youngest daughter of Deacon Timothy and Sarah Perkins, and this union was unbroken for more than fifty-seven years. Of this marriage were born seven children.

In 1858 he united with the Independent Presbyterian Church of Polo, of which he continued a loyal and devoted member to the end of his life. If there was but one man present at the prayer meetings there was no need to ask his name. He was always in Sunday school; superintendent for some years and other years as student or teacher.

While keeping abreast with the times, reading the best current literature, he was a diligent student of the Bible, and said that what little gifts he possessed in the way of literary ability he owed more to that study than to any other source.

He was a generous giver, liberal to the extent of his means and sometimes beyond them.

He was postmaster eight years, a member of the Board of Education for some years. Also he was president of the Illinois Press Association, a member of the library board and in his declining years he did much valuable work in historical research, besides cultivating the rare flowers which were his delight. But his interest in civic affairs never abated—it was not state-wide or nation-wide, but world-wide, so that the present conflict of nations stirred him to the depths of his being.

He “rests from his labors,” but his works remain a benediction.

Funeral services were held Thursday afternoon at two o'clock at the Independent Presbyterian Church, Rev. Luke Stuart officiating.

The *Tri-County Press*, of which Mr. Clinton was once editor, on February 21, 1918, contained the following tribute to his memory.

“During the years that we have known the late J. W. Clinton, we have been struck by the saneness of his perspective. He saw things as they are. He was able to give everything its true value.

“We have listened to many tributes to this man and to the splendid work he did for his community during his thirty-six years as editor of this paper. The general verdict seems to be that he did more than he ever got credit for, more than the community realizes. His courageous stand on many a question cost him temporary popularity and money. But he was one of those old-fashioned country editors who had the fear of God but not of man in his heart, hence his power for good.

“He saw things clearly. He saw that truckling and pandering to the majority is too high a price to pay for transient popularity; that majorities are not always right; that one man armed with the eternal principles of right constitutes a majority. He knew that his work was not appreciated to the extent that it should have been, but it did not embitter him. He looked back upon it with a smile. It was all in the day’s work.

“A few months ago he dropped into the office to express his approval of an article that appeared in our issue of that week. We thanked him and said that we were pleased that he agreed with us for we had heard that there were many who were not at all pleased with it. His eye twinkled, and he smiled dryly and said ‘Hemingway, I am a great deal more popular now than I ever was as editor of the *Press*.’”

Mr. Clinton was a director of the Illinois State Historical Society and worked earnestly for its success. He contributed much valuable historical material to its publications and archives.

ABIGAIL E. TORREY HOOD.

1833--1918.

Entered tranquilly into rest at the family residence, 321 East Union Avenue, Litchfield, Ill., at 4:38 p. m. Monday, March 18th, Mrs. H. H. Hood, widow of the late Dr. H. H. Hood, who passed away in 1903.

Abigail E. Torrey was born at Millbury, Massachusetts, in 1833, and at the age of 4 years came with her parents, Joseph and Abigail Sibley Torrey, to Springfield, Illinois, where she grew to womanhood.

In 1855 she was married to Sylvester Paden, a merchant of Springfield, and afterwards removed with him to Litchfield, where he died in 1860. During the period of her widowhood she taught school in Springfield and later in Litchfield.

In 1869 she was married to Dr. H. H. Hood of Litchfield, where she has since resided. Of this union were born two children—Harold H. and Louise Abigail Hood-Rahmeyer, the latter of Tacoma, Washington.

In childhood she united with the First Presbyterian Church of Springfield, Illinois, the historic church of which Abraham Lincoln was a regular attendant. She was on terms of friendly intimacy at the Lincoln home and was one of the choral singers at the Lincoln obsequies.

For fifty years she has been a consistent member and most loyal supporter of the Presbyterian Church of Litchfield, but entertained the most liberal views of all other Christian denominations. Of strong religious convictions, great faith in prayer and unfaltering trust in her Savior, death held no terrors for her, but only meant placidly embarking upon "the most beautiful adventure of life," which would lead directly to the higher life beyond.

She was a member of the Springfield Chapter of the Daughters of the American Revolution, of the State Historical Society of Illinois, of the Woman's Club of Litchfield, of the

Happy Hour Circle, and of the Missionary Society of the Presbyterian Church, and was prominent in the literary, social and religious life of the community.

A talented woman, of strong character, versatile gifts and amiable disposition, retaining her faculties and interest in current events to the end; patriotic, philanthropic, courteous, hospitable, and of unusually strong affections—but why enumerate!

“One word will tell you all that I would say—
She was my mother; you will agree
All the rest may be thrown away.”

She is survived by her children, Harold and Louise, and by three children of Dr. Hood by a former marriage, whom she loved as her own—George P. Hood of Grand Rapids, Michigan, and the Misses Fannie and Annie of Litchfield; also by a brother, Joseph S. Torrey of Taylorville, and by a host of relatives and friends.

The last rites were observed on Wednesday, March 20, at 2:30 p. m. at the Presbyterian Church, conducted by the pastor, Rev. D. H. Cramer, with Elmwood cemetery as the place of interment.

OZRO W. CLAPP.

1836—1918.

[The following is in the nature of an autobiographical sketch, written by Mr. Clapp as a Christmas and New Year's greeting, 1917. Mr. Clapp died in Chicago April 5, 1918. He was an interested member of the Illinois State Historical Society.]

From 1887 to 1897 my home was in New York City; business in Wall Street, mingling with bulls and bears, looking westward for patriotism.

Clapp & Company (my only son and self) issued annually our Blue Book of Leading American Exchanges. It was sent free to all national banks, all governors of states, all higher political officers at Washington. The book sailed the ocean from New York City on all steamers that carried United States mails; traversed this continent wherever the Vanderbilt system of railroads carried reading matter free to patrons.

I always voted, and in America's two largest cities. Yet was taught for seventy years to look eastward for inspiration.

The Chicago Board of Trade granted my membership April 6, 1858. Sixty consecutive dues have been paid. About 15,000 members have joined and left the exchange in the interval, leaving me the only charter and senior member. I have always conducted business on the board without a partner. On two occasions "Co." was attached, first in 1862, lasting six months; the second "Co." partnership began and ended in three months. In 1863 Judge Tuley, a man with more equity than technicality, called me to his office early one morning, saying: "I advised your partner yesterday afternoon to leave the city at once for good and never return, for if he did, you and I would put him in the penitentiary." Since then I have not known the whereabouts of either "Cos." They were never members of the Board of Trade.

Time has proven I am the oldest continuous member of any commercial exchange in America, save one New York

Stock Exchange member, who antedates me four months and seventeen days. Only thirteen members antedate my membership in the Union League Club, Chicago.

No city in Illinois antedates my birth, yet twenty-one different United States Presidents have ruled in Washington since then. Eleven of them have called my name when greeting me.

The first large city I ever saw was Nauvoo, Hancock County, Illinois, in 1844, containing 15,000 people (said to be Mormons). In 1845 my parents came to Chicago in a Frink & Walker stage coach, where we were told 12,088 people resided.

History reports the first white man to build a cabin and live in Chicago was a negro named Jean Baptiste Point au Sable.

Since my birth the population living under the United States flag has increased 100,000,000.

Chicago had less than 100,000 people when I chose this city to be my home. It was my majority year.

Fort Dearborn was being destroyed by order of the party in power. I had previously visited it before the Republican party scored its first defeat in 1856.

The sailing of the steamer Dean Richmond with 387 tons of grain direct for Liverpool was an important event in 1856.

The greatest event to me in 1857 was the panic, and the way every banking institution was eliminated.

I often met Abraham Lincoln in 1858 when he was campaigning for right. Saw him nominated in the wigwam, May, 1860.

It was my privilege to vote for the Rail Splitter in 1860 and 1864, and later send three substitutes to help keep the eleven truant states within the Union.

My health prevented my going to the front, but my dollars aided others to go and keep the United States flag waving from the Board of Trade on Water Street, midway between LaSalle and Wells Streets.

Four times since I was 10 years old have soldiers marched past me going to war to defend the Stars and Stripes.

Lewis Clapp, my father, never had but one child. My parents bought a claim of a Mr. Whipple on 400 acres of land

at Inlet Grove in 1836, containing a log house. Within three years the land was located in three different counties—JoDavies, Ogle and Lee, in order named. I was born in that log house, and represent the first child born in Lee County of Massachusetts (Yankee) parents. Mother died on that land September 23, 1839. Father lived there until his death, April 20, 1880. My father and I always refused to hold any office in any corporation.

White neighbors in early days had sufficient will power to construct log cabin homes from trees in the groves, with only an ax and a jack knife. Nails, matches and candles were scarce.

Peter Cartwright, a pioneer Methodist, was the first white man to preach at Inlet in 1835. His colporteur district embraced Illinois and a portion of Wisconsin territory. He traveled on foot or horseback, often sleeping on dirt floors in sod houses or log cabins, carrying his Bible in saddlebags, which he used for a pillow at night.

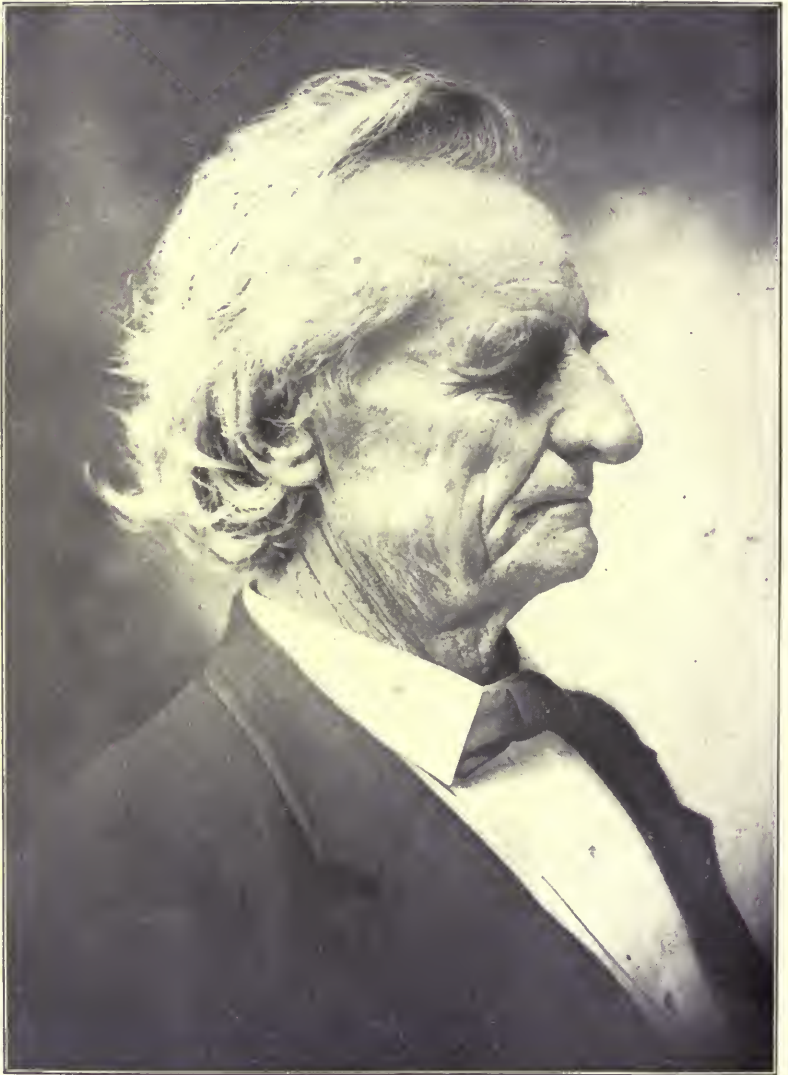
There were no bridges those days. Streams carried about ten times as much water as at present.

With these bird's eye views of my environment, I am,

Sincerely yours,

O. W. CLAPP.

90^a.



CHARLES AUGUSTUS WALKER.

IN MEMORIAM—CHARLES A. WALKER.

1826—1918.

By ALEXANDER H. BELL.

On the 25th day of March, 1918, at Carlinville, Illinois, after bearing the burdens and heat of the day for over ninety-one years, Charles A. Walker passed from this life into that sleep that knows no waking. Thus ended a truly remarkable life; thus closed the career of a truly remarkable man.

Mr. Walker was born at Nashville, Tennessee, on the 21st day of August, 1826. His father was Abraham S. Walker, who was a native of Kentucky. His mother was Rosina (Phelps) Walker, a native of North Carolina.

Abraham S. Walker was married in Tennessee, where the subject of this sketch was born. Abraham S. Walker came from Tennessee to Illinois and settled in Madison County, south of Staunton, which is in Macoupin County, in the year 1828. In 1830 Abraham S. Walker moved to Carlinville. Charles A. Walker at that time was a boy about 4 years of age. The present city of Carlinville was then not known. There were but two houses standing on the present site of Carlinville. Abraham S. Walker built the third house at that point.

Charles A. Walker resided continuously at Carlinville from the time when his father settled there until his death. He acquired such education as the very poor schools of that day could impart. He attended the old seminary which was conducted by Mr. and Mrs. Orin Cooley. Later he became a student of Shurtleff College at Upper Alton, which he attended for two years. Being of a bold and adventurous disposition, Mr. Walker in 1849 shared with all of our people in the great excitement which followed the discovery of gold in California and he joined a company of men and went to California, traveling by ox team and spending about three

months in making the journey. While in California he engaged in mining, in packing goods into the mountains, and in a variety of enterprises. Mr. Walker, on his return from California, came by way of the Panama Canal.

On returning to Carlinville in 1851, Mr. Walker went into mercantile business with his father and his brother-in-law, under the firm name of Walker, Phelps & Taggart. They also had a business place in Alton and Charles A. Walker had charge of that. He afterwards engaged in merchandising with his father-in-law, Daniel Dick, under the firm name of Walker & Dick, at Carlinville. He afterwards became a member of the firm of Walker, Phelps & Company.

In 1852 Mr. Walker married Miss Permelia A. Dick, the second daughter of Daniel and Susan (Gates) Dick, who came from Kentucky. Mrs. Walker died at Carlinville in the year 1913. Two daughters were born of this marriage. The oldest daughter, Lolah, married Dr. William M. Woods. One son was born of this marriage, Charles H. Woods, who is now practicing law in Lincoln, Illinois. The younger daughter, Mae, married Charles McClure, who was then a lieutenant in the United States Army. Her husband, as Colonel McClure, died in Alaska in the year 1913, while still an officer in the regular army. Their son, Charles W. McClure, is now a lieutenant colonel in the regular army of the United States.

In the year 1856, Mr. Walker studied law in the office of Gilbert & Rinaker, a law firm composed of Judge S. S. Gilbert and General John I. Rinaker, who were then partners under the firm name above given. In the same year Mr. Walker was elected police magistrate in the city of Carlinville and discharged the duties of that office efficiently. He was licensed to practice law in 1858, and from that date until the day of his death he was active in the practice, excepting that the last few years of his life, on account of impaired hearing, he had in large measure retired from active work in his profession.

In 1862 Mr. Walker formed a partnership with John M. Woodson, then of Carrollton, under the firm name of Walker & Woodson, which partnership continued until the year 1867. In the year 1900 he formed a partnership with Hon. James

B. Searcy, under the firm name of Walker & Searcy. Later Mr. Walker's grandson, Charles H. Woods, was taken into the firm and the firm became Walker, Searcy & Woods.

Mr. Walker was always an active member of the Democratic party. He was a delegate to the Charleston Convention, which nominated Stephen A. Douglas for the Presidency. Mr. Walker in 1862 was elected to the lower house of the General Assembly of Illinois. He served as master in chancery for Macoupin County for a term of sixteen years. He has served as mayor of the city of Carlinville and as a member of the board of education of the city. In 1880 he was elected to the State Senate, where he served with distinction.

Thus, briefly stated, are given the more salient features in a truly remarkable life.

Mr. Walker was a remarkable man physically. He was compactly built. He had that indefinable quality which we call "presence." He was a distinguished looking man in any company. He had a massive head, keen, piercing eyes, bold and aggressive features. All his life he took great interest in out of door sports. At times in his life he was much interested in horses and had some valuable horses. He was always an ardent hunter. While he would fish and seemed to enjoy it, yet his chief delight was in hunting. In the early days of this county he would hunt for prairie chickens and kill them by the hundreds. He knew all about the deer hunting in early times in Illinois. The writer remembers distinctly that on one occasion he was talking to Mr. Peter Camp, an old settler of the county, still living at Staunton, and Peter Camp was telling him about a remarkable experience of Mr. Walker in killing a large number of deer without a gun. The writer asked him about it, and Mr. Walker then said that he had been to Taylorville and was returning across the prairies in a sleigh or sled with a companion, when they noticed a large number of deer on top of a wooded rise in the prairie, and because they did not run Mr. Walker got out of the sleigh and approached them on foot to discover why they did not run. He then discovered that because there was a sleet on top of the snow the deer could not run

without falling, but that the sleet was not so bad on the rise where they were, and thus they remained there. Mr. Walker said he went back to the sleigh and he and his companion took some iron bars that they had with them, and as the deer would try to escape over the ice and would fall, they killed sixty odd deer with those iron bars; and that he then came on to Carlinville, engaged wagons, went out, and had the deer hauled to Carlinville, and got them to the market in St. Louis, and that it was the money that he got from those deer which in large part enabled him to make his journey to California in '49.

Nearly every year while Mr. Walker lived he would go away from home on an annual hunting expedition. Sometimes he went to Arkansas, where he would camp out for several weeks. Many times he would go to the Illinois River or to Reel Foot Lake and camp for weeks. At other times he went to the Rocky Mountains, where he hunted larger game. He was an expert in everything pertaining to small firearms, ammunition and everything connected with hunting.

Mr. Walker was the president for many years of the Macoupin County Bar Association. For more than twenty years he was the president of the Old Settlers' Association of Macoupin County, and retired only three or four years before his death because of his feeling that his impaired hearing required that some other person should be chosen for that place.

He was instrumental in organizing the Macoupin County Historical Society in 1906 and was its president. He became a member of Mount Nebo Lodge No. 76, A. F. & A. M., of Carlinville, in the year 1852; so that for sixty-six years prior to his death, without interruption, he was a member in good standing of that lodge. He was a member and vice president of the Illinois State Historical Society by virtue of his office of president of the Macoupin County Historical Society.

Mr. Walker assisted in preparing the history of Macoupin County which was published in 1911. He was the supervising editor of it and contributed many reminiscences to that valuable volume. He had traveled extensively through the United States and Canada. He was a great reader. He

had a good library at his home and a good law library at his office. He was always peculiarly attentive to his wife and daughters, and no man greeted his friends in his home with greater cordiality than Mr. Walker. He was hospitable and kind to every guest and made his guest feel that he was at home in his friend's house. He was a keen student of nature and a lover of flowers. Mr. Walker was active until three or four days before his death. He had gone to his farm and was actively assisting in some farm work. He became too warm, and riding home in the cool air became chilled, pneumonia followed, which quickly terminated fatally.

Mr. Walker during his professional life enjoyed as large and lucrative a practice as any lawyer ever enjoyed in Macoupin County. He was peculiarly successful as a lawyer. I think it should be said that, tried by present day standards, Mr. Walker was not a scholarly lawyer. Very few, indeed, of the old time lawyers were such, but Mr. Walker was a keener judge of men than others. He understood better than other men the motives that control the actions of ordinary men. He had a keener and juster appreciation of evidence and of its effect upon the minds of a jury than any lawyer that the writer ever knew. And in his conduct of a case before a jury and in his discussion of the case to the jury, he was able at all times to get the attention of the jury, and in a surprising number of instances to win their verdict. He was particularly strong in the trial of criminal cases, and for more than forty years there was not a hotly contested criminal case tried in Macoupin County except that Mr. Walker was actively in it. Criminal trials are concerned with the motives of men, and in interpreting the conduct of men, in applying the evidence in the case to their conduct, in discussing the value of each circumstance in evidence, and, in short, in recalling to the mind of the jury the acts and intention of the party in question, Mr. Walker had peculiar power and was always efficient. His services, therefore, in this class of cases were always in demand.

Mr. Walker was a bold, aggressive man. He was what is known as a fighting lawyer. That is to say he was earnest, insistent, persistent, aggressive and tireless in the cause which he espoused. A man of this character makes enemies

as well as friends, and thus it was that during Mr. Walker's active life he had scores of warm friends, and as a result of his activity made some enemies; but as he became older and retired more and more from the active struggles of the profession, he seemed to ripen and mellow to a degree that I think it may be said that at the time of his death, and for years before it, he had no enemies and enjoyed the respect of all who knew him and the affection of many.

Mr. Walker, like all bold, aggressive men, was capable of great acts of generosity. He was always a leader in every public movement for the betterment of the community in which he lived. He was generous in supporting every public enterprise that deserved support, and the writer can truly say that he has never known a lawyer who would do as much to help a young lawyer as Mr. Walker. The writer began studying law with Mr. Walker in June, 1875, immediately after he graduated from Blackburn University in Carlinville. Excepting a few months, during which he was teaching, the writer was in Mr. Walker's office until June, 1877, when he was licensed to practice law, and he remained in Mr. Walker's office during that summer until about October 1, 1877. Mr. Walker knew that the writer was a young man without means, and never during all that time did the writer have occasion to leave town but that Mr. Walker would inquire if he had money. The writer was under so many obligations to Mr. Walker for his undeserved kindnesses that he has always been partial to him, and it is with pride that he can say that Mr. Walker to the day of his death always treated him with the greatest kindness and consideration and trusted him to the utmost.

It is almost inconceivable that one life could have witnessed the remarkable development which passed under Mr. Walker's vision. When he came to the place where Carlinville now stands as a boy 4 years of age, there were only two houses standing there. While he lived there he saw the city of Carlinville grow to its present proportions. He saw every town in Macoupin County grow up out of the prairies. He saw every public school building in Macoupin County erected. Every church building, every public building in the county was erected while he was here. He saw a great popu-

lation, a high state of civilization, come to these prairies. When he first knew them they were inhabited only by the wild animals and produced only rank prairie grass. When Mr. Walker was a boy here in Carlinville there were but three white families in Chicago, and from Carlinville to Chicago the tall prairie grass waved in the wind in unbroken undulation practically without interruption, except that here and there small villages interrupted the continuity of the scene.

This man has left his imprint upon the generation which follows him. The records of our courts copiously disclose his activity for many, many years. His skill, address and courage as a lawyer had much to do with the final favorable determination of the litigation which resulted from the erection of the great court house at Carlinville and in the ultimate extinction of the debt.

He began life under the hardest circumstances, with practically no opportunity to acquire an education. But by industry, by sedulous application he acquired an education, which, supplemented by his later attainments in the law, made him a power among men and a prince among lawyers. The community and the State have lost much by his demise, but are richer and better because he lived. Every compulsory education law in the State of Illinois is the offshoot of the laws on that subject which were introduced by him while a member of the State Senate, and fostered and promoted by him until they were adopted.

For many, many years to come—indeed, so long as men shall be concerned in reading the records of the past—it will be found in multiplied instances that life and property have been made more secure, society better and sweeter, because Charles A. Walker lived among us and gave to his fellowmen a service so valuable that its results must endure forever.

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VII

CONTENTS.

I.	Officers of the Society.....	V
II.	An Appeal to the Historical Society and the General Public	IX
III.	Edgar A. Bancroft Centennial Address—Illinois, the Land of Men.....	101
IV.	William A. Meese—Illinois and Randolph County	118
V.	Carl R. Miller—Journalism in Illinois Before the Thirties	149
VI.	William Reid Curran—Genesis of the Courts of Tazewell County, Illinois.....	159
VII.	William R. Sandham—The Isaac B. Essex Family, Pioneers in Three Counties.....	168
VIII.	James L. Reat—Slavery in Douglas County, Illinois	177
IX.	George W. Brock, M. D.—Benjamin Franklin Gardner: An Early Physician of Illinois.....	180
X.	William Epler—A Runaway Meteor.....	187
XI.	Mrs. E. S. Barkdull—History of the Episcopal Church in Edwards County, Illinois.....	189
XII.	Mrs. D. A. Knowlton—Presbyterianism in Steph- enson County, Illinois.....	193
XIII.	Harry E. Barker—An Account of the Unveiling of a Monument to W. H. Herndon, at Oak Ridge Cemetery, May 30, 1918.....	197
XIV.	David McCoy Bone—Biographical Sketch of Elihu Bone and his Descendants.....	210

CONTENTS—Concluded.

XV.	Editorials:	
	The Four Constitutional Conventions of the State of Illinois	221
	Americanization of Citizens of Illinois of Foreign Birth and Ancestry.....	235
	Golden Wedding of Mr. and Mrs. George D. Chafee	238
	Dedication of Memorial Hospital, Shelbyville, Ill.	241
	Letter from Lieut. Dinsmore Ely, who was killed in France	243
	Minor Notices	244
	Gifts of books, letters, pictures and manuscripts to the Illinois State Historical Library and Society	253
XVI.	Neerology:	
	Mrs. Potter Palmer.....	257
	Dr. W. O. Ensign.....	260
	Prof. Henry McCormick.....	261
	Minor S. Gowin.....	265
XVII.	Publications of the Illinois State Historical Library and Society.....	267

AN APPEAL TO THE HISTORICAL SOCIETY AND THE GENERAL PUBLIC.

Objects of Collection Desired by the Illinois State Historical Library and Society.

(MEMBERS PLEASE READ THIS CIRCULAR LETTER.)

Books and pamphlets on American history, biography, and genealogy, particularly those relating to the West; works on Indian tribes, and American archæology and ethnology; reports of societies and institutions of every kind, educational, economic, social, political, cooperative, fraternal, statistical, industrial, charitable; scientific publications of states or societies; books or pamphlets relating to all wars in which Illinois has taken part, especially the collection of material relating to the present great war, and the wars with the Indians; privately printed works; newspapers; maps and charts; engravings; photographs; autographs; coins; antiquities; encyclopedias, dictionaries, and bibliographical works. Especially do we desire—

EVERYTHING RELATING TO ILLINOIS.

1. Every book or pamphlet on any subject relating to Illinois, or any part of it; also every book or pamphlet written by an Illinois citizen, whether published in Illinois or elsewhere; materials for Illinois history; old letters, journals.

2. Manuscripts; narratives of the pioneers of Illinois; original papers on the early history and settlement of the territory; adventures and conflicts during the early settlement, the Indian troubles, or the great rebellion, or other wars; biographies of the pioneers; prominent citizens and public men of every county, either living or deceased, together with their portraits and autographs; a sketch of the settlements of every township, village and neighborhood in the State, with the names of the first settlers. We solicit articles on every subject connected with Illinois history.

3. City ordinances, proceedings of mayor and council; reports of committees of council; pamphlets or papers of any kind printed by authority of the city; reports of boards of trade and commercial associations; maps of cities and plats of town sites or of additions thereto.

4. Pamphlets of all kinds; annual reports of societies; sermons or addresses delivered in the State; minutes of church conventions, synods, or other ecclesiastical bodies of Illinois; political addresses; railroad reports; all such, whether published in pamphlet or newspaper.

5. Catalogues and reports of colleges and other institutions of learning; annual or other reports of school boards, school superintendents and school committees; educational pamphlets, programs and papers of every kind, no matter how small or apparently unimportant.

6. Copies of the earlier laws, journals and reports of our territorial and State Legislatures; earlier Governors' messages and reports of State Officers; reports of State charitable and other State institutions.

7. Files of Illinois newspapers and magazines, especially complete volumes of past years, or single numbers even. Publishers are earnestly requested to contribute their publications regularly, all of which will be carefully preserved and bound.

8. Maps of the State, or of counties or townships, of any date; views and engravings of buildings or historic places; drawings or photographs of scenery, paintings, portraits, etc., connected with Illinois history.

9. Curiosities of all kinds; coins, medals, paintings; portraits, engravings; statuary; war relics; autograph letters of distinguished persons, etc.

10. Facts illustrative of our Indian tribes—their history, characteristics, religion, etc., sketches of prominent chiefs, orators and warriors, together with contributions of Indian weapons, costumes, ornaments, curiosities and implements; also stone axes, spears, arrow heads, pottery, or other relics.

It is important that the work of collecting historical material in regard to the part taken by Illinois in the present great war be done immediately, before important local material be lost or destroyed.

In brief, everything that, by the most liberal construction, can illustrate the history of Illinois, its early settlement, its progress, or present condition. All will be of interest to succeeding generations. Contributions will be credited to the donors in the published reports of the Library and Society, and will be carefully preserved in the State-house as the property of the State, for the use and benefit of the people for all time.

Your attention is called to the important duty of collecting and preserving everything relating to the part taken by the State of Illinois in the present great World War.

Communications or gifts may be addressed to the Librarian and Secretary.

(MRS.) JESSIE PALMER WEBER.

ILLINOIS—THE LAND OF MEN.

Illinois Centennial Address, April 18, 1918.

EDGAR A. BANCROFT.

We are here tonight to celebrate with joy and pride both the growth and achievements of our State during its first hundred years. But we do not forget—we can not forget—how much back of that century, and how much now in this world-shattering and saddening war we owe to France. As America has recalled proudly her debt to her in the days of LaFayette, so Illinois should remember what she owes to the France of nearly a century before—France the bravest, most generous and liberty loving of nations.

Doctor Finley—whose absence, compelled by a distant and important mission, we all regret—has told with rare poetic insight the romantic story of the earlier explorations of this region in his lectures before the Sorbonne, which he has collected in a book entitled, "France in the Heart of America." In the preface, written since the war began, he gave this title a sentimental as well as a geographical turn. How truly was France in the heart of America! And with what profound satisfaction we recognize tonight that America is in the heart of France in fact no less than in sentiment! Precious as are our past obligations to this heroic people, our future ties to them should be ever sacred.

When General Pershing laid a wreath of roses on LaFayette's tomb he raised his hand in salute and said with soldierly brevity, "LaFayette, we are here!" So, we may say, "France, you have long been here; we rejoice that *we* are now *there*; for we both know that our cause is the same."

When the vanguard of America's army marched through the rejoicing streets of Paris last June, little French children knelt down at the curb as Old Glory passed. They felt and

expressed it all. Since then the heart of America has been in France.

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Let us first recall briefly that earlier time of picturesque and chivalrous adventuring.

It was the French who first explored this region and made it known to the world—soldiers seeking new domains for the lilies of France; missionaries seeking converts to the Christian faith; *voyageurs* seeking profit and adventure in this wild land. LaSalle, Marquette, Joliet, Hennepin, and their associates were the real discoverers of this vast expanse along the Upper Mississippi, with its fertile soil, natural beauty, abundant game and peaceful Indians. They mapped and named the water courses and other natural landmarks and the Indian villages. They established forts, founded missions, marked the trails and the sites for trading which they learned from the Indians. They were everywhere the forerunners of the pioneers. But it is a curious fact that the French established no enduring settlements. Cahokia, Kaskaskia and Peoria, Fort Saint Louis (now Starved Rock) and Fort Creve Cœur, founded by the French fathers and soldiers, and nearly all their other outposts of civilization languished unless and until they were taken over by American or English pioneers.

It is to the intrepid missionary, Pere Marquette, that the State owes its name. Exploring the Mississippi, he came upon the footprints of a large band of Indians. Overtaking them, he asked who they were. They thrilled him with their answer: "We are the Illini—the tribe of men." Thus, this great land of prairies and wooded water courses between the rivers, and the lake became the Illinois territory, and nearly a century and a half later the State of Illinois. And the whole significance of our hundred years must be found in the deeper meaning of our name—Illinois, the land of men. For, no matter how much we exalt quantities and values and incomprehensible numbers, we know that their origins and significances are, and must always be, in *men*. Back of all deeds is the doer, and back of all accomplishment is individual character.

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When the Congress authorized the formation of this State, and President Monroe signed the Enabling Act one hundred years ago today, it was the result of a very brief campaign here and was not regarded elsewhere as of special significance. Relatively little discussion had preceded the presentation of the memorial from the territory or delayed the passage of the bill through House and Senate. This had been a separate territory only ten years. Its population was then less than *thirty thousand, mostly from slave-holding states, and all its settlements, without important exception, lay along the water courses near and south of the mouth of the Illinois River. Though this was a part of the Northwest Territory, from which slavery was excluded by the famous ordinance of 1787, yet slavery existed here from the days of French control; the census of 1818 reported 829 "servants or slaves."

* Daniel Pope Cook, the very young and energetic editor and proprietor of the Territory's chief newspaper, the *Western Intelligencer*, published at Kaskaskia, is to be remembered as the main factor in bringing forward and pressing the question of statehood at that time, when the territory had scarcely half of the sixty thousand population required for a state under the ordinance of 1787.

Nathaniel Pope, our territorial delegate, in preparing the bill, fixed the northern boundary first at ten miles and finally at fifty miles north of the line through the south bend of Lake Michigan that had been indicated in the ordinance as the boundary of a new state. This change of boundary, in order to give Illinois access to Lake Michigan, seemed of small importance at the time, but it gave the State its entire lake frontage with its great metropolis and its fourteen northern counties which now have a population greater than that of all the rest of the State.

Here was a truly royal domain—with more acres of arable land than all England. It was, indeed, a new and fairer Mesopotamia, with leagues on leagues of verdant prairies, brilliant with wild flowers and fringed with forests along the streams. Beneath the riches of its deep black soil

* He was defeated as a candidate for the State's first representative in Congress, but he was appointed its first Attorney General.

lay undreamed of wealth of coal and oil, of lead and zinc and other minerals. Upon its lakes and rivers there was no sail, only the silent canoe of the Indian and the *voyageur* and the slow, cumbersome river boat of the pioneer. There was no smoke cloud anywhere of town or factory. The rude, primitive salt works at Shawneetown was the solitary industry of Illinois. The blacksmith and itinerant cobbler supplemented the skill of the pioneer and his wife in providing the simple equipment and coarse clothing of the frontier life. The population—even including the 10,000 who came into the territory while it was framing a constitution for the State and thus made up the required 40,000, and even including the 6,000 Indians, who were practically the only inhabitants of the north three-quarters of the territory—amounted to only one person to each one and a quarter square miles.

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What miracles a hundred years have wrought! The population has increased from 40,000 to about 6,000,000—nearly twice the population of the thirteen colonies in 1776. The production of Indian corn has increased from a few thousand bushels, then produced by the settlers and the Indians, to 365,654,400 bushels in 1917. The total wealth of the State has increased from \$4,000,000 to \$15,000,000,000—nearly four thousand fold; and today the value of our productions from field and factory and mine is nearly \$3,000,000,000 a year. What a contrast between the little, crude salt works at Shawneetown and our vast and varied manufacturing enterprises today! Our exhaustless coal measures, our unequaled railroad transportation and the easy access by water to the Nation's great iron ore supply have been great factors in producing these results. Illinois plows, Illinois cornplanters and Illinois harvesting machines have increased the food supply in every quarter of the world, as they first increased it here. Illinois automatic machinery and machine shop equipments are lightening the labor of human hands in all countries. Illinois packing house products reach every corner of the globe, and Illinois watches keep time for every civilized nation.

Though the Illinois and Michigan Canal may seem now a rather sorry and expensive political reminiscence, it aided

greatly in the growth of Illinois and of Chicago. Shadrach Bond, our first Governor, recommended it, and his successors, through discouragements and disasters not a few, persevered until it was completed in 1848. When the Erie Canal was finished in 1826, the commercial East and the agricultural West for the first time naturally joined hands at Chicago, instead of by way of the Ohio and Mississippi Rivers as theretofore. Chicago has been called the child of New York and the Erie Canal. When the railroads came later the routes of commerce east and west of Illinois had been so far fixed through Chicago, and the natural influences were still so controlling, that Chicago's position as the railroad center of our country was soon firmly established.*

If it seems one of the chief marvels of our hundred years that this young State should furnish the site of the Nation's second and the world's fourth city, it is because Illinois combines in the major and world-wide sense the granary and the workshop. The legend of Chicago's seal tells the story, "*Urbs in horto.*"

These achievements are due to the foresight and character of the men, from Nathaniel Pope down through this wonder-working century, who discovered and developed the great natural resources and opportunities. For, important as the advantages of geographic and economic position and of natural resources are to such great accomplishments, they have required here, as they always do, another and yet more important factor—masterful men of vision. These accomplishments were largely by-products of the moral and political convictions and aspirations of the men and women of Illinois. From the beginning the people of this State have believed that the principles of the Declaration and the Constitution furnish the only sure foundation for a free and civilized State.

THE SLAVERY ISSUE.

Though one-third of the territory of Illinois and all of its settlements in 1818 were south of the Mason and Dixon line, and the majority of its population had come from south-

* Tucker of Virginia said in 1818 that it cost the farmer one bushel of wheat to carry two to a seaport town only eighty miles away. Land transportation was then limited by its cost to 100 miles.

ern states, a commonwealth of freedom was the ideal of those Illinois pioneers.

Geographically this State extended into and bound together the sections of North and South. Likewise historically it held the strategic place in defeating slavery and disunion and in saving the Nation for human freedom.

The two exceptional and far-seeing provisions in the Enabling Act were: (a) Changing the northern boundary, and (b) giving *three of the five per cent* of the sales of public lands (which had usually been set apart for public roads) to the cause of public education.*

The Constitution under which the State was admitted contained rather complicated provisions as to slavery, that in effect recognized and legalized its existence as an indentured servitude under rigid restrictions for a limited time, but definitely provided for its abolition within a generation.

The real fight over slavery in Illinois came with the election of Edward Coles as the second Governor in 1822. He was a Virginian of education and high connections and substantial property. He had been private secretary to President Madison, and was a special ambassador to Russia in 1817. He inherited slaves, and, on his way to Illinois in the spring of 1819, he freed some twenty or more, but brought them to Illinois and gave 160 acres of land to each head of a family. He was known to be strongly opposed to slavery. In the election of 1823 the slavery party elected the Lieutenant Governor and controlled both branches of the legislature by large majorities. Governor Coles, in his first message, recommended the freeing of the slaves and the revision of the black laws for the protection of free negroes. The slavery party met this challenge by passing through the legislature, by the necessary two-thirds votes, a resolution for a constitutional convention. Its sole purpose was to protect slavery in Illinois. The question then went to the voters and a bitter campaign was waged in the summer of 1824. Although substantially the entire population was in the southern half of the State and had come mainly from the slave states, Governor Coles won a great victory. Of the 11,612 voters then

* One-sixth of the total to go to the founding of a college or university.

in the State, 6,640 voted against the constitutional convention, which meant against slavery, and 4,972 in its favor. This settled finally the character of Illinois as a free State, and thus at once stimulated immigration from the free states of the North. It also showed that the southern stream of settlers, that came first, held largely the same enlightened views as those who came later from New England and New York and Pennsylvania.

It was Senator Douglas of Illinois who, a generation later, revived as a national issue the question of slavery by his bill to repeal the Missouri compromise. Out of that controversy sprang the candidacy of Abraham Lincoln for the United States Senate and the Lincoln-Douglas debates of 1858. Lincoln came from Kentucky, a slave state, while Douglas came from Vermont. Lincoln, convinced that slavery was wrong, stood firmly against its extension. Douglas, though born and educated in New England, sought the path of compromise, and was more hostile to abolitionists than to slaveholders. In their debates they made Illinois the platform upon which the essential moral quality of this issue and the impossibility of permanent compromise were strikingly shown to the American people.

In the Civil War Illinois rose to her supreme height in the contributions she made to the cause of freedom and union through President Lincoln, General Grant, Senator Trumbull, Richard Yates, our War Governor, General Logan, General Palmer, General Oglesby and many more, who, at the front—255,000 brave sons—in the Congress, in the Legislature and in private life devoted themselves with unselfish ardor to saving our Republic. The war ended forever the question of slavery, which had divided our State and Nation for so many years, and the cause for which Lovejoy gave his life at Alton in 1837 was won. And the great leaders who were so conspicuous in our first fifty years are our most inspiring possessions, our most abiding influences.

EDUCATION.

Though the Enabling Act wisely provided that the larger portion of the proceeds from public lands within the State should go to education (because, as he so erroneously stated,

the Illinois country did not need much money for good roads!) Nathaniel Pope's wise foresight was vain. Funds from this source were absorbed and lost in the later craze for public improvements.

While schools and churches were almost the first desires of many Illinois pioneers, public education here as elsewhere, was very slowly developed. During the first fifty years the real centers of learning and enlightenment were the communities where private initiative and gifts had founded academies and denominational colleges. They offered the opportunity of a liberal education to the children of the poor and well-to-do alike. Shurtleff, McKendree, Illinois and Knox Colleges were early examples of these centers of moral and mental enlightenment and progress in this State. They constantly drew hither the more desirable settlers, and through their students and graduates disseminated higher ideals of conduct, business and government. They combine, as no other institutions of learning have done with equal emphasis, the development of the moral and religious as well as the intellectual nature. They ministered largely to the moral indignation against slavery which found full expression in "Uncle Tom's Cabin." Edward Beecher, president of Illinois College, and Jonathan Blanchard, president of Knox College, were strong anti-slavery leaders in the discussions that followed the murder of Lovejoy.

Not until the last fifty years did the early plans for public education become effective. Our public school system had hardly begun by 1855 and progress was slow until after the Civil War. It is in her later years that Illinois has developed her great State university and the two other universities on private foundations at Chicago.* In libraries, in the fine arts, and in music Illinois has facilities, opportunities and students which give her a relative rank even greater than her wealth and commerce.

* Jonathan B. Turner's contribution is worthy of remembrance. He came to Illinois in the early thirties. He was the leader in the movement creating State Universities by National aid and to furnish agricultural and technical instruction. He also introduced the osage orange hedges to save the expense of rail fences and of ditches and embankments then in general use. In this war American Universities and Colleges have made the priceless contributions of patriotic enthusiasm and eager young men specially competent for leadership in every branch of war service. And the roots of the osage orange—now supplanted by wire fencing—have yielded a dye for their uniforms.

Indeed, the connection is closer than is sometimes realized between the agencies for religious, moral and mental development and the physical evidences of great wealth and enterprise. For it is not alone the combination of the trained scientific mind and business sagacity that have produced the vast wealth of our State. Sterling moral character, fine public spirit, high personal and commercial ideals have given energy and stability to our great business enterprises. And the men who have won the largest successes have themselves attested the truth of this statement. Philip D. Armour established the Institute of Technology as well as a world-wide business to fitly perpetuate his name. The memory of the commercial genius of Marshall Field will persist in the centuries to come, not so much in the marvelous business which he created as in the monument which is near its completion on the shore of Lake Michigan, and the influence of that monument will increase and expand with the years. George M. Pullman, whose engineering skill lifted Chicago out of the swamp before he established the business that bears his name, took pains to assure a continued influence of elevation in the great training school which he founded. Similar instances are to be found in all parts of our State. Among us of Illinois no man is regarded as truly successful unless he adds high personal character and a generous civic spirit to his business abilities.

It was the moral and idealistic training of American schools and colleges that made the martyrdom of Belgium and Germany's cruel crimes against humanity on land and sea and from the air potent and irresistible arguments for our joining the allies. It was largely our college men who went, and inspired others to go, overseas to aid French and English arms long before our declaration of war. We should never forget the moral heroism and vicarious sacrifice of this proud American vanguard of 30,000 men, fighting under foreign flags for the life and soul of neutral America.

The queenly stature of Illinois in the sisterhood of states has been due to her steadfast devotion to liberty, justice, education, and all the agencies of moral, aesthetic and spiritual enlightenment, and to a patriotism that embraces all these.

What a powerful inspiration in the trying days of this World War have been the memories of the Illinois leaders in

the War for the Union! Every Illinoisan who knows what Lincoln and Grant and Logan and Palmer and Oglesby strove for is bound to know and feel that their work is vain unless the Prussian arms and creed are beaten to the dust. But we all knew that as they sought a half century ago to save this Nation, not for its power or its glory, but because in its survival were bound up the deepest interests of mankind, so America is fighting with the allies in this war. And their spirit and capacity and devotion have reappeared during the past twelve months in the varied labors and solid service of Governor Lowden. His record and his character are one of the strong promises for our second century. By his words and his acts he has made clear the purpose for which America fights; and that all that Illinois has, all that Illinois is, are but dust in the balance as compared with the cause for which American soldiers are fighting and dying on the Western front.

Therefore, Illinois is pledged and prepared by her history and ideals to fight to the end, even if the war should take from us all that our hundred years have gathered.

THE PROBLEMS OF THE FUTURE.

What are the problems that confront Illinois as it enters upon its second century, and what are the lessons its past teaches?

The problems are the old ones of making and keeping a democracy honest and humane in purpose, genuine, intelligent and steadfast in character. The perpetual problem, as Lincoln stated it, is to have a government strong enough to protect the liberties of the people in a crisis, but not too strong for those liberties in times of peace; the problem of keeping justice and liberty equal and fraternal, and of ever guarding and preserving not only the essential principles, but the essential institutions of our free Republic.

This war has taught us, as no other war in our history has done, that a republic must not only be willing to fight for its liberties, but it must be prepared to fight; that loyalty imposes a constant obligation which will be most cheerfully recognized and met if it is definite and applies to every youth alike.

The utter collapse and disintegration of Russia have taught us—as we needed to be taught—that there can be no justice assured to anyone except under ordered liberty, under a government of justice and law; that a socialistic government, whether resulting in anarchy or oligarchy, is not the government which Washington founded and Lincoln saved. Their government was of the whole people, and not of any class, and was founded in rules of right and in permanent institutions of liberty and justice.

Free government no more means a government of the proletariat than of the grand dukes; no more of the poor than of the rich; no more of the ignorant than of the learned. It means a government in which *all* participate, and under which the *rights of all* are *equally* protected; and protected not by the *will of the rulers*, whether a vast committee or an irresponsible czar, but protected by fundamental principles of justice and by established institutions of freedom.

Illinois has been ever true in conviction, if not always in practice, to the rule that “obedience to law is liberty.” The disorders of the Chicago strike of 1894, and the more recent race riots at Springfield and East St. Louis, are painful reminders that dangers constantly lurk in a democracy and that neither justice nor liberty can live under mob law. Reverence for law must ever go with devotion to liberty, else liberty is lost. “Law is the uttered conscience of the state restraining the individual will.”

This war should teach us another lesson of the highest value. In England and in America the great crisis has submerged and obliterated for the time the divisions between so-called labor and capital. Both have forgotten their differences—have been ashamed of their differences—in the presence of a danger that threatened to engulf them both. If the war has taught cooperation and mutual confidence and the duty to suppress differences for the good of all, shall we not finally learn that lesson and apply it to all our relations hereafter? For internal class divisions and strife will wreck Democracy as surely as would the success of the German arms.

It is increasingly patent that much remains to be done in order to make every Illinois boy and girl fit in spirit, in hand and in brain for the duties and the devotion of citizen-

ship. This is a problem, not so much of making every citizen of greater economic worth to the State, but of making every youth, whether alien or native born, a loyal, an honest and an intelligent citizen. A formal naturalization of the immigrants is not enough—it means very little; it should mean very much. It should mean such knowledge of our language—and *there is but one American language*—and of our history and institutions, as will lead them unconsciously to love America with the singleness to which they pledge themselves in their oath of allegiance. Americanism admits of no divided loyalty—least of all between America and another nation whose governmental aims and principles are antagonistic to ours.

The pitiful exhibition of “international democracy” in Russia the past year should be warning enough to us against every propaganda that weaken, in anyway or for any human purpose, complete patriotic devotion to America. All such movements in the name of humanity destroy all the safeguards of essential human rights.

“God gave all men all earth to love,
But since man’s heart is small,
Ordained for each one spot to be
Beloved over all.”

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When the heat of summer lies heavy upon our land there comes a flower that bursts in white and gold on the sluggish stream, and decks with sweet stars of day the surface of many a murky pool. The Illinois of our pride today is not found in its population or wealth or its material resources. It is in the soul of our commonwealth. Like a pond lily, it has grown out of the depths of this fecund valley, and, striving upward through all the turbulent and turgid floods of a new industrial and civil life, has been nourished even by the impurities in which it was rooted.

Only as our buildings and enterprises, our genius for production and commerce strengthen and uplift the collective soul of our people, are they truly admirable. Every beauty of line in the material edifice of our greatness, every political or commercial achievement that stirs the spirit, is proof of

the essential soundness of a civilization that has been and still may be somewhat crude, yet has been always genuine, always aspiring.

Even our largest material accomplishments disclose ideals that have not yet been realized, and that have soared with each attainment; that have gone like the purpose before a deed, leading to action, but mingling with fulfillment a high discontent that impels to yet higher doing. They are but the symbols of our power, the promise of our future.

It is a brave banner that we unfurl, bearing the record of our hundred years. There you may read the story of Pere Marquette, carrying the cross to the wild tribes of our prairies; of the French *coureurs du bois*, romantic, brave, enduring; of the frontiersmen, who, like the explorers and fur traders, loved the wilderness, its hardships and adventures, with its free life and isolation, for their own sake, and then as towns and cities grew, they vanished beyond the Mississippi.

You can see there the pioneers—the lonely log cabin, the little hamlet in the midst of the undulating sea of prairie flowers, guarded by the church spire and the school house, rather than by the walls and gates of old. Into the peace and silence come a few harsh notes of strife between savage and settler; splashes of blood stain the lake's yellow sands. Then you can see later the yeomen of the countryside marching with their flintlocks against the Indians in the one war that has touched the soil of Illinois.

You can see the beginnings of communities, of an organic life binding communities together; the self-contained, yet unconscious heroes of that simple time, moving with a certain giant strength and childlike directness to control the forces which were then raw and plastic, and to build out of them a puissant and stable state. The pioneers stood as the trees of a forest, together but individual.

“They rise to mastery of wind and snow;
They go like soldiers grimly into strife
To colonize the plain. They plow and sow,
And fertilize the sod with their own life,
As did the Indian and the buffalo.”

Behold there the simple folk that defended themselves against the red race, now imperiling their liberty and their lives to give freedom to the fleeing slave. These men of the "underground railroad" were the first projectors of North and South railroad lines, and they surpassed all others in having successful *operation* accompany the preliminary *survey!*

How that record blazes with the part of Illinois in the great war for Freedom and the Union! Behold the long lines of blue, gathering from farm and shop and store and school, and moving away to martial music, mingled with huzzas and sobs—to meet death or victory, as might be, but to meet either with a smile. The story brightens and darkens as gloom follows gleam until at last, out of hoping and despairing comes victory, and the sad, yet rejoicing return.

Then a shadow falls across the picture—a shadow so deep that it darkens every heart and every home in Illinois. Lincoln, the great Captain, Lincoln the Emancipator of the Slaves, Lincoln the Saviour of the Nation, Lincoln the Martyr, lies dead.

“When lilacs last in the dooryard bloomed,
And the great star early drooped in the western sky in the night,
I mourned and yet shall mourn with ever-returning spring.”

Then we see the interrupted forces rearrange themselves; old enterprises and new endeavors take on a new vitality; we see a city leap into life as by magic, and then more suddenly vanish in flames. Its woe becomes its fortune; its destruction is its upbuilding. Enterprise, commercial and industrial, dominates every element of city and country life. Material foundations are laid so broad and so deep that all else seems forgotten. Streets are lifted out of the swamp; notable buildings are raised out of the ashes; numerical and financial strength increases. Out of them arise the beginnings of an intellectual and aesthetic life.

“Whate’er delight
Can make Day’s forehead bright
Or give down to the wings of Night.”

Wealth, philanthropy and art, schools and universities blossom in the Dream-city of the Exposition, a city built of wave and cloud and sunshine; that opened, when the daylight faded, like a great night-blooming cereus by the margin of the lake. It glowed with the colors of evening and of dawn, and passed as they pass, leaving only imperishable memories.

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And then the portraits that hang in the hall of our hundred years! Plutarch's men, who lived the

“Life that doth send
A challenge to its end;
And when it comes, says
Welcome, friend!”

Douglas, the “Little Giant,” like a short, swart tower holding guns terrific for destruction and defense; Baker of the silver voice, who joined to the strength of the West and the calmness of the North, the warmth and fervor of the South—whose brilliant speech was forgotten in the keener flash of his sword, which, alas! fell with him at Ball's Bluff in the very budding of his powers; and Palmer, who followed Douglas in putting aside his party and its principles for the higher cause of the Nation; and in his old age again standing true to his convictions and assuming leadership to guard the Nation from financial disaster; and Oglesby, the homeless Kentucky lad, thrice chosen Governor of Illinois, and beloved leader in war and in peace; Trumbull, small of stature, but great in intellectual power—the foremost constitutional lawyer and debater of that time; and Logan of the sable wing, who left the companions of his youth to lead, as few leaders could, the impetuous legions of the North—who with a soldier's reckless daring joined a gentle heart, and in the thankfulness that followed war helped to heal its wounds by establishing the Grand Army of the Republic.

And Grant, of the stern, unflinching, untelling face, of a figure and a stature that gave no hint of martial glory or of martial prowess, but which held a spirit that was dogged, indomitable, persistent and resistless in war; that was gentle, self-sacrificing, and more sublimely brave in peace;

that made Appomattox a shrine of magnanimity and Mount McGregor an altar of moral heroism.

But above all in our Pantheon is Lincoln, the people's hero, whose greatness is the common possession of mankind: A face so plain it fascinates, so sad it touches the heart; so illumined that it draws us from all sordidness; eyes that beacon to the safe harbor of a true soul; a form builded like the ships of the Vikings, strong to the uttermost, and graceful almost in the perfectness of its strength; a mind that brought every question to the test of truth, and would not deceive others because it would not deceive itself; a mind ever ruled by a heart which, as Emerson said, was as capacious as the storehouse of the rains, but had no room in it for the memory of a wrong; a mind and a heart distraught, oppressed, borne down under burdens greater than ever man bore, and shaken by a temperament touched with moodiness and mysticism—they kept their soundness in a philosophy that took the sense of the comic as a preservative of wisdom, and the sense of duty as the preservative of honor and endeavor; a spirit so fine that it felt, past all argument, the imminence of Divinity; a life harmonized and made glorious in the conclusion of Darwin; though a man may not fully know the issue of his life or the nature of God, he can do his duty. And how Lincoln did his duty, mankind will ever love to tell.

But there is another picture, a small part of a great canvas, not yet finished, radiant with a light that brightens every portrait, every painting in that hall. It portrays Illinois summoning her youth by hundreds of thousands to prepare to prove at arms her loyalty to liberty and her gratitude to France, and to defend that government of the people which it is Illinois' chief glory to have helped to save.

There is here none of the pageantry or trappings of an army with banners. Like the rude cabins of the pioneers, multiplied into myriads, are the schools of military instruction going forward with the simple directness and the invincible purpose of a high resolve. Here above the broad prairie the young eagles are trying their wings and their talons, that they may strike to the earth the German vultures that are tearing at the vitals of defenseless millions.

Then we see them again—long lines of khaki brown and glistening steel that go forward and ever forward—some wounded, some dying, all cheerful, all smiling, all determined. And above the lines and before them—yea, and above the lines of France and of England—shining in the upper air, watching, rising, wheeling, striking—and sometimes falling!—are the young eagles of Illinois!

And the light of that picture glows upon all her sons who served with perfect devotion, whether here or there; whether they have returned, or whether France shall keep them lovingly and make their resting places shrines of liberty. And the radiance of that picture is from the sun of universal justice, liberty and kindness that is just rising upon a darkened world.

All this—and how much more?—glows resplendent on our banner, though it shows but the simple legend, *Illinois, the Land of Men.*

ILLINOIS AND RANDOLPH COUNTY.

Address Delivered at Chester, Illinois, July 4, 1918.

WILLIAM A. MEESE.

This is the 142d year in the history of our country when the people have suspended all labor and business and assembled in each city, town and hamlet to do honor to the day that is known far and wide as Independence Day.

When we think of the 142d yearly celebrations that have occurred throughout the land, not in one place in a state or country, but in every country district where a score of people could assemble, as well as in the populous towns and cities, to do honor to this most memorable day, we can but wonder and ask ourselves why this general day of rejoicing? Ask our school children and they will tell us that this is the day on which this country declared its independence of Great Britain. Therefore our forefathers set aside the Fourth of July as Independence Day, a day of thanksgiving and general rejoicing among all the people, a day when all should assemble, and the deeds of labor, the acts of patriotism, the years of suffering, the privations, the sorrow and the joy, the record of those trying times that laid the foundation and made us the greatest nation on this globe, should be recounted and retold, so that coming generations would rightly understand and learn of the heroes that made American history and the American nation.

The first knowledge of the Mississippi or "Great River," as it was termed by the red men, was imparted to the French Missionaries by the Sioux Indians, who came to Lake Superior in August, 1665, upon invitation of Father Claude Allouez when he established the first white settlement on that lake, and there lighted the torch of Catholicism, preaching the word of God to over twenty different Indian nations.

The first we know of the country known as Illinois is what the pious father says he heard of the great river to the west and the country where "they had no forests, but instead of them, vast prairies, where herds of deer and buffalo and other animals grazed on the tall grasses." These stories aroused his curiosity, for he wrote: "Their country is the best field for the gospel. Had I leisure I would have gone to their dwellings to see with my own eyes all the good that was told me of them."

The zeal of the French was aroused, and in 1673 Louis Joliet was commissioned by Jean Talon, the active and able intendant of New France to find this "great river that flowed southward to the sea" and to explore the regions through which it flowed. Joliet received as a companion Father Jacques Marquette, a Jesuit priest, who was to be his missionary chaplain, and whose purpose was to teach to the heathen the story of the Cross. In June, 1673, these two, in company of five French canoe or service men, left the palisaded mission of St. Ignace, opposite the Island of Mackinac, and in two bark canoes set out on their ever memorable trip.

Skirting the northern shore of Lake Michigan, they crossed Green Bay to the mission of St. Francis Xavier, where they secured two Miami guides, and from thence they made the portage to the Wisconsin River, where their guides left them. On the 17th day of June, 1673, these seven Frenchmen floated out upon the broad bosom of the Mississippi, which Marquette christened "Conception River."

When they came to the present boundary of Illinois is not known, but they floated down the Mississippi, and on the 24th day of June landed at the mouth of the Des Moines River. They continued their journey until the 19th day of July, when they turned the bow of their canoes up stream and commenced the return journey. On arriving at the mouth of the Illinois River they decided to go by that route and proceeded on their way, stopping at Peoria Lake, where there was an Indian town of several hundred cabins. From here they went up the river to the Indian village of Kaskaskia, where Utica now is. Here Marquette preached for three days the mysteries of his faith.

This was in September, 1673. The Indian village consisted of seventy-four cabins, and among these untutored

red men Father Marquette established the *first mission* in the Mississippi valley, which he named *the mission of the Immaculate Conception*, and later, when in 1700 the Kaskaskia Indians, to escape from their enemies, the Iroquois, removed to the Mississippi River, they located near where the last remnant of the village of Kaskaskia now is, retaining the old names for both mission and village.

It was in September when Joliet's party on their return trip arrived at the Chicago portage. From here they took canoes and sailed to St. Francis Xavier, on Green Bay, where Marquette, being sick, took refuge in the mission house, and Joliet started for Canada to report to his superior, Frontenac, Governor of Canada, the result of the voyage.

At Fort Frontenac Joliet met Robert Cavalier de LaSalle, who five years previous had discovered the Ohio River. Joliet had maps of the country through which he passed and had kept a journal of all that transpired, and imparted to LaSalle the results of his discovery.

Leaving Fort Frontenac Joliet started for Montreal, and when almost there the canoe in which he was traveling upset, and, unfortunately for his fame and fortune, all his baggage, containing maps, notes, etc., were cast into the St. Lawrence River and lost.

Marquette was detained at the mission of St. Francis Xavier during the whole summer of 1674. Having somewhat recovered, he on October 25 with two men set out for the Illinois. Crossing the peninsula which forms the eastern side of Green Bay, he coasted along the shores of Lake Michigan, accompanied by some Illinois and Pottawatomies. Owing to sickness his journey was slow and it was December 4 when he reached the Chicago River. The river was frozen, and on the 14th of the month, concluding to pass the winter here, he erected a cabin, which was the *first abode* of a white man within the limits of the present State of Illinois. On March 29, 1675, he again set out and arrived at Kaskaskia, on the Illinois River, on April 8.

His illness soon compelled him to start on the return journey, taking for his course the eastern shore of Lake Michigan. When his party arrived at a place now known as Sleeping Bear Point, Marquette breathed his last. This was

on May 18, 1675. His remains were buried where he died, but the next year they were removed by the Indians to the mission of St. Ignace, opposite Mackinaw. To this day, it is said, that storm-tossed mariners on Lake Michigan in the hour of peril invoke the prayerful intercession of the sainted Marquette.

Marquette also made maps of the country and took notes, which being published previous to Joliet's, gave to him, and not to Joliet, the leader and commander of the party, the glory of the discovery of the Mississippi. This voyage of these daring Frenchmen is the *first chapter* of Illinois history.

The Indians whom Joliet and Marquette met at the Des Moines River, when asked who they were, said they were "Illiniwek" or "Illini," meaning in their language "men" or "the men," not to be understood in a generic sense, but as significant of humane intentions, and to distinguish them from other Indians, whom the Illini termed *beasts*. "Illini" became the name of the Indians and of the country they inhabited, the French adding the "ois" of Illinois for euphony.

In August, 1679, Robert Cavalier de LaSalle, accompanied by Henry de Tonty and four priests, among whom was Father Louis Hennepin, sailed from the mouth of the Niagara for the Illinois. They made the portage from the Des-Plaines to the Chicago River, thence by portage to the Kankakee and down that river to the Illinois, arriving at where Peoria now is about January 4, 1680. Here LaSalle built Fort Creve Cœur (Broken Heart). LaSalle's party established the first white settlement in the Illinois country, and to LaSalle is due the credit for first proposing "the union of New France with the Valley of the Mississippi, and suggesting their close connection by a line of military posts."

Five years before the Pilgrim Fathers landed on Plymouth Rock, Champlain, called the "father of Canada" or "New France," and the first to carry the flag of France into the heart of North America, reached a point in the interior a thousand miles from the Gulf of the St. Lawrence, anxious, as he said, "to see the lily flourish, and also the only religion, Catholic, apostolic and Roman." Owing to the Indian tribes being at war among themselves he was unable to push his explorations into the unknown West. Time and opportunity were not ripe for Champlain. Yet he was the pioneer dis-

coverer of this valley. Thus we see that to French enterprise and Catholic zeal is due the discovery of the upper Mississippi valley.

During the early part of the eighteenth century but little progress was made towards the settlement of the Illinois country. In 1712 Louis XIV of France granted to Anthony Crozat, a French merchant, the commerce of the whole valley of the Mississippi, known as Louisiana, but in 1717 Crozat relinquished his grant and his rights were transferred to the *Western Company*, of which John Law, a Scotchman residing in Paris, was the originator. Law's financial schemes aroused all France and everyone believed the golden era had at last arrived. Illinois at this time was brought under the government of Louisiana.

FORT CHARTRES.

In October, 1718, a detachment of French troops left Mobile for the Illinois. They came up the Mississippi, arriving at Kaskaskia late in the year. Their commander selected a spot on the Mississippi sixteen miles above the village where the first Fort Chartres was built. It was of stockade construction and was completed in the spring of 1720.

Immediately after the completion of the fort a village began to grow at its gates, where the Jesuit fathers established the parish of St. Anne de Fort Chartres. The first entry in the parish record was made in 1716. The first important arrival at the fort was that of Phillip Francois Renault, a Paris banker, who reached the fort before its completion. Renault brought with him 250 miners and soldiers and 500 negroes that he had bought in St. Domingo. This was the beginning of negro slavery in Illinois.

Fort Chartres was built to establish a chain of forts from the St. Lawrence to the Gulf of Mexico—the dream of LaSalle, a “bulwark against Spain and a barrier to England, a protector of the infant colony and of the church which planted it.”

In 1748 Fort Chartres was out of repair and it was deemed best to abandon it. The troops were withdrawn and removed to Kaskaskia. In the autumn de Makarty, a major of engineers, with a few companies of troops arrived from

France with orders to rebuild the fort, which he did, one and one-half miles above the first or old fort. Some time before 1754 it was completed. It was built of stone, 18 feet high, 490 feet long, and the walls were two feet and two inches thick. The walls were pierced with 48 loop holes for cannon. Within the walls was a banquette, raised three feet for the soldiers to stand on when they fired through the loop holes. Captain Pittman, who visited the fort in 1770, in writing about it said: "It is generally believed that this is the most convenient and best built fort in North America." The whole covered a little more than four acres.

No hostile shot was ever fired against the walls of the old or new fort. They, however, answered the purpose for which they were built, to keep in check the Indians and offer protection to the settlers.

Soldiers marched through the tall gate of the fort to attack and meet the hostile Indian tribes. Troops were also sent from the fort against the British, and right well did they respond to the call to arms.

On the 27th of May, 1754, N. Coulon de Jumonville de Villiers, a young French officer, while on a reconnoitering expedition was killed by the British. When the news reached the Illinois, Neyon de Villiers, a brother of the deceased Jumonville, asked Major Makarty, commandant at Fort Chartres, for leave to go and avenge the death of his brother. Permission was given and he set out with soldiers from the fort and a considerable force of Indians. The French marched to Fort Necessity, which was commanded by the young Colonel George Washington. On July 3 the fort was attacked. Washington surrendered, being given the honors of war. The French then returned to Fort Chartres.

De Villiers was a young man of fine character, as is evidenced by the terms of surrender.

Although Washington was in command at Fort Duquesne and it was his troops that ambushed Jumonville's troops, De Villiers allowed Washington with his weak detachment to march from the fort with the honors of war, his men carrying their military stores, baggage and all their arms, with the exception of their artillery. De Villiers' conduct was honorable and magnanimous.

In his report of the taking of Fort Necessity DeVilliers said: "On the 4th at dawn of day I sent a detachment to take possession of the fort. The garrison defiled, and the number of their dead and wounded excited my pity, in spite of the resentment which I felt for the manner in which they had taken away the life of my brother."

In 1755 General Braddock, with two British regiments and 1,000 provincials, started for Fort Duquesne. George Washington was one of his aids de camp. Seven miles from the fort the British were attacked by the French and Indians. The British were defeated and General Braddock was killed. Troops from Fort Chartres took part. Engagement followed engagement.

Soon it became apparent that the claim to territory could not be settled by a resort to arms. Both France and England now prepared to settle their territorial dispute by the sword. In May, 1756, Great Britain declared war on France. Great Britain's American colonies aggregated about one million and a quarter population, while France's population in her American colonies amounted to about one hundred thousand.

On February 10, 1763, Louis XV of France ratified a treaty of peace, which was signed at Paris, France ceding to Great Britain all the territory lying east of the middle of the Mississippi River, also Canada. French power in America was annihilated, and thus ended what is known as the "Old French and Indian War" or the "Seven Years' War," in which these two nations battled for possession of this continent.

Wolfe's victory over Montcalm on the plains of Abraham virtually ended the controversy, but although England in 1763 succeeded to power over this country, she had difficulty in assuming possession, owing to the aversion the Indians had to the British. Five attempts were made, but each failed, owing to the attacks of the forest chieftain, Pontiac. It was not until October 2, 1765, that Captain Sterling of the 42d Royal Highlanders, the Black Watch, arrived at Fort Chartres from Fort Pitt, and for the first time the whole country now comprised in the States of Ohio, Indiana, Illinois, Michigan and Wisconsin became English. The final chapter of

French supremacy in this country was written and the lilies of France, which had for sixty-five years floated over our prairies, gave way to the red cross of St. George.

In the spring of 1772 the waters of the Mississippi undermined part of the fort, the British garrison evacuating the same, going to Kaskaskia, where they fortified the abandoned Catholic residence and named it Fort Gage, after General Thomas Gage, the British commandant. Fort Chartres was never again occupied. In 1776 Illinois was placed under the administration of Canada by the Quebec Bill.

Previous to the Revolutionary War the prairies of Illinois had been exempt from bloodshed and the evils of war. The French settlers had enjoyed uninterrupted peace. Religious in their habits, moderate in their desires, they lived in close friendship with the Indians and at harmony among themselves. Kaskaskia was to the Illinois what Paris was and is to France. The Jesuits in 1721 erected here a monastery and college, which was chartered by the French Government.

A learned and well known Illinois historian, while visiting the ruins of old Fort Chartres, said:

“Here one may invoke the shades of Makarty, and De Villiers, and St. Ange, and easily bring back the past. For, as it is today, it has seen them all, as they went to and fro before it, or examined its store of shot and shell. It has heard the word of command as the grenadiers drilled on the parade ground hard by. It has watched the tawny chieftains and their followers trooping in single file through the adjacent gateway; and past its moss-grown walls the bridal processions of Madeline Loisel and Elizabeth Montcharveaux, and the other fair ladies from the fort, have gone to the little Church of Ste. Anne. And gazing at it in such a mood, until all about was peopled with ‘the airy shapes of long ago,’ and one beheld again the gallant company which laid the foundations of this fortress with such high hope and purpose, the hurrying scouts passing through its portals with tidings of Indian foray or Spanish march, the valiant leaders setting forth from its walls on distant expeditions against savage or civilized foe, the colonists flocking to its storehouse or council chamber, the dusky warriors thronging its enclosure with

Chicago or Pontiac at their head, the gathering there of those who founded a great city, the happy village at its gates, and the scenes of its momentous surrender, which sealed the loss of an empire to France; it seemed not unreasonable to wish that the State of Illinois might, while yet there is time, take measures to permanently preserve, for the sake of memories, the romance and the history interwoven in its fabric, what still remains of old Fort Chartres."

GEORGE ROGERS CLARK.

In the spring of 1778, during the fourth year of the Revolutionary War, Colonel George Rogers Clark, on orders from Patrick Henry, governor of Virginia, came to the Illinois to attack the then most westward British posts. On June 26 he left the falls of the Ohio, where Louisville now is, and descended the Ohio River in flatboats. His army consisted of only 117 men. Landing near the mouth of Massac Creek, he marched over the prairies of Illinois to Kaskaskia, a distance of 126 miles. Clark says: "On the evening of the 4th of July we got within three miles of the town of Kaskaskia, having a river of the same name to cross to the town. After making ourselves ready for anything that might happen, we marched to a farm that was on the same side of the river, about a mile above the town, took the family prisoners, and found plenty of boats to cross in, and in two hours transported ourselves to the other shore with the greatest silence. * * * I immediately divided my little army into two divisions, ordering one to surround the town. With the other I broke into the fort, secured the governor, Sir Rochblave; in fifteen minutes had every street secured, sent runners through the town, ordering the people on pain of death to keep close to their houses, which they observed, and before daylight had the whole town disarmed."

The Fort Gage that Clark captured was the residence of the Order of Jesuits, which the British when they vacated Fort Chartres in 1772 had fortified, and which the clergy had abandoned in 1766, when the French Government by government edict suppressed their order in France and in the French possessions in America.

Clark's army were a marked people from Virginia and Kentucky. They blazed the trail that civilization was to follow. Many remained in Illinois, making their homes at or near the French settlements.

Many writers of Illinois history have fallen into the error of stating that Fort Gage was on the bluffs across the Kaskaskia River from the town of Kaskaskia. The fort on the hill was the French fort known and named Fort de Kaskaskia. It was completed in 1736 and was a stockade, with a block house at each of its four corners. It was built as a protection to the French citizens of the town of Kaskaskia and in 1760 was rebuilt.

When the news that Illinois was ceded to Great Britain by the French in 1763 was received the French inhabitants, fearing that British soldiers would be quartered there and would become a burden upon the French inhabitants, resolved to destroy Fort Kaskaskia. One night in October, 1766, the citizens of Kaskaskia crossed the Kaskaskia River, ascended the hill, burned the wooden part of the fort, destroyed its magazine and filled the well, completely destroying this ancient fort.

In support of Fort Gage being in the town of Kaskaskia, I refer to a letter dated the 8th day of February, 1778, from Rocheblave, the commandant at Fort Gage, to Sir Guy Carleton. He says:

"I must inform you that the roof of the house of the fort, which is of shingles, is entirely rotten, being made twenty-five years ago, and that it rains in everywhere, although I am continually patching it up. If there is much longer delay in putting on a new roof, a house which has cost more than 40,000 piastres to the Jesuits will be lost."

Colonel George Rogers Clark's capture of Fort Gage and his conquest of the Illinois was bloodless, although destined to play an important part in the future growth and history of our country.

From the day of its conquest by Clark until the signing of the treaty of peace Clark's Virginia and Kentucky soldiers, reinforced by several companies of French settlers who had taken the oath of allegiance, did gallant and active duty in

stemming the eastward march of the savages and their threatened attacks upon our settlements in the Northwest.

Preceding the treaty of peace concluded at Paris in 1783 Great Britain wanted to concede to our new government a domain whose western limits should be the Allegheny Mountains, but our commissioners insisted on the Mississippi River as our western boundary, basing their claim upon Clark's conquest and occupation. Franklin and his colleagues won, and thus was laid the first corner stone in our Nation's westward march.

FATHER PIERRE GIBAULT.

Living at Kaskaskia at this time was one Father Pierre Gibault, priest and vicar general of Quebec. He rendered Colonel Clark important aid in conciliating the French citizens of Illinois. He advanced money to Colonel Clark to aid his destitute troops, for which he was never compensated save by a formal vote of thanks by the Virginia legislature.

Governor Arthur St. Clair, in a report to Thomas Jefferson, then Secretary of State, specially mentioned Father Gibault's service and sacrifices, and Judge John Law said of him:

"Next to Clark and Francis Vigo, the United States are indebted more to Father Gibault for the accession of the states comprised in what was the original Northwest Territory than to any other man."

Colonel George Rogers Clark says of the priest: "From things that I had learned I had some reason to suspect that Mr. Gibault, the priest, was inclined to the American interest previous to our arrival in the country. He had great influence over the people at this period, and post Vincennes was under his jurisdiction. I made no doubt of his integrity to me."

WAR OF INDEPENDENCE.

Up to 1763 the eastern colonists were engaged in many wars with the French and Indians, in all of which they were victorious, and the people had become prosperous and intelligent.

George III coming to the throne of England, began enforcing the laws which had been enacted but not carried

out. He denied the colonists the right to purchase or sell their products to any other country but England. English ships of war were stationed along our coasts and the king's officers broke into houses whenever they saw fit, searching for smuggled goods.

This was the beginning. The long wars England had been engaged in had left her treasury empty. King George sent soldiers over to this country, as he said, to protect the colonists, and required the people to pay the bills. He proposed to tax the colonists. The latter objected to taxation, because they had no representation in parliament. Such great English statesmen as William Pitt and Edmond Burke espoused the cause of the colonists, and Burke, in a speech delivered in parliament, said that if the king undertook to tax the Americans against their will he would find it "as hard a job as the farmer did who tried to shear a wolf instead of a sheep."

But in 1765 parliament passed the stamp act, requiring the colonists to purchase and use stamps on all law and business papers, pamphlets, newspapers, insurance policies, etc. Its enforcement was met with the greatest indignation and resistance. It was during this period that Patrick Henry made his eloquent plea, which was the keynote in future years. The stamp act was repealed, but England then sent soldiers here to be kept at the expense of the colonists, and to raise money necessary for paying the soldiers and the officers of the crown the king imposed a duty on paper, tea, glass, etc. The colonists refused to buy these articles, and in 1773 the citizens of Boston had their celebrated tea party, where over \$100,000 worth of that article was thrown into the sea.

One event led up to another until on April 19, 1775, at Lexington the really first battle of the Revolution was fought, the first British blood shed and the first English grave dug.

The Continental Congress assembled and George Washington was made commander of the Continental Army.

Up to 1776 we see that the colonists were debarred the rights and privileges granted to all other British subjects. With a country rich in everything to further manufacture, they were deprived of the privileges of even making their

clothes and the implements necessary to cultivate the soil. Raising more grain and other farm products than they could use, they could sell only in a British market; wishing to purchase, they were obliged to buy only British goods; taxed without having a voice, the colonists were indeed in a deplorable state.

But the culmination of these ten years' "protestation and petitioning" came in 1776. Representatives of the colonies were in session in Philadelphia at their Congress. June 6 Richard Henry Lee introduced in the Continental Congress that ever memorable resolution, "That these United Colonies are and of right ought to be free and independent states." This was seconded by John Adams. The debate lasted from June 7 to July 4. Their deliberations were carried on behind closed doors. In the steeple of the state house was a bell imported from England twenty-three years previous by the provincial assembly of Pennsylvania. It bore this prophetic scriptural text: "Proclaim liberty throughout all the land unto all the inhabitants thereof." The man in charge of the building was in the steeple and had his boy at the door to let him know when that memorable document, the Declaration of Independence, was signed, and when the boy cried out, "Ring, ring," the bell pealed forth its notes, forever ending British domination. Who can understand the feeling of those patriots who heard the news? It was a joyous event, yet sad. They realized that they were poor and weak in number and that it meant war with the strongest nation on the globe, yet that indomitable spirit and will that had carried them through adversity was still strong, and they dared to do more than they had done.

To tell of the many heroic deeds would fill volumes. Poor as our forefathers were, money could not purchase their patriotism. When Major Andre was returning from a visit to the American Army and had made arrangements with that arch traitor, Benedict Arnold, and had passed the last outposts of the Continental Army and felt safe and free, he was suddenly confronted by three raw country boys and placed under arrest. He offered them gold enough to make them all rich if they would but release him; but poor as they were, their country and her principles were dear to them, and they

turned Andre over to the authorities, and the names of these country youths will live in history. Paulding, Williams and Van Wert will never be forgotten.

ORDINANCE OF 1787.

In the spring of 1787 a number of prominent men of New England formed a company known as the Ohio Company, whose object was to purchase a large tract of land on the Ohio River and form a settlement.

A great number of this company were ex-soldiers of the Revolution and held large amounts of government certificates which they desired to use in the purchase of land.

Dr. Manasseh Cutler, a distinguished scholar of New England, was selected to present the matter and conduct the negotiations. Congress realized that something must be done. The Ohio Company's proposition presented an opportunity to liquidate several million dollars worth of government indebtedness in exchange for land which at that time had but little value. The project also created a new interest in the proposed government for the western territory. Dr. Cutler arrived in New York on July 5, and on the 8th of July a new committee of Congress was appointed.

On the 11th a new ordinance was reported. On the 12th it was amended by the addition of the sixth article, and on the 13th day of July it was passed, receiving the unanimous vote of eight states. This ordinance created the territory into one district, subject, however, to a division when circumstances should make it expedient.

It contained six articles of perpetual compact. Provided for freedom of worship, the writ of habeas corpus and trial by jury, that schools and the means of education shall forever be encouraged, and that the territory should be formed into not less than three nor more than five states, and fixed the boundaries of these states, and prohibited slavery in these states.

The western state was to be bounded by the Mississippi, the Ohio and Wabash Rivers, and a direct line drawn from the Wabash and Post Vincennes due north to the territorial line between the United States and Canada; and by the said territorial line to the Lake of the Woods and the Mississippi

River. This state included what now comprises the States of Wisconsin and Illinois.

The ordinance provided, however, that Congress, whenever it should find it expedient, should have authority to form *one* or *two* states in that part of the said territory which lies north of an *east* and *west* line through the *southerly bend* or *extreme* of Lake Michigan. This placed the dividing line between what is now the States of Illinois and Wisconsin 61 miles, 19 chains and 13 links farther south than where the line now is. This territory embraces a surface of 8,500 square miles and now forms the fourteen northern counties of this State, and also a portion of other counties.

The sixth clause of this fundamental charter forever prohibited slavery or involuntary servitude in the said territory otherwise than in the punishment of crimes whereof such parties shall have been duly convicted.

The sixth clause of the fundamental charter forever prohibited slavery or involuntary servitude in this territory, and though the Constitution of our country adopted two years later, remained silent on the slavery question, its prohibition in the Northwest Territory by the ordinance of 1787 shaped the destiny, not only of the states carved from out that territory, and saved them from the curse of slavery, but afterwards became one of the most potential factors in forever settling this great question.

Daniel Webster said of the ordinance: "We are accustomed to praise the law givers of antiquity; we help to perpetuate the fame of Solon and Lycurgus, but I doubt that one single law, ancient or modern, has produced effects of more distinct, marked and lasting character than the ordinance of 1787."

The first officers of the Northwest Territory were appointed February 1, 1788. General Arthur St. Clair was the Governor. On October 4, 1788, President Washington wrote to Governor St. Clair to proceed as soon as he could with safety to execute the orders of Congress respecting the inhabitants at Post Vincennes, at the Kaskaskia and other villages on the Mississippi. And on March 5, 1790, the Governor went to Kaskaskia. At this time the Illinois had only 920 inhabitants, mostly French and settlers from Virginia. The Illi-

nois country was now established as St. Clair County, and was divided into three districts—Kaskaskia, Prairie du Rocher and Cahokia. A court of common pleas was established, with judges to hold court at each of these places. Governor St. Clair said that he had great difficulty in selecting officers for this court, not a fiftieth man being able to read or write. The Governor and the judges were authorized to adopt laws best suited to the district.

In October, 1778, the assembly of Virginia passed an act to establish a civil and military government for this territory, which they called the County of Illinois, and on December 12, 1778, Patrick Henry, Governor of Virginia, commissioned John Todd, County Lieutenant of the County of Illinois. Todd reached Kaskaskia in May, 1779, and remained in Illinois only until the latter part of the year 1779.

The government of the Northwest Territory was organized in 1788, and it was not until March 5, 1790, that St. Clair came to the Illinois. The old French court held its last session April 1, 1790. St. Clair on April 27, 1790, established St. Clair County, which included the territory between the Ohio and Mississippi Rivers. The county was divided into three districts.

In 1795 Randolph County was separated and Kaskaskia was created the county seat and remained so until 1848, when it was removed to Chester.

In 1800, when Indiana Territory was created, it included Illinois. In 1809 Illinois was erected into Illinois Territory, and in 1818 Illinois became a State, and Kaskaskia its capital until 1820.

BOUNDARY LINE.

In 1818 the people of Illinois Territory asked admission to the Union. A bill was introduced in Congress to grant us statehood; it was referred to its proper committee and there was approved.

The northern boundary of our State was fixed as provided in the ordinance of 1787.

At this time Nathaniel Pope of Randolph County was our territorial delegate in Congress. Mr. Pope appeared before the committee and asked to amend the bill granting

Illinois statehood by fixing our northern boundary at the point where it exists today. In his argument he said:

“If her commerce is to be confined to that great artery of communication, the Mississippi, which washes her western border, and to its chief tributary on the south, the Ohio, there is a possibility that her commercial relations with the South may become so closely connected that in the event of an attempted dismemberment of the Union, Illinois will cast her lot with the Southern states. On the other hand, to fix the northern boundary of Illinois upon such a parallel of latitude as would give to the State territorial jurisdiction over the southern shores of Lake Michigan, would be to unite the incipient commonwealth to the states of Indiana, Ohio, Pennsylvania and New York in a bond of common interest well nigh indissoluble. By the adoption of such a line Illinois may become at some future time the *keystone* to the perpetuity of the Union.”

Had Pope's amendment lost, the fourteen northern counties in Illinois would today have been in the state of Wisconsin.

The possibilities forecast by Pope occurred forty-two years thereafter. The South seceded, but Illinois, largely owing to the influence of the people living in the fourteen northern counties, remained in the Union, and to Illinois' conservative influence is due the fact that our southern neighbor states remained loyal.

At the breaking out of the war Cairo became the strategic point in the West. Nearly 200,000 troops were assembled in that vicinity and sent from there to the front. Illinois and our Nation owe a debt of gratitude to the wisdom and foresight of Nathaniel Pope.

The war story of Illinois is a bright page in our Nation's history. Beginning with the peaceful conquest of the Indians by Father Marquette, our people, though always for peace, have ever been ready to defend our National sovereignty.

In the War for Independence Illinois had only 640 soldiers in the field, yet they did noble service in their numerous encounters with British soldiers and their Indian allies, and thus protected our isolated western settlements. In the

Indian wars in the Illinois in 1810 to 1813 Randolph County furnished three companies of rangers.

In the War of 1812 Illinois furnished a force of 2,357 men, all from southern Illinois, and though no decisive battles were fought on Illinois soil, our troops had a number of important engagements on the Mississippi River and rendered gallant service in their country's cause.

In the Black Hawk War in 1832 Illinois furnished 174 companies. Randolph County sent eight companies, or about 300 men.

During our war with Mexico we sent six regiments, approximately 7,500 men, and the heroic deeds of the gallant troops from Illinois have given imperishable honor to our State. Randolph County sent over 100 men.

Illinois' first settlements were by the French, in the southern part of our State. For sixty-five years the lilies of France floated over our prairies. Missions were established and forts erected, yet when the cross of St. George supplanted the French ensign the population of the Illinois did not exceed 2,000 souls.

The French built the villages of Kaskaskia, Cahokia, Prairie du Rocher and a few smaller settlements, also Fort Chartres. The French occupancy forms an interesting period of our history. They were a happy people, content to take what nature so bounteously furnished, exerting themselves only enough to secure an humble support. "Their traders were after furs, their explorers intent upon discoveries, while their missionaries sought for souls." Theirs is the romantic era of our history, and we owe to them the credit of lighting up the fires of civilization in this Mississippi valley.

But little is left to mark French occupancy from 1700 to 1763. Kaskaskia, the first settlement in the Illinois, our first territorial as well as State capital, now forms the bed of the Mississippi, which in 1892 started to form a new channel and by 1899 had entirely wiped out this ancient village.

The Church of the *Holy Family* at Cahokia, however, is still in a good state of preservation. This is the only example of early French stockade architecture, also the earliest Jesuit mission church in the Mississippi valley.

The powder magazine and the foundation walls of old Fort Chartres have escaped the curiosity hunters, and the little village of Prairie du Rocher, established in 1722, still rests on the American Bottom, nestling at the foot of the rocky bluff from which it derived its name. All these places should be fittingly marked, as well as Paget's and Riley's mills, the home and tomb of Elias Kent Kane, the man who framed our first Constitution and one of our early United States Senators.

AN ILLINOIS PROTEST.

There are, however, several incidents regarding the French citizens during British rule that are worthy of special notice. During the year 1771, while the New England colonists chaffing under British rule were clamoring for liberty, the French settlers of Illinois, seemingly imbued with the same spirit, assembled at Kaskaskia and formulated a demand for a "regular constitutional government for the people of Illinois," and sent the same to General Gage, British commandant at Boston, who endorsed on said petition, "A regular constitutional government for the people of Illinois can not be suggested; they don't deserve so much attention," and forwarded the petition to London. Lord Hillsborough, head of the colonial office, replied, "I agree with you; a regular constitutional government for that district would be highly improper." Lord Dartmouth, who succeeded Hillsborough, seemingly agreed with General Gage. Dartmouth, however, prepared a form of government which he called, "A Sketch of Government for Illinois." It provided that all powers be vested in its officers, who were to be appointed by the crown. It gave no rights to the people.

The news of the new plan spread rapidly among the colonists and met with universal disapproval. Again the citizens of the Illinois met at the village of Kaskaskia to express their disapproval of the new system. Daniel Blouin, a French Canadian, was their leader, and though nearly a thousand miles distant from the Atlantic colonists, though but six years British subjects, these French colonists possessed the true spirit of sons of liberty, and Daniel Blouin was to the Illinois what Adams was to Massachusetts and what Patrick Henry was to Virginia.

Again the Illinois colonists formulated a protest. They were as outspoken as their brethren on the Atlantic coast. They said they regarded Lord Dartmouth's "Sketch of Government for Illinois" as oppressive and absurd, much worse than that of any of the French or even of the Spanish colonies. They further said: "Should a government so evidently tyrannical be established it could be of no long duration. There would exist the necessity of its being abolished." Brave words for this handful of people, far removed from civilization and kindred settlements. The Illinois protest was taken by Blouin to Boston, but it does not seem that any attention was paid it by the British government.

ILLINOIS' DUTY.

I believe that the people of Illinois should not overlook the patriotism of these first citizens of Illinois. A monument near Old Kaskaskia, properly inscribed, should be erected to teach coming generations that the prairies of Illinois at this early date instilled in the breasts of our first people a love of liberty and self-government.

No one can overestimate the value of Colonel George Rogers Clark's conquest. It fixed our then western boundary and shaped the course of our Nation's march to the Pacific coast.

That no appropriate memorial commemorating the deeds of Clark and his brave Americans has been erected at or near Kaskaskia or at Cahokia, is excusable only on the ground of a lack of interest and cooperation on the part of the people of the State of Illinois—a neglect not intentional, but owing solely to the fact that no effort has been made to bring this matter to the attention of our citizens. Our State should fittingly mark this historic ground.

On the State House grounds at Springfield, east of the Capitol, there is a well executed bronze statue of Pierre Menard, one of the most prominent of our pioneer citizens, the only presiding officer of the legislative council during the territorial period and the first Lieutenant Governor of the State. The statue represents Menard in the role of Indian trader, standing erect beside an Indian seated upon a bale of furs, each displaying a sample of his merchandise to the

other. The group is mounted on a granite pedestal about ten feet in height, upon the eastern face of which is the single word "Menard," the only inscription on the monument. The monument was erected in 1885 by Charles Pierre Choteau of St. Louis in recognition of the public services and private virtues of his father's early business associate and lifelong friend.

To another people than the French is due the discovery of the Lower Mississippi. Unlike the Spaniard, who came for gold, silver and precious stones, and whose companions were all soldiers armed for the fray, these later adventurers came clothed in the cassock and bearing as their armor the Cross of Christ, to trade with the natives and to teach them their mission. To the fur trader and the missionary of the French is due the glory of revealing to the world the richness of the soil, the equability of the climate and the wealth and prosperity of the Valley of the Mississippi.

The daring enterprises and the motives that prompted the early explorer and pioneer are worthy of the thought of the ablest mind and most eloquent tongue.

The "Father of Waters" owes its discovery by the European to the thirst for gold that has always characterized the Spanish race. And like all fruits of such ignoble motives, was soon forgotten and gave nothing to aid the forward march of civilized man.

It was a century after DeSoto's body was consigned to the waters of the Mississippi by the haggard, gaunt and half-naked remnant of his band, which had formed the flower of Spanish chivalry, that another people, inspired by higher motives and prompted by holier zeal, entered upon the field of discovery.

America introduced into the political economy of nations the now recognized principle that the government exists for the individual; that all men are created equal; that they are endowed by their *Creator* with certain inalienable rights; that among these are life, liberty and the pursuit of happiness.

We also taught the world that man has the right to worship God according to the dictates of his own conscience.

At this time we were a little group of thirteen states, with five million people. Our homes were humble, our imple-

ments crude; the arts and sciences almost unknown; with but slight knowledge of our resources and hardly any means of communication. To the west were unexplored forests, plains and inaccessible rivers. Ragged cliffs, whose snow-capped summits lifted themselves skyward as sentinels, guarded the unknown from the march of civilization.

Today the oceans are no longer our natural boundaries. Our flag floats over the distant isles of the tropical seas; our resources are inexhaustible, our achievements in mechanics, science and the arts unmatched; and, as Emerson has said, "We live in a new and exceptional age." America is another name for opportunity. Our whole history appears like a last effort of *Divine Providence* in behalf of the human race.

OUR PRINCIPLES.

The principle for which our soldiers fought is older than our Civil War. It is "*obedience to the will of the majority.*"

When on November 9, 1620, the 41 men, leaders of the party of 102 Puritans who landed on Plymouth Rock, met in the cabin of the *Mayflower* and drafted their compact, they not only gave to this country its first written constitution, but when they wrote in that covenant that they combined themselves together into a civil body politic, for their better ordering and preservation, and "to enact, constitute and frame just and equal laws, ordinances, acts, constitutions and offices from time to time as shall be thought most mete and convenient for the general good of the colony, unto which we promise all due *submission* and *obedience,*" they stated principles which took deep root and eventually gave to America freedom and nationality.

One hundred and fifty-five years later devotion to these principles inspired Patrick Henry to the sentiment, "Liberty or death." Encouraged Washington and his patriot band during the eight years of bloody strife from Lexington to Yorktown, ending in the overthrow of British tyranny, giving to this country National independence.

Eventful and auspicious as was the landing of the Pilgrim Fathers, so dark and disastrous was the landing at Jamestown the year previous of the Dutch slave ship, which unloaded upon our shores its unholy cargo of human freight.

The landing and sale of these twenty black slaves in Virginia was the beginning of a serious controversy that was to last for over two hundred and fifty years.

From the beginning of our national life two doctrines were advocated. In the South it was claimed our Government was a federal union of states and that a state had the right to secede. In the North it was held our Government was a federal republic and that *no state could secede*.

In 1830 Daniel Webster, in reply to John C. Calhoun's speech for secession, but reiterated the principles enunciated in the Mayflower compact, and which the patriots had sealed with the blood of their bare and lacerated feet on the snows of Valley Forge, when he said: "*In a republic there must be either obedience to the laws, or a revolution by the majority of the people to set up a different government.*"

The slavery question grew to be the most important and absorbing one before the American people.

In 1849 the European monarchies had most all liberated their slaves and the eyes of Europe were fastened on America. Victor Hugo wrote of our country: "Liberty is wearing a chain," and "The United States must renounce slavery or they must renounce liberty."

The Kansas-Nebraska bill, passed in 1854 repealing the Missouri compromise, created intense excitement.

William H. Seward said: "We are on the eve of a great national transaction that will close a cycle in the history of our country."

Senator Sumner said: "This bill puts freedom and slavery face to face and bids them grapple."

The struggle and bloody warfare in Kansas, the Dred Scott decision, the enforcement of the fugitive slave laws, and the attack of John Brown on the national arsenal at Harper's Ferry tended to keep the slavery question alive and the minds of the people at fever heat.

The election of Abraham Lincoln in 1860 was the cause of rejoicing in the entire North and caused a corresponding gloom over the South.

In a speech made in Cincinnati in September, 1859, Mr. Lincoln said: "A house divided against itself can not endure

permanently half slave and half free.* It will become all one thing or all the other. Either the opponents of slavery will arrest the further spread of it, and place it where the public mind shall rest in the belief that it is in the course of ultimate extinction, or its advocates will push it forward till it shall become alike lawful in all the states, old as well as new, North as well as South.”

Immediately after the election of Mr. Lincoln the South talked and prepared for secession.

You will search history in vain for any reason in justification of secession. Up to Mr. Lincoln's election there had been no change in the Federal Constitution affecting the right of either section of the republic.

No statute had been enacted by Congress in opposition to a united South or against which its representatives had voted in a body.

No change had been made in the statutes of slavery, but in fact the administration, the legislature, the compromises and the patronage of the Government had steadily been in its interest.

Its area had been broadened by compromises, purchase and conquest.

A law, in the judgment of northern men, of needless severity and downright barbarity, stood unamended and unrepealed upon the statute books and was everywhere enforced in the rendition of fugitive slaves.

There had been no taxation without representation. But, on the contrary, a representation had been given the South to what was claimed as property. There had been no interference with the freedom of the press, of education, of speech, of worship, or of the elective franchise.

CIVIL WAR.

Yet on December 18, 1860, the people of South Carolina met in state convention and on December 20 adopted an ordinance of secession and issued a declaration of independence, asserting: “The union now existing between South Carolina and other states of North America is dissolved.”

* Mr. Lincoln had said this same thing, in substance in a speech made in the State House in Springfield June 16, 1858.

On December 28 South Carolina troops occupied Fort Moultrie and Castle Pinckney in Charleston harbor and State troops seized all government buildings and property.

President Buchanan had before him a clearly defined duty, to enforce the authority of the United States, as his predecessors had done, but his blood was thin and ran slowly.

One by one the southern states seceded, and as each one went out of the Union the state authorities seized all national fortifications, post offices and custom houses, but President Buchanan saw no occasion to employ the troops tendered him by the loyal northern states. The Government was going to pieces and he was trembling with fear, not daring to strike, when a single blow might have crushed rebellion and saved the Nation its terrible ordeal of blood.

Sunday, April 14, brought the news that Fort Sumpter had fallen. Then came the terrible consciousness that war was upon us. The Union was assailed, the right of the constitutional majority to rule was denied, and war had begun.

Our flag, that had been honored on all seas, that had afforded sanctuary in all lands, had been insulted and hauled down by home conspirators. "*Obedience to the will of the majority*" had been ignored.

Party lines disappeared, we were again one people, united in the determined purpose of national salvation.

Eleven states, representing the slave states of the South, with their 8,000,000 people, hurled their defiance to the twenty-three Union states, with their 23,000,000 people.

For four years the smoke of battle hung over our land. Four years of agony and gloom between Sumpter and Appomattox.

The fiercest conflict on the greatest battlefields of the world was waged.

Our soldiers fought *not* for conquest, not for glory, not to enrich their empire, not to free the black man, though the black man was freed before they stopped fighting.

They fought for the principles laid down in the compact of the Mayflower, for the principles that kindled the fires of the Revolution—"obedience to the will of the majority."

They fought to preserve our Government, that the Union might live; *for one nation*, instead of *two*.

The people of Illinois have reason to be proud of the record of their soldiers.

In the great strife that forever settled the question of the right of secession, Illinois gave to her country's cause 156 regiments of infantry, 17 regiments of cavalry, 33 batteries of light artillery, 3 independent batteries—a total of 259,092; aggregating on a three-year basis, 210,043 men.

It is estimated that on the Union side, from first to last, 2,200,000 men served, of which number Illinois gave one-tenth; 76,058 were killed in battle, 43,012 died of wounds, 239,874 died of other causes.

Among Illinois' ranks, 5,888 were killed in battle, 3,022 died of wounds, 967 died in rebel prisons, 24,957 died of disease; making our State's total loss by death from all causes during the War of the Rebellion 34,834, a percentage of 16.5.

In this war Randolph County furnished over 1,800 men.

SPANISH WAR.

In 1898, when our country was forced to take up the cause of liberty for the Cuban people and war was declared, Secretary of War Alger on April 25 sent a telegram to John R. Tanner, Governor of our State, saying Illinois' quota of soldiers would be seven regiments of infantry and one regiment of cavalry, and asking when they could be ready. The next day Governor Tanner wired the Secretary of War that the required regiments would rendezvous at Springfield the next day, the 27th. And at noon of the 27th day of April Governor Tanner wired the Secretary of War that seven regiments of infantry and one regiment of cavalry were in camp at Springfield subject to his orders.

Illinois in this war gave nine regiments of infantry, one of cavalry and one battery, aggregating 13,000 men. Thus, as in the past, the sons of Illinois were ever loyal to respond to their country's call.

Since the War of Independence Illinois has given, for all wars, a total of 233,540 men.

The story of Illinois is an indestructible thread interwoven in the history of our Nation. Beginning fifty years after the landing of the Pilgrim fathers, we find it inhabited

by Indian tribes, forever at war among themselves. Discovered by the French, it was settled by them along our rivers. Here they established missions and thriving villages and for ninety-two years dwelt upon our broad prairies, at peace with themselves and with their savage neighbors.

For years Spain laid claim to our virgin soil. It was the scene of John Law's Mississippi scheme, during which time \$1,000,000 were spent building Fort Chartres, an undertaking that nearly bankrupted the French monarchy.

After seven years' bloody war England gained our country and for thirteen years we were under British rule; then American daring and prowess wrested control from British hands and added our beautiful prairies as a county to the commonwealth of Virginia. We then became part of the Northwest Territory; then part of Indiana territory, and then Illinois.

During all these years and varied changes our prairies have been the theatre upon which the Gaul, the Saxon, the savage, the Protestant and the Jesuit have struggled for mastery. Scarce an acre of our soil that has not been bathed in patriot's blood. No running water but whose banks can tell of deeds of prowess and of daring. No other state is richer in tradition or more lavish in romance and deeds of heroism. Here is, indeed, a land of glorious memory.

Without undervaluing the heroes of the eastern and southern states, we can truly say the story of Illinois and her soldiers teems with deeds of heroism. It is impossible to tell the story of our Civil War except as it carries with it the story of the brave men and women of Illinois.

The American people do well on this day to renew their pledge to an increasing fealty to our soldier dead. The last company of the Grand Army of the Republic will soon march to its final tenting ground. The future may have in store dire and disastrous wars, but I doubt that this Nation, or any other, will ever see such a grand army as was that of the North in the War of the Rebellion. They have left us a priceless heritage.

When on the field of Gettysburg Abraham Lincoln declared our Government to be "of the people, by the people, for the people," he voiced the sentiment of every soldier of

that grand army of the Union and the principles for which they fought and died.

Those principles are just as dear today to the American people as they were during the dire years from '61 to '65.

Obedience to the will of the majority is just as essential now as it was then. We of today should strive equally as hard for the observance of our laws and for the stability of our government as did our soldiers in the Civil War. When questions of state are to be settled our sole purpose should be to so act that we work for the common good.

Today one million of American manhood is across the ocean and on the fields of France. They are battling for world freedom. The history of the world contains stories of inhuman rulers, but in that list from the dawn of creation down to the present time there is none who compares, in brutal savagery, fiendish actions and disregard for human life, as is the case of the German emperor, called the kaiser.

The sending of American soldiers to battle for the stricken European powers, and especially for France, is but repaying a debt we owe the French people.

Seven months after our Declaration of Independence, on February 6, 1778, France acknowledged the independence of the American colonies, and that year signed a treaty of alliance and commerce with the American embassy. The alliance clause was regarded and treated by England as a declaration of war by France, and the two nations immediately began to prepare for hostilities. In the same year Louis XVI, king of France, set about preparing a fleet of ships to aid the colonists. In the same year Admiral De Grasse at the head of a French squadron sailed for America.

In 1777 the young Marquis de LaFayette fitted out a ship at his own expense, and with Baron de Kalb and other French officers, came to America, tendering their swords and their services to General Washington.

When Cornwallis in 1781 surrendered at Yorktown, with General Washington were the Marquis de LaFayette, Rochambeau with 6,000 French troops, and the French fleet in the harbor under De Grasse.

America owes a debt of gratitude to France, and as Americans we should feel proud and honored that our country

in this hour of France's peril is furnishing the aid that will win this war.

KASKASKIA.

Today Kaskaskia is only a name, a memory of the past. Only two houses remain of this ancient village. The old town was the center of civilization in the Mississippi valley. From 1809 to 1818 it was the territorial capital. From 1818 to 1820 it was the first State capital.

From its church belfry there pealed the notes of the first church bell rung west of the Allegheny Mountains. It was there that in 1721 the first Catholic Church and College was erected, and a little over one hundred years later the Convent of the Ladies of Visitation was established in 1833. Three years later, in 1836, Menard Academy for Ladies was established, and it is worthy of special mention that this academy was chartered by the State of Illinois and that everyone of the incorporators was a woman. It was here in 1825 that America's friend, LaFayette, was entertained. From March 26, 1804, to November 12, 1855, it was a United States Land Office. Here, December 6, 1768, the first Court of Common Law Jurisdiction in the Mississippi Valley was held, and in May, 1779, the first election was held for civil officers. The convention that framed Illinois' first Constitution met here on August 3, 1818, and completed its labors August 26, 1818. The first trial by jury was held here in 1780. The jury was composed of eight Frenchmen, seemingly illiterate, as they all made their mark to their signatures.

Randolph County and Kaskaskia furnished many men famous in our State's history; notably, Gen. John Edgar; Samuel Seeley and John Doyle, the first school teachers in Illinois; Israel Dodge, father of a United States Senator from Wisconsin and grandfather of an Iowa United States Senator; William Morrison, for years the leading merchant in the West; Pierre Menard, the first Lieutenant Governor; John Rice Jones, Illinois' first lawyer; Shadrach Bond, our first Governor under statehood; Nathaniel Pope, who saved to Illinois our fourteen northern counties, and was afterwards a United States Judge, and the father of General Pope, famous in the Civil War; Elias Kent Kane, the first Secre-

tary of State, a United States Senator from this State, and the man who drafted our first Constitution; Sidney Breese, for many years a Judge of our Supreme Court, and a United States Senator; Ninian Edwards, our Territorial Governor, and afterwards Governor of the State; Jesse Burgess Thomas, who as United States Senator from Illinois drafted and introduced in the Senate the Missouri Compromise; General James Shields, Civil War hero, and afterwards a United States Senator from two states; and many others whose names are interwoven with the early history of Illinois.

The most eloquent orator that ever aroused an American audience and appealed to the true patriotism of the American people is that silent emblem, the Stars and Stripes. The heart of every American, native or foreign born, swells at sight of that bunting, with its red and white stripes and its blue corner dotted with its white stars. Why is it that an insult to our flag is more quickly resented than insult to ourselves? Why is it that we place it in the most conspicuous place in our gatherings and give to it the place of honor at the front in all our processions? Why float it over our school houses? Because it is the flag that our forefathers fought for and gained American independence and established an American republic, the grandest government that ever existed, and one emblematical of a free people and equal rights. It is this flag that led the advance during the long conflict that ended in an American nation. It is this flag that has floated from the masthead in all our naval victories; that has led our soldiers to the front and won our cause, and it is this flag that has been steeped in heroes' blood. Thousands have fallen to maintain its honor and the principles it stands for, and for this reason every American's heart quickens and his eye becomes brighter, his impulse better when he sees Old Glory. Every American should teach to his child the history of our flag, for it is the history of our Nation and the fountain from which we draw our patriotic inspiration.

As our flag is the emblem of our Government and its principles, standing for the highest civilization, with equality to all; emblematic of our Nation's birth, bearing in its folds the records of our heroes' victories, its folds bathed in our patriots' blood, it is our sacred duty to teach our youth its

history—how it was maintained in the past, how it must be upheld in the years to come. Teach them to honor it, to cherish its history, to love its stars and stripes, and we will teach our children to love their country. Love of country is patriotism. It makes good citizens. It makes a stable, intelligent nation, and it will keep our country where God intended the United States should be—the leader of nations.

I believe that the founding of the government of the United States was an act of Divine Providence. Our history upholds the thought. One hundred and forty-two years ago John Adams, one of the drafters of the Declaration of Independence, said of this day:

“I am apt to believe that it will be celebrated by succeeding generations as the great anniversary festival. It ought to be commemorated as the day of deliverance by solemn acts of devotion to Almighty God. It ought to be solemnized with pomp and parade, with shows, games, sports, guns, bells, bonfires and illumination from one end of this continent to the other, from this time and forever.”

JOURNALISM IN ILLINOIS BEFORE THE THIRTIES.

CARL R. MILLER.

Late in the summer of 1818 a flatboat left Pittsburg headed down the Ohio carrying two newspaper men, who were to cast their future with the people of Illinois country. Packed on this flatboat was a clumsy hand press, several fonts of type, and probably enough paper for several issues of the newspaper which they hoped to establish in some promising pioneer town.¹ Henry Eddy, a young lawyer, and Peter Kimmel, a printer, together with the latter's sons, made up the party who aspired to try their hand at western journalism. When the men left Pittsburg they intended to go to St. Louis, where the *Missouri Gazette* had been established for nearly ten years.² However, fate seemed destined to play a part in establishing an Illinois newspaper, for when the boat arrived at Shawneetown it struck a sandbar, where the people "induced him (Eddy) to start a newspaper" in their village. Thus was the *Illinois Emigrant* started, the second newspaper in Illinois.

The foregoing serves to illustrate the manner in which the territorial press gained its foothold in the early days. In 1814 Matthew Duncan published the first newspaper in Illinois at Kaskaskia which he called the *Illinois Herald*.³ The editor of the first newspaper labored under not a few disadvantages. The population was small and widely scattered. Communication, transportation, education and politics were in a pioneer state of development. In 1815 the total population seems to have been about 15,000.¹ The village of Kaskaskia and vicinity boasted of the largest population in 1815, which was estimated at from seven hundred to a thousand people. On the eastern side of the terri-

¹ Buck, *Illinois in 1818*, p. 172.

² Snively, *Newspapers and Newspapermen of Illinois*, p. 205.

³ Scott, *Newspapers and Periodicals in Illinois*, p. 211.

¹ Buck, *Illinois in 1818*, p. 93.

tory Gallatin County, with Shawneetown on the Ohio River, was the most populous county. In 1818 it contained only 3,200 persons—a growth of only 1,200 in eighteen years.²

Political reasons doubtless influenced greatly the establishment of newspapers in Illinois. Under a law passed by Congress in 1814, which stated that the "Secretary of State was authorized to cause the laws of the United States passed, or to be passed, during present or any future session of Congress, to be published in two of the public newspapers within each and every territory of the United States, *provided* in his opinion it shall become necessary and expedient."³ This meant that there were territorial laws to be printed. It was a source of revenue not to be overlooked by those who, previous to this time, were reluctant to start a paper because of lack of immediate financial support. Matthew Duncan, first Illinois printer, secured the printing of the first edition of the Illinois Territorial Laws through his friend, Ninian Edwards, first territorial Governor. In the *Illinois Herald* he announced himself as "printer to the Territory and publisher of the laws of the Union to 1815." Before coming to Shawneetown Henry Eddy, through Nathaniel Pope, territorial delegate in Congress, had been authorized to publish United States laws.¹

Another fact that drew newspaper men to Illinois was the rapid growth of the population and the movement started by prominent citizens for statehood. After the War of 1812 and the passage of the pre-emption act of 1813 a new era in the western movement began. A land office was opened at Kaskaskia in 1814. In the three years from 1815 to 1818 the estimated growth of population was 20,000, it being 35,000 in the midsummer of 1818.² Believing that the time was ripe for launching a movement for the admittance of Illinois into the Union, Daniel P. Cook, Auditor of Public Accounts for Illinois Territory, started a movement for statehood in the *Western Intelligencer*, which he owned and edited.³ This was in 1817, when Cook was only 20 years of age. He, with

² Pooley, *Settlement of Illinois*, p. 316.

³ Buck, *Illinois in 1818*, p. 172.

¹ Buck, *Illinois in 1818*, p. 172.

² *Ibid.*, p. 93.

³ *Ibid.*, p. 209.

Robert Blackwell, a printer, had purchased the *Illinois Herald* from Matthew Duncan and the name of the paper was changed to *Western Intelligencer*.⁴

The advent of the *Edwardsville Spectator* in 1819 indicated a shifting of the population westward. Edwardsville, the county seat of Madison County, had about sixty or seventy houses, a courthouse, a jail and a land office.⁵ The *Spectator*, the third paper published in the State, was edited by Hooper Warren and was continued for eight years under the editorship of one man, an unusual incident for those times, when newspapers were bought and sold with the coming and going of elections.

The difficulties under which the first newspapers in Illinois were established taxed the genius as well as the temper of the pioneer editors. First means of communication—which were the connecting links between the pioneer village and the outside world—were meager and primitive. Mail routes were made in 1810 to St. Louis by way of Kaskaskia, Prairie du Rocher and Cahokia; from Kaskaskia to Cape Girardeau, by way of St. Genevieve; and from Louisville to Shawneetown. Shortly before this Vincennes, Cahokia and Shawneetown were connected by mail routes.¹ When weather was not too bad, or when the clay of southern Illinois roads not too sticky, mail was carried over these routes once or twice a week. In the *Illinois Intelligencer* is found a notice by the Postmaster General of proposals wanted for carrying the mails.² “For every thirty minutes delay,” the notice reads, “(unavoidable accidents excepted) in arriving at times prescribed in every contract, the contractor shall forfeit one dollar.”

The dollar fine for every half hour's delay, however, does not seem to have brought about the efficiency desired of the pony express mail service. The editor of the *Edwardsville Spectator* has cause for being angry with the service when he says: “No mail has arrived at this place during the past week, with the exception of the southern, which brought nothing but the Kaskaskia paper. The postmaster at Kas-

⁴ Scott, *Newspapers in Illinois*, p. 212.

⁵ Pooley, *Settlement of Illinois*, p. 319.

¹ Boggess, *Settlement of Illinois, 1775-1830*, p. 131.

² *Illinois Intelligencer*, Sept. 30, 1818.

kaskia prefers sending the packets addressed to this place by a circuitous route of St. Louis, instead of the direct one by way of Belleville, and the postmaster at St. Louis has deemed it expedient to suspend all intercourse with us by mail.”¹

The poor postal service from the East was the cause of much editorial wrath being exhausted on the subject by the proprietors of the *Western Intelligencer*. “A letter from a delegate in Congress, dated the tenth of December,” says an editorial, “reached here on the fifteenth instant, one month and five days on its passage from the city of Washington to this place. The case pointed out here is not the only instance. They occur every week.”² One can appreciate the dilemma of the editors when it is considered that the columns of the Illinois papers were made up largely of clippings and excerpts from eastern and foreign publications.

Delay in freight transportation often made the editors suspend publication of their journals temporarily. Paper, as well as type, ink and other materials, had to be shipped tediously by steam or flatboat from eastern cities. Because paper shipped down the Ohio on June 13 was delayed by low water and did not arrive until more than two months later, the *Illinois Emigrant* issued no edition between June 23 and August 24, 1819.³ “After a lapse of several weeks (three months, to be exact) we are now enabled to resume the publication of our sheet,” says James Hall, in the *Illinois Gazette*, 1821. “Paper (the want of which has been the cause of the late interruption) was shipped for us early last fall, on board of a boat bound for St. Louis; to which place, owing probably to the forgetfulness of the master, it was carried, and has but just now come to hand. Our situation is such, and our means so inadequate to guard against these occasional interruptions by laying in large supplies of paper, ink, etc., at a time that we are more or less affected by every change in the elements or defalcation in individual promises. High and low water, it seems, are equally our enemies—the one is sure to delay the arrival of some article necessary to the prosecution of our labors, while the other hurries some-

¹ Edwardsville Spectator, Feb. 15, 1820.

² Western Intelligencer, Jan. 1, 1818.

³ Scott, Newspapers in Illinois, p. xxxi.

thing of which we stand in the most pressing need, down the current beyond our reach. And high winds, and warm and cold weather, equally delight to make us their sport. But we assure our subscribers that, however much they may regret missing a paper for a week, they can not regret it more than we; for, after all, we are the only losers.”

It is evident that the general character of the newspapers in Illinois before the thirties was political. They were often established by aspirants to public office—lawyers for the most part—or else they espoused some State issue, such as the movement for statehood or the struggle against slavery. Daniel P. Cook, Elias Kent Kane, Henry Eddy, Thomas Reynolds, Edward Coles and David Blackwell were men prominently in the public eye at this time, and all of them, at one time or other, were proprietors of newspapers or active in newspaper work. Each of them felt the power of the press in moulding public opinion. “It is obvious that the editor held the whip in hand,” writes Thompson of the political influence of the press of the State, “for, unless he supported a candidate or at least remained neutral, he seriously handicapped any and all candidates by refusing them publicity; and without publicity, such as the press afforded, any aspirant for office had slim chances for success.”¹ Therefore, every prominent politician was compelled to have the support of one or more papers. In case the office seeker was unable to secure the assistance of the press already established, new sheets were established in the more populous localities. This explains the reason why so many of the early newspapers were so short lived. Many were run at a loss to the proprietor and were discontinued after the campaign was over.

“The attitude of the typical editor toward his political opponents was one of severity. He espoused or opposed issues with unreasonable vehemence, and abused and slandered when required. Such an attitude may have been due to deliberate choice, but it is more likely that it was forced on him by the political ideals of the time. Consequently a neutral newspaper would have been out of place in such environment; and had such an editor attempted to stand on

¹ C. M. Thompson, *Journal Illinois State Historical Society* v. 7, p. 378.

middle ground, or even temporized with opposition, his political influence would have been at an end.²

Unlike many modern newspapers, the early journal was designed not to furnish news, but ideas. Modeling his paper largely after the English journal, the editor resorted freely to paste pot and scissors and clipped excerpts from Pittsburg, New York, Boston, Louisville, and sometimes from London exchanges. For example, an early issue of the *Illinois Gazette* contained paragraphs on Louis XV, Charles II, Cromwell, Sir Robert Walpole, Richelieu, Doctor Johnson and Queen Elizabeth.¹ Many of the articles were copied directly from recently published books or from periodicals of that time devoted to literature. "Want of room alone," explained one of the editors, "has prevented us from fulfilling an intention which we early formed, of devoting a portion of our columns to literature. Our own resources at this isolated spot, where we can calculate on but little assistance and where we seldom receive new books, must of course be small; but the columns of many of the eastern papers are tastefully variegated with those lighter productions which delight the fancy, and on them we may sometimes draw for the amusement of our readers."² Local news found little space in these early publications. The editors had the opinion that local events were dwarfed by accounts of happenings in other places—and doubtless they were right. In such small communities, isolated from the outside world, so to speak, the newspaper must needs contain the combined qualities of a local recorder of current events and a literary journal. It also had to serve as a sort of a public forum, where formulating policies of the State and National Government were threshed out.

Usually these early newspapers were a little larger than the popular magazine of today—about 9 by 14 inches. The publication of State and national laws or proposed laws occupied a large portion of the news columns. Three dollars per year in advance or four dollars paid at the end of the year was the prevalent subscription price. Pleasing, indeed, was

² *Ibid.*, p. 381.

¹ *Illinois Gazette*, Shawneetown, Dec. 11, 1819.

² *Illinois Gazette*, July 29, 1829.

the rugged pioneer who came into the printshop and "planked down" the welcome three dollars. He made the editor rejoice, for there were many names on the subscription list who were never credited with the desired merchandise, farm produce or cash. Subscriptions were usually paid with pork, cabbage, potatoes, beeswax, cordwood or coon skins—mediums of exchange much more familiar to the pioneer community than money. Methods of extracting the subscription price often vexed the editor. Delinquents were urged to pay up by wordy exhortations scattered throughout the news columns. Henry Eddy went so far as to publish a "black list" in the *Illinois Gazette*, in which he gave the names of those for whom he "had labored and paid out money without receiving any further remuneration than the honor of their patronage."¹

Advertising rates usually asked by the early newspapers were a dollar for first insertion for space "not exceeding a square"—that is, one column wide—and fifty cents was charged for each succeeding insertion. A discount of twenty-five per cent was made for advertising by yearly contract. The early printer, lacking display faces, was compelled to set his advertisements from body type. Roman caps and italics were about the only fonts in his cases that could lay any claim to being display type.

Runaway negroes, strayed horses, town sites, hotels, lotteries, as well as liquor advertisements, are to be found very frequently. The following notice of a pioneer merchant, appearing in the *Edwardsville Spectator*,¹ is typical of the times:

R. P O G U E, M E R C H A N D I S E.
Prime green coffee, Cognac Brandy, New
England Rum, Saddle Bags, Superfine
Black Cloth, Straw Bonnets, M E D I -
C I N E S, etc., etc., &c, &c.

P. S.—Persons having accts. of long
standing and actually due, will please to
call & settle the same.

¹ *Illinois Gazette*, May 22, 1824.

¹ May 29, 1819.

In a word, the pioneer newspaper was not essentially different from the modern journal in an attempt to play the role as moulder of public opinion. The early editor's influence over the people of his community can scarcely be estimated. His verbose editorial, laboriously composed as he was setting a stick of type, reached as many ears as the thundering voice of pioneer circuit rider. To the sturdy pioneer newspapermen of Illinois we owe an everlasting debt of gratitude. Undaunted by the hardships and vicissitudes of a new land, they fought for the political and social ideals of an embryonic commonwealth. They battled and planted the fruits of civilization which we now enjoy.

GENESIS OF THE COURTS OF TAZEWELL COUNTY, ILLINOIS.

By WILLIAM REID CURRAN.

When the silent stars were the only measure of time in the valley of the Illinois, it was written:

“The Lord, thy God, bringeth thee into a good land, a land of brooks of water, of fountains and springs, flowing forth in valleys and hills; a land of wheat and barley and vines and fig trees and pomegranates, a land of olive trees and honey, a land wherein thou shalt eat bread without scarceness. Thou shall not lack anything in it—a land where stones are iron, and out of those hills thou mayest dig copper.

“Beware lest when thou hast eaten and art full, thou forget the Lord, thy God.

“Thine eyes shall behold a land that reacheth afar, a place of broad rivers and streams. Yea, thy children shall possess the nations and make the desolate spots to be inhabited.

“So they helped everyone his neighbor, and everyone said to his brother, ‘Be of good courage.’ So the carpenter encouraged the goldsmith and he that smote with the hammer him that smote the anvil.

“Bear ye one another’s burdens and so fulfill the law of Christ.”

“The pastures are clothed with flocks; the valleys are covered over with corn; they shout for joy, they also sing.”

These words are a prophetic vision of the land of the Illini. They aptly describe any county in the State, and none more fittingly than our own beloved Tazewell. They reveal not only the natural and acquired beauties of the land, but the high ideals which the people of the land are seeking to attain. They are a picture of that land and the people will attain in the end to the perfection of a true democracy, where

all men shall have equal right of each and willingly aid him to get it.

This is historic ground. Within the present boundaries of our county, Robert Cavalier de LaSalle and his men commenced the erection of Fort Creve Cœur on January 3, 1680. It has been 234 years since that event. Plymouth Colony had only been planted sixty years when the lilies of France were unfurled to the breeze of the Illinois valley. The cavalier had been at Jamestown but sixty-six years.

One hundred and thirty-six years ago, at the present site of Wesley City, was erected the old French trading post. It was in operation as long as the Indians remained in this part of the State. It was still standing as late as 1836.

In 1823, after a lapse of 143 years since the building of Fort Creve Cœur, Nathan Dillon broke ground for the first white man's cabin on Dillon Creek and became Tazewell's first actual settler in the sense of coming to make a home for his family and open up a farm. This was five years after Illinois became a State in 1818. The only white men living in the boundaries of this county when Illinois Territory assumed the dignity of a state were the French Indian traders on Wesley Hill. The entire population of the territory then barely exceeded 40,000, most of whom lived south of a line drawn from Alton to Shawneetown, and it was currently reported that a part of this number was obtained by counting the passengers on "prairie schooners" going west to Iowa. In its beginning, this county was the product of the energies of the cavalier, rather than of the Puritan; civilization moved along the water courses and timber localities; and mostly in the northwest drift of immigrants from Virginia, through Ohio, Indiana and Kentucky. They brought with them their forms of local government. The county was the unit, and not the township, as among the Puritans. The county was organized by a special act of the General Assembly at Vandalia, January 31, 1827. It was named in honor of John Tazewell, United States Senator, from the state of Virginia. There was a slight error in the boundary of the county in this act, which was corrected in an amendment approved January 22, 1829. The territory in the new county embraced the general watershed of the Mackinaw River.

It was known as the Mackinaw River Country. This stream had been named by the Indians, and in their tongue means "turtle"; so it is literally the Turtle River Country. The boundaries of the new county far exceeded its present scope. The east line was at a point nine miles east of Bloomington and included two-thirds of McLean County; the north line extended from a point six miles south of Streator west to the center of the Illinois River; the west line extended down the river a distance of more than sixty miles to a point near Bath, in Mason County, and the south line extended east to a point eight miles east of Clinton. It included not only its present territory, but also all of Woodford, part of LaSalle, half of Marshall, part of Livingston, DeWitt, Logan and Mason. It comprised seventy-five congressional townships, all complete, except the fractional ones along the river. In addition, all that tract of country lying north and east of Tazewell and within the county limits of Fayette was attached to and authorized to vote in Tazewell. This territory extended east to the State line and north to the Chicago River.

The act creating the county named Thomas A. Neal, William Lee D. Ewing and Job Fletcher commissioners, to "fix the permanent seat of government." It directed them to meet at the house of William Orendorff on the third Monday of March, 1827. This house was in a fringe of timber, just south of the present village of Hopedale. They were required to report to the county commissioner's court. This was a court authorized by the Constitution of 1818 of three members. It had jurisdiction of all county business. It served the same general purpose that the present board of supervisors does and existed in this State until the adoption of the Constitution of 1848, when township organization was made optional and the board of supervisors was organized in this county.

The first county commissioners' court that had jurisdiction in this territory sat in Peoria, March 8, 1825. It was then attached to Peoria for county purposes. The commissioners were Nathan Dillon of Dillon settlement, William Holland of Holland Grove, now Washington, and Joseph Smith, from west of the river. That the east side of the river had two commissioners is significant. It is the first time

in history that Peoria was in the minority on the bench. April 10, 1827, occurred the first session of the county commissioners' court at the cabin of William Orendorff. This was the first court that ever sat in this county. The commissioners were James Latta, Benjamin Briggs and George Hittle. The court appointed Mordecai Mobley, clerk, who made the record of its proceeding. At that session it was ordered that the court be held "at the house of Ephraim Stout, in Stout's Grove, until a public building could be erected." Stout's Grove was on the headwaters of the Mackinaw, north of Blooming Grove, now Bloomington. The fact that the county was being organized and the county commissioners' court was in session within four years after Nathan Dillon built his cabin shows with what rapidity the country was settling up.

There was a special term of the county commissioners' court held at the residence of Ephraim Stout April 25, 1827, to receive the report of the commissioners, locating the seat of the county government. The commissioners reported that they had selected the northwest quarter of section 17, town. 24 north, range 2 west of the third P. M. as the seat of justice for said county; the court house to be situated at or near the spot where the commissioners drove down a stake, standing nine paces in a northeast direction from a large white oak, blazed on the northeast side. This stake stood in the wilderness. There was no town or house in that neighborhood, and nothing to cause either, except the will of this commission, selecting this spot as the seat of government for this territory. The point selected was on the bluff on the south bank of the Mackinaw River. It was called Mackinaw, because the act creating the county provided that the seat of government be so named for the probable reason that it was to become the capital of the Mackinaw River Country. The act also provided for laying out a town and selling lots to raise money to build a court house and jail. This was done. The village of Mackinaw marks the place, and lot one, block one, was the spot where the first court house was built. At a regular term of the county commissioners' court on June 26, 1827, at the house of Ephraim Stout, a contract was let to build the new court house at auction for \$125.00 to Amasa Stout, the

lowest bidder. The house was of hewn logs, 24 feet long and 18 feet wide and a story and a half high; 9 feet to the story; the roof was joint shingles, doors of black walnut; two 12-light windows in the first story and one 4-light window in the end of the house in the second story. The lower floor of puncheons, well hewn and joined; the floor overhead, one and a quarter sawed plank. The house to be well chinked, daubed and corners sawed down.

Under the Constitution of 1818 circuit courts were provided with general common law and chancery jurisdiction. The administration of estates and probate of wills was a special jurisdiction, termed "judge of probate."

The first term of circuit court held in this jurisdiction was at the court house in Mackinaw on May 12, 1828. Hon. Samuel D. Lockwood, judge presiding. The first jury trial was the case of John Benson against Joseph B. Horbort. It was an action in case; verdict and judgment for plaintiff for ten dollars damages. The amount seems to us insignificant. Today it is insignificant. Then it was the value of eight acres of raw land. The same land is worth more than \$1,600 now. The same day the grand jury returned two indictments, each for assault and battery, and court adjourned to court in course. This is the brief record of the initial influence of the common law of England as it reappeared in the western wilderness. It is the exponent of the Anglo-Saxon love for justice.

Mordecai Mobley, was the first judge of probate. He held a term of probate court at the residence of Ephraim Stout, April 25, 1827, and granted letters of administration to Jacob Spawr, on the estate of John Trimmer. These courts continued to exercise their respective jurisdictions until the adoption of the Constitution of 1848, which abolished the county commissioners' court, continued the circuit court and changed the judge of probate to the county court, making it a court of record with a clerk and a seal. The first session of the county court was held in this county at the court house in Tremont, December 18, 1849; Benjamin F. James, judge presiding; R. W. Ireland, clerk; R. T. Gill, sheriff. Under modifications and various extensions of jurisdiction the board of supervisors and the courts named, have

continued to manage county business and administer justice in this jurisdiction, with some modification under the Constitution of 1870, until the present day.

From this record we are justified in the opinion that the seat of government being determined, all that remained was for the county and its capital to grow up with the country.

This is not what happened. The early settler was full of life and ambition. Every cross-road village felt the desire to be a metropolis. If all their hopes had been realized there would not have been vacant land enough left to yield grain. By the only means of travel, then known, distance between points was a prime factor. The ox team, the lumber wagon, the horse and buggy, the saddle horse and shank's mare made the location of the seat of government in the center of the county, a matter of justice. There were no manufacturers and but limited commerce. In the opinion of our forefathers the only sure thing to make a town grow was to get the county seat. If the town was not near the center of the county, the only remedy was to change the geographical center. By ambition the angels fell, and by ambition the pioneers of this county lost a great opportunity. With the wide dominion she had in the beginning, she might have been a dominant factor in the State. By union of purpose among her people she would have been first in area, second in population and probably would have contained the second city of the State. The conditions developed an inevitable contest. The chief weapon of the war was special legislation.

On December 25, 1830, an act of the General Assembly was passed, creating the County of McLean and appointing a commission to locate the seat of government. This act cut off 100,000 acres of land from Tazewell and put Mackinaw within four miles of the McLean County line. This was not a welcome Christmas gift. The act could not have been passed had the men in that assembly representing this county been true to their own. The act was the result of internal dissensions and external desire for more counties and more county governments. Twenty-three days after, on February 16, 1831, the same General Assembly passed another act to permanently locate the seat of justice in Tazewell County. The court house was at Mackinaw. The rec-

ords were there. It had been located by an act of the Assembly and had never been changed. This new act appointed a commission to meet in the town of Pekin in April, 1831, to locate the county seat. The fact that the county had one seat of government did not seem to disturb the legislative mind. The act also provided that until the county seat was located the several courts should be held in Pekin until suitable buildings were furnished at the new county seat. These two acts were twin children of the same minds. The commissioners appointed by the latter act, never met. The courts were removed to Pekin. Judge Stephen T. Logan held the September term of court, 1831, in the town of Pekin, and the courts continued in Pekin until the May term, 1836, while the county waited for the relocation of the county seat. The sessions of court were held in the town of Pekin, in the old Methodist Church building, that stood north of where the Farmers' National Bank now stands. The history of this building is symbolic. It was a church, became a court house, then a saloon and gambling house, and finally was destroyed by fire. This legislation was designed to benefit Pekin; its effect was to damage the city. The county discord started by this legislation resulted in a contest that lasted twenty years and again proved the truth, that pure selfishness always ultimately defeats its own ends.

On February 12, 1835, the former commissioners having failed to act, for reasons that never have been publicly recorded; another act went into force, appointing John Calhoun, James Garland, George E. Walter, James Evans and Isaac C. Pugh, commissioners to locate the permanent seat of justice for the county. They were directed to meet at the house of Alexander McNaughten, between the first day of April and the first day of October, 1835. We presume this specific direction was given to prevent the recurrence of the accident of their not meeting at all. They met September 17, 1835. John H. Harris of the Tremont Colony, on behalf of that town offered twenty acres of land and \$2,000 to assist in building the new court house. This offer was accepted by the commissioners and the seat of justice "again permanently located" in the town of Tremont, where the first substantial court house was built at a cost of \$14,000. The first

term of the circuit court held at Tremont was in September, 1836, Judge Stephen T. Logan presiding. This did not put an end to the strife, but only seemed to add fuel to the fire. The spirit of dissension was still active. Criminations and recriminations were rife and threats of vengeance were frequent.

Further conspiracies were formed. On January 20, 1841, another act went into force, cutting off the County of Mason. In the same session, on February 27, 1841, a similar act, cutting off the County of Woodford, was passed, reducing the parent county to nineteen townships, and poor old Tazewell was suffering the pangs of internal dissension and decimation.

On February 26, 1841, an act went into force, directing the county commissioners' court to rent some unoccupied portions of the court house at Tremont, and placing the care and custody of the court house in the county commissioners' court, "any law to the contrary notwithstanding." The draftsmen of that act had some motive that is not revealed in the act itself. It meant trouble for somebody. On February 17, 1843, an act of the General Assembly went into force directing that the townships of Washington and the larger portion of Fond Du Lac be cut off from Tazewell and attached to Woodford, and that the seat of justice be removed from Tremont to Pekin. This act provided that it should not be effective unless endorsed by the majority vote of both counties. The scheme turned out to be like a certain oblate spheroid and was "flattened at the poles." This transaction reveals the desperate straits to which the county had been reduced in the struggle and makes plain the bane of special legislation, which was possible under our first Constitution.

The final contest on this question came in 1849, when an act of the General Assembly went into force on February 2 of that year, changing the seat of justice from the town of Tremont to the town of Pekin, on condition that the act be approved by a majority of the vote of the county, and that the town of Pekin and vicinity erect a good and sufficient court house for the use of said county on court square in said town, without cost to the county, within two years from

the time this act shall take effect; the county seat not to be removed until the court house is erected and approved by the circuit judge. The act provided that Thompson I. S. Flint, David Mark, William Maus, Thomas N. Gill and James Haines be commissioners to receive subscriptions and build the court house, if the county seat was changed under the act. The election was held on the first Saturday of April, 1849. The law was sustained by a majority vote of the county; the court house erected on court square in the town of Pekin, by the citizens of that town and vicinity, without cost to the county. The work was approved by David Davis, circuit judge, in the latter part of July, 1850, and as provided by the act, the town of Pekin became the permanent seat of justice.

The last term of circuit court held at Tremont was in April, 1850. The officers and records were removed to the new court house at Pekin, August 26, 1850. Judge David Davis held the first session of circuit court there in September following. The last case tried in it was C. A. Fluegel, for the use of J. Carver vs. Margaret Dorence et al.; an action in replevin heard before Judge T. N. Green and a jury, which returned its verdict for plaintiff, May 19, 1914.

This court house has stood as a monument to justice in the county sixty-four years. It has served well its day and generation and now gives way to the progress of the twentieth century. It has remained, while the men who battled for and against its location, like the leaves of their native trees, have fallen from the bough and been gathered to their fathers. The animosities of the conflict have been buried with them and now only remain as tradition to the men of the present day.

This is one of the last monuments of the pioneer days to fall beneath the march of time. To us, who have spent the major part of our professional life within its courts, its passing brings a note of sadness. There are pictures in our minds connected with it that will only fade with conscious memory. The only thing that can make the change tolerable is the necessary requirement to keep pace with the improvements of the age; the necessity of keeping step with progress.

"It is weary watching wave by wave,
 And yet the tide heaves onward;
 We climb like corals, grave by grave,
 And pave a pathway sunward;
 We are driven back for every fray
 A newer strength to borrow;
 But where the vanguard camps today,
 The rear shall rest tomorrow."

This county was a large factor in the old eighth judicial circuit of Illinois. David Davis, one of its circuit judges, became an honored chief justice of the Supreme Court of the United States, a tribunal long since recognized as the greatest in the world. Stephen A. Douglas, a member of its bar, was not only a great lawyer and a great judge, but also the leader and ideal of a great political party, and was chosen by his partisans to represent them in the greatest mental combat of modern times. Abraham Lincoln, another member of its bar, was not only a great lawyer, but a founder and leader of a great political party; the choice of his faction to meet the great senator in debate; the choice of the Nation as President, and in that office became the saviour of the Union and the emancipator of slaves. These men were familiar figures on the bench and at the bar in the old court house at Tremont and in the old court house at Pekin. They are reminders to us of a great host of other men, many of whom were of equal ability, if not of so wide a fame, who in the time that is past, constituted the great bar of this circuit and county, who have added lustre and honor to the courts in which they served and honored the Nation in which they were citizens. They are a reminder of those pioneers, who braved the wilderness, alive with beasts of prey and savage tribes, met miasma and unknown diseases lurking on every hand; who endured poverty, privations, hardships, and willingly fought the battles of the wilderness to make homes for themselves and their children, where they might enjoy liberty and the right to serve God, according to the dictates of their conscience. They are our forbearers. We are reaping the golden harvest that they planted, and we may well be glad if we can preserve and pass on to our posterity the

heritage that they have left us. If we can perform our duty in our day and generation as well as they performed theirs, we will indeed be happy. They had faults; we write them upon the sands, that they may be forgotten; they had virtues; we write them upon the tablets of our memories, that we may emulate them.

**THE ISAAC B. ESSEX FAMILY—PIONEERS IN
THREE COUNTIES.**

Read at the Meeting of the Stark County Old Settlers' Association in Toulon, Illinois, 1918.

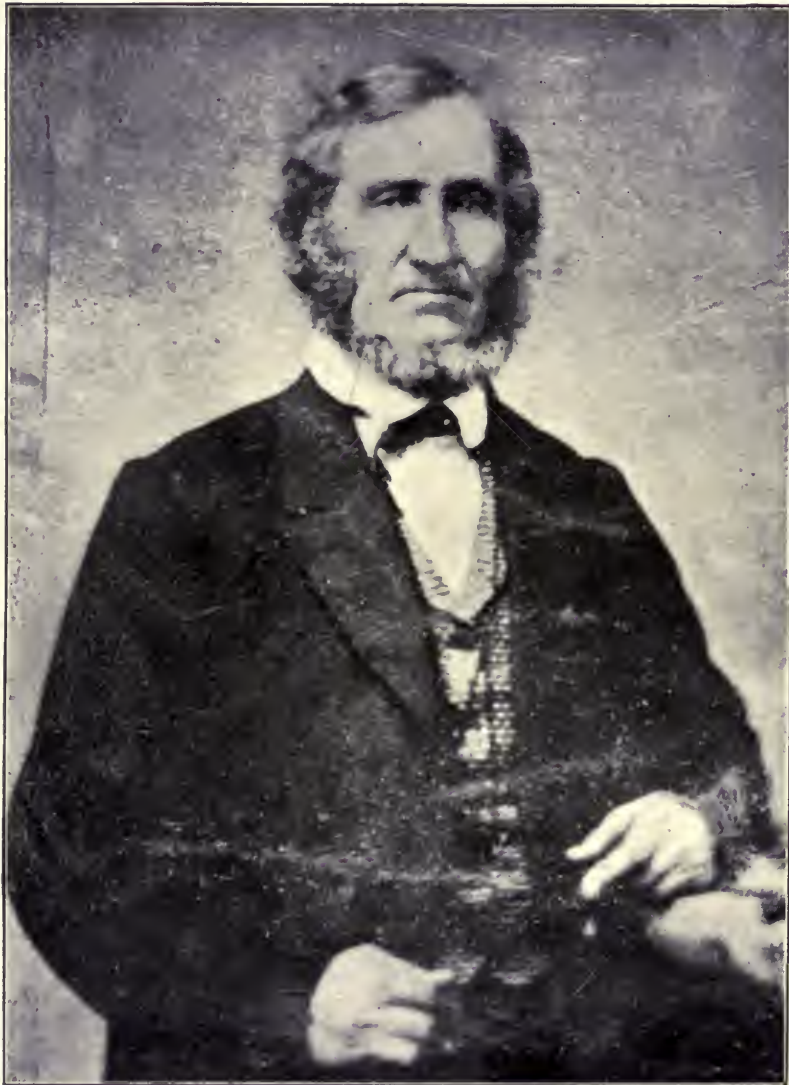
WILLIAM R. SANDHAM, Wyoming, Ill.

The State of Illinois was ten years old on the 3d day of December, 1828. At that time the two western townships of what is now Stark County, Illinois, were a part of Knox County, and the other six townships were a part of the then great County of Putnam. There were then no habitations of white people within its bounds. Even the Indians did not have in it a permanent home. It was to them only a good hunting ground, and they did not suspect the incoming of white settlers who were to change their beautiful and prolific hunting grounds of woodland and prairie into cultivated farms.

But at the time mentioned—December, 1828—there were very evident indications that a change was soon to take place, for on section 15 of what is now Essex township, an enterprising pioneer, Isaac B. Essex by name, could be seen getting ready to build a home in the wilderness for white people. He was busy cutting down trees, shaping the logs and preparing other necessary material. In April, 1829, assisted by other pioneers living in Peoria County, Mr. Essex put the prepared logs in place for the walls of the house. A roof was put on and a chimney built. The pioneer home was ready for occupancy and Mr. Essex and his family moved in. It was then that the settlement of what is now Stark County began.

Isaac Bowen Essex, son of Thomas and Elizabeth (Bowen) Essex, was born near Charlottesville, Albemarle County, Virginia, January 29, 1800. He attended such

168^m



ISAAC BOWEN ESSEX.

First Settler of Stark County, Illinois. Born Albemarle County, Va. 1800.
Came to Stark County in 1829.



schools as the state of Virginia afforded at that time and a few terms at the University of Virginia, which is located in Charlottesville, in his native county. He was married, December 25, 1821, to Miss Isabella D. Williams, who was born in Albemarle County in 1797.

Mr. and Mrs. Essex were strong believers in Christianity. They were equally as strong in their opposition to slavery, which then existed in Virginia. They believed that it was wrong to buy and sell and hold in bondage men and women who were made in the image of and were direct descendants of God. For that reason, as did the parents of John M. Palmer, Shelby M. Cullom and many others who came from slave-holding states to Illinois, they decided to seek a home in a free state. They left their home in Albemarle County in 1822 and lived a year in Bath County, in the western part of Virginia. In the spring of 1823, they moved to Ohio and rented a farm near Columbus, in Franklin County. Columbus was then a village of 1,500 people. They raised good crops, but there was no profitable market. Mr. Essex quit farming and taught school three winters. In the summer time he kept books for the contractor and builder of the Ohio Canal.

In the fall of 1826 Mr. and Mrs. Essex loaded their belongings in a "prairie schooner" and with a daughter named Elizabeth and two sons named Elijah and Elisha Jones, again turned their faces toward the west. They drove through Ohio and Indiana into Illinois, passing through the site of Bloomington, and on the night of November 26, 1826, they camped by the side of a big log on the east side of the Illinois River, opposite Fort Clark, where is now the city of Peoria. The next day they were ferried across the river in such small boats that the wagon had to be taken apart to get it across. They made the horses swim the river. Mr. Essex soon found employment among the settlers not far distant, with enough pay to keep his family through the winter. In the spring of 1827 Mr. Essex rented some land near the site of the present Princeville. He sowed a bushel of apple seed, with the expectation of starting a nursery. In the spring of 1828 Mr. Essex went to the Galena lead mines, leaving his family in Peoria County. He returned to Peoria County in the fall of 1828 in the full belief that there was more money to be made

in farming than by working in lead mines. He then sold his apple trees as seedlings. Some of them were sold to a Fulton County man. From one of these trees came the famous Fulton County apple.

The sale of his apple trees gave Mr. Essex some money to buy land. He bought the northeast quarter of section 15 in what is now Essex township, in Stark County, from a land agent named Avery. Thus it was that Isaac B. Essex, in December, 1828, when the State of Illinois was ten years old, was getting ready to build a home in the wilderness, and in April, 1829, became with his wife and children the famous first settlers in what is now Stark County, Illinois.

The northeast quarter of section 15 in Essex township, on which the first settlement in Stark County was made, was conveyed by the United States October 28, 1818—the year Illinois became a State—to Rufus Stanley, in consideration of his services as a corporal in Hopkins' Company of Dragoons in the War of 1812. Some time in the twenties it was sold for taxes by the State of Illinois to Ossian M. Ross for \$1.82. Mr. Ross conveyed the quarter to Isaac B. Essex by warranty deed for \$100.

The pioneer home being built and occupied, Mr. Essex set about improving his land and doing some planting to raise a partial supply of food for the ensuing year. The meat supply was in a great measure provided for, as the surrounding grove was full of game. Spoon River, which flows through the land, was well supplied with fish. The nearest mill was fifty miles away. To save time Mr. Essex made a mill of his own, by making a mortar in the end of a log, put in the grain and pounded it with a pestle hanging on a swing pole. Mr. Essex made rails and farmed by day, and after supper pounded grain for the next day's bread. Mrs. Essex wove the cloth for the family clothing, and later for the neighbors as the country became settled. By the spring of 1830 Mr. Essex had fenced several acres of land, on which he raised that year a good crop of potatoes and other vegetables and some corn.

In the early part of the winter of 1830 and 1831, the father and mother of Isaac B. Essex, six of their sons, their only daughter and her husband, David Cooper, came to Illinois.

They arrived too late in the season to build a house, consequently they all lived at the Isaac B. Essex home all that winter. Mr. and Mrs. Cooper slept in a covered wagon. Some of the Essex family settled in what is now Stark County and became prominent in its development. The others settled in some of the nearby counties. During that winter of 1830 and 1831 several Pottawattomie Indians passed through the country on their way to and from Peoria and Rock Island. They traveled mostly on snowshoes. One day, when some of the Essex brothers were hunting, they saw some of these snowshoe tracks in the snow. They hastened home to tell the family about tracks of some strange animal which they had seen. When the Indians made stops for the purpose of hunting they made good neighbors. They often did the Essex family favors and were favored in return. These favors were appreciated by both the Indians and the Essex family. During the Indian trouble in 1832, Isaac B. Essex and family lived in Peoria. While there Mr. Essex taught school. Both he and the Essex family claimed that he was the first teacher of white children in Peoria County. He moved back to his farm in 1833.

Up to this time the nearest post office was Peoria, thirty miles away. In the year 1833 a postal route was established through what is now Stark County. The Spoon River post office was located in the home of Isaac B. Essex, and he was appointed postmaster, giving him the distinction of being the first postmaster, as well as the first settler, in what is now Stark County. The mail was brought from Peoria once a week by a man on horseback. In this same year Mr. Essex became the agent of a man in New York, who had bought the bounty claims in the vicinity of several soldiers of the War of 1812. During the year of 1833, Mr. Essex was appointed a commissioner of the school fund of township 12, range 6 (now Essex), and as such he sold the school section in said township February 4, 1834, for \$968.70, nearly \$1.51 an acre. At this time only two newspapers came to the Spoon River post office. One of these came to Isaac B. Essex.

One day in the fall of 1834, Mr. Essex and his two eldest boys were gathering corn on the part of the farm across Spoon River from the farm buildings, when they saw a

prairie fire coming from the southwest. They hurried across the river, the boys by a foot bridge, Mr. Essex going by way of a ford. When they reached the home they found Mrs. Essex in a faint by the stable. By almost superhuman efforts, by carrying water in a bucket, she had saved the house and stable. A patch of corn and a stack of oats were burned.

Mr. and Mrs. Essex were natural pioneers. They had an abundance of the qualities that are always needed in frontier settlements. One of these is contentment, another that of being happy in a pioneer home. They were both devoted church members. Mr. Essex was a Methodist, Mrs. Essex a Baptist. Their log house, being the largest in the neighborhood, was open for prayer and other church meetings, and for the religious services which were held by the itinerant preachers of those pioneer days in Illinois. These preachers were always welcomed by Mr. and Mrs. Essex, and when they came they were well cared for in their home. Sometimes spelling bees and other gatherings were held in their home. In fact, the Essex home was what we call in these later days a community headquarters.

In this pioneer home, the first in Stark County, a son was born to Isaac B. Essex August 27, 1829. They named this son—the first white child born in what is now Stark County—Simeon. Two other children were born to Isaac B. Essex in this same pioneer home and named Ira and Mary.

By the middle of the year 1835 Mr. and Mrs. Essex had their farm fairly well improved, and it made them what they considered a very desirable home. They had no thought of ever selling it. A man named Christopher Sammis asked Mr. Essex what he would take for it. Mr. Essex named a price so high that he thought no one would give it. To his great surprise Mr. Sammis accepted the offer. Then the Isaac B. Essex family had to find a new home.

In the fall of 1835 Mr. Essex went to what is now Drury township, in the southwest corner of Rock Island County, where he bought 320 acres of land. Later he bought 380 acres more. He was the second white man to buy land in the township, thus opening the way for his family to again become pioneers. He bargained for the building of a house and returned to his Spoon River home for the moving of his

family, his stock and his other personal property to the new home. He had a considerable number of horses, cattle, sheep and hogs. The horses were used by horseback riders to drive the stock. The household goods and other property were loaded on wagons, which were drawn by oxen. It was a slow journey. In several places roads had to be made and bridges built. It took them ten days to go from the old home to the new, a distance of eighty miles.

In a few years Mr. Essex had a large part of his land under cultivation and in pasture. He became one of the most prosperous farmers in Rock Island County. This new Essex home was the largest in the neighborhood, and it became a community center, similar to the old home on Spoon River. The traveling preacher was welcomed as before.

Mr. and Mrs. Essex's daughter Elizabeth, their first born, died in 1842. The son named Ira died in 1854 and the daughter named Mary died in 1856. The parents of Mr. Essex died in Essex township, Stark County, in 1853. Mrs. Isaac B. Essex, the hardworking and industrious pioneer wife and mother, died September 8, 1859. She was buried in the Essex cemetery, which is a part of the farm bought in 1835.

Soon after the death of his wife Mr. Essex visited a son near Helena, Arkansas. There he became acquainted with Mrs. Elizabeth J. Carver, to whom he was married, after consulting his sons, January 3, 1860.

Mr. Essex and his second wife lived on the farm in Rock Island County until 1865. He then gave 500 acres of his land to the sons of his first marriage and rented the other 200 acres. Mrs. Essex wanted to move back to Arkansas. Mr. Essex did not want to live in what was once a slave state. They compromised and moved to Union County, almost in the extreme south part of Illinois. They bought a farm near Dongola, on which they lived until the death of Mr. Essex, caused by being injured by some cattle which were fighting and which he tried to separate, November 7, 1877. The body was taken to his old home in Rock Island County and buried by the side of his first wife. He willed the land in Union County to his second wife and the land in Rock Island County to their children.

Isaac B. Essex and his first wife had seven children, three of whom were born in what is now Stark County. He and his second wife had five children.

There are no descendants of Isaac B. Essex now living in Stark County, nor is there anyone by the name of Essex living in the county. George Cooper of Wyoming, Illinois, is the son of Isaac B. Essex's sister, Ellen, sometimes called Nellie. Mrs. Sarah Reynolds and Mrs. James Troxel of Wyoming are granddaughters of his brother, Joseph, the pioneer blacksmith of Toulon, Illinois, who died in Penn township in 1876. Truman B. Essex, son of the first marriage of Isaac B. Essex, born in Rock Island County, July 12, 1837, is still living. His home is at Carmen, Woods County, Oklahoma. Of the three children who came to what is now Stark County in April, 1829, Elizabeth died in Rock Island County soon after her marriage in 1842. Elijah died in Rock Island County, December 21, 1891, and Elisha Jones died in McPherson, McPherson County, Kansas, September 1, 1901. The son Simeon, first white child born in Stark County, died at Rockford, Gage County, Nebraska, July 8, 1901. All of the children of the second marriage are still living. Levi Essex and Mrs. Isabelle Dillow live in Union County, Illinois; Mrs. Ida Siefke and Mrs. Emma Hessling live in East St. Louis, Illinois, and Mrs. Anna Smith lives in New Albany, Indiana. Mrs. Elizabeth J. Essex, the second wife of Isaac B. Essex, aged 89 years, was living at the home of her daughter, Mrs. Isabelle Dillow, in Dongola, Illinois, when this sketch was written in 1918.

Isaac B. Essex was a man of considerable education and general information. He was always an advanced leader in promoting all good work in the communities where he lived. Traditions bring down to us that Mrs. Isabella Essex, the pioneer wife and mother, was a very faithful and efficient helpmate. Mr. Essex was greatly interested in the improvement of all kinds of farm livestock, especially when he lived in Rock Island County.

A large part of the material used in the preparation of this sketch was obtained from manuscript left by Isaac B. Essex, now in the possession of his daughter, Mrs. Emma Hessling of East St. Louis, Illinois.



SIMEON ESSEX.

SIMEON ESSEX, STARK COUNTY'S FIRST BORN.

(Read at the meeting of the Stark County Old Settlers' Association in Toulon, Illinois, 1918.)

Simeon Essex, the first white child born in what is now Stark County, Illinois, son of Isaac B. and Isabella D. Essex, was born August 27, 1829, in the first house built by white people in the county, on section 15 of what is now Essex township. The boy Simeon was taken by his parents to what is now Drury township, in the southwest corner of Rock Island County, Illinois, in November, 1835. He was taught to read and spell in the spare moments of his father and mother, his sister and two elder brothers. Later he learned to write and "do sums" in a log school house in the neighborhood. Meanwhile he helped his father and brothers in doing the necessary farm chores. Later he did a man's work on his father's farm, as required by the needs of farm life in those pioneer days. After he became of age he learned the trade of a mason, which he followed more or less regularly all his life. When not working at his trade he was engaged in farming.

When Simeon Essex grew to manhood he married, on March 4, 1849, his cousin, Miss Dorinda Essex, daughter of Joseph Essex, pioneer blacksmith of Toulon, Illinois. She was born December 21, 1830. Mr. and Mrs. Essex made their home in Rock Island County until 1869, when they moved to Cerro Gordo County, Iowa. Late in the year 1870 the family started to move to Eldorado, Butler County, Kansas, in covered wagons. While on the way Mrs. Essex became ill and died in the wagon in which they were moving, in the early part of December, 1870.

Mr. Essex lived at Eldorado, Kansas, until he went to live with his son, Simeon Francis Essex, at Rockford, Gage County, Nebraska, in the spring of 1900.

In March, 1874, Simeon Essex was married the second time to Mrs. Mary Dennison, who died in 1885. He was married the third time in November, 1897, to Mrs. Mary Hildard, who died in 1898.

Simeon Essex, Stark County's first born, died at the home of his son at Rockford, Gage County, Nebraska, July 8, 1901.

He was buried in the Stark cemetery, six miles southeast of where he died.

Six of the ten children of Simeon Essex and his first wife, two sons and four daughters, are still living, five in Kansas and one in Missouri.

The memoranda from which the greater part of this sketch was compiled was obtained from Mrs. Ida Belle Essex, a granddaughter of Simeon Essex. She is the wife of Bennett Essex, a grandson of Isaac B. Essex, the first white settler of Stark County, Illinois. Mr. and Mrs. Bennett Essex live on a farm near Beatrice, Gage County, Nebraska.

SLAVERY IN DOUGLAS COUNTY, ILLINOIS.

By JAMES L. REAT.

When Illinois was organized into a State in the year 1818 slavery had existed in the Illinois territory for more than a century and remained here over thirty years after a State Constitution had been adopted.

The historian tells us that African slaves were brought into what was called, for a time, "Illinois Country" as early as 1720, and slavery was recognized, legalized and trafficked in by the French government under Louis XV, king of France, that nation claiming the country by right of discovery.

When the English secured possession of it by the treaty of Paris in 1763, Great Britain, under the rule of King George the First, confirmed the title of the inhabitants in their slave property. The United States, in 1784, recognized the right of slave property in the deed of cession, and the territorial authorities immediately passed laws favorable to the slave holders and rigidly enforced them against every protest; the Governor, Ninian Edwards, being a slave owner himself.

When the territory was admitted as a State the first legislature passed what was denominated a "Slave Code," and while it can not be said that at that time a majority of the people were opposed to the institution of slavery, yet there was a determined and aggressive number of citizens arrayed against the system.

However, for the welfare of the community, the principles of comity and goodfellowship continued to exist among them, yet an incompatibility of mind and purpose prevailed on the subject of slavery that led inevitably to the development of the "irrepressible conflict" that now had entered the political arena, and which was destined to shake the foundation of the republic.

A preliminary battle between the forces of slavery and freedom was waged in 1822, when Edward Coles was elected Governor. This preceded a general election in 1824, when the pro-slavery party was defeated.

This marked the first triumph of freedom over slavery in the United States after the Declaration of Independence in 1776. Slavery as an institution was now outlawed, but not ostracized. For, notwithstanding the ordinance of 1787 pledged that there should be no slavery in the Northwest Territory, certain families coming from the South brought their slaves with them and settled in different parts of Illinois, some locating within the bounds of what now constitutes Douglas County. Robert Matteson was one of these slaveholders. He came from Bourbon County, Kentucky, and settled on land that he had previously entered in 1835, lying near the noted "Horse Shoe Bend" on the Embarras River, close to the old town of Ilugo, two and a half miles south and east of Camargo.

Matteson came upon this tract of land in 1840, accompanied by his family, and bringing with him twelve or fifteen slaves that labored for him in building houses, erecting barns and improving a large farm.

After a few years, from some cause—probably on account of the insecure tenure by which he held his slave property—Matteson decided to return to his old home, but to his disappointment and chagrin his servants, led by a young colored man named Simeon Wilmot, refused to go with him. Matteson, in an evil hour, swore out a writ of habeas corpus and had them all arrested as fugitive slaves.

This precipitated litigation and astounded the untutored minds of the colored people, but sympathetic white men came to their assistance with mental and material aid. After one of the greatest forensic battles that was ever fought in this part of the State a district and a Supreme judge decided the case against the plaintiff, Matteson, setting his slaves free.

What became of these ex-slaves, with one exception, little concurrent testimony of a trustworthy character could ever be obtained—tragic stories of wild flights by night in covered wagons, kidnapping, ransomed, and hairbreadth escapes, contrast strangely with other statements of greater prob-

ability—that of their obtaining homes and employment in the nearby farm houses and learning the lesson that while they were freed from the thralldom of unrequited toil they must still earn their bread by the sweat of the face and strength of the arm. But there was never any uncertainty as to the principal actor in this contest for liberty, for Simeon Wilmot remained near where his master had brought him years previously to his securing his freedom. He worked for different farmers in the neighborhood, was a quiet, sober, industrious man, saved his wages, laid by a little money, purchased and sold several pieces of real estate, improved a farm for himself, where he lived one-half mile south and west from Camargo.

In 1884 he employed William E. Price, county surveyor, of Tuscola, to survey and plat his land, which was afterwards sold to Eugene Rice.

When the writer first knew “Uncle Sim,” as his friends called him, he had become an old gray-haired man. Born into slavery, he struggled up from slave to freedman and lived a respected citizen of the United States for half a century after the great war President, Abraham Lincoln, had issued the emancipation proclamation, the most momentous State paper of his administration, freeing a race that had been held in bondage in this country for two hundred and forty years.

BENJAMIN FRANKLIN GARDNER, 1818--1915.**An Early Physician of Illinois.**

By GEORGE W. BROCK, M. D.

Benjamin Franklin Gardner, son of Rodman and Mary (Worstell) Gardner, was born in Brown County, Ohio, June 22, 1818.

He was often heard to say that he was just as old as the State of Illinois, so it seems appropriate to publish this biographical sketch at this time, during the centennial observance of the State of his adoption.

His early ancestors came to America with Roger Williams. His grandfather, after whom he was named, was a soldier of the Revolution, and his father served in the War of 1812, a heritage of which any American might be proud.

While a child his father died, and as he was the oldest son the duties of head of household fell on his young shoulders; but by unceasing energy and thrift he supported his mother and the younger children and also applied himself to gaining an education.

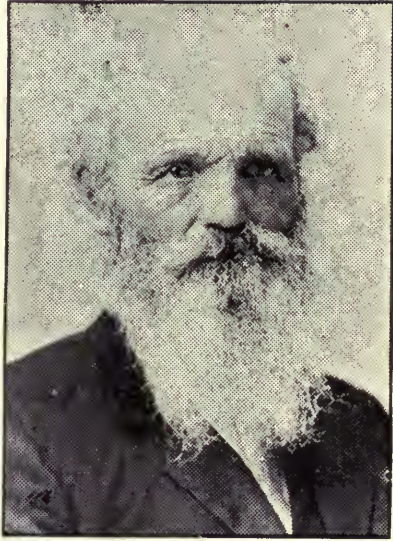
With such a handicap an education was difficult to obtain, as the sessions of school were short and these irregularly attended, as he was apprenticed to a blacksmith at an early age.

His lack of formal schooling was made up by reading, in which he even engaged during the intervals of working at the forge and anvil.

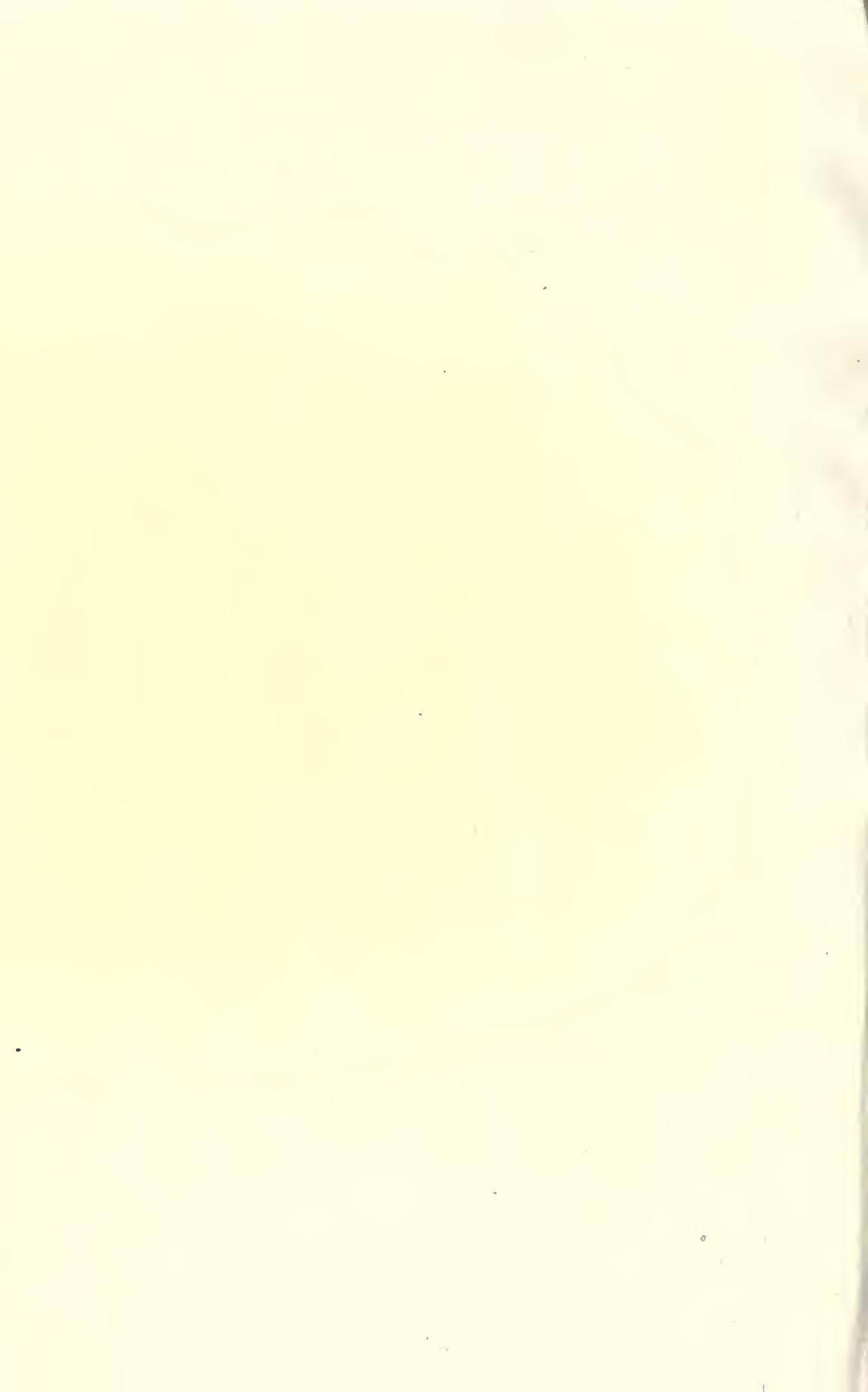
He removed from Brown County to Felicity, Clermont County, when a young man, where he began to assert his interest in community life by becoming a manager of the underground railroad and a first lieutenant in the Ohio state militia.

In the early forties he made a trip to Illinois, but returned to Ohio, where he followed his trade of blacksmith

1805



BENJAMIN FRANKLIN GARDNER.



in the summer and in the winter piloted flatboats on the Mississippi River to New Orleans, or lectured on phrenology and abolition. On February 14, 1846, he married Mary Howser and gave up the flatboat trips, applying himself to his trade in season and lecturing during the winter. In 1851 he made another trip to Illinois, hiring a pony at Pekin, on which he viewed the fertile prairies of central Illinois.

He was so well pleased with the country that he moved his family, in company with his father-in-law and his family, to Illinois in the spring of 1852, arriving at the village of Waynesville. He was not satisfied there, so disposed of his horses and wagon and took a boat at Pekin for Alton, where he resumed his trade with his brother-in-law, Isaac Price.

All this time he had been reading books on medicine and during the next year removed to St. Louis, Mo., associating himself in the practice of medicine with his brother-in-law, Dr. Ripley, and a Dr. Child. They had a drug store and office on Main Street, an establishment typical of the time, in which the physician and druggist manufactured and compounded their pharmaceuticals from the crude drugs.

I wish to digress from the personal history of the young doctor to survey the field of higher intellectual training of his time and place.

The trans-Allegheny pioneers, who settled in the Mississippi Valley and along its tributary streams, produced sons full of bodily and mental strength, but life was rude and those possessing a higher education extremely few.

Born and reared in log cabins close to the natural resources of a country rich in animal and plant life, with every home more or less of a factory and shop in which the necessities of life must be manufactured, tended to stimulate initiative and independence. Men extemporized articles for their use, which served their purpose, where in older communities such things were made by a few skilled artisans.

In the wish to advance mentally the chance of taking up pure science or literature was impossible. Science was without teachers or colleges and the people were not a literary people.

If a higher training was to be obtained it must come through some practical branch of learning; something, too, by

which a man might earn his bread, as there was no class so well off financially that they might devote themselves to that from which no gain could be expected. So these ambitious young men athirst for learning turned to law, theology and medicine, a movement continuing to the present day, and giving the United States more professional men than any other nation.

In medicine the training, as with the other professions, was meager. After a short schooling in "readin, ritin and rithmetic" the lad might get a few lessons in Latin from some minister or the master of a private academy, supplementing his schooling by reading the common classics, the Bible, Bunyan's "Pilgrim's Progress," Weem's "Life of Washington," etc.

Now they were ready to read medicine in the office of the leading practitioner of the village, where they remained for three or four years, reading and observing their preceptor's patients.

Dr. Gardner was establishing a practice in St. Louis that promised success when a neighbor, a slave owner, sold some of his own offspring into servitude to the southern plantations. This called forth such strong condemnation from the doctor that the Southerners were much aroused, and it became unsafe for his further residence there, so he returned to Waynesville, where he practiced his profession for thirteen years. Waynesville was a town of about 200 people. Most of the stores and a few dwellings were frame structures, but most of the townspeople lived in log cabins.

Being the main trading center of an area bounded by Bloomington, Danville, Springfield and Pekin, the limits of practice of the physicians were likewise bounded by the out-reaching contiguous territory ministered to by the physicians of those leading towns. This meant a radius of fifteen to twenty miles to be made on horseback the greater portion of the year, on account of the lack of bridges over the numerous streams and the absence and poorness of the roads. In summer and fall it was possible to use a gig, which was of crude manufacture. Some of the early physicians of Waynesville were Doctors Wheeler, Stewart, Whitmore, Knapp, Rankin, Harrison, Martin, Ross, Buckner, Scott, Smedley, Ingham, Hunt,

Barthlow, Tenney and Gardner. Dr. Winn also practiced in and about Waynesville and should be mentioned, although he lived four miles west of town at Shallow Ford on the banks of Kickapoo. Not much is known of these early practitioners, and I will refer briefly to only two of them, because of contrasting type and illustrating some peculiarities of early practice.

In the autumn of 1843 Rush Medical College of Chicago opened its doors to students. In selecting a faculty, not only the physicians of Chicago were drawn on, but also those of the surrounding towns. Dr. M. L. Knapp of Waynesville was selected as the professor of obstetrics and the diseases of women and children. In recognition of his ability as a practitioner in these branches among the medical men of the central West, he rode horseback to Chicago, delivered his course of lectures and then returned to resume his practice in Waynesville.

The other man, Dr. Winn, was a man of large and successful practice, but a hard drinking, hard riding man. On occasions he would ride into the country store and bar room on horseback and run things very much to suit himself. His fame was widespread as a healer of almost miraculous powers. Once when Isaac Funk was eighty miles on the road to Chicago with a drove of hogs he became ill and sent for Winn, who traveled by relay horses to his side and gave him relief, so that he proceeded on his way. This was the sort of professional man whom some preferred drunk to other men sober, a phrase that sounds strange at this day, when drunkenness in a professional man would not be tolerated.

When Dr. Gardner located in Waynesville the physicians were Doctors Ross, Hunt, Harrison, Tenney and Stewart. Not long after Dr. Gardner's location there the cholera broke out. Dr. Harrison early succumbed to the disease, dying with his boots on, and the other doctors fled the town, leaving the entire burden on Dr. Gardner, who labored day and night for weeks. Such service and devotion were so well appreciated by the survivors that for years afterwards his practice was so extensive that it took three riding horses to carry him in making his calls. He was at times so exhausted from the great extent of his professional labors that he was trans-

ported to see his patients, lying on a feather bed; as, for instance, to see Timothy Hoblit, who suffered from dropsy.

Recurring to the cholera in Waynesville, it started with the death of a Walker, who had driven hogs to St. Louis. Immediate interment was advised, but the advice was unheeded and a wake held, which helped much in spreading the contagion.

This man lived in a log cabin in the main street, and as his wife died soon after him, leaving six or seven children orphans, the doctor endeavored to get another place for them so the cabin could be burned, but as he failed in this, he took them into his own home, one of the many charitable acts performed by this self-sacrificing man. This was a time of great trial, as so many were ill and died and nurses were so few, owing to so many fleeing from the town, that many were unministered to either in life or death. New cemeteries were laid out, so that bodies might not be carried a distance, some becoming permanent, others in fields now neglected or forgotten.

Wishing to broaden and extend the practical knowledge gained in the office of his preceptor and in his own practice, he attended lectures and graduated from the Cincinnati Eclectic Medical Institute May 26, 1860.

Many of the physicians of an early day had no regular training in a medical college, and their right to practice their profession after the organization of a State Board of Health and the establishment of definite requirements were based on years of practice.

After the building of the Chicago & Alton Railroad and laying out of Atlanta, many moved from Waynesville to the railroad, among them being Dr. Gardner, his wife's relatives, the Howsers, and many others. Drs. Rankin and Stewart also moved from Waynesville to Atlanta, the latter serving in the Civil War, retiring with the rank of colonel. Dr. Gardner located in Atlanta in March, 1866, combining a drug store with his medical practice, in both of which he had an unusual measure of success.

He was a leading spirit in the social life of his community, a patron of higher education in his support of the early academy at Waynesville, and although not affiliated with

any church, a firm believer in the value and paramount importance of moral and ethical training. He was one of the organizers of the Republican party at both Waynesville and Atlanta and stumped DeWitt and Logan Counties during Lincoln's campaigns for President. He was in frequent conference with Governor Richard Yates in the secret service for the Union forces, being a member of the "Union League," and he was a delegate to the Bloomington convention appointed by Abraham Lincoln. He was a warm personal friend of Lincoln and related that "one spring day we were walking along the streets of Springfield and came upon some boys playing marbles. Lincoln joined them in their play, and admonished them that, as they were playing for keeps, that they should play honestly." Even in a game of chance he was always "Honest Abe." This was not the only emancipator that gave Dr. Gardner his friendship. During the first years of his residence in Atlanta he became the friend of Robert G. Ingersoll, that emancipator of free thought in regard to religion, a believer in a better future life, as expressed in the oration at his brother's grave, but a scoffer at the narrow dogma of the last century. Another friend was Barney Wood, a local artist who painted the portrait which has been donated to the historical collection at the Normal University.

Dr. Gardner was 87 years old at the time of his death, June 21, 1905. His activities in the latter years of his life were confined to his drug store, from which he was seldom absent. His wife, son Frank, a physician, and daughter Belle preceded him in death, leaving the following daughters to mourn his loss: Mrs. Carrie Beath and Mrs. Myrtle Safford of Chicago, Mrs. Emma Onstott, Mrs. Warnie Osborn and Mrs. Kate Goulding of St. Joseph, Michigan, and Mrs. Nettie Gill of Michiwauqua, Indiana.

Much of the material for this article was obtained from the obituary notice as prepared by his daughter, Mrs. Onstott, for publication in the *Atlanta Argus*. In the same issue his old friend, Ben Curry, says: "He was a brilliant and genial man, who rounded out a useful life. We knew him in the long ago, away back in the fifties, when as a doctor he had more to do than any physician we ever knew. His home in

those days was almost a sanitarium, and day and night, year in and out, the doctor knew no rest. Now the great rest that comes to us all has overtaken him, and we trust that he is happily mingling with his loved ones who had gone before."

He was a tall, handsome man, with a lofty brow, a flowing beard and eyes that were mellow with kindness and sympathy, yet piercing with the insight of a keen intellect guiding all that he thought or did. His favorite author was Burns—sage, yet sparkling with wit; like himself, of and for the common people and for their best interests.

He was of the best of the early physicians. He was not only physician, but friend and counsellor as well, and his friends cherish his memory as a precious thing.

"But gittin' back to docterin'—all the sick and in distress,
And old and pore, and weak and small, and lone and mother-
less—

I jes' tell you I 'preciate the man 'at's got the love
To 'go ye forth and ministrat!' as Scriptur' tells us of."

A RUNAWAY METEOR.

WILLIAM EPLER.

In the Journal we have read an account of the deep snow, which fell in the winter of 1830 and 1831, and the sudden change, which occurred December 20, 1836.

The writer read a newspaper account of the "Shooting Stars," which occurred November 13, 1833; besides, he has heard the story often told by old pioneers, which to them was a strange mystery.

In the late fall or early winter of 1876 or '77—I wish I could be more definite as to the date—about 8 o'clock in the evening a meteor of unusual proportions passed over Virginia, Cass County, Illinois.

The writer was reading in his home, the window shades were drawn. He observed a flash of light pass the window. He paid but little or no attention to it, thinking it was a neighbor passing on the street with his lantern. A few moments later a loud explosive noise was heard, so much so as to jar the windows. Realizing at once what it might be, he hurried out, only to find everything tranquil and in repose, except for a sound which grew fainter and fainter until it ceased in the far distant west. The course of the sound was sufficiently plain to distinctly indicate the direction from whence the meteor came. Its course was from a few degrees south of west to a few degrees north of east.

John H. Wood, an intelligent, educated gentleman, cashier of the Centennial National Bank, was going from his home down to the business part of town. When at the street corner where the First Presbyterian Church now is he observed a brilliant flash of light in the heavens and a number of flaming meteors, seemingly coming from a common center, instantly disappearing eastward.

Resuming his steps toward town, when crossing the bridge at the village brook on South Main Street, he heard

a loud report, evidently proceeding from the meteor, at the moment it separated into fragments.

The following morning, going to his business, he stopped at the street corner where he witnessed the great light the previous evening. He timed himself by his watch, walking at the same pace of the evening before. He thus observed the exact time it required to reach the brook. Being expert with the pencil and having a philosopher's ken, he readily computed its distance from the earth, which was twenty-four miles.

The meteor disintegrated, thus causing the loud report, at a point 15 or 20 degrees north of the zenith of Virginia.

The question intrudes itself: From whence came this meteor, where had it been during the ages, what caused it to swerve from its orbit, plunge into the earth's atmosphere to its destruction?

I make this contribution to the Journal in the interest of science, and in kindly remembrance of my long since deceased friend, John H. Wood.

HISTORY OF THE EPISCOPAL CHURCH IN EDWARDS COUNTY, ILLINOIS.

MRS. E. S. BARKDULL.

When we look at the magnificent churches in the city of Chicago, with the fine choirs and crowds of dignified worshippers, it seems almost an impossibility that down in little Albion, the county seat of Edwards County, the services of the Episcopal Church were held long before Chicago or Cook County were in existence. Yet such is the fact. Cook County used to be a part of Edwards County, with Albion as its capital. The exact date on which the first services were held there is uncertain, but it is a fact on record that lay services were held in the log cabins of the pioneers before the year 1819.

George Flower, one of the founders of the city of Albion, says in his volume, "The English Settlement": "A native of the Island of Guernsey, Mr. Benjamin Grutt, read the Episcopal service in a room set apart for a public library. The religious service commenced in Wanboro and Albion in the early part of the year 1819." He also says: "If I remember rightly, it was in the following year that the Rev. Mr. Baldwin, an Episcopal missionary, preached several sermons in Albion and gathered the Episcopal members together and organized a church, designated as St. John's Church. Mr. Pickering was an active member and gave efficient aid to this early Episcopal organization."

We read again in "Two Years' Residence in English Prairie, Illinois," by John Woods (1822): "The Rev. Thomas G. Baldwin, in his organization of St. John's Church, * * * was encouraged by William Pickering, Judge Wattles, John Woods, Benjamin Grutt, Daniel Orange, James Carter, William Funks, David Hearsom and others.

"In 1820 it was agreed to have public worship at Wanboro, and Sunday, 25th of April, divine service was first

held in a log cabin that was built for a school room. Prayers from the service of the Church of England, with a few omissions, were read by one of the inhabitants, and a sermon by another. This meeting was well attended, and has been continued every Sunday in the forenoon at 11 o'clock, and those of the Church of England and Quakers both attend it.

"At Albion there is a place of worship in part of the market house, in which divine service is performed every Sunday in the forenoon. Prayers and a sermon are read by one of the inhabitants. I twice attended. The service was from the Church of England, with variations. I think they style themselves Unitarians."

It may have been within two years later that the Rev. Mr. Baldwin came—say in 1821 or 1822—when he tarried six weeks in the house of Mr. John Woods, Sr., who had previously read the service of the Episcopal Church himself.

The Rev. Dr. James Craik, late rector of Christ Church, Louisville, Kentucky, in his little book entitled, "Historical Sketches of Christ Church, Louisville," says: "One devoted minister visited Louisville two years before the commencement of this enterprise (namely, the beginning of the church in 1823). The Rev. A. G. Baldwin traveled as far as this point and possibly farther. He preached in 1820 or thereabouts."

A history of the beginning of the Episcopal Church in Edwards County would by no means be complete without prominent mention of the Rev. Benjamin Hutchins, who was rector of St. John's Church, Albion, for over fifty years. He came here from Philadelphia in the spring of 1838, labored most energetically all his life, suffered unheard of trials, spent a fortune in the work of the church, and lies buried with his family in the old Albion cemetery. His resting place is marked with a beautiful celtic cross, the only Christian monument in the old historic burying ground. In his honor was built a beautiful brick rectory, that is inhabited by his successors.

The Rev. Benjamin Hutchins was a brilliant preacher, a talented scholar, and a faithful parish priest. He baptized over 400 persons during his rectorship and buried almost 500 persons. He had a large family of beautiful children,

but they had a tragic death. In April, 1857, malignant scarlet fever was contracted, and in one week's time six of the beautiful children of the Rev. and Mrs. Hutchins were taken away by the cruel monster, and two others a week later. It is said that the dread disease was contracted from a box of new books that had arrived from Philadelphia. All of the children were buried by the Rev. William Armstrong.

The Rev. Mr. Hutchins was induced to leave his work in Philadelphia through reading of the great scarcity of laborers in the vineyard of the Lord in the Illinois wilderness. He had read of the efforts of the Rev. Mr. Baldwin in organizing St. John's Church, Albion, and that the effort was likely to be given up, for the reason that the missionary board had been unable to do anything towards sustaining a rector. In 1838 Mr. Hutchins decided to locate in Edwards County. He had several services in the court house, but not being able to secure a dwelling place he left and went to Vincennes, Indiana. He lived there for five months, visiting Albion once or twice each month for Sunday services.

A revival and reorganization of St. John's Church soon followed, and some who were present when the Rev. Amos G. Baldwin made his visit twenty years previously rallied around the church banner and remained faithful to it until they died. Removals and death had lessened the number, yet William Pickering, James Carter, John Tribe, Samuel N. Dalby and others were still living and were among the faithful. Benjamin Grutt, in the Church de Esprit, New York City, was among the little band in spirit and membership. Children and grandchildren of the early members of St. John's were baptized in families. Services were held in the old court house and a Sunday School was instituted.

At a public meeting of the friends and members of the church held March 28, 1842, there were present the Rev. B. Hutchins, H. J. Hutchins, David Hearsom, F. B. Thompson, M. D., Joel Churchill, John Brissenden, James Carter, Sr., John Richford, Joseph and Robert Williams, Bryan Walker, W. C. Mayo, H. Ronalds, and George Ferriman. At this meeting the following were elected vestrymen: Henry J. Hutchins, Joseph Williams, George Ferriman, John Pitch-

ford, James Carter, Sr., David Hearsom, Joel Churchill, Robert Naylor, and Samuel N. Dalby.

In September, 1842, the cornerstone of a brick church was laid on a lot given by George Flower and his wife, Eliza Juliet. The Rev. B. B. Kettenetty, rector of St. James Church, Vincennes, Indiana; Rev. B. Halsted, rector of St. Stephen's Church, New Harmony, Indiana, and Rev. B. Hutchins, rector of St. John's, Albion, were the officiating ministers. Within the cornerstone was placed a box containing record and prayers. The Rev. Kettenetty laid the stone with the usual words and ceremony in the name of the Blessed Trinity. The church was built and was consecrated on June 24, 1843, by the Rt. Rev. Philander Chase, D. D., Bishop of Illinois. On the same occasion fifteen children and adults were baptized and twenty-four were confirmed. The building had a vestry room attached to it and was furnished within the chancel with a reading desk, baptismal font, pulpit and altar. The structure was entirely free from debt. Very soon after an addition was made in front, of brick also, being a tower with vestibules, gallery and belfry, having likewise a bell and an organ. A bishop's chair was placed in the chancel. And now began a succession of rectors, beginning with that of the Rev. Benjamin Hutchins, who became rector emeritus, on through many years. The Reverends Benjamin Hutchins, T. S. Brittan, G. P. Comings, W. Clatworthy, Robert Ryall, William Morrall, Henry Humphries, W. H. Tomlins, J. B. Blanchat, J. N. Chestnut, Angelo A. Benton, D. D., W. J. Datson, W. B. Thorn, T. W. C. Cheeseman, George Harvey Trickett, Edward Simpson Barkdull.

PRESBYTERIANISM IN STEPHENSON COUNTY, ILLINOIS.

By MRS. D. A. KNOWLTON.

The histories of the State of Illinois contain little accurate information as to the early days in the northern tier of counties, all the pioneers from the East choosing the central and southern portions of the State for their settlements. From the community formed around Fort Dearborn to the town of Galena the country remained in its primitive condition, no attempt being made to cross directly from one point to the other until after the Black Hawk War had freed the region from hostile Indians.

The soft, rich soil was unsuitable for road building and the lack of timber a drawback for home building. The rolling, flower-starred prairies eventually attracted venturesome pioneers, and as scattered settlements were formed, the home missionaries found their way to them. The seeds of Presbyterianism were sown in this region by Aratus Kent, a young man of fine education and ardent spirit, sent from the East to Galena, then a mining town, where after two years of hard work a church was organized. While still making his headquarters at Galena he was in charge of the missionary work extending east from that point. The Methodists and Baptists pursued their methods of missionary effort by holding camp meetings, the Presbyterians joining with them whenever convenient. Father Kent spent his whole life in arduous toil for the upbuilding of the Kingdom of Christ in northern Illinois and southern Wisconsin, and not only helped to organize churches, but was instrumental in the founding of Beloit College and Rockford Female Seminary, now Rockford College. A beautiful tribute to him and his devoted wife may be found in Dr. Norton's "History of Presbyterianism in Illinois."*

* In Ill. State Historical Library and in McCormick Seminary Library.

Not long ago the older people of Stephenson County spoke lovingly of Father Kent, whom they had entertained when on his missionary journeys. Stephenson County, of which Freeport is the county seat, had many New Englanders and Pennsylvania Germans among the early settlers, while the immigrant population was at first largely Irish Roman Catholics, followed by Germans, both Roman Catholic and Protestant, and also a number of rationalists.

The only Protestant religious services held in Freeport before 1842 were such as a few Christian people of whatever denomination prevailed could hold, either with or without a home missionary present.

In 1842 a few of Freeport's leading men determined to start and sustain a Sunday evening prayer meeting, with a view to organizing a church. Within six months a home missionary was sent from Oswego, New York, and the First Presbyterian Church of Freeport was organized with fourteen members. Seven of these were of Freeport and seven from Cedarville and Buena Vista. The growth of the church was similar to many others of that period, their place of worship being in the frame building used as a court house, except when the weather became very cold they were obliged to use the smaller school house. It took hard work and faithfulness on the part of the members to overcome obstacles and keep up interest enough to support the pastor, even with the help of the Home Mission Board.

Rev. Calvin Waterbury was with this little band five years, when he was obliged to leave on account of failing health. Efforts to build a church had begun and a dark time followed his departure, but the arrival of the Rev. J. C. Downer revived the spirit of enterprise, and the church building was completed and dedicated in December, 1849, a bell being hung in the tower in time to ring out 1849 and ring in 1850. It was the first church bell in town or county.

Presbyterianism secured a strong foothold in Stephenson County, as this First Church of Freeport grew constantly in numbers and in proportionate influence. The able pastors succeeding the earlier ones were the Revs. I. E. Carey, H. D. Jenkins, D. D., Edgar P. Hill, D. D., Charles

E. Dunn and David L. McNary, there being very short intervals between the pastorates.

The first building was replaced by a large, substantial stone edifice, which was dedicated in 1866. The fiftieth and seventy-fifth anniversaries of the organization of the church were appropriately observed. The membership is at present (1918) about five hundred. A number of young men have gone out from this body into the ministry, and a goodly number were in the World War, several of whom gave their lives for the great cause.

The Second Presbyterian Church of Freeport was organized in 1847, fifteen members withdrawing from the First Church, twelve others joining with them. This was probably owing to the existence of old and new school doctrines, otherwise so small a community would have been content with one church of that denomination. The Second Church dedicated its first building in 1851, free of debt, having been helped by the Board of Church Erection to the extent of \$125, the building costing \$6,000.

During the pastorate of Rev. J. D. McCaughtry a new building was erected and dedicated in 1896, costing \$18,000. This building was destroyed by fire in 1910, and replaced by the present structure at the cost of \$30,331, Rev. H. M. Markley being pastor at that time. Since then a church manse has been built, Rev. Marion Humphreys being the first pastor to occupy it. Rev. R. E. Chandler is the present pastor (1918) and the activity and growth of the church has been excellent during the past decade. The two churches in Freeport are some distance apart and the town grew rapidly enough to justify the existence of the two organizations, after their earliest years of struggle.

The organization of the sister churches of Cedarville and Dakota was the outgrowth of a German Presbyterian Society. The First Presbyterian Church of Cedarville being organized in 1851, the Rock Run Church in 1850, afterward called the Dakota Church, having its First Presbyterian Church building in 1856 in Cedarville, was followed by a building in Dakota village for that church, which had previously held services in buildings between Dakota and Rock Run.

The two churches have been under the care of one pastor since 1867, previous to that time the Dakota Church having depended upon stated supplies. The Cedarville members of the Freeport Church withdrew their letters to join the Cedarville Church. In 1865 a few members of the Cedarville Church withdrew their letters to form a church in Ridott, which did not have a long life.

With the increase of railroad facilities and the coming of several nationalities into Stephenson County, the smaller churches did not grow as the Freeport churches did. Notwithstanding the large proportion of Germans in Freeport and on the surrounding farms, many of whom were Lutherans, Catholics and Rationalists, the Presbyterian Churches in Freeport maintained a strong hold upon the well educated and active members of the community. A German Presbyterian Church existed for some years in the town, but was given up as the old people passed away. The quaint town of Cedarville, whose leading citizen for many years was John H. Addams, father of our renowned Jane Addams, still has no railroad station nearer than Red Oak, a mile or more distant. The church has a good working force, and both Cedarville and Dakota Churches sustain missionary societies and contribute to all the boards of the church. The sister churches have been cared for by a succession of devoted pastors, among whom were Rev. J. M. Linn, son-in-law of John H. Addams; Rev. Henry Cullen, and others. The present pastor is Rev. J. M. MacGowan.

While many other denominations have large and small churches scattered over Stephenson County, there is probably no other Protestant denomination so deeply rooted as the Presbyterian, except the Methodist. The membership of the Presbyterian Churches is made up of the people from several denominations, which bespeaks a growth of liberal thought and Christian brotherhood. The restrictions as to membership have been gradually removed, only the vital points of faith being required.

The two churches of Freeport have an almost equal number of members, approximately about 500 each.

**UNVEILING OF THE WILLIAM H. HERNDON
MONUMENT AT OAK RIDGE CEMETERY,
SPRINGFIELD, ILL., THURSDAY,
MAY 30, 1918.**

By HARRY E. BARKER.

On the wooded hill, just above the chapel in Oak Ridge Cemetery, a little to the west of north, lie the remains of Abraham Lincoln's last law partner, William H. Herndon. On his right and left are buried his first and second wives. No stone had ever marked his grave, though a marble slab, placed in memory of his first wife, indicated the Herndon burying place.

In a pamphlet written by Henry B. Rankin of Springfield, Ill., and published in 1912, attention was called to the absence of suitable markers at places of public interest in connection with the life of Lincoln, and among those noted was that of the grave of his last law partner.

This forceful plea of Mr. Rankin caught the attention of Jesse W. Weik of Greencastle, Ind., a long time friend and admirer of Herndon, and collaborator with him in the publication of his "Life of Lincoln." Early in 1917 Mr. Weik undertook to secure funds from interested friends in various states for the purpose of erecting a suitable memorial stone at Herndon's grave. So successful was he in his endeavor that by July 1st, subscriptions had been secured from forty-four persons, living in nineteen different cities, covering the cost of the enterprise. Of the forty-four subscribers, sixteen are residents of Springfield, Ill.

On July 18, 1917, a contract was signed with a local company for the erection of a monument in simple tablet form, to be made of dark Quincy granite from the quarries in Massachusetts. This contract was fulfilled to the satisfaction of all parties concerned, the work being completed and the stone in position about December 1st.

The total height of the monument is five feet, six inches, the polished slab measuring fifty inches high, thirty-six inches wide, fourteen inches thick and set in a massive base of rough-hewn stone. In plain Roman lettering in the face of the polished granite is chiseled this simple inscription and notable quotation:

William H. Herndon

Abraham Lincoln's Law Partner Seventeen years

"The struggles of this age and succeeding ages for God and Man, Religion, Humanity and Liberty, with all their complex and grand relations, may they triumph and conquer forever, is my ardent wish and most fervent soul-prayer.—Wm. H. Herndon, Feb. 23, 1858."

On either side of the stone is carved the inscriptions:

Mary J. Herndon

July 27, 1822—Aug. 18, 1861

Anna M. Herndon

Mar. 1, 1836—Jan. 8, 1893

The beautiful sentiment expressed by Herndon in 1858 and now cut in enduring stone that all may read and meditate, reveals an interesting story. Young Rankin, then a law student with the firm of Lincoln and Herndon, purchased an autograph album and fortuitously offered it first to Lincoln who lightly wrote: "Today, Feb. 23, 1858, the owner honored me with the privilege of writing the first name in this book.—A. Lincoln."

Handing the open book to Herndon with the request that he write on the same page, Mr. Rankin obtained and still has in his possession a sentiment which might well serve for a text of discourse from press, platform and pulpit, and which was thought worthy of a chief place on its author's monument.

When the question arose of selecting a date for dedicating or unveiling the monument, consideration was given the date of birth, December 25th, the date of death, March 14th, and Memorial Day, May 30th, a day peculiarly appropriate for paying tribute to the honored dead. The latter date was

chosen and on the afternoon of Thursday, May 30, 1918, at 3 o'clock, a large number of relatives, members of the Sangamon County bar, and interested friends assembled about the grave.

Mr. Adolph Bernard, president of the Sangamon County Bar Association, acted as master of ceremonies and in well chosen remarks introduced Mr. Vachel Lindsay, a Springfield poet of national reputation, who recited in most effective manner his well-known poem, "Abraham Lincoln Walks at Midnight in Springfield." Mr. Lindsay preceded the recitation of his poem with a few well-chosen remarks. He said, among other things: "My friends, before I recite the poem I have been asked to give you today, I would like to say that Herndon's life of Lincoln cut the deepest into my memory. If you will look over the lives of Lincoln, you will find Herndon's more often spoken of than the rest. Herndon gives more of Lincoln's personal characteristics, habits and more of his life before he became president."

The poem follows:

It is portentous and a thing of state
 That here at midnight, in our little town,
 A mourning figure walks, and will not rest,
 Near the old courthouse pacing up and down.

Or by his homestead, or in shadowed yards,
 He lingers where his children used to play,
 Or through the market, on the well-worn stones,
 He stalks until the dawn-stars burn away.

A bronzed, lank man! His suit of ancient black,
 A famous high-top hat and plain worn shawl,
 Make him the quaint great figure that men love—
 The prairie lawyer, master of us all.

He cannot sleep upon his hillside now;
 He is among us:—as in times before;
 And we who toss and lie awake for long,
 Breathe deep, and start, to see him pass the door.

His head is bowed. He thinks on men and kings;
 Yea, when the sick world cries, how can he sleep?
 Too many peasants fight, they know not why;
 Too many homesteads in black terror weep.

The sins of all the war-lords burn his heart;
 He sees the dreadnaughts scouring every main;
 He carries on his shawl-wrapped shoulders now,
 The bitterness, the folly and the pain.

He cannot rest until a spirit-dawn
 Shall come—the shining hope of Europe free;
 The league of sober folk, the workers' earth,
 Bringing long peace to cornland, alp and sea.

It breaks his heart that kings must murder still,
 That all his hours of travail here for men
 Seem yet in vain. And who will bring white peace
 That he may sleep upon his hill again?

Mr. Hardin W. Masters, Esq., a leading attorney of Springfield, Ill., who had been selected as the speaker of the day, was then introduced by Mr. Bernard as one eminently qualified through long years of acquaintance with Herndon, to give the address.

Attorney Masters spoke as follows:

“It is fitting that upon the occasion of the decoration of the graves of our fallen heroes and friends, which has become a sacred custom throughout the land, that we should also decorate the graves of the civilian heroes as well as those who may have fallen in battle, for ‘Peace hath its victory no less renowned than those in war.’

“We come to dedicate the marker placed at the grave of our friend in life, William H. Herndon. It may be thought a tardy recognition of the merits of the dead, but it is none the less sincere. The memory of the active, impulsive, energetic man in life, who now sleeps beneath this stone is more bright and his character as a man better understood than at the time of his death. A bright intellect and a worthy citizen passes away. In the mad rush of life we pause, look into the open

grave, perhaps shed the sympathetic tear, and immediately join in life's battle, and except for recollections which may be momentary, his life and character and the memory thereof gradually fades away. Men die but principles forever survive. Those whose memories live throughout the ages and withstand the ravages of time are those who have accomplished something in this life. Men whose memories expand and grow brighter as the years pass are those regarded as having been given to the world to act a part, perform a service for humanity, govern a nation, command an army or deliver a message. In a sense this is true. But even so, when the individual life is analyzed it will be found that a Napoleon, Washington, a Shakespeare, Grant or Lincoln, through his ability, energy and labor worked out his own destiny.

WAS FOE TO SLAVERY.

“William H. Herndon in his brief day accomplished much. When he wrote the sentiment carved on this marker, in the album of Henry B. Rankin, his law student, he was weighted down mentally with the struggles that were on in this Nation. It was a struggle for humanity, liberty, democracy and for God. The tragedy in which Lovejoy lost his life wrought a change in the mental attitude of Mr. Herndon and his soul was inspired with the thought to banish forever the evil which had fastened itself upon this Nation. His impetuous, zealous and impulsive nature was aroused to right the wrongs and evil of slavery. From the day when, as a student of Illinois college, with forceful and eloquent denunciation of Lovejoy's murder, until the day of the end of slavery, he never ceased his assaults against any and all who sought to obstruct the way that led to ultimate success. The great service rendered by him in the struggles of that day, interwoven as they were with the immortal Lincoln, places his memory upon an historic plain and it will grow brighter through all the ages to come.

“He was the intimate friend and adviser of the martyred president for more than a score of years. In a professional, social and political way, they were in full sympathy and accord. Mr. Herndon loved Lincoln and rejoiced in his every success, politically and otherwise, and he lived to place upon the memory of Lincoln a literary wreath that will never be

excelled. It was his tribute of devotion to Lincoln as a man and as president, and as he doubtless thought was a faithful biography of the life of Mr. Lincoln.

“Herndon had in the fullest measure the courage of his convictions and he paved the way to Lincoln’s success with fearless voice and pen, and materially assisted in the accomplishment of the desired result. Great men in those days, unable to break away from established policies and a legalized wrong, sought to belittle Lincoln’s terse statement that ‘this nation could not endure half slave and half free,’ but that ultimately it would become all one thing or all the other.

“This statement was justified by subsequent history, and his name stands forth in freedom’s beautiful robes and form and today blesses the people of all these United States.

“Today the world is engaged in a titanic struggle to determine the question whether this world can endure part autocracy and part democracy. It is the last, as we fervently hope, of the struggles of humanity for freedom and liberty, and may we not conclude that with prophetic vision when these words, inscribed upon this tomb, were written by Mr. Herndon that he foresaw the struggle which was ultimately to come and which is now upon us. The struggle of the day of which he wrote was not the first, but up to that time was one of the most important struggles for liberty.

SAW PROPHETIC VISION.

“Did he see in prophetic vision, the millions of men arrayed against each other upon the field of battle, the one side seeking to perpetuate autocracy and the propaganda that might makes right, and on the other that all men are created free and that the divine right of kings to rule must and shall be wiped from the face of the earth? The sentiment in the inscription on this tablet as the soulful prayer of Wm. H. Herndon, was answered in 1865, and the prayer therein expressed and by him extended to us of this day will be answered in this bloody conflict as it was then. This struggle will continue until the world becomes a democracy and the common people will be kings with the right of freedom and self-government.

“A lawyer of ability, Wm. H. Herndon gave his life and best energy to the cause of humanity. He was equipped by

nature with a splendid intellect and a zealous, honest and soulful nature, and he threw his life and force with voice and pen into the cause he espoused.

“Wrongfully he has been accused with being an office seeker and that his life was embittered. Nothing could be further from the real truth. He was not an office seeker, nor was he an office holder, and beyond some local office he never held or sought for position or public offices. He was appointed bank examiner by the war governor, Richard Yates, and when Lincoln after his election to the presidency asked him if he wished for any position, he replied: ‘No; you may speak to Governor Yates; I would like to be re-appointed bank examiner.’

HERNDON WAS RADICAL.

“Lincoln was a conservative, Herndon was a radical. They were agreed as to the ultimate purpose, but differed as to the methods to attain that purpose. Mr. Herndon was some years the junior of Mr. Lincoln. He was a great student and omniverous reader, and was a great aid to Mr. Lincoln, being possessed of extensive book knowledge. From the day he entered into partnership with Lincoln in the practice of law, until such partnership was dissolved by death, he was his faithful friend. He was one of the earliest and perhaps the foremost who urged Lincoln to become a candidate for the presidency. He had carefully canvassed the ground in the State of Illinois with Mr. Lincoln’s friends on that subject. He was chosen and commissioned to canvass the situation throughout the eastern states and well, as history informs us, did he perform this service. His commission was to create a sentiment for Lincoln.

“During the debates held between Lincoln and Douglas in the year 1858, to a degree Lincoln depended upon his partner, Mr. Herndon, to furnish him with data and facts and often during this memorable campaign he telegraphed or wrote Herndon for such information. As it appears to us now, he was the forerunner for Abraham Lincoln and his mission was to pave the way to his election—not only of his election to the presidency, but for the ultimate success of his theory and belief, in freedom for all the people of these United States.

“Wm. H. Herndon had few equals as a public speaker, and if not the first he was among the first in this State to speak in favor of the abolition of slavery. He took a bold stand against slavery and the first address was delivered by him at Petersburg, Ill.—yet remembered by some of the older citizens. This was a classic and one of the greatest orations Herndon ever made from the stump. It was an historic oration and in his peroration he appealed to Donati’s comet, asking it to inform its heavenly sisters of what was about to take place in the United States for God and human liberty.

NOT AN OFFICE-SEEKER.

“Mr. Herndon was not only not an office-seeker, but he cared but little for the goods of this world, and true to the old saying as a lawyer, he ‘worked hard, lived well and died poor.’ Of his time and labor he gave without stint to the great cause he had espoused. No man who ever lived or died had greater love or admiration for Lincoln than did Wm. H. Herndon, and when the news flashed over the wire in this country in 1860, announcing Lincoln’s election, his was a boyish joy. In the daily intercourse in the dingy law office between these two great men a friendship and admiration for each other had been established that time could not change or modify.

Temperamentally and in almost all other respects, they were as unlike as two men might be. Lincoln in a sense was an uneducated man, while Herndon had a liberal education. Historical facts were at his command and philosophy and literature were not unknown to him, and in the fullness of his mental storehouse he was able to and did render valuable service, as it was his pleasure to do, to his partner, his friend and afterward the martyred president.

“In the decline of his life it was my good fortune and honor to have intimately known Mr. Herndon. As I entered upon the way and the struggles that were before me, I frequently and freely met and talked with him. It was with profound interest I heard from his lips of the past, the road over which he had then traveled and the struggles he had had to contend with. His life as I knew it was an honest, earnest struggle for the right as he saw it. He had no ambition to acquire riches or fame. His life was devoted to the

succor of the oppressed and to eradicate and blot out the stain of slavery in this Nation. It was his ambition to make the Declaration of Independence everywhere a living truth. While he was a lawyer, he disliked the technicalities of practice and frequently made jocular remarks about the difference between "tweedle-dee and tweedle-dum."

"Knowing him as I did, if he could be heard from the spirit world to speak and express his wish here today beyond that expressed on his tomb, it would be his wish that no unjust claims should be made for him, and that no eulogy be pronounced upon his life which was not supported by the record and sustained by the proofs. He would also in his honest, blunt way, command that no excuse be offered for his faults nor that his failings be exaggerated.

WAS LOVER OF TRUTH.

"Such was the character of Wm. H. Herndon. He loved the truth. His early life, so far as I know, was much the same as that of other young men similarly situated.

"He came from splendid ancestry, who were from the South, and in their sentiments were pro-slavery, but when the Whig party was dissolved in 1854 he allied himself with the Whigs and Democrats, who took the view of slavery that it was a moral wrong and ought to be done away with. It may be true that in his youthful zeal the murder of Lovejoy, heretofore referred to, changed the whole course of his life, because from that day he espoused the cause for which Lovejoy died, and the force of his logic and versatility of his pen were used to light the fires of liberty throughout the land, and he was fortunate to know that what he had labored for had been accomplished.

"He did his work with which the world may be concerned within comparatively a few years—from 1854 to 1870 embraces the time in which he wrought. During that period and until the period of 1861, he was the active business partner of Lincoln.

"As I said awhile ago, Lincoln was a conservative. Having his origin in the South, he hated slavery, but recognized that under the organic laws of the land the slave was the property of the southern people and if it were necessary to prove that Lincoln was a conservative, in the emancipation

proclamation which was issued by him, the abolishment of slavery was contingent upon the states then in rebellion returning to the Union, and that they would lay down their arms, otherwise the emancipation proclamation at a certain time would take effect. The states in rebellion refused to accept this condition and slavery was therefore abolished. This result was hailed by Herndon as an epoch in history and an answer to his soulful prayer for liberty, and so it is that his life is connected with that of Lincoln.

“Being, as he was, a firm friend and admirer of Lincoln, and long before he was nationally known, he from the mountain tops and the sublime points of vantage, looked down upon the plain where the sentiment was created which was to materialize and bear the fruit which in God’s good time would weld together the nations of the world and all mankind in one common brotherhood.

“Those who scoffed at Lincoln and caricatured him and ridiculed him as an incompetent did not know or understand him. Herndon knew Lincoln better than Seward, Greeley or Chase, or any other of the legal advisers in or out of his cabinet. He was confident and so expressed himself in his correspondence with Theodore Parker and others when he said, ‘Wait and see,’ and in waiting he was justified when the world became aware of the fact that Lincoln was greater than the whole of those who traduced him and sought to be his advisers or to belittle him.

ABLY SUPPORTED LINCOLN.

“Herndon therefore not only supported and aided Lincoln in his proper ambition before, but after he became the head of the nation and commander of the greatest army of the world up to that time.

“My friends, Herndon’s love for Lincoln did not cease upon his death, but he was his champion afterward.

“Herndon may have made mistakes in some of his writings, He was human and made mistakes in other matters. If I should say he did not, I would offend against the truth and place him in character above the human and above the man for whom he did so much. The history of each of these men is written. It may be that it is not as well understood now as it

will be a hundred years from now. The relation between Herndon and Lincoln will become better understood as time goes on. If it be granted that Mr. Herndon made a mistake in his biography of Mr. Lincoln, it was a mistake of the head and not of the heart, and in no sense does it detract from the glory or grandeur of Mr. Lincoln's character, and if there is a word or statement that can be found in any of William H. Herndon's writings with reference to Lincoln which is not strictly in accordance with the truth, knowing Herndon as I did, I with confidence assert that when he wrote the same he believed it to be true.

“Yes, Mr. Herndon had his faults as all men have, but a multitude of faults in his case could be overlooked when we say and challenge the world to dispute it, that he was scrupulously honest and a man of truth and integrity. It is no great deed or act to revile the living, at least in their absence; it is easy and requires little courage to make charges against the dead, as no word comes back from the grave in reply, and as the memory of the martyred Lincoln shall grow brighter and his colossal figure stand forth adorning the pages of history for all time to come, so shall be known the virtues of his coadjutor and friend who sleeps beneath this stone.

“‘In the struggles of this age and the age to come for God, humanity and liberty, may they conquer forever is my soulful prayer.’ Who but a soul and mind devoted and dedicated to the cause of humanity and to God and to the principles of liberty and the cause of righteousness, on the moment, could have penned these words, so pregnant with patriotic sentiment, so earnest and impressive? No friend nor adversary ever could or did charge William H. Herndon with duplicity or insincerity. He was loyal to his friends and an open, courageous adversary. He was zealous, but abounded in charity. In the epoch and history making period in which he lived, he stood forth as the champion and advocated the principles announced by the sentiment on this stone.

ADVOCATE OF LIBERTY.

“In the re-birth of civilization now taking place, in which the world is being drenched with human blood and the issues of force and might are arrayed against right and democracy,

in this struggle may we not know had William H. Herndon lived today, where he would have stood. Yes, with incisive, terse language, with keen logic, by voice and pen, he would be heard in the cause of liberty for the cause of democracy, for the people and for God, in this great struggle which he seems to have foreshadowed when he wrote those words, would some day arise.

“Dead. His wish, his recorded soulful prayer is with us today,—the wish and soulful prayer of the American nation and the civilized world that autocracy and might shall be crushed by democracy and right; and this soulful prayer of Herndon’s is also that America and her heroic allies, whose blood and treasures are being poured out in the cause of humanity shall not have been in vain.

“Thus, in life, Lincoln and Herndon, allies and friends partners in the practice of law, differing radically, yet firmly held together and in accord as to ultimate truth and facts, in death their memory so blended as to be inseparable.

“Live on, O Lincoln! Live on, O Herndon! and ages to come may your lights be reflected and your labors for humanity be the more prized and appreciated. And may your example be forever the inspiration of the youth of the land and the star of their hope and as time goes on be better understood.

“So today with feeble words and simple ceremonies, but with loyal hearts and loving hands we decorate with flowers the grave of our friend, a civilian hero, and dedicate this stone as pointing the spot where forever will repose the ashes of Illinois’ illustrious son whose prayer, a continuing wish for liberty, God and humanity, is with us, and an inspiration to all those who this day on the blood-drenched fields of Europe are challenging the advancing hosts of autocracy and might.

“‘The struggles of this age and succeeding ages for God and man—religion, humanity and liberty, with their complex and grand relations—may they triumph and conquer forever is my ardent wish and most fervent soul-prayer.’

“In the ages to come, when this stone, through the ravages of time shall have crumbled to dust and decay, may this

sentiment now chiseled thereon be the creed and the realized hope of all the world, and the memory of its author, Wm. H. Herndon, live on to bless and cheer mankind until struggles shall be no more."

Placed at the head of the grave was a handsome wreath of magnolia leaves bound with a satin streamer, on which was lettered the old firm name of "Lincoln and Herndon."

A large American flag had been draped over the monument, and at an appropriate moment during the address, was drawn aside by the speaker.

The weather was fair and warm. Nature's new garments of green were never more beautiful. Thus, under surroundings and circumstances most favorable was consummated a long-cherished plan to mark the final resting place of William H. Herndon, friend, partner and biographer of Abraham Lincoln.

BIOGRAPHICAL SKETCH OF ELIHU BONE.

By DAVID MCCOY BONE, Now Aged 73, the Oldest Grandson of Elihu Bone.

Elihu Bone was born October 22, 1795, and was the fourth child of John and Rebecca (Potts) Bone. His brothers were Enos, James and Henry; his sisters were Nancy, who married her cousin, Calvin Bone; Elizabeth, who married James Scott; Jemima, who married Jesse Vowell. The latter lived near Mt. Zion, Illinois, where the writer visited them in 1864.

John Bone, the father of Elihu, was a son of a John Bone, who was the son of one William Bone, who came from Ulster County, Ireland, about 1700 and settled in Pennsylvania, being among the first one of the Bone name to emigrate to America, and was of that hardy Scotch ancestry that had moved from Scotland into the north of Ireland many years before because of religious persecution. The name "Scotch-Irish" was applied to these people for geographical reasons rather than for any racial traits.

About the year 1750 the Bone, Hill, Potts and other families of the "Scotch-Irish" clan moved from Pennsylvania into what is now Iredell County, North Carolina.

John Bone, the father of Elihu, was married October 24, 1787, and soon afterwards moved to eastern Tennessee, settling on Fall Creek near Murfreesboro. Elihu Bone was born about the time his father moved to Tennessee, and here he spent his boyhood days amid the primitive conditions surrounding the early pioneers, with limited school privileges, but great necessity for hard work—the *sine qua non* of all who would make a home for themselves in a new country.

At the age of 17 years Elihu Bone, inheriting the Scotch love of liberty and the Irish delight in a scrap, volunteered and served under General Jackson, in the War of 1812.

210-



ELIHU BONE AND HIS WIFE, NANCY WARNICK BONE.

Elihu was married to Nancy Brown Warnick March 2, 1815, in Wilson County, Tennessee. "Go west, young man, go west," was a live question among the young men of that day, and, influenced by favorable reports from the Illinois country, Elihu Bone and family, in 1824, moved to Illinois and settled in Menard County (then a part of Sangamon County), being one of the first settlers in that section.

The long, trying trip was made overland in a covered wagon, which was the only means of transportation in those days. I remember hearing my father tell about the trip—how he, then a boy of 10, walked much of the way barefoot and drove the cows. The early pioneers, coming from a wooded country, always located near timber and running streams, so that they could have plenty of wood and water. Elihu Bone, following that custom, took up a claim on the south side of the timber at the head of Rock Creek, so named from the outcropping of stone along its banks. Here he entered a quarter section of land and built a comfortable two-story log house, which stood for many years; later building a large two-story frame house, which is still standing and the home of a Bone.

Being a wheelwright by trade and very handy with tools, he made spinning wheels, weaving looms and other appliances for the manufacture of their own wearing apparel, bed clothing, carpets, etc., not only for his own family, but for the nearby settlers as well. He also built a cotton gin for custom work; for, coming from the South, the first settlers had been growing cotton and tobacco, but they soon discovered that wheat, corn, oats and livestock were far more profitable in this section. As a boy—some sixty years ago—I remember seeing the discarded remains of the old cotton gin. Cotton was no longer "king" here.

Elihu Bone was a man of keen, quick and decisive judgment, and as fast as he got hold of fifty or one hundred dollars he would go to the Land Office at Springfield and buy or enter another piece of land, until he had secured a thousand acres adjoining and lying around the head of Rock Creek timber. As his sons became of age he gave each of them a farm, so that the neighborhood was known as the Bone settlement and remained so many years. The old original

homestead of Elihu Bone is now the home of one of his great-grandsons, Keach Bone, who is the oldest son of Robert E. Bone, who is the youngest son of Robert S. Bone, who, in turn, was the eldest son of Elihu Bone.

In religious faith and practice Elihu Bone was a strict Presbyterian, and when he moved from Tennessee he brought his church letter with him and united with the Cumberland Presbyterian Church which was then being organized on Rock Creek. He was chosen one of the elders and served until his death in 1857.

The centennial of his church will be celebrated in 1922. He became the mainstay of the church, contributing liberally to its support. His house was the home of the preachers, and before a meeting house was erected religious services were often held there. He was largely instrumental in organizing the annual campmeeting on Rock Creek and in building the large permanent auditorium with clapboard roof and seats of slabs (smooth side up), seating 500 people or more. To these campmeetings would come settlers for miles around, some in ox-drawn wagons, and camp on the ground during the meeting. Some erected substantial wooden tents, which stood from one camping time to the next. Elihu Bone built one of the largest of this class which, like his home, was the stopping place of the preachers. It was the custom of the tent owners to see that everybody was fed who came to the meeting. On one occasion Elihu Bone, after feeding fifty or more at dinner, went out to the stand and invited everyone who had not had dinner to come to his tent, as they still had something left.

Among the ministers who assisted at these camp meetings were John M. Berry, the man that organized the church in 1822; Gilbert Dodds, Abner W. Lansden, Guthrie White and Peter Cartwright. After the death of Elihu Bone his sons took up his mantle and followed in his footsteps as long as they lived; and now one of his grandsons, Robert E. Bone, has taken their places in the active and earnest representation of the Bone family in church matters, which has been continuous for nearly one hundred years.

In politics Elihu Bone was a conservative Whig. He served as justice of the peace for many years, was a member

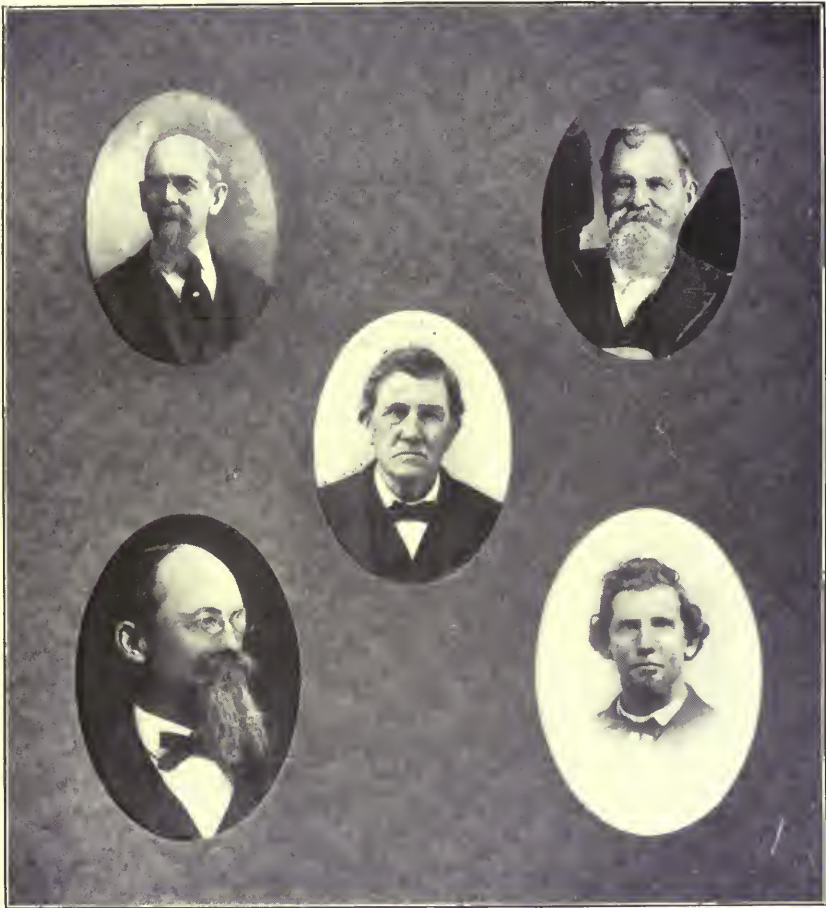
December 26th 1824
~~to the~~
 I have being a door opened
 for the reception of members
 Elihu Bone presented his letter
 in words following to wit
 This is to certify that, Elihu Bone
 is a ruling Elder (his wife
 Nancy) are in full communion
 in the Cumberland Presbyterian
 Church, on Fall Creek & now
 leaves it free from any charges
 of scandal or immorality known
 to the Church, there children
 are also in the Church, & are
 hereby recommended to the care
 of that Church in the bounds of
 which there lots may be cast
 signed by order of Session this
 30th Day of August 1824
 therefore certified by the
 Tennessee State Church

CHURCH LETTER OF ELIHU BONE.



1

2



3

4

1. THOMAS P. BONE.

2. JOHN C. BONE.

3. ELIPHALET L. BONE.

4. WILLIAM F. BONE.

CENTER—ROBERT S. BONE.

of Menard County's first grand jury (which, by the way, held its sessions under the shade of a big tree), was a member of the Illinois legislature, 1842-1844, always standing for the interests of the common people. He had the courage of his convictions and was not afraid to express them. He was of that great middle class that does the world's work—neither aristocrat nor serf—granting justice to all and demanding justice for himself. He was quick to resent an insult. Once, when he was enfeebled by age and confined to his chair most of the time, I saw him hobble out of doors, seize a pitchfork standing by the chimney and totter after a man who had insulted him, chasing him out of the yard. The fellow jumped on his horse and galloped away.

Eleven children were born to Elihu and Nancy Bone, as follows:

Robert Smith—Born 1816, died 1888.

John Coleman—Born 1817, died 1901.

Harriet E.—Born 1819, died 1851.

Elizabeth—Born 1821.

James Warnick—Born 1824, died 1843.

William Foster—Born 1827, died 1869.

Margaret R.—Born 1829, died 1859.

Andrew Elihu—Born 1831, died 1849.

Henry Houston—Born 1833, died 1854.

Thomas Potts—Born 1836, died 1902.

Eliphalet Lansden—Born 1840, died 1917.

The five sons who lived to middle and old ages were Robert S., John C., William F., Thomas P., and Eliphalet L. All were successful farmers and business men and had the respect and confidence of the community in which they lived. Especial mention may be made of Robert S. and Thomas P. Bone, as their father's mantle fell largely upon them in church matters. These two sons—Robert as an elder and Thomas as a deacon and community leader—became and remained the mainstay in church and community affairs for over thirty years.

Mention may be made also of John C., or "Jack" Bone, as he was called, who was one of the first men in that section to buy and ship stock to the Chicago market, even before there were any stockyards, jumping the cattle on to the

prairie from the cars and driving them to the slaughter houses. He was trusted by the farmers with their stock until he returned, bringing them their money in gold, for bank checks were not current in those days, but *gold was money*.

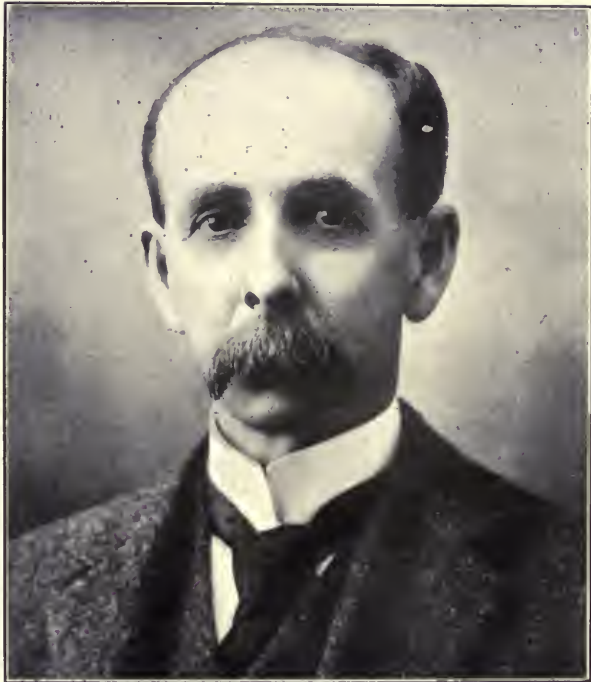
The grandsons of Elihu Bone were all given good educations, several of them being college graduates, one a graduate of Yale in 1870, the only one of the Bone name that ever graduated from that college. Being of an athletic build, he was chosen captain and stroke of the Yale crew that rowed against Harvard in 1870 and won.

Charles and Orlin, sons of Jack Bone, followed their father's lead as livestock men and are still connected with the livestock business in Chicago and Kansas City. Charles and Noah, sons of William F. Bone, were pioneers in developing the wonderful fruit-growing business of eastern Oregon and Washington.

Harry J. and Roy L., sons of Thomas P. Bone, made honorable records for themselves in the political and business life of Kansas. Harry J. was a successful lawyer and served two terms (eight years) as United States District Attorney for the State of Kansas. Roy L. was elected one of the commissioners of the city of Topeka—the last time by a unanimous vote less one—he being too modest to vote for himself. He is now president of the Guaranty State Bank of Topeka and has the respect and confidence of the business men of that city.

Of the three living sons of Eliphalet L. Bone, Eugene is a successful lawyer of Springfield, Illinois; William, or "Bill" Bone, is of Peoria, Illinois, and has an enviable reputation as a platform speaker and entertainer; John Bone is a successful physician of Pontiac, Illinois.

Of Robert S. Bone's four sons, three were farmers and stockmen and one engaged in the manufacturing business. Finis E. of Ava, Illinois, now deceased, was for years engaged in the hog business, being a successful breeder of high-grade Chester Whites, taking the grand sweepstakes prize on dressed carcasses for five successive years at the Chicago International Livestock Exposition. James Franklin is a successful dairy and fruit farmer of Fort Scott, Kansas. Robert Edgar, the youngest son, lives on the old home farm



DAVID McCOY BONE.
Eldest Grandson of Elihu Bone.

on Rock Creek in Menard County, Illinois. Besides his farming and livestock business, he finds time to take an active interest in all things for the betterment of the community.

The Rock Creek community, as it is called, is a strictly rural community. It is situated out in the open country, five miles from the nearest town. Among writers on rural life it is spoken of as an ideal community. The dreams of Elihu Bone and his sons have been realized in that the community has maintained regular preaching services for nearly one hundred years and employs an able resident minister, also has an up-to-date community high school located near the church. That this is true is largely due to the earnest labors and planning of Elihu Bone, his children and grandchildren.

They early recognized that an active church with a resident minister and an up-to-date school are the fundamentals in permanent community building.

Robert Edgar, or "Ed.," as he is called, being of an inquiring turn of mind, and curious to know whence he came, and who he was, devoted much time, energy and perseverance in tracing the history of the Bone family in America, and to him we are indebted for the information which will appear later in book form and which should be appreciated by every "Scotch-Irish" man of the Bone name.

David M., the eldest son of Robert S. Bone, was engaged in the manufacturing business for many years and is now living a quiet life in Mount Washington, Missouri, a suburb of Kansas City.

DESCENDANTS OF ELIHU BONE

<p>Elihu Bone (1795-1857).....</p> <p>Born in Iredell Co., N. C. Moved to Tenn. with his father and married Nancy Brown, Warwick of Wilson Co., Tenn., in 1813.</p> <p>He was an elder in the Fall Creek Church until he moved to Ill., in 1824.</p> <p>He was a wheelwright by trade. He was a member of the Legislature from 1832-1834.</p>	<p>Robert Smith Bone (1816-1885)....</p> <p>Born in Rutherford Co., Tenn. Came with his father to Menard Co., Ill., in 1824.</p> <p>Married Nancy McCoy of Sangamon Co., Ill.</p> <p>Died in Petersburg, Ill.</p>	<p>David McCoy Bone (1845).....</p> <p>(m) Mary P. Rainey</p> <p>For many years resided at Petersburg, Ill., now living at Mount Washington, Mo.</p>	<p>Virginia Bone (1875).....</p> <p>(m) Charles Schooley</p> <p>(n-l) Bolliver, Mo.</p> <p>Hattie Moore Bone (1877).....</p> <p>(m) Nicolas Flynn</p> <p>(n-l) Trail, B. C.</p>	<p>Joseph Paul (1898) (S)</p> <p>Helen Mary (1902) (S)</p> <p>Charles Earle (1905) (S)</p> <p>David Bone (1909) (S)</p> <p>Virginia (S)</p> <p>Mary Frances (1901-1901) (F)</p> <p>Francis Nicholas (1902) (F)</p> <p>Mary Virginia (1905) (F)</p> <p>Harriet Josephine (1910) (F)</p>
<p>Mary Ellen Bone (1848-1915).....</p> <p>(m) Henry H. Colby, Petersburg, Ill.</p> <p>Hattie Z. Bone (1850-1875) (n-c)</p> <p>(m) Wesley Moore</p> <p>Maria (1853-1875) (n-n)</p>	<p>Mary Lee Bone (1882-1898)</p> <p>Mable Bone (1884)</p> <p>(m) Charles Benson</p> <p>(n-l) California</p> <p>Keach Bone (1884).....</p> <p>(m) Judith Mills</p> <p>(n-l) Petersburg, Ill.</p> <p>Alice Roberta Bone (1886-1917)</p> <p>(m) Eric J. Hurie, Petersburg, Ill.</p> <p>Wesley K. Bone (1888) (n-m)</p> <p>Petersburg, Ill.</p> <p>Otis Bone (1890-1898)</p> <p>Eugene Bone (1894-1894)</p>	<p>Robert David Bone (1886).....</p> <p>(m) Anna M. Brown</p> <p>(n-l) Trenton, Mo.</p> <p>Nancy Ethel Bone (1889) (n-c)</p> <p>(m) Carle E. Wells</p> <p>(n-l) Oklahoma</p> <p>Arthur D. (C)</p> <p>Nellie (C)</p>	<p>June (1912)</p> <p>James Lathrop</p> <p>Donald Conyer (1913) (P)</p> <p>Nancy Eleanor Bone (1911)</p>	<p>Robert David Bone (1886).....</p> <p>(m) Anna M. Brown</p> <p>(n-l) Trenton, Mo.</p> <p>Nancy Ethel Bone (1889) (n-c)</p> <p>(m) Carle E. Wells</p> <p>(n-l) Oklahoma</p> <p>Arthur D. (C)</p> <p>Nellie (C)</p>

- John Coleman Bone (1817-1901).....
 (m) Catharine Foster
 (m) Elizabeth Purvines
 (m) Lydia Ann Purvines
 (m) Frances Purvines
 He spent most of his life in Menard and Sangamon Cos., but the later part of his life he lived in Chicago.
- Harriet Bone (1819-1851).....
 (m) Robert Perkins
- Elizabeth Bone (1821)
 (m) ——— White (n-r)
 James W. Bone (1824-1843)
- William Foster Bone (1827-1869,
 Lived and died in Menard and Sangamon Co., Ill.
 Margaret Bone (1829-1856)
 Andrew Ellhu Bone 1831-1849)
 Henry Houston Bone (1833-1854)
- Thomas Potts Bone (1836-1902)....
 He lived most of his life in Menard and Logan Co., Ill., but later he moved to Lincoln, Ill., and afterward to Kansas, and died in Wichita, Kans.
 (m) Eliza Jane Thompson of Cass Co., Ill.
- Eliphalet Lansden Bone (1840-1917)
 He lived and died in Menard Co., Ill.
 (m) Itha Purvines
- Almeda Bone (1846).....
 (m) Robert Harrison
 (n-l) Pleasant Plains, Ill.
 Mary E. Bone (1856)
 (m) ——— Long
 (n-l) Chicago, Ill.
 Carrie Bone (1868).....
 (m) ——— Barret
 (m) ——— Thorne
 Charles Reed Bone (1866) (n-c)
 (m) Harriet Tomlinson
 (n-l) Denver, Colo.
 Orlen Bone (1871).....
 (m) Clara Pasture
 (n-l) Kansas City, Mo.
 Charles (P)
 Thomas (P)
 Jennie (P)
 Virginia Bone (1852).....
 (m) George Conover
 (n-l) Virginia, Ill.
- Theodosia Bone (1856-1899).....
 (m) Arthur Pickeral, Buffalo, Ill.
 Charles R. Bone (1854) (n-c)
 (m) Georgia Middleton
 (n-l) Hood River, Oregon.
 Lulu Jay Bone (1861) (n-m)
 (n-l) Springfield, Ill.
 Noah H. Bone (1869)
 (m) Lottie Gould
 (n-l) Hood River, Oregon
 Harry J. Bone 1862-1918.....
 (m) Lutie McConnell, Topeka, Kans.
 Luella Bone (1869).....
 (m) ——— Barroll
 (n-l) California
 Roy Lindsey Bone (1875).....
 (m) Jessie Kendle
 (n-l) Topeka, Kans.
 Margaret Bone 1862-1918).....
 (m) Albert Hartley, Petersburg, Ill.
- Jennie Bone (1864) (n-m) Petersburg, Ill.
 Eugene E. Bone (1867).....
 (m) Alice Gehlman
 (n-l) Springfield, Ill.
 William A. Bone (1869).....
 (m) Floy Black
 (n-l) Peoria, Ill.
 Lillie Bone (1872) (n-c)
 (m) Frank Golden
 (n-l) Petersburg, Ill.
 Ida Bone 1876-1916.....
 (m) Dr. Emery Ennis
 Lee Bone (1879-1903)
 John Bone, M.D. (1882)
 (m) Grace Scatterday, Pontiac, Ill.
- { John
 Mary
 Nellie
 (H)
 (H)
 (H)
- { Frances
- { Robert Coleman Bone
- { William B. (C)
 Ernest B. (C)
 George B. (C)
 Virginia (C)
 Priscila (P)
 Theodosia (P)
 Virginia (P)
 Mildred (P)
 Marion (P)
- { Harry J. Bone (1899)
 Mildred Jane Bone (1901)
- { Elizabeth (B)
- { Frances Elinor Bone (1906)
 Constance Carolyn Bone (1909)
 Mary Esther Bone (1911)
- { Paul B. (H) ?
- { Robert Bone (1906)
 Frances Bone (1908)
- { Isabel Bone (1909)
- { Harold (E)
 Billie Gene (E)

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<p>Robert David Bone (1888).....</p> <p>(n-1) Trenton, Mo.</p> <p>Nancy Ethel Bone (1889) (n-c)</p> <p>(m) Carle E. Wells</p> <p>(n-1) Oklahoma</p> <p>Arthur D. (C)</p> <p>Nellie (C)</p>	<p>Iona Antle Bone (1884).....</p> <p>(m) George C. Peck</p> <p>(n-1) Council Grove, Kans.</p>	<p>Nancy Eleanor Bone (1911)</p>	<p>Mary Elizabeth Bone (1910)</p> <p>Edgar Andrew Bone (1914)</p>	<p>Anna Kathryn (1911) (H)</p> <p>Robert Earle (1914) (H)</p> <p>Hickory Houghton (1915) (H)</p>

John Coleman Bone (1817-1901)....	{	John	(H)
(m) Catharine Foster	{	Mary	(H)
(m) Elizabeth Purvines	{	Nellie	(H)
(m) Lydia Ann Purvines			
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William Foster Bone (1827-1869)..	{	William B.	(C)
Lived and died in Menard and Sangamon Co., Ill.	{	Ernest B.	(C)
(m) Fאלrinda Priscila Osburne	{	George B.	(C)
Margaret Bone (1829-1856)	{	Virginia	(C)
Andrew Elihu Bone (1831-1849)	{	Priscila	(P)
Henry Houston Bone (1833-1854)	{	Theodosia	(P)
	{	Virginia	(P)
	{	Mildred	(P)
	{	Marion	(P)
Thomas Potts Bone (1836-1902)....	{	Harry J. Bone (1899)	
He lived most of his life in Menard and Logan Co., Ill., but later he moved to Lincoln, Ill., and afterward to Kansas, and died in Wichita, Kans.	{	Mildred Jane Bone (1901)	
(m) Eliza Jane Thompson of Cass Co., Ill.	{	Elizabeth	(B)
Eliphalet Lansden Bone (1840-1917)	{	Frances Elinor Bone (1906)	
He lived and died in Menard Co., Ill.	{	Constance Carolyn Bone (1909)	
(m) Itha Purvines	{	Mary Esther Bone (1911)	
	{	Paul B.	(H) ±
	{	Margaret Bone 1862-1918).....	
	{	(m) Albert Hartley, Petersburg, Ill.	
	{	Jennie Bone (1864) (n-m) Petersburg, Ill.	
	{	Eugene E. Bone (1867).....	
	{	Robert Bone (1906)	
	{	Frances Bone (1908)	
	{	(m) Alice Gehlman	
	{	(n-1) Springfield, Ill.	
	{	William A. Bone (1869).....	
	{	Isabel Bone (1909)	
	{	(m) Floy Black	
	{	(n-1) Peoria Ill.	
	{	Lillie Bone (1872) (n-c)	
	{	(m) Frank Golden	
	{	(n-1) Petersburg, Ill.	
	{	Ida Bone 1876-1916.....	
	{	Harold	(E)
	{	Billie Gene	(E)
	{	(m) Dr. Emery Ennis	
	{	Lee Bone (1879-1903)	
	{	John Bone, M.D. (1882)	
	{	(m) Grace Scatterday, Pontiac, Ill.	

EDITORIAL



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THE FOUR CONSTITUTIONAL CONVENTIONS OF
THE STATE OF ILLINOIS.

In view of the proposed convention to revise the Constitution of the State a brief account of the four Constitutional conventions which have already been held by the people of Illinois may be of interest. No attempt is made to compare the three Constitutions; it is merely to point out some facts in regard to the earlier conventions that this sketch is written. The State Legislative Reference Bureau has compiled and published a complete article in a pamphlet of one hundred and fifty-six pages, entitled, "Constitutional Conventions in Illinois", which gives the legislative history of the three Constitutions and also gives much valuable information as to the procedure of Constitutional conventions and the questions which are likely to come before the proposed convention, if it shall be held.

Among these subjects are: Taxation, the Initiative and Referendum, the Short Ballot, Woman Suffrage, Amendment by Reference, Cook County Representation, Municipal Home

Rule, Cook County and Chicago, and County and Township government, subjects the great importance of which has developed largely since the Constitution of 1870 was framed.

The Illinois State Historical Library will soon publish an article on the history of the three constitutions of Illinois. The editorial work on the volume is being done by Mr. E. J. Verlie of the Legislative Reference Bureau.

The Fiftieth General Assembly passed a joint resolution declaring that "Whereas, The provisions of the Constitution of this State are in many respects inadequate to the present and prospective needs of the people, and, Whereas, by its provisions it is not possible to submit to the people a proposition to amend more than one article of the Constitution at the same time; therefore, be it resolved by the Senate, the House of Representatives concurring herein, That a convention is necessary to revise, alter or amend the Constitution of this State, and that the question of the calling of such convention shall be submitted to the electors of this State at the next general election, as provided for in article 14 of the present Constitution.

"Adopted by the Senate January 24, 1917. Concurred in by the House of Representatives March 14, 1917."

THE CONSTITUTIONAL CONVENTION OF 1818.

The State of Illinois is living and transacting business under its third Constitution, that of 1870. The Constitution of 1818 was the work of a convention which was called by the Territory of Illinois after Congress had passed the Enabling Act and it had been approved by President Monroe, April 18, 1818.

This convention of thirty-three members met in the little town of Kaskaskia on Monday, August 3, 1818, and completed its work on August 26, 1818, after twenty-one days of labor.

Jesse B. Thomas was the chairman of the convention and William C. Greenup, secretary. Mr. Thomas became one of the first United States senators from the new State of Illinois.

Elias Kent Kane was one of the leading spirits of the convention and to him has often been attributed the honor of having written the Constitution. The Constitution was submitted to Congress by John McLean, the territorial delegate

in Congress. It was not ratified by a vote of the people of the Territory.

Other prominent members of the convention were: James Lemen, Jr., Caldwell Cairns, Abraham Prickett, Benjamin Stephenson, Michael Jones, Leonard White, Adolphus F. Hubbard, George Fisher, James Hall and Conrad Will.

But one original copy of the Journal of the Constitutional Convention of 1818 is known to be in existence. This is in the Illinois State Historical Library, and is not complete. It was reprinted with historical notes by Richard V. Carpenter, a director of the Illinois State Historical Society, in the Journal of the Society, Volume 6, Number 3, October, 1913. This original copy of the Journal was presented to the State of Illinois by J. W. Kitchell of Pana, in 1905, whose uncle, Joseph Kitchell, was a member of the convention from Crawford County.

The story of this convention and the campaign which preceded it has been fully and accurately told and in the most interesting manner in the preliminary volume of the Illinois Centennial History by Solon J. Buck, entitled "Illinois in 1818." This volume gives many interesting details and much historical information which cannot be made a part of this brief article.

Soon after the State had been admitted to the Union the pro-slavery party began an agitation for a new convention to amend the Constitution in order to make slavery legal within the limits of Illinois, and this in spite of the article of the Ordinance of 1787, under which the Northwest Territory was organized and of which Illinois was a part, prohibiting slavery in any of the states which should develop out of the Northwest Territory.

One of the reasons advanced for bringing slavery into the State was that its introduction would prove a remedy for the wide-spread financial distress which so burdened the people of the frontier state. The campaign for governor of the State in 1822 was waged on the slavery question.

Governor Coles was one of the really great men of Illinois. His heroic efforts to keep the State of Illinois free from the blight of slavery made many enemies for him among the pro-slavery leaders in the State.

A life of Governor Coles, written by E. B. Washburne, was published by the Chicago Historical Society in 1882. This valuable account of one of the most important periods in the history of the State will be republished with additional material and interesting notes by the Illinois State Historical Society as its Centennial volume.

Edward Coles, a strong anti-slavery man, was elected by a narrow margin, not solely for his anti-slavery opinions, which he boldly expressed, but by a combination of circumstances.

Immediately the pro-slavery party began a strong fight in the legislature to secure authorization for a vote of the people on the question of a new convention, and after much political maneuvering, a resolution authorizing an election to consider a convention to frame a new Constitution was passed on February 12, 1823.

This was one of the most exciting, bitter and hotly contested campaigns in the history of the State. Governor Coles and Morris Birkbeck were the leaders of the anti-slavery forces and in the election on August 2, 1824, the pro-slavery forces, which demanded a new convention, were beaten by a large majority and Illinois remained a free State.

An interesting account of the legislative action and the campaign to force slavery upon the people of Illinois, written by Wayne E. Stevens, may be found in the Journal of the Illinois State Historical Society, Volume 7, No. 4, January, 1915, page 389, entitled "The Shaw-Hansen Election Contest."

THE CONSTITUTIONAL CONVENTION OF 1847, WHICH FORMED
THE CONSTITUTION OF 1848.

The frontier state grew and flourished amazingly and by 1847 it had outgrown the Constitution of 1818, which had been framed for a rural community. The State had passed through a severe financial crisis caused by its thoughtless and extravagant internal improvement ventures, which but for the heroic firmness of Governor Ford and other far-sighted citizens, would have brought Illinois to the humiliating plight of repudiating its debts and obligations. This storm having been weathered, it became necessary to enlarge the State's powers by the adoption of a new Constitution.

In 1847 there were several good sized cities in the State. Chicago, unborn in 1818, except as a frontier military post, Fort Dearborn, had in 1840 a population of 4,470, and in the decade between 1840 and 1850 it grew from 4,470 to 28,269 souls.

Peoria, Quincy, Jacksonville, Alton, Edwardsville, Shawneetown and Springfield were all respectable towns in 1845. The capital had been removed twice since the admission of the State, from Kaskaskia, to Vandalia 1820, and from Vandalia to Springfield, 1839.

The legislature recognizing the needs of the growing commonwealth had in 1845 passed an act authorizing an election to decide whether or not the people of the State desired a new Constitution. An election held in 1846 was favorable to the calling of a convention to frame a Constitution to take the place of the Constitution of 1818.

On June 19, 1847, a Constitutional convention met in Springfield to frame a new State Constitution. This convention was composed of 162 members, 92 of whom were Democrats.

This Constitution was approved by the people at an election held March 6, 1848, and became effective as the organic law of the State April 1, 1848.

The Constitution of 1818 was carefully revised and several important changes made. The bill of rights attached to the earlier Constitution was very little changed, a few additions were made among which was a section disqualifying anyone who had fought a duel from holding office. This provision caused a good deal of criticism and agitation, when William H. Bissell was a candidate for governor in 1856, he having while a member of Congress, been challenged to a duel by Jefferson Davis, which challenge he accepted, naming muskets at thirty paces as the weapons to be used in the duel. Friends of Jefferson Davis intervened and the duel was not fought, but Governor Bissell was bitterly attacked on this subject when a candidate for office.

The principal changes made in the Constitution of 1848 from the earlier Constitution were provisions limiting the elective franchise for foreign-born citizens to those who had become naturalized, making the judiciary elective; requiring that all state officers be elected by the people; changing the

time of the election of the governor and making him ineligible for immediate re-election; curtailing the powers of the legislature; imposing a two-mill tax for the payment of the State debt, and providing for the establishment of a sinking fund.

In the convention of 1847 there appeared on the political stage in Illinois many men who were destined in after years to play a great part in its history. Among them were David Davis, Stephen T. Logan, John M. Palmer, Newton Cloud, John Dement, Anthony Thornton, N. M. Knapp, S. Snowden Hayes and others.

Judge Samuel D. Lockwood was a member of the convention, but was before that time very prominent in the affairs of the State.

THE CONSTITUTIONAL CONVENTION OF 1862, WHICH FRAMED
A CONSTITUTION WHICH WAS REJECTED
BY THE PEOPLE.

The Constitutional Convention of 1862 was a most remarkable assemblage.

The proposition of calling a convention to frame a new Constitution for the State of Illinois was authorized by the legislature in 1859 and endorsed by the people at an election in 1860. The election for delegates to the convention was held in November, 1861.

As the thoughts and interest of the people were intensely occupied by the war little attention was paid to the election of delegates to the convention.

The convention met in Springfield on January 7, 1862, and remained in session until March 24, of the same year. The law which had provided for the calling of the convention, approved January 31, 1861, prescribed that members before proceeding to the business of the convention should take an oath to support the Constitution of the United States and of the State of Illinois.

A majority of the members of the convention refused to take the oath to support the Constitution of the State.

The Journal of the convention states that by direction of a resolution offered by Mr. Thornton of Shelby County, Judge Sidney Breese was requested to administer the oath of office as follows: "You do swear to support the Constitu-

tion of the United States, and faithfully discharge the duties of your office as delegates of this convention, for the purpose of revising and amending the Constitution of the State of Illinois."

There had been much discussion as to the necessity of taking an oath to support the Constitution of the United States and the Constitution of the State of Illinois. The Illinois State Journal of January 8, 1862, in an editorial states that "The names of delegates were then called, and upon presenting their credentials they were sworn by Judge Breese 'to support the Constitution of the United States and to faithfully discharge their duties as members of the convention.' The point was also raised that they should swear to support the Constitution of the State, but the majority decided, after some discussion, that that instrument was not obligatory upon them, that the convention was sovereign and not subject to the Constitution."

Mr. Elliott Anthony of Cook County, who in later years wrote a Constitutional History of Illinois, and who was also a member of the Constitutional Convention of 1869-1870, explained in the convention that the Constitutional Convention of Ohio, confronted with a similar situation, had decided that it would be improper for a convention to support a Constitution which was to be revised and amended by this very body. The discussion of the question, which may be found in the Illinois State Journal of January 8, 1862, is of much interest. Mr. Anthony Thornton agreed with Mr. Anthony's views, saying: "If I have to act here to revise the present Constitution I will never take an oath to support it." Mr. Thornton had been a member of the Convention of 1847. Gen. James Singleton of Adams County, thought there could be no inconsistency in taking the oath of office prescribed by law, even though the convention is authorized to destroy that Constitution by the substitution of another. Elisha P. Ferry of Lake County declared that as the powers of the convention were derived from the old Constitution, which would be in effect until the people had ratified the new one, and he saw no impropriety in obeying the law and taking an oath to support it, but the resolution as offered by Mr. Thornton, prescribing the oath under which members should be sworn, was adopted and 70 members thereupon took the

oath of office; the entire membership of the convention was seventy-five.

As the people at the election of June 17, 1862, by a majority of 16,000 votes, rejected the Constitution which this convention had framed, it is unnecessary to speculate upon what the effect of this action in plainly ignoring the law, might have been.

The Constitution as framed drafted several important changes. There were many talented and prominent men in the convention, among them in addition to Elliott Anthony, Gen. James Singleton, Anthony Thornton and Elisha P. Ferry, already mentioned, were former Governor A. C. French, Melville W. Fuller, afterwards chief justice of the United States; John Wentworth, John Dement, George W. Pleasants, Perry A. Armstrong, Norman H. Purple, Julius Manning, Archibald A. Glenn, Alexander M. Starne, H. M. Vandever, Orlando B. Ficklin, George W. Wall, William J. Allen, R. P. Hanna, J. W. Paddock, Thompson W. McNeeley, William A. Hacker, Benjamin S. Edwards and other men who attained prominence in the history of the State and nation. Mr. George W. Wall and Mr. Thompson W. McNeeley are still living and are believed to be the only survivors of the convention. Mr. Wall was also a member of the Convention of 1869-1870.

THE CONSTITUTIONAL CONVENTION OF 1869-1870, WHICH FRAMED OUR PRESENT CONSTITUTION.

After the close of the great Civil War the American people, including the great State of Illinois, found themselves confronted with so many problems that it was but natural for the people of the State to believe that plans and remedies might be found in the revision of the basic law of the State. The Constitution of 1848 was nearly twenty years old and the twenty years which had elapsed were the most significant in the history of the State. The growth of the State and its counties and cities, in spite of their great contributions to the war, had been unprecedented. Chicago, which in 1850 had a population of 28,269 people, in 1860 had 112,162 inhabitants. The census of 1870, soon to be taken, gave Chicago 298,977.

The population of the State in 1850 was 851,470, in 1860 it was 1,711,951, and in the ten years between 1860 and 1870

it had grown from the number given above to 2,539,891, an increase of more than half a million inhabitants since the time of the framing of the Constitution of 1848.

The legislature of 1867 passed a House joint resolution which was reported on February 23 of that year back to the House as having been concurred in by the Senate. The election of 1868 approved the convention proposition by a very narrow majority. The majority for the proposition was only 704 votes. On February 25, 1869 an act of the legislature providing for the calling of the convention was approved by the governor. The election of delegates was held in November and the convention assembled at Springfield December 13, 1869. There were 85 members of the convention. Charles H. Hitchcock of Chicago was elected president of the convention. It finished its work May 13, 1870. The Constitution was ratified by the people at an election held July 6, 1870, and became effective August 8, 1870, and is still the organic law of the State, a period of 48 years, during which the development of the State has outstripped all of the dreams of the framers of the Constitution and other citizens of that period.

Among the important changes made in the basic law of the State was a provision prohibiting special legislation when a general law may be made to cover the necessities of the case; an absolute prohibition of such legislation in relation to lotteries, divorces and many other subjects. An attempt was made to equalize taxation by prohibiting the passage of laws releasing any civil division of the State from paying its just share of taxation.

Strong recommendations were made to the legislature to pass laws upon specified subjects, such as liberal homestead and exemption rights, the construction of drains, regulation of charges on railways, which were declared to be public highways, declaring elevators and storehouses public warehouses and providing for their inspection and supervision.

The educational features of the Constitution were most important. "The maintenance of an efficient system of public schools" was made obligatory upon the legislature. The appropriation of any public funds, state, municipal, town or district to the support of any sectarian school was prohibited.

The principle of cumulative voting or minority representation in the election of members of the legislature was provided for. Under the Constitution of 1848 the governor of the State was declared ineligible for immediate re-election. This provision was set aside in the Constitution of 1870. One of the important provisions of the new Constitution was the strengthening of the veto power of the governor, by declaring a two-thirds vote of the legislature necessary to override an executive veto. Under the Constitution of 1848 a mere majority of the two houses of the General Assembly could pass a bill over the governor's veto. In 1869 the legislature re-enacted seventeen bills which had been vetoed by Governor Palmer. The effectiveness of the veto power given the governor by the Constitution of 1870 is evidenced by the fact that since its adoption the several governors of the State have vetoed 366 bills, and but three of these have been re-enacted by the legislature over the veto.

The number of State officers and judges to be elected by the people was increased. The compensation of State officers—executive, judicial and legislative—was left to the discretion of the legislature.

The Constitutional Convention of 1869-1870 had, as had that of 1862, many prominent men and brilliant thinkers in its membership. They remembered that the law framed by the convention of 1862 had not been acceptable to the people. John M. Palmer, who as a young man less than 30 years of age, had been a member of the convention of 1847, was now the governor of the State, and was deeply interested in the framing of the new Constitution, and gave the convention the benefit of his experience and counsel.

Elliott Anthony in his Constitutional History of Illinois already quoted, says of Governor Palmer:

“He was frequently called upon by the members of the convention for his advice, and so highly was he regarded that we caused to be published his veto messages, which were quite numerous and very able, among which was his veto message of the famous Lake Front Bill, which was a masterpiece of logic and one of the most important documents of the kind which ever emanated from the hand and brain of a lawyer in this State. He assisted by his advice in the fram-

ing of the executive article and we will not withhold our tribute of respect and meed of praise."

John Dement of Lee County was a member of this convention, and had been a member of the conventions of 1847 and 1862. William J. Allen, afterwards United States District Judge for the Southern District of Illinois, served in the conventions of 1862 and of 1869-1870, as did George W. Wall of Perry County, already mentioned. Judge Silas L. Bryan of Marion County, one of the ablest members of the convention, was the father of William Jennings^a Bryan. In the opinion of persons who were familiar with the proceedings of the convention, no man among its members was the superior in judgment or as a student of Constitutional questions than was John Scholfield of Clark County. It was said that President Cleveland desired to appoint Mr. Scholfield Chief Justice of the Supreme Court of the United States but Mr. Scholfield declined, saying that he and his family were accustomed to a small town and to a plain manner of living and that they had no desire to change their mode of life. George R. Wendling, the famous lecturer, was the youngest member of the convention. The delegates from Sangamon County were Milton Hay and Samuel C. Parks. Mr. Hay was regarded as one of the most prominent figures of the convention and one of the ablest lawyers in the State.

Other members who were prominent in the annals of the convention and of the State were:

Orville H. Browning of Adams County, who had previously served as United States senator, and appointed by President Andrew Johnson in 1866, Secretary of the Interior. Reuben M. Benjamin of McLean County was a very important factor in the convention. Mr. Chas. L. Capen, an eminent authority on the history of lawyers and the legal profession in Illinois, says of Judge Benjamin: "In 1869 he was elected a member of the Constitutional Convention. He wrote our present Bill of Rights, which was changed only by a single word. He also wrote the provision that first brought warehouses under public control and led in the changes made by that instrument as to what are now known as public utilities. Afterwards he took a leading part in the litigation that followed, through all the courts, including the Supreme Court of the United States. He died August 4, 1917." Alfred M.

Craig, long a justice of the Supreme Court, Henry P. H. Bromwell, Calvin Truesdale, Jesse L. Hildrup, Elijah M. Haines, Lawrence S. Church, Thomas J. Turner, William C. Coolbaugh and Joseph Medill were all members of the Convention. Mr. Medill, who was known throughout the State as the editor of the Chicago Tribune, and who was until his death March 16, 1899, a power in the State, was one of the conspicuous figures in the convention. Mr. Medill strongly advocated in the convention the principle of minority representation in the election of members of the General Assembly, which was made a part of the Constitution. It will be difficult if there should be a new Constitutional convention for the people to secure a body of men who will be the superiors intellectually of the members of the preceding conventions.

Mr. Elliott Anthony says in his "Constitutional History of Illinois" that the Constitution of 1870 was that of 1848 with some changes and that a new Constitution would be only the Constitution of 1870 with some changes." By this he means that the basic principles of our fundamental law are always the same; that changes in it are made only to make it suited to changing conditions. It seems to many of the students and thinkers, those who are familiar with economic and other modern conditions, that the Constitution which was well suited to conditions which prevailed a half century ago is in need of revision and alteration to meet the complex conditions of today.

Governor Lowden believes that Illinois needs a new Constitution. In an address before the Midday Club in Chicago on June 1, 1918, at which Judge O. N. Carter of the State Supreme Court presided, the Governor said in part:

"If a Constitutional convention be called its only purpose will be to revise the Constitution. It will be composed, we have a right to assume, judging from our own experiences in the past and from the experience of other states, of as representative men as can be secured in Illinois. These men will meet in convention. They will have no other duty but a consideration of the various changes which should be made in our Constitution. They will meet; they will organize; their committees will be appointed with reference to that particular work and not with reference to any other. There will be an opportunity for the maturest deliberation and we

may be sure that when these various committees submit their reports to the full convention that there will be full and adequate discussion upon the floor of the convention of those suggested changes, and in these days when it is fashionable to criticize legislative or deliberative bodies for an excess of zeal in debate, I want to remind you that the most clarifying and conservative influence in all the world is free and open debate upon any subject, and that free and exhaustive debate upon these various suggested changes is only possible in a Constitutional convention.

“There is no question in the world but the only way that Illinois can be modernized in respect to revenue revision is through a Constitutional convention and the people of this city and county (Cook County) particularly ought to be aware that they are confronting a crisis, which under the present Constitution, no one can solve. The problems that are immediately up against Chicago and Cook county are problems that no one suggests any solution of unless we can have Constitutional changes; unless the government can be consolidated here and modernized and brought down to date, unless, in other words, the best men of the State can get together in Springfield and after due deliberation and debate frame changes in the present Constitution which will make it work.

“A good many people say, ‘but the war is on.’ In my humble opinion, that is the most persuasive reason in favor of a Constitutional convention at this time. One of two things will be inevitable if we have to meet these conditions without a change in the Constitution to enable us to meet our obligations to society, either the Constitution will be disregarded, or our Supreme Court coerced by the absolute need of the time, will be driven possibly to a strained construction of many of its provisions, thus doing another and an equal injury to the public. My opinion is that we miss not only the opportunity of this decade, but we miss our most imperative duty if we refuse to vote for this resolution next fall. My deliberate opinion is that we do untold injury to the orderly development of our State and its institutions if we refuse to have the courage to face the representatives of our great people in a Constitutional convention and thresh out deliberatively these great questions that are in the top

of your mind. Most dangers anyway disappear when you face them, and face them courageously, and the fear that all sorts of radical provisions will enter our Constitution is not one-tenth as serious a menace if you hold this convention as if you depend simply upon the members of the General Assembly, who are chosen for some other purpose, to submit amendments to the Constitution.”

Other speakers at the meeting were United States Senator James Hamilton Lewis, former Governor Edward F. Dunne, B. F. Harris of Champaign, Judge Charles S. Cutting, Justice James H. Cartwright of the State Supreme Court, Speaker D. E. Shanahan of the House of Representatives and Clarence S. Darrow. There were about 150 prominent men in attendance on the meeting, which Governor Lowden termed the most representative gathering of men of all parties, interests and factions that he had ever seen. The press of the State is, on the whole, favorable to the Constitutional convention resolution. The election of delegates to the convention is prescribed by the Constitution as to be held in the same manner as elections to the State Senate, the convention to consist of twice the number of members as does the State Senate. There are 51 senatorial districts in the State and there will be two delegates for each of these districts which will make the number of members of the convention, if it be held, 102. A large number of prominent men, lawyers and students of political and social sciences are strongly in favor of the convention. It will, in a large measure depend upon the mental and moral calibre, of the members of the convention—the men whose duty it will be to amend the organic law of the State, if the people decide that such revision is necessary—whether or not Illinois will widen her powers, make provision for great strides forward in the years of reconstruction and provide for future generations, a broad, safe and constructive basic law.

The three previous Constitutional conventions have been composed of the best and most thoroughly representative men in the State, former governors, former United States senators and congressmen, judges of the courts, editors, bankers, farmers, merchants, men from all professions and lines of business have been members of these conventions and have taken part in their deliberations. The convention

elected to revise the Constitution of 1870 must be composed of men of equal or superior talents to enable them to cope with the various and complex problems of modern conditions.

AMERICANIZATION AMONG THE CITIZENS OF ILLINOIS WHO ARE OF FOREIGN BIRTH OR ANCESTRY.

It is unnecessary to say that the work of making American citizens of our foreign born population will be one of the greatest and most important lines of effort after the war is ended. The leaders among the various nationalities are laboring earnestly for this purpose and will cooperate with all movements which seek to accomplish this result.

As is but natural, American citizens of foreign birth love and venerate the land of their birth and are proud of the history and traditions of the fatherland; but they have left behind them their citizenship in the older countries and have come to America to be Americans and to do their part as American citizens.

A great many meetings have been held in Chicago and other centers of population by these American citizens of foreign birth and ancestry, and all have been held for the purpose for showing the patriotic devotion and loyalty to America of her adopted children.

CZECHO-SLOVAK LEADER, THOMAS G. MASARYK, VISITS CHICAGO, THE GUEST OF BOHEMIAN CITIZENS, MAY 5, 1918.

On Sunday afternoon, May 5, 1918, Thomas G. Masaryk, commander in chief of the Bohemian Revolutionary armies and leader of the International Czecho-Slovak movement, addressed an immense crowd of Bohemian citizens of Chicago and vicinity from a platform in front of the Blackstone Hotel. A parade of forty thousand Bohemian citizens formed an escort to Professor Masaryk from the Northwestern station to the Blackstone Hotel.

President Harry Pratt Judson of the University of Chicago made the address welcoming Professor Masaryk to Chicago and Illinois. The distinguished guest replied in English to President Judson's address of welcome, and then

addressed his fellow countrymen in Bohemian. In his response to the cordial welcome which he received he said:

"I can not but remember that it was the University of Chicago which invited me a few years ago to lecture on a subject which is now one of those uppermost in the minds of the world, namely, the Czecho-Slovak question. I should say it was a clear case of political foresight on your part. You are a constant reminder that real, sincere politics must be founded on science. I endeavor always to put my political views on a sound, scientific basis on what science has taught me. Science is truth, nothing more or less, and political truth is democracy. That is what the nations of the world are fighting for today, democracy."

Other speakers were: Vojta Benes, Albert Mamatej, the Rev. Francis Jedlick, representing the National Alliance of Bohemian Catholics; Miss Marie Stolfa of the Allied Bohemian Women's Organizations of Chicago; Anton Novatne, representing the Bohemian Socialists, and Prof. J. J. Zmrhal, who spoke in English on behalf of the Bohemian-Americans. Professor Zmrhal said in part:

"We stand solidly behind our beloved President and his government. Without a victory for the Stars and Stripes there can be no victory for Bohemia or the Bohemian people. Bohemian-Americans are today ready to give their all for this, their second fatherland."

Professor Masaryk was on his way to Washington to confer with the officials of the United States. He is still nominally a member of the now dissolved Austrian reichstag and is under sentence of death by the Austrian-Hungarian government for his revolutionary activities. He was a refugee in Petrograd at the outbreak of Bolshevik revolt, but was forced to flee the country when the German influence was established. He has made his way to the United States through Siberia and Vladivostok.

HUNGARIAN CITIZENS PARADE IN CHICAGO.

The Hungarian citizens of Chicago held a meeting at Grant Park on the lake front on Sunday morning, May 5, 1918.

About eight thousand Hungarian citizens assembled in Grant Park and formed a parade, which marched to the

municipal pier. There the parade was disbanded and became a patriotic mass meeting, which was held to show the whole-hearted devotion of the Hungarian people to America and its institutions. The principal speaker was Samuel Insull, chairman of the Illinois State Council of Defense.

Resolutions were adopted declaring the loyalty of the Hungarian-Americans and calling attention to their love of liberty, as evinced in the revolution of 1848; also, that they are willing to help in the rebuilding of some of the ruined towns of France. It was voted that a copy of these resolutions be forwarded to the President of the United States.

CITIZENS OF POLISH ANCESTRY HOLD A PATRIOTIC CELEBRATION.

One hundred thousand Polish citizens of Chicago and vicinity met at Humboldt Park, Chicago, Sunday, June 2, 1918, to do honor to the memory of Kosciuszko and to celebrate the anniversary of the creation of the Polish army in France. A parade, in which 25,000 participated, was a feature of the day. The exercises were held at the base of the Kosciuszko statue. These people throughout the entire program expressed their devotion to America and its institutions. Among the speakers were Col. James Martin, Hon. Charles L. Clyne, Rev. B. Sztuczko and John F. Smulski.

CITIZENS OF DANISH ANCESTRY HOLD CELEBRATION.

Ten thousand citizens of Chicago and vicinity of Danish birth and ancestry held a parade and patriotic pageant at Riverview Park, Chicago, on Sunday, June 9, 1918. A telegram from President Wilson was received and read by Wald A. Bauer, President National Committee Danish-American Societies. These citizens expressed in this meeting their appreciation of the privileges of American citizenship.

FOREIGN LANGUAGE ASSOCIATIONS HEAR AN ADDRESS AT THE MUNICIPAL PIER, CHICAGO, BY LORD DUNMORE OF THE BRITISH HOUSE OF LORDS.

On Sunday, June 23, 1918, representatives of seventy-five nationalities heard an address by Lord Dunmore, a member of the British House of Lords and colonel in the British army, on what Great Britain has done as her part in the great war.

This meeting was a joint meeting of all the foreign language leagues of Chicago to hear an address in English.

The meeting was arranged by the Cook County Auxiliary of the State Council of Defense. Mr. Edgar A. Bancroft presided.

The Illinois State Council of Defense and the Chicago Commercial Club entertained a party of Mexican editors visiting the United States at a dinner at the Congress Hotel, Chicago, on June 23, 1918.

There were nineteen Mexican editors in the party, some of them accompanied by friends. Senor Gonzala de la Parra, editor of *El Nacional* of the City of Mexico, made the principal address. He spoke in Spanish, but the address was translated by Lieutenant P. S. O'Reilly, assigned by the United States Government to accompany the party. Senor Gonzala spoke of the history and needs of Mexico and the desire of the Mexican people to establish friendly relations with the United States. After the dinner the party was taken to the municipal pier to hear Lord Dunmore address the Foreign Language Leagues. The party was introduced as "our Mexican friends" and received an enthusiastic welcome.

MR. AND MRS. GEORGE D. CHAFEE CELEBRATE THEIR GOLDEN WEDDING.

Mr. and Mrs. George D. Chafee, well known and honored citizens of Shelbyville, Illinois, celebrated their golden wedding at their beautiful home, "Kaskia Woods," on May 14, 1918. They had planned a very different observance from the quiet one which was held, but the great war and its imperative calls made this necessary.

Mr. Chafee was born in Pittsford, Vermont, July 2, 1839. His father died when George D. Chafee was an infant. When the boy was four years old his mother and step-father and family came west to Monroe County, Michigan. When about sixteen years of age the lad lost his right arm in a threshing machine. This misfortune changed the course of his life, but in spite of this handicap he achieved a successful career. He worked hard and secured an excellent education.

He taught school and earned the money to enter the law school of the University of Michigan at Ann Arbor, from which he graduated in 1861. After his graduation in April, 1861, Mr. Chafee came to Shelbyville, and from that time has been an honored citizen of this city, county and State.

In 1862 he entered the law office of Samuel W. Moulton on a salary of \$300 a year. In 1865 young Chafee became Mr. Moulton's partner. This partnership continued until 1897, when Mr. Moulton, on account of advancing years, contemplated retiring from active practice.

Through all the campaigns of the Civil War Mr. Chafee, who was, of course, unable to enter the army as a soldier, gave invaluable service to the Union by his labors at home in the cause of loyalty and union. Two of his brothers were Union soldiers.

In 1876 George D. Chafee was elected one of the presidential electors from Illinois on the Republican ticket.

In 1880 Mr. Chafee was elected a member of the Illinois General Assembly. In 1904 he was elected a Senator in the Illinois General Assembly. In his service in both houses of the Legislature Mr. Chafee was a leader, being on many important committees and giving efficient service.

In 1868 Mr. Chafee married Miss Nancy Maria Smith, the youngest daughter of Addison and Nancy Fitzgerald Smith, pioneers of Shelby County. Mrs. Chafee is the sister of Colonel D. C. Smith of Normal, one of the directors of the Illinois State Historical Society.

Mr. and Mrs. Chafee are the parents of four children, two sons and two daughters.

The family life of Mr. and Mrs. Chafee has been an ideal one, and these two splendid citizens, by their united efforts, built up and maintained an ideal American home, a home of culture and true hospitality.

Mr. Chafee sent to his friends a characteristic letter announcing the golden anniversary.

The Historical Society wishes for Mr. and Mrs. Chafee many more happy years of health and comfort. The letter in regard to the anniversary is as follows:

1868, MAY 14—MAY 14, 1918.

NANCY MARIA SMITH—GEO. D. CHAFEE.

Dear Friend:

By the figures at the top of this sheet it is shown that Rie and I will have been wedded a half-century when that last date arrives.

Fifty years ago we did not look so far ahead, but for a time past we have hoped we might live to see it, and now it seems probable we may see our golden anniversary.

We have thought of the event much and planned for it a little.

In our minds' eye we have looked forward to the day as a time when all the kith and kin, old friends and new ones from near and far, great and small, might meet us at our home.

This dream of ours has had a painful awakening, by the rude shock of a cruel, unholy, terrorizing world war, that reaches its bloody talons into every household, tearing away the best, brightest, most capable of our young manhood and womanhood, wounding and lacerating the hearts of older people; attacking the farm, the store, the shop, the office and the school, halving the larder and commandeering the income of all.

The cry of the Red Cross, the Y. M. C. A., the K. C. and kindred charities for help and more help, added to the urgent, imperative demand of our government for billions of dollars, are together so great, so insistent, so needful now, that all purely personal matters must yield to them.

This concatenation of regretful things overshadows us all, and we surrender our desire for a gathering of kith and kin, and friends, but will be most glad to see any and all who can come on that day, or later, or, if anything prevents coming, we will appreciate a greeting by post.

At our sixtieth or seventy-fifth anniversary we hope you all may come and meet with us on the lawn of Kaskia Woods, that wars and rumors of wars shall have ceased, and together we may sing "Peace on earth, good will to men."

Sincerely,

GEO. D. CHAFEE.

Kaskia Woods, Shelbyville, Ill.

No presents.

MEMORIAL HOSPITAL DEDICATED AT SHELBYVILLE, ILLINOIS.

The Shelby County Memorial Hospital was dedicated at Shelbyville, Illinois, on July 4, 1918. The dedicatory exercises were held from the steps of the hospital. B. P. Dearing, acting chairman of the board of trustees, presided. The audience, in which nearly every section of the county and various creeds and classes were represented, occupied seats in the shade.

The program of exercises was as follows: Prayer by the Rev. J. E. Kieffer of the Lutheran Church; the singing of "America" by the Glee Club and audience; a brief address by Dr. R. C. Danford of Pana; reading by William C. Eddy; short talks by Rev. J. M. Heslin of the Catholic Church and Rev. N. H. Robertson of the Christian Church, the latter of whom read President Wilson's four-minute Independence Day message to the people; a solo by Miss Dorothy Bolinger; an address by Dr. J. J. McShane, representative of the State Board of Health; a reading by Miss Winifred Douthit and solo by Mrs. Hazel Eddy-Gault. Before the benediction, by Rev. J. A. Tracy of the Presbyterian Church, Rev. M. G. Coleman of the First Methodist Church conducted a money-raising campaign. Four thousand dollars were needed, and a third of it was subscribed, the largest subscriber being Mrs. H. M. Scarborough, already a generous donor, who contributed an additional \$500.

Prior to this solicitation, however, Dr. W. J. Eddy announced that Colonel Dudley C. Smith of Normal, a former resident of Shelbyville, had given the hospital \$10,000 as an endowment fund in memory of his mother, Mrs. Nancy Fitzgerald Smith, to be known as the Nancy Fitzgerald Smith Endowment Fund, provisions of the gift being that it should be continually loaned on real estate mortgages or invested in government bonds, and one free bed maintained.

This is the second gift of \$10,000 received by the hospital from Colonel Smith. His first donation of \$10,000 was received early in the year, and like the second, was for endowment purposes. Colonel Smith was present at the dedicatory services, and after the announcement of his generous gift, responded to a request to address the audience.

Prior to the exercises the hospital was thrown open for inspection, and for an hour was thronged with people, most of whom were getting their first glimpse of its interior in its finished condition.

In the receiving line were Mrs. W. C. Kelley, Mrs. C. E. Keller and Miss Mary Seaman, members of the board of trustees of the hospital; Miss Lela Van Pelt, the matron, and Miss Leona McCracken and Miss Gussie Newkirk, local trained nurses. In several of the rooms that had been furnished by churches or other organizations there were hostesses and the members of the board of trustees acted as guides in showing the various rooms and departments to the best advantage.

DONORS OF FURNISHINGS.

The hospital is comfortably and attractively furnished, certain individuals and societies having shares in the opportunity to equip the rooms with one, two or three beds.

In addition to these rooms are the operating room, maternity, bath, linen and other rooms, and in the basement the kitchen, dining room and other apartments, including the laundry and a contagious disease ward, which is entirely shut off from every other room in the building, entrance to which is only from the exterior. Mrs. H. J. Hamlin furnished the dining room.

Another gift, not in cash but representing considerable value, came to the hospital from John Berchtold of Sigel, a former resident of Shelbyville. Mr. Berchtold, who is the patentee of a window shade fixture, has equipped every window of the hospital with this fixture—something like sixty-five sets.

MUCH FOR LITTLE.

The wonder of those who inspect the hospital, particularly of builders and medical men, is that so much has been accomplished at such little cost. Approximately only \$26,000 has been put into the structure itself, while the furniture represents an outlay of something like \$4,000 and the electric elevator \$2,000, and the cost of the fixtures adding somewhat to the total.

The success of the project, which was begun two years ago in a systematic campaign for funds, is due in large measure to the indefatigable work of the board of trustees, which consists of the following named men and women: Mrs. W. C. Kelley, Mrs. C. E. Keller, Miss Mary Seaman, B. P. Dearing, V. E. Mullins, Theo. Roessler, J. W. Coventry, O. W. Walker and W. E. Killam. An advisory council of three men of the medical profession—Drs. H. E. Monroe, W. J. Eddy and Theo. Thompson—has cooperated heartily with the board, and from the untiring work of the trustees, with the financial support of the people of the city and county, has come the splendid institution that will care for the sick and injured, under the competent direction of Miss Van Pelt, who has impressed all who have met her as capable and efficient and withal a charming woman.

LETTER FROM LIEUTENANT DINSMORE ELY, WHO WAS KILLED IN FRANCE.

A letter from Lieutenant Dinsmore Ely, who was killed in France in the aviation service in the Toul sector on April 21, 1918, was received by his father, Dr. James O. Ely of Winnetka, on April 30, 1918.

The young officer closed his letter with these words: "And I want to say, in closing, if anything should happen to me, let's have no mourning in spirit or in dress. Like a Liberty Bond, it is an investment, not a loss, when a man dies for his country. It is an honor to a family, and is that a time for weeping? I would rather leave my family rich in pleasant memories of my life than numbed in sorrow at my death."

On Sunday, April 28, 1918, the parents of the dead soldier held a funeral service at their summer cottage at Donaldson, Wisconsin. The family gathered together the boy's personal belongings and placed them in his canoe. His woods' pack, his fishing tackle, his guns and blankets were placed in the canoe and covered by evergreens and flowers gathered by his mother. Over all was placed an American flag, and the canoe with its precious cargo was towed out into the little lake,

which was a favorite resort of the young soldier. Then it was sunk beneath the quiet waters.

The letter, with its pathetic prophecy and admonition to his loved ones, came as a message from the brave young spirit which had taken its flight.

Lieutenant Ely was buried by his comrades at Versailles.

When our army is made up of such valiant and serene souls as was this young man, it can not fail of its purpose, which is help all the people of the world help themselves and make the world a safer and a better place in which to live.

ADDRESS OF CHARLES M. SCHWAB IN THE INTERNATIONAL AMPHITHEATRE AT THE STOCKYARDS, CHICAGO, JUNE 28, 1918.

At a meeting held under the joint auspices of the State Council of Defense, the National Security League and the Illinois Manufacturers' Association on Friday evening, June 28, 1918, Charles M. Schwab, "the Nation's warship builder," told an immense audience—a greater number of whom were workers in the industrial plants of Chicago—about the plans for the launching of ninety big ships from the several shipyards of the United States on the Atlantic and Pacific Oceans on July 4. Mr. Schwab spoke to the audience on the duties of American citizens, from the most influential man or woman down to the humblest citizen or boy or girl, not only in time of war, but in the reconstruction times of peace to follow the winning of the war.

Mr. E. N. Hurley of Chicago, who, with Mr. Charles A. Piez, also of Chicago, is associated with Mr. Schwab in the national shipbuilding plans, gave an earnest and patriotic address. Mr. Piez also addressed the meeting and gave some figures as to the amount of tonnage which had been sunk by the enemy's submarine warfare, and the amount which England and America is able to produce to offset these losses.

Mr. Samuel Insull, chairman of the State Council of Defense, presided over the meeting and introduced the speakers.

AMERICAN RABBIS MEET IN CHICAGO FOR CONFERENCE.

For the first time since the Congress of Religions held at Chicago during the World's Fair in 1893 the Central Conference of American Rabbis met in Chicago on Friday, June 28, 1918, and remained in session until July 4th. Many distinguished rabbis were in attendance. The opening address of the conference was delivered by Rabbi Abram Simon of Washington, D. C.

Dr. Joseph Stolz, rabbi of Isaiah Temple and president of the Chicago Rabbinical Association, and Israel Cohen delivered addresses of welcome.

CHICAGO BAPTISTS HOLD A RALLY IN HISTORIC FIRST BAPTIST CHURCH.

On June 27, 1918, the Baptist people of Chicago held a rally in the old First Baptist Church, on Thirty-first Street and South Park Avenue. The church building has been sold to the Olivet Negro Baptist Church.

The church was built in 1876 at a cost of \$125,000. The present sale price was \$85,000, the First Baptist Church made a donation of \$10,000 of the amount.

The First Baptist Church of Chicago was organized October 19, 1833. It once occupied the present site of the Chamber of Commerce on Washington and LaSalle Streets. Later, it moved to Wabash Avenue and Hubbard Court.

The Rev. William Holloway Main, pastor of the church, stated that the congregation would not build a new church during the war, but had accepted the invitation of the Memorial Church of Christ to unite with that organization for worship. On September 15th the church and Sunday School will go in a body to the Memorial Church.

The Memorial Church is a union church of Baptists and Disciples of Christ. Rev. Herbert L. Willett is the pastor.

AMERICAN PRESS HUMORISTS HOLD CONVENTION IN CHICAGO.

The American press humorists met at the Hotel Sherman in Chicago on Monday morning, June 24, 1918. In the

afternoon the members of the association visited the grave of Eugene Field in Graceland cemetery, where a brief memorial service was held, in which William L. Vischer, Rev. William Chalmers Covert, James A. Waldron, Douglas Malloch, Will J. Davis and Judd Mortimer Lewis took part.

AUTOGRAPH MANUSCRIPTS OF EUGENE FIELD'S POEMS SOLD AT AUCTION.

The American Art Galleries in New York, on April 30, 1918, sold at auction signed manuscript copies of Eugene Field's poems.

The poem, "Good Children Street," was bought by George Wells for \$210.

Other manuscripts also brought good prices—"In New Orleans," \$175; "When I Was a Boy," \$200; "The Wind," \$132, and "Little Miss Brag," \$155.

The manuscripts were from the libraries of Mornay Williams of Englewood, New Jersey, and the late J. Dunbar Wright of New York City.

THE OLD SALEM-LINCOLN LEAGUE MAKES PLANS FOR THE REBUILDING OF HISTORIC NEW SALEM AS A MEMORIAL OF ABRAHAM LINCOLN.

Plans are being inaugurated at Petersburg, Ill., for a work which will fulfill a long-cherished hope of residents of the locality. This work will have for its purpose the saving for present generations of the homely scenes, as near in their original form as possible, where Abraham Lincoln lived as a young man and where he first gave public service in a manner that designated him as a leader of men.

The work is under the direction of the Old Salem Lincoln League, which has been incorporated in order to more effectively bring before the people the former home of the great Emancipator and to cherish the memory of one of Illinois' greatest sons.

Springfield and all of Illinois is vitally interested in this work because this is the place where Mr. Lincoln came in touch with Springfield, where he established a law practice

after he had gained a place for himself in the good graces of the district by his good nature and his honesty.

This project, a part of the observance of the Centennial year, will bring out features of Lincoln's early personal life, so rich in memory, especially now that all the world is calling back to the principles of Lincoln as the beginning of a new phase of government under which all men are entitled to an even chance.

TO REBUILD TOWN.

The old townsite of Salem has been reproduced, first in the memories of the oldest inhabitants and from their recollections have been made drawings showing the relative locations of many buildings in which Lincoln lived or in which he was a constant visitor. The Offut store, where Lincoln "got his start" working for another man, and the Miller blacksmith shop, where he had his horse shod, as well as the Rutledge Inn, where he boarded, have places in the plan, and after great effort, investigation has placed them just where they stood in the days of the young man, Lincoln.

Clary's grocery store, and the Offut store were separated by a considerable distance from the other part of the town and it is claimed by those in a position to know that the sporting events took place in the vicinity of these buildings; that the Lincoln-Armstrong wrestling bout occurred on a level spot near the Offut store and that the cock pit, where Babb McNabb's rooster showed his skill in retreat which caused Lincoln to compare General McClellan to this rooster, was on the brow of the hill on the west and between the Offut store and the grocery. The barbecue pit was northeast of the hill and McNamar store building. The drawing shows the Lincoln & Berry store across the street west of the Rutledge Inn. The sites committee is of the opinion that this is the building first occupied by them after they bought out Herndon Brothers in the fall of 1832, but that they moved their stock of goods from this building to the Reuben Radford store building north of Main street in January, 1833, and continued there until they sold out.

All these buildings were of logs. The store buildings nearly all had cellars under them and most of the buildings had brick or rock foundations and chimneys. In some of them

the logs were hewn, and in others the logs were in the rough, but barked. The League has contracted with the Chautauqua Association, which is cutting out all the poplar trees planted by it many years ago on a part of its ground which was then treeless, to protect hard maple trees planted in between, for all the poplar logs of sufficient size to be used, for the actual cost of the labor of cutting them. In addition, it has secured by gift or purchase all the old log buildings within a radius of five or six miles and is negotiating with the owner of a tract of virgin timber near the site of New Salem for the additional logs needed for this work. As nearly as can be estimated the cost of restoring the buildings will run from \$300 to \$750 and will average about \$500 for each building.

WILL GIVE PAGEANT.

In commemoration of the Centennial anniversary of the State, the Old Salem Lincoln League has taken charge and will give a pageant under the direction of Florence Magill Wallace, portraying life on a gala day at New Salem, on these grounds made historic as the theatre of the early life of the martyred president, who guided the ship of state through four perilous years of war, saved the union of the states and preserved us a Nation. Lincoln will be there, and his good friends, Green and Yates and Jack Armstrong, and all the old settlers. Clary's Grove will be out in force. This will be particularly the work of Menard County. The funds for the restoration of the buildings will come principally from others. It is the intention and desire of the League to have the work of restoration completed by the first day of next August.

Among the people who have taken interest in the affair are Mrs. Luella Park, who has donated white oak to replace the clapboards in the Rutledge Inn where Lincoln lived. Sarah Rutledge Saunders, of the Rutledge family, has donated the Rutledge family bible and here and there over the State articles that were formerly in the possession of the family are being gathered up to make one of the show places of Illinois. G. E. Nelson, W. Y. Ramsey, E. E. Dawson, Thomas P. Reep, C. W. Houghton and J. Colby Beekman of Petersburg, and F. H. Whitney of Athens make up the officers

and directors of the Old Salem Lincoln League. They are being assisted by many people who have desired to help in the great undertaking.

FATE PLAYED PART.

It is told that Lincoln's locating at Salem was the result of a peculiar accident. Offut, on whose boat Lincoln worked, went to the town to borrow an augur to let water out of his flatboat when the boat had lodged near the Salem dam. While there he saw the opportunities for a store and left Lincoln in charge. Lincoln's own ability then forged the happenings which give the people of that vicinity the chance to erect a great memorial for one of the figures of history.

Offut, bought Lot 14, north of Main street, in New Salem, on his return from New Orleans and erected a store building and rented the mill, putting the young man, "A. Lincoln," in charge and hiring "Bill" Green of Clary's Grove, to stay with Lincoln to tell Lincoln whom to credit, or in Green's words, to tell Lincoln "who were good." Here Lincoln, on his return with Offut from New Orleans, clerked at the election in the autumn of 1831, interested and got the good will of those present by his story telling. Managed Denton Offut's store and mill until Offut failed in the spring of 1832. Enlisted and was elected captain in the Black Hawk War in the spring of 1832. Returned and made a short campaign for the Legislature, being defeated, in the early autumn of 1832. Bought a half interest in the store of Herndon Brothers, Berry owning the other half, following which they bought a small stock of goods from Rutledge and then bought the Reuben Radford stock of goods from "Bill" Green after the Clary's Grove boys had wrecked the same, and moved into the Radford store on the north side of Main street in January 1833, here also Lincoln wrestled with Jack Armstrong. Lincoln was appointed postmaster, was appointed deputy county surveyor and studied law. Here he was twice elected to the Legislature of the State of Illinois. Here he wooed and won and by death lost Anne Rutledge, and it was from New Salem he went, in 1837, to Springfield to establish himself in the practice of the law.

FIND OLD SITES.

Workmen making excavations on the site have found abundant evidence that the sites selected are correct. In one place coins of the dates then in circulation were found. Another relic is the famous twin tree, with one part pointing to the south and the other north, the legend being that during the great civil war the branch to the south died, leaving the north branch strong. In later years the branch to the north has also died, but a new branch, springing from the junction of the two trees, has grown in its place. This tree has been cut down and will be cut into small pieces so that many people can have souvenirs of their visit to the scene of Lincoln's early home.

THE SOLDIER BOYS OVER-SEAS WRITE LETTERS TO THEIR MOTHERS AT HOME.

One million, six hundred thousand letters were written by American soldiers over-seas to their mothers in America in honor of Mothers' Day, May 12, 1918.

ILLINOIS BOYS BELOW DRAFT AGE GIVING SERVICE TO THE COUNTRY.

Fifteen thousand members of the United States Boys' Working Reserve are working on Illinois farms, in fields and dairies. These lads are below the draft age and are performing a great service in taking the places on the farms of young men who have entered war service.

NUMBER OF CHICAGO MEN OF CLASS ONE IN THE SELECTIVE SERVICE.

When the last of Class One men of the draft left Chicago on June 2, 1918, that city had given a total of 64,597 men through the eighty-six exemption boards of the city. This of course is exclusive of men who had enlisted before the draft went into effect.

PROFESSOR A. C. McLAUGHLIN GIVES A COURSE OF LECTURES IN EUROPE.

Professor A. C. McLaughlin of the University of Chicago is in Europe to deliver a course of lectures on the American situation and the ideals of the American people in relation to the war. Professor McLaughlin accompanied by

Charles Moore of Detroit, treasurer of the American Historical Association, went to Europe at the invitation of the British universities.

ANNUAL CONVOCATION OF THE UNIVERSITY OF CHICAGO.

University of Chicago observed its annual Convocation on June 11, 1918, when degrees were conferred on 305 candidates of whom only seventy-one were present, the other candidates for degrees, 234 in number being absent, engaged in war service.

CHICAGO TRIBUNE WAR CORRESPONDENT WOUNDED NEAR CHATEAU THIERRY.

Floyd Gibbons, special war correspondent of the Chicago Tribune was wounded by machine-gun fire while following the operations of the American troops near Chateau Thierry on Thursday, June 6, 1918. As a result of the wound Mr. Gibbons' left eye was removed. He received also other serious injuries.

WOMEN WAR WORKERS OF ILLINOIS HOLD CONFERENCE.

Women war workers of the Illinois State Council of Defense held a state conference at the Hotel Morrison, Chicago, June 4-6, 1918. Addresses were made by Samuel Insull, Chairman State Council of Defense, Mrs. Joseph T. Bowen, Chairman, Woman's Committee, State Council of Defense, Miss Jessie I. Spafford, President State Federation of Women's Clubs, and other noted workers.

HON JOSEPH G. CANNON'S EIGHTY-SECOND BIRTHDAY OBSERVED IN THE UNITED STATES HOUSE OF REPRESENTATIVES.

On May 7, 1918, Joseph G. Cannon of Illinois attained the age of eighty-two years. Representative Madden of Illinois called the attention of the House to this anniversary as Mr. Cannon entered the room and the veteran was given a great ovation in which all parties and the galleries joined. Mr. Cannon in acknowledging the greeting said:

"I am not the Methuselah of this body. There is my friend and colleague, General Sherwood (of Ohio) who is nearly a year older than I am."

Mr. Cannon said that his long service and wide acquaintance had convinced him that patriotism is confined to no

political party. He gave some interesting reminiscences of prominent members of Congress of days gone by. He said:

“The Forty-third Congress was one of great strife, with men of courage, spirit and conviction on both sides of the House, but I have no doubt but that confronted with the conditions of today, Ben Butler and Lamar, Garfield and Randolph and the great party men of that day would have united as we have in defending the honor of the Republic.”

CHICAGO Y. M. C. A. CELEBRATES SIXTIETH ANNIVERSARY OF ITS FOUNDING, MAY 6, 1918.

It was also the thirtieth anniversary of the connection with the association of L. Wilbur Messer, general secretary of the association. These anniversaries were observed by a dinner at the Hotel LaSalle. It was announced that the Chicago Y. M. C. A. has 3,000 men in the country's war service.

Addresses were made by Gen. Thomas H. Barry, Rev. William A. (Billy) Sunday and Mr. Messer.

Gifts of Books, Letters, Pictures and Manuscripts to the Illinois State Historical Library and Society.

- Buffalo Historical Society Publication Number 22. Gift of Buffalo Historical Society, Buffalo, N. Y.
- Chicago, Burlington & Quincy R. R. Co. Year ending Dec. 31, 1917. Gift of C. B. & Q. R. R., Chicago, Ill.
- John Crerar Library, Chicago. A history of books, pamphlets and articles on cremation. Gift of John Crerar Library, Chicago, Ill.
- Chicago Woodlawn Bank Notes. May-June, 1918. Lincoln number. Gift of Mr. Theodore Jessup, 6044 Kenwood Ave., Chicago.
- LaGuerre Et Les Americains. Discourse De M. Medill McCormick. (Two copies.) Gift of Hon. John G. Oglesby, Springfield.
- Dixon, Will H. Homespun Rhymes. Golden Wreaths of Rhyme. The Span of Life. Gift of the author, Mr. Will H. Dixon, 911 Karpen Bldg., Chicago.
- Filson Club, Louisville, Ky. Martin, Asa Earl. The Anti-Slavery Movement in Kentucky Prior to 1850. Louisville, Ky. Filson Club, 1918. 165 pp. (Filson Club publication, No. 29.) Gift of the Filson Club.
- Genealogy. Beeler Biography and Genealogy. By Milo Custer. Gift Milo Custer, 202 W. Elm St., Bloomington, Ill.
- Illinois State Fish Commissioner's Report, 1900-2. Gift of W. Peters, 3504 W. Chicago Ave., Chicago, Ill.
- Illinois State Horticulture Society. Vol. 51. Transactions for 1917. Gift of the Society.
- Illinois State. The Story of Illinois, by John F. Voigt. Address delivered at the fourth annual meeting, Local Bar Association, Third District.
- Illinois State Teachers' Institute. Catalog Illinois State Teachers' Institute, 1869. Gift of Mr. and Mrs. W. R. Sandham, Wyoming, Ill.
- Kansas State. Sixteenth Biennial Report, Secretary of State of Kansas. 1907-1908. Gift of W. Peters, 3504 West Chicago Ave., Chicago, Ill.
- Letters. J. C. Power to Col. Williams. Nov. 28, 1883. Aug. 5, 1884. J. C. Power, Custodian Lincoln's Monument, to Col. John Williams, Major Stuart and Mr. Conkling. Gift of George Williams, Springfield, Ill.
- Lincoln, Abraham. Ganiere Bust of Lincoln. Gift of George E. Ganiere, sculptor, Chicago.
- Masque. The Masque of the Titans of Freedom. George Washington, Abraham Lincoln. By William Chauncey Langdon. Gift of William Chauncey Langdon, University of Illinois, Urbana, Ill.
- Masque. The Student's Dream. A school masque. By Clara Inglis Stalker. Gift of Frederick Bruegger, Chicago, Ill.
- Mississippi State. Publications of the Mississippi Historical Society Centenary. Vol. II. Gift of the Society.

- Mississippi State. Mississippi Official and Statistical Register. Centenary Volume, 1917. Gift Mississippi Historical Society, Jackson, Miss.
- Missouri. The Missouri Priest of One Hundred Years Ago. Gift of Rev. John Rothensteiner, St. Louis, Mo.
- Music. Illinois. Our Illinois. Song by Annie C. W. Burton. Gift of Mrs. Charles W. Burton, Edwardsville, Ill.
- Newspaper. Evening Chronicle, 1916. Harrisburg, Ill. Gift of Jacob W. Myers, Harrisburg, Ill.
- North Carolina. Republic of Cuba vs. State of North Carolina. Proceedings in suit for recovery on certain fraudulent bonds. Gift of James S. Manning, Attorney General of North Carolina, Raleigh, N. C.
- Philadelphia, Pa. Who's Who in Philadelphia. Gift of the compiler, Charles Fred White, Springfield, Ill.
- Prohibition. The Anti-Prohibition Manual, 1918. Gift of National Association Distillers Wholesale Dealers, Cincinnati, Ohio.
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NECROLOGY.

MRS. POTTER PALMER.

Bertha Honore Palmer, daughter of Henry H. and Eliza Dorsey (Carr) Honore, wife of Potter Palmer, merchant and leading citizen of Chicago, died at her Florida estate at Sarasota Bay, Sunday evening, May 5, 1918.

Few American women, if any, have in modern days appeared in the public eye in as distinctive a way as Mrs. Palmer. She was born in 1850 in Louisville, Ky., descended on her father's side from an old and distinguished French family and on her mother's from an old Maryland family. She made her debut in Chicago, where her father, Henry H. Honore, had come to engage in business.

The young southern girl was married in 1871, just before the Chicago fire, to Potter Palmer, many years her senior, who was then known as friend and associate of Marshall Field, Levi Z. Leiter and other Chicago pioneers. He became famous as a State street merchant, and as a builder of the Palmer House, Chicago's first really great hotel.

From the time of her marriage she began to mount the rungs of the social ladder. Her grasp on the social reins was tightened when in 1891 she was elected president of the board of lady managers of the World's Columbian Exposition at Chicago.

Because of her success, President McKinley appointed her as the only woman on the national committee for the Paris Exposition in 1900. She was awarded a decoration of the Legion of Honor, which she declined, saying she did not believe an American woman should accept a foreign decoration.

She also made it possible for women to have the first distinctive building they had ever had at an American exposition, and she gathered about her women who made that building and its contents among the most conspicuous and attractive of things on the fair grounds.

Her appeal went to all classes. While keeping a controlling hand upon the purely fashionable elements, Mrs. Palmer did not neglect the powerful influences of the Women's Clubs. These institutions she built into her social frame-work in a way that no one has been able to do since. She built bulwarks about her position by her grasp of the charitable enterprises of the city and made the Charity Ball the supreme social event of the season. For years there was no real revolt against her social dictation. In 1904 she left America for the courts of Europe, going to London and taking a great house.

For some years, however, she returned for two months around Christmas to preside over the big charity ball and keep her hold on social affairs in Chicago. In 1910 and in 1911 she established the great Florida estate at Sarasota Bay, where she died.

She played a large part in the management of her large real estate holdings. Two sons, Honore and Potter, Jr., survive Mrs. Palmer, and six charming little grandchildren, of whom she was very fond.

Included in the party who accompanied the body of Mrs. Palmer to Chicago were her sister, Mrs. Frederick Dent Grant, and her daughter-in-law, Mrs. Ulysses S. Grant III; Mrs. Palmer's brothers, N. K. and A. C. Honore; her sons, Honore and Potter, Jr., and their wives; Princess Cantacuzene, Mrs. Grant's daughter; Prince Cantacuzene and their two children, Michel and Bertha, and Mr. and Mrs. Oscar Fenley of Louisville, Kentucky.

ART COLLECTIONS LEFT BY MRS. PALMER.

Mrs. Palmer's interest in art has been shown not only through her collections, but in the offering of the Potter Palmer gold medal, which was inaugurated seven years ago and which carries with it a \$1,000 cash prize for the best work shown by an American artist at the annual exhibition at the Art Institute.

Mrs. Palmer's collection at the gallery in her Chicago house included representative pieces from the works of Corot, George Inness, Jules LaPage, Gari Melchers, Jean Millet, Claude Monet, Camille Pissarro, Pierre Pauvis de

Chavannes, Anders L. Zorn and many others of national and international note.

The funeral services for Mrs. Palmer were held at the family residence, 1350 Lake Shore drive at 3 o'clock Friday afternoon, May 10, the services were private and conducted by the Rev. James S. Stone, rector of St. James Episcopal church. The music was by the Imperial Quartet. The pallbearers were C. L. Hutchison, John S. Runnells, Edward Blair, James B. Waller, H. H. Kohlsaat, F. B. Tuttle, Watson F. Blair, M. A. Ryerson. Mrs. Palmer was buried by the side of her husband in the family mausoleum in Graceland Cemetery.

WILLIAM O. ENSIGN, M. D.By **GEORGE W. KREIDER, M. D.**

William Owen Ensign, M. D. Rutland, LaSalle County, Illinois, President 1888 of the Illinois State Medical Society, first President of the LaSalle County Medical Society when organized in 1885, one of the organizers and President of the North Central District Medical Society, died at his home in Rutland, May 8, 1918, nearly 77 years of age. He lived a long, honorable, industrious, useful life. His character was as pure, his disposition as kind as the babe in arms, his charity as wide as the world.

His ancestry dated back to the Yeomen of England, then in an early day to New England at Cambridge, and in Hartford, Conn., in 1630. He was born in Madison, Lake County, Ohio, the son of Caleb Wadams Ensign and Orpah Deming Ensign. He served in the Civil War in the 14th Independent Battery. In July, 1865, he came to Illinois, taught school, clerked in a store, became a store owner. In 1866 he began the study of medicine with Dr. Alney of Rutland, Ill., graduated 1869 from the Cleveland Medical College and returned to Rutland, where he married the daughter of his preceptor, practiced, beloved, respected and happy for nearly 50 years. He was a tower of strength in the community, active in the Church and Sunday School. He was president and member of the Town Board for years, presided in all the Masonic societies, organizer of a Grand Army Post and an early member of the Illinois State Historical Society.

With all the duties of his practice and community on his shoulders he sought further affiliations and attended society meetings regularly. He wrote, talked and disposed of the business of the Medical Society faithfully and carefully. He was interested in history and good name of the profession, his locality, country, state and nation.

When Dr. Ensign passed away May 8, 1918, the world was bereft of a sterling, beautiful character.

PROFESSOR HENRY McCORMICK.**1837-1918.**

Professor Henry McCormick, for many years a member of the faculty of the Illinois State Normal University, and for several years its vice-president, died at his home, 505 South Fell Avenue, at 11 o'clock on Wednesday evening, July 17, following an illness which began more than a year ago, but which became acute only one week previous to the time of his death. While out walking on Monday, July 8, he was stricken and fell to the sidewalk. He was given all possible medical attention, but he grew gradually weaker and the end came at the time noted.

On June 7th he was at the annual Alumni Dinner and gave the address of welcome to the members of the class of 1918, and on June 14 he was one of the speakers at the flag-day exercises, which were held upon the university campus.

Professor Henry McCormick was born in Balmullet, County Mayo, Ireland, on February 5, 1837. His boyhood was spent on the paternal farm and his early education was gained in the schools of that community. In 1853 he came to the United States, expecting to find his father in West Virginia. He was disappointed, however, because his father had died a few weeks before the son's arrival. He went from West Virginia to Southern Wisconsin, where he engaged in farming and in teaching. In 1865 he entered the Illinois State Normal University and graduated in 1868. He took a post graduate course at the Illinois Wesleyan University at Bloomington, from which institution he later received the degrees of A. M., Ph.D., and LL.D. In 1893 he became a member of the faculty of the Illinois State Normal University and remained a member until 1912, when he resigned his position.

On December 15, 1859, Prof. McCormick was united in marriage to Miss Nanthia B. Kinyon, to which marriage five

children were born. These are Mrs. O. R. Trowbridge, Long Beach, California; Dr. N. K. McCormick of Normal; Edward C. McCormick of Washington, D. C.; Dr. Ferd C. McCormick of Normal and Henry G. McCormick of Normal.

Funeral services for Prof. McCormick were held from the Normal Methodist church on Saturday afternoon, July 20, beginning at 2:30 o'clock.

The services were in charge of Rev. H. M. Bloomer, assisted by Dr. David Felmley of the University. Fourteen of the faculty acted as an escort to the body in its trip from the residence on South Fell avenue to the church. The pallbearers were Prof. O. L. Manchester, Prof. George H. Howe, Prof. W. A. L. Beyer, Mr. George Champion, Mr. George Coen and Mr. Ira M. Ong. Music was furnished by Mrs. Lyle Straight, Mrs. Harry Admire, Mr. Harry Admire and Dr. J. C. Reece. There were a large number of friends and former pupils of the deceased present.

In speaking of Prof. McCormick, Rev. Bloomer said:

"Prof. Henry McCormick was born in Balmullet, County Mayo, Ireland, in 1837. There he obtained a primary school education, but at the age of 16 he felt the call to go to America and join his father, who had previously made a home in West Virginia. How sad was his disappointment when he reached that state to find that his father had died a short time before. Left alone in a strange land, the young man went forth not knowing what the future had in store, little dreaming that a great task and a great career awaited him. Surely in his case there was a great unseen Guide opening up for him an ever-widening pathway of usefulness.

"Professor McCormick was just as careful of his spiritual needs as he was of his educational qualifications. Soon after coming to America he joined the Methodist Episcopal Church and for about 60 years he was faithful to his duties. The church records show that he was received as a member here by certificate in 1865, Rev. C. D. James, father of Dr. Edmund J. James, being the pastor. There being no church building the first services were held in the university. The church was built after much sacrifice. The writer of the earliest church records states that he knew many Methodist families who ate poor fare and wore scant clothing that money might be given to the church. Being among the foun-

ders of the church our brother in whose memory we meet today was one who sacrificed so heroically to this cause. For many years he was a member of the official board, being secretary of the church. He believed the Bible, receiving it as the inspired message of God. He believed in redemption through Jesus Christ and took the Savior as his great pattern teacher, whether in the school room, on the street or in the home."

In speaking of the deceased, Dr. Felmley said:

"The life and character of Henry McCormick are of interest not only to the friends who were near him and saw his sterling qualities in action, but to a far larger circle of thoughtful people because of the fine way in which he illustrated the opportunity that America affords to men of pluck, determination and character, even when early surroundings seem most unpromising.

"He was born at Balmullet, a small village on the sea-coast of County Mayo, at the extreme northwest point of Ireland. The salt spray blown in from the Atlantic is not favorable to vegetation. The country is treeless, potatoes the chief crop, peat the universal fuel. The chief dependence of the people is upon the herring that swarm in numerous bays that indent the coast.

"The potato famine of the later forties was depopulating Ireland. The father had come to America in 1850. Three years later Henry, then a lad of sixteen, started to meet him, only to find after six weeks voyage that his father had passed away. In a strange land with no friends but those of his own making, no resources but his own strength of mind and body and purpose, he began.

"He soon drifted to the border between Illinois and Wisconsin, where he spent several years farming in summer, attending school in winter in district school or village academy. In 1859 he taught his first school. He received thirteen dollars a month and 'boarded round'. The salary seems small, but the board was undoubtedly the best that the district afforded.

"Henry McCormick was an ideal schoolmaster. He was himself thoroughly convinced of the value of education in the school sense. He saw clearly its essential and vital elements.

"In all relations within the institution to which he de-

voted his life, Professor McCormick measured up to the most exacting standards. He was at all times solicitous of the welfare of the university, loyal to its interest, appreciative of his associates. He knew well the meaning and value of friends, and never spared himself when their call was heard, or their interests were at stake.

“Today we have met to pay the last tribute of respect. We recognize his distinguished service. We honor his character, we emulate his virtues, we treasure his memory. We say of him, and what more can we say of the greatest among men—

“Having served well his generation, he has gone to his reward.”

Professor McCormick was an early member of the Illinois State Historical Society, and by his wise counsel and encouragement of all branches of its work helped largely in the upbuilding of the Society. He was, with H. W. Beckwith, J. H. Burnham, Ezra M. Prince, David McCulloch, George N. Black, George P. Davis and others now, like himself, passed to another life, one of the fathers and founders of the Society, whose names are written imperishably upon its records and annals.

MINER S. GOWIN.

1823-1918.

Miner S. Gowin, son of Nathaniel Gowin and Sabry Gowin, was born in Wilson County, Tennessee, October 1, 1823, was brought by his parents by covered wagon and ox team in 1827 up through Kentucky, across the corner of Indiana into the southeastern part of Illinois and then across the sparsely settled region of south-central Illinois until they reached the country now known as Jersey County, Illinois. Here the family located and the boy grew to manhood.

In a short autobiographical sketch by Mr. Gowin published in the *Journal of the Illinois State Historical Society*, Vol. 9, No. 2, July, 1916, Mr. Gowin, speaking of his boyhood and young manhood days, says:

“Sometimes on horseback, sometimes in old-style farm wagons, I travelled over the unbroken ground where the city of Jerseyville now stands. Many the furrow in the virgin soil I plowed, many the tree I felled, many the rail I split, many the day a cradle I swung to cut the golden grain.”

In 1846, Mr. Gowin was married to Miss Nancy Beeman. To this union ten children were born. Four of them died in infancy and childhood, six of them grew to manhood and womanhood as follows: Stephen L., now of Fulton, Mo.; Ellis M., drowned in 1901 near Buffalo, Mo., at the age of 51 years; Nannie T., now Mrs. Walter Grundy (a widow) at Morrisonville, Ill.; Arnest E., residing at Morrisonville, Ill.; Orman G., now a resident of McCune, Kans., and Mary A., Mrs. Mary A. Gorman (a widow) of Muskogee, Okla.

In 1868 Mr. Gowin moved to McCune, Kansas, and in 1896 he and his wife celebrated their fiftieth wedding anniversary. In 1900 Mrs. Gowin died and was buried in McCune, Kansas. In 1903 Mr. Gowin was married to Miss Louise Campbell of Jerseyville, Illinois. They lived in Jerseyville two years and then removed to McCune, Kansas. In 1916 Mrs. Gowin died.

Mr. Gowin returned quite often to Illinois, and in his ninety-third year, while on one of these visits, came to Springfield and paid a visit to the Historical Library. He always kept in touch with the progress and development of Illinois and personally knew many of her great men.

At the Old Settlers' reunion of Montgomery County, in Hillsboro, August 30, 1917, Mr. Gowin, then in his ninety-fourth year, was present. Mr. Gowin used to live in Roundtree township, Montgomery County, and represented that township on the board of supervisors. With him on this occasion was his thirty-third grandchild. Stephen White, who was also present on this occasion, was a few months older than Mr. Gowin.

The death of Mr. Gowin occurred at the home of his son, Arnest E. Gowin, Morrisonville, Illinois, July 23, 1918. Funeral services were conducted on July 24th, with a short address by Dr. Jerome Thompson and the body was taken for burial to McCune, Kansas.

Mr. Gowin was a member of the Illinois State Historical Society and much interested in the work of the department.

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2

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vii

CONTENTS.

	PAGE.
I. Officers of the Society.....	5
II. Paul E. Belting—The Development of the Free Public High School in Illinois to 1860. <i>First eight chapters</i>	269
III. Isabel Jamison—The First Official Thanksgiving in Illinois	370
IV. Amos Miller—Address before the Federation of Local Bar Associations, Hillsboro, Illinois, August 9, 1918.....	379
V. Lincoln's First Reception, Springfield, February 6, 1861. Also Account of Reception at the White House. Contemporary Newspaper Accounts	386
VI. B. D. Monroe—Address on the presentation of oil painting of Chief Justice William Wilson to Clay County, Illinois.....	391
VII. Nancy Jane Leaverton Sale—Some Illinois descendants of Edward Smith, a soldier in the English army in the Revolutionary War, who deserted and joined the American army. Also a sketch of Mary E. Smith Leaverton, a granddaughter of Edward Smith.....	400
VIII. Rev. Edwin Benden—Historical sketch of the Baptist Denomination in Livingston County, Illinois.....	410
IX. Mabel Hall Robinson—History of Christ Church, Carlyle, Illinois	414
X. Frances L. Hough—History of the Episcopal Church, Pulaski County, Illinois.....	418

XI.	Editorials	425-454
	The Centennial Celebrations.....	425
XII.	Necrology—	
	J Otis Humphrey.....	457
	William Pitt Kellogg.....	460
	Jenkin Lloyd Jones.....	461
	Mrs. J. McCan Davis.....	463
	Frederick M. Schmidt.....	464
XIII.	Publications of the Illinois State Historical Library and Society.....	465

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The
Development
OF THE
Free Public High School
IN ILLINOIS TO 1860

By
PAUL E. BELTING, Ph. D.



THE DEVELOPMENT OF THE HIGH SCHOOL IN ILLINOIS.

CONTENTS.

PART I—THE ACADEMY.

CHAPTER.	PAGE.
I. Historical Background— Migration and Settlement; the Northwest Ordinances	269
II. Early Education in Illinois— Individual and Isolated Attempts to Establish Schools	277
III. Administrative Organization and Support.....	289
IV. Religious Influence— Catholic; Baptist; Methodist; Presbyterian; Congregational	303
V. Some Internal Features— Admission; Tuition; Subjects of Study; Examinations	319
VI. Manual Labor Aspect— Origin; Philosophy; Examples; Later Influence	339

PART II—THE COMMON SCHOOL.

VII. The Apprenticeship System— Features; Indenture Records; Relation to Slavery	352
VIII. The Free School Law of 1825— Pro-slavery Struggle; Provisions; Authorship; Influence of Jefferson; Free School Districts; Annullment—Support of Common Schools Afterwards	358



CHAPTER I.

HISTORICAL BACKGROUND.

Migration and Settlement.

Illinois was first organized as a county of the State of Virginia in 1778. The legislature of the mother state gave the territory the name of Illinois, appointed John Todd the first lieutenant governor to take charge of its civil and military affairs but ceded the territory to the confederation in 1784. In 1809, Illinois was organized as a separate territory with Ninian Edwards, Chief Justice of Kentucky, the governor, appointed by President Madison. This office Mr. Edwards held until he was elected to the United States Senate in 1818, at which time Illinois became a state populated by emigrants from the older states.

Migration from the eastern to the western states has usually followed the parallels of latitude. Illinois is an excellent example of such a tendency. The State is about four hundred miles in length, and the parallels which bound it on the north and south include between them the Atlantic States from New Hampshire to North Carolina. Northern Illinois, therefore, was settled by people from Massachusetts and other New England and eastern states, while southern Illinois got its population from Virginia and the South.

The southern half of the state with the river and timber areas was settled first. The pioneer hunter was driven farther inland by a second class, the small farmer, who, in turn, had to advance before the large land-owner whose purpose was to cultivate the land, build a home for a big family, and become a permanent resident of the country.

From Kentucky, Tennessee and Virginia came the more enlightened class of southerners, among whom were such leaders as Reynolds, Edwards and Coles. These men possessed great political wisdom and legal talent often rising to positions of importance and prominence in the State and

Nation. Their followers were keen, intelligent men, both progressive and conservative at the same time. All classes, however, were kind and hospitable to stranger and friend alike, but once aroused, they were "bitter, vindictive and passionate opponents in business or politics. Strong in their conviction and prejudices, persistent in the maintenance of existing ideals and institutions, they were the champions of justice, equity and freedom of speech and action."¹

The "poor whites," so called, came from the Carolinas and Georgia. They were usually ignorant, obstinate, and shiftless.² To gain their desires, many times dishonest and unscrupulous means were used. Wages were low and times were hard so that in the bitter struggle to earn a livelihood, ruthless measures were often adopted, without regard for principle. Some of them therefore, constituted one of the elements in the lawless gangs that harrassed places in the wealthier districts of frontier society.

Until 1830, Illinois was almost entirely settled by men from the South who brought with them their political ideals, laws, manners, customs and traditions. It was southern law that formed the model for the territorial code. They were the ones who made the constitution of 1818. Slavery was a southern institution which the convention of 1824 tried to adopt. The first free school law which was passed was southern in origin but it was also the South which caused its revocation.

Instead of a gradual settlement by classes as had been in the south, the hunter, the small hold-farmer, and the large land-owner, men of all classes came rapidly to every part of the State, and especially to the north after 1830. With steam navigation came the merchant, the farmer, the artisan, the preacher and schoolmaster, each equipped to contribute his share in creating a new civilization immediately in the new country. Dwellings, business houses, factories, churches and schools were erected at the same time. Danger from Indian Wars was over, the prairie land needed no clearing, hence the only requisite before wealth could come as the result of industry, was the means of transportation to furnish a market for products.

¹ Harris, *Negro Servitude in Illinois*, p. 16.

² Boggess, *Settlement of Illinois*, p. 123.

The Causes for Migration.

At least two reasons induced people to migrate to Illinois. The first were general, influences that affected the whole country. The second were local, influences that affected special regions.

Many of the American people have shown a restless and migratory spirit.³ Ever have they been dissatisfied with existing conditions which they thought could be improved in a country where farms were cheap and land was fertile. With reasonable labor a better living, at least, could be made.

Business men had in several instances failed at home. The wilderness West offered a place of refuge for them. Farm laborers with low wages had learned how to farm. The western lands presented an opportunity for some of them to make a better living. Comparative land values were influential. Large tracts of land could be had in the West cheaper than small farms in the East.

After 1820, western lands sold for \$1.25 per acre in plots as small as 80 acres, both of which were decided inducements for western settlement. The Foote Resolution in the House in 1829 was an inquiry which sought to find out whether the sale of public lands so rapidly was advisable because the laborers in the East were going West, thus taking them from infant industry which ought to be protected. Even Henry Clay, in 1834, reported unfavorably the advisability of ceding public land to the state in which it lay because the older states would lose by migration much of their population and wealth in land rewards offered by the new states.

Moreover, the new settlers painted glowing pictures of the western pioneer. The latter sent letters and circulars to the East showing the wonderful advantages in the new Utopia. Restless and dissatisfied easterners began to feel that the day when all western land was taken up was at hand. Speculators sent exaggerated reports of rapidly growing cities. Plots of new towns were shown in the East, unsold lots were offered at high prices. Newspapers showed the advantages the West held for the laborers and small farmers with little capital.* Soon products from the West would under-sell home produce in its own market.

³ Abstract of seventh census, 1850, p. 15, showed that nearly 23% of the white inhabitants of the United States at that time had migrated from the state in which they were born.

* Buffalo Commercial Advertiser, March 24, 1846.

Competition among the eastern states for improvements to benefit their cities gave easy communication to the West. Frequently inhabitants along the routes of travel were stimulated to move. Many of those along the canals who remained were undersold in their own markets by the westerner. Either they had to sell and go West or reduce their standard of living.

When the water routes, the Erie Canal, the Great Lakes and the Ohio River, were navigated by the steamboat, inconveniences were reduced and the cost of transportation was within reach of the poorest. An important factor in the rapid settlement of the West, therefore, was steam navigation: "Of all the elements of prosperity of the West, of all the causes of its rapid increase in population, its growth in wealth, resources and the improvement of its immense commerce and gigantic energies, the most efficient has been the navigation by steam."⁴

Lastly, speculation in western land from 1834 to 1840 was one element in the period of financial depression the country over. Sometimes eastern speculators, believing fortunes were to be had in western land, bought lots at high prices, though these were still under water or in the woods. Laborers were also involved in the depression. Combinations and unions were formed by laborers in some of the principal industries.⁵ High wages were demanded to meet the higher prices which were 85 per cent higher in October, 1836, than in April, 1834.⁶ Strikes resulted from the refusal to grant higher wages with a ten-hour day, and several of the principal cities had labor troubles from 1834 to 1837.⁷ Employers could not meet the laborers' demands. The hours were reduced, then wages, but prices remained high. The *New York Era*, September 5, 1837, says, "we can state on the best authority that in the eastern states nine-tenths of the factories have been stopped and the same proportion of men, women and children thrown out of employment." Riots occurred, but the most noticeable result was that the "army of the unemployed went West to

⁴ Memorial of People of Cincinnati, 1844, p. 28.

⁵ Ship carpenters, painters, masons, tailors, shoemakers, factory hands, harness makers.

⁶ *Yale Review*, v. 1, p. 94.

⁷ Philadelphia, Boston, Hartford, Washington, Trenton, Cincinnati, Louisville, St. Louis, Natchez.

take up the heritage of the poor man, cheap lands in a new country."⁸

Of the local causes for migration, curiosity drove many of the New Englanders up the rivers of their own states in the earlier times and later, the desires for better land sent many of their descendants across the mountains to Michigan, Wisconsin and Illinois. The soil of New England was no match for the fertile plains of the West. A number of the younger men, desiring a higher standard of living went West. Finally, New England increased rapidly as an industrial section from 1840 to 1850. Wages were good and prices were high, but the foreign immigrant who began to come at that time made economic and social conditions more unbearable to the American laborer. Large numbers of the latter went West to escape, if possible, the increased limitations placed on life.

Extremely hard times were experienced in the Middle States from 1834 to 1840, as the result of high prices, low wages, and the closing of factories. Taxes were high at the same time, especially among the farmers in New York, due to the construction of the Erie Canal. The margin of profit was partly erased by the competition of western farmers. Moreover, property was being concentrated in the hands of large land-owners, which made rents higher than the cost of land in Illinois.

One of the greatest causes in sending the southern emigrant North was slavery. Free labor in the South received 12½ cents per day in 1832;⁹ hence the white man was unable to compete with black labor. Cotton, which took much of the substance from the soil, was continually demanding new land. Moreover a growing slave population crowded out the small land owners and the landless.

Moreover some of the southern states had a complaint against the tariff legislation of 1824 and 1828. Because of it he said that merchants were ruined, laborers were out of work, grass was growing in the streets, houses were falling, the price of real estate was low, rents were nothing, fields were abandoned and interest rates were high.¹⁰

⁸ Yale Review, v. 1, p. 99, quoted by Pooley, p. 335.

⁹ House Doc.—Debates—22 Cong. I. Sess., p. 3154.

¹⁰ Senate Debates—22 Cong. I. Sess., p. 80, which was the beginning of the nullification disputes.

Finally, Ohio and Indiana, states that had been members of the Union for a generation or more, sent settlers to eastern Illinois from 1840 to 1860 because there was not enough good land to divide with the sons in the family who desired to establish homes of their own. These youths moved West to the rich plains of Illinois where they were content to stop to make their fortune.¹¹

Economically, the settlement of Illinois has been characterized, therefore, as an attempt chiefly on the part of the American farmer and laborer to widen the market and raise the standard of living by taking advantage of the free western lands.

Railroads and lake traffic made Northern Illinois feel itself a part of the North Atlantic States. Wagon roads and river routes created the same feeling in Southern Illinois for the South. Consequently, the institutions in the two sections closely resembled, in origin, those with which the settlers were acquainted in their home states. Northern Illinois developed the free, common school system; Southern Illinois clung to the academy and select school. Secondary education in the North, like the East, began to become democratic; in the South it was aristocratic. Sectionalism, then, from the transportation period on, changed from East and West to North and South.

The Northwest Ordinances.

The ordinances of 1785 and 1787, besides being instruments of government, constituted the first charters of the public school system of the United States.¹² The former reserved the sixteenth section of every township of public land, "for the maintenance of public schools within the township." The third article of the latter said that "religion," morality and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."

¹¹ Niles Register, v. 52, p. 114. Some names of towns in the prairie district of eastern Illinois are like the same in Indiana and Ohio. Earlier prairie settlers frequently gave Ohio and Indiana as the state of their birth.

¹² After the cession of Virginia's claims to the northwestern territory was executed various plans of government were drawn up the next three years. July 11, 1787, a committee of which Nathan Dane of Massachusetts was chairman, reported a plan of government for the territory northwest of the Ohio River. A slavery clause was added and the bill became a law July 13, 1787. Congress accepted the mode of government in 1789.

April 18, 1818, Congress offered to Illinois for acceptance or rejection.

“1. That section numbered sixteen in 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 township for the use of schools.”

2. “That all salt springs within such state and the lands reserved for the use of the same shall be granted to the said state, and the same to be used under such terms and conditions and regulations as the legislature of said state shall direct; provided the legislature shall never sell nor lease the same for a longer period than ten years at any one time.”

3. “That five per cent of the net proceeds of the lands lying within such state, and which shall be sold by congress from and after the first day of January, one thousand eight hundred and nineteen, after deducting all expenses incident to the same, shall be reserved for the purposes following, viz: Two-fifths to be distributed under the direction of congress in making roads leading to the state; the residue to be appropriated by the legislature of the state for the encouragement of learning, of which one-sixth part shall be exclusively bestowed on a college or university.”

4. “That thirty-six sections or one entire township, which shall be designated by the President of the United States, together with the one 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.”¹³

These provisions laid down by congress were accepted by Illinois, August 26, 1818, in a convention assembled at Kaskaskia.

The first three sections of the compact were carried out and a resolution, “that a select committee be appointed to draft a memorial to the President of the United States, requesting him to designate 36 sections of land in the State of Illinois, to be reserved for the use of a Seminary of Learning in said state, in pursuance of the fourth article of the

¹³ Constitution of Illinois, 1818, p. 22.

compact between the United States and the state of Illinois," was sent to the President in 1822.*

Although land grants were made on the basis of townships or subdivisions of them, local government was managed by a county commissioners' court of three which resembled that of Virginia except that the Illinois commissioners in each county were elected at large by the people. "The commissioners had a narrow range of discretionary power; but there was no power given to communities to control local affairs or to enact by-laws in promotion of neighborhood interests."¹⁴

However, there was the germ in these congressional grants of land for school purposes, capable of becoming a highly organized township system under proper conditions. Deeds to land were given by the authority of the township. The government of the United States had set aside for the people of every township a section of land, the proceeds from which were to constitute a permanent township school fund. The State, moreover, made the township a body corporate and politic for school purposes, and gave the inhabitants of each township the right to maintain free schools near the middle of the nineteenth century. But the first school districts of the state followed boundaries that were laid out to meet the needs of a locality rather than following the lines of the surveyed township. The first attempts for the education of the children of Illinois are illustrated in the following chapter.

* The President authorized Gov. Coles to select the 36 sections. The latter reported to the legislature, Dec. 4, 1826, that he had chosen 26, and would soon designate the other 10 sections.

¹⁴ Illinois Intelligencer, Sat., Dec. 14, 1822.

CHAPTER II.

Early Education in Illinois.

Frontier settlements in the United States generally have had two classes of people: the one, made up of the strong, the honest and the adventurous; the other, made up of the weak, the shiftless and the vicious. The former were always desirous of providing those opportunities for their children which the parents had missed themselves; the latter were the parasites who tried to exist with the least possible exertion. Nowhere does this contrast stand out so sharply, as it does in relation to education. In the absence of established school systems, individual leaders provided what education they could for the youth. Very often the parasitic, itinerant individuals thought that teaching was the easiest means of existence. Accordingly, bombastic speeches and alluring advertisements were made by the soldier-of-fortune teachers to attract tuition pupils to their high-sounding, fashionable schools. A made to order education could be given to any child so long as the tuition was paid. Quick of growth, popular in name, entertaining in methods of teaching, these institutions preyed on the frontier communities.

Nevertheless, the indomitable, thoroughly honest, intelligent and far-sighted missionary preachers and political leaders planned to start aright a system of education. It is true that their ideal, usually, was the academy, an institution in practice, primarily, for the education of leaders. But in theory, at least, its advantages should be such that the ideal government created by the constitution could be maintained by educating every child. From 1806, when the Vincennes Academy was established, to the time when the free public high school was established, the great argument advanced for the education of the people was that the government of the people, for the people, and by the people might not perish

from the earth. Had free government in Illinois depended on free educational provisions and opportunities for the common man in the early period, it most surely would have perished. Either leaders like Coles and Peck were educated in the states from whence they came, or a few academies in the centers of population in the frontier districts instructed such leaders as Reynolds and Bateman. On the whole, the educational system of Illinois, from 1800 to 1835, was conducted on a purely individualistic basis.

Among the earliest plans for education in Illinois was that presented to the English King and Council in a petition by Leyman, a leader of a colony, to settle on the Mississippi about 1765. He says, "Another step I would propose to be taken which must have great effect towards Accomplishing the design, is that of a Colledge, or Publick School, to be Established in some proper place in that Country, and empowered to give honorary degrees, in Order to instruct the Children of the English, French and Indians, and amongst the honorary Arts, the Art of Agriculture, or Laws of Vegetation should be taught and on Account of their knowledge and Skill in that as well as in other Arts, they should receive Honorary Degrees, and have a sufficient tract of Land appropriated to the use of the Colledge, and the pupils kept to work on the Land a certain number of Hours every day, which would instruct them in the Theory of Agriculture, and enure them to Labour at the same time and if it once toucht their ambition would soon Eradicate from their Minds, the Prejudice the Indians who generally have imbibed, that it is disrespectful for their Men to Work, which at present is an impediment to their Industry. And Occasions there leading in the Intervals of their Hunting, Lazy, Indolent and Unhealthy Lives, and if this plan should Flatter the Ambition of the Indians, so as to meet with their Approbation, I think it promises the best Effects: for what cannot be done by Force of Infant Education when you have a fair Chance for it, by obtaining the Free Consent both of the Parent and Child, or what reformation is to be despaired of, when Clothed, Lodged and Fed, alike according to the English Fashion, but in the Cheapest manner, which may likewise have a happy Effect on the Nations from whence they respectively come. Several

things Encourage me to believe that such an Attempt, would be attended with Success over and above the Great Force there is in Infant Education Amongst all Mankind."¹

However, "the opportunity of these pioneers to educate their children was extremely small. If the mother could read, while the father was in the corn field, or with rifle upon the range, she would barricade the door to keep off the Indians, gather her little ones around her and by the light that came in from the crevices in the roof and sides of the cabin, she would teach them the rudiments of spelling from the fragments of some old book. After schools were taught, the price of a rough and antiquated copy of Dilworth's spelling-book was one dollar, and that dollar equal in value to five now."

"The first school ever taught for the American settlers, was by Samuel Seely in 1783. Francis Clark, an intemperate man came next. This was near Bellefontaine, in 1785. After this an inoffensive Irishman by the name of Halfpenny, was employed by the people for several quarters. Spelling, reading, writing and the elements of arithmetic, were all the branches attempted to be taught, and these in a very imperfect manner."

"Following him the late pious and eccentric John Clark, a preacher of the gospel, taught the youth of these settlements gratuitously. He was a good scholar, of Scotch descent and education, and initiated the young men of that day, not only in the rudiments of an English education, but in several instances in mathematics, natural philosophy and the Latin language."²

Governor Reynolds said that "in the county of Randolph there was not a single school, or school-house in 1800, except John Doyle, a soldier of the Revolution under General Clark, might have taught a few children in Kaskaskia at or after this period."

"In the settlement of New Design, an Irishman, not well qualified, called Halfpenny, at this period instructed some pupils. This school was the only one amongst the Americans at this early day. In the American Bottom, perhaps a school

¹ Ill. Hist. Coll. v. 2, The New Regime, 1765-1767, p. 272.

² Peck, J. M., Annals of the West, p. 707.

might have existed, but not long at a time. Under the guidance of the Clergy in the French villages at rare intervals, schools were established, but their numbers and efficacy were limited.”³

The scarcity of schools, the opportunity for instruction, the dearth of books, and the ambition of some youths, who later were the pioneer leaders, were depicted by Governor Reynolds in these words: “Before any common school was established in the settlement, where my father resided, I mounted a horse nearly every evening during the winter, and rode about a mile and a half to the residence of James Hughes, to study under his guidance the arithmetic. Mr. Hughes, although he was raised in the backwoods, and was filled with fun and frolic, was a man of strong mind, and a benevolent heart. He took great pleasure in teaching me arithmetic, and during this winter I studied the most important principles contained in the treatise.”

“We had not the least idea when a school would be established in the neighborhood; and I was advancing in years; so that it was a matter of necessity to study with Mr. Hughes.”

“This was the first step I took towards an education, since we immigrated to Illinois. I attended to my ordinary business on the farm during the day, and in the evenings after the stock was fed I studied arithmetic with Mr. Hughes. In a few years after, schools were established in most of the colonies.”

“In the New Design Robert Lemen, an aged and respectable pioneer of Illinois, taught a school. Others were opened in Goshen Settlement, and other colonies.”

“About the year 1805, a small school was formed in the settlement, where my father resided. I was a scholar at this humble institution during part of the winters, and the wet days, we could not work on the farm, for one or two years while we remained in the settlement. At times the school was not kept up for want of teachers. The scarcity of school books was also a great inconvenience to the scholar.”

“As soon as I commenced the study of arithmetic with Mr. Hughes, I commenced also an ambition and a small en-

³ Reynolds, My Own Times, p. 37.

thusiasm for education generally. This disposition induced me to study and read almost every book I could obtain. It must be recollected at that day in Illinois, not a man in the country, professional or otherwise, had any collection of books that could acquire the name of a library. There were some books scattered through the country but they were not plentiful. Although my father was a reading man, and possessed of a strong mind, yet as far as I recollect, he brought with him to the country no books, except the Bible. Many of the immigrants acted in the same manner as to books."

"One exception I remember was: That John Fulton, who settled in the vicinity of my father, brought with him Rollin's Ancient History. My father loaned it, and I read it day and night at the times I spared from labor. This was the first history I had ever seen, and it gave me a new field of mental existence."

"I made arrangement with my father to go all one winter to school. I had raised a colt he gave me, and I gave it to a man to work in my place on the farm, while I attended school."

"At this school I studied reading, writing and arithmetic. I revised my studies of arithmetic I had commenced with Mr. Hughes. It was my energy and ambition more, I presume, than my capacity: But I learned rapidly—so my teachers always reported."

"At that day, neither grammar, geography, nor books of science ever appeared in schools. And no branch of mathematics was taught except arithmetic. The custom of the day was also to study the lesson aloud. Each one in the school read out at the top of his voice if it suited the convenience of the scholar. This unenviable habit is changed at this day."

"My father purchased a few books, and among them was a treatise on geography. This was a good work in four volumes, and presented a tolerably good geography of the inhabited globe. In this work was also contained a sketch of astronomy, and particularly, the solar system. This study surprised and astounded me. It was incomprehensible to me how it was possible, that the knowledge of the heavenly bodies could be obtained. I reflected on this science with all my humble abilities, and became well instructed on it, so far as

that short sketch afforded me the means. My father understood the general principles of astronomy tolerably well, and instructed me considerably in addition to the treatise mentioned above."⁴

About the time Illinois was admitted as a state in the Union, educational conditions and opportunities were scarcely better than those which Reynolds described. An article in the *Illinois Intelligencer*, September 5, 1816, says that "at least one-third of the schools were really a public nuisance, and did the people more harm than good; another third about balanced the account, by doing about as much harm as good, and perhaps one-third were advantageous to the community in various degrees.

An example of the schools in Kaskaskia appears in the same paper, January 1, 1818, entitled "To the Patrons of Literature." J. Cheek "Informs the friends and guardians of erudition that he has opened a school in the town of Kaskaskia, for the instruction of youth, in the different departments of English Literature. He will extend the sphere of instruction so as to include the following sciences, viz: Reading, Writing, Orthography, Arithmetic, English Grammar, Geography, History, Rhetorick, Composition, Elocution, etc. He flatters himself that from his attention to the morals and scientific avocations of his pupils, he will share no inconsiderable portion of the patronage of the judicious and discerning people."

"Mr. Cross respectfully informs his fellow citizens of Kaskaskia, and its vicinage, that he intends, should sufficient patronage be afforded, to open a School in this town, for the instruction of youth, in Orthography, Orthoepy, Reading, Writing, English Grammar, Arithmetic and Elocution.

"Scholars who have graduated in these branches of tuition, will be instructed in the rudiments of History, Geography, Natural Philosophy and Mathematics."

"Mr. C. will endeavor to instill in the minds of his scholars the vital importance of sound moral principle, and correct manners, which he will elucidate, by a regular course of lectures every Saturday. As soon as he can produce the necessary appendages, his school will be Lancasterian. No

⁴ Reynolds, *My Own Times*, p. 92.

advance payment will be required, but a punctual compliance with the terms of subscription, at the expiration of each quarter is confidently calculated upon."⁵

Rev. Timothy Flint, a contemporary missionary in Missouri and Illinois, perhaps justly characterizes such teachers and schools in the following manner: "I have been amused in reading puffing advertisements in the newspapers. A little subscription school, in which half of the pupils are abecedarians, is a college. One is a Lancasterian school, or a school of instruction mutuelle. There is the Pestalozzi establishment, with its appropriate emblazoning. There is the Agricultural school, the Missionary school, the Grammar school, the new way to make a wit of a dunce in six lessons, and all the mechanical ways of inoculating children with learning, that they may not endure the pain of getting it in the old and natural way. I would not have you smile exclusively at the people of the West. This ridiculous species of swindling is making as much progress in your country as here. The misfortune is, that these vile pretensions finally induce people to believe that there is a royal road to learning. The old beaten track, marked out by the only sure guide, experience, is forsaken. The parents are flattered, deceived, and swindled. Puffing pretenders take the place of the modest men of science, who scorn to compete with him in these vile arts. The children have their brains distended with the "east wind," and grow up at once empty and contented."

"These founders of new schools, for the most part, advertise themselves from London, Paris, Philadelphia, New York, Boston, and all have performed exploits, in the regions whence they came, and bring the latest improvements with them. And to what they can do, and what they will do, the object is to lay on the colouring thick and threefold. A respectable man wishes to establish himself in a school in these regions. He consults a friend, who knows the meridian of the country. The advice is, Call your school by some new and imposing name. Let it be understood, that you have a new way of instructing children, by which they can learn twice as much, in half the time, as by the old ways. Throw

⁵ Illinois Intelligencer, January 6, 1819.

off all modesty. Move the water, and get in while it is moving. In short, depend upon the gullibility of the people. A school, modeled on this advice, was instituted in St. Louis, while I was there, with a very imposing name. The masters—professors, I should say—propose to teach most of the languages, and all the sciences. Hebrew, they would communicate in twelve lessons: Latin and Greek, with a proportionate promptness. These men, who were to teach all this, themselves, had read Erasmus with a translation, and knew the Greek alphabet, and in their public discourses, for they were ministers, sometimes dealt very abusively with the ‘king’s English.’ ”*

More definite undertakings than those described above for secondary education in this early period, were Belleville Academy and the preparatory department of Vincennes University.

Governor Reynolds says: “In the school near my father’s the teacher was unable to instruct any of his students in the higher branches of mathematics, or the sciences, and I made arrangements with the consent of my father, that I should attend, during the winter of 1806 and 1807, a good school, taught by a competent teacher. This school was situated a few miles east of the present city of Belleville on the land of the present Mr. Schreader. I have often examined, with deep feeling, the tumult of earth where this school once stood. I revere and respect the site with the same feeling as the Jews in ancient times did the city of Jerusalem.”

“At this seminary, I studied land surveying and navigation. I attended also, reading, spelling and writing. I became well conversant in the general principles of mathematics, and particularly in the science of land surveying. My compass and mathematical books, I retain to this day. I studied various branches of mathematics, and the sciences, until I calculated an almanac, but it was never printed. At that day, I never saw a printing office. At this school where I learned surveying, I studied also bookkeeping, of which I thought very little—my writing in this study improved my penmanship, but I think not very much my knowledge.”⁶

* Flint, *Recollections of the Last Ten Years*, p. 185.

⁶ Reynolds, *My Own Times*, p. 94.

The earliest chartered academy serving the territory of Illinois was the preparatory department of Vincennes University. March 26, 1804, four years after the organization of the Indiana territory, of which Illinois was a part until 1809, the federal government reserved one entire township "to be located by the Secretary of the Treasury for the use of a Seminary of Learning."⁷ Secretary Gallatin selected a township in Gibson County, the chief city of which was Vincennes. Thereupon, the first territorial assembly, November 29, 1806, passed "An Act to incorporate a University in Indiana territory." This enactment bears the signatures of Jesse B. Thomas, Speaker of the House of Representatives, and P. Menard, President, pro-tem, of the Legislative Council, both Illinois men whose names were written large in the government of the state.

The philosophy underlying the conception of this act is well stated in the preamble:

"Whereas, the independence, happiness and energy of every republic depends (under the influence of the destinies 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, fore as much as Literature and Philosophy furnish the most useful and pleasing occupations, improving and varying the enjoyments of prosperity, affording relief under the pressure of misfortunes, and hope and consolation in the hours of death,"

"And considering that in a Commonwealth where the humblest citizens may be elected to the highest office, and where the Heaven-born prerogative of the right to elect, and to reject, is retained and secured to the citizens, the knowledge which is requisite for a magistrate and elector should be widely diffused: Be it therefore enacted, etc."⁸

⁷ Hist. Sketch of Ind. Uni., 1820-1904, p. 1.

⁸ State Supt. Report, 1885, p. 105.

The board of trustees was organized December 6, 1806, with William Henry Harrison, President; funds were raised by gifts, lotteries and the sale of part of the congressional grant; a brick building was erected and a preparatory department started. However, it is doubtful whether this academy amounted to much, because Indiana, itself, failed to recognize the school when statehood was obtained in 1816. Besides the Illinois territorial legislature said nothing about education during the nine years of its existence, 1809-1818.

The educational practices of this period were concerned mostly with "class" schools. The aristocratic tendencies of the Revolutionary days had not yet disappeared. Though some primary education was given, the dominant idea was still that of the old Latin grammar school and its successor, the academy. Private instruction usually had the "dead" languages and other secondary subjects in the curriculum. The equipment, however, in books and apparatus, was severely lacking, though schoolmasters tried to be abreast of the times, at least in the names given to their schools. The teachers, who were usually the proprietors, were in too many instances romantic free-lances with the soldier-of-fortune attitude. Their language, as that of the day, was bombastic and oratorical in style. However, the intellectual leaders of the day realized the swindling game of the quack instructors, and made definite attempts to establish a system of education among the mass of the people as the bulwark of liberty in a republican government.

"The dire poverty of the settlers, the hardships of frontier life, the long Indian wars, the pittance which the lands yielded even when used for school purposes, were all so many hindrances," to the establishment of a system of education.⁹

"But in spite of the prejudices and illiteracy of many of our early citizens, they were by no means an unthinking people; their minds were stimulated by the necessity of invention imposed upon them by their peculiar circumstances; by political discussions in which they were interested from one election to another; by moral questions that were debated among them; and, above all, by the religious discourses to which they often listened, and the controversies between the

⁹ McMaster, *Hist. of the People of the U. S.*, v. 5, p. 370.

adherents of different sects, in which almost everybody sympathized with one party or another."¹⁰

In the words of the eminent governor, Mr. Coles, "there is no subject claiming the attention of the legislature of more vital importance to the welfare of the state and its future greatness and respectability, than the provision which should be made for the education of the rising and succeeding generations. Intelligence and virtue are the main pillars in the temple of liberty. A government founded on the sovereignty of the people, and resting on, and controlled by them cannot be respectable, or even long endure, unless they are enlightened. To preserve and hand down to a continuous line of generations, that liberty which was obtained by the valor and virtue of our forefathers, we must make provision for the moral and intellectual improvement of those who are to follow us, and who are to inherit and have the disposal of the inestimable boon of self government."¹¹

In conclusion, one must say that the education of the early period was wholly individualistic with little realization of the theoretical plans. A British traveller, in 1765, petitioned the King for the right to establish a school in the valley of the Mississippi in order to teach the English, French and Indians, the useful arts of knowledge. The little instruction that was given was usually through the efforts of someone in the community who had had educational advantages in the older states. Frequently, a missionary preacher opened up a Latin grammar school in his own house, or an academy was established where a knowledge of the languages, philosophy and some practical subjects was kept alive. Itinerant teachers appeared in the villages and purported to bring from the Eastern and European centers of culture the newest and most approved methods of teaching. In reality, they were without character, knowledge, or means of support. To keep the ideal of democracy alive, and to perpetuate free institutions, the territorial legislature established an academy at Vincennes, 1806, which they hoped to have supported from the proceeds of the liberal land grants made by the national government. The career of this institution

¹⁰ Patterson, *Early Society in So. Ill.*, Ferg. Hist. Ser., v. 14, p. 124.

¹¹ Coles Message to the Legislature, Sen. Jr., 1824, p. 19.

ended in failure because it was planted in a wilderness where protection from Indians, clearing the land, and earning a living, were the prime considerations of the emigrants. But Illinois legislatures continued to encourage education by enacting legislation favorable to the academy, which is the subject of the next chapter.

CHAPTER III.

Administrative Organization and Support.

The academy arose as an institution partly to meet the demands of a constantly growing republican society. While it was a school under the control of either public or private incorporation of trustees, it was recognized throughout the country in theory, as a semi-public institution. Most of the eastern, southern and middle states recognized its public function by assisting in its foundation and support. Public lands, as in Georgia, by the act of 1783, was one of the bases of endowment, while New York, in 1813, established a literary fund the income from which was distributed to the academies.

Illinois, likewise, recognized the public function of the academies by giving legislative sanction to groups of individuals to establish such schools. The poor should always be taken care of; boys and girls of all classes should be educated free when the funds of the local institutions permitted; religious freedom was insisted upon; occasionally, the trustees were elected by the public at large, and the legislature regarded its own action, public. Moreover, the state allowed and sanctioned, in some instances, the use of the income from the school lands for the support of academies; distributed to the academies their share of the common school fund, and allowed communities to tax themselves for the support of such institutions.

In fact, the academy was permitted to do almost anything. The legislature assumed no continuous policy in the charters that it granted. The powers, duties and organization were left to the will of the incorporators generally. The *laissez faire* policy of the government followed the conscious democratic ideal of individual liberty after chartering the institution. The administrators had particular purposes in view which they wanted executed. Girls who had had little

opportunity in the colonial Latin grammar schools of the East were here admitted on almost equal terms. Boys were educated in separate institutions or with the girls in the same institution. Intellectual, moral or physical aims were emphasized as the educational ideal according to the bias of the organizers. The whole country, however, was agreed that the academy should supply teachers for the common schools, so that it was in reality the forerunner of the normal schools. A closer examination of the administrative organization, purposes, and the financial support of the academy, follows:

From 1818 to 1848, the legislature of Illinois granted charters to 125 educational corporations by special act, rather than by general law. Although a corporation law was enacted in 1848, the general assembly continued to charter schools by special legislation until the adoption of the constitution of 1870, which forbade specific laws for corporations of learning except those under the control of the state.¹

The first general assembly chartered Belleville, Madison and Washington Academies, the first and last of which were soon in operation. The semi-public character of the chartered and some of the private academies was shown in these ways:

1. A group of the community undertook to educate its youth: "Whereas several inhabitants of the town of Edwardsville and county of Madison, have entered into arrangements, to build, by subscription amongst themselves, an academy for the education of youth; and whereas so laudable and useful an undertaking is deserving of legislative sanction, therefore, be it enacted * * *"²

2. The trustees of Belleville, Madison and Washington Academies were trustees of the towns in which the academies were located. In fact, suffrage was defined in these charters, and those who voted for town trustees elected academic trustees.²

3. Many of the charters carried provision for the free education of the poor, and a few, for the free education of the Indian: "And, whereas, the establishment of an institution of this kind in the neighborhood of the aborigines of

¹ Harker, III. Ed. Cor. under Special Charter.

² Session Laws, I. Sess., p. 48.

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 colour, and tend also to preserve that friendship and harmony which ought to exist between the government and the Indians. Be it, therefore, enacted, and it is hereby enjoined on the said Trustees to use their utmost endeavors to induce the said aborigines to send their children to the university for education, who, when sent, shall be maintained, clothed and educated at the expense of the said institution."² Also, "The trustees shall be enjoined to cause the children of the poor people, in the said county, to be instructed gratis."² Even, it was contemplated, when the funds of the institution should permit that all the youth were to be instructed free, "in all or any of the branches of education which they may require."²

4. In other than academies for female education, it was provided that girls as well as boys were to be educated, when sufficient money was at hand: "That it shall be the duty of the trustees, as soon as the funds of the academy will admit of it, to establish an institution for the education of females; and to make such by-laws and ordinances for the government thereof, as they shall deem proper and necessary."³

5. In practically every charter that was granted, religious freedom was recognized as a public duty. "No preference shall be given, nor any discrimination be made in the choice of trustees, professors, teachers or students, on account of religious sentiments; nor shall the trustees, professors, or teachers, at any time make by-laws, or ordinances, or regulations, that may in any wise interfere with, or in any manner, control the right of conscience or the free exercise of religious worship."⁴

6. Public election of the trustees in several of the chartered academies was required; "And, be it further enacted, that all free white male inhabitants of the age of twenty-one years who have resided for six months immediately preced-

² Session Laws, I. Sess., p. 48.

³ State Supt. Report, 1885, p. 105.

⁴ In 1841, the legislature repealed the clause of the law which had forbidden the establishment of theological departments in Academies and Colleges.

ing the election within the following limit. . . . shall be, and hereby authorized to elect seven trustees on the forenoon of the day appointed for the election of members to the next general assembly of this state, and on such election day forever thereafter.”⁴

7. The legislature, itself, specifically stated that it regarded such charters as public acts: “Be it, further enacted, that this act shall be deemed to be a public act, and as such shall be construed benignly and favorably, in all courts and places for every beneficial purpose therein mentioned.”⁴

Ordinarily, the preambles of the charters, or the charters themselves, or constitutions of school societies, explained the purpose for which the organizations were made.

1. The most usual statement of the purpose of these associations was that, “the dissemination of useful knowledge should be the only object contemplated.”⁴

2. The preamble of the Jacksonville Academy stated that the high, intellectual and moral culture of women was its object: “Whereas, the vast importance and urgent necessity of extending the blessings of Education to all classes of American Citizens are felt and acknowledged by all enlightened patriots and Christians; and, whereas, the power of female influence over the intellectual and moral character of the community must ever be too great for any or all other causes entirely to counteract. Commencing as it does with the first dawn of infant intelligence and forming perhaps the most important and certainly, the most desirable part of that character, before any other cause can begin to act upon it, and accompanying it through all the subsequent stages of its development; considering, too, that in the present important crisis of our beloved Republic, no one effort ought to be withheld which can tend to give permanency to its foundations, the intelligence and virtue of the people; therefore, Resolved, that an academy ought to be immediately established in this state, to be devoted exclusively to female education; and that Jacksonville, in Morgan county, is, in our opinion, a situation highly favorable for the successful operation of such an institution.”⁵

⁴ Session Laws, T. Sess., p. 48.

⁵ Session Laws, 1834-5, State Rep. 1867, p. 264.

3. The Bloomington Female Seminary, intended to promote the general interests of education, "and to qualify young females for the honorable and useful discharge of the various duties of life."⁶

4. Some of the academies had a normal school department for the education of teachers. "A department is attached to this school for the instruction of teachers."⁷

5. The Hillsboro Academy was an example of an institution that existed for the education of both boys and girls: "The design of the institution is to accommodate those of either sex who may wish to pursue a systematic and thorough course in Education, in the various English branches or in the languages."⁸

6. The Rushville High School Association declared: "The sole object of this corporation shall be for the promotion of *science* and literature, and the general interest of Education, and its corporate powers shall be similar to those conferred upon other corporate bodies for the advancement of education."⁹

7. A distinctly moral purpose was given as the reason for establishing some academies. Monticello Seminary was founded on the principle that education should have reference to man's relation to God, Christ, and the future world, in accordance with the Christian religion.⁵

8. The physical education of the students was one purpose for which some schools were established, but there is no evidence that physical education as we now understand the meaning of that term was given.

9. The trustees of the Monroe Academy were library trustees, whose additional duty was to circulate books among the people of the community: "That there shall be established in the said county, a public library, to be called the Monroe Circulating Library, and that the trustees of the said academy shall be the directors of the said library society, who shall have power to make such rules and regulations for the government of the same, as they shall deem proper."¹⁰

⁶ Session Laws, 1835-6.

⁷ Sangamo Jr., Oct. 21, 1837.

⁸ Sangamo Jr., Oct. 21, 1837.

⁹ Session Laws, 1844-5, p. 311.

¹⁰ Session Laws, 1827.

10. Several academies were established as manual labor schools, of which more will be said later.

11. Finally, some school associations were formed for the education of *all* of the children of the locality—"all," meaning the children of the common people.¹¹

One of the most interesting and unusual ways of electing the seven trustees for each of the first three academies is defined in the following manner: "Be it farther enacted by the authority aforesaid, That the several persons herein before named, to wit: Benjamin Stephenson, Joseph Bowers, Robert Latham, John Todd, Joseph Conway, Abraham Prickett, and Theophilis W. Smith, be and they are hereby appointed trustees in the town of Edwardsville in the aforesaid county of Madison to continue in office until the election of their successors as herein after provided." The time for the election is stated in the act, notification of which was posted in public places, the election district is defined, and the qualifications for suffrage are given.¹²

Danville Academy, a public joint stock company, appointed twenty-seven commissioners from the five surrounding counties to solicit and receive stock. When \$1,500 had been collected, the commissioners were to call an election in three weeks, notice of which was to be posted in six of the most public places in the county, of the time of holding the election for trustees. The election was held at the court house in Danville between the hours of twelve and six p. m. of the day determined upon. Moreover, the commissioners were appointed to act as judges of the election. Subsequent elections were to be held annually, the first Monday in October. Those who had the privilege of voting for trustees were stockholders who had paid on, or before the said election day, five dollars on each share subscribed and the remainder, within six months.¹³

The church was represented on the board of trustees of many academies: "The trustees of this institution shall consist of nine, who shall be elected as follows: one-third of the whole number by the Presbyterian Church N. S. of Rushville, one-third by the stockholders, and the remaining by the

¹¹ Sangamo Jr., June 5, 1845.

¹² Session Laws, I. Sess., 1819, p. 48.

¹³ Session Laws, 1836-37.

patrons of the school for the time being, and they shall hold their office for the time of three years."¹⁴

Moreover, this method for the perpetual succession of policy was provided: the trustees were to hold "their office for the term of three years, except from the first election, when one-third of the number shall be elected for three years, one-third for the term of two years, and the remaining for the term of one year, and any year thereafter, one-third of the whole number shall be elected for the term of three years, at such a time and in such a manner as may be prescribed by the by-laws of the institution."¹⁴

Town trustees, ministers of religion, county school commissioners and stockholders were members of the board of trustees; the term of office, manner of election, and number varied to suit the ideas of the incorporators rather than following, or having a fixed policy of administrative organization.

The powers and duties of the trustees of the academies covered a wide range. They called special meetings to transact the business of the academy; made contracts for the repairing and erection of buildings; passed by-laws and ordinances for the conduct and government of the school; filled vacancies in their own body; elected a principal and teachers; determined salaries; removed officers for misconduct; appointed committees of their own number; received money subscribed for the institution, and appointed their own treasurer, secretary, stewards, managers and other necessary officers.

"The chairman of the board shall have power to call special meetings, giving five days previous notice thereof, a majority at any stated, adjourned or special meeting, shall form a board of quorum, and a majority of them shall be capable of doing and transacting all the business and concerns of the said academy, and particularly of entering into contracts for erecting and repairing any building or buildings necessary for the said institutions, of making and enacting by-laws and ordinances for the government of the said academy and not contrary to the constitution and laws of the United States, or of this state; of filling vacancies in the

¹⁴Session Laws, 1844-5. p. 311.

board of trustees occasioned by death, resignation or removal out of the state; of electing and appointing the principal professors and teachers of said academy; of agreeing with them for their salaries, and of removing them for misconduct, or breach of the laws of the institution; of appointing committees of their own body to carry into execution all and every resolution of the board; of appointing a chairman, treasurer and secretary, out of their own number; and stewards, managers, and other customary officers for the taking care of the estate, and management of the concerns of the institution.”

The trustees of the chartered academies, after 1830, were specifically made bodies politic and corporate, “with power to sue and be sued, plead and be impleaded, to acquire, hold and convey property, real and personal, to have and to use a common seal, to alter the same at pleasure, to make laws for its regulation provided they are not inconsistent with the laws of the United States and this state.”¹⁵

Some restrictions of power placed upon trustees were that they should “hold the property of the said institution for the purpose of female education, and not as a stock for individual benefit of themselves, or of any contribution to the endowment of the same; and no particular religious faith shall be required of those who become trustees or students of the institution.”¹⁶

Sometimes the trustees regulated and prescribed the course of study; fixed the rate of tuition; purchased books and regulated the conduct of pupils: “The trustees of said high school association shall have authority from time to time to prescribe and regulate the course of studies to be pursued in said high school, and in the preparatory department thereof; to fix the rate of tuition, to make rules for the general management of the affairs of the said high school, and for the regulation of the conduct of the students, and to add, as the ability of the said corporation shall increase, and the interest of the community shall require, additional departments, for the study of all or any of the solid, useful and

¹⁵ Session Laws, I. Sess., p. 48.

¹⁶ Session Laws, 1834-1835, Sec. 1.

profitable branches of classical, mathematical and philosophical literature."¹⁷

Financial Support.

School lands, very early, were the basis of any state support that was given to the academies. An act approved January 27, 1821, by the state, gave the trustees of Belleville Academy the "power and authority to lease out, upon such terms and conditions as to them shall seem meet, for any time not exceeding ten years, section number sixteen, in township number one, north of range number eight, west of the third meridian, reserved for the use of schools, for the benefit of the inhabitants of said township."

"Be it further enacted, That the trustees of Belleville Academy shall and may appropriate one-half of the net proceeds of the annual profits accruing from the rents of said sixteenth section, to the use and benefit of said academy, and shall reserve the other half of said rents and profit, to and for the use of schools in the north half of said township, to be paid over and applied in such manner as shall be pointed out by law."

"Be it further enacted, That there shall be a meeting of the male inhabitants above the age of twenty-one years, residing in the north half of said township, at Belleville, on the first Monday in April next; which meeting shall take into consideration the propriety of permitting the trustees of Belleville Academy to apply the whole of the rents and profit to the said Academy, and should said meeting consent, the whole of the rents and profits of said section shall be applied to the use of said Academy for such term of time as said meeting shall agree to."¹⁸

The state at other times authorized the use of some of the money of the township fund for the establishment of a school: "The inhabitants of township five south, range six east, of the third principal meridian, upon being incorporated as required by law for school purposes, be and they are hereby authorized to use the sum of two hundred dollars of the interest accruing from said township fund, to the erec-

¹⁷ Session Laws, 1844-1845, Sec. 3, p. 311.

¹⁸ Session Laws, 1821, p. 34.

tion of a frame or brick schoolhouse in the town of McLeansboro in said township.”¹⁹

Another example of aid given by the state is that in which “the school commissioners of Jefferson County be authorized and required to receive the said schedule of the school taught in the Mount Vernon Academy in the year 1840, and duly certified by the trustees and teachers thereof, and apportioned thereon its distributive share of interest of the school fund due for 1842, according to the schedules filed for distribution in January, 1843; provided that all schedules in said county, regularly certified for that year, and notified to the said commissioner before he actually made the apportionment of interest of that year, shall be paid in like manner.”²⁰

Furthermore, the state authorized money to be paid to some academies: “The school commissioner of Coles county is hereby authorized and required to pay to the order of the president and trustees of the Charleston Seminary two hundred dollars per year, out of the distributive share of the state fund, for the purpose of education, to the county of Coles; and the said trustees are hereby authorized to expend said money in such manner as they may think proper for the use and benefit of said seminary.”²¹

It was the common practice for academies to receive their distributive share out of the township school fund for maintaining a common school. The act of 1835 distributed the interest from the state school fund to counties in proportion to the number of inhabitants under twenty-one years of age. “Nor shall this act be so construed so as to prevent said school from receiving its just proportion from the township and state fund, as other schools do; and said trustees shall perform the same duties in regard to said school, for the purpose of obtaining their proportion of said school fund, as is or may be required of trustees of schools in other townships.”²²

The law relative to the Winchester male and female preparatory and common school said that “nothing in this act shall be so construed as to prevent either of the above

¹⁹ Session Laws, 1837, p. 16.

²⁰ Session Laws, 1842-3, p. 6.

²¹ Session Laws, 1839-40, p. 131.

²² Session Laws, 1839-40, p. 56.

named institutions from receiving their proper proportions of money appropriated by law for common school purposes.^{'23}

Even organizations like mechanics' unions received their share of the state school fund for keeping a common school. The Springfield Mechanics' Union, "on the establishment of their common school, shall receive from the school commissioner of the county the same amount of money, in the same proportion, and apply the same to such tuition, in the same manner as other common schools are kept and paid."²⁴ The school established by this act immediately was opened under the name of the Springfield City Schools.

It was also the custom for private academies, unchartered, to receive state aid. An academy in Peoria, in 1840, says this about its funds: "This is not a chartered institution, nor aided by any public funds, except that it shares the public school fund together with the common schools of the town."^{'25}

The state virtually aided academies by a general law of 1842, which exempted from taxation ten acres of land owned by any literary institution; and for colleges and academies exempted a hundred sixty acres, if actually used as its location and domain, with all buildings, libraries, and apparatus.²⁶

The idea of taxing the people of the community for supporting an academy is found in some of the charters: "The trustees of the town of Winchester may levy and collect a tax not exceeding one per centum on all taxable property in said town, to be applied to purposes of education, as said trustees shall from time to time direct: Provided, That before any tax can be levied as aforesaid, and on application of twelve citizens of the town, the trustees shall cause an election to be held, where each inhabitant residing within the incorporate limits of said town, may have the privilege of voting for or against a tax, and if a majority of two-thirds of the votes given at said election shall be in favor of a tax, then and in that case the trustees may levy a tax and in no other."^{'27}

²³ Session Laws, 1841, p. 290, Sec. 6.

²⁴ Session Laws, 1839-40, p. 74, Sec. 2.

²⁵ Peoria Directory, 1844, p. 115.

²⁶ State Supt. Report, 1833-4, p. 116.

²⁷ Session Laws, 1841, p. 290, Sec. 7.

The original proprietors of the town of Payson were far-sighted enough to make provision at a future time for the establishment of an academy by using twenty per cent of the proceeds from the sale of lots in that town for that purpose: "The original proprietors of the town of Payson, in their proposal for the sale of town lots, stipulated twenty per cent of the amount of sales of town lots should be appropriated toward the establishment of a Seminary of Learning from which fund, now accrued, amounts to \$1,300."²⁸

Individuals, themselves, aided secondary education by endowments. The founder and benefactor of Monticello Seminary set aside \$10,000 for that purpose, as early as 1834. The building was begun in 1836 and opened for pupils in 1838.²⁹

A few public-spirited men bequeathed money for the erection and establishment of academies. Silas Hamilton left \$4,000 for the creation of the Hamilton Primary School to educate the children of his friends and neighbors.³⁰

Tuition was one of the factors in the support of education. The Sangamo Journal, April 21, 1838, stated that "academies and colleges are founded by private enterprise, and supported by individual liberality and munificence. Those who seek these institutions must necessarily pay in proportion to the benefit received."³¹

Occasionally, academies were public joint-stock companies, so that the money necessary for the founding of schools was raised by the sale of stock, worth from ten to twenty-five dollars a share, allowing the share holders free tuition for every share held, and with the privilege of voting on the policies of the institution: "The said academy, when erected and in operation, shall at all times be open for use and the privilege of every white person, within the United States, who may wish to be instructed by the instructors or instructresses, employed by the trustees thereof; Provided, Said free white person will comply with the laws, and pay the sum affixed by the said trustees, for the instruction of students attending the same; Provided nevertheless, that

²⁸ Session Laws, 1841, Sec. 7.

²⁹ State Supt. Report, 1867-8; p. 267.

³⁰ Session Laws, 1839-40, Preamble.

³¹ Sangamo Jr., April 21, 1838.

each and every stockholder in said institution shall be entitled to the admission of one pupil in the same for each and every share he or she may legally hold therein. On payment of ten dollars to the treasurer of the institution every free white person shall be considered a stockholder.”³²

The stock of the Rushville High School Association “shall consist of shares of twenty-five dollars each, to be subscribed for in the manner that the commissioners herein after named, or the trustees when elected shall direct, and shall be deemed personal property, and shall be transferable on the books of said corporation in such manner as the board of trustees may prescribe; the capital stock shall not exceed ten thousand dollars, and its funds, rents and privileges shall be used only for the purposes of education herein declared.”³³

Every charter placed a limitation on the amount of property to be held. This varied from the one hundred thousand acres of land allowed to Vincennes University, to twelve acres of land allowed the Jacksonville Female Academy. But very few cases have been found where more than a thousand acres of land was allowed to chartered academies. The legislature that granted the Jacksonville charter had this to say relative to the property to be held by the academy: “The lands within the bounds of this State, held in perpetuity by this charter, shall not exceed twelve acres, held at any one time; and if donations in land shall be made at any time to said corporation, the same may be received and held in trust by said board of trustees, and shall be sold within three years from the date of such donation for the benefit of said institution; in failure whereof, the land so given shall revert to the donor or grantor of the same and the said board of trustees shall in no case lease or rent out any land so held in trust as aforesaid.”³⁴

The amount allowed to Rushville High School Association was a little larger: “The lands, tenements, and hereditaments, to be held in perpetuity by virtue of this act by said corporation, shall not exceed three hundred and twenty acres.”³⁵

³² Session Laws.

³³ Session Laws, 1844-45, p. 311.

³⁴ Session Laws, 1834-5.

³⁵ Session Laws, 1844-45, p. 311.

The chartered academies were quasi-public institutions because, (a) a group in the community undertook to educate its youth; (b) the trustees were frequently elected by the public; (c) the poor children of the Indians were educated gratis; (d) all youth were to be educated free when the funds of the academy were sufficient; (e) religious freedom was recognized as a public necessity; (f) the legislature regarded the charter a public act.

The purposes for which academies were established were (a) to disseminate useful knowledge; (b) to give women high intellectual and moral culture; (c) to fit youth for the various duties of life; (d) to prepare teachers for the common schools; (e) to promote science and literature; (f) to safeguard and develop the physical body; (g) to circulate books among the people; (h) to inaugurate a system of manual labor with literary education; (i) to educate the children of the "people".

The trustees, varying in number in the different academies, were elected or appointed, with powers that were usually conferred on bodies corporate and politic, though no fixed rule was adopted in that respect. The administrative organization was fixed to suit the will of the individual incorporators, with few exceptions.

Financially, academies were benefited by the sale or rent of school lands, when that was deemed advisable; were occasionally aided in establishment by the funds of the township in which they were located; were usually given their share of the school fund for keeping a common school; were promised a state subsidy; were to receive local taxes if the people of the community wished to vote them; were endowed by gifts directly, or received money by wills; were supported by tuition, and had a fund created by the sale of stock divided into a stipulated number of shares. Religious organizations used one or several of the means above suggested in the support they gave academic education. The next chapter, therefore, is a consideration of the religious influence on education.

CHAPTER IV.

Religious Influence.

In spite of the academic legislation provided by the state, little machinery existed for the administration, organization, and supervision of education outside of the church. In colonial days, a close relation existed between the church and the school, and that intimacy continued to about the middle of the nineteenth century. It was but natural that the minister should direct and supervise instruction because he was well educated, entirely qualified, and had sufficient leisure time. The aim of education, the subject matter, and teacher certification, all, had a religious tone.

The grammar school had grown up under the religious denominations in the colonies. But there came a time of religious revival, about 1740, in England and her colonies, when the established mode of worship was questioned. New denominations could only perpetuate their religious beliefs by establishing schools. Likewise, there was a revival in education so that new institutions were necessary, in education as well as in religion, to meet the new ideals, one expression of which was the academy. The connection of the church with the academy was somewhat different than its relation to the Latin grammar school. No longer was a religious test required of the teachers, no longer was religion the primary subject of study, but the churches still kept a large part of the control and organization of the academy in their hands. There was no other body yet developed that could assume the responsibility.

The Catholics, the Baptists, the Methodists, the Presbyterians, and the Congregationalists sent missionaries to Illinois who established schools as well as preached the gospel. One of the chief institutions established by the pioneer

preachers, with the exception of the Catholics,¹ was the academy, because the missionaries came to Illinois at the time of the academy period. Home organizations sent representatives to the new West to establish branches, convert the Indian and the pioneer, and to educate the children of the forest and of the newcomers. How conscientious and faithful those talented missionaries were, is evidenced by the individual schools that they established and maintained, frequently at their own expense. They paved the way for the later tides of emigration, the latter making it possible to maintain a local system of academic education. The frontier was not free from jealousies for the hospitable southerner hated the shrewdness of the Yankee. Religious disputes naturally arose between the former and the latter, traces of which are found in the struggle for and maintenance of the academies. Although the Yankee left his mark on those institutions, he forsook them for the common school. A closer survey of the religious educational influence, therefore, is relevant.

The French Jesuits exerted the earliest religious and educational influence in the territory that is now the state of Illinois. Rev. J. M. Peck had this to say of Kaskaskia under French rule: "In olden time, Kaskaskia was to Illinois what Paris is at this day to France. Both were, at their respective days, the great emporiums of fashion, gayety, and I must say, happiness also. In the year 1721, the Jesuits erected a monastery and college in Kaskaskia, and a few years after it was chartered by the French government."²

Kaskaskia, in 1796, though mostly French in population, but under English control, had degenerated to such an extent that Austin Ville said the Jesuit college in that city was then in ruins, although the city and the college were very flourishing under the French government.³

However, the Catholics maintained, from time to time, in the French settlement of Kaskaskia, a convent for the education of young ladies. In 1828, this school is spoken of as

¹The Catholics had a college at Kaskaskia in the early part of the 18th century, but it fell into disuse at the end of the French period. In the early part of the 19th century a similar institution was revived in the same town, but that was not typical of Catholic activity in other parts of the state until about the close of our period.

²Powers, *History of Springfield*, p. 6. quotes Peck.

³Doc. Am. Hist. Rev., April, 1900, p. 538.

being at the zenith of its influence for the people of the West, and was deservedly very popular.

The leaven of the whole educational movement in the beginnings of Illinois was the work of the Protestant preachers and missionaries. According to Rev. J. M. Peck, a Baptist minister, his denomination had these missionary preachers in the state: Josiah Dodge, 1784; James Lemen, 1784; David Badgley and Joseph Chance, who organized the first church in 1796; John Clark, 1797, and W. Jones, 1806. By 1807, five Baptist churches had formed an association.

Governor Reynolds mentioned these Methodist missionary ministers: Joseph Lillard, 1793; Hosea Riggs, 1796; Benjamin Young, 1804; T. Harrison, 1804; J. Oglesby, 1805; C. R. Matheny, 1806; Jesse Walker, 1806; Bishop McKendree, 1807; Peter Cartwright, 1824. By 1815, four Methodist-Episcopal circuits had been established.

As was stated in the discussion of early education in Illinois, James Lemen, a Baptist preacher, opened one of the first schools. Father John Clark was a conspicuous and efficient character in the pulpit and the schools. He taught many of the rising generation of that day the general principles of education.⁴

Smith and Mills, in their missionary tour of the West, showed that preachers would be welcomed to keep schools. "Governor Edwards assured us, that a preacher of popular talents would receive a salary of \$1,000 per annum, for preaching a part of the time, and instructing a small school."⁵

The constitution of the Foreign Missionary Society of the Valley of the Mississippi gave one of its objects to be the promotion, "by all suitable means, within the Valley of the Mississippi, the missionary spirit in theological seminaries, colleges, academies, and the community."⁶

The legislature of the state, in 1821, passed an act to encourage learning in White county, making the township trustees and church trustees coordinate bodies in conducting a school for the township: "Whereas, there is a society of Christians, called Cumberland Presbyterians, who have erected a meeting house for public worship on the sixteenth

⁴ Reynolds, *My Own Times*, p. 194.

⁵ *Rep. Miss. Tour*, by Mills and Smith, p. 17.

⁶ *First Annual Rep. Foreign Miss. Soc.*, p. 4.

section in township five south, of range eight east, of the third principal meridian, in this state, and whereas, the said house may serve to have the gospel preached therein, and likewise may be used for a schoolhouse for the township. Therefore,

“Sec. I. Be it enacted by the People of the State of Illinois, represented in the General Assembly, that two or more of the county commissioneers of White county are hereby authorized and required to lease five acres of land of said section sixteen, 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 schools of said township.”

“Sec. 2. Be it further enacted, that the said school which may be taught in said house shall be under the direction of the trustees of the township and said society of Cumberland Presbyterians. There shall never be given any preference to one sect of people over another in said school, but at all times, the said society of Cumberland Presbyterians shall be entitled to hold divine service in said house during said lease.”

Perhaps one of the most influential men in the religious, social, and the educational life of the people of early Illinois, was John Mason Peck. He was born at South Farms, Conn., in 1787, and received his education in the common schools and the academy of his town. He studied science, literature and medicine in Philadelphia. The year 1818 found him teaching school in St. Louis. Settling in Illinois soon after, he preached and taught school. January 1, 1827, he invited all those favorable to the establishment of a college or seminary to meet at his home, in Rock Spring, St. Clair county, which was situated on the principal stage route to Vincennes, seventeen miles east of St. Louis.

Peck was engaged a year in raising funds for the institution to be established. He and his hired men cut the timber and built the school. Five hundred dollars and twenty-five acres of land were contributed by Peck himself. Nine trustees were appointed and one hundred shares of stock at ten

¹ Session Laws, 1821, p. 153.

dollars a share were to be sold to support the two departments to be established.⁸

Rock Spring Theological and High School was the name given to this institution. "The general plan of study is accommodated to the circumstances of the preachers of the gospel, and to the wants of the country. Ministers, who have families, and those who are somewhat advanced in life, may attend the Institution as may suit their convenience. It is established on liberal principles, though under the particular control of the Baptist denomination."⁹

"The second department is to be a scientific and literary institution for the accommodation of any class of students of approved character, and it is to be conducted on the principles of a High School. A professor of mathematics and natural philosophy, who shall be the principal of the High School Department, and direct the studies in languages," is to be appointed.¹⁰

Joshua Bradley, holding an A. B. degree, Brown college, was the first president, and John Russell was principal of the high school. This department was conducted upon the plan of an academy "with modern improvements in education; and admitting students without distinction of age or previous study."¹¹

The first annual report said that there were about sixty scholars. "An unusually large proportion of the scholars have attended to writing, arithmetic, grammar, and geography. Five young gentlemen have mastered the difficulties of algebra, one of whom is now studying geometry. Three students are pursuing the study of Latin."¹²

Other denominations in this early period and, in fact, until after the Civil War, conducted religious-public schools of a similar nature. Three Methodist ministers, Wm. Beauchamp, Thomas Hinde, and Wm. McDowell, founded the town of Mt. Carmel in 1817 in order "to build a city on liberal and advantageous principles and to constitute funds for the establishment of seminaries of learning and for religious pur-

⁸ Quart. Reg. Am. Ed. Soc., Nov., 1830, v. 4, p. 354.

⁹ Quart. Reg. Am. Ed. Soc., Nov., 1830, v. 4, p. 354 and Ill Int., Mch. 24, 1827.

¹⁰ Ill. Int., Mch. 24, 1827.

¹¹ Peck, Guide for Immigrants, p. 248.

¹² Illinois Intelligencer, May 16, 1829.

poses.’¹³ The articles of association for the city of Mt. Carmel provided for the division of the town site into a number of lots, one-fourth of which were called “public donation lots * * * appropriated to the use of schools and religious purposes.’¹⁴ The money realized from the sale of the public donation lots constituted a fund from which one-third was to be used for a male academy, one-third for a female academy, and the remaining one-third for religious purposes. Accordingly, a school was opened by Beauchamp, in 1819, and a charter was granted by the legislature in 1825. Mt. Carmel was early a center of Methodist influence in the southern part of the state. Religious conferences were held in the town, out of which originated the movement which resulted in the founding of McKendreean College.*

The New England influence was accentuated by the Congregational and Presbyterian preachers and missionaries from that district. “Mr. Wylie was the first Presbyterian clergyman, who settled permanently, in Illinois. This gentleman was at the head of the seminary of learning in Randolph county, as well as attending to his clerical duties.’¹⁵

Rev. J. M. Ellis went to Illinois about 1820, and recognizing the need for schools, he began to advocate a seminary. Money was raised and Ellis appealed to an eastern missionary society for help. This appeal fell into the hands of a member of the Yale class of 1828. Being interested in home missions, this graduate interested others of his class in the formation of the Illinois Association with the following pledge:

“Believing in the entire alienation of the heart from God, in the necessity of the influence of the Holy Spirit for its renovation, and that these influences are not to be expected without the use of means; deeply impressed also with the destitute condition of the western section of our country, and the urgent claims of its inhabitants upon the benevolence of the East, and in view of the fearful crisis which is evidently approaching, and which we believe can only be averted by speedy and energetic measures on the part of the friends

¹³ Boggess, Settlement of Illinois, p. 198, in Chi. Hist. Soc. Col., v. 5.

¹⁴ Ibid.

* The early name of McKendree college.

¹⁵ Reynolds, My Own Times, p. 199.

of religion and literature in the older state; and believing that evangelical religion and literature must go hand in hand to the successful accomplishment of this desired end, we, the undersigned, express our readiness to go to the state of Illinois for the purpose of establishing a seminary of learning such as shall be best adapted to the exigencies of that country, a part of us to engage in instruction in the seminary, the others, to occupy, as preachers, important stations in the surrounding country: provided the undertaking be decided practicable and the location approved: and provided also, the providence of God permits us to engage in it.

THERON BALDWIN,
 JOHN F. BROOKS,
 MASON GROSVENOR,
 ELISHA JENNEY,
 WILLIAM KIRBY,
 J. M. STURTEVANT,
 ASA TURNER,

Theological Department, Yale College, February 21, 1829.”¹⁶

One member of this group, Lemuel Foster, was sent as a missionary to Illinois. He drove overland with his bride and was ordained at Jacksonville, in 1832. He preached and his wife taught school in a log cabin. A little later, they had an academy with two school rooms on the first floor and a church above.

The founder of Monticello Seminary had distinctly a religious conception in mind. This is his account: “One morning, while lying in bed, somewhat indisposed, my wife came into the room, and as she went out, made some remark. One of our little children that had just begun to lisp a few words, caught the remark, and while playing by itself on the floor, repeated it over and over a great many times. This led me to reflect on the powerful effect of a mother’s example on the minds, manners, and habits of her off-spring, and no less powerful influence that females have over society at large. Hence the great necessity of their being qualified for those important and responsible situations, in this life, which God, in His infinite wisdom has assigned them * * *. And being desirous to act the part of a faithful steward of what God

¹⁶ Sturtevant, *Autobiography*, p. 139.

had placed in my possession, I resolved to devote so much of it as would erect a building, to be devoted to the moral, intellectual and domestic improvement of females, particularly those whose means were limited.”¹⁷

A religious motive impelled the founding of many of the academies and higher institutions of learning in Illinois up to the middle of the nineteenth century. The same spirit which sent missionaries and preachers from the older states to look after the religious welfare of the people on the frontier was prominent in the foresight for and care of the educational institutions. Thus the Yale movement was not only an educational conception but a religious undertaking as well. About the time, though, that the New England band went to Jacksonville, the abolitionists, headed by William Lloyd Garrison, were stirring the country into a bitter rage of sectionalism. Illinois was plunged into the strife of sectional hatred so that the New England group—from the home states which had produced and supported Garrison—were looked upon, at least, with suspicion. They sought to allay and assuage that feeling by cooperating with the older denominations in the state and by trying to find southern or western professors for some of the college departments.

Another obstacle, however, was encountered when the New England Presbyterian—Congregational denominations first tried to obtain a charter for Illinois College from the legislature which was still southern. The law makers were afraid of the sectarian influence which might result. Judge Hall put the case thus: “In several instances, acts of incorporation for seminaries of learning, and for religious associations, have been refused by the legislature; and one institution of learning has been incorporated, with an expressed provision, that no theological department shall ever be attached to it. This is another indication of public sentiment in this state, or at least of the policy of the legislature. There seems to be a great dread among law givers, of religious domination, and of sectarian influence. Bills for acts to incorporate religious societies, for the single purpose of enabling them to hold a few acres of ground for their meeting house and graveyard have been more than once intro-

¹⁷ State Supt. Rept., 1867-8, p. 266.

duced and rejected. No college, or other institution of learning, in which any one religious sect is known to have a predominant influence, has ever yet received a charter in this state; nor will any such institution ever be incorporated there unless public sentiment shall undergo radical change.”¹⁸

Judge Hall then argued for the right and necessity of religious denominations instructing their children: “If religious denominations think proper to educate their own children in their own tenets, they have a clear right to do so. It is enough for those who object to the exertion of sectarian influence upon the young mind, to withhold their support from institutions which they disapprove. The granting of a charter to a literary institution, confers upon it no moral power, stamps no authority upon the tenets of the persons who control it, nor affects in the slightest degree, any of the rights of conscience. It merely gives to such an institution facilities for the transaction of its financial concerns, and for the safe-keeping of funds bestowed upon it by the benevolent, for public and beneficial purposes.”

“In a country, where religious opinions are perfectly unshackled, and men may believe and worship as they please, it seems to be unfair, that they should not be allowed every facility for educating their children according to the dictates of their own judgment; and we doubt, whether it is not a violation of the spirit at least, of our free institutions, to refuse to a religious society, the ordinary facilities of law, for the protection of its property, the management of its concerns, and the dissemination of its opinions. The truth is, that the best colleges in the United States are sectarian; each of them is under the direct patronage and influence of a religious sect. No college, from which such influence has been excluded, by expressed prohibition, has been successful. The reason of this seems to be that the business of education falls naturally into the hands of the clergy. It comes legitimately within the sphere of their duties. They are fitted for it by the nature of their studies and pursuits; while liberally educated men, in other professions, could only become qualified for the business of tuition

¹⁸ Hall, *Sketches of the West*, 1835, v. 2, p. 206.

by the sacrifice of their other avocations. Those avocations are too lucrative and honorable to be abandoned by men of talents, for the humble and precarious calling of teacher or professor.”¹⁸

The new democracy, moreover, feared that there was on foot a plan to unite the church and state to establish an aristocratic clergy, and to destroy the liberties of the people. Consequently, when Alton, Illinois and McKendreean Colleges and several academies petitioned the legislature from 1830 to 1835, for articles of incorporation, charters were refused. The educational convention of common schools at Vandalia, in 1833, with numerous petitions by friends of the colleges and academies, caused the Committee on Petitions to make this report to the legislature: “In view of your committee, three questions here arise upon the settlement of which the whole matter will turn.”¹⁹

“1. Are institutions of this character really needed in this state?

2. Is it important to their success that the trustees who manage them should become bodies corporate?

3. Can corporate powers be granted with safety to the public interest?”²⁰

With regard to the first question, the committee found that higher institutions were necessary to furnish teachers for the common schools. The latter are unable to exist without the former. Therefore, it should be the policy to charter academic institutions. The other argument, relative to the first question, stated that higher institutions were necessary to provide scientific men. They instanced such men as Sir Humphry Davy and Eli Whitney. “The engineer, for instance, upon whom we must depend, to survey, and at every step of their progress direct in the construction of our canals and railroads, must be acquainted with algebra, geometry, trigonometry, etc. * * * . We must have institutions which shall be the depositories of science—liberally endowed—and furnished with apparatus, libraries, and able and learned men as instructors * * * who shall write our school books

¹⁸ Hall, *Sketches from the West*, 1835, v. 2, p. 206.

¹⁹ Senate and House Reports, 1834-5, p. 337.

²⁰ Senate and House Reports, 1834-5, p. 337.

and histories, and become our authors of imperishable fame?"²¹

The argument relative to question two, is a legal discussion which does not concern us.

The Committee on Petitions adopted, in part, the memorial of the trustees of Illinois College, in the report to the legislature relative to question, three.

"We would state that it can be done without the least hazard to the interests of the community. One of the most distinguished jurists and civilians in our country, in an argument before the Supreme Court of the United States, has stated that the uniform testimony of experience, both in our own and other countries, is, that such literary corporations are, in an eminent degree, safe, and highly conducive to the public good, and that, as a uniform fact, they have not been perverted from their original purpose in improper ends. And so far as we know, no fact is recorded which proves the danger of any such perversion. Not only do facts prove the safety of such literary corporation, but the nature of the case also shows that they are exposed to fewer influences which may lead to perversion, than almost any other class of corporations. They depend almost entirely on public sentiment for their patronage and support, and therefore cannot, with impunity, disregard the known interests and wishes of the community. On the other hand, they are under the influence of every possible motive to regulate all their measures so as to bear the test of public scrutiny, and to correspond with the known expression of public will."²¹

The committee went on to say that these reasons were decisive; that literary corporations had been tried in other states and found safe, and "now, why should that which is so safe in these states be dangerous in Illinois?"

"If, then, as we trust has been abundantly shown, colleges are so much needed in our State, and the public interest would be as really injured by neglecting to foster them as by refusing to cherish common schools, and if corporate powers are so essential to their permanent prosperity and usefulness, and these powers can be granted with entire safety to the public interest, what course does sound policy

²¹ Senate and House Reports, 1834-5, p. 337.

dictate? It would seem to be as clear as the sun in the heavens. Shall we hesitate to pursue it? By your own acts we have decided that it is inexpedient to create these institutions by legislative enactment, and endow them from the public resources. But are we prepared to say that none shall exist within our bounds, when they are the pride of surrounding states? Shall Illinois, with its unrivaled location, beauty, fertility and natural resources, which prepare it to stand preeminent in the confederacy, expose herself to the denunciations of all her sister states, by refusing to foster literary institution?"²²

The educational committee expressed its attitude toward the petitioners for literary institutions by these questions. "Are not these different boards of trustees composed of our fellow citizens, and are they not worthy citizens? Have they done anything to forfeit public confidence? Have we evidence that any other associations could do the work better? Shall we single out any body of men, so long as they show themselves worthy of public confidence, and are engaged in promoting the public good, and deny them those powers and privileges which any association of our fellow citizens might justly ask at our hands? Why then, we repeat, not grant the prayer of these petitions? Shall they meet with a cold repulse? Shall their generous ardor in this noble work be thus suppressed? Are we ready to say to any body of our fellow citizens who have exhibited such a spirit of enterprise, and labored with so commendable a zeal, and met with so much success, we will not sustain you?"²³

The committee said that the petitioners had these claims on the legislature for its support. "They commenced their operations in the infancy of our State, when the means of education were exceedingly limited, and the schools of every description were few and far between. They do not simply prepare to educate those who shall hereafter come upon the stage, but the present generation also. The cry now is from all parts of the State—educate the present generation. The petitioners are ready to vociferate the same loud and long. This is the very thing that they propose to aid in accomplish-

²² Senate and House Reports, 1834-5, p. 337.

²³ Senate and House Reports, 1834-5, p. 337.

ing. They come to us and point to the present state of education in Illinois, and simply ask us to afford them such facilities as will enable them to prosecute this noble work without embarrassment. Shall we then withhold from them that countenance and support which they ask? It would seem that none could be more deserving of encouragement than the pioneers in the cause of education. In the opinion of your committee, the petitioners are richly entitled to the confidence of their fellow-citizens, and the support of ourselves as a legislature."²⁴

Thereupon, the legislature granted charters to Alton College, Illinois College, McKendreean College, Jonesborough College and the Jacksonville Female Academy, in 1835. The charters of these institutions are practically all the same. The model upon which they were made was the bill for a charter for Illinois College, which bill was prepared by the missionaries and their associates. The group was made up of Edward Beecher, Julian M. Sturtevant, Truman M. Post, Theron Baldwin, William Kirby, Samuel Adams, John Adams, Elisha Jenney, Asa Turner, Jonathan B. Turner, John F. Brooks, Samuel D. Lockwood and J. M. Ellis.

These men were the founders of Illinois College and the Female Academy at Jacksonville, in 1829 and 1830. The legislature was petitioned by these institutions for charters almost immediately. J. M. Sturtevant, in his sketch of Theron Baldwin, said that the latter's arguments for charters for these institutions, before the Senate Educational Commission, were so able that the committee adopted them as their own in reporting the bill favorably.

The assumption that the Jacksonville group of men were familiar with the charter of Yale College is probably true.

1. The Yale charter of 1701, amended in 1723, "provides that the number of said trustees be not under seven nor above Eleven."²⁵ The Jacksonville charters named eleven trustees.

2. The objects stated in the two sets of charters are similar: "Wherein Youth may be instructed in the Arts and Sciences who through the blessing of Almighty God may be fitted for Publick employment in Church and Civil

²⁴ Senate and House Reports, 1834-5, p. 337.

²⁵ Yale Uni. Cat., 1913-14, p. 63.

State.”²⁵ The Jacksonville charters stated that the “object of said corporations shall be the promotion of the general interest of education, and to qualify young men to engage in the several employments and professions of society, and to discharge honorably and usefully the various duties of life.”²⁶

3. The corporate powers of the Yale charter of 1745, said, “Thomas Clap, etc., shall be an Incorporate Society or Body Corporate and Politic and shall hereafter be called and known by the name of the President and Fellows of Yale College in New Haven, and that by the same name they and their Successors shall and may have perpetual Succession, and shall and may be Persons in the Law capable to plead and be impleaded, defend and be fended, and answer and be answered unto; and also to have, take, possess, acquire, purchase, or otherwise receive Lands, Tenements, Hereditaments, Goods, Chattels, or other Estates * * * to grant, demise, lease, use, manage or improve for the Good and benefit of the said college.”²⁵

The corporate powers of Illinois College were: “To have perpetual succession, to make contracts, to sue, and be sued, implead and be impleaded, to grant and receive by its corporate name, and to do all the other acts as natural persons may; to accept, acquire, purchase or sell property, real, personal and mixed, in all lawful ways; to use, employ, manage, and dispose of all such property, and all money belonging to said corporation, in such manner as shall seem to the trustees best adapted to promote the objects of aforementioned.”²⁷

4. The Yale corporation “shall and may hereafter have a common Seal * * * and this same Seal to alter, break, and make new as they think fit.”²⁸ Illinois College was “to have a common seal, and to alter or change the same.”²⁷

5. The Yale charter gave the trustees power “to make * * * all such wholesome and reasonable Laws, Rules and Ordinances, not repugnant to the Laws of England, nor the Laws of this Colony.”²⁸ The Jacksonville charter gave the trustees power “to make such by-laws for its regulation

²⁵ Yale Univ. Cat., 1913-14, p. 63.

²⁶ Session Laws, 1835-45; Session Laws 1835, p. 177.

²⁷ Session Laws 1835-45; Session Laws 1835, p. 177.

²⁸ Yale Uni. Cat., 1913-14, p. 63.

as are not inconsistent with the constitution and the laws of the United States or this State."²⁷

6. The President in Yale College "shall have power to give and confer all such Honors, Degrees or Licenses as are usually given in Colleges or Universities, upon such as they shall think worthy thereof."²⁷ The trustees of institutions granting degrees had the power "to confer on such persons as may be considered worthy, such academical or honorary degrees as are usually conferred by similar institutions."²⁷

7. The charter of 1701 provided that the trustees could "have, accept, acquire, purchase or otherwise lawfully enter any Lands, Tenements and Hereditaments to the use of School, not exceeding the value of five hundred Pounds per Ann."²⁹ All literary charters granted in Illinois after 1830, limited the amount of property held. "The lands, tenements, hereditaments, to be held in perpetuity, in virtue of this act * * * shall not exceed six hundred and forty acres."³⁰

8. The act of 1792 made lay members eligible to the board of trustees of Yale College. The purpose was probably to release, somewhat, the religious restrictions. The incorporators of many colleges and academies of Illinois tried to have a theological department established, but for a long time, that clause was kept out of the charters.

Finally, the general tone and spirit, as well as many of the provisions, in the Illinois charters were similar to those of Yale.

Religious denominations, consisting of Catholics, Baptists, Methodists, Presbyterians, and Congregationalists had missionaries in Illinois near the beginning of the nineteenth century. The purpose of the churches in sending missionary preachers to the West was educational as well as religious. Schools, usually academies, because they were the representative educational institutions of the period, were opened in the more populated localities, largely through the efforts of pioneer preachers. The culmination of the movement found expression in the establishment of Alton, McKendreean and Jacksonville Colleges, for the purpose of educating ministers, and giving others a liberal education. In the class struggle between the Yankee and the southerner, it was urged by the

²⁹ Yale Uni. Cat., 1913-14, p. 63.

³⁰ Session Laws, 1835-45; Session Laws 1835, p. 177.

latter that the former wanted to unite Church and State. The legislature, chiefly southern, in 1830, refused for three years to grant a charter to Illinois College. By the combination of the Congregationalists and Presbyterians, representing Illinois College, the Baptists, Alton, and the Methodists, McKendreean, charters were granted to these institutions. After that, academies were established by charters similar to the college charters, the latter resembling, closely somewhat the Yale charters of 1701 and 1745.

The foregoing chapters have dealt with external considerations; the following discussion is an examination of some of the internal features of the academy.

CHAPTER V.

SOME INTERNAL FEATURES.

Entrance Requirements.

Standardization in administrative organization, entrance requirements, tuition charges, subjects of study and methods of teaching, is a slow process even in relatively developed communities. Only a high degree of social action selects the ideal. On the contrary, frontier life provides in its educational system those features which suit the ideas, tastes or prejudices of extreme individualism. Consequently, the Illinois academies, individually, determined their own rules of procedure.

Age and mental attainment, the most common standards of admission in our present educational system, were used, but by no means generally, as entrance requirements to the academies in Illinois. Sex, no longer an exclusive requirement, as had been in the colonial Latin grammar school, was only an occasional condition of entrance. The academy, therefore, was the first institution to grant higher educational privileges to women. The statement that only a limited number of pupils could be accepted was probably more for the purpose of advertising an exclusive institution than as a condition for admission. Tuition payment, in practice, was probably the most rigid of any of the entrance rules.

In general, anyone who paid the tuition charges, was admitted as a member of an academy. Some statements made by academic managers in newspapers and directories throw light on the entrance requirements: In 1830, there was a female department, attached to the Vandalia high school, under a young lady, "who teaches girls of any age, and boys under six."¹ Moreover, "pupils may be entered at any time, and will be charged only for the time of entering to the end

¹ Int., Oct. 23, 1830.

of the quarter in session.”² Again, “children of every age are admitted, from those in the alphabet, and upwards through the whole circle of sciences, so far as they are taught in any academy.”³ In the Hillsboro Academy, “the admission of pupils is restricted to no limitation of age or attainment.”⁴ The Edgar County Academy said, “Pupils of both sexes and all ages are admitted.”⁵ In the School for Young Ladies, in Springfield, the unique statement was made that “none will be received under six years of age, unless they are already members of the school or have a place engaged in it.”⁶ The Canton Academy accepted, “youth of both sexes, not only as being convenient, but because it is believed that under proper regulations, they will exert a happy influence, in correcting the morals and refining the manners of each other.”⁷ The Academy and Common School of Chicago admitted, in evening classes, “young men who are obliged to pursue some other occupation during the day.”⁸ Finally, some academies had room for only a limited number of students. When that number was reached, no others were admitted.⁹

From these excerpts, it should be noticed, that no standard of scholarship was required as a condition of entrance.

Tuition.

One ideal of democracy was to provide education in the chartered academies which should be free to all, the ones able to pay, as well as the ones unable to pay. In particular, the charters of Madison, Washington and Belleville academies carried a provision for the free education of youth when the funds of the institutions would admit that practice. Unfortunately, in the minds of the managers, the funds were never sufficient. Whether the academies were endowed in money or in land, or whether they received their share of the distributive school fund for maintaining a common school, fees were always charged. Dues were placed on instruction,

² Sang. Jr., June 5, 1845.

³ Peoria Directory, 1844, p. 102.

⁴ Sang. Jr., May 13, 1842.

⁵ Pr. Farm, v. 8, p. 71.

⁶ Sang. Jr., Apr. 4, 1835.

⁷ Sang. Jr., May 21, 1836.

⁸ Ec. Jr., Ed., Nov. 15, 1851.

⁹ Sang. Jr., Nov. 7, 1835.

sometimes by subjects, sometimes by departments, sometimes by what we may call a curricula basis, and sometimes a fixed amount for all work alike. The biggest fee, however, was charged for living accommodations. If academies drew pupils from regions other than the immediate locality, room, board and washing were necessary because transportation facilities were poor, roads were bad, streams had to be forded and dangerous forests crossed. Inaccessibility combined with charges for instruction made the academy a select institution, in practice, rather than a means by which the mass of the children could be educated.

Tuition was almost as varied as the academies were numerous. However, several classifications of the ways in which it was charged follow:

1. Tuition was placed on subjects:

	Per quarter.
Grammar	\$ 4.00
Advanced English	5.00
Higher branches	6.00
Piano	8.50
Piano and singing.....	12.00
Reading	2.50
Writing, reading, arithmetic.....	3.00
Geometry	3.50
Geography	3.50
Higher mathematics	4.00
Latin, French, Greek.....	4.00 ¹⁰

2. Tuition was charged by departments:

	Per quarter.
Preparatory department.....	\$ 5.50
Junior department	8.50
Second Junior department	10.50
Senior department	12.50
Male department	Higher than
Female department	for females ¹¹

¹⁰ Sang. Jr., May 29, 1840.
Int. Oct. 23, 1830.

¹¹ Sang. Jr., Sept. 25, 1835.
Int. Oct. 23, 1830.

3. Tuition was charged on what might be called a curriculum basis:

	Per session
Common branches	\$ 2.50 ¹²
Higher branches	In proportion ¹²
Philosophy, history, arithmetic, geography, grammar, reading, spelling.....	2.50 ¹³
Reading, English grammar, geography, arith- metic, penmanship, bookkeeping, and other ordinary branches of English education....	6.00 ¹⁴
History, moral and natural philosophy, astron- omy, rhetoric, composition, declamation, chemistry, botany, algebra, and the higher branches of mathematics, Latin, Greek, French, Belles Lettres, ornamental needle- work, drawing, painting, vocal and instru- mental music	10.00 ¹⁴

Canton Academy had a similar curriculum tuition:

	Per quarter.
Orthography, reading, writing	\$ 2.50
English grammar, mental and written arith- metic, English composition, ancient and modern geography, the use of maps and globes, and history.....	3.00
Algebra, geometry, bookkeeping, natural phi- losophy, surveying, chemistry, intellectual and moral philosophy, political economy, astronomy, natural theology, and the Latin and Greek classics.....	4.00 ¹⁵

In the Springfield city schools, tuition was as follows:

	Per quarter.
Spelling, reading, writing, arithmetic, geog- raphy, English grammar, and composition..	\$ 2.00
History of the United States, general history, chemistry, and natural philosophy.....	3.00
Geometry, algebra, and the intellectual and moral sciences	4.00

¹² Sang. Jr., Jan. 10, 1835.

¹³ Peoria Directory, 1844, p. 102.

¹⁴ Sang. Jr., Oct. 21, 1837.

¹⁵ Sang. Jr., May 21, 1836.

“The school fund will not be deducted from the above prices.”¹⁶

4. Tuition charges, many times, were stated as being a certain amount for any or all subjects. In the Springfield Academy, it was \$7.50 per session, payable in advance.¹⁷ In the Springfield High School, the terms were \$200 per annum, \$50 payable at the commencement of each session. Day scholars paid \$55, half of which was payable in advance.¹⁸ Illinois College Academy made a single tuition charge of \$20.¹⁹

Often tuition charges included several items of expense. Tremont Academy required \$95 per year, which included tuition, board and washing.²⁰ In Monticello Female Academy, “the expenses will be for the Summer Term of sixteen weeks, for board, tuition, and incidental expenses, \$44, of which \$25 will be required in advance.”²¹ St. Mary’s, in Chicago, charged for board and tuition, \$150 per annum, and \$75 for half boarders, both of which were payable half-yearly in advance.²²

Frequently, board was particularly mentioned. “Good accommodations for boarding can be obtained in respectable families at reasonable prices.”²³ The principal can accommodate six or eight pupils with board and lodging, price two dollars a week.²⁴ “Boarding can be had convenient and cheap in the neighborhood for males. I will receive at my house, the females, exclusively, at one dollar per week, if paid in advance or at the commencement of the session, or one dollar and twenty-five cents at the close of the session.”²⁵ “Board may be had in the village, at from \$1.50 to \$2 per week.”²⁶ The Belleville trustees said, “boarding in the best houses in town may be had at \$50 per annum. In the country, very convenient to town, boarding may be considerably

¹⁶ Sang. Jr., June 5, 1845.

¹⁷ Sang. Jr., Oct. 9, 1840.

¹⁸ Sang. Jr., Oct. 21, 1837.

¹⁹ Ill. Col. Cat., 1851-2.

²⁰ Sang. Jr., Apr. 17, 1840.

²¹ Sang. Jr., Mch. 28, 1844.

²² Ec. Jr. Ed., Nov. 15, 1851.

²³ Sang. Jr., Oct. 21, 1837.

²⁴ Peoria Dir., 1844, p. 102.

²⁵ Sang. Jr., Jan. 10, 1835.

²⁶ Sang. Jr., May 21, 1836.

lower.”²⁷ In Hillsboro, “good board may be had in respectable families from \$1.50 to \$2 per week.”²⁸

Board sometimes carried with it room also. In the Monticello Female Academy, “the teacher and pupils will board in his family (his residence is within a few rods of the building), the pupils will be under the immediate domestic care of Mrs. Corey (wife of the principal of the Preparatory Department), and receive every attention requisite to the health, morals and manners. They will also be constantly under the eye of the teacher, not only in the school room, but in the boarding house, whose influence will be united with that of Mr. and Mrs. Corey in controlling and regulating their habits.”²⁹

Also, “bedding, except a bedstead and straw mattress, is to be furnished by the young ladies themselves, who will be taught and required to take care of their room.”²⁹ The advertisement of the Springfield High School stated that “the pupils from abroad will be received in the family of the principals, where they will meet with kindness, and receive those material attentions so necessary to youth in the absence of parents. Pupils are expected to furnish their own beds and bedding (bedsteads excepted) and to have their clothing distinctly and permanently marked.”³⁰

Tuition charges were made occasionally for curious things. “Every student is charged for stationery, fuel, sweeping, etc.—one dollar in the winter and fifty cents in the summer time.”³¹ “Each scholar attending the school may furnish—cords of wood for which he or she shall be credited—dollars per cord.”³²

Illinois College catalogue, 1851, made the following statement for the annual academic expenses exclusive of vacation:

Tuition	\$20.00	Wood	\$ 2.50
Room rent	10.00	Board and washing,	
Ordinary repairs,	2.50	average	60.00
Library	2.50	Board, per week,	50c to 1.50

²⁷ Spectator, Feb. 1, 1825.

²⁸ Sang. Jr., May 13, 1842.

²⁹ Sang. Jr., Mch. 28, 1844.

³⁰ Sang. Jr., Oct. 21, 1837.

³¹ Sang. Jr., May 29, 1840.

³² Pr. Fr., 1846, p. 53.

The Peoria Academy accepted many things for tuition. It made this statement relative to charges: "Terms of tuition, for twelve weeks, \$4. If a pupil is under ten years, and pays in advance, \$3. Almost any kind of property is received for tuition at a reasonable price, provided arrangements be made at the commencement of the quarter, and payment be made at the time and in the manner proposed. But if no arrangements be made, or if payment be delayed till after the expiration of the quarter, cash will be expected. A careful account is kept of all school funds received, and the same is accredited to the parents or guardian of the children."³³

Sometimes minute directions were given for the student's welfare. "Students coming from a distance, should have guardians appointed either in this city, or in New York, Detroit, St. Louis, or Galena, who will be responsible for the regular payment of bills when due. Board and tuition per annum. \$150, payable half-yearly in advance. Washing, mending, and attendance in sickness, are extra charges. Washing, per annum, \$18. Mending, . . . Doctor's fees, \$3. Medicine will be charged at druggists' prices."

"German, Spanish and Italian languages, each \$15 per annum. Books, stationery, etc., will be furnished at the current prices, or may be procured by parents or guardians. Each student must be provided with two summer and two winter suits. He should also have, at least, six shirts, six pairs of stockings, six towels, six pocket handkerchiefs, three pairs of shoes or boots, a hat, a cloak or overcoat, a silver spoon, and a silver drinking cup—all marked with his name."

"No advance will be made by the institution for articles of clothing except the amount expected to be thus expended is previously deposited with the treasurer. Pocket money should also be deposited in the hands of the treasurer to be given to the students as prudence may suggest."³⁴

The School Year.

There was no fixed school year, as we now know it, from September to June. School started when, and lasted as long as the individual directors saw fit. "There are two sessions

³³ Peoria Dir., 1844, p. 102.

³⁴ Ill. Reg., 1847, p. 20.

in a year, of twenty-four weeks each: the one to commence the first Monday in January, the other the first Monday in July. The schools are kept six hours or more each day for five days a week."³⁵ In Canton Academy, "the first term will commence on the third Monday of April."³⁶ An English school in Springfield began its first quarter March 13th.³⁷ Peoria Institute had "four terms, of eleven weeks each, with a six weeks' vacation. The next term commenced the first Monday in May, 1851."³⁸ The Young Ladies School at Springfield began "the first term of the second year * * * April 13th."³⁹ The Springfield Academy had sessions of twenty weeks. The first session "will commence the 15th of November, instant."⁴⁰

Subjects of Study.

Previous to the beginning of the nineteenth century, Latin, Greek and Arithmetic were the only subjects required for admission to college. Geography was added in 1807, by some of the eastern colleges, English grammar in 1819, algebra in 1820, geometry in 1844, and ancient history in 1847.⁴¹ The Latin grammar schools had served distinctly as college preparatory institutions, while the academies continued to enrich their subjects of study by adding material from the college field or by taking subjects outside of it. English, history, science, and modern languages for the first time became significant. English composition and declamation, not unlike the present high school aim in these subjects, emphasized the development of correct usage in speech and writing, as well as the enjoyment of the masterpieces of the language. History received an ever-increasing emphasis because of the desire to praise and perpetuate free institutions. Physical geography, physics, chemistry, botany and astronomy were becoming popular for the first time, because of their speculative rather than their utilitarian value. The useful subjects were continually mentioned and taught. The academy, therefore, while serving the college, was an institution with other objects in view.

³⁵ Peoria Dir., 1844, p. 102.

³⁶ Sang. Jr., May 21, 1836.

³⁷ Sang. Jr., Mch. 25, 1837.

³⁸ Peoria Dir., 1850, p. 155.

³⁹ Sang. Jr., April 4, 1835.

⁴⁰ Sang. Jr., Nov. 7, 1835.

⁴¹ Brown, Making of Our Middle Schools, p. 231.

The academies and seminaries offered at least five distinct curricula. But some academies emphasized one curriculum, perhaps, more than another.

1. In the preparatory department of Monticello Academy, "it is designed that this Department shall be equal in every respect to the best female academies in the country. With the facilities which the seminary can furnish in obtaining teachers of known qualifications * * * it is believed that it will not be difficult to carry out the design. Those who intend to pursue the higher branches in the seminary, will find it greatly to their advantage to attend this school, as books, course of study, and mode of teaching will be specially adapted to preparing them to enter favorably on the seminary course * * * The trustees have erected a commodious building on the seminary grounds, in which they intend to open a Preparatory school, for the benefit of Misses, under 14 years of age, and those who are not otherwise qualified to enter the seminary."⁴²

Farmington Academy stated that it had Latin and Greek, with other courses, as were necessary "to enter the higher classes in the colleges of the state."⁴³ Illinois College Academy outlined in its early catalogues courses which were intended for college entrance. The college authorities consoled the public with the statement that, if the pupils did not go to college, they were prepared anyway for life.⁴⁴

2. Very early, it was recognized that one function of education was to prepare men for the ministry. The theological department of Rock Spring Seminary was founded on that assumption. "The general plan of study is accommodated to the circumstances of the preacher of the gospel * * *. Ministers, who have families, and those who are somewhat advanced in life, may attend the institution, as may suit their convenience * * *. As soon as circumstances will allow, a regular classical and theological education will be pursued."⁴⁵ Even some of the academies, such as the Cherry Grove Academy, had a provision in the charter which stated that one object was to afford facilities for the education of

⁴² Sang. Jr., Mch. 28, 1844.

⁴³ Sang. Jr., May 1, 1839.

⁴⁴ Ill. Col. Cat., 1849.

⁴⁵ Am. Ed. Soc., Nov. 1830.

candidates for the ministry of the Cumberland Presbyterian church.⁴⁶

3. The academy was regarded as the training school of the common school teacher. The Springfield High School had "a department attached for the instruction of teachers."⁴⁷ The Chicago Female Seminary said, "A teachers' department is connected with the Seminary."⁴⁸ Hillsboro Academy advertised that "special attention was paid to those wishing to qualify themselves to become teachers of the common schools of the state."⁴⁹ Another institution pointed out that "one feature of the school is worthy of notice. Particular attention is given to that kind of instruction calculated to prepare the student for the practical business of teaching."⁵⁰

4. Nothing is specifically stated in the charters, constitutions, or advertisements of the academies that they prepared men for law and medicine, as well as for teaching or college, but often, the object of the institution was such that it intended to train leaders for the state and society. Among the professions of that day, the ministry was the only one that could most justly claim the name. But the lawyer and the doctor often studied the languages and social sciences in the academies before "reading" law or medicine.

5. Although a great deal was said about the practical pursuits of society, democracy had not yet been worked out. It was only in the process of formation. The academies were essentially themselves "class" schools, and were denominated, many times "select" institutions. Following through the advertisements in the newspapers, one can read between the lines that an appeal was being made to the cultured. From that class, usually, the academy received its support in donations and tuition. Hence, those subjects were taught for which there was a demand. Some pupils were incapable and unable to travel the rocky road of Hebrew, Greek, Latin, mathematics and philosophy. The object of this institution was to give young ladies a practical education * * * and to "cultivate the manners and form correct habits."⁵¹ In the

⁴⁶ Sess. Laws, 1844-45.

⁴⁷ Sang, Jr., Oct. 21, 1837.

⁴⁸ Chi. Dir., 1843, p. 13.

⁴⁹ Sang, Jr., May 13, 1842.

⁵⁰ Ec. Jr. Ed., Nov. 15, 1851.

⁵¹ Chi. Dir., 1843, p. 13.

New Girls School, piano, guitar, ornamental needlework, English, French and Spanish were the subjects of study. Another advertised drawing, painting, vocal music, instrumental music, piano, guitar and organ, as subjects of study.⁵²

At this point, a classification of the subjects taught in the academies will be made. Again, it is necessary to state that no academy taught all the subjects in the list, but that most of them taught the languages and the common branches.

1. Common branches: The Alphabet, Reading, Orthography, Penmanship, English Grammar, Composition, Declamation, Arithmetic, Bookkeeping, and Geography.

2. Languages: (a) Latin—Grammar, Caesar, Sallust, Cicero, Virgil, Horace and Tacitus. (b) Grammar—fables, exercises, New Testament, and classics. (c) Hebrew—grammar, exercises and Old Testament. (d) French—grammar, fables, and classics. (e) Spanish—grammar, classics. (f) Italian is mentioned once. It may have been Latin.

3. Sciences: Geography—ancient and modern, physical and celestial; Chemistry, Astronomy, Natural Philosophy, Botany, Mineralogy, Geology, Physiology, Hygiene, Medicine and Natural Science.

4. Mathematics: Arithmetic—higher, written and mental; Algebra, Trigonometry—plane and spherical; Geometry, Mensuration, Surveying, and Navigation.

5. Philosophy: Ethics, Logic and Intellectual Philosophy.

6. Social Sciences: History—English, United States, Greek, Rome, French, General; Mythology and Economics.

7. Religion: Pentateuch, Harmony of the Gospels, Evidences of Christianity, Natural Theology, and Christian Theology.

8. English: Grammar, Rhetoric, Belles Lettres, Elocution, English Literature, Poetry and Criticism.

9. Accomplishments: Drawing, Painting, Mezzotinto Painting, Vocal and Instrumental Music, Piano, Guitar, Organ and Ornamental Needlework.

10. Manual Labor.

To make the above classification applicable, the program of studies of the Springfield High School and the Springfield

⁵² Sang. Jr., Oct. 20, 1838.
State Supt. Report, 1867-8, p. 270.

Academy are next quoted: "The Departments of study will be six:

First—The English, including Orthography, Reading, Penmanship, Arithmetic, Bookkeeping, Geography, History, English Grammar, Composition and Elocution.

Second—The Latin and Greek Languages.

Third—Mathematics, including Algebra, Geometry, Plane and Spherical Trigonometry, Mensuration, Surveying and Navigation.

Fourth—The French and Spanish Languages.

Fifth—Natural Science, including Natural Philosophy, Astronomy, Chemistry, Botany, Mineralogy and Geology.

Sixth—Moral and Intellectual Philosophy, Rhetoric and Criticism.⁵³

The Springfield Academy advertised this course of study:

English—Reading, Orthography, Penmanship, Grammar, Murray's Composition, Declamation, Olney's Ancient Geography, Woodbridges' and Willards' Geography, History, Rhetoric, Astronomy, Natural Philosophy, Chemistry and Bookkeeping.

Classical—Latin Grammar—Liber Primmer, Jacob's Latin Reader, Caesar, Sallust, Cicero, Virgil, Horace, Tacitus. Greek Grammar, Greek Exercises, Greek Reader and the New Testament.

Mathematical—Arithmetic, Algebra, Plane Trigonometry, Mensuration, Surveying, and Navigation.

French—Grammar, Fables, Telemaque, L'Historie de Charles XII.

"The course of study has been selected with particular reference to the formation of practical as well as theoretical scholars, and proceeds on the settled conviction that thorough scholarship will be the result. And in the prosecution of it the pupils will be required by regular recitations and frequent examinations to develop a critical and particular knowledge of the several studies they may pursue; and so far as may be show their practical utility."⁵⁴

The languages held the center of the circle of studies in all of the instruction in the academies before 1830, and much of it after that time. Latin, Greek, and Hebrew, a knowledge

⁵³ Sang. Jr., Oct. 21, 1837.

⁵⁴ Sang. Jr., Nov. 7, 1835.

of which was the mark of culture, persisted in American education for a long time and came from the old Latin Grammar School; but the academy brought into existence, as fringes at first, subjects of study that were practical at the time. A great amount of space and time was spent in advertising the utilitarian program of studies by the proprietors of the academies. But the owners, many times, preachers, had received the Latin Grammar type of education. It was but natural for them to project the ancient languages as the core of academic subject matter.

More than Latin was needed in a new country. An objection to languages, written in 1831, showed the trend away from the domination and influences of the Latin Grammar School. "The study of languages, when it is made the commencement or even the prominent part of a course of education, exercises no faculty but that of memory. If we are told that the books that are used in teaching the dead languages are full of wisdom and poetry, full of original thought, and rich conception, I answer that these are valueless, and vapid, and pernicious, to the mind that cannot estimate their real worth. The ancient classics are full of illustrations drawn from the great volume of nature. Those words are all confined, to the highest and most imaginative department of human thought—to history, poetry, eloquence and philosophy—subjects requiring the most abstract reflection, the most mature judgment, the most cultivated taste; and it is just as ridiculous to carry the mind of a child by a sudden transition from the works of Peter Parley to those of Virgil, Demosthenes, and Homer, as it would be to elevate the same child by a single step from the nursery to the senate."⁵⁵

The same writer then gave several reasons why science should be introduced as a subject of study. First, science has been and is free from local, religious, and political squabbles. Second, science teaches individuals to deliberate rather than memorize. Third, science has an inestimable social value. Fourth, language made the schools venerate the past. Language consists of written records, books are necessary, strenuous effort is demanded, but science can be seen on every hand. It affords pleasure and interest and disciplines

⁵⁵ Hall, Ill., Mont. Mag., 1831, p. 316.

the mind. Fifth, language gives words without any meaning which is intellectual dyspepsia, but science furnishes the mind with real ideas. Sixth, through science alone, can the proper development of the country take place. Witness the silly arguments against the Illinois-Michigan Canal, which were, that the water from the lake would wash all the state away were an outlet once made.

In the words of Judge Hall, the necessity for teaching natural sciences was that "these efforts ought not be limited to knowledge of any one kind. All that can aid man, in gaining the highest point of mental elevation, is desirable. In a republican country, whose institutions are continually tending to democracy; where every change and revolution tends to obliterate unnecessary distinctions, to distribute power among the great mass of the community, and to mingle the elements of society together, it is especially necessary that the views of all our citizens should be enlarged and well balanced. But particularly ought those departments of science to be cultivated, which are best adapted for general diffusion, which correspond with the genius of our free institutions, and are calculated to develop the resources and increase the strength of the country."⁵⁶

Of the sciences to be taught, "the natural sciences, or those derived from accurate examination of the laws and properties of the material world, hold a conspicuous place, and it is the object of this article to recommend a more general cultivation of this department of knowledge."⁵⁷ Astronomy, botany, chemistry, mineralogy and geology were recommended and defined as subjects that should have a place in academic instruction.

These subjects had not been introduced because there had been no demand for science. The leaders of education should know what science had revealed. "Commencing at the time when the frail bark crept timidly along the shore, and all the maritime enterprises were confined to the margin of the sea, he arrives at the period when the invention of the mariner's compass enabled the bold navigator to venture fearlessly upon the broad ocean, and visit distant lands, until then unknown to the civilized world. He sees the rude bark swelling

⁵⁶ Hall, Ill., Mont. Mag., 1831, p. 316.

⁵⁷ Hall, Ill., Mont. Mag., 1831, p. 316.

into the majestic ship, armed with the powerful engines of war, manned with hundreds of human beings, freighted with rich products of foreign climates. He beholds here, how the most simple contrivances, resulting from an accurate study of nature, and an ingenious combination of mechanic powers, have affected the intercourse of the world, advanced the progress of civilization, increased the comforts, and stimulated the industry of life. He has also carried his investigations below the surface of the deep, and examined the structure and modes of existence of myriads of animals who live secluded from the human eye. He has traced the mighty Leviathan to the profound caverns of the deep, and has watched the changing colours of the expiring dolphin; and if he has not seen the lovely Mermaid singing on the rock, or the car of Neptune rolling among the billows, he has discovered forms as beautiful, and combinations as wonderful in fact as those that are imagined in fable. He has inspected the curious shell, the rich coral, the priceless pearl; by the aid of science he has discovered beneath the waters a world as splendid and as beautiful as the earth itself.’⁵⁸

“And lastly, the sciences are important from their direct influence upon the practical duties of life. In all discussions of a system of public instruction, it is to be recollected that we are a republican people, that we are the sovereign rulers of a mighty empire, that our children are the heirs apparent of the supreme political power, and that the lovely forms by which we are surrounded, are the mothers, the sisters and the daughters of patriots, and republican rulers. There is no useful art which does not depend for its success upon the principles of these sciences. Every culinary process involves the chemical operation, every mechanic art is founded upon the laws of natural philosophy—even agriculture, the great business which sustains the majority of our people, the most primitive and simple of all arts, cannot be conducted with advantage without some knowledge of this kind, and has been greatly indebted to the whole circle of natural sciences. But especially ought we cultivate everything which may tend to give simplicity, energy and manliness to individual character, and to cherish industry, economy, and enterprise as national

⁵⁸ Hall, Ill. Mo. Mag., v. 1, p. 316.

virtues. In this country, no man is respected for mere accomplishments, no man can become distinguished by mere scholastic learning. But a still further effort is needed; and the friends of the diffusion of knowledge should never cease their exertions until the word usefulness has been inscribed in legible characters upon every literary institution of the country, and until a prominent place shall be given to the development of physical truth in every system of instruction.”⁵⁹

Examinations.

Another of the few sources that showed the internal workings of the academies was the system of examinations held and the addresses given at the end of the term. A committee, appointed by the board of trustees or the proprietors of the academies to examine the instruction, usually consisted of ministers. The pupils performed for the examiners in special exercises, prepared for the occasion, in the presence of parents and friends, of which the following is a typical description:

“And first in order, the examination of the school comes; and here permit me to say that if they acquitted themselves on the last examination in a masterly manner, in answering too low, on this—they ran to the opposite end of the magnet in speaking too loud, tried by their previous standard. Notwithstanding the crowding and the excessive heat of the day, which brought into play a brilliant array of fans, every scholar could be heard with distinctness by those within; and in a few instances, those out of doors could hear quite plainly. We saw sufficient to be satisfied that many of them acquitted themselves with credit and promptness and apparent thoroughness; we say apparent, because it is a glorious fact in many instances with teachers, that a studied effort is made for weeks for this occasion on particular points, rules and illustrations, to make a class shine well before an audience.”

“The reading of the *Intelligencer*, a manuscript paper published by the young gentlemen of the school, occupied one hour. An article on the origin of steam boats came, which abounded in all kinds of styles save an original one; historical essays, if sententious, should be so linked as to blend the in-

⁵⁹ Hall, *Ill. Mo. Mag.*, v. 1, p. 316.

structive with the interesting. John Bull and Uncle Sam showed that the writer flourished a nervous quill, and sometimes became so nervous as to lose sight of the truth. He ought to hear Dr. Vinton lecture on exaggeration, and after that, compose in lucid intervals. A dream started amid glorious constellations on its dreamland mission. 'Ye stars, how he did soar.' School days brought to many a mind the happy hours of youth. 'Prayer' lacked unity. 'The Bible' was the most logical piece read and showed a disciplined mind. 'The identity philosophy' was touched on lightly, and the theory carried out very well. The mystic Swedenborg could not have taken a plainer position as far as the writer went out. Man was adapted to infinity and nature repeated him in all conditions of animal and vegetable life. It was the doctrine of Plato in new dress, and furnished for the occasion, but we sincerely believe the author was ignorant of the ground we walked across."

"The Paine and Voltaire school received a withering rebuke. 'Looking for Items,' was a brief editorial about the world in miniature. 'Our Paper,' published by the young ladies, occupied thirty minutes. It was read in a very low tone, and several pieces could not be heard at all; not even the subject was announced audible. This was bad, it ought not to be so loud, but readers should be selected for public reading."

"'Our School Days,' 'Mourners,' 'Books,' 'Home,' 'Mischiefmakers,' 'Words,' were brief but good. 'Twilight Thoughts' was stolen goods and publicly appropriated. 'Close of School' was a very touching piece. We think, without giving a prejudiced opinion, that the young gentlemen's paper was the best. The young ladies will try again before they deserve the palm of honor."⁶⁰

Besides this kind of examination, the committee of examiners heard classes and individuals recite Latin grammar, Latin translation, mathematics, philosophy, and other ordinary subjects of study. Their judgment of the school was based on the ability of the pupils to recite from memory formal exercises.

But the public examinations were justified by the academy because, (a) the community had its interest awakened

⁶⁰ Sang. Jr., July 2, 1858.

in schools and education; (b) pupils were stimulated to better scholarship; (c) studies were reviewed when necessary. A writer in the *Illinois Teacher* stated the current conception thus: "But public examinations have great advantage attending them. They awaken a more general interest in the community at large on the subject of schools and education. They furnish an occasion for many good things to be said in the presence of parent and pupil. They stimulate the scholar to greater exertion and more accurate scholarship. Furthermore, these public examinations have generally been made the occasion to review the studies pursued by the pupils during the year. Nothing can be more useful than this. Reviewing studies carefully is the best way to make them thoroughly understood. It is true this can be done without any such public examination; but it will be more likely to be done, and better done, with it."⁶¹

The public examination was an occasion, moreover, for an address by the principal to the parents and the pupils on the worth of education. Occasionally, the virtues of learning were stated in very modern terms:

1. Education had a commercial value: "If there were no other considerations to prompt you to a faithful improvement of your privileges and time, the results in your favor, in dollars and cents, should be considered sufficient to spring and keep alive all of your energies, to prepare, for your entrance upon the business transactions of life, by obtaining the necessary literary qualifications."⁶²

2. Mental satisfaction justified the efforts required to obtain an education: "Mental satisfaction alone may be considered infinitely more forcible, and contains enough in it to warrant all your efforts. The mind in an entire uncultivated state can have but few enjoyments, but when enlightened, vast fields of pleasure open before it. Truth is its proper element, and as the various order of beings derive most of enjoyment in the element suited to their natures, so the mind has most of enjoyment when in the possession or pursuits of truth."

"To separate truth and error—to detect the rock on which your bark of fortune might split—to be satisfied that

⁶¹ *Illinois Teacher*, v. 1, p. 83.

⁶² Trotter, W. D., *Prin. Salem Acad. in San. Jr.*, 1858.

your business, when transacted, is done correctly—to know what man is, and what he has done on earth—to become acquainted with the physical structure of the globe on which he dwells—the different orders of being which live and move through its expanse of waters, or inhabit appropriate divisions on its surface, and to discover the harmony of all nature's operations, as well as her wonderful power to accomplish the beneficent purposes of the Great Creator, in contributing to the preservation and happiness of all animal existence—are some of the few purposes of mental enjoyment.'⁶³

3. The foundation of a republican government rested upon education, but enough has been said already on that subject.

4. Social relationships required educated leaders: "But in the cultivation of the mind, materials are gathered from social intercourse with our fellow creatures; and as society is delightful and necessary to us all, there is an obligation resting upon every youth, apart from numerous inducements to carry with him into the world a large stock of information as he can command * * *. Young Gentlemen! Who of you will step forward and add your name to the list of benefactors of the human race? Do you emulate the fame of the truly great? This is the way. Do you aspire to leave a trace upon the earth, which the touch of time will not mar, an expanding field for effort, not for ourselves alone, but to bring good mentally, socially, politically and religiously to others."

This chapter has shown that the standards for admission to academies in Illinois were singly and individually determined; that tuition fees were charged in all conceivable ways by subjects, by departments, by curricula, and by fixed sums for all subjects; that other items of cost were included in pupil's expenses, chief of which were those for living accommodations; that tuition charges, coupled with inaccessibility, made the academy practically a select institution open only to those who could afford it.

Moreover, the length of the school year, the division of the year, and the length of the school day were in no sense

⁶³ Trotter, W. D., Prin. Salem Acad. in San Jr., 1858.

uniform throughout the state. However, nearly every academy did retain the Latin grammar school curriculum as a center around which other subjects were added to prepare students for the useful and professional positions in life. Besides the ancient languages, philosophy and arithmetic, modern languages, more mathematical subjects, some social sciences, natural and physical sciences, cultural and artistic subjects, and manual labor were introduced into the academic program. Formal examinations were conducted by a committee of the prominent men of the community, usually ministers, at the close of each term in order to pass judgment upon the efficiency of instruction. Once in a while, the mode of teaching was such as to indicate to the pupil some of the social values of education. The utilitarian aspect of the academy is well explained by the philosophy underlying the manual labor feature.

CHAPTER VI.

The Manual Labor Aspect.

To the professions, the Latin grammar school and the early academy had ministered, but the great mass of the common children in frontier and semi frontier districts were unable to rise from their common station in life if education were the prerequisite. Although the academy may be said to have represented liberalism, and although it was a frontier institution, it was essentially, highly selective. The middle and upper classes, only, could take advantage of academic education. To remedy the situation, the idea arose of establishing manual labor academies in strategic positions where pupils could earn a part of their expenses, where the common child could have the privilege of going to school, where habits of industry, morality and independence would be taught, and where a literary education, comparable to that given in the usual academy, could be obtained.

Generally speaking, the manual labor movement began in the United States about 1825, chiefly through the European influence of the students of Fellenberg in Switzerland. Connecticut organized manual labor schools in 1819, Maine in 1821, Massachusetts in 1824, New York in 1827, and New Jersey in 1830. Besides, an attempt was made to establish that feature in the already existing literary institutions. Little success was obtained in the older, more firmly established and conservative schools. But the first seminaries and colleges were just growing up in the West where new and radical features were more likely to be adopted. Also, the West was the center from which most of the tracts and teachings of the principal leaders, Neef and Maclure were distributed. Provided with an abundance of cheap land, upon which agricultural and some mechanical pursuits could be

carried on, it was very easy for all academies and colleges in the new states to incorporate that attractive and so-called democratic principle.

In the eastern states, the feature was shortlived. By 1840, practically all talk of the manual labor idea had ceased, but the West continued the plan to the close of the national period. After the ideas of Maclure and Neef had subsided, J. B. Turner, of Illinois College, where the system was in operation for a few years, somewhat changed the arguments to those that should favor institutions from the common schools through the university for the education of the laboring people. His life was spent in continual service to that ideal until congress passed the Land Grant Act for the establishment of Agriculture and Mechanical Colleges, and Illinois chartered the Industrial University. Thus, the manual labor idea in Illinois had served as a basis for the more liberal education of all the people, not only for the professions, but for all classes. The final realization of many of the aims of the original advocates of manual labor came with the introduction of manual training in the high schools, about 1877. A closer examination of the philosophy and examples of the establishment of the so-called Fellenberg movement, may not be out of place.

Fellenberg introduced and established the first system of utilitarian education in the canton of Berne, Switzerland. Experiment began with fifteen or twenty poor boys whom he taught while they worked on the farm or in the shop. The poor school was attached to a rich school, where noble youths were instructed. The latter school gave him considerable reputation and a great deal of popularity so that the number in the former was increased to about one hundred.

Joseph Neef, associated with Fellenberg and acquainted with his experiment, was induced to come to the United States, by William Maclure, who travelled in Europe studying educational movements. Neef began a school in Philadelphia, but later, about 1825, taught a school in New Harmony, Indiana, where Maclure was sending out tracts on the Pestalozzian and Fellenberg manner of instruction. The manual labor feature of that system was planned for the new country of the West.

“While travelling in Europe, having observed how nearly some establishments in Switzerland were enabled to educate, feed and clothe children, by the produce of their own labor, in a country where land is one hundred times dearer than in this country, and labor one-sixth our price, the idea suggested itself of the great facility of accomplishing such a plan here. Circumstances beyond my control, have hitherto prevented the trial; but conceiving my present situation favorable for such an experiment, I shall attempt it. It is more than probable, by the old spelling and horn-book system of five or six years’ learning to read or write, and eight or nine years on Latin or Greek, it would be impossible to make children productive either to themselves or others. The adoption of some system of education, limited to the useful, omitting all the speculative and the ornamental, is positively necessary to the success of such an undertaking.”¹

The principle for the subjects of study in such a system was based on this foundation: “Mechanism, that injector of mind into matter, for the use of man which substitutes the ingenious organization of inert substances, in the place of manual labor, furthers the progress of real civilization, perhaps more than anything else. It is more than probable that the knowledge of subduing matter to the use of man ought to be the foundation of all useful civilization, and the people who begin otherwise, begin at the wrong end. The study of the simple mechanical powers, such as the lever, screw, pulley, etc., progressing gradually toward the more complicated calculation of wheel work and the application of geometry to all kinds of mill work, the power of running water and practical hydraulics, are all to be learned by careful examination of the machines themselves. The simplest machinery ought to be studied first, such as the most perfect implements of husbandry, and of all the useful arts. The more complicated, for manufactories, such as for spinning and weaving cotton and wool, the construction of the most improved steam engines, being more difficult ought to be learned after the more simple; but as all mechanism has been contrived as our wants required, it must therefore be considered as all useful and necessary to the occupations of

¹ Maclure, *Opinions*, 1819-31, v. 1, pp. 55-63.

man, and must be learnt in the order of the occupations of man, and must be learnt in the order of the utility * * * and leaving to the last those inventions which are purely ornamental or for the facilitating of luxury. Mechanism by its nature, being removed from all delusions of fancy, caprice or imagination, as well as its useful applications to most of the occupations of man, ought to be the solid foundation on which is built the future happiness and prosperity of mankind.”²

Although natural philosophy was a subject of study in the academies shortly after this writing, there is no evidence to show that the principles of physics were developed from the simple to the complex and made a useful part of local industry and life.

The philosophy of the system of manual labor found principally the following values favoring it:

1. The useful alone is valuable, for “when we abandon utility as the scale of value, we are adrift on the sea of caprice, fancy and whim, without either rudder or compass.”³

2. Mental and physical work to be productive must be conjoined. “The Pestalozzian system has a great advantage in all schools of industry, for it not only produces both knowledge and property at the same time, but gives a habit of working and thinking conjointly, which lasts during life, and doubles their powers of production, while it alleviates the fatigue of labor, by a more agreeable occupation of the mind. The teaching by substance or their representations, is much more correct and pleasant, than the dry and vague description of the master; and accompanying the lesson with muscular exercise, is far more healthy than sitting two or three hours on a stool in one position, when both body and mind remain under very fatiguing restraint, injurious equally to the powers and faculties, exhausting the attention without which no lasting impression can be made either in adults or children.”⁴

3. Physical and mental labor conjoined were economical. “The care and economy taught by the Pestalozzian system,

² Maclure, *Opinions*, 1819-31, v. 1, pp. 55-63.

³ Maclure, *Opinions*, v. 1, p. 59.

⁴ Maclure, *Opinions*, v. 1, p. 87.

is one of its most permanent features. For the youngest children are taught to keep their clothes carefully, to give them wash and receive them agreeably to the list and to mend them when worn and torn; the only way of preventing them from destroying them through life."⁵

4. This system saved time in gaining (a) positive knowledge. "By the acquisition of knowledge that can be applied to all the occupations of life, and unchangeable truths of properties of men and things, that surrounding circumstances bring them in contact with, they save a great deal of previous time by gaining as much information in a month, as they would in a year by the old method."⁶

(b) This system saves time in learning a trade. "To multiply and exaggerate the difficulties to be encountered in teaching all the arts and sciences, would appear to be one of the great objects of all masters and professors; it is an egotism so perfectly consistent with the principle of all commerce and trade, to buy cheap and sell dear, that it ought to be expected; what else could induce a continuance of the old system of retaining an apprentice seven years to learn to make a pair of shoes or sew a coat, keeping a poor child five or six years, tormented with a spelling book? All trades have an interest in enhancing the value of the articles they deal in, and schoolmasters have no other way of increasing their consequence, than by giving sparingly the knowledge they possess, to their pupils; and retaining them as long under their tutelage as possible, which both adds to their consideration and purse."⁷

5. Work connected with school was superior to play. "Children lose patience, their attention is fatigued, and their good-will exhausted by being kept too long at mental exercises, and their instinct suggests the necessity of keeping up the equilibrium between the vital power or force expended by muscular action, and the intellectual exertions; out of which necessity originated the love of play and amusement, through requiring harder labor than their scholastic studies, such as crooked stick, hand and foot ball, cricket, etc., all creating violent competition, and the useless ambition of

⁵ Maclure, Opinions, v. 1, p. 91.

⁶ Maclure, Opinions, v. 1, p. 95.

⁷ Maclure, Opinions, v. 1, p. 65.

being preeminent in a struggle that tends to no utility, but serves to strengthen and excite malevolent passions of ill-will, envy and hatred, habituating them to the unsociable feeling of gaining pleasure by others' loss, which is the immoral feature of all amusing contention and gambling. When a little older, they follow the sports of men, fishing, shooting, horse-racing, cock-fighting, bull-bating, etc., all tormenting cruelties, finishing by blood and slaughter, strengthening and augmenting brutal passions, which seem peculiarly adapted to our species, from the Roman gladiators, down to the British boxers. It would be more rational to amuse themselves with the trade of a butcher, because the plea of necessity might excuse that cruelty, which cannot be advanced for such amusements. It is more than probable that all such pleasures and pastimes are the remains of savage barbarity, kept up by the idle and tyrannical consumers, imitated by the ignorant and foolish producers, and perpetuated and enforced by long habit."

"If pleasurable ideas can by habit and practice be united with such mortifying exhibitions of human depravity, where every result is annihilated the moment the action is finished, how much more easy would it be for teachers to impress on the tender minds of children the union of pleasurable ideas with the useful occupation of some mechanical art."⁸

The writer furnished the following example and argument of the value of labor compared with play. Labor "would furnish the necessary muscular exercise, so conductive to health, while, at the same time, the gratification would be prolonged by the permanent benefit obtained by the utility of what is produced, and securing pecuniary independence in being capable of practicing a productive trade in the case of necessity. The being taught to make shoes or coats does not force the possessor of such knowledge to be a shoemaker or a tailor, any more than learning mensuration or navigation obliges him to become a surveyor or sailor. Children ought to be trained and educated to suit the probable situation, which circumstances of the next generation may place them in. Even at the present time all our farmers

⁸ Maclure, *Opinions*, v. 1, p. 147.

and manufacturers, nine-tenths of our population, would be very much benefited by possessing one or two mechanic arts, suitable to their occupations.”⁹

6. The professions were already full. In order to live in the future one must work. “Most of the professions, that do not require manual labor, are overdone in all civilized countries; and in this, it is probable in the next age, few will be able to live comfortably, without the aid of manual labor.”¹⁰

7. Labor would restore equality, and bring independence and happiness, the absence of which has caused violence and crime. Labor, “would lay the foundation of a highly useful equality and independence; and would continue to strengthen through life, so as to raise them far above all vice and crime, for the great and unnatural inequality of property, knowledge and power is perhaps the cause and origin of all force, violence and crime, where civilization has made any progress. We may perhaps be allowed to hope that the great radical, moral reforms now begun, will secure the greatest happiness to the greatest number, as the most important result for abused humanity.”¹¹

However, the United States would be the easiest place on earth to introduce a system of manual labor in its schools.

“This, of all the countries on earth, by moral, physical and all other advantages, is most fit for feeding, clothing and instructing children by their own labor. The cheapness of land and most raw materials that it produces, joined to the excessive dearness of every species of labor, renders the experiment almost certain of success, even though it had failed in every other country.”¹²

The location should be healthy, “removed from swamps or stagnant water, on or near canals, great roads or navigable rivers, surrounded at least by two acres of land for every child, as a productive farm from which they might obtain wherewith to feed them.”¹³

The house should be “a parallelogram or square for centralizing all the inhabitants, that the least time might

⁹ Maclure, Opinions, v. 1, p. 147.

¹⁰ Maclure, Opinions, v. 1, p. 71.

¹¹ Maclure, Opinion, v. 2, p. 202.

¹² Maclure, Opinion, v. 2, p. 88.

¹³ Maclure, Opinion, v. 2, p. 135.

be lost in changing place. A courtyard would occupy the center, and all around the buildings would be gardens, both for the convenience of culture and the collecting of fruit."¹³

Finally, the cost for the foundation of a system of education, combining theory and practice, would be moderate. "Useful and profitable labor are the only means to production, which under judicious and economical management will support and maintain all the expenses of the establishment. The first expenditure of arranging the locality and some outfits at the commencement would be the only expense out of the peoples' purse."

"That children by their own labor can clothe, feed and educate themselves, is completely proven in other countries, and will be very soon in this, beyond a possibility of doubt; after which, it will be easy for the inhabitants to subscribe and buy a farm; each lending a hand to erect buildings, and begin the cultivation, which will secure a useful education to their children, with food and clothing, when the management of the whole will be under the direction of those who are interested in the success and reap the benefits of the establishment."¹⁴

Besides the educational tracts that Maclure and his followers published and distributed, the newspapers of the time published articles in favor of the manual labor system. The Illinois Intelligencer had this to say: "In all our schools, and especially in our higher seminaries, systematic exercise ought to be introduced." (Riding, walking, climbing, vaulting are mentioned.) "They are better suited to the playful feelings of children than to the chastened affections of riper years." (Manual labor takes up the idle time, relieves the children from mischief, gives money to the needy and exercise to all.) "The regulation among the Jews was that every child should be taught some useful trade, was founded in wisdom and common sense. And what a salutary influence would such an example of industry in those who are to move in the higher walks of life, produce on the community. How far it would go to render industry honorable, how much useful information on the common occupations of life, would be diffused by the learned through the lower classes of

¹⁴ Maclure, Opinions, v. 1, p. 70.

society. Such knowledge would be useful to every professional man in future life, and especially to members of the gospel in our new settlements, and to missionaries to the heathen. Persons thus educated, if not successful in their profession, would not be helpless. Such a system would enable those who intend to devote their lives to agriculture, mechanical, or manufacturing pursuits, to acquire an education, and then to return to business with their habits unimpaired.”¹⁵

Convinced that a proper system of education should develop the mental, moral and physical, the manual labor system purported to unite all three aims in one.

The constitution of the Cumberland Presbyterian Synod, published in the Illinois Intelligencer, November 11, 1825, provided for manual labor in its academies: “The committee acting as a board of trustees, shall appoint a skillful manager to superintend the farming establishment, to erect cabins and other buildings, and to take charge of the boarding establishment: that every student shall be employed in manual labor not less than two and not more than three hours per day; and for this purpose the whole number of students shall be divided into suitable classes. The superintendent of the farm shall call on each class in rotation to perform their term of daily labor, and shall be privileged to employ them at such kind of labor, principally, agricultural, as may afford them exercise and conduce to the interests of the institution:—that so much of the produce of the farm as may be necessary shall be appropriated to the use of the boarding establishment.” The constitution continued to speak of the aims of manual labor, most of which have been indicated above.

Rock Spring Theological and High School contemplated “that each student shall labor some small portion of his time for the purpose of preserving health, gaining useful knowledge in agriculture and domestic economy, and lessening expense. It was *Resolved*, That a farm be connected with the institution.”¹⁶

The education of the Indian, as was to be expected, followed similar lines. “There are 98 Indian children—58 boys—the rest girls. There are two male, and two women teachers besides a man who oversees the work on the farm.

¹⁵ Ill. Int., Oct. 30, 1830.

¹⁶ Ill. Int. Mch. 24, 1827.

Four mechanics are employed—six boys work with them—learning the trade of carpenter, wheelright, blacksmith and shoemaker. These children gradually learn fast and work well; and both they and their parents are generally well pleased with the school.”¹⁷

Provisions in the charters of a great number of academies and schools showed that manual labor was a common idea of the times. The Chatham Manual Labor School provided that “the board of trustees shall have entire control of the system of manual labor, and shall determine the proportion of labor of each student, and no student shall be received as a regular member of the school, unless he submits to the performance of such an amount of labor as is enjoined by the trustees, and the trustees shall account to each student, for such labor, which shall be appropriated to discharge his expenses in said school.”¹⁸

Moreover, literary institutions as well as specific manual labor schools, had a system of labor. Peck described the operation of work at Illinois College thus: “There are also upon the premises a farm, house, barn and workshop for students to use to perform manual labor. The farm consists of 300 acres of land, all under fence. The improvements and stock on the farm are valued at several thousand dollars. Students who choose are allowed to employ a portion of each day in manual labor, either upon the farm or in the work shop. Some individuals earn \$150 each, during the year.”¹⁹

Niles Weekly Register, published in Baltimore, praised the system in the West. “We are glad to hear that manual labor colleges and schools in Indiana, the true and only system of education for democracies, are in a flourishing condition in that part of the country. We hope the sound sense and good example of the Hoosiers will be in a few years from this time adopted throughout the United States, and that the ancient aristocratic prejudices of cloister learning, will be dispelled before the light of modern truth and science which is penetrating everywhere through the darkness of obsolete usages, and preconceived error, deep-rooted for ages, but now to be unlearned.”²⁰

¹⁷ 23 An. Rep., M. E. Miss. Soc., p. 28.

¹⁸ Sess. Laws, 1835-6, p. 169.

¹⁹ Peck, Gazetteer, p. 69.

²⁰ Niles Weekly Register, Aug. 1, 1840.

The feature of manual labor continued a long time in Illinois though at a later date, it was very much more specific in its purpose. Whether it was the cause of the name given to the University of Illinois, Illinois Industrial University, it will be difficult to say, but the manual labor idea came to play a large part in the establishment of a university for the working people.

In advocating a peoples' university, a writer in the *Prairie Farmer*, made use of the manual labor principle. "What we want, to begin with, is simply a Manual Labor School; we would call it a Farm School, because there is the aroma of a House of Correction about the words, "Manual Labor," that is suggestive of juvenile depravity, and of wholesome restraint, and "hard labor for the term of three years," as connected therewith. We want a plain Farm School, for the sons of farmers. Let them be sent to this school at any age between eight and eighteen, as to an academy. Let their education be conducted as is usual in academies, except that more attention shall be paid to two branches, which will be practically useful in their future progress."

"The great distinguishing feature of this establishment should be a farm of about two hundred acres, where could be kept stock of every description, fruit trees of all kinds, etc. Here could be shown the advantages of scientific cultivation; for unless it is advantageous, it is not needed. Here should be tested our theories of manures, general and special; the various methods and modes of planting, and breeding and harvesting crops. And here should be solved that Sphinx-riddle, "Does farming pay?"

"Here the young farmer should be taught all that in any wise pertains to his future occupation. He should learn to analyze soils, and crops; so as to ascertain the wants of one, and the possible deficiencies of the other. He should here learn the use of implements, not only of his own trade, but of those of the blacksmith and carpenter and wheelwright, as well; so that rainy days on his farm should never be lost days, as is too often the case. He should learn to take care of animals; to judge of their points; and to slaughter them. In fact, he should be here trained systematically, as he could not be at home, in every branch of a farmers' profession."²¹

²¹ *Prairie Farmer*, v. 12, p. 185.

“The principle of labor to be recognized, and to be equal, according to the physical ability of each pupil; but not to be so constant or considerable as to interfere with a due amount of study, and heartfelt recreation. The laboring more for practical instruction of the pupil, than a matter of profit to the institution, though it shall be so conducted as to insure the most profit, consistent with the main aim of the instruction of pupils.”

“The institution to be open to all, on some basis of representation and contribution, and instruction free. The productive labor of each pupil to be credited to his boarding, and incidental expenses. Nothing but the useful and practical to be taught and the dignity of labor and moral worth, to take precedence of old custom, and barren learning.”²²

Before considering the common school a summary of this chapter, and of the opportunities offered by the academy is made.

The Fellenberg movement originated in Switzerland about the beginning of the nineteenth century. Joseph Neef, a pupil of and a teacher with Fellenberg, was induced by William Maclure to come to the United States to inaugurate this system. After some attempts in the East, Neef and Maclure were found at New Harmony, Ind., in 1825, teaching and distributing their ideas. The advantages claimed for the new scheme were: 1. The useful alone was valuable; 2. mental and physical work were valuable only when conjoined; 3. mental and physical work were economical; 4. time was saved in gaining positive knowledge, and in learning a trade; 5. work, connected with manual labor, took the place of useless and harmful play; 6. new opportunities were opened up by which a living could be earned; 7. above all, the system was democratic because it brought equality, happiness and independence to all; 8. the cost of theoretical and practical education was moderate.

No less convinced were the newspapers, churches, missionary societies and educational leaders of Illinois of the value of the plan of manual labor advocated by Maclure and Neef. Accordingly, manual labor schools were established and that feature was incorporated in several literary institu-

²² *Prairie Farmer*, v. 12, p. 455.

tions. That idea, more specific, more refined and more extended, was the basis upon which the Land Grant Act was made, the Illinois Industrial University was chartered and manual training in high schools was begun.

The academy in Illinois was a well established institution by 1850. Up to that time, there was practically no other means in the state for obtaining a useful, cultural, or a professional secondary education. But the academy was limited in its clientele because communication was undeveloped, transportation by railroad was possible only between the chief towns, and wagon roads, a greater part of the year, were too muddy for convenient travel. Consequently, chartered or private academic institutions had to be established in towns where there was the possibility of having a local student body. Of course, non-resident pupils were welcomed but they came in no large numbers. From the sources of student population, sufficient numbers to maintain a school were frequently lacking, so that the academy had to close its doors or sell to a more enterprising master. For example, in the period from 1835 to 1840, Springfield had a succession of eight or ten institutions, struggling for a year or so, and then passing out of existence. In spite of the short life, especially of the unchartered institutions, and several of the chartered academies, the academic system was kept in existence in the larger towns until the free school law of 1855 made it possible for the academies to have public support. Usually in the North, the weaker institutions took advantage of the law, but some of the stronger and well supported academies that had less need for public financial aid, continued to serve the more select group of people.

It was evident, therefore, that many of the children of the state were unable to attend academies. But the people were too close to the traditions of the states from whence they migrated not to make attempts to provide some of the educational means that were used at home. Hence, the next division will consider the common school system as distinguished from the academy, and will show how the upper part of the former ordinarily developed into the free public high school, and the means by which the latter was permitted to become a free institution if it so desired.

CHAPTER VII.

The Apprenticeship System.

The educational provision for the well-to-do classes has been discussed in the chapters on the academies. The poor people from early colonial days on, were apprenticed to masters as indentured servants in order to learn a trade or profession. Ordinarily, the term of service was seven years, but the boys had to serve the master until they became twenty-one years of age, and the girls, eighteen years of age. The apprentice received no wage in the industry in which he worked. His responsibility was to the master instead of to the parent. But the master was required to furnish the apprentice with clothing, food and a home, as well as to look after his morals and to teach him the craft.

The master had to train the indentured servant in the mystery of the craft so that the latter could become a self-supporting individual. About the last half of the seventeenth century, a policy developed which required the master also to teach the servant reading, writing, and arithmetic. This applied to the principal industries and professions of the time, namely, shipping, agriculture, household service, commerce, teaching, law and medicine. The reading of law and the reading of medicine in the offices of eminent local lawyers and physicians is but the survival of the apprenticeship system.

Moreover, the early laws required, quite frequently, that the apprentice pay an enrollment and an exit fee. The master had to acknowledge the indenture before a court of record which made the contract a public affair. This public enrollment was necessary to insure both parties to the contract against the violation of the agreement. If either party failed to live up to the terms of the contract, he was liable to summons before the police power of the locality. The master

could be discharged and the servant bound out to another. The servant was liable to the penalty of a fine and the lengthening of the term of service.

Indentured servants, early in colonial days, were mostly white persons: debtors, soldiers of fortune, orphans and kidnapped children, all from Europe, as well as poor people who sold themselves to ship owners for passage to the new world. Not until the eighteenth century did the negro indentured class outnumber the whites. One of the prominent educational problems of that day was the instruction of all classes of indentured servants. The southern colonies required reading taught to the negro and the white, with writing and arithmetic to the latter, in addition.

Now the eastern and southern states, by 1818, had not given up completely the master and servant means of educating the children of the common man. But as has been pointed out, Illinois had few eastern settlers until 1830. Consequently, the apprenticeship system was established by law, which was mainly southern, the principal features of which were these:

1. Boys under twenty-one and girls under eighteen might be apprenticed with or without the consent of the parent or guardian.

2. The mother of illegitimate children should bind them over to a master.

3. If the father was dead, a fugitive from justice or incapacitated, the mother had the right to apprentice his children.

4. Poor children were bound to a master by the overseers of the poor.

5. A copy of the indenture should be recorded with the probate judge.

6. The probate judge, or two justices of the peace were empowered to receive complaints of apprentices and summon the master to appear in court.

7. A penalty was imposed on the apprentice for assault on the master, or the violation of the terms of the contract.

8. The apprentice could not be removed from the state.

9. The master had to furnish the apprentice comfortable board, lodging, washing, clothing and so much schooling as shall be deemed right.

10. "That the master or mistress to whom such child shall be bound, as aforesaid, shall cause such child to be taught to read and write, and the ground rules of arithmetic, and, shall give also unto such apprentices, a new Bible, and two new suits of clothes, suitable to his or her condition at the expiration of his or her term of service, *Provided however*, that when such apprentice is a negro or mulatto child, it shall not be necessary to insert in said indenture that such negro or mulatto shall be taught to write, or the knowledge of arithmetic."¹

11. If a guardian failed to educate his apprentice in reading, writing and the ground rules of arithmetic, the probate judge was empowered to appoint another master, "and superintend the education of such minor or orphan."²

As late as 1840, indentures were still being made for white children, an example of which follows: "This Indenture made and entered into this 31st day of August, A. D., 1840, between James Thompson and George Thompson, minors, of their own free will and consent, and by and with the consent and approbation of William Thompson, their father, of the county of Shelby and the State of Illinois of the one part, and Daniel Golloher of the same county and the State, of the other part witnesseth: that the same James Thompson and George Thompson does by these presents of their own free will and accord and by and with the consent of William Thompson, their father, bind each of themselves to the said Daniel Golloher as an apprentice to learn the art of Farming, to dwell with and serve the said Daniel Golloher from the day of the date hereof, until the 10th day of August, 1850, at which time the said James Thompson will be twenty-one years old, And the said George Thompson until the 17th day of September, A. D., 1851, at which time the said George Thompson will be twenty-one years old, during all of which time or term the said Apprentices their said Master will and faithfully shall serve, his secrets to keep, and his lawful commands everywhere at all times readily obey, they or either of them shall do no damage to their said Master nor knowingly suffer any to be done by others, they or either of them shall not waste the Goods of their said Master, nor lend

¹ Sess. Laws, 1826.

² Sess. Laws, 1830.

them unlawfully to any. At cards, dice or any other unlawful Game they shall not play, Matrimony either of them shall not contract during their said term. Taverns, Ail-houses, and places of Gaming they shall not frequent or resort from the service of their said Master, either of them shall not absent himself, but in all things and at all times they and each of them shall demean and conduct themselves as good Apprentices—words can't tell—during the whole term aforesaid. And the said Daniel Golloher on his part does hereby Covenant and agree to furnish each of the said Apprentices good and sufficient diet, clothing, lodging, and the other necessaries convenient and useful for said Apprentices during the whole term aforesaid, and also shall cause each of said Apprentices to be taught to read and write, and the Ground rules of Arithmetic, and shall also give unto each of the said Apprentices a New Bible and two new Suits of Clothes suitable to their condition at the expiration of their term of service, and also Eighty Acres of Common Land for each fit for farming to be as near as may be to timber and prairie or all timber and In testimony whereof we have hereunto Set our hands and Seale the day and year first written.

his
Attest Joseph Oliver James X Thompson Seal
mark

his
George X Thompson Seal
mark

his
William X Thompson Seal
mark

Daniel Golloher Seal³

As early as 1819, negro indentures were recorded at Edwardsville. The following excerpt from one of those records showed the personal and educational provision of the contract: "During all which term the said boys shall faithfully serve and obey all the lawful commands of their said mistress. And on her part said Elizabeth doth bind and hereby obligate herself, her heirs, etc., to teach or cause to be

³ Shelby County Probate Record, 1839-49, v. 1, p. 52.

taught both said boys to read. Should their abilities enable her to so do and also to provide and furnish them with good wholesome food, clothing and lodging suitable for persons in their condition.’¹⁴ *

Slavery and colored indentures were closely related in Illinois. The *Intelligencer*, August 12, 1818, advocated a system of indenture with a term of service of forty years in which the servants were to be instructed in religion and the rudiments of education. “The word ‘servant’ was used to cover a multitude of sins. No matter under what name the farmers held their negroes—whether as ‘servants,’ ‘yellow boys,’ or ‘colored girls’—the fact still remained that slavery existed in the Territory of Illinois as completely as in any of the Southern States. It was not limited to settlements and towns along the Ohio and Mississippi Rivers, but was practiced all over the southern portion of what is now the State of Illinois, and as far north as Sangamon county, which was then just beginning to be settled.’¹⁵

But Illinois was admitted as a free state. In the constitutional convention, three classes of men existed—those for slavery, those against slavery, and those who wished to compromise. The latter, being the larger, won. The constitution was adopted and Illinois admitted on the ground that the Ordinance of 1787, governing the Northwest Territory, did not apply to negroes already held as slaves in Illinois at the time when it was enacted. “The state was admitted, and the right to retain negroes as indentured servants was recognized and secured.’¹⁶

Slavery was tacitly recognized by the sixth article of the Constitution of 1818 in the form of indentures for one year with the right of renewal. “Neither slavery nor involuntary servitude shall hereafter be introduced into this state otherwise than for the punishment of crimes whereof the party shall have been duly convicted. Nor shall any male person arrived at the age of twenty-one years, nor any female person arrived at the age of eighteen years, be held to serve any person as a servant under any indenture hereafter made,

¹⁴ A Register of Papers Belonging to Free Persons of Color, Madison Co.
¹⁵ The Illinois Census of 1835 showed 304 negro indentures.
¹⁶ The Illinois Census of 1845 showed 226 negro indentures.
¹⁷ Harris, *Negro Servitude in Illinois*, p. 15.
¹⁸ Harris, *Negro Servitude in Illinois*, p. 26.

unless such person shall enter into such indenture while in a state of perfect freedom, and on condition that a bona fide consideration received or to be received for their service. Nor shall any indenture of any negro or mulatto hereafter made and executed out of this state, or if made in this state, where the term of service exceeds one year, be of the least validity, except those given in the case of apprenticeship.”⁷

The education of the negro and the mulatto was bound up with the system of indentures. The apprenticeship system was, moreover, recognized by the state constitution.

Two forms of apprenticeship education have existed in the United States. The colonial system depended on the personal relation between master and servant. The system since the Civil War has had no personal or domestic element, being a means by which entrance to some trades could be had. The former had the advantage by which the apprentice could learn a trade and all of its ramifications. Moreover, the apprentice, living in the household of his master was considered as one of the family, on the same social basis as the master and eligible to marry his master's daughter, but the term of service of seven years was so long that the apprentice spent a lot of time in work not connected with his future trade. That work, usually, was day labor on the farm, and the apprentice was virtually a slave, so classed in some of the colonial laws. Naturally, it was hard to hold youth in America to the apprenticeship system because they could run away to the frontier, take up land for themselves and become independent. Consequently, the system was limited to small numbers of youth, either the poor who were public charges, or the negroes who could not escape the yoke of servitude. The latter was made a slave in the free state of Illinois by the indentures, renewable at the expiration of one year. However, in all cases, the master was required to fulfill his obligation in endeavoring to teach or causing to be taught, the apprentice.

The academy provided education for the wealthy, the indenture system provided for some of the public poor and the negroes; the next discussion will consider the first attempt for the free education of all the children of the state.

⁷ Constitution of 1818, Art. VI.

CHAPTER VIII.

The Free School Law of 1825.

Before discussing the results of slavery on the whole educational system of Illinois, a brief statement of the slavery struggle from 1818 to 1825, should be given. The Illinois representatives in Congress voted against Missouri entering as a slave state. The majority of the people of Illinois were angry at that vote. The southern sympathizers decided to retaliate. They began to organize a plot to call a convention to change the constitution of the state to permit slavery. The Spectator, published at Edwardsville, exposed the undertaking, with the result that the plan for calling a constitutional convention failed for the time being. In 1822, senators, representatives, a governor and legislators were to be elected. The anti-slavery men won the congressional election and the governorship, but the pro-slavery men succeeded in winning a majority of the seats in the state legislature. Shameful proceedings were carried through the state legislature and a resolution was passed for a constitutional convention. Organizations were built up on both sides. The pro-slavery men established a central organization at Vandalia with committees in all the counties of the state. A secret convention was held by the anti-slavery men, made up of Rev. J. M. Peck, thirty other preachers and Governor Coles. Pamphlets were distributed by the thousands to the people of Illinois, through this organization. Birkbeck, the English farmer of southern Illinois, wrote excellent articles against slavery which were very effective. Coles bought the Intelligencer, published at Vandalia, and had copies containing much anti-slavery material sent to the old subscribers even if they failed to pay their subscriptions. When the vote came for a convention and slavery it was defeated.

The results of the victory, at least to the people of Illinois, were very great. The question, whether Illinois should

be a slave or a free state, was settled forever. A contest with the federal government over the question of changing the constitution, through which Illinois entered the Union, to one that would recognize slavery, was prevented. Free labor, the energetic and progressive farmer with the merchant and professional men from the East, developed the country otherwise impossible with slavery tacitly recognized. Finally, southern immigration with its institutions, was checked. The easterner began to supplant the southerner. New ideas of the rights of the children of the common man were brought along. The New England common school began to be advocated.

However, a few leaders, such as General Duncan, Rev. Peck and Governor Coles saw the tremendous importance of the education of the children of the state, before many New Englanders had arrived. These leaders believed that slavery and ignorance were the twin relics of barbarism. The surest way to save the state from the blight of slavery was through enlightenment. The older people were, perhaps, beyond the direct influence of schools, but the youth must be taught the evils of slavery and ignorance, in free schools provided by the state, in order to insure the future of the state and the Republic. The preamble of the Free School Law of 1825 was the classic statement of those ideals:

“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 no nation has ever continued long in the enjoyment of civil and political freedom, which was not both virtuous and enlightened;—and believing that advancement of literature always has been, and ever will be the means of developing more fully the rights of man;—that the mind of every citizen of every republic, is the common property of society, and constitutes the basis of its strength and happiness;—it is considered the peculiar duty of a free government, like ours, to encourage and extend the improvement and cultivation of the intellectual energies of the whole, Therefore,”¹

The free school law of 1825 was unique in that, at that time, there were only a few states in the East that had a free

¹ Sess. Laws, 1825, p. 121.

school law. The essential features of the law provided that a school system was to be established by law; that the school was to be free to all children between certain ages, and that all expenses for the schools thus established should be met by a general tax upon property:

“Sec. 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 into such schools, on such terms as the trustees of the school may prescribe * * *.”

“Sec. 15—Be it further enacted, That for the encouragement and support of schools, respectively established within this state, according to this act, there shall be appropriated, for that purpose, two dollars out of every hundred thereafter 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 this 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 dividend shall be taken.”²

Finally, school districts were to be incorporated by the action of the county commissioners' courts, upon a petition of a majority of the qualified voters of any settlement. The voters in each district, by a majority of the votes, could levy a tax not exceeding one-half per centum on property, and appoint trustees and other officers to manage the system. Since the origin of the bill is a disputed question in Illinois education, an examination of the evidence is pertinent. The authorship of the free school law was generally attributed to General Duncan, a member of the Senate from Madison county, afterwards elected to Congress and the governorship of the state, who introduced it in the upper branch of the legislature.³ Whether or not he was the author has been difficult to determine. At least, he was its ardent supporter in and out of the legislature, but he evaded the issue when asked by a

² Sess. Laws, 1825, pp. 121-25.

³ Sen. Jr., 1824-25, p. 220.

political opponent at home if he were not the author of the free school system which taxed the rich for the benefit of the poor. Duncan acknowledged that he had introduced the bill, and had supported it with uncommon zeal, in the belief that it would be found beneficial to the state, but he did not say that he had formulated its principles.⁴

Governor Coles was an enthusiastic advocate, if not the author, of the bill. Coles was having a bitter personal and political fight over slavery. Southern sympathizers sued him for liberating the slaves that he had brought to Illinois from Virginia. The basis for the damage claim was that other slave owners would be influenced to do likewise. Coles was burned in effigy in many towns of southern Illinois on account of his powerful anti-slavery influence. Hence, it seems likely that General Duncan, a long-time resident of the state as well as a successful Indian fighter, was put forward to introduce the bill with the least likelihood of opposition.

Moreover, Governor Coles was the type of man from whom such a bill was most likely to emanate. He was a Virginian of the aristocracy, the secretary to James Madison, a special ambassador to Russia, and personally acquainted with the leading statesmen of his day. Several letters were exchanged between Coles and Jefferson, who were personal acquaintances, on the subjects of slavery and education. To free his slaves, Coles went to Illinois. But he also had in mind Jefferson's ideals of raising the lot of the common white man.

In Governor Coles' paper, just after the free school law was passed, appeared a great deal of material on the subject of free education. The purpose of those writings was evidently in support of the establishment of an educational system for the poor man. The first article worthy of notice was an excerpt from the fourth annual report of the acting superintendent of the common schools in the state of New York. It showed the legislature of that state how much money was paid out of the state treasury, how much was raised from the local school fund, and how much was raised by tax, all for the common schools. How many children were being taught, and how much money was being appropriated, showed the impor-

⁴Spectator, May 27, 1826.

tance of the common school system and the wisdom and magnanimity of the legislature.⁵

That article was valuable data in showing the same principles of support for public education in operation in New York, the same principles having been established by the law of 1825.

The next article, on the ignorance of the peasantry of France, should be interpreted as showing the necessity for free common education, before republican liberty and the elective franchise could mean anything to the people of Illinois.

“The Peasantry of France are extremely ignorant. Whole villages may be found, where not more than three or four can read. Even in the immediate vicinity of Paris, and within the echoes of the legislative debates, there are towns in which not three newspapers are taken, and those not by persons who actually belong to the people. The eloquent pleas for liberty are of no effect, for they are not heard by the mass of the nation. Hence no general political spirit exists, except when the popularity of individuals is concerned, or as taxes of the state affect private interest, and national attention can hardly be directed to refined questions on the management of the elections and the free expression of opinion. So great is the popular ignorance, that the most liberal policies have even advocated the very wide extension of the elective franchise, believing it to be first necessary to educate the nation.”⁶

Finally, a long third article was the statement of Thomas Jefferson’s plan for a system of education. Since it emanated from “the greatest sage and most philanthropic statesman of the age,” so the introduction said, the plan was worthy of consideration by the people of Illinois.

Judging from Coles’ messages to the legislature, and his publication of Jefferson’s plan for the establishment of a complete system of education through the university, it was probable that Coles planned for a similar system in Illinois. The first step was the creation of the free school system, which, of course, was the common school. The supervisory power of the primary schools should rest with the college, a secondary institution with jurisdiction over a territory of

⁵ *Intelligencer*, March 4, 1825.

⁶ *Intelligencer*, March 4, 1825.

about eighty miles square. All of the colleges of the state should be controlled by a single university, as the administrative authority, and providing the highest scientific and literary opportunities. Jefferson's ideas of a university were similar to the French organization of higher education.* However, Jefferson argued for a free system of common schools, the support of which was to come from those who were able to pay a tax:

“And will the wealthy individual have no retribution? And what will this be? 1. The peopling his neighborhood with honest, useful and enlightened citizens, understanding their own rights and firm in their perpetuation; 2. When his own descendants became poor, which they generally do within three generations, (no law of primogeniture now perpetuating wealth in the same families) their children will be educated by the then rich, and the little advance he now makes, while rich himself will be repaid by the then rich, to his descendants when they become poor, and thus give them a chance of rising again. This is a solid consideration and should go down to the bosom of every parent. This will be a seed sowed in fertile ground. It is a provision for his family, looking to distant times, and far beyond what he now has in hand for them. Let every man count backward before he comes to the ancestor who made the fortune he now holds; most will be stopped at the first generation, many at the second, a few will reach the third, and not one in the state go beyond the fifth * * * Where is the man whose heart is so cold as not to grow warm at the recital of youths like these?”⁷

Only little evidence has come to light to show whether any free school districts were ever established. Certainly, there are no published records of the treasurer showing that any money was appropriated out of the state funds for the support of free schools in any district under the law of 1825. There might have been, however, quite a few districts established for a short time, and then abandoned. Governor Ford, in his history of Illinois, stated that the law worked well and then contradicted himself by saying that there was much opposition to it. The Sangamo Journal, February 9,

* The main difference is that Jefferson's ideas antedated the French ideas by 25 years.

⁷ Intelligencer, March 11, 1825.

1832, said that it was not known that society ever received any benefits whatever from the plan adopted in 1825, which was not approved by the people. A little later, the same paper made a similar statement about this law: "On the 15th of January, 1825, an act was passed to provide for the establishment of free schools. This act was accompanied with a very complaisant and graceful introduction, but the free schools were to be sustained only by a tax levied upon the district and disbursed by six or eight officers. The practicability of this plan, I think, has never been tested, and, I would suppose, for very good reasons."⁸

Pushing the search for evidence further, one was induced to investigate some of the very few surviving county commissioner court records of that time. For the law provided that, on petition of a majority of the legal voters of the county to the above named court, a free school district should be laid out, and a tax levied for the support of education in that district. If such districts had been established, the record of their creation would probably have been entered in the court journal.

On examination, the court journal of Madison county for 1825, showed that five free school districts had been established in the county. Also, the same record provided for the taking of the census in the county as provided by the free school law in order to determine the amount of appropriation to be made by the state to Madison county.

The free districts established in Madison county were Alton, Edwardsville, Ebenezer, Silver Creek, and Wood River. The record defined the boundaries of the districts following the petitions of people in those districts. The court orders of which the Alton district was an example, were put in these words: "A petition this day filed for the purpose of establishing free schools in pursuance of an act of the general assembly, approved Jan. 15, 1825, it is therefore ordered that a school district be established to be called and known by the name of the Alton District containing the following limits, viz.: To commence on the Mississippi River at the mouth of Wood River and to run up the latter river, to where the sectional line between fractional sections 18 and 19 in Town 5

⁸ Sang. Jr., Dec. 14, 1833.

North, in Range 9 West of the third principle meridian intersects it; thence East on the said sectional line to the sectional line between sections 16 and 17 of Town aforesaid; thence North on said line to the North boundary of said Town; thence West on said boundary line to the Mississippi River, and thence down said river to the place of beginning. Ordered by County Commissioner Court at Edwardsville."⁹

The creation of those school districts, however, does not prove that schools were actually in operation in these districts and the establishment of free schools in them, should be had for all the older counties, but only a very few records have been preserved. The attitude of the people of the counties on public laws and questions of the day was expressed and registered in the court proceedings. Petitions and opinions of opposition on nearly every subject imaginable were inserted in the county records. Evidently, at least in Madison county, there was little opposition to the law of 1825 because not one objection to it was raised in these records.

Moreover, the newspapers published at Edwardsville had practically no opposition to the creation of free school districts and the law of 1825. At about the same time, as the establishing of the free school district, a parent expressed the hope that schools would soon be in operation: "It has become fashionable of late to declaim on the advantages of education. Every one who wishes to be thought a patriot, a good citizen, or a man of sense, talks loudly of the importance of a system of general education, as a grand means of perpetuating our civil liberties, and improving our moral condition."

"Now, I have no disposition to check the ardor of these patriotic orators and writers; only, I wish it may not end in declamation. Our children will gain but little useful knowledge from most eloquent harangues in favor of schools if there be no schools established. It were a thousand pities that so many fine productions should be lost to posterity; that the authors should receive none of that posthumous reward, the applause and gratitude if succeeding generations could not read them."¹⁰ The writer continued to say that the tax was not sufficient to provide all the advantages desired for a free education.

⁹ Madison Co. Court Rec., 1825, June Term, p. 152.

¹⁰ Spectator, July-30, 1825.

Another writer in the same paper expressed a favorable, though somewhat different point of view: "That we consider the late law of our state on the subject of education, on the whole, adapted to our wants; and, we must add, honorable to the head and heart of its author." "We have some objections to its details, and so we might, possibly to the details of any plan."¹¹

Again, a writer in the *Spectator*, found the law a means of getting the proper kind of teachers, the right kind of inspection for schools, longer terms, less expense and a means by which, through experience, the people could tell whether the law was satisfactory: "By the aid of the School Fund, arising from the sale of land, with the trifling tax on property, and voluntary contributions, we could offer better inducements to competent teachers, who might thereby be induced to devote their time and talent to the arduous task."

"Schools established under the provision of the law would be subject to inspection of a body of men selected by the people of each district, whose duty it would be to watch over both pupils and teacher, and know the progress of the school in learning. They would be permanent, and liable to fewer and shorter vacations—so discouraging and injurious to children."

"The expense to individuals would eventually, if not at first, be considerably less than the present loose and inefficacious method, and would gradually diminish as the school increases. Lastly, the plan, if adopted, would be tested. The citizens would then be able to judge from experience, and either amend or lay it aside, as they should find it advisable."¹²

Evidently the experience obtained was disastrous to the free school idea because the legislature (in 1827) amended the law of 1825 so that one could be taxed only by his own consent for the support of schools:

"Sec. 3—The legal voters of any school district, at their regular meetings, shall have power in their discretion, to cause either the whole or one-half of the sum required, to support a school in such a district, to be raised by taxation. And if only one-half be raised by taxation, the remainder

¹¹ *Spectator*, Sept. 10, 1825.

¹² *Spectator*, Sept. 10, 1825.

may be required to be paid by the parents, master, and guardian, in proportion to the number of pupils which each of them shall send to school."

"Sec. 4—No person shall hereafter be taxed for the support of any free school in this state, unless by his or her own free will and consent, first had and obtained, in writing. And any person so agreeing and consenting, shall be taxed in the manner prescribed in the act to which this is an amendment."¹³

However, Peck stated that, "many good primary schools now exist without a legislative sanction, and where three or four of the leading families unite, and exert their influence in favor of the measure, it is not difficult to have a good school."¹⁴

Provision existed by law, nevertheless, through which the people of a locality could organize themselves into school districts and might tax themselves by consent, but they could receive no share of the public funds under the control of the state because the two per cent clause of the law of 1825 had been repealed in 1829. Upon petition from the inhabitants of a township, the sixteenth section could be sold, the proceeds funded, the interest from which could be used for the maintenance of the common school. "To some extent, the people have availed themselves of this provision and receive the interest of the fund."¹⁵

The distributive share of the common school fund was never sufficient to maintain common schools in any county without the supplementation of tuition fees. When a teacher desired employment, he drew up articles of agreement by which the term of service was stated, usually for not more than three months, and the rate of tuition for each pupil. If a large enough number of subscribers was received to meet the expected compensation, school was started; if not, the teacher went to other school districts to make similar experiments until a satisfactory list of prospective pupils was obtained. The following is a typical contract:

"Articles of agreement, drawn this 25th of May, 1833, between Allen Parlier, of the county of Washington and the

¹³ Sess. Laws, 1826-7, p. 364.

¹⁴ Peck, Gazetteer, p. 83

¹⁵ *Ibid.*

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; 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 lost time, except muster days, and will set up with twenty scholars, the subscribers to furnish a comfortable house, with all convenience 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.'''¹⁶

It was the exception rather than the rule, that districts and towns voted to tax themselves for the support of elementary education during the time between the annulment of the law of 1825 and the passage of the free school law in 1855. Tuition remained the practice to the latter date. The *Prairie Farmer*, in 1852, said that it was customary to employ male teachers in the winter and females in the summer. "Males get two dollars per scholar, females, one dollar and a half per week."¹⁷ In the settlement of an estate, recorded in the probate documents of Shelby county for 1844, a charge of \$22.50 was allowed for the schooling of three children for three years at the rate of \$2.50 each, per year.¹⁸

Another record contained this evidence on the same question: "On this 10th day of January, 1848, came Patrena Earp guardian for the heirs of Josiah Porthman dec. and made following settlement to wit—credit for the year 1844 for schooling, \$16.00. Credit for the year 1845 for schooling, \$2.50 each—\$7.50. Credit for the year 1846 for schooling, \$1.50 each—\$4.50. Credit for the year 1847 at \$2 each—\$6."¹⁸

To insure the permanence of free institutions in Illinois, enlightenment of the youth of the state was thought neces-

¹⁶ State Supt. Rep., 1883-4, p. 104.

¹⁷ *Prairie Farmer*, April 12, 1852, p. 175.

¹⁸ Shelby County Probate Rec. 1839-1849, p. 152.

sary by means of a system of free common schools. The law of 1825 provided that a school system should be established, that the schools should be free to all children, and that the schools thus established should be supported by two per cent of all the yearly revenues due the state and by a local, general property tax. Governor Coles was probably the author of the law rather than Senator Duncan and drew his ideas for a complete system of education of primary, secondary and university instruction from Thomas Jefferson's scheme, with which Coles was thoroughly familiar. The first concern was with primary instruction which the law of 1825 made possible. Five free school districts were created in Madison county within a few months after the passage of the bill. No complaint, however, was made against the law in the Edwardsville paper, or in the county court, but other counties must have been opposed to free schools, because the legislature repealed the public tax feature two years later and the two per cent clause in 1829. From this time to the passage of the free school law of 1855, common schools were supported largely by tuition paid by the parents.*

The friends of the common school and the educational leaders in the state began immediately to try to put it on a firm basis; an educational survey of the state was made, which resulted in a memorial to the legislature and an address to the people for the creation of free common schools and the establishment of county seminaries for the training of teachers. These features are developed in the next chapter.

(THIS ARTICLE WILL BE CONCLUDED IN THE JOURNAL, VOL. 11, NO. 4, JANUARY, 1919.)

* The following section of the school law of 1845 shows that tuition charges were legal: "Provided, that the expenses of such fuel and furniture as aforesaid shall be apportioned among the scholars according to the number of days taught, and collected with tuition fees from the parents or guardians of such children." Sess. Laws, 1845, p. 65, Sec. 61.

THE FIRST OFFICIAL THANKSGIVING IN ILLINOIS.

By ISABEL JAMISON.

As the day draws near which we, as a nation, will celebrate with greater accord and spontaneity than ever before, it may be interesting to recall the first official Thanksgiving in Illinois, and the causes which led to its observance, particularly as 1918 is the year of all years in our lives when our thoughts are turning backward to the early events of our state history.

In this particular locality, "Yankee" holidays were more honored in the breach than in the observance by the earliest settlers of "the Sangamo Country",—those adventurous spirits of Virginia and Kentucky who had followed the star of empire westward to the howling wilderness of Illinois, and who still implicitly believed in the importation of wives, whiskey and live stock from the bluegrass pastures and mountain fastnesses of their native states.

As we all know the first-comers into the Sangamo Country were for the most part, Kentucky pioneers, and, since the south and south-central portions of the state were about all that could be considered "settled" at that time, it naturally followed that the customs and traditions of the South predominated. The population turned out to celebrate New Year's, the 8th of January, Washington's birthday, the Fourth of July and Christmas, with much enthusiasm and in most cases, explosion of gunpowder and ringing of bells. The three purely patriotic holidays were further distinguished in the late 30's by the firing of a "*feu de joie*" at sunrise. Thanksgiving was merely a tradition of the "Yankees", whom the Kentuckians lumped carelessly as shrewd itinerants addicted, according to popular report, to the tinkering of clocks and the vending of wooden nutmegs in their natural

habitat, and who, being transplanted to western soil, could "dicker" in such a masterly and efficient manner that the party of the second part was considered fortunate if he escaped with his eye teeth intact.

Besides all that, the Yankees had never possessed broad plantations, hordes of negro laborers, or blooded horses careering over bluegrass pastures. No leisure moments were theirs for galloping over rolling hills in pursuit of a fleeing fox; no ears had they attuned to the melody of a well-balanced hound-pack; even a horse, they regarded in the main, as merely a vehicle able to negotiate Sangamon mud when no wheels that ever turned were able to do it. In short, it was theirs to manipulate the apple-parings of life, while the jovial southern planter made merry with the apple—including its juice—and tossed the core to his negro servant.

In the late 30's there was a small settlement of "Yankees" a few miles west of Springfield, who, according to an old settler with whom I talked, "were left pretty much to themselves and were not much thought of." It is quite possible that these derelicts of the prairie sea may have celebrated a quiet Thanksgiving of their own if they felt that they had any occasion for it, but if so, nobody seems to have noticed, or, at least, commented upon it. But when Simeon Francis, editor of the *Sangamo Journal* from 1831 to 1855, came to Springfield, he, being a native son of Connecticut in good and regular standing, openly deplored the absence of any regular observance of the Yankee holiday in his adopted western home. It was quite to be expected, therefore, when the *Chicago Democrat*, in the autumn of 1838, published what purported to be a Thanksgiving Proclamation issued by Governor Joseph Duncan, that the *Sangamo Journal* promptly copied it, while the editorial columns of the paper reflected the pleasure its editor felt on account of the adoption by Illinois of the Yankee holiday; nor did he fail to remind his readers that a pumpkin was indispensable to a correct observance of the day—and would some subscriber have the kindness to send him one?

Certainly the Proclamation had all the ear-marks of the genuine article, being couched in sounding phrases, and duly signed and sealed. It read as follows:

“STATE OF ILLINOIS.

FOR A DAY OF THANKSGIVING, PRAYER AND PRAISE.

“Whereas, for many years it has been customary in several states of the Union, to set apart one day in the year near its close, for the ascription of honor and praise to the Almighty Ruler of the Universe, the Maker of Heaven and Earth, for His infinite goodness to the children of men, in giving His only Son to be the Way, the Truth and the Light, and for His watchful providence in the days that are past, I, therefore, as the Executive of the State of Illinois, appoint Thursday, the 29th day of November next, as a Day of Public Thanksgiving, Prayer and Praise; and do earnestly beseech all its citizens to refrain from their usual occupations, and to devote it entirely to religious purposes—to the reviewal of their past life—to the confession of their manifold transgressions—to the amelioration of the poor and distressed—to the furtherance of the Gospel doctrines—to the liberation of those that are in bondage—to the reparation of injuries—to the promotion of friendly intercourse among their kindred and neighbors—to fervent prayer for all classes and conditions of men, and above, all, to the glorifying of their Heavenly Father for life, health and an unusual degree of prosperity among all branches of human industry; and, moreover, for the blessed Gospel of our Lord and Saviour, Jesus Christ, which is the Source of every blessing, and the Rock of all our hopes.

“Upon that day, let the Name of God be praised in the family circle and in the Holy Tabernacle, each one according to the dictates of his own conscience; and let prayers everywhere ascend for success to attend the efforts that are making for the unusual dissemination of the Christian religion, ‘that sovereign balm for every wound’ which alone, can fit us for an easy transition from this, to a world beyond the grave, ‘where the wicked cease from troubling, and the weary are at rest.’

“Given at Vandalia, this 25th day of October, in the year of our Lord 1838, of the Independence of the United States the 63rd, as a true copy for

A. P. FIELD,
Secretary of State.

JOSEPH DUNCAN,
Governor.

In the *Sangamo Journal* of December 1st, 1838, the editor made the following statement to the public:

“We are constrained to believe that the Proclamation purporting to have been issued by Governor Duncan for a “Day of Public Thanksgiving, Prayer and Praise”, published in last week’s paper, is a forgery. We have come to this conclusion with much regret, because, in the first place, a proclamation for the observance of a day for public thanksgiving, prayer and praise we would consider proper and appropriate; and, in the second place, we were loth to believe that any man having access to the columns of a newspaper, would deliberately perpetrate such a forgery. The spurious Proclamation first appeared in that vehicle of loco focoism, the *Chicago Democrat*.”

As wild turkeys and pumpkins were plentiful, to say nothing of other ingredients necessary to a proper culinary observance of the day, it is very probable that the Proclamation was productive of some orthodox Thanksgiving dinners, forgery or no forgery.

Of one of these, at least, we are certain,—a “stag party” which took place at the American House in Springfield, a pretentious building just completed by Elijah Iles, to reinforce the hotel accommodations of the new State Capital. It was the most ambitious structure that had, as yet, been provided for public entertainment in Springfield, and while most of the hotel proprietors in the town were Kentuckians or Virginians, the American House opened triumphantly November 24th, 1838, under the auspices of a real, live Bostonian. Thus it happened that, when this adventurous pilgrim from the city of beans entered the arena of public hospitality in Springfield, a few kindred spirits, hungry and thirsty for real Thanksgiving cheer, quietly planned among themselves to hold a rousing little celebration that would, so to speak, “knock the spots” off anything the Battle of New Orleans or Washington’s Birthday had ever shown Sangamon county in the line of good cheer.

Mine host, Clifton, was only too pleased to demonstrate, so early in the game, what Boston enterprise could do in the way of banquets, and accordingly on Thanksgiving—at the hour of midnight—a little band of self-convicted Yankees

(the late Mr. Edward R. Thayer, who related the story to me, being one of the number) sat down in the dining room of the American House, to such a Thanksgiving dinner as we read about—and the participants probably dream about, afterwards.

As the solid viands disappeared, and the liquid refreshments began to stir the blood of young New England to greater enthusiasm, its expression became more vociferous. Songs and toasts went around the board, and the fun was at its height when the door at the end of the banquet hall swung open and the small, determined figure of the hostess of the American House stood upon the threshold. There was a glint in her eye that boded no good to the hilarious guests. Her voice rang through the suddenly silent room with a finality that was convincing:

“Men”—she said—“I cannot call you *gentlemen*, since you are behaving like anything else—I will not allow this uproar! Do you not know that this house is full of guests who are unable to sleep on account of this disgraceful carousal?”

Like an assemblage of naughty boys detected by the schoolmistress in the act of affixing a bent pin to her chair, the descendants of the Pilgrim Fathers sat in abashed silence. Finally, mine host, Clifton, who had probably had previous experience in dealing with emergencies of a similar character, rallied to the rescue. “Come along, boys,” he exclaimed, “let’s go down to the wash-room where we can make all the noise we want to.” He led the way; each man grasped such portion of the good cheer of the occasion as was nearest to him and followed, leaving the small lady completely mistress of the field.

No regular Thanksgiving celebration was held during the following two or three years. Governor Carlin, who succeeded Joseph Duncan, was said to be averse to issuing Thanksgiving Proclamations, it being hinted by members of the opposition, that he preferred to spend his time issuing State Bonds. However, by 1841, the northern part of the state had begun to feel the influence of a population that was drifting in from the East and which had, generally speaking, been brought up on Thanksgiving dinners; and the Presby-

terian State Synod, at its fall meeting that year, adopted a resolution recommending to the churches under its care, the observance of Thursday, November 25th, as a day of Thanksgiving for the blessings of the past year. This gave the new holiday quite an impetus, and while the church-goers sternly fixed their minds upon prayer and praise observances, the ungodly rank and file began to cast an appreciative eye upon some of the more material features of the austere festival. Even if Thanksgiving sermons were not much in their line, they were prepared to do their full duty by the Thanksgiving dinners; and, in 1842, the last barrier went down before the following memorial, which was presented to Governor Carlin: "To His Excellency, the Governor of Illinois:

"The Synod of the Presbyterian Church, in session at Bloomington, believing that it is the duty of all people to acknowledge their obligations to God, in Whom we live and move and have our being, we therefore respectfully request Your Excellency, in view of the general peace and prosperity enjoyed by the inhabitants of this State, and the abundant fruits of the earth which have crowned the labors of the husbandmen, and the various other mercies which we, as a people, have received from the munificent hand of our Creator, to appoint, as a Day of Thanksgiving, the last Thursday of December next; and to call upon the inhabitants of the State to meet together in their respective houses of worship, and with gladness of heart, to thank God for these blessings, and to ask a continuance of them for the sake of our Lord and Saviour, Jesus Christ.

By Order of the Synod,
November 4th, 1842." L. P. KIMEALL, *Clerk.*

Eight days later, Governor Carlin issued his Proclamation, as follows:

"Quincy, Ill., Nov. 12th, 1842.

In conformity to the foregoing request, I, Thomas Carlin, Governor of the State of Illinois, do appoint the last Thursday of December next as a Day of Thanksgiving throughout the State, and request the inhabitants thereof, generally, to meet in their respective houses of worship, there to return thanks to Almighty God for the kind preservation and manifold blessings bestowed upon us as a people, and

devotionally ask a continuance of His mercies, for the sake of our Lord and Saviour, Jesus Christ.

(Signed) THOMAS CARLIN."

The memorial of the Synod, and the Proclamation were printed together, as an example of cause and effect, probably, or, perhaps Governor Carlin felt that he ought to give a weighty reason for issuing the Proclamation at all. That it was an innovation is proved by the fact that Mr. Francis, of the *Sangamo Journal*, called attention to the fact that while the Proclamation was not couched in the ancient and approved form, it did very well for a beginning; he also delicately hinted that, since a goodly portion of the community was not thoroughly broken to Thanksgiving observances and might not possess the knowledge of what was required by immemorial usage", he would offer a few suggestions, not as to the spiritual preparations which would be attended to by the "dominies", but on strictly material lines. We trust that his suggestions, which follow, were accepted in the helpful spirit in which they were given:

"A large supply of the good things of life are required, such as turkies, chickens, geese, partridges, and such like. Families give out their invitations to the dinner a week ahead, so that all can go like clock-work. All the eatables, including a large lot of pumpkin pies, are prepared for the oven the night beforehand.

"At 11 o'clock on Thanksgiving Day, all the supernumeraries of the family (leaving only those at home necessary to perform the duties of cooking) proceed to church where the service is of great length, rendered so by the singing of one or two extra hymns. This is done to impress the inner man with due solemnity of the importance of the Day—and also has the effect of sharpening the appetite of the outer man for the things that are about to be set before him. There is no hesitancy that we have ever discovered under such circumstances, in hastening from the church to fulfill their respective engagements. The tables are soon filled and the important business of eating is performed with all due deliberation. The old then retire to talk over the occurrences of younger days, the children romp, and the young men and girls prepare for the interesting duties of the evening—what

those are, all can judge. At such times the young ladies are generally at home, and the young men are generally more courageous than usual.

“The remaining part of the week, (Thanksgiving should always be set on Thursday, as Governor Carlin has very properly done in this case), should be spent in visiting, social parties and such, and when Saturday night comes, in reckoning up matters it is usually found that, in neighborhoods, old grudges are healed, new courtships are under progress, and the people are generally better satisfied with their condition and happier by far than before the Thanksgiving holiday. And we trust that Governor Carlin’s Thanksgiving will be productive of these good fruits.”

In closing his suggestions, Mr. Francis urged everybody to remember the poor, as Thanksgiving is a most fitting time to remember the widow, the orphan and the distressed; also not to forget to “send the ‘dominie’ a couple of turkies”, which would indicate that the pastor’s quiver was well-filled, unless, indeed, the “turkies” of that day were inclined to be skinny.

An unsigned poem, entitled “Governor Carlin’s Thanksgiving”, was published by the *Sangamo Journal*, and may have flowed from the facile pen of John Hancock, “The Bard of the Sangamo”, or may be the production of any one of a number of literary aspirants of the time, who, like the immortal Wegg, were liable at any time to “drop into poetry in the light of a friend”.

“Let the bards of Old England their festivals boast of,
 In rhymes’ silver jingle each holiday blazon;
 Each Yankee Thanksgiving’s the pride and the toast of
 The theme of all others to lavish his praise on;
 When Jim laughs at labor, and Nance decks her hair,
 And Poll, in her finery, a pink is as nice as,
 When pumpkins are plenty, and all is so rare
 With ginger and ’lasses and notions and spices;
 And so, do ye see, of all days of the year,
 Thanksgiving’s a nation-sight best and most dear.”

In accordance with the request of the Governor, Thanksgiving services were held in most of the churches, and the

Legislature, which was in session at the time, met in the morning and immediately thereafter, adjourned for the day.

In the evening, Colonel Prentiss gave a party in the District Court room, and members of the different churches called at the residences of their pastors and paid their respects.

Very quietly Springfield, and the state generally, slipped into an observance of the holiday which has come to mean a great deal to the Prairie State, and it seems only fitting that its earliest celebration of the day should stand side by side with its greatest—that of the Centennial year of the State.

LAWYERS OF MONTGOMERY COUNTY, ILLINOIS.

An address before the Third Annual Meeting of the Federation of Local Bar Associations of the Second Supreme Judicial District of Illinois, held August 9th, 1918, at Shelbyville, Illinois.

By AMOS MILLER.

I have been requested by your distinguished committee to talk on some phase of the activities of the lawyers in Montgomery County during its history.

The thought that is uppermost in the mind of every true American, is the War, and its final end. Naturally the lawyer is looked to for guidance in times of trouble and war; and this World War, the most diabolical, destructive and inhuman, on the part of the military caste of Germany, of all wars of all times, has called upon the people of our government for the exercise of patriotism, fortitude and patience.

In common with the profession, the lawyers of Montgomery county have answered the call of our country in the present conflict. Four of our members,—Judge D. W. Maddux, now Lieutenant Maddux, Joseph Major, a brother of our state's attorney, William Hudson, now lieutenant, and Joel F. McDavid, now lieutenant, have enlisted in the United States army. The latter two are now somewhere in France making the splendid sacrifice for liberty, humanity and a decent civilization in which to live. The Bar of our county, and I am sure it is true of the other counties in the district, has given freely and gladly of their service in aiding registrants to properly answer their questionnaires; a patriotic duty and service that is equal to, if not greater, than the service rendered by any other profession or class of men, excepting those who go to the trenches.

In every war in which our country has been engaged, recalling the Revolutionary War, the war with Mexico, the

Civil War, the Spanish American War and the present world catastrophe, the lawyer left his office, buckled on his knapsack, shouldered his rifle, musket or machine gun; sacrificing all, bidding goodbye to wife and children, father, mother, brother and sister, not knowing whether he would return, but if he did return well knowing his clients would have gone to others for legal assistance.

No other profession or business would suffer as his. The merchant would leave, feeling his business would remain; the farmer could depart, conscious that his land could still under God's blessing in sunshine and rain, bring forth crops for the preservation of his own. But the lawyer bade goodbye to all. All he had was in his personality; and so I am led to speak of the lawyer, for he it is to whom we must look for the legal direction of a community.

There were two streams of immigrants that flowed into Montgomery county sometime before it was organized in 1821. One was from the Southland, descendants of the Cavaliers, and the other a little later from New England, descendants of the Puritans.

Judge Hiram Rountree came here from Kentucky in 1821, bringing his family and all his possessions in an ox-wagon. He was a man of fine education, a licensed attorney; was the clerk, the first clerk of the Circuit court of our county; a perfect gentleman, exceedingly kind and polite to all; a splendid penman and at one time held every office in the county at one and the same time.

He was a soldier of the War of 1812, raised a Company, which served in the Blackhawk War, and he was captain of the company. During the Mexican War our people demonstrated their patriotism, giving their services as volunteers. Robert W. Davis, a lawyer at Hillsboro, served in this war as a private.

The Civil War of 1861-5 brought out a brilliant array from the legal profession of the county. The gallant Col. J. J. Phillips, afterwards justice of the Supreme court for this district; Major Robert McWilliams, James M. Truitt and George W. Paisley were able, learned and brilliant lawyers and each rendered conspicuous service in preserving the Union.

It has been said peace has its victories no less renowned than war.

In common with the counties in the southern part of the state, Montgomery's first courthouse was built of logs. It was built in 1823. It was one and a half stories high, and the floor, part of puncheons and the balance of dirt; the latter, was afterwards laid with brick. This was raised and replaced by a frame building, more commodious, which was built in 1833 and 1834 under contract that in its construction "the very best of timber" was to be used. In 1852 this again was replaced with a two-story brick building, parallelogram in shape. This building in 1868 was remodeled, wings on the east and west sides were added, with an imposing tower. It cost about a \$100,000.00 and was paid for with the funds arising from the sale of swamp lands of the county. The jail was built, iron cells, on the second story in the rear part of the building at a cost of \$19,000. This building is the one now standing, to which two additions have been made.

The pioneers of the early settlements in Montgomery county, were honest, industrious and hospitable. They wore clothes made by their own hands, which were mostly known and called "Jeans", color generally blue, but sometimes butternut or yellowish. It was a rare thing to see a man dressed in any other attire, or in "store clothes" as they were called.

Mr. Robert Mann relates an incident of interest. At the presidential election in 1844, when James K. Polk, Democrat, opposed Henry Clay, a Whig, the Judges of the election in Hillsboro, were David Starr, George H. Anderson and John N. Hancock, all dressed in "Jeans" and all were Democrats. A well dressed stranger, clad in "store clothes" approached the polling place and requested the right to vote. Upon inquiry it was learned he did not live in the county, but did live in the state in another county, the judges then refused to let him vote for the principal reason that they thought from his dress he must be a Whig. The stranger left the polls and in a short time returned with a statute and read from it that for president an elector had the right to vote in any county if he lived in the state. The judges then stated that they did not know that was the law and permitted him to vote. The voting as

the law was then was by viva voce, the voter named aloud in the hearing of all present, the name of his candidate. To the utter astonishment of the judges, the stranger with the "store clothes" voted for the electors of James K. Polk.

The judiciary of our state has always stood high for honesty, ability and judicial acumen. The only judge in the state that was ever put upon trial to answer articles of impeachment preferred by the House of Representatives was Theophilus W. Smith. He was a circuit judge and presided and held court in Montgomery county. He was elected in January, 1825, and resigned Dec. 26, 1842, was one of the justices of the Supreme court and presiding judge of the second judicial district of the State of Illinois. On presentation of the articles of impeachment to the august body, the Senate of the State of Illinois, proclamation was made as follows: "All persons are commanded to keep silence on pain of imprisonment whilst the grand inquest of the state is exhibiting to the Senate of Illinois, impeachment articles against Theophilus W. Smith."

The trial before the Senate lasted from January 9 to February 7, 1833. The proceedings can be found in the Senate Journal of the year 1833. He was charged with selling a clerk's office of one of the Circuit courts; with swearing out vexatious writs returnable before himself for the purpose of oppressing innocent men by holding them to bail and then continuing the suit for several terms in a court of which he was judge; suspending a lawyer from practice for advising his client to apply for a change of venue to some other circuit where Judge Smith did not preside; and for tyrannically committing to jail in Montgomery county a Quaker who entertained conscientious scruples against removing his hat in open court. The Quaker referred to was John L. Dryer, a great uncle of our esteemed brother, Judge John L. Dryer of Hillsboro.

In imagination I can give you the scene: "As Mr. Dryer entered the court room and took his seat, Judge Smith addressed the sheriff: 'Mr. Sheriff, you will have that man take off his hat in court', the sheriff speaks to Mr. Dryer, who tells the sheriff he would prefer to keep his hat on, 'I am a Quaker'. This is reported to the judge. Mr. Smith then asked, 'What

is your name?' When told the judge says, 'You will take off your hat or I'll sentence you to jail for contempt of court'. Mr. Dryer replied, 'I do not take off my hat in public places for the Almighty, and I'll not take it off for you'. The judge then sentenced him to jail for contempt. After Mr. Dryer was by the sheriff imprisoned, his friends went to Judge Smith and urged that he had made a mistake, as Mr. Dryer was one of the very best citizens in the county, law abiding and never had and never intended to do harm to any one, and certainly not to the court or judge. Whereupon, after an hour in the county jail, Mr. Dryer was released by order of the judge."

The Bar of Montgomery county have always been in favor of internal improvements. In 1852 when the question was submitted for subscription by the county of \$50,000.00 of the capital stock of the Alton & Terre Haute railroad, Judge E. Y. Rice, William Brewer and Francis Springer, D. D., and others made a vigorous campaign, resulting in carrying the measure favorably. The road was built through the county in 1854.

Again in 1868 what is now the Wabash railroad was contemplating its construction. The county, through the efforts of the members of the Bar voted and subscribed for \$50,000.00 of stock of the company.

Many incidents might be related, which would add humor, but one or two more will have to suffice. Robert W. Davis, a son of James M. Davis, who came from Bond county, was a licensed attorney but was more of a politician than a lawyer, gave but little attention to the law, although he had his card in the local papers as follows: "Robert W. Davis, attorney at law, will practice in Justice court and in *easy cases* in the Circuit Court." Perhaps one of the most brilliant lawyers in the county, if not one of the best jurists, was the late Jesse J. Phillips, gallant colonel of the Ninth Illinois Volunteers, circuit judge and afterward justice of the Supreme court of the state. His analysis of the evidence was clear and comprehensive and his application of the principles of law to a given state of facts was good.

As illustrating his sense of justice in the prosecution of criminals, the following case will show: In 1882 Ezekiel

Perrine, a farmer living near Girard in the west side of our county was robbed of \$4,000.00 in gold, which he hoarded at his home, rather than trust it in the banks. The family were bound and gagged, and the gold taken by three men, one a negro. A man by the name of Brown, was arrested in Chicago, as one of the guilty parties and the negro was arrested in St. Louis. The third man was never detected. The two were indicted and put upon trial at Hillsboro, Judge Phillips presiding. The negro had no money and the court appointed the late Judge E. Lane and Major Robert McWilliams to defend him. He agreed to tell all about how the robbery was committed and enter his plea of guilty. The court room was crowded with spectators. The case was made against Brown without the evidence of the negro. However, the state, before closing the case, put the colored man on the stand. He told a straight story, corroborating the other evidence in the case. It was time for adjournment when his direct evidence was concluded. After supper the negro was called for cross examination. The story developed by his cross examination contradicted his statements made on direct examination. The jury, however, convicted Brown, and fixed his punishment at the maximum,—twenty years in the penitentiary. When the negro was called to enter his plea of guilty, Judge Phillips before announcing the penalty, said: "When a person accused of a crime enters a plea of guilty and thereby saves the county the expense and time of a trial, he is entitled to due consideration, and should not receive the maximum punishment, therefore taking into consideration your plea of guilty and the facts in the case, the court sentences you to imprisonment in the penitentiary at Chester at hard labor for the period of nineteen years, one day thereof to be in solitary confinement." At this his attorneys vigorously protested and asked to withdraw his plea. The judge replied it was too late. The evidence shows that this defendant held a hammer in his hand and threatened to kill the two girls of the family if they attempted to move or make an outcry.

The county of Montgomery has a population of about 40,000; many are of the third generation of the pioneers who first settled in the county. They are frugal, industrious and law-abiding, and One Hundred Per Cent American. The county

has given 1,500 of her sons, in whose veins flow the red blood of patriotism, ready to make the supreme sacrifice, that the autocratic military castes of Germany may be brought to their knees and that a lasting peace, founded on justice and righteousness may be secured. Behind these boys stand our people, willing and ready to do everything possible for their comfort while at the front. Every drive for funds for the Red Cross, Y. M. C. A., Liberty Bonds and Thrift Stamps have been subscribed for over 100 per cent—over the top in each instance. The spirit of patriotism runs high. The ideals of our people are of the loftiest. This condition has been aroused to a higher degree than ever before, through the influence of the local press of our county, and especially the "Montgomery News." The editorials of which give expression to the thoughts and ideals of the rural population, far better than those of the metropolitan press.

We are a people who love peace, but not peace at any price. The diabolical atrocities of the Huns must be avenged, and the principles for which our flag stands, democratic ideals, must and will prevail throughout the nations of the earth, so that a lasting peace may be established and this old war-stricken world made a decent place in which to live.

LINCOLN'S FIRST LEVEE.

Springfield, Feb. 7th, 1861.

Editors Missouri Democrat:—The first levee given by the President elect, took place last evening at his own residence, in this city, and it was a grand outpouring of citizens and strangers, together with the members of the legislature. Your humble servant was invited to attend. Mr. Lincoln threw open his house for a general reception of all the people who felt disposed to give him and his lady a parting call.—The levee lasted from seven to twelve o'clock in the evening, and the house thronged by thousands up to a late hour. Mr. Lincoln received the guests as they entered and were made known. They then passed on, and were introduced to Mrs. Lincoln, who stood near the center of the parlors, and who, I must say, acquitted herself most gracefully and admirably—She was dressed plainly, but richly. She wore a beautiful, full trail, white moire antique silk, with a small French lace collar. Her neck was ornamented with a string of pearls. Her head dress was a simple and delicate vine, arranged with much taste.

She displayed but little jewelry, and this was well and appropriately adjusted. She is a lady of fine figure and accomplished address, and is well calculated to grace and to do honors at the White House.

(Signed) M. E. BURKHARDT.

GRAND PARTY AT THE WHITE HOUSE. (Probably early in 1862)

The ball of Mrs. Lincoln was a success in its company and accompaniments. The rooms were elegantly prepared, the music excellent, the supper the best of Millard's, of New York, and, we are told by the *Tribune*, "cost thousands of dollars," which is, no doubt, a *Tribune* exaggeration. Some detail is due to a kind of entertainment which, for twenty-five

years past, has been very rare, and a real ball, it is said, was never before given at the White House. First, then, of the

PEOPLE PRESENT.

Over 800 invitations were out. The hour on the cards was eight, but it was nine before the guests began to arrive. The first of note who came were Secretary Welles and lady, Speaker Grow and lady, Senator Wilson and lady. By half-past nine there was a continuous stream of people. Mr. and Mrs. Lincoln were in the centre of the East Room, and there received the guests.

Few of the diplomatic corps were absent, and among those present were Lord Lyons, H. Mercier, Edward de Stoeckl, Roest von Limburg, Senor Tassara, Count Piper, Mr. Ransloff, Chevalier Cartinatti, Blondeel von Cuclebroeck and Senor Romero. Thus all the European Powers and Mexico were fully represented. Amidst the throng were Senators and Representatives, distinguished citizens, and beautiful, loyal and distinguished women from nearly every State.—Maine was represented by Mrs. and Miss Hamlin, wife and daughter of the Vice President; Massachusetts, by Mrs. Senator Wilson, Mrs. Senator Rice, and Mrs. Bigelow Lawrence, who was attired plainly but elegantly, in a pink silk; New York was well represented; Kentucky by Mrs. Crittenden and Mrs. Menzies and sister; Ohio, by the daughter of the Secretary of the Treasury, Miss Kate Chase, tastefully attired in a mauve silk, and Miss Sherman, niece of Senator Sherman, a beautiful blonde, in pink silk, with illusion overskirt and white flowers in her hair; Michigan by Mrs. Senator Chandler; New Hampshire by the sparkling Miss Lizzie Hale, daughter of Senator Hale, attired in a white tulle embroidered and festooned with lace flounces. It is impossible to enumerate the company or even to particularize the dazzling beauties who graced the scene.

About 11, Gen. McClellan and lady, and Gen. Marcy and daughter came in. All the border State Senators and Members were present with their ladies, and most of the Senators and members from the Northern States.

All who had not before seen Gen. McClellan were anxious that he should be pointed out, and the fair faces of many of his most lovely countrywomen were turned with approving

smiles upon the youthful General Commanding, wherever he stood. Mrs. McClellan's animated manner, and features sparkling with intelligence and soulfulness, divided the admiration accorded to her hero husband. Among the other military gentlemen present were noticeable Generals Marcy, Slocum, Andrew Porter, Fitzjohn Porter, Van Rensselaer, Stone, McDowell and Smith; and among the uniforms was that of Capt. Griffin, the commander of the celebrated battery, accompanied by his blooming bride. Gen. Shields was present, in undress uniform, and upon his arm as he passed was Miss Stewart, niece of the Assistant Secretary of War, Col. Scott.

The company on entering presented cards of invitation at the main entrance, and passed to the second floor, where the apartments were thrown open for dressing rooms. They then returned to the hall and passed into the east room, paying their respects to Mrs. Lincoln and the President. For one hour the throng moved in a current, and when the rooms were full, the Marine Band, in their usual position, began playing operatic airs of the finest description. At 11, Mr. Lincoln gave his arm to Mrs. Browning, daughter of Senator Browning, of Illinois, and Mrs. Lincoln, with Senator Browning and others, soon followed, and they passed through and through the different rooms.

MR. AND MRS. LINCOLN.

According to the *Herald* dispatch:

The President wore a bland and pleased expression, greeted the guests with courteous warmth, and chatted familiarly with many whom he recognized as old friends. He was attired in a plain suit of black. Mrs. Lincoln received the company with graceful courtesy. She was dressed in a magnificent white satin robe, with a black flounce half a yard wide, looped with black and white bows, a low corsage trimmed with black lace, and a boquet of cape myrtle on her bosom. Her head-dress was a wreath of black and white flowers, with a bunch of cape myrtle on the right side. The only ornaments were a necklace, earrings, broach and bracelets, of pearl. The dress was simple and elegant. The half mourning style was assumed in respect to Queen Victoria, whose eldest son had so lately been a guest at the Presi-

dential mansion, and whose representative was one of the most distinguished among the guests on this occasion.

THE SUPPER ROOM.

The correspondents are in ecstasies over the bill of fare. The supper room was thrown open at midnight, and the supper boards were laden with everything, from oysters, pate de froi-gras, aspic of torgal, patti-giblets, a-la-enaisanz, chicken salad, a-la-parisienne, fillet de boeuf, stuffed turkey with truffles, quails, partridges, canvass back ducks, charlotte-russe, a-la-parisienne, to compettes, fruit, glace, bon-bons, orange glace, biscuit glace, fancy cakes, rich mottoes, sandwiches, fruit and grapes, etc.

In the centre of the table was a looking glass, and along it were ranged the fancy pieces of confectionary. At the head of the table was a large helmet in sugar signifying war. On a side table was a very large fort, named Fort Pickens, make of cake and sugared. The inside was filled with quails candied. The supper room was thrown open at half-past eleven, for examination, when the president and diplomatic corps were first introduced. The room presented a *coup d'ail* of dazzling splendor, fruits and flowers, and blazing lights, and sparkling crystal, and inviting confections, were everywhere. A long table extended the whole length of the middle of the room. Side tables, capable of accommodating five persons each, were at the sides. All groaned with the good things. Upon the centre of the principal table rose a vase, five feet high, filled with natural flowers, wreaths of which gracefully twined about the sides and base of the vase. On either side, equi-distant from the central plateau, and amidst the profusion of pyramids and decorations, were similar vases, similarly filled and ornamented with flowers. Prominent among the decorations and candy ornaments were a representation of a United States steam frigate of forty guns with all sails set, and the flag of the Union flying at the main, then a representation of the Hermitage, then a warrior's helmet, supported by cupids; then a Chinese pagoda, followed by double cornucopias, resting upon a shell, supported by mermaids, and surmounted by a crystal star; then a rustic pavilion; then the goddess of liberty, elevated above a simple

but elegant shrine, within which was a life-like fountain of water. Then a magnificent candelabra, surmounted by an elegant vase of flowers and surrounded by tropical fruits and birds, and tastefully arranged and sustained by kneeling cupids, holding in their hands a chain of flower wreaths. A fountain of four consecutive bowls, supported by water nymphs—an elegant composition of *nougat parisienne*—was near a beautiful basket, laden with flowers and fruits, mounted upon a pedestal supported by swans. Beside these there were twenty or thirty ornaments of cake and candy delicately conceived and exquisitely executed. The party continued till three o'clock in the morning, and to the end, was a gratifying success to Mrs. Lincoln and her guests.

According to the Tribune letter:

Those who had eyes for clothes noticed that about half of the gentlemen wore dress coats, and but few had strict party costumes. The ladies were, however, dressed to the height of fashionable extravagance.

NOTE: Mrs. Mary E. Burkhardt who wrote the letter to the editor of the Missouri Democrat, dated February 7, 1861, was long a resident of Springfield. She was active in patriotic work during the civil war and later in church and missionary society work. She lived to an advanced age. The newspaper reports used were found in a bundle of newspaper clippings among her papers after her death.

390⁹



WILLIAM WILSON

**LIFE AND SERVICES OF WILLIAM WILSON, CHIEF
JUSTICE OF THE ILLINOIS SUPREME COURT.**

**An address before the Clay County Circuit Court upon the
Presentation to the Court of a Portrait of
Judge Wilson.**

By B. D. MONROE.

In the matter of the presentation to the Court of Clay County, Judge James C. McBride, presiding, by Mrs. Alice Stuve Jarrett of Springfield, Illinois, of an oil painting of the late Chief Justice William Wilson, and remarks made thereon by Judge B. D. Monroe;

Judge Monroe in presenting the painting said:

May it please the Court:

In presenting this painting of William Wilson, Chief Justice of the Supreme Court of the State of Illinois to the County of Clay and to the Court over which your honor presides, it may not be thought improper to make some reference to the man whose lineaments are thus preserved, the high and exalted position he held for so long time in the formative period of the judiciary of the State; the important and lasting influence his labors as a jurist exerted on the history of the judiciary and the people and the State, its institutions and laws.

William Wilson was born in the year A. D., 1794, in Loudoun County, Virginia; his father died when the boy was quite young; his mother decided on a commercial life for him, but he, then a young man scarcely eighteen years of age, had other ambitions and sought for and obtained the position of student in the law office of John Cook, a noted and leading member of the Virginia bar; here he completed his studies and was admitted to the bar at the age of twenty-three. He

immediately emigrated to Illinois in the latter part of 1817. The State was then in its formative period, the new constitution being adopted by the vote of the people in August, 1818, and the State admitted into the Union on December 3rd, 1818.

There was nothing strange that he an aspiring and ambitious young man, should seek his fortune among a people and in a territory that was about to be erected into a state with a republican form of government. Many Virginians did likewise; the history of the State is replete with the history of the sons of Virginia who came hither and who in later years became governors, generals, senators, congressmen and judges.

The constitution of 1818 vested the judicial powers of the State in one supreme court and in such inferior courts as the General Assembly should ordain and establish. The supreme court to consist of one Chief Justice and three associate justices with power to increase the number of associate justices. All the judges were to be elected by the General Assembly and to hold office during good behavior and until the end of the first session of the General Assembly held after the first day of January, A. D., 1824.

At the first election of judges of the supreme court held October 9, 1818, Joseph Phillips was elected Chief Justice and Thomas C. Browne, John Reynolds and William P. Foster associate justices.

Chief Justice Phillips resigned July 4th, 1822, and Thomas Reynolds was elected Chief Justice in his place August 31, 1822.

At the first election on October 9, 1818, William Wilson was a candidate before the General Assembly for associate justice and received fifteen votes out of a possible thirty-six cast. This vote was very complimentary to one so young, he being then barely twenty-three years of age. It is tradition that William P. Foster who was elected associate justice at the first election, was not a lawyer; he never took his seat on the bench and resigned June 22, 1819. At the election held by the General Assembly on August 19, 1819, to fill this vacancy William Wilson was again a candidate and won over Thomas Reynolds who was a candidate and a man of the

highest character and acknowledged ability and, it was said, he was afterwards governor of Missouri; Judge John Reynolds was afterwards governor of this State.

In accordance with the constitutional provision, the term of office of the first judges expired at the end of the first session of the General Assembly which should be begun and held after the first day of January, A. D., 1824. The General Assembly at that session elected the following: William Wilson, Chief Justice, and Thomas C. Browne, Samuel D. Lockwood and Theophilus W. Smith, associate justices, their commissions bear date, January 19, 1825.

Mr. Wilson continued as Chief Justice of the Court until September 1848, when the judges were elected by vote of the people under the new constitution. He thus served the people faithfully and well as a member of the highest court in the State for a period of twenty-nine years and for twenty-four years of that time as Chief Justice of the Court.

He wrote the opinions in the two most important cases coming before the court during the entire 29 years that he was a member of the court, namely: The case of Edward Coles vs. County of Madison, Breese 154. In which the county commissioners sued Coles for the penalty of \$2,000 for bringing into the county and setting at liberty ten negro slaves without giving bond as required by the act of the legislature. Chief Justice Wilson wrote the opinion in this case and held that Coles was not liable for the penalty. Coles was governor of the State at the time the suit was brought.

But by far the most important case decided by the Supreme Court under the constitution of 1818 and covering the entire period of Judge Wilson's service on the bench, was the case of Alexander Field vs. The People of the State of Illinois on the relation of John A. McClernand, reported in 2 Scammon, page 79.

The constitution of 1818 provided that the governor should appoint a secretary of State, but did not fix any limitation as to the tenure of the appointee nor had any tenure of office been fixed by the legislature.

Field had been appointed secretary of State in 1829 by the then governor and had continued in office through various

administrations until Thomas Carlin was elected governor in August, 1838; thereafter on the first day of April, Governor Carlin by virtue of his supposed power as governor, removed Field as secretary of State and appointed John A. McClernand to the office who made a demand on Field to vacate the office which he refused to do; McClernand then, through the Attorney General, brought an information in quo warranto to test the right of Field to hold the office. The cause was heard in the circuit court of Fayette County before Honorable Sidney Breese, circuit judge.

The case involved the power of the governor to remove from office the secretary of state and appoint his successor, and necessarily involved the construction of the constitution of the state.

Judge Breese held that the governor had the power to remove the secretary of state and to appoint his successor. The case was removed by appeal to the Supreme court of the state, where the opinion of Judge Breese was reversed.

Chief Justice Wilson wrote the opinion of the court in this case which was concurred in by Justice Lockwood and Justice Smith filed a dissenting opinion.

In this case Chief Justice Wilson took occasion to enunciate the great underlying principles of our form of government:

That the constitution is a limitation upon the powers of the legislative department of the government and not a grant of power and should be strictly construed; that official responsibility is essential to a correct administration of law; that if the object sought is not effected by the remedies already provided *by* law, it is the province of the legislature, and not of the courts, to provide the remedy; that it is the function of the courts to expound the law and execute it; that a given constitutional power is not to be enlarged beyond the fair scope of its terms merely because the restriction is inconvenient, impolitic or mischievous; that upon doubtful questions public policy may be allowed an influence, but it cannot be regarded as the legitimate source of power without violating the settled rules of construction and subjecting the constitution to fluctuation and change with the changing opinions of men, of times and of parties; that the constitution was in-

tended as a fixed and permanent rule of government and without the attribute of certainty, it would be of no value; otherwise we could not tell from what has been decided, how the same question would be decided again; that the lessons of political experience teach that power is much safer when operating and regulated by law made by the representatives of the people than when its exercise depends upon the uncontrolled and arbitrary will of one individual however exalted may be his station.

These rules of construction first announced by him have been followed by the Supreme court of this state and of many other states.

Judge Breese had, in deciding the case in the lower court, referred to the case of *Matheny vs. Mobley* 1, Scam. 214, wherein the Supreme court, speaking through Chief Justice Wilson, had held that the circuit court of Sangamon county had no power to remove the clerk of the circuit court, except for some of the causes pointed out in the statute. Judge Breese had prepared a written opinion in the *Field* case and, it seems, that opinion was before the Supreme court when the case came before it for hearing. Judge Breese after referring to the *Mobley* case said: "I feel constrained to say, that I cannot accord with them (the Supreme court) in all the doctrines and principles of that case."

Chief Justice Wilson, after making the above quotation from Judge Breese's written opinion in the case, says:

"As he cannot accord with the court in the principles laid down he cannot apply them. The doctrine, before this decision, was considered well settled, that when the supreme judicial tribunal of a state had declared what the law was on any given point, when the same point came again in litigation all other courts were bound to conform to its decision. A different rule would destroy all that stability and uniformity in the rules of law, which is so essential to the administration of justice and the safety of the citizen. If every judge can decide according to his private sentiments without regard to precedent and authority, there may be as many rules of decision as there are circuits; and the decision of one day would furnish no rule for the decision of the next. 'Judges', says the circuit court, 'are bound in deciding a point of law to

follow a preceding decision upon the same point. Yet if such decision is founded in error they are not bound by it.' The correctness of this principle cannot be controverted when applied to a court of equal or superior authority with the one deciding the point. But is it not obvious that the judge has misapplied the principle in assuming for the circuit court authority to reverse a decision of the Supreme Court? Who does not see that such doctrine is subversive of the fundamental principles of the government? It is reversing the order of authority prescribed by the constitution and the law and rendering nugatory the right of appeal. It will readily be admitted that an erroneous decision ought not to prevail; but who has the right to declare it so? This authority includes the right of supervision and control, and if the circuit court has it in reference to a decision of the Supreme Court, upon the same principle a justice of the peace will have it in reference to a decision of the circuit court; and one step further will give the right of supervision to the parties in the cause; thus resolving all authority back into the original elements.'

These clear and logical statements of the fundamental principles of our government and the equally clear analysis of what the result would be in case the court should adopt Judge Breese's dictum that the circuit court had the right to ignore the decision of Supreme Court in any case in which it thought the decision of the Supreme Court was wrong, is encouraging and refreshing to every one who believes in law and order, in view of the recent efforts of certain demagogues to engraft upon our form of government the destructive doctrine of the re-call of judicial opinions.

It was indeed fortunate for the state in its very infancy that it had at the head of its Supreme Court a man who was well grounded in the fundamental principles of republican government and who had the force of mind and the moral courage to meet this hydra-headed monster of dissolution, confusion and anarchy fact to face on its own ground and smite it hip and thigh.

The foregoing remarks of Chief Justice Wilson may have given rise to the jocular remark sometimes ascribed to Lincoln on an occasion when he thought the Supreme Court

had ruled against him without good ground, "That in his opinion the time had arrived when an appeal should be allowed from the Supreme Court to a justice of the peace".

The court reporter notes that no briefs were furnished him and the only argument furnished was a newspaper containing Mr. Douglas' argument. One can get a glimpse of the rancor and bitterness of the political animosities of the times by the fact that a great lawyer should publish his argument in a newspaper in a case pending before the Supreme Court of the State.

Cyrus Walker, Justin Butterfield, A. P. Field and Levi Davis appeared for the appellant, and J. B. Thomas, Stephen A. Douglas, James Shields, John A. McClernand and Wyckliffe Kitchell, Attorney General, for the appellees. J. B. Thomas had been president of the constitutional convention that framed the constitution which Judge Wilson construed in this case. Douglas, Shields, and Breese became United States Senators, and all three of them also became members of the Supreme Court, and Douglas became a candidate for the presidency; John A. McClernand became a leading general in the Union Army and fought valiantly for the preservation of the Union.

Of the four judges composing the court for so long a time, Wilson, Browne and Lockwood were said to be whigs, and Smith a democrat. They were all men of the purest character and of the very highest ability.

When Judge Wilson took his seat on the bench, in 1819, the population of the State was less than seventy-five thousand. When he retired the population was more than seven hundred thousand.

He was the contemporary of Elias Kent Kane, Nathaniel Pope, A. P. Field, John Reynolds, Thomas Reynolds, Thomas C. Browne, Theophilus W. Smith, and Lockwood, Linder, Edwards, Young, Koerner, Scates, Lawrence, Walker, Caton, Breese, Ford, Shields, Constable, Trumbull, Purple, Treat, Stephen A. Douglas, and Abraham Lincoln, and a host of others, composing as brilliant a galaxy of men as ever lived at any time in any state in the Union.

Chief Justice Wilson was particularly fortunate in always being able to express his views in brief and concise

form, with the result that his opinions are models of precision and brevity; he had the rare faculty of being able to point out with unerring precision the exact question involved in every instance and discuss it with brevity and precision. His contribution to the legal literature of the State will be appreciated long after time has obliterated all personal recollections of the man himself.

Under the constitution and laws the judges of the Supreme Court were required to hold the circuit courts; Judge Wilson was assigned to the Fourth Judicial Circuit, including the counties of Clay, White, Edwards, Wabash, Lawrence, Wayne, Clark, Crawford, Edgar, Coles and Vermilion, and under that arrangement he held the first court ever held in Louisville, Illinois.

Clay county was formed from territory taken from Wayne, Fayette, Lawrence and Crawford counties and was erected into a county in 1824; the first court was held in the county at Maysville, now Clay City, at the house of John McCawley. By an act of the legislature, James Bird, Israel Jennings and John H. Morris were appointed to locate a permanent county seat for the new county; accordingly they located the county seat at Louisville and the first court was convened here on the 30th day of August, A. D. 1841, with Judge Wilson presiding.

He held the court at Maysville for the year 1828 and continued to hold court there up to and including the year 1835, and the March term, 1841; the August term, 1841, he held at Louisville, and thereafter he continued to hold the court here until the expiration of his term of office in 1848.

Judge Wilson departed this life at his home in Carmi, Illinois, on the 29th day of April, 1857; he left his widow, Mary Wilson, surviving him, and Charles, Thomas, Robert, John, Ellen and Mary Wilson, his children, and Gertrude Wilson, a grandchild, an only child of a deceased son, Philip Wilson. He left a will disposing of his vast estate, consisting of a large amount of personal property and several thousand acres of lands located in various counties in Illinois. He gave his widow the one thousand acre tract on which he some times lived, near Carmi, and a large amount of personal property.

The donor of this painting is Mrs. Alice Stuve Jarrett, of Springfield, Illinois, a granddaughter of Chief Justice Wilson, and to her is due the thanks of this court and bar and the people of this county for donating this oil painting of her distinguished grandfather to this court over which he for so many years presided.

ILLINOIS DESCENDANTS OF EDWARD SMITH.**An English Soldier in the Revolutionary War who deserted
and joined the American Army.**

By NANCY JANE LEAVERTON SALE, one of the Descendants.

Edward Smith was the son of Richard and Jane (Green) Smith. He was born about the year 1754. He had a brother John who was a sea captain and who probably was his only brother and a sister Betsey. His father may have been born in Scotland; the mother was Scotch Irish. They lived on a farm sixteen miles from London, England. Edward Smith was drafted into military service about the year 1774 and sent to America as a lieutenant in Colonel Tarleton's light horse cavalry, in the British army, serving about two years, when at the Battle of the Cowpens he became so disgusted with the treatment accorded the prisoners taken by the British that he left the British army and joined the Revolutionary forces, serving under Lafayette as a lieutenant. After the close of the war he went to Virginia and was married to Nancy Black in 1779, and for a while lived near the Natural Bridge and like most people thought a change would be better, went to Mercer county, Kentucky, and remained there till the year of 1803, then moved to a farm of several hundred acres near Corydon, Indiana, a most beautiful spot, a part of which is now owned by the Edward O'Conner, Fair Ground Association, Loweth addition. Here he and his sons cleared the grounds and burned trees (which would now be quite valuable). The land was cultivated with the crudest of implements and planted in corn, which yielded bountiful crops. In those early pioneer days the corn was shelled by hand and taken to a "grist" mill twenty miles or more either on horseback or in a cart drawn by oxen, the journey occupying two or more days. In case of the supply giving out on account of inclement weather, swollen streams or sickness, the family lived

almost exclusively on lye hominy, which is made by cooking corn in wood ashes with frequent washings and changing of water to clean the grain. He built his cabin on the green knoll near a large spring. It was constructed of logs, the cracks closed by "chinking and daubing," which is done by means of small pieces of timber (usually split out) fitted in between the logs diagonally and plastered with red clay mortar when they could get it. It had no floor, but a loft or garret, the flooring of which was made by splitting slabs off of logs and laying loosely on joists, and reached by a pole ladder. On this floor a part of the beds were made, the rest were made by putting poles through auger holes in the wall of the cabin and a fork driven in the ground held the other end with poles put across, with notches beneath to prevent slipping and then covered with hewed slats and on this a homespun and woven tick filled with straw or leaves. The cabin had a heavy batton door with wooden hinges and a latch string, an inside bar and latch with a hole through which the string was put in day time and drawn inside at night, thus locking the door. When an alarm was given at the door they were always greeted with "pull the latch string and come in." If the visitor was unfriendly or hostile this gave the inmates a chance to defend themselves. The roofs in those days were of split boards four feet long, the lower row was placed on a log with a groove in it and pinned at each end to the house with heavy pins of hard wood. The next row was held in place by another log as weight, but kept in place by perpendicular pieces split square with notches cut in end to fit both upper and lower logs, until the roof was complete. The chimneys were of either "stone" or "stick and mud." The stick and mud chimneys were erected with clay filling something as our stone or brick fireplaces are of today to about six or seven feet in height. The whole is enclosed in a log frame which is fastened to the logs of the house, the sticks are then laid in red clay mortar and plastered on inside with a heavy coat of same. This log frame is built up as a chimney is. There is a small opening left or cut in the garret and in case of fire the whole chimney is pushed away from the house by hand spikes.

At this rude cabin a welcome was sure to greet weary and tired travelers, for hospitality was a virtue

among the early pioneers. Gen. Wm. Henry Harrison was a frequent guest, as he made his journeys between his mill on Blue river and the government office at Jeffersonville, and on one of these visits occurred "The Christening Party" of the Town of Corydon, the birthplace of the state of Indiana. A summer morning, with the bright sun shining down upon a small clearing in a beautiful valley of the wilderness, a small rudely constructed log cabin, the only habitation in view, stands forth conspicuously as an evidence of the westward march of civilization. Deep silence broods upon the face of nature, broken only by the hum of insects, the song of wild birds, and the singing echo of a distant woodman's axe. Suddenly, from the interior of the cabin, peals forth the clear sound of a fresh voice uplifted in melody. It is evidently that of a young girl, and as the air, a plaintive one, is wafted on the gentle summer breeze to the surrounding hills, a spirit of human life prevades the solitudes. Grouped around the singer in the little cabin are a number of persons whose habiliments and conversation betray their intimate association with the hardships of frontier life in the early days of the Northwest Territory. All save one, a fine looking man dressed in the traveling apparel worn by gentlemen at the beginning of the nineteenth century; a man whose face denotes strong character and great intelligence, and whose bearing is that of one born to lead and command. As the echoes of the song die away, he who is evidently an honored guest of the humble backwoods family, and who has been listening attentively to the sweet voice of the young singer, addresses them: "It is my intention to found a town in this vicinity, but I have as yet decided upon no name for it. Who can suggest one?" Oh General!" answers the singer "name it after your favorite song, "Old Corydon." "I shall do so," responds the gentleman, as he arises to take leave of his hospitable and warm-hearted entertainers, and he kept his promise. The frontier family was that of Edward Smith, a deserter from the English army during the Revolutionary War. The young girl who made the request was Jennie, his daughter, and the honored guest was General William Henry Harrison, governor of the Indiana Territory. Thus was Corydon christened. There were but few houses there, even on the present site of Corydon. Governor Harrison, then ter-

ritorial governor and afterwards president, took great interest in this little settlement. When Edward Smith deserted from the British army, he dared not return to England and so forfeited a large estate, which was seized and held by the Crown of England. His daughter Isabel made efforts to reclaim this estate, which had gained in value each year, and to prove her right of inheritance before it went into "The Courts of Chancery." This vast inheritance was lost by being unable, after a lengthy correspondence with the officers of the courts of Prince Edward, when she failed to answer the question as to place of burial of some ancestor. There are numerous incidents handed down through the descendants of Edward Smith of which I will give a few. After a long horseback journey from Vincennes, Governor Harrison stopped at night as usual with the Smiths. His clothes were dirty and his socks worn both at heel and toe. He asked one of the girls to wash and mend them sufficiently for completion of his journey. She not only washed them, but cut away the worn parts, replacing them by the light of a lard lamp with newly knitted heels and toes, and had them ready to put on in the morning, and for this kindness he repaid her on his next visit by giving her a beautiful silk shawl. On the hill above and back from the natural amphitheater of the Fair Ground today, the Indians camped (Delawares we think) and also used water from the large spring. They were very friendly with the Smiths, and frequent visitors at their home. Edward Smith's name is given among the names of the first grand jury drawn in Harrison county. His name is frequently seen on the old records. His son John was a carpenter and assisted in building the state house, which was constructed from stones taken out of the beds of nearby creeks and drawn to the building site by oxen. This substantial building is still standing and is used as a county court house. Edward Smith died in 1828 and was buried in the cedar glade south of the home.

A monument with his and his wife's name, also the names of his parents and all his children, has been erected by his descendants at Mount Zion cemetery, eleven miles south of Corydon, where his wife is buried. To them were born nine children: Jennie or Jane, born 1781, married Stephen Beeman; John, born 1783, married Jane Long; James, born

1784, married Sarah Long; Mary, born 1791, married Henry Highfill; Sallie, born, date not known, married — French; Rachel, born 1798, married Samuel Black; Isabel, born 1798, married Charles Felts; Nancy, born, date not known, married — Highfill; Samuel, born, date not known, never married.

At the Centennial celebration at Corydon on June 2nd and 3rd, 1916, Edward Smith and his daughter, Jennie, and Governor William Henry Harrison and others were impersonated by people living there, depicting the ways and manners of the old pioneer days of one hundred years ago. Governor Harrison, as usual, asking Miss Jennie again to sing his favorite song, Corydon, and no doubt but what upon every centennial that Corydon has in the future she will select her sweetest singer to stand upon the hallowed spot of the Smith's cabin and sing to the accompaniment of the gurgling waters of the Old Fair Grounds Springs the plaintive strains that inspired General Harrison to give the first capital of Indiana the name of Corydon.

CORYDON (the song).

What sorrowful sounds do I hear,
 Move slowly along in the gale;
 How solemn they fall on my ear,
 As softly they pass through the vale.
 Sweet Corydon's notes are all o'er,
 Now lonely he sleeps in the clay,
 His cheeks bloom with roses no more,
 Since death called his spirit away.

Sweet woodbines will rise round his feet,
 And willows their sorrowing wave;
 Young hyacinths freshen and bloom
 While hawthorns encircle his grave.
 Each morn when the sun gilds the east,
 (The green grass bespangled with dew.)
 He'll cast his bright beams on the west,
 To charm the sad Caroline's view.

O Corydon! hear the sad cries
 Of Caroline, plaintive and slow;
 O spirit! look down from the skies,
 And pity thy mourner below.
 'Tis Caroline's voice in the grove,
 Which Philomel hears on the plain,
 Then striving the mourner to soothe,
 With sympathy joins in her strain.

Ye shepherds so blithesome and young,
 Retire from your sports on the green,
 Since Corydon's deaf to my song,
 The wolves tear the lambs on the plain.
 Each swain round the forest will stray,
 And sorrowing hang down his head,
 His pipe then in sympathy play
 Some dirge to sweet Corydon's shade.

And when the still night has unfurl'd
 Her robes o'er the hamlet around,
 Gray twilight retires from the world,
 And darkness encumbers the ground,
 I'll leave my own gloomy abode,
 To Corydon's urn will I fly,
 There kneeling will bless the just God
 Who dwells in bright mansions on high.

Since Corydon hears me no more,
 In gloom let the woodlands appear,
 Ye oceans be still of your roar,
 Let Autumn extend around the year;
 I'll hie me through meadow and lawn,
 There cull the bright flow'rets of May,
 Then rise on the wings of the morn,
 And waft my young spirit away.

John Smith (my grandfather), second child of Edward and Nancy Black Smith, was born October 29, 1783, in the State of Virginia; died November 11, 1849, in Bond county, Illinois. When a young boy he was taken by his parents to

Mercer county, Kentucky, and in 1803 he, with his parents, brothers and sisters, moved to near Corydon, Indiana, where he lived till he was grown and married. He was a carpenter by trade and was one of a number that helped build the old court house at Corydon, which is still standing. In 1816 he was married to Jane Long, born May 17, 1791, in Fauquier county, Virginia; died November 1, 1871, in Bond county, Illinois. She was the daughter of James and Priscilla Lasswell Long. All four are buried in Smith Grove cemetery, four miles southwest of Greenville, Illinois. In 1818 he and his wife came to Illinois, and bought eighty acres of land four miles southwest of Greenville, in what is now known as the Smith settlement. Here he built a two-story brick house, the stairway running to the second floor was built on the outside. It was here all his children were born, and from this wild prairie land he developed a good farm. In a few years he bought forty acres more and built a large three-story frame house, adjoining the old brick one. This was taken down after the new one was completed. The lumber used in the building of this frame house was most all black walnut and ash, the trees being felled and hauled from the nearby timber. It had a wide hall running through the center of both first and second floors. This old house is still standing and in very good condition. He also planted an apple orchard of forty acres, going to the State of Virginia on horseback and bringing the small trees back, tied behind him on the saddle, and in a very few years had, at that time, one of the largest apple orchards in the State. He built a large cider press and mill, where the apples were ground and pressed into cider. This was done in the fall for a great many years, and even after my father had bought the farm and orchard. I can remember when a very small child of seeing from forty to fifty or more barrels of cider setting around the old mill, and of fighting the yellow jackets from the great tubs of cider with my sunbonnet to get a cupful to drink; and have seen many loads of apples and cider hauled to St. Louis, Highland and other places. People came from near and far to get their winter apples. This orchard contained many varieties of apples, and some of the trees lived to be very old. The last one was blown down in 1912. It was

the last of its race—this grand old storm-tossed, weather-beaten apple tree.

John Smith and his brother, James, gave the grounds for a cemetery and for the building of the first Baptist church in that community. He was one of the elders in the church, and kept the church book for a number of years. This book is now in care of the Historical Library at Springfield, Illinois. He was widely known throughout that part of Illinois, and few men had more friends than Uncle John Smith of Bond county. His wife was a lovely character, one of those gentle and sweet-natured women who always met you with a smile and kind word. Although not a church member, she did her part in all Christian duties, and the Bible was her book of all books, having read it through a great many times. In her young life she was a great knitter, and kept it up through life. She could knit a pair of socks in a day, but her hobby was mittens. She could knit them in various patterns, such as beehive, squares, dots, stripes running round and lengthways, carrying from three to four colors of yarn at a time in one mitten with several rounds of long loops at the wrist; and it was her delight to have ready on every Christmas morning a pair of mittens for every member of the household. She outlived her husband twenty-three years and passed away loved by all the community. To them were born nine children. They are as follows: Nancy Smith, married October 20, 1831, to Thomas Morgan, by William Hunter, M. G.; Sally Smith, married August 4, 1832, to John W. West, by Andrew G. Mills, J. P.; James L. Smith, married April 27, 1842, to Mariett Dewey, by J. R. Ford, M. G.; Edward Smith, married, date not known, to Eliza Morrell; Priscilla Smith, died young; John M. Smith, married January 15, 1852, to Margaret Sophia Smith, by Socrates Smith, M. G.; Mary E. Smith (my mother), married December 27, 1847, to John A. Leaverton, by James B. Woollard, M. G.; Lucinda A. Smith, married September 27, 1855, to Chapman Atkinson, by Thomas W. Hynes, M. G.; Amanda I. Smith, married January 3, 1866, to John D. W. Gillispie.

MARY E. SMITH LEAVERTON.

**Granddaughter of Edward Smith, a Pioneer of Bond County,
Illinois.**

By Her Daughter, NANCY JANE LEAVERTON SALE.

Mary E. Smith, the seventh child of John and Jane (Long) Smith, was born on Christmas day, December 25, 1826, four miles southwest of Greenville, Bond county, Illinois, and grew to womanhood on the old home farm. Her first school days were spent in a little log schoolhouse just over the hill and about a quarter of a mile from her home. At the age of fifteen she was sent to a select school near Greenville. There were twelve girls that attended and all lived to be married and were near and dear friends all through life. In her young days she was very fond of making patchwork quilts and kept it up all through her life, piecing hundreds of them, in a great variety of patterns. One I remember especially. It had over 19,000 pieces in it and there is still in the family a quilt made of her wedding dresses. She was also very fond of flowers, and her yard and garden was filled with their beauty. Roses were her favorites, she took great pride in them and often took premiums at fairs. After her school days were over she visited her oldest sister, who lived near Winchester, Illinois, staying with her for some time. She visited Springfield, Illinois, when it was a small village and was so pleased with it and the rich prairie country surrounding it she hoped some time it would be her home, and in 1871 she with her husband, John A. Leaverton and family, located on a beautiful farm containing 845 acres ten miles west of Springfield on the Jacksonville road. After the death of her husband she took charge of the home and carried on the farm with the assistance of her sons, and made many improvements upon the place, making it one of the most desirable farms in the country. Her business qualities were such that whatever she undertook to do

405



MARY E. SMITH LEAVERTON, WIFE OF
JOHN A. LEAVERTON.



proved successful. She was a member of the Baptist church and ready to do her part in sustaining it. She lived to be eighty-five and passed away Feb. 29, 1912, and is buried by the side of her husband in Berlin cemetery, Berlin, Illinois. To them were born ten children. All lived to be grown but two. Their names are: John Franklin, married Jan. 15, 1878, by Rev. W. C. Harvey to Emma Drusilla Martin; Nancy Jane, married Nov. 9, 1876, by Rev. John VanPatten to Anthony W. Sale; Mary Ellen, married May 1, 1873, by Rev. James Kenedy to William H. Holly; Margaret Isabelle, married Jan. 1, 1880, by Rev. ——— Clark to Arthur E. Washburne; George Wilson, married June 18, 1885, by Rev. D. S. Johnson to Grace Heaton Conkling; Charles Alexander, married Jan. 14, 1886, by Rev. Richard Gear Hobbs to Laura Olive Tobin; Emma Jeannette, married Oct. 23, 1889, by Rev. O. O. Fletcher to Edwin J. Smith.

HISTORICAL SKETCH OF THE BAPTIST DENOMINATION IN LIVINGSTON COUNTY, ILLINOIS.

REV. EDWIN BENDEN.

Livingston county is one of the newer parts of the State of Illinois. In 1860 we are told there were but five houses in Pontiac. The settler upon the prairies went to Ottawa to mill, and usually to Bloomington for groceries, although some things could be purchased at the little settlement at Lexington.

The first Baptist church of the county came into being at Pontiac. The organization was formed on May 20th, 1857. Rev. W. Branch of the Illinois Baptist State Association met on this date with eight people of the community, six men and two women. At first the church had one-fourth time preaching. It was formally inducted into the sisterhood of Baptist churches at a meeting held in Pontiac on August 21, 1859. The recognition sermon was delivered by Rev. G. W. Benton of the Otter Creek and New Michigan churches. In 1867 the first Sunday school was held and George C. Taylor was chosen superintendent.

The church had continued to meet at various places in the neighborhood until 1865, when plans were made for the erection of a church building. The building committee was S. C. Crane, Albert Lawrence, G. C. Taylor, J. S. Babcock and C. N. Bennett. The committee was appointed August 26, 1865.

The next score of years shows a record of gradual but steady growth, and we find plans being made for the erection of a new building, the first structure having proved inadequate. The new building committee was composed of G. R. Beach, J. W. Bruner, Albert Cook, E. P. Holly and the pastor, Rev. Simeon Hussey, together with an advisory com-

mittee of eleven members. The foundation stone was laid on Thursday afternoon, August 10th, 1893, and beside local pastors the presence is noted of Rev. J. H. Howard, pastor of the church at El Paso, Illinois. The structure, which is the one used by the church at the present time, was dedicated March 4th, 1894, and the dedicatory sermon was delivered by Dr. C. R. Henderson of the University of Chicago. Rev. Simeon Hussey was pastor of the church from 1890 to 1895, the period in which the structure was planned and completed. The present membership of the church is 321.

The next church to be organized in the county was the one at Fairbury. This one came into existence the year following the organization of the Pontiac church. Organized on October 3rd, 1858, with five members, Rev. B. F. Scrivens became the first regular pastor in 1860. In 1889 the first building, which had been standing for many years, having been found inadequate, was torn down and a new one erected on the same site.

In 1903-4 the church building was remodeled at a cost of \$8,000, and considerable improvements were put upon the parsonage. The present membership of the church is 276, and the pastor, Rev. Lee W. Ames.

In 1861 the next Baptist organization was formed in the country to the southwest of Pontiac. Mr. and Mrs. Eli Myer were virtually the founders of this church. It was organized largely through their influence on November 16th, 1861. Mr. and Mrs. Myer were members of a Baptist church in Ohio, and when they settled in this community united with the Baptist church at Lexington. A preacher had been coming to a nearby log school house and later, when a school house was built at Ocoya, services were held there, and it was at this school house that the church was organized. Eli Myer left in his will six hundred dollars toward the building of a church. The structure was completed in 1872. Religious services have been held here continuously ever since with the recent exception of a few months. It is of interest to note that Mr. and Mrs. Eli Myer, mentioned above, are the grandparents of Rev. Arthur E. Myer, at present, pastor of the First Baptist church at LaSalle, Illinois.

The Chatsworth church was organized in the southeastern part of the county in 1865. The church has a good

meeting house and parsonage, and carries on a good work in Chatsworth and the surrounding country. Rev. E. C. Shute is pastor.

The church at Graymont was organized on July 17, 1881, and was received the same year into the Bloomington Association. The first set of officers was as follows: Pastor, Rev. J. B. Brown; deacons, Jonathan Askew and Peter Jaspersen; clerk, Mrs. Barbara Houder; treasurer, Mrs. Mary Haynes; and trustees, A. J. Whitlatch, Jonathan Askew and Peter Jacobson. Later a preaching point was established in the Georgetown neighborhood and services were continued there for many years. The building at Georgetown still stands and is owned by the Graymont church. The present pastor is Rev. R. E. Foster.

A year after the work at Graymont was begun, Rev. J. B. Brown, the first pastor, assisted in the organization of a church to the east of Pontiac in the village of Swygert. This church was received the following year into the Bloomington Association, and ever since it's organization has been the center of the religious life of the community.

In the Esmen district several miles north of Pontiac a church was formed in 1885 or 1886, and continued for about a dozen years. We find that Rev. C. D. Merritt, of Fairbury, and Rev. J. W. Tanner, of Pontiac, assisted in the beginnings of this work. Rev. George White was preaching there in 1897.

Perhaps the reason for the decay of the Esmen church was found in part in the organization of the church at Cornell, which came about in 1895. Rev. Simeon Hussey and Rev. A. N. Sharpes assisted in the launching of this work. This took definite form on August 27, with six members. The church edifice was dedicated on May 30, 1897. Rev. George White of the University of Chicago was preaching here at or about this time.

Organized sometime in the sixties and dropped from the list of the churches of the Bloomington Association in 1879 we find the meagre records of a church at Odell. The work, it seems, was quite promising for some time, but it never had a building of it's own, and eventually most of the members went into other churches of the town.

Although never very numerous, the Baptists of Livingston county have been of the sturdy stock that peopled the

prairies of Illinois. Trekking westward from eastern homes, the fathers or grandfathers of this generation did their part in making these once raw prairies into the paradise of productiveness they are today. These men and women, staunch and true, denied themselves much, that their children might have the testimony they desired. Their firm faith in God and in the Bible stirred them to sacrifice, and their children rise up to call them blessed.

HISTORY OF CHRIST CHURCH, CARLYLE, ILLINOIS.

MABEL HALL ROBINSON.

The religious body legally known as the "Protestant Episcopal church in the United States," would be named more correctly in accordance with its history and teaching, if it were called the American Catholic church.

The church in this country is an historical branch of the Church of England. Christianity has had an ecclesiastical existence in England from the very earliest days; tradition saying that it was founded by St. Paul himself. From that day to this there has been an historical, organic national church in England. The congregations of church people in America were under the spiritual jurisdiction of the Bishop of London until the Revolutionary War made this an independent nation.

The church congregations, having procured the Apostolical Succession by the consecration in Scotland and England of the first American Bishops, were thereupon organized as a national Catholic church, departing from the Church of England only so far as local circumstances required.

The services of the church were begun in Carlyle, Clinton county, Illinois, early in the spring of 1868. A meeting was held and seven ladies attended. They were Mrs. Eliza Breese, wife of the late Chief Justice Breese of Illinois, and daughter, Mrs. Eliza McClurken; Mrs. Margaret A. Bacon, wife of Col. G. A. Bacon; Mrs. J. Ford Smith, Mrs. Darius Kingsbury, Mrs. Anne Hall and Mrs. Ellen Maddux.

They decided to write to Bishop Whitehouse of Illinois, who lived in Chicago. Finding the Bishop was in Europe, they had to wait a few months for his return.

As soon as possible he came down. It was on the second day of May, 1868. He was quite happy to establish the church in Carlyle. He baptized three persons and confirmed

eight and held the first service according to the liturgy of the church. The Bishop donated fifty dollars, which was put away and from time to time added to for the purpose of building a church. Thus at once were practical efforts made to secure a church.

Regular services were at once begun, though, of course, from the circumstances they were only held as a clergyman could be found who could spare the time from his parish work.

Occasionally services were held during the summer by the Rev. P. A. Johnson, of Centralia, Illinois, the Rev. Mr. Abbott and the Rev. Mr. Ingraham, both of Alton. In 1869 the Rev. Joseph Adderly arranged with the church to give service every fourth Sunday and afterward gave each alternate Sunday to the church here. Mr. Adderly continued in charge until his death, March 1, 1877. His death was lamented both by the church people and the community.

In 1870 a hall was rented and fitted up for services. Heretofore the Presbyterian or Baptist meeting house was used. Christ Church Mission was the name of the organization.

In the fall of 1873 a subscription of \$2,000 was raised for the purpose of building a church, but not being a sufficient amount the intention to build was postponed for a time.

The Rev. J. U. Chestnutt and the Rev. Mr. Huntington then gave occasional services.

In 1879 the Rev. W. M. Steel took regular charge of the church in connection with Centralia until the summer of 1880, when he went to Colorado.

At this time Bishop Seymour made a visitation and by his advice the subscription paper was again circulated and enough was raised to build the church.

The Rev. Jesse Higgins was then appointed by the Bishop and gave alternate Sundays up until February 2, 1881, when he left to give his entire time to Centralia.

The Reverend Joseph C. Acomb was called April 1, 1881, to give his entire time to the church. On the 26th of April, 1881, the bishop of the diocese, the Right Reverend George F. Seymour, D. D. S. T. D., visited Carlyle and consecrated the church. He was assisted by the deacon of Cairo, the Very

Reverend I. W. N. Irvin, of Mt. Vernon, the Reverend Messrs. Moore, of Decatur, VanWinkle, of Jerseyville, Higgins, of Centralia, and the rector.

The church building was of frame and cost \$4,125.00 and was entirely free from debt. Sittings were all free. The church had a handsome window in memoriam of Sidney Breese, Esq., late chief justice of Illinois, and an altar in memoriam of the late Reverend Joseph McCullough, D. D., formerly rector of St. Paul's church, Alton, Illinois. The window was given by Lieutenant J. B. Breese, son of Judge Breese, and the altar, together with the chancel furniture and carpet, by Mrs. Joseph Breese, in memory of her father, Reverend Mr. McCullough. At that time the number of communicants was about thirty.

Reverend Acomb resigned in the spring of 1882, and on September, 1884, the Reverend D. F. Hutchinson preached his first sermon. He died August 24, 1885, and was buried at Carlyle.

On October 4, 1885, the Reverend Dr. W. J. Frost, D. D. archdeacon of Alton, officiated for the first time and remained until his death, February 23, 1892.

The bishop then appointed Reverend J. G. Wright, of Greenville, Ill., missionary in charge for the time being.

On April 8, 1898, Reverend Edward Seymour, A. M. B. D., formerly of Ashtabula, Ohio, arrived and took charge of this parish under appointment of Right Reverend Bishop Hale, remaining until 1903, when he was compelled to resign on account of ill health. He died in Michigan several years later.

On July 10, 1903, Doctor Alex August Cairns took charge and remained until November 18, 1906, when he accepted a call to Davenport, Iowa. It was during the time of his stay, on the 28th day of April, 1905, a tornado passed over the city of Carlyle, completely demolishing the beautiful church. One of the first acts of Doctor Cairns was to find and preserve the copper box which had been deposited in the cornerstone when the church was built.

This box, intact and unopened, was later deposited in the cornerstone of the new church, with a similar box containing papers, records and appropriate articles. The new church

was then built. It is a very pretty stucco building cost \$5,000.00.

The cornerstone was laid on Monday, December 18, 1905. The ceremony being conducted by Right Reverend Dr. Osborne, Bishop Coadjutor of Springfield, who was assisted by Reverend Dr. A. A. Cairns, the rector.

In November, 1915, Venerable Henry M. Chittenden, archdeacon of Alton, took charge, and is at the time of this writing the priest in charge, dividing his time between Carlyle, Salem, Mt. Vernon and McLeansboro.

The church is free from debt and at present has money invested in Liberty Bonds and War Savings Stamps.

HISTORY OF PULASKI COUNTY EPISCOPAL CHURCH.

MRS. FRANCES L. HOUGH.

Geographically, Mound City is located on the Ohio River at the extreme southern portion of the State, and the earliest history of which we have an accurate account dates back to 1812. That was the time of the Indian massacre, and it tells of the life and fate of many early pioneers who were Tennesseans, who were driven here by the earthquake of December 16, 1811.

Two families by the name of Clark and Philips and a man by the name of Kennedy were living in cabins on the higher elevations that presented themselves to these early settlers on the banks of the Ohio at Mound City. A band of Creek Indians which had inhabited the lower part of Kentucky, but had been exiled and outlawed for some supposed outrages committed in their own nation, made their appearance as they were returning from a tour in the northern part of the Territory. Just previous to their arrival came a man by the name of Shover, visitor, who witnessed the awful massacre, and who barely escaped with his own life. Guns and tomahawks were the implements used in this butchery. For years fear and superstition possessed the people who migrated up and down the Ohio River. In 1836 this was overcome to a great degree, and again cabin homes were erected for other families. The shipping facilities were excellent, the soil for cultivation was very good, the timber lands excelled in all manner of woods.

In 1838 a regiment of soldiers returning from the Florida War, was ice-bound and remained in camp all winter, three-quarters of a mile south of Mound City, on Cache river. Wild cattle and hogs abounded in the woods as well as deer and turkey and all other wild game. Tradition has it that these were much less when the soldiers broke camp in the spring.

In the summer of 1863, Mound City became a naval station, the government taking possession of the property on the river front, and later a navy yard was established upon its banks. A government hospital was established in 1862. By special request Dr. Steven J. McMaster resigned the presidency of a college in Missouri in order to become chaplain of the United States hospital at Mound City, where a chapel was fitted for service through the courtesy of Dr. Wardner, surgeon in charge. The services were attended by citizens as well as soldiers. In 1863, the Rev Dr. Isaac P. Sabough became rector of the church in Cairo, our neighboring city, and desiring to hold services in Mound City, the Methodist meeting house was kindly tendered him, also the public school building. In 1865 the Rev. John Foster held services for a short time, when he was succeeded by Rev. William Britton, and during his incumbency the church was built and dedicated St. Peter's in 1866. The lot upon which the church is erected was given by Frank Rawlings, a young attorney, on condition that when it ceased to be used for the given purpose, it would revert to the Rawlings heirs. Prior to the building of said church much interest must necessarily have developed, for when the women get busy, things usually count for something, and so it was when Mrs. Sarah Jane Barbour Kelsey, a native of Hartford, Conn., moved with her husband, Capt. Kelsey and young family, from Cincinnati, Ohio in the year 1856. She was a church woman of the highest type, educated and highly intelligent, prominent socially and clear sighted as to the needs of the church extension in this new country. Her quiet efforts coupled with those of Mrs. Wardner and Mrs. Josephine Goodloe, a young music teacher, a native of Lexington, Ky. did much to arouse enthusiasm as to the necessity for this church development already manifested which culminated in an entertainment. A festival and dance was given in a brick store house, corner Poplar and First street, afterwards occupied by W. J. Price as a general store.

At this entertainment three young ladies were placed as candidates for a diamond ring. Miss Marie Howard, by the citizens, Miss Mollie Holmes by the Naval officers, and Miss Alice Casey by the Army officers, money flowed like water

from all sources for these general favorites, each feeling sure of winning the prize, and disappointment was a factor not to be considered. However, when it came, and was fully realized, it was also gracefully received by the defeated candidates who were more than satisfied that a bulk of \$2,200 raised at that entertainment in two evenings was gained through their popularity. The church was erected after this and dedicated. The first service was conducted by Rev. Lyle, who was followed by Rev. Dafton. In 1868 Rev. William Mitchell took charge and sometime during the year a class of thirteen was confirmed by the Rt. Rev. Henry John Whitehouse, D. D., D. C. L., Bishop of Illinois.

During 1869-70, services were held on Sunday afternoons. These services were in charge of the Rev. James Coe and Rev. Edwin Coarr.

This brings our local history down to 1870, previous to this no written church records can be obtained, if such ever existed. The first entry of baptism was made in the Parish register in Dec. 1870, the records also show that the Rev. R. C. Boyer and the Rev. Dr. Reynolds in 1871 performed some official acts. Whether the latter was ever in charge of St. Peter's is not positively known. In 1871 Rev. Albert E. Wells assumed the rectorship and served the people faithfully for eight years, he was an earnest man and regarded with warm affection by his people, and especially so by the writer of this sketch and her husband, as he performed the marriage ceremony, which united their two young lives, as well as at the marriage of other friends. Mr. Wells was succeeded by the Rev. J. E. C. Smedes who remained probably two years, he was followed by the Rev. Howard McDougall who began his work in the parish on Palm Sunday, 1887, and continued in charge until late in the year of 1888. Then came Rev. Edwards for a few months and on Easter Evening, April, 1890. Rev. William Gill by appointment of the Bishop of Springfield, assumed the vacant rectorship, holding the first service on Easter Day. He continued in charge about one year. The Parish remained vacant until August 28, 1892, when by direction of the Bishop, Rev. Edmond Pharees took charge, remaining ten years.

In 1903 Mr. William Baker, Lay Reader, took charge and was ordained Deacon and Priest while here. He was

succeeded after a short interval by the Rev. F. A. Juny, who remained until 1908, when he departed for California.

The Rev. William Whitley was his successor and served his people faithfully for over a year. He was succeeded by the Rev. Mr. Anderson, who labored in the Parish for about one and a half years but on account of ill health was compelled to resign. In the fall of 1916 the Rev. Thomas Dyke took charge and remained eighteen months, resigning, leaving his appreciative congregation for Canada, enlisting in the British Army to do service for his country. After a few months he found that he could not do service in the trenches caused by some physical disability. He declined to go as Chaplain feeling that he could do more for his church people at home. He was a capable man and was much appreciated by all.

Our church was without a rector for several months, the Sunday School being carried on by the ladies until the advent of the Rev. John Khuen, our Priest in charge, in 1918, who gives the little mission church one service each Sunday. We often feel discouraged looking back over the vista of years at the efforts put forth by each succeeding generation to have and to hold our own. Considering the hardships of the early church history in the State of Illinois, dating from 1823 when Bishop Chase labored early and late with little remuneration for his service, receiving barely enough to keep the wolf from the door, we may feel satisfied that we have even done so well. At present the prospects are not alluring, still we shall continue to labor and pray.

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CENTENNIAL OF THE ORGANIZATION OF STATE
GOVERNMENT IN ILLINOIS, OBSERVED
OCTOBER 5-6, 1918, AT
SPRINGFIELD.

STATUES OF ABRAHAM LINCOLN AND STEPHEN A. DOUGLAS
DEDICATED.

On Saturday, October 5, the people of Illinois observed the centenary of the meeting of the first General Assembly of the State. On Sunday, October 6, the one hundredth anniversary of the inauguration of the first Governor (Shadrach Bond) was celebrated.

On Saturday morning at ten o'clock the corner stone of the new Centennial memorial building was laid by Governor Lowden. The new building is located in a beautiful grove just south of the Capitol building. It is the site of the home of Ninian W. Edwards, brother-in-law of Mrs. Lincoln. Mr. and Mrs. Lincoln were married in the house and in it Mrs. Lincoln died.

Brief exercises were held at the unveiling of the corner stone over which Lieutenant Governor John G. Oglesby presided. A list of the contents of the copper box which was enclosed in the corner stone was read by Mrs. Jessie Palmer Weber, Secretary of the Centennial Commission and Secretary of the State Historical Society. A union card was presented to Governor Lowden by Frank Cook, president of the Springfield Masons' Union.

Immediately after the laying of the corner stone by Governor Lowden, the crowd of people went to a speaker's platform which had been erected at the Lincoln statue. Here the exercises were begun with an invocation by Rev. Edgar DeWitt Jones of Bloomington.

Dr. O. L. Schmidt, chairman of the Centennial Commission, presented Governor Lowden, the presiding officer of the day, who introduced the Honorable Josephus Daniels, Secretary of the Navy of the United States. Secretary Daniels delivered the address, dedicating the Centennial statue of Stephen A. Douglas, of which Gilbert P. Riswold of Chicago is the sculptor.

At the conclusion of Secretary Daniel's address, the party proceeded to the Douglas statue, where a wreath was placed at the foot of the statue by little Miss Virginia Adams Douglas, aged eight years, the great-granddaughter of Stephen A. Douglas. The little girl is the daughter of Mr. Robert A. Douglas of Greensboro, North Carolina, who brought her from their North Carolina home to perform this service in honor of their distinguished ancestor.

At the conclusion of the ceremonies the officials and distinguished guests were entertained at a buffet luncheon at the Leland Hotel.

Secretary and Mrs. Daniels and their party were guests of Governor and Mrs. Lowden at the Executive Mansion during their stay in Springfield.

DEDICATION OF THE LINCOLN STATUE.

At 2:30 o'clock from the same platform on which the dedicatory exercises for the Douglas statue were held occurred the ceremonies, attendant upon the dedication of the statue of Abraham Lincoln, of which Andrew O'Connor is the sculptor.

In the act of the legislature authorizing the erection of the Lincoln and Douglas statues and appropriating money for that purpose, it was stipulated that the dedication of the statues be a part of the Centennial observance.

The ceremonies began with an invocation by the Rev. J. R. Thomas, pastor of the first Presbyterian Church of Springfield. Dr. Schmidt, chairman of the Illinois Centennial Commission, called the meeting to order and presented Governor Frank O. Lowden, the presiding officer. The Centennial hymn, "Our Illinois", the words of which were written by Wallace Rice and the music by Edward C. Moore, was sung by the people.

"Our Father's God, Thy name we bless
 And all Thy mercies we confess with solemn joy,
 Our prairies rich with fruitful loam,
 Our rivers singing as they roam,
 The happiness that is our home,
 Our hope, our Illinois."

Mr. Donald Robertson, recited with marked effect, Edwin Markham's "Lincoln, the Man of the People." After the singing of the "Battle Cry of Freedom", Governor Lowden introduced Vachel Lindsay, who recited his own poem, "Abraham Lincoln Walks at Midnight in Springfield, Illinois." Governor Lowden then introduced Lord Charnwood, the English author and statesman, who delivered the address dedicating the Lincoln statue.

Lord Charnwood has written a life of Lincoln, which is the most noted Lincoln biography written by any other than an American writer. A telegram from President Wilson expressing regret at his inability to be present was read by Dr. O. L. Schmidt.

An address was also made by Col. C. E. Adams, National Commander of the Grand Army of the Republic. At the close of Commander Adam's address Miss Florence Lowden, eldest daughter of Governor and Mrs. Frank O. Lowden, placed a memorial wreath at the foot of the statue of Mr. Lincoln.

Patriotic music was rendered during the entire day by the Capitol City band and old-time and present war songs were sung by Arthur Kraft, a private soldier in uniform.

In the evening Secretary Daniels made an address at the Leland Hotel to a large number of people, the guests of the Mid-Day Luncheon Club. Senator Lewis arrived in Springfield late Saturday afternoon. Later Secretary and Mrs. Daniels, Lord Charnwood, Senator J. Hamilton Lewis and other distinguished guests accompanied the Governor and Mrs. Lowden to see the Masque of Illinois, by Wallace Rice, which was presented in the Coliseum building at the State Fair Grounds. Miss Florence Lowden acted the role of "Illinois", the principal part in the masque. Miss Christine Brown of Springfield took the part of "Columbia". Miss Brown left the next day for New York, where she sailed for France to serve on Red Cross duty.

Frederick Bruegger of Chicago was the pageant master and the masque was produced under his direction. There were more than a thousand performers in the masque and an audience of more than six thousand persons.

EXERCISES ON SUNDAY, OCTOBER 6.

On Sunday morning at 10 o'clock in the grounds of the Sacred Heart Convent, the Knights of Columbus and the Daughters of Isabella, with Governor and Mrs. Lowden, Dr. and Mrs. O. L. Schmidt, Lord Charnwood, Lieutenant Governor John G. Oglesby and his mother, Mrs. Richard J. Oglesby, Speaker D. E. Shanahan, Secretary of State L. L. Emmerson, Former Governor Richard Yates, Mrs. Jessie Palmer Weber and hosts of other invited guests, witnessed a field mass in honor of the Centennial of the State of Illinois. The mass was preceded by a parade of Catholic societies. The Very Rev. Father T. J. Hickey, vicar-general, was the celebrant of the mass. The historical sermon was preached by Rev. Arthur Smith of Franklin.

Among the most beautiful and interesting features of the day were the two living flags, formed on either side of the altar by four hundred pupils of the parochial schools and convents. On the north side the American flag was reproduced and on the south side the Centennial banner. A choir of one hundred and fifty voices under the leadership of Rev.

Father John W. Cummings, took part in the mass. Luncheon was served by the Sisters of the convent to a large number of guests.

A reception was held at the executive mansion from four to six o'clock by Governor and Mrs. Lowden. Lord Charnwood and other Centennial guests were present. The day being the one hundredth anniversary of the inauguration of Shadrach Bond, the first governor of the State of Illinois, the families of former governors were guests of honor. Mr. Craig Hood, mayor of the city of Chicago Heights, a descendant of Governor Bond, the first governor of the State, delivered a brief address. Representatives of the families of Governors Bond, Edwards, Carlin, Ford, Bissell, Oglesby, Palmer and Tanner were present, besides Governor and Mrs. Lowden and Miss Florence Lowden.

About five hundred persons called to pay their respects to Governor and Mrs. Lowden and the Centennial guests.

In the evening a great union mass meeting was held at the State Arsenal under the auspices of the Centennial Commission and the churches of Springfield.

Rev. Z. Barney Phillips of St. Louis preached the sermon. Lord Charnwood made a brief address. There was a congregation of five thousand persons. An interesting feature was the singing of the Colored Centennial Chorus under the leadership of Prof. J. C. Munday.

The Knights of Columbus and Daughters of Isabella closed their Centennial exercises by a banquet at the St. Nicholas Hotel at 7 o'clock p. m.

Rev. Frederic Siedenburger, S. J., of Chicago, a member of the Centennial Commission, acted as toastmaster. The principal addresses were made by Judge John P. McGoorty and Right Rev. Monseigneur D. J. Riley of Chicago. Lord Charnwood also spoke briefly to the four hundred guests and Dr. O. L. Schmidt, Mr. Robert D. Douglas and Mrs. Jessie Palmer Weber made short addresses.

The final observance of the Centennial year will be held December 3rd, the one hundredth anniversary of the formal admission by the Congress of the United States of Illinois as a state of the Federal Union.

A full account of the Centennial observance including the speeches delivered at the official observances will be published by the Centennial Commission.

For this reason brief accounts only are published in the Journal.

ANNOUNCEMENTS OF THE EVENTS FOR THE CENTENNIAL DAYS
BEGINNING FRIDAY, OCTOBER 4, 1918.

4:00 to 6:00 P. M. Reception to sculptors and Centennial guests by the Springfield Art Association at Edwards Place.

8:15 P. M. The Masque of Illinois, Coliseum, State Fair Grounds.

SATURDAY MORNING, OCTOBER 5, 1918.

10:30 A. M. Laying of the Cornerstone of the Centennial Memorial Building.

11:00 A. M. Dedication of the statue of Stephen A. Douglas. Address, by the Honorable Josephus Daniels, Secretary of the United States Navy.

2:30 P. M. Dedication of the statue of Abraham Lincoln. Address, by Lord Charnwood.

8:15 P. M. The Masque of Illinois.

SUNDAY, OCTOBER 6, 1918.

10:30 P. M. Field Mass on the grounds of the Sacred Heart Academy under the auspices of the Knights of Columbus and Daughters of Isabella.

4:00 to 6:00 P. M. Reception at Executive Mansion by Governor and Mrs. Lowden in honor of former Governors of the State, descendants of former Governors and Centennial guests. The people are invited to call and pay respects to Governor and Mrs. Lowden and the guests at this time.

7:00 P. M. At the State Arsenal, Patriotic Union Service under the auspices of the Illinois Centennial Commission and the Springfield churches. Choral and community singing. Sermon by Rev. Dr. Z. Barney Phillips of St. Louis, Missouri.

THE VANDALIA CELEBRATION.

The Centennial Celebration at Vandalia, the second capital of Illinois, on September 24-25-26, was one of the most interesting in the State.

The exercises on the 24th and 26th were under the direction of the Fayette County Centennial Committee and the program on the 25th was turned over to the Illinois Centennial Commission.

At a mass meeting held in the old capitol grounds in the afternoon, Dr. Otto L. Schmidt, chairman of the Commission, presided, and addresses were made by Governor Frank O. Lowden and Justice Orrin N. Carter. Governor Lowden spoke of the significance of the defeat of slavery under Edward Coles and showed how the decision of Illinois at that time had an influence on the present day crisis since it had much to do with the preservation of the Union. Justice Carter's address was an historical discussion of the early history of Vandalia and southern Illinois.

It had been intended to present Mr. Rice's "Masque" at an open-air amphitheatre, prepared for the occasion, on the evening of the 25th, but inclement weather prevented. "The Masque" was presented on the following afternoon and evening and was greatly enjoyed. Mrs. J. V. Wadell took the leading part, "Illinois", and the monologue was spoken by Adjutant General Frank S. Dickson. The cast was selected from various parts of Fayette County.

Governor Lowden called attention to the important part Vandalia had in the preservation of the Union.

The program at the mass meeting was as follows:

Music—Shelbyville Glee Club.

Dr. Otto L. Schmidt, Chairman of the Centennial Commission, presiding.

Music—The Centennial Hymn.

Invocation—Father Frederic Siedenburg, S. J., a member of the Centennial Commission.

Music—Shelbyville Glee Club.

Address—The Honorable Frank O. Lowden, Governor of Illinois.

Community Songs.

Introduction of Hon. O. N. Carter by the Hon. William M. Farmer, Justice of the Supreme Court of Illinois.

Address, Vandalia and the Centennial—The Honorable O. N. Carter, Justice of the Supreme Court of Illinois.

Music—Shelbyville Glee Club.

Benediction.

Four o'clock—Community Chorus and Band.

THE CHICAGO CELEBRATION OF THE STATE CENTENNIAL.

Chicago held its Centennial celebration during the week beginning October the 8th, and ending October 13th. Patriotic mass meetings were held in the Auditorium on the evenings of October 8th and 12th, and a beautiful historical pageant was given on the evenings of October 9, 10, and 11, and on the afternoon of October 12th. On Sunday, October 13th, the Illinois Centennial Monument was dedicated in Logan Square.

The celebration was held under the auspices of the Illinois Centennial Committee of Chicago, and the State Council of Defence, with the co-operation of the Centennial Commission.

The pageant was written by Arthur Hercz, with special music by G. Paoli, Daniel Protheroe and Walter G. Goodell. It was produced under the direction of Mr. Hercz, pageant master, and Lillian Fitch and Bertha L. Iles, assistants. One scene was produced by the Drama League under the direction of Mrs. A. Starr Best. The musical directors of the pageant were Daniel Protheroe and William Weil. The dances were arranged and directed by Marie Yung. August M. Eigen was stage director, with Thomas Phillips as assistant.

All the seats in the Auditorium were free, but the boxes were sold for fifty dollars each. The house was packed at each presentation of the pageant.

The pageant was very highly praised both for its artistic quality and its historical accuracy. The various scenes were beautifully staged and the music and lines were most pleasing.

The pageant opened with the Indian period and then followed the history of the territory and State, on down to

the present showing the arrival of Marquette and Joliet, the settlement of Kaskaskia, the Fort Dearborn Massacre, the admission of the State into the Union, the reception of Lafayette, the development of the State prior to the Civil War, the Civil War, the Chicago fire, the World's Fair, and finally the call to arms in the present war. A striking feature was the roll call of nations made up of various nationalities, each dressed in costume of the nation represented, and showing the national flag.

The Illinois Centennial Monument was dedicated in Logan Square at three o'clock, Sunday afternoon, with appropriate exercises. W. Tudor ApMadoc presided. The dedication was under the auspices of the Illinois Centennial Committee of Chicago. Reverend John Timothy Stone, D. D., delivered the invocation, and Governor Frank O. Lowden delivered the address. The presentation of the monument was by Charles L. Hutchinson, president of the Art Institute of Chicago, and the acceptance by Jens C. Hansen, member of the West Chicago Park Commission.

The monument was erected with money provided by the Benjamin Franklin Ferguson Fund, a bequest providing an income which is to be expended by the trustees of the Art Institute of Chicago, in the erection and maintenance of enduring statuary and monuments in Chicago in commemoration of worthy men or women, or important events of American history.

CENTENNIAL PAGEANT IN HUMBOLDT PARK POR- TRAYS STIRRING PERIODS IN THE HISTORY OF THE STATE.

The Illinois Centennial pageant was presented by the children of the municipal playgrounds of Chicago, under the supervision of the bureau of parks, playgrounds and beaches.

Miss Sara Byrne, Miss Marcella Murray, Miss Dorothy Koeppse, Miss Jane Campbell and Miss Laura Conbeau were leading characters in the historical play.

The Masquer began with the discovery of Illinois and proceeded through the various stages of the State's history. Scenes depicted the life of the early settlers, the relation of the State to the nation in the civil war, the great fire of Chi-

cago, Chicago's advance in social legislation, and the part Illinois has played in the present war.

**CALLED TO COLORS BY FIVE NATIONS.
HE PREFERS UNITED STATES.**

John Eyslon, a Greek, born two days' journey from Constantinople has the distinction of being called to military service probably by more nations than any man subject to the draft in the United States. He came to this country in 1910 with the intention of becoming a citizen. Because of his birth he was first called by Serbia when that country became involved in war. Turkey next called him because he had resided in Constantinople. Then Bulgaria claimed his services because the part of Serbia in which he was born is now under Bulgarian dominion. Greece, his native land, next called him, finally the United States included him in the draft. He has papers to show the several calls, but declares he wants to fight only for the United States, and that he is ready to do so at any time. Eyslon's home is in Oblong, Illinois.

**ROBERT WHITELY CELEBRATES HIS NINETY-
NINTH BIRTHDAY.**

On Thursday, August 23, 1918, Robert Whitely, Sr., celebrated his birthday in Carlinville. Mr. Whitely, who was ninety-nine years old was born in England and came to this country when a small boy and has resided the greater part of the time in Macoupin county. He is at present making an extended visit with his daughter, Mrs. Tunnison, in Whitehall.

**MR. AND MRS. ROBERT T. LINCOLN CELEBRATE
THEIR GOLDEN WEDDING.**

Robert Todd Lincoln and Mrs. Lincoln celebrated their golden wedding at Manchester, Vermont, September 24, 1918. Mr. Lincoln is the son of Abraham Lincoln. Mrs. Lincoln, who was Miss Mary Harlan, is the daughter of the late James Harlan, who was a United States senator from Iowa and later Secretary of the Interior under President Andrew Johnson.

Mr. Lincoln appointed Senator Harlan to this office about a month previous to his assassination. Mr. Robert T. Lincoln, who during the greater part of his life has resided in Chicago, was 75 years old August 1, 1918. Mr. and Mrs. Lincoln have two daughters.

STATUE OF THE REPUBLIC, UNVEILED IN JACKSON PARK, CHICAGO, ON MAY 9, 1918.

Gen. Leroy T. Steward was marshal of the parade for the occasion. The statue stands on the site of the administration building of the World's Fair and the unveiling of the statue marks not only the Centennial of the State of Illinois, but the twenty-fifth anniversary of the World's Columbian Exposition. The statue was unveiled by Priscilla Higinbotham and Florence Crane. Mr. H. N. Higinbotham, who was president of the World's Fair, 1893, presented the statue to the city.

STATUE OF ALEXANDER HAMILTON UNVEILED IN GRANT PARK, CHICAGO.

In a special program under the auspices of the Illinois Centennial Committee of Chicago the statue of Alexander Hamilton was unveiled at the north end of Grant Park, September 28, 1918, and presented to the South Park commissioners. Frank G. Logan, vice president of the B. F. Ferguson Monument fund, made the presentation. The statue was unveiled by Miss Barbara Blatchford, daughter of Dr. and Mrs. Paul Blatchford, of Oak Park, a direct descendant of Alexander Hamilton. As the sheet covering the statue fluttered to the ground, with the Jackie band playing, "The Star Spangled Banner"; a detachment of Illinois Reserve Militia under command of Brig. Gen. Leroy T. Steward, saluted the statue and Miss Blatchford. John T. Voigt, Jr., former assistant district attorney, represented the Hamilton Club in the principal address of the day on "Alexander Hamilton". Bishop Samuel Fallows and Roy O. West were also on the program. William Tudor ApMadoc was chairman of the committee appointed by the Illinois Centennial committee to superintend the program.

The statue is the last work of any magnitude produced by Bela Lyon Pratt before his death. The architectural work was done by Charles A. Coolidge.

SLOVAKS OF CHICAGO ATTEST LOYALTY TO UNITED STATES.

While the Czechs-Slovak army is proving its devotion to the cause of the allies in Russia and Siberia, the Slovaks of Chicago are testifying their devotion to the American nation. Ten thousand Chicago Slovaks gathered at the White City August 25, 1918, in a tremendous mass meeting under the auspices of the Slovak section of the foreign language division of the Liberty Loan. Throughout the afternoon it gave loud and repeated tongue to the loyalty and enthusiasm of the Slovaks in America. A program was presented which was picturesque in the exhibition of men and women in native costume and gay with songs and dances of the land of their ancestors, through which were interspersed band numbers by three bands, one of Jackies, another of soldiers and a third a Slovak organization.

Adjutant General Frank S. Dickson was scheduled for the principal address, but was prevented from coming. In his place Capt. Frank B. Wendling of his department spoke. The program opened with the singing of "The Star Spangled Banner" by the audience. An address of welcome was delivered in English by Dr. Samuel Lichner, following which three pretty maids, the Misses Dorothea and Betty Schubert, whose brother was wounded while fighting in France with the marines, and Miss Annette Petras sang native songs in costume representing respectively, Croatia, Serbia and Slovenia.

Czecho-Slovak folk songs were sung by the Bohemian Workmen's Singing Society, Mrs. Slavka Svoboda sang a Bohemian song, the audience sang the Slovak National hymn, and young women in costume danced the Slovak national dance, under the direction of Misses Z. Krc and Emilia Kucere. Col. Vladimir Hurban delivered a patriotic address in Slovak, and the program ended with the singing of "America". A feature of the afternoon was the draping over the out door stage of an immense service flag with 1,012 stars

and ten gold stars, emblemative of the patriotic fervor of the loyal Slovaks.

The chairman of the gathering was John Kubicek, and associated with him were W. K. Pflaum of the foreign language division of the loan and the Rev. G. K. Vaniscak, vice chairman; Andrew Schustek, treasurer and Florian Tylka, secretary of the Slovak branch.

CHICAGO WAR GARDENS.

Prize awards and honorable mention in the community war garden competition in Chicago was made by J. H. Prost, director of gardens for the State Council of Defense. Mrs. John Worthy, chairman, and Mrs. W. F. Grower, Miss Lena McCauley and Mrs. E. L. Murfey comprised the committee of inspection and awards.

First prize of \$100.00 was awarded the South Chicago, Y. M. C. A., of which J. G. Blue is garden director. Second prize of \$50.00 was awarded the Rogers Park Defense league, which "made it possible for hundreds of families to grow all the vegetables they will need for the entire year." Mrs. A. W. Moore is garden director. Third prize of \$25.00 went to the Salvation Army community gardens which were directed by Adj. R. Stretton.

The Stock Yards community gardens, Forty-seventh street and Kedzie avenue, and the City Garden Association were placed first in the list of competitors, but were awarded no prizes. Honorable mention was received by the Norwood Park community Gardens Association, the Boy Scouts of Chicago, the Avalon Park Civic Association, the Pullman Company Garden Club and the Kenwood Garden Association.

WILLIAM A. HETTICH—BARBER WHO SHAVED LINCOLN, DOUGLAS AND LOGAN.

William A. Hettich, pioneer barber of Chicago, died Sept. 29, 1918, at his home No. 63 West Schiller street. He was 83 years old. For almost half a century he conducted a barber shop in the old Sherman House. It was his boast that he had shaved Abraham Lincoln, Stephen A. Douglas, Gen. John A. Logan and many other notable men.

CHICAGO GOLD STAR ARCH FOR HEROES.

A great and impressive Memorial Arch across Monroe Street in Grant Park, Chicago, was opened on Labor Day, 1918, when 100,000 organized workers marched beneath it and paraded through the downtown streets. The arch is eighty feet high topped by a golden star, it will be illuminated at night by three searchlights in red, white and blue. On the pillars of the Arch are printed in gold letters the names of every battle in which American troops have fought, and the names of the Chicago soldiers and sailors who have died will be placed upon pylons, surrounding it. The Arch was designed by Andrew Rebori.

AERIAL MAIL BETWEEN NEW YORK AND CHICAGO

The first aerial mail between New York and Chicago was delivered at Grant Park at 7:04, Friday evening, September 6, 1918, by Pilot Max Miller of the United States Mail service. He made the trip from New York in twenty-three hours and fifty-five minutes.

The spanning of a thousand miles between the two largest cities in America with an aerial mail route was a climax to "France and Allies Day" at the War Exposition, commemorating the birthday anniversary of Lafayette and the anniversary of the first battle of the Marne.

The sacks of mail delivered by Pilot Miller to Capt. B. B. Lipsner, Superintendent of the United States Aerial Mail Service, were transferred in a motor truck from the airplane to the Post office.

Capt. Lipsner announced that regular service between New York and Chicago will probably be inaugurated during December, 1918. Letters mailed in New York will reach Chicago ten hours later. Relays of flyers one hundred and fifty miles apart will carry it.

MRS. LOUISA HOSSACK CALKINS.

Mrs. Louisa Hossack Calkins the widow of Lieut. W. W. Calkins, died at the home of her niece Martha H. Pope, 3104 Harold avenue, Berwyn, Illinois, September 23, 1918, at the age of seventy-four years. Mrs. Calkins was the daughter

of John Hossack, a leading Abolitionist in the late '50's and early '60's.

Mr. Hossack's services as an operator of the Underground railroad in Illinois are well known to citizens of LaSalle and other Illinois counties and to students of that thrilling phase of American history.

THE RED CROSS IN AN EAR OF WHITE CORN.

Dr. J. P. Cummins of Metropolis brought to Chicago an ear of corn which he regards as an omen of the success of humanity over cruelty and barbarity. It is an ear of corn grown on the farm of C. C. Curtis near Albion, Illinois, and in the middle of the White ear there are grouped red kernels in a perfect red cross. It had been previously shown in Springfield and attracted much attention.

MISS ALMA FOERSTER A CHICAGO RED CROSS NURSE RECEIVES A DECORATION FROM THE ROUMANIAN GOVERNMENT.

Miss Alma Foerster, a Chicago Red Cross nurse received a "brevet" order of the third class from the Roumanian government in appreciation of her services in that country during the past year. The order was transmitted to her by former President Taft, who expressed his personal appreciation of the value of Miss Foerster's services.

HISTORIC EVENT AT MONTICELLO.

MONUMENT UNVEILED MARKING SPOT WHERE LINCOLN AND DOUGLAS MET SIXTY YEARS AGO TO ARRANGE FOR THE FAMOUS DEBATES.

A great crowd of Piatt County people augmented by visitors from afar met on the beautiful lawn in front of the home of W. H. Kratz, Monday afternoon, July 29, 1918, to commemorate a meeting between Abraham Lincoln and Stephen A. Douglas. It was just sixty years ago that day that these two men met in front of the Kratz home and made arrangements to meet that night in the F. E. Bryant home in Bement.

That meeting of sixty years ago was quite accidental. Lincoln was bound for Monticello from Bement and the vehicle in which he was riding had but a short time before been extricated from the mud which had caused him to miss the meeting in Monticello. Douglas was on his way from Monticello where he had made a speech, to Bement and was accompanied by a following which amounted to a procession.

CHANGED HISTORY.

This meeting of sixty years before according to the orators was doubtless one of the most eventful in American history for it probably changed the whole current of the history of the United States. If they had not met then and there the series of joint debates in Illinois might not have been held. If these debates had not been held Douglas would perhaps have been elected president in 1860; for it was the admission forced upon Douglas in the debate at Freeport that angered the democracy of the south, split the party and elected Lincoln.

At this accidental meeting on Kratz hill only the preliminary arrangement for the debates were made. The arrangements were completed in Bement that night when Lincoln came to the window of a room in the home of F. E. Bryant where Douglas slept. Bryant was a member of the legislature and a friend of Douglas. After some talk through the window Lincoln entered the house and the plans were completed. The cottage in which Bryant lived at that time has been moved a block west. But its site, now a part of the lawn of his grandson, J. F. Sprague, is also marked with a smaller monument which was dedicated on July 29, 1918, and a tablet has been placed on the wall of the cottage. On the lawn where the cottage stood when the Lincoln-Douglas debates were arranged stood the old furniture that was in the room occupied by the statesmen. There are a half dozen chairs and two lounges of ornate style that must have been very handsome in their day. This furniture is now the property of the historical society.

LIKE RELIGIOUS SERVICE.

The meeting on Kratz hill was held at 2 o'clock and the exercises were given the attention usual only at a religious

service. The meeting was held at the foot of the great Kratz lawn where seats for hundreds of people had been placed and other hundreds stood during the exercises. There were perhaps 200 automobiles on the lawn and special interurban trains were run from Bement and Monticello. People were there from all parts of Piatt county and a good many were there from other counties. There were a number of orators on the platform. Governor Lowden was expected to be present and was reported to be on his way from Oregon, Ill., in an automobile but he did not arrive.

Those who spoke were William F. Lodge of Monticello, master of ceremonies and the man most responsible for the celebration, Judge F. M. Shonkwiler, Hon. William B. McKinley, Henry R. Rathbone, Charles Adkins, Richard Yates and Horace H. Bancroft. There was music by Cline's band of Monticello and community singing directed by Rev. Paul Gilbert of Monticello.

STIRRING APPEAL.

The principal addresses of the occasion were made by Henry R. Rathbone and ex-Governor Yates. Judge Shonkwiler, one of the four minute speakers of Piatt county, delivered a most eloquent preliminary address occupying not more than four or five minutes. W. B. McKinley introduced Mr. Rathbone with a few appropriate remarks. At the unveiling of the monument Horace H. Bancroft, assistant director of the Centennial celebration, and the principal speaker at the Bement exercises, took the place of Governor Lowden and made a stirring appeal to the patriotism of the audience.

The monument is situated almost in front of and a little to the west of the Kratz lawn and between the interurban tracks and the public highway. It is a concrete pyramid standing sixteen feet high, and appropriately marked on both sides.

Mrs. Jessie Palmer Weber of Springfield, Secretary of the State Centennial Commission, unveiled the pyramid during the oration of Mr. Bancroft.

SIXTY-FOUR SAW THESE MEN.

Appropriate badges had been prepared for those who saw Lincoln and Douglas and who were present at the meet-

ing. In all, sixty-four answered to the brief questionnaire propounded by Hon. Charles Adkins, who had this feature in charge. They were:

THOSE WHO SAW LINCOLN :

William Patterson, Frank Welch, C. E. Moffit, Mrs. B. B. Jones, August Zybell, Seymour Marquiss, G. A. Burgess, Mrs. M. M. Hershberger, Mrs. W. J. Porter, Mrs. Caroline Tatman, B. T. Piatt, Mrs. G. A. Burgess, Hugh Robinson, Fred Bartleheim, M. R. Davidson, Henry Sackriter, I. W. Norton, George Johnson, Mrs. John Smith, Mrs. Rebecca Crist, L. M. Taylor, Ira Miner, John Kirby, E. W. Lumsden, J. M. Bender, A. H. Wildman, Monticello; H. M. Hayes, Bement; Captain Wm. Grayson, Cerro Gordo; Johnson Clow, Altamont; Dr. J. W. Hadden, Seymour; J. K. Peck, Cerro Gordo; B. F. Huff, Cerro Gordo; John F. Wicks, Decatur; Mrs. John Tatman, Ivesdale; W. S. Black, Burlington, Iowa; J. N. Rodman, DeLand; Mrs. C. Fisher, Mrs. J. F. Knapp, Mrs. Kate Hawks, H. L. Cross, Mrs. P. A. Smith, Bement.

THOSE WHO SAW DOUGLAS :

Mrs. Ellen Lodge, Monticello; saw both Lincoln and Douglas:

C. A. Tatman, L. B. Tinder, Mrs. Mary Sprague, Charles W. Piatt, Dr. W. B. Caldwell, Peter Haneline, Mrs. Ira Miner, Mrs. Maria Plunk, Ezra Marquiss, Miss Katherine Jackson, Monticello; D. M. Seitz, D. L. Shutter, William Camp, W. D. Coffin, C. F. Tenny, David Dawson, Hudson Martin, Bement; Senator Wright, Sullivan; William Kennedy, Ivesdale; W. H. Bowen, Cerro Gordo; G. M. Short, New Bedford, Indiana; J. D. Black, Quincy.

OLD SETTLERS OF CHICAGO AND COOK COUNTY
HOLD A REUNION AND PICNIC AUGUST 5,
1918, AT BRAND'S PARK.

The old settlers of Chicago and Cook county turned out in large numbers to attend a picnic at Brand's Park. The weather was very warm, but the old settlers did not allow the heat to dampen their enthusiasm. Vigorous old men and women greeted one another and recalled other hot days.

Reminiscences and traditions were related of the Indians, Fort Dearborn, the ferries and many other buildings, events and persons of the early days.

Mrs. M. E. Garrity, who is the daughter of Jack Gay, the captain of a Lake vessel, was one of the most interesting of the old settlers. Mrs. Garrity was born in Boston in 1836, but her parents brought her to Chicago when she was an infant. Mrs. Garrity said: "My father was a lake captain, Jack Gay, and often as a small girl he would take me on his boat, which carried wheat and lumber. First we lived on Clark street, just north of the river, but that was so far from town that we moved in near the fort. The Indians used to come to our house often. They would pat my mother on the back to let her know they wouldn't hurt us."

Mrs. Garrity said her father bought a block of land at State and Van Buren streets for \$350. Later he bought land farther along Lake Michigan, near Waukegan, for \$1 an acre. Mrs. Garrity lives with her son-in-law, T. J. Webb.

With her at the picnic was Mrs. Mary Engel of 5333 Winthrop avenue, one of the younger generation of old settlers. She was born in Chicago in 1849.

"My father had the second brewery in Chicago," she said. "It was Martin Halbritter's brewery on Rush street between Chestnut and Pearson streets. The first brewery was Lill & Diversey's."

"I used to go to your father's brewery for yeast," said Mrs. Mary L. Charlette of 329 North Kedzie avenue, who was born in 1847 at Lincoln and State streets. "Our nearest neighbor was a mile away. When I was 3 years old we moved to Chicago, and then I used to play in the fort. I remember seeing a horse sink to its neck in mud at Madison and Franklin streets. A sign said there was no bottom.

"My father bought some land on Wells street in 1843 for \$600, and had a grocery store where the Daily News now is. He sold the land to Mr. Lawson in 1864 for \$7,000."

READ PROOF ON NOTICE OF LINCOLN'S DEATH.

Mrs. Charlette said her husband read the proof for The Tribune telling of the assassination of Lincoln, and that he took in the last dollar and locked the safe before the old Tribune home went in the big fire.

John J. Kleinman of 1558 Fulton street, an old-time trap-shooter, learned to shoot with the Indians on the Calumet river in the forties. He was born in Pennsylvania. His father moved to what is now South Chicago in 1840. "The Indians taught us boys how to swim," said Mr. Kleinman. "We couldn't begin to swim or run with them, but I could beat them wrestling. They weren't at all bad. My father used to give them a good meal when they came down from the north in the spring. They used to beg us for a dog. The Indians were wonderful rifle shots. They didn't care much for a shotgun.

EARNED LIVING HUNTING.

"I earned my living hunting, trapping, and fishing. Mr. Eaton, the gunsmith on Lake street, used to give me powder and he gave me a wonderful gun once. I killed a duck with every one of the first thirty shots."

In 1873 Mr. Kleinman won the double bird medal of the United States. He has had to give up shooting now, however, at the age of 79, because his eyesight is weakening.

James F. Marshall, whose father was paymaster to the Indians, told stories of how Indian Joe introduced the use of muskrat as a delicacy among white men. Indian Joe called it "blacka squirrel." Mr. Marshall was born in 1844, where the LaSalle street station now stands.

Mrs. Catherine O'Donnell of 6716 Sheridan road, mother of Simon O'Donnell, was there. Her husband was on the police force before the civil war and was chief under the elder Carter Harrison. Capt. E. R. Lewis was born in Chicago 77 years ago. John Q. Fergus, his friend, was born the same year but did not reach Chicago until '44.

SANGAMON COUNTY OLD SETTLERS ASSOCIATION.

Their ranks thinning but with their spirits as vigorous and virile as in by-gone days, Sangamon county's old settlers, together with hundreds of friends and less aged residents of the county, assembled on August 28, 1918, at Bunn park, Springfield, for the fifty-second annual Old Settlers' picnic. Patriotism and the expressing of the determination of the people of Sangamon today to do their full share to support the nation in the war proved the keynote of the assembly,

with reminiscences and accounts of the early days taking their usual part in the gathering of old friends and acquaintances.

Despite it being war times, the attendance at the picnic showed no decline from that of former years, and many of the old settlers who have attended the meetings year after year expressed themselves as believing this year's event to be one of the most successful. Accompanied by their children, grandchildren and great-grandchildren the pioneers of the county motored to the park by hundreds from all over the county, while others, perhaps less well endowed with this world's goods made the journey by train. While the younger generation predominated, the old timers occupied the center of the stage and theirs was the honor of the occasion.

With their sons and grandsons enrolled in the nation's fighting forces, it was but natural that patriotism should be rife and that war-talk should take an equal place with the swapping of reminiscences of days long gone by. Men who fought in the '60's took on something of their old military bearing as they told of their sons or grandsons fighting in France or in camps ready to go across or wearing the blue of the navy.

The heavy shower which blew up shortly after 5 o'clock in the afternoon sent the majority of those at the picnic either hurrying homeward or scurrying for shelter at the park. But in view of the fact that the program for the picnic was practically over, with the exception of the evening band concert, the storm failed to spoil the day for those who had looked forward to it as in former years.

In the morning there was no set program, the time being given over to impromptu reunions and gatherings of old cronies. At noon there were hundreds of little picnic parties about the park with the lunches spread on the grass in the shade. Shortly after 1 o'clock began the formal program of the day, when the old settlers and their friends gathered about the speakers' stand which had been erected for the occasion.

In the absence of the president of the Old Settlers' association, H. B. Luers, the secretary, I. R. Diller, acted as

chairman of the afternoon. Some twenty or more of the other pioneers were assembled on the platform with the speakers.

The first speaker of the afternoon was former Congressman B. F. Caldwell of Chatham, who told of many of the pioneers of the county who had figured prominently in the early history, of incidents connected with Lincoln, the life of Peter Cartwright, Elijah Iles, John Dawson, Thomas Moffett, Japhet A. Ball, Achilles Morris of Loami, Levi T. Gooden and others.

He sketched briefly, but with a number of interesting anecdotes, the early history of the county, the part it played in the early years of the State and its gradual development and growth until the present day.

"Sangamon county in the past has done its duty by the State and Nation and today it is doing its full duty by the world in the present crisis," he concluded. "I do not believe that throughout the Nation there is a more loyal set of men and women than the inhabitants of Sangamon county. We are at war, and it is your war and the war of every citizen of the State of Illinois and of the American Union. And in this great Union of forty-eight states there is no room for a single man or woman who does not stand behind his country right or wrong. That is Americanism.

"What can you old settlers, physically unable to fight, do? You can send your sons and grandsons, your money, your good wishes and your prayers and everything else you have to help the boys who go to the front, to the men doing what we are physically unable to do. On the 29th of next month you will have a chance to subscribe to another Liberty Loan. That is one of your opportunities. And as I remember the deeds of the early settlers, the hardships they endured, the worth of the men I have told of. I know that their descendants, the citizens of Sangamon county today, will do their full part in this crisis, as they have always done and always will do."

In the opening of his talk Mr. Caldwell called to mind that fifty-five years ago (August 27, 1863) it had been so cold that ice had formed in ponds and still water, and that fifty-five years ago (August 29, 1863) in horse troughs ice thick enough to bear one's hand had been formed.

John A. Barber of Springfield spoke after former Congressman Caldwell, sketching the development of the county from the early days. He recounted the first settlement made in this region and the building in 1817 of the first cabin by Andrew Pulliam in Ball township. Telling of the settlement of Kelly's Cabins, the predecessor of the present city of Springfield, he traced briefly the history of the county, the locating of the county seat here and the fight which attended it, and other interesting incidents of the early days.

At the close of his address Mr. Barber reverted to the topic of the war, telling of what Sangamon county is doing and has done. More than 4,000 men, he said, have been sent to the army and navy thus far.

"Sangamon county," he said, "Has never failed in any time of stress or danger. She has always done her part, and she is not failing of it now. Every race is represented in the 4,000 men we have sent to the service. They are no longer German-Americans or Irish-Americans or any other hyphenated kind of American—they are Americans. I am glad to be able to say this, that the population of this county is American in every sense of the word.

"Our boys over there are doing their full part. It is a grand thing to think of. In the crisis of the Nation they are proving their true worth. What are you doing for them? The strongest and best men of the county are in that 4,000. The man-power of the county is diminished that much. So we must add steam to our efforts, those of us who are here. The farmers are doing it. There is no halting in production despite the loss of so many workers.

"It is a grand and glorious thing to die for the flag," Mr. Barber concluded. "But it is equally glorious to live for the flag. That takes nerve and grit in our every-day life, to live for the flag. Live for that flag and your country. By so doing you stand back of the boys at the front and keep them at the front. Remember that it is a patriotic duty to do your work here. The man who does his duty in these strenuous times at home is playing as much a part in winning the war as the men at the front. Sangamon county will not fail."

Rev. S. W. McFadden, pastor of the Second Presbyterian church of Springfield, was the final speaker, the keynote of

his address was patriotism. Reciting the past glories of the State and Nation, Mr. McFadden spoke of the present day demands for sacrifice and endeavor as compared to the same demand in earlier days.

"Now, after more than half a century," he said, "America is plunged into another struggle for existence, a struggle upon which rests the fate of not only this Nation but of civilization. We face a power which stands for the divine rights of kings, to which we oppose the divine right of the individual. In such a time there is room here for only one flag, one people and one language, the Stars and Stripes, Americans and the English language.

"This is no time for Americans with a string to them. Send them back to where the string leads. But patriotism is not enough. Our patriotism must know no territorial bounds. There must be something else besides patriotism. We must have faith in God along with our patriotism."

Speaking of the righteousness of America's cause, Mr. McFadden said: "Our old flag has never suffered defeat. That is because it has always led heroic men in the cause of justice and truth and righteousness. I am confident that it ultimately will triumph in this fight and with the Union Jack and the Tri-color float over the palace of the kaiser at Potsdam."

Telling of the effects of the war on the various allied nations, the speaker declared that it had proved the resurrection of France, England and Italy, and that through the sufferings of the war they had been saved from decadence and downfall.

"God will touch the heart of this Nation, too," he added, "as He has touched those allied nations. We need that touch. But I pray that He may not touch us as He did France, that we may not have to bear the burden of blood and misery and suffering that France had to bear to save the soul of the world."

In closing he declared it his belief that when victory is attained, Germany should be treated with the same greatness of spirit with which Grant treated the surrendered Confederates, and that the German people should not be embittered against their conquerors.

"I do not mean," he explained, "that Germany should be allowed to keep her plunder. Put her out of Belgium, out of France, out of Russia, let her restore the things she has stolen and force her to make reparation as fully as she can. But let us not take anything which rightfully belongs to the German people. Let us finish the task which confronts us, carry it through successfully, but when it is ended let us see that the peace made shall insure a permanent world peace and the coming of that new nationalism which shall include all nations in a United States of the world."

T. H. Earnest, eighty-one years of age, was an "old settler" present who had interesting things to tell when questioned. Mr. Earnest now live at 322 South Douglas street, Springfield, but still owns a farm nine miles west of the city, which was entered in 1819 by his father. The log cabin built at that time is still intact and forms a part of the present dwelling, being used as the kitchen. In speaking of it Mr. Earnest said "it is like a Dutchman's knife, sometimes a new blade and sometimes a new handle, but it was the same knife, so it is with my house."

Mr. Earnest is the last of twelve children. He also knew Lincoln and remembered him playing an old-fashioned game of ball, in which the ball was bounced against a wall and caught.

Mrs. Catherine Law Haynes, 72 years of age, residing with her daughter, Mrs. May Morgan, 2118 East Washington street, was one of the older women present who had interesting things to tell.

One pioneer with an enviable record was Mrs. Cloyd, a dear little old lady, who has knitted between eighty and ninety pairs of socks for the boys at the front today.

Andrew Olson, eighty-one years of age, who has spent the greater part of his life in Sangamon county, had an amusing remembrance of Abraham Lincoln, when the latter was speaking at the old fair grounds in August, 1860. Just prior to his address the platform broke, letting Lincoln fall through, escaping injury, however. "I shall always remember what he said as he scrambled up, said Mr. Olson. "His words were: 'Gentlemen, we are all right side up still.'"

L. H. Zumbrook, 76 years old, told of bidding Lincoln farewell as he started for Washington, and related other old memories.

Mrs. James Douglas of New Berlin, eighty-one years of age, was one of the pioneers who enjoyed the day.

A. B. Watts of Farmingdale, born seventy-seven years ago within a mile of his present home, told interesting stories of farming methods of long ago. Mr. Watts mentioned a "Go Devil" which he still owns and with which he covered corn when six or seven years of age, earning fifty cents a day, a splendid wage at that time. He also told of the way in which his mother went to market in Springfield, horseback, with a child before her and a basket on her arm.

Dozens of others if questioned no doubt could have added greatly to the stock of stories of the "days that used to be." Those accounts, when contrasted with the activities and customs of the present time prove what progress may be made within the memory of one generation.

Mrs. Matilda Elkin, 1252 Governor street, just missed being a "Snowbird," having been born the year after the snow but in Macon county. She was, however, the oldest woman present at the picnic. Mrs. Elkin was eighty-six years old last May, and has three grandchildren and one daughter living.

An honor roll was taken of the pioneers present, which was made as nearly accurate as possible. One of the interesting characters of the day was Jeremiah King, eighty-eight years of age, the only "snowbird" who was present. Mr. King was born on Sept. 19, 1830, the fall of the year of the big snow. He spent all his life on his farm on the Jacksonville road about twelve miles from Springfield until about twenty-five years ago, when he moved to the city, where he has resided ever since. He now lives on West Monroe street, but stated yesterday that each time he visits the old farm on which his son, Roy, now lives, he feels that "somehow that is where he ought to stay." All but one of Mr. King's eight children are at the present time residing in Sangamon county.

In speaking of the days gone by Mr. King said: "I remember the time when the court house was fenced in with a rail fence. This rotted away and was replaced with a post

and rail structure, and this in turn by an iron fence." Concerning Lincoln, Mr. King said: "Lincoln's statue doesn't look as I remember him. Perhaps that is because the sculptor couldn't make his great kind heart shine forth. Lincoln was a man with a big heart, once he knew a man he always knew him."

As above stated, only one "snowbird" was present. Of the four men in the county listed by the association as "snowbirds," men born in or before the year of the "deep snow," 1831, only Jeremiah King, 1132 West Monroe street, was present this year. The others are: Samuel Carpenter, South State street, 94 years old; James Jacobs, Chatham, 92 years, and W. S. Carson, Loami township, 88 years old. Mr. King also is 88 years old, having been born September, 1830.

In the list of old settlers who registered at the picnic yesterday there was only one person older than Mr. King, the "snowbird" present. That was W. K. Huston, who gave his age as eighty-nine and his residence in the county as only sixty-five years, which disqualified him as a "snowbird." The youngest person registered was forty-six, a mere child alongside the majority.

Of the more than one hundred and fifty who registered, there were only six above eighty-five years old. Twenty-five were between 80 and 85, forty-five between 70 and 80 and thirty between 70 and 75.

Three of those who registered were celebrating their birthdays by attending the picnic. They were J. W. Dilks, seventy-seven years old; Palmer Atkins, seventy-six, and Dr. John McGinnis, the youngest of the trio, who was only seventy-five.

Gifts of Books, Letters, Pictures and Manuscripts to the Illinois State Historical Library and Society.

- American Red Cross, Medical Research Committee, Trench fever, report of Commission. Oxford, University Press, 1918. Donor: American Red Cross.
- Boyd, Wm. K. & Brooks, Robert P., a selected Bibliography and syllabus of the history of the South, 1584-1876, University of Georgia 1918, 133 p. 8 vo. (Bulletin of the University of Georgia.) Donor: University of Georgia, Athens.
- Burnham, John Howard, 1834-1917, in Memoriam, n. p. n. d. Donor: Mrs. John H. Burnham, 1321 E. Washington St., Bloomington, Ill.
- Daughters of the American Revolution, Illinois, Letitia Green Stevenson chapter, Bloomington. Year-book 1918-1919. Donor: Mrs. C. F. Kimball.
- Daughters of the American Revolution, Illinois, Twenty-second annual State Conference, Springfield, Ill., March 26-27, 1918. Donor: Mrs. Nevin C. Lescher, State secretary, 215 West Tompkins St., Galesburg, Ill.
- Daughters of the American Revolution, Illinois, Mary Little Deere chapter, Moline. Programme, 1918-1919. Donor: Miss Lucy D. Evans, Moline, Illinois.
- Douglas, Stephen Arnold, Framed Picture, (Head). Donor: Mrs. Harry T. Pride, 547 W. Grand Ave., Springfield, Ill.
- Fess, (Hon.) S. D., "Abraham Lincoln" speech by Hon. S. D. Fess of Ohio, in the House of Representatives Thursday, Feb. 12, 1914. Donor: Hon. S. D. Fess, M. C., Washington, D. C. (2 copies.)
- Fess, Hon. S. D., "George Washington" speech of the Hon. S. D. Fess of Ohio in the House of Representatives Feb. 22, 1918. Donor: Hon. S. D. Fess. (2 copies.)
- Fess, Hon. S. D., "Why Our Country is in the War," address by Hon. S. D. Fess, March 17, 1918. Donor: Hon. S. D. Fess. (2 copies.)
- Franklin Imprints, Collection of, in the Museum of Curtis Publishing Co. Comp. by William J. Campbell, A. M., M. D., Ph. D. Donor: Curtis Pub. Co., Independence Square, Philadelphia, Pa.
- Galena, Illinois, Invitation to Mr. W. B. Goss to the Mechanic's Ball, Galena, March 5, 1846. Donor: Wilder's Book Shop, 46 Cornhill, Boston, Mass.
- Genealogy, Cory Family. Some chronicles of Cory Family by Harriet C. Dickinson, Gift of the Compiler, Miss Harriet C. Dickinson, 902 Madison Ave., Helena. Mont.
- Genealogy, Elliott Family, John, of Roscawen, New Hampshire. By Henry Ames Kimball. Gift of the Compiler.
- Genealogy, Morrills and Reminiscences, by Charles Henry Morrill. Donor: Nellie Morrill Moffatt, Rockford, Ill.

- Hyde, James H., L'Universite Harvard, (Journal de l'Universite des annales v. 12, no. 12. Donor: James H. Hyde, 18 rue Adolphe, Yvon, Paris.
- Illinois Bankers Association, Twenty-eighth annual convention. Donor: Illinois Bankers Association, 208 S. LaSalle St., Chicago, Ill.
- Illinois State General Assembly, large framed photograph House and Senate Illinois Legislature. Donor: Mrs. Clara Lyon Peters, Watseka, Illinois.
- Illinois Centennial, Ottawa (Ill.) celebration, Dec. 3, 1918. Program, Souvenir Edition. Donor: Clarence Griggs, Ottawa, Ill.
- Illinois, Society of Friends, Minutes of the Proceedings of the forty-fourth session of the yearly meeting. Decatur, Ill., 1918. Donor: Albert T. Mills, Oak Crest, R. R. 3, Box 12, Decatur, Ill.
- Illinois, Washburn, History of Washburn Schools. Donor: Frank N. Ireland, Washburn, Ill.
- Illinois Watch Company "Doings", Volume 1, Nos. 1-8, 1918. Donor: Illinois Watch Company, Springfield, Ill.
- Kankakee County, Illinois, Scrap book containing Kankakee County material and miscellaneous information. Donor: Mr. Homer Calkins, Pacific, Mo.
- Lieber and Schurz, Two Loyal Americans of German Birth, by Evarts B. Greene. Donor: Dr. E. B. Greene, Urbana, Ill.
- Lincoln, Abraham, the Saviour of the Freedom of Mankind. Lincoln, Nebr., 1918. Circular letter No. 1, series 1918-19 National Headquarters, Grand Army of the Republic. Donor: Albert M. Trimble, Adjutant-General, G. A. R., 909 Security Mutual Life Bldg., Lincoln.
- Lincoln, Abraham, The Saviour of the Freedom of Mankind. Lincoln, Nebr., 1918. Donor: Clarendon E. Adams, Commander-in-chief, Grand Army of the Republic, 826 World-Herald Bldg., Omaha, Nebr.
- Masons, Royal and Select Masters Grand Council of Illinois, 1918. Donor: George E. Warville, 159 N. State St., Chicago, Ill.
- Minneapolis, Minn., Souvenir Postal Cards. Donor: Colonel E. T. Lee, Minneapolis, Minn.
- National Geographic Society Magazine, October 1917, Flag Number, Vol. 32, No. 4. Donor: Mrs. Rebecca C. Luke, 520 S. State St., Springfield, Ill.
- New England College Entrance Certificate Board, Sixteenth Annual Report, 1917-1918, Middletown, Conn., 1918. Donor: Wesleyan University, Middletown, Conn.
- Newspaper, Copy of The Crisis, Extra, published at Edwardsville, Ill., July 13, 1830. Donor: T. D. Shroupe, Carlyle, Ill.
- Ohio State Sandusky County Pioneer and Historical Association, Fremont, Ohio, Year Books, 1913-1917. Donor: Basil Meek, Fremont, Ohio.
- Ohio State University, Register of Graduates and Members, Ohio State University Association 1878-1917. Columbus, Ohio, University, 1917. Donor: Ohio State University.
- Patriotic Decorations and Suggestions. Donor: Dennison Manufacturing Co., Framingham, Mass.
- Pullman Car, The Story of, by Joseph Husband. Donor: Mr. Joseph E. Bray, A. C. McClurg Co., Chicago.
- Revenue Bill of 1918 House of Representatives No. 12863, a bill to provide revenue and for other purposes. Donor: Hon. William B. McKinley.

- Rockefeller, John D., Jr., "Brotherhood of Men and Nations," address delivered before the Civic and Commercial Club, Denver, Col., June 13, 1918, n. p. 1918. Donor: John D. Rockefeller, Jr.
- Royal Historical Transactions, Volume XI. Donor: Royal Historical Society, London, W. C., Eng.
- Sturtevant, Elizabeth F., Songs of a Golden Age, and other Poems, Boston. R. G. Badger, 1916. Donor: Lucy E. Sturtevant, Box 1081, Mobile, Ala.
- Sturtevant, Julian M., President Illinois College, address delivered at Morgan County Old Settlers Reunion, Jacksonville, Ill., August 17, 1871. Donor: Lucy E. Sturtevant, Box 1081, Mobile, Ala.
- Trainer, John, "How to Teach a Country School". Donor: John F. Wicks, Decatur, Ill.
- United States Daughters of 1812, Illinois, Kaskaskia chapter, Greenville, Second Annual Announcement. Donor: Mrs. Charles E. Davidson, Regent.
- Vermillion County, (Ill.) Teachers' Association and Institute, Program and Announcements, Washington School, Danville, Ill. Donor: County Supt. Schools, Vermillion County, Danville, Ill.
- Virginia, State, Augusta County, in the History of the United States, Boutell Dunlap. Donor: Kentucky State Historical Society.
- War Posters. Donor: Walter S. Brewster, Chairman Illinois State Council of Defense, Chicago, Ill.
- Western Reserve Historical Society Transactions, Annual Reports for 1917-1918, Cleveland, Ohio, 1918. Donor: Western Reserve Historical Society.
- Wisconsin State University Faculty War Book. Madison, University of Wisconsin, 1918. Donor: Wisconsin University, Committee on War Publications.
- Workmen's Compensation and Insurance, by Durand Halsey Van Doren. Donor: Moffett Yard & Co., 116-120 W. 32nd St., New York City.
- World War, When the Tide Turned, the American attack at Chateau Thierry and Belleu Woods in the first week of June, 1918, by Otto H. Kahn. Donor: Boston Athletic Association, Boston, Mass.

NECROLOGY



J OTIS HUMPHREY.

1850—1918.

Judge J Otis Humphrey was a native of Morgan County having been born there Dec. 30, 1850. He was the son of William and Sarah Stocker Humphrey. He was descended from an old English family. Major Humphrey, his great grandfather, won his title as the commander of a battalion of the Fourth Rhode Island Infantry of the American Army during the war of Independence.

Judge Humphrey was reared on a farm in Auburn township, Sangamon County, and his early education was secured in the district school. Later he attended the High School at Virden, Ill., for two years, after which he spent five years in Shurtleff College, Upper Alton. After graduating at Shurtleff College he taught two years in that College.

He later entered the law office of Robinson, Knapp & Shutt in Springfield and in 1880 he was admitted to the Bar, working that year in the office of Hon. John A. Chestnut, supervisor of the census for the 8th District of Illinois. In 1881 and 1882 he was a clerk in the offices of the Illinois Railroad and Warehouse Commission. In 1883 he formed a partnership with the late Hon. Henry S. Greene, one of the most distinguished attorneys in the West. This partnership continued until 1899.

Judge Humphrey was for many years prominent in the politics of the republican party of Illinois. His political activities began in 1876 under the tutelage of the late Hon. Shelby M. Cullom who was that year elected Governor of Illinois. In 1884 Mr. Humphrey was an elector on the Republican ticket in the Cleveland-Blaine campaign. In 1896 he was delegate to the National Republican Convention at St. Louis. He was for four years chairman of the Sangamon County Republican Committee. On July 1, 1897, President McKinley appointed him United States Attorney for the

Southern District of Illinois and in 1901 he was appointed Judge of the United States District Court for the Southern District of Illinois to succeed Judge William J. Allen, deceased.

He was a prominent member of the Independent Order of Odd Fellows. He has occupied the position of grand master the highest position in the order in the State, and was for many years one of the two representatives from the State of Illinois to the sovereign grand lodge. He was for 15 years chairman of the board of trustees of the Odd Fellows Orphans Home in Lincoln and was instrumental in the building of the home and practically managed the affairs of the institution while he was a member of the board of trustees.

He was one of the members of the Odd Fellows Building association which erected the seven story building on 4th and Monroe, which, at the time it was built was the largest and finest office building in Springfield.

He was a member of St. Paul's Lodge No. 500, A. F. & A. M.

Judge Humphrey was one of the organizers of the Lincoln Centennial Association, an organization formed in 1909 to perpetuate the memory of Abraham Lincoln, and was president of the association from its organization. He presided at all of the annual banquets or meetings held from 1909 to 1918 on Lincoln's birthday.

He was an early member of the Illinois State Historical Society. At the annual meeting of the society for 1907 he presented a valuable paper on the life and services of John M. Peck, one of the pioneer Baptist ministers of the state, and the founder of Shurtleff College.

He was a member of the Sangamo Club, the Illini Country Club and the Illinois State Historical Society.

He was prominent in the organization of the Franklin Life Insurance Company in 1884 and since its organization has been a member of its board of directors and for the past twelve years vice president of the company.

He was a director of the Illinois National Bank and the Sangamon Loan & Trust Company. He was a trustee of Shurtleff College. He was a life long member of the Baptist

church and for thirty years was a trustee of the Central Baptist church at Springfield.

Judge Humphrey was married in 1879 to Miss Mary E. Scott, daughter of Rev. A. H. Scott, a Baptist clergyman. Five children, Scott Humphrey, Misses Mary, Maud and Grace Humphrey and Mrs. Ruth Grunendike.

Judge Humphrey had marked literary ability, and was the author of a number of magazine articles, and a contributor to the History of Sangamon County published in 1912.

Funeral services were held at 4 p. m., Sunday, June 16, 1918, in the Central Baptist church, Springfield, interment was made in the Auburn cemetery.

WILLIAM PITT KELLOGG.**1831—1918.**

William Pitt Kellogg, was born at Orwell, Vt., Dec. 8, 1831, removed to Illinois in 1848, studied law at Peoria, was admitted to the bar in 1854, and began practice in Fulton county. He was a candidate for Presidential Elector on the Republican ticket in 1856 and 1860, being elected the latter year. He was appointed Chief Justice of Nebraska in 1861, but he resigned to accept the colonelcy of the Seventh Illinois Cavalry. Failing health caused his retirement from the army after the battle of Corinth. In 1865 he was appointed Collector of the Port at New Orleans. Thereafter he became a conspicuous figure in both Louisiana and National politics, serving as United States Senator from Louisiana from 1868 to 1871, and as Governor from 1872 to 1876, during the stormiest period of reconstruction, and making hosts of bitter personal and political enemies as well as warm friends. An unsuccessful attempt was made to impeach him in 1876. In 1877 he was elected a second time to the United States Senate by one of two rival Legislatures, being awarded his seat after a bitter contest. At the close of his term (1883) he took his seat in the lower house to which he was elected in 1882, serving until 1885. While retaining his residence in Louisiana, Mr. Kellogg has spent much of his time of late years in Washington City.

Mr. Kellogg died in Washington, D. C., August 10, 1918. He was the last survivor of the Lincoln presidential electors of 1860.

JENKIN LLOYD JONES.

1844—1918.

Jenkin Lloyd Jones of Chicago, veteran of the Civil War, an ardent exponent of Peace, died at Tower Hill, Spring Green, Wisconsin, September 12th, 1918, following an operation on September 6.

Jenkin Lloyd Jones was born in Cardiganshire, South Wales, Nov. 14, 1843, son of Richard and Mary Thomas Jones. While he was still a baby his parents emigrated to America and settled in Wisconsin. He served three years in the Civil War as a member of the sixth Wisconsin battery. In 1870 he was graduated from the Meadville Theological Seminary at Meadville, Pa., and entered the ministry of the Unitarian church. His church work in Chicago began on Nov. 4, 1882, when he held his first service in Vincennes hall on Vincennes avenue, near Thirty-fifth street.

Four years later he established his own church home, the All Soul's church at Oakwood boulevard and Langley avenue. His ambition to found a great social center was realized on April 23, 1905, when dedicatory services were held in the auditorium of the seven story building known as the Abraham Lincoln Social center. The land and building represent an investment of \$200,000 and contain a gymnasium, manual training and domestic science equipment, reading rooms, libraries and lecture and class rooms, in which are conducted classes in religion, literature and citizenship.

Mr. Jones attracted nation-wide attention because of his views concerning the war, and his acts and utterances pertaining thereto. He began advocating peace as early as 1915. He was among the members of Henry Ford's peace delegation to Europe which sailed from New York in December, 1915, aboard the Oscar II.

His views were set forth at length in a letter written October 28, 1916, to Gifford Pinchot, in response to a request

by Mr. Pinchot for a statement as to his attitude toward the candidacies of Roosevelt and Wilson. He was for Mr. Wilson, he said because, "He has stood unequivocally and effectively against war and its atrocities and we have been kept out of the terrible imbroglio in spite of the constant clamor of influential papers and politicians. For this, I believe, history will give him large praise".

The hundred or more lives lost by the sinking of the Lusitania could not have been called back by sacrificing thousands of other innocent lives and the wasting of millions of property. Because I think there is always an honorable way out of war, which is always dishonorable. I am going to vote for the scholar, the thinker, the cosmopolitan in the White House".

Mr. Jones opposed military training in the schools of Chicago and criticised the board of education when it voted for it in January, 1917. On February 3, 1917 he telegraphed President Wilson urging him to "keep us out of war".

He was a member of the Chicago Peace Society, but resigned a few weeks before the United States entered the war, because of "the present policy of inactivity of the Society".

Mr. Jones was an honorary member of the Illinois State Historical Society, and at its annual meeting, May, 1917, delivered the annual address entitled "Contemporary Vandalism."

Mr. Jones is survived by his wife and one son, Richard Lloyd Jones.

FLORENCE F. PACKARD DAVIS.

1868—1918.

Florence Flower Packard Davis, widow of the late J. McCan Davis, was born September 24, 1868, in Banner township, Fulton county, Illinois, and died in Chicago, September 23, 1918.

She was the daughter of Lee and Emiline Packard, educated in the country school near her father's farm and later finished at Gitting's Seminary, LaHarpe, Ill. While still a young girl she moved with her parents to Canton, Illinois. In 1888 she was married to John McCan Davis of Canton and came as a bride to make her home in Springfield, Ill., where for thirty years she was prominent in club and social life. She was a member of the State Historical Society, of which her husband was one of the earliest and most active members, serving as its secretary during the years 1902 and 1903; a sustaining member of the Springfield Art Association, the Springfield Woman's Club and a worker for the Colored People's Home. She was known for her charity and untiring efforts in aiding the sick and helpless.

After the death of her husband in the summer of 1916 she went to Chicago to live, making her home at the Palmer House. There she became actively engaged in war work as an instructor in the Surgical Dressings Department of the Red Cross, but during the summer of 1918 she had to give up this work on account of ill health, death claiming her in September. The remains were brought to Springfield and laid beside those of her devoted husband in Oak Ridge Cemetery.

The only surviving member of her family is her eldest sister, Mrs. Sibyl Packard Fillingham, aged 76, living at Canton, Ill.

FREDERICK M. SCHMIDT.

1859—1918.

Frederick M. Schmidt was born in Chicago in 1859. He was the son of Dr. Ernest Schmidt, an early physician of Chicago. Mr. Schmidt was a druggist and was appointed by Gov. John P. Altgeld a member of the State Board of Pharmacy, and was reappointed by Governor John R. Tanner. He served as president of the Chicago Druggists' Veteran Association. The membership of this Association consists of druggists who began work in pharmacy before the great Chicago fire of 1871.

Frederick M. Schmidt became a member of the Illinois State Historical Society in 1910, but earlier than that time the Veteran Druggists' Association through its secretary, the late Albert E. Ebert, Dr. William Bodeman and others furnished the Illinois State Historical Society an interesting history of the beginnings of the drug trade and early druggists of Chicago. This was published in two numbers of the transactions of the Society, namely, for the years of 1903 and 1905. The members of the Association became greatly interested in the work and by kind expressions of appreciation and in many ways have aided the Historical Society.

Mr. Schmidt married Miss Clara Rehm, who with a son, Frederick R. Schmidt, and a daughter, Dorothy R. Schmidt, survives him.

Mr. Schmidt died suddenly, September 28, 1918. He was the brother of Dr. O. L. Schmidt, president of the Illinois State Historical Society and chairman of the State Centennial Commission, of Dr. Louis E. Schmidt, and Richard E. Schmidt, architect of the firm of Schmidt, Garden & Martin.

PUBLICATIONS OF THE ILLINOIS STATE HISTORICAL LIBRARY AND SOCIETY.

No. 1. * A Bibliography of Newspapers published in Illinois prior to 1860. Prepared by Edmund J. James, Ph. D., and Milo J. Loveless. 94 pp. 8 vo. Springfield, 1899.

No. 2. * Information relating to the Territorial Laws of Illinois passed from 1809 to 1812. Prepared by Edmund J. James, Ph. D., 15 pp. 8 vo. Springfield, 1899.

No. 3. * The Territorial Records of Illinois. Edited by Edmund J. James, Ph. D., 170 pp. 8 vo. Springfield, 1901.

No. 4. * Transactions of the Illinois State Historical Society for the year 1900. Edited by E. B. Greene, Ph. D., 55 pp. 8 vo. Springfield, 1900.

No. 5. * Alphabetic Catalog of the Books, Manuscripts, Pictures and Curios of the Illinois State Historical Library. Authors, Titles and Subjects. Compiled by Jessie Palmer Weber, 363 pp. 8 vo. Springfield, 1900.

Nos. 6 to 23. * Transactions of the Illinois State Historical Society for the years 1901-1917. (Nos. 6 to 18 out of Print.)

* Illinois Historical Collections, Vol. I. Edited by H. W. Beckwith, President of the Board of Trustees of the Illinois State Historical Library. 642 pp. 8 vo. Springfield, 1903.

* Illinois Historical Collections, Vol. II. Virginia Series, Vol. I. Edited by Clarence Walworth Alvord. CLVI and 663 pp. 8 vo. Springfield, 1907.

* Illinois Historical Collection, Vol. III. Lincoln-Douglas Debates of 1858, Lincoln Series, Vol. I. Edited by Edwin Erie Sparks, Ph. D. 627 pp. 8 vo. Springfield, 1908.

* Illinois Historical Collections, Vol. IV. Executive Series, Vol. I. The Governors' Letter Books, 1818-1834. Edited by Evarts Boutell Greene and Clarence Walworth Alvord. XXXII and 317 pp. 8 vo. Springfield, 1909.

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* Illinois Historical Collections, Vol. VI. Bibliographical Series, Vol. I, Newspapers and Periodicals of Illinois, 1814-1879. Revised and enlarged edition. Edited by Franklin William Scott. CIV and 610 pp. 8 vo. Springfield, 1910.

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* Illinois Historical Collections, Vol. VIII. Virginia Series, Vol. III. George Rogers Clark Papers, 1771-1781. Edited with introduction and notes by James Alton James. CLXVII and 715 pp. 8 vo. Springfield, 1912.

* Illinois Historical Collections, Vol. IX. Bibliographical Series, Vol. II. Travel and Description, 1765-1865. By Solon Justus Buck. 514 pp. 8 vo. Springfield, 1914.

Illinois Historical Collections, Vol. X. British Series, Vol. I. The Critical Period, 1763-1765. Edited with introduction and notes by Clarence

Walworth Alvord and Clarence Edwin Carter. LVII and 597 pp. 8 vo. Springfield, 1915.

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Illinois Historical Collections, Vol. XII. Bibliographical Series, Vol. III The County Archives of the State of Illinois. By Theodore Calvin Pease. CXLI and 730 pp. 8 vo. Springfield, 1915.

* Bulletin of the Illinois State Historical Library, Vol. I, No. 1, September, 1905. Illinois in the Eighteenth Century. By Clarence Walworth Alvord, 38 pp. 8 vo. Springfield, 1905.

* Bulletin of the Illinois State Historical Library, Vol. I, No. 2. June 1, 1906. Laws of the Territory of Illinois, 1809-1811. Edited by Clarence Walworth Alvord. 34 pp. 8 vo. Springfield, 1906.

* Circular Illinois State Historical Library, Vol. I, No. 1. November, 1905. An Outline for the Study of Illinois State History. Compiled by Jessie Palmer Weber and Georgia L. Osborne. 94 pp. 8 vo. Springfield, 1905.

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*pp. I - Jan preceding
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1

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vii.

CONTENTS.

	PAGE
I. Paul E. Belting—The Development of the Free Public High School in Illinois to 1860, <i>continued from October, 1918, Journal</i>	467
II. Ada Hope Hixon — George Washington, Land Speculator	566
III. William Reid Curran—Indian Corn. Genesis of Reid's Yellow Dent.....	576
IV. Milo Custer—The Cannon-Starks Indian Massacre and Captivity.....	586
V. Editorials	
War ended. The Armistice.....	595
Colored Soldiers in France.....	606
Liberty Loan Parade in Chicago.....	612
Road Improvement in Illinois. Minor Notices.	615
Gifts of Books, Manuscripts and Letters to the Illinois State Historical Library and Society.	620
VI. Necrology—	
Clinton Crissey Patterson.....	625
Robert A. Gray.....	627
John Thomas McComb.....	630
Thomas E. Merritt.....	631
William J. Onahan.....	636
Ella Flag Young.....	654
VII. Publications of the Illinois State Historical Library and Society.....	657

12

The
Development
OF THE
Free Public High School
IN ILLINOIS TO 1860

By

PAUL E. BELTING

Submitted in Partial Fulfillment of the Requirements for the Degree of
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XI

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P. E. B.

CONTENTS.

PART II. THE COMMON SCHOOL.

CHAPTER.	CONTINUED.	PAGE.
IX.	The Movement of 1835—	467
	Political Platforms; Survey of the State; Memorials; Proposal for Normal Schools—Teachers—Wages.	
X.	Some Agencies that Aided in the Development and Establishment of the Common School— . . .	479
	Leaders; Literary Agencies; Institutions; Conventions.	
XI.	The Free School Law of 1855—	500
	Defeat of Free Schools in the Constitutional Convention; Provisions; Attitude Toward Free Schools.	
XII.	The Beginnings and the Characteristics of the Free Public High School by 1860—	514
	Gradation; Reorganization of Acadamies; High Schools Subjects of Study; Admission to High School; Taxation; Public School Boards.	
XIII.	The Establishment of the Free Public High School—	533
	Township High Schools; School Districts Under Special Charter; School Districts Established by General Law Legal Decisions.	
XIV.	A Summary of Some Earlier Influences Affecting Later Development and Practice.	546
XV.	Summary and Conclusion.	554

CHAPTER IX.

The Movement of 1835.

The efforts for the inauguration of a common school system in the State did not die out with the virtual repeal of the school law of 1825. Political speakers, the State over, in their campaign for election, never failed to mention their ideas upon the education of the people. Col. Ewing, Speaker of the lower house of the legislature, and Abraham Lincoln were examples of campaigners who addressed their constituents on the value of education as the means of perpetuating free institutions.

The former said: "This is a subject, however, of more vital importance to society than any other. Its utility can not be properly estimated, without going too elaborately into its discussion. But there is a spirit abroad in many portions of this Union, whose purpose is devoted to the general education of the youth of the country, and the establishment of a system of schools, which will insure this grand purpose through all future time. The honest man, and the friend of his country, are looking to a system of schools and colleges for the general diffusion of knowledge as the only remedy for many existing evils in the body politic. I know no measure of its importance. It affords the surest guaranty against the arts of the ambitious, and the madness of party. Either intelligence must be generally diffused, or all we hold dear must be exposed to shipwreck for the mistakes of misguided judgment, or the deleterious influence of maddening and factious declamation of reckless demagogues, who live in popular commotion, and whose object is personal aggrandizement."¹

The latter said: "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

¹ Ill. Mag., v. 1, p. 383.

republicanism, it becomes my duty to make known to you—the people whom I propose to represent—my sentiments with regard to local affairs. * * * “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 which 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, even on this account alone, to say nothing of the advantages and satisfaction to be derived from all being able to read the scriptures and other works, both of a religious and moral nature, for themselves. 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 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.”²

Indeed, the necessity for the education of the children of the State was pressing. Immigrants were coming by the thousands; the eyes of the East were turned toward the West. Should the State grow up in lawless barbarism, due to ignorance, or should it become enlightened through the schools? All were agreed that a common school education was needed, but how to get a system for that purpose was unsettled. Judge Hall summed up the situation thus: “Common schools have increased a little in number, though not much perhaps in character. The defect exists altogether in the want of some general system. Education is decidedly popular, and all classes were willing to contribute to the introduction and support of schools. But how to obtain the desired object, is a question upon which there is as yet no settled opinion.”³

Hall concluded by saying that a local, individual school system was practically valueless. A state system should replace it. “A common school may enlighten to some extent a little neighborhood; but in order to disseminate intelligence throughout the whole mass of people, to elevate national

² Sang. Jr., March 15, 1832. A Lincoln.

³ Ill. Month. Mag., Dec. 1831, p. 102.

character, and to develop the mental resources of the whole country, there must be a union of action among the friends of education. Our politicians must become deeply imbued with a sense of the importance of the subject; and our professional, literary, and scientific men must come out from the retirement of their closets, and the enthrallments of their private avocations and labor for the public. The subject needs to be stripped of many theories that disfigure it, or give it a shadowy existence in the eyes of practical men; and to have its realities presented in their naked truth, and vigor, and beauty. The clouds of prejudice, which envelope it, ought to be dispelled, prejudices which relate to forms, to systems, to men, and to sects, and not as we sincerely believe, to subject matter. Every rational man desires knowledge, and wishes to see his children elevated in the scale of human beings. The objections are to means, the agents, and the manner of instruction.”⁴

The education of the children of Illinois was, moreover, a national affair. Mr. Gatewood, who championed the bill of 1835, in his address to the senate, said that the scepter that ruled the country would pass from the East to the valley of the Mississippi. Therefore, the education of the children was primary.

“The time is not far distant, and many, who are now active upon the stage, may yet live to see the day, when a majority of the people comprising these United States will reside in the Valley of the Mississippi. The scepter must soon pass over the Alleghanies, never again to return. The North, the East, and the South must soon, in a political point of view, be tributary to the West. The Land of the Puritans, the Empire State, the Old Dominion, and all, with their ancient institutions, their laurels, their heroes and their statesmen, big as they are with the praises of other days, must in a short time do homage to the great Valley of the Mississippi. The liberties of all America must be committed to the people of this valley for safe-keeping and preservation. The preservation of these liberties must depend upon the virtue and intelligence of the people of the West; must depend upon the very children, one-third of whom, are now destitute of the

⁴Ill. Month. Mag., v. 1, p. 273.

means of instruction and growing up in ignorance. * * *
The subject of education in the West then must be—it is a subject of deep and anxious solicitude.”⁵

The time was ripe for the statesmen of the day to make plans for the creation by law of a common school system, acceptable to the people. Judge Hall, the foremost literary writer of the State, was invited to address the people in Vandalia on the subject of education. This opportunity was seized to organize, in 1833, “The Illinois Institute of Education,” the purpose of which, as stated in the constitution of the society, “shall be the advancement of education in Illinois, especially in the common schools.”

After re-affirming the belief in the value of education as the savior of republican institutions, the association decided on three lines of action:

“1. Information can be obtained from every county in the State of the numbers and condition of primary schools, the time for which they are taught in a year, the average number of scholars that attend, the branches taught, the books received, and the mode of instruction pursued, the cost for each school, or even for each scholar, the probable number of children who ought to receive aid from public funds, and many other particulars relative to the present condition of the primary schools of this State.”

“2. Correspondence with public institutions and individuals in other states would furnish legislative documents relative to school statistics, plans of operation, application of public funds, qualifications of teachers, and the branches taught in different parts of the country, the various results of public and private munificence, and many other facts.”

“3. Through the channels of the press, and by public addresses, information may be thrown before the public.”⁶

The literature of the time carried this notice and these questions relative to the first plan of the association in which a survey of the primary educational status of the State was to be made:

“Friends of education, teachers and preachers of the gospel throughout the State are requested to correspond with

⁵ Sen. Rep. on Educ., Doc. No. 8, p. 8.

⁶ State Supt. Rep., 1885-6, p. 110.

John Russell, Esq., Postmaster, Bluffdale, Greene County, and to furnish such information as may be in their power on the topics involved in the following questions. The information of ladies as well as gentlemen is requested. And gentlemen out of the State are solicited to furnish the Institute with such facts and documents as may be needed, to be addressed to J. M. Peck, Postmaster, Rock Spring, St. Clair County.

1. What kind of a schoolhouse have you? 2. How many months in a year is school taught? 3. What is the cost of your school per annum, including pay of teacher, books, fuel, and repairs of schoolhouse? 4. What is the cost per scholar? 5. How many different scholars attend? 6. What is the average number of scholars? 7. How many children need aid from public funds. 8. How many schools in the county? 9. What branches are taught in your schools? 10. What books are used in spelling? In reading? In arithmetic? In geography? In grammar? 11. Are the elements of natural history taught? 12. Does your teacher lecture the scholars on the branches of science? 13. Does he ask questions on every reading lesson? 14. How many adults in your settlement who cannot read? 15. Have you a public library, and if so, how large, and under what regulations? 16. Could not a small library of useful books be had for the use of your school, and loaned to the scholars as rewards for proficiency in study, and good behavior? 17. Would you like to have a good teacher permanently settled with you, and would the school support him? 18. How would a circuit teacher do who should conduct four or five schools, visiting them once a week as teachers of singing do, and lecturing and explaining the branches taught? 19. What measures, in your opinion, or those of the people around you should the State adopt in relation to school funds? 20. Can you get up meetings of the people on court day, or any other convenient time, on the subject of education? 21. Will any gentleman make public addresses, or deliver lectures to the people on the subject of education and schools? 22. What proportions of the families take newspapers, or any other periodical?"⁷

The information contained in these questions became the subject matter for the second meeting of the Illinois Institute,

⁷ State Supt. Rep., 1885-6, p. 111.

convened in December, 1834, at Vandalia, at the same time and place as the General Assembly. The deliberations of the educational convention were formulated in an address to the people of Illinois, and in a memorial to the legislature.

“A well devised system of primary schools will secure to their families increased prosperity and happiness to their country, wealth, glory and freedom.”⁸ The means of providing common free education were stated in three ways: 1. Massachusetts had a policy of taxation exclusively; 2. Connecticut had the interest from a vested fund; 3. New York had the combination of the first and second plan—a tax and the interest on a vested fund. These three plans were concretely described and the position of Illinois in comparison was found most favorable, the New York plan being recommended.

But the whole heart of the system to be established, said the address, rested on the teacher who must be trained in special schools. “One of the great defects in the common schools of New England and New York is the incompetency of their teachers. * * * A child under competent instruction will acquire as much learning in three years, as is commonly attained in six under existing teaching, and hence, it is the interest of the people to employ skillful instructors. Would you trust the shoeing of your horse to any but a smith? You would not. Then we pray you by your parental affections, to pause, before you commit the education of your infant and immortal children, into the hands of men, ignorant of the laws of physics, and totally unused in the operation of the human intellect. If the blacksmith should learn his trade, surely the school teacher should study his profession.”⁹

The Institute recommended to the legislature, in accordance with those ideas, the following principles to be established by law: 1. The citizens of a community shall elect their trustees and teacher and a majority of the citizens of a district may petition the county commissioner’s court to lay off a school district. 2. “The teacher shall be required to keep a schedule, exhibiting the names and number of scholars, and the number of days that they respectively attend school,

⁸ State Supt. Rep., 1885-6, p. 117.

⁹ State Supt. Rep., 1885-6, p. 119.

and that all the funds distributed by the laws of the State for payment of teachers' wages, be apportioned according to the whole number of days which all the children shall have attended school, as shall appear from a copy of said schedule made out and sworn to by the teacher, and approved by the trustees of the school."¹⁰

3. The interest of the college and seminary fund should be loaned to the common school fund, but preserving the integrity of the former for future use. The interests of the State shall be better served by sectional seminaries rather than by one central institution.

4. The distribution of the interest from the school fund shall be made by the county school commissioner of each county on the basis of population, according to the last census.

5. The distributive share of each county shall be used for the payment of teachers' salaries.

6. "The State shall contribute an annual sum to the support of at least one respectable academy in each county, when the people thereof shall have first put the same into actual operation."¹¹

7. "Before any part of the money in the hands of the school commissioner be distributed by him for the support of the teacher, though citizens wishing to derive the benefits from it shall first erect and furnish a substantial and comfortable schoolhouse, agree to supply the same with necessary fuel, and engage to pay at least one-half of the wages of the teacher, and shall have a school taught at least three months."¹¹

The result of the recommendations of the State Teacher's Association was the proposal of a system of education, made in the Senate, Feb. 5, 1835, for a uniform system of common schools and county seminaries throughout the State.

The bill of 1835 had some very interesting and unique features, among which, were those that related to the creation of county seminaries. Those institutions were to be organized as public joint stock companies which have been described in Chapter III. After three months of operation, the

¹⁰ State Supt. Rep. 1885-6, p. 121.

¹¹ Ibid, p. 121.

State was required to pay annually to each seminary the sum of two hundred dollars. In turn, the State required those who expected to teach to sign a contract with the trustees of the seminary to teach in the county twice as long as the term required for qualification. Moreover, the commissioner of the seminary fund was authorized to pay to the trustees of these academies, the tuition of all persons who were qualifying themselves to teach.

Like the law of 1825, this bill made common schools free to all white children. As the law of 1825 was repealed, so the unusual provision for taxation in the bill of 1835 was defeated. The State was unready to assume the burden of educating its children and training its teachers free.

New York was still paying tuition for the education of its common school children. Pennsylvania passed a free school law in 1834-5, which caused a great deal of opposition in the legislature and in the State. Ohio and Indiana were struggling along with no common school system provided. The entire country still had some vestiges of the colonial system of apprenticeship education.

It is true, that nearly twenty-five years passed before the establishment of a normal school in Illinois. However, in 1835, scarcely a teacher training institution existed in the whole country. One of the new educational doctrines of the day was the professional training of teachers. Men like Stowe, who had gone to Europe to study the Prussian school system, advocated teacher training. If the older states were unready to establish normal schools, even as private ventures, Illinois should not be censured for failing to adopt that part of the bill providing for the establishment of county seminaries. Those institutions would, in all probability, have been doomed to failure.

The academies already organized, both public and private, did the best they could to educate teachers for the common schools. It is unlikely, however, that any academic institution provided more than a narrow scholastic education for prospective teachers, although the charters of some institutions stated that the qualification of teachers was one of their objects. The published programs of studies showed no professional subjects in the academic curricula. A thorough

preparation in reading, writing, spelling and arithmetic, with an attempted mastery of the classic languages, was considered sufficient preparation for those who were to teach in the primary schools.

In fact, nearly anyone with a little training in the elementary subjects was thought capable of teaching. Here and there was an occasional objection by some fairly capable judge to the work of teachers in the common schools. Thus a writer in the *Warsaw Signal* believed that some teachers were careless, indolent, ignorant and without the least desire to find out what was expected of them. "Teachers are frail mortals, as well as the rest of us; and some of them, I may say with truth, a little more frail than their employers. I conceive it to be one of the worst evils of our system, that it has a tendency to make teachers careless, and indolent; and it has been operating so long, that many of them do not seem to care whether they do their duty or not; and any number of them in my opinion, do not even go to the trouble of inquiring what their duty is. I only make these remarks that they may do good, if so be where there is good to be done, that whosoever the shoe pinches may wear it."¹²

An extremely severe, and probably just indictment of the common school teacher of the State was that given by one of its educational leaders. The first common school journal of Illinois, published in 1837, had but one year's existence because the teachers were unable to understand its methods and because of the little interest in primary education. "We apprehend 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."¹³

From our point of view, we could expect little of teachers because little was expected of them by the people. A circuit teacher was surely less efficient than a circuit preacher. Occasionally, a circuit teacher had as many as three schools to teach, as well as supply the books. However, that method

¹² *Warsaw Signal*, Feb. 2, 1842.

¹³ *Ill. Hist. Col.*, v. 6, p. 63.

had its adherents who stated the advantages in no uncertain terms. "First. Two neighborhoods, unable to support a school separately, can, by uniting with each other, enjoy all the benefits of a common country school."

"Second. One teacher can, on this plan accommodate two settlements at the same time; and this is no small advantage when good teachers are so few and far between."

"Third. By reducing the cost of tuition nearly one-half, poor people who have large families can give them such an education as will fit them for occupying a respectable station in society."

"Fourth. Those whose children are large enough to be of service to them either on the farm or in the house, can, on this plan, have them at home nearly half the time, employed in useful occupations, and acquiring steady and industrious habits, without which the health of the body, as well as the health of the mind, is destroyed."¹⁴

Another picture of the teacher and the school, as well as the community, emphasized the lack of schools, the meager education provided, the insecurity of tenure and pay, and consequently, unqualified teachers. "During the early history of Illinois, schools were almost unknown in some neighborhoods, and in the most favored districts, they were kept up solely by subscription, and only in the winter season, each subscriber agreeing to pay for one or more scholars, or stipulating to pay for his children pro rata for the number of days they should be in attendance. The teacher usually drew up articles of agreement, which stipulated that the school should commence when a specified number of scholars should be subscribed, at the rate of \$2, \$2.50, or \$3 per scholar for the quarter. In these written articles, he bound himself to teach spelling, reading, writing, and arithmetic, as far as the double rule of three. Occasionally, a teacher would venture to include English grammar. But in the earlier years of my youth, I knew of no teacher who attempted to give instruction in grammar or geography. And such branches of history, natural philosophy, or astronomy, were not thought of. Many parents were unwilling that their children should study arithmetic, contending that it was quite unnecessary for farmers,

¹⁴ State Supt. Rep., 1885-6, p. 114.

and what was the use of grammar to a person who could talk so as to be understood by everybody?"¹⁵

With scarce and inefficient schools, with little or no legal requirements for certification, and with no adequate provision for the training of teachers, went low salaries. Sometimes the teacher was to "board round," or live with the patrons, in turn. Tuition for each pupil was charged, varying in amount from district to district, but it was used chiefly to pay the teacher. Once in a while, a widow was exempted from her share of the payment of the teacher's wages beyond her part of the common school fund. The law of 1825 made it legal for a teacher to receive produce instead of money.¹⁶

Between 1844 and 1846, the highest wage for men ranged from \$17 to \$30 per month; the lowest, from \$6 to \$12, the average being about \$15; the highest wage for women ranged from \$9 to \$17.56 per month, the lowest, from \$3 to \$6, the average being about \$10.¹⁷ No statement was made as to whether these wages were exclusive or inclusive of board and lodging. In some instances, it is known, when this calculation was made by the ex-officio State Superintendent, that teachers paid their own board and lodging, in others, they did not.

Illinois, at any rate, ranked among the highest states in the payment of teachers' salaries if the statistics of Horace Mann in the *Prairie Farmer* in 1848 were reliable: "Salaries of teachers per month exclusive of board and room:

Maine	.....\$15.40,	males,	\$ 4.80,	females
New Hampshire	..... 13.50,	"	5.65,	"
Vermont	..... 12.00,	"	4.75,	"
New York	..... 14.96,	"	6.69,	"
Pennsylvania	..... 17.02,	"	10.09,	"
Ohio	..... 15.42,	"	8.73,	"
Indiana	..... 12.00,	"	6.00,	"
Massachusetts	..... 24.51,	"	8.07,	" ¹⁸

In spite of the continuous reaffirmation, by political candidates for office, of the value of common school education, the legislature passed few laws very far in advance of the

¹⁵ Patterson, *Early Soc. in So. Ill.*, in *Fer. Hist. Ser.*, No. 14, p. 121.

¹⁶ See *Contract of Allen Parlier* in *Chap. VIII.*

¹⁷ *Senate and House Rep.*, 1846, p. 185.

¹⁸ *Prairie Farmer*, 1848, v. 8, p. 222.

general level of intelligence of the people in the State. However, attention was focused on desirable laws though they were to be enacted in the future, by the indefatigable labor of the State Educational Association. The men of that body, at once and clearly, saw the necessity for trained teachers to conduct the schools. But the people were not to blame for failing to see the value of an entirely new educational doctrine, new, even to the older states, when scarcely any system of common schools was in operation. The low salaries, the inefficient teachers, and the inadequate schools, were partly the product of a frontier civilization, but also the result of the low educational conditions in the states from which they emigrated.

CHAPTER X.

Some Agencies that Aided in the Development and the Establishment of the Common School.

The common school system of Illinois, when the permanent free school law was passed, in 1855, was the product of more than a quarter of a century of development. In considering farther the internal evolution of the system itself, let us examine the means by which the people of the State were taught to accept the principle that the State should educate its children. In general, democracy was just beginning to grow, and becoming conscious of its power. Humanitarian ideals, doing something for the other man's children, were for the first time, a national characteristic. Though the period from 1830 to 1865 was marked by many abuses in educational practice, the mass of the people were learning for the first time the advantages of a universal system of free common schools. Illinois had many agencies which contributed to the growth of that ideal.

Usually, in a frontier community, moral and educational values are first determined, by the championship of individual leaders. More settled life develops group leadership, not separate from, but existing along with prominent leaders, and institutions emerge with their own ends in view. Through the influence of educational leaders, the writings of newspapers and magazines, the work of institutions such as the Sunday schools and public libraries, and educational conventions, the development of the free school was hastened. Our next consideration, therefore, is a study of the part taken by these agencies.

Educational Leaders.

Governors of the State of Illinois, in the period we are considering, from first to last, took the lead in calling the attention of the general assembly to the necessity for, and the needs of the common schools. Governor Bond, the first in

office after the State was admitted into the Union, in 1818, recommended that township trustees lease the school lands, using the rent for educational purposes. Besides, a certain per centum of the sales of all public lands should be reserved for the use of schools, both of which incomes would be sufficiently large to educate the children of the state to the remotest period of time.¹

We have described the activity of Governor Coles relative to the question of slavery and the free school law of 1825. With the many other recommendations to the legislature, Governor Coles spoke of the proper preservation of the public lands in the State as a means for the education of future generations. "But, from the present super-abundance of lands, these will not be productive of much revenue for many years to come; they should, however, be strictly husbanded as a rich source from which to supply future generations with the means of education." (Now followed his suggestions which resulted in the free school law of 1825). "In the meantime, would it not be wise to make legal provision to assist in the support of local schools?"²

Whether or not Coles or Duncan wrote the law of 1825, both men were champions of the common schools. The latter, in following Coles as chief executive, continued to advise the legislature of the value of common schools, of the necessity for the adoption of some scheme of government support for education, and of the wisdom in preserving the now small fund for future use. "As every country is prosperous and respected in proportion to the virtue and intelligence of its inhabitants, the subject of education will doubtless again form an important part of your deliberations. It becomes us to use every exertion in our power to instruct those who are immediately dependent upon us, and least to those who come after us the rich revenues to be derived from land, canals, and other improvements; to form a permanent fund to carry out any plan you may adopt for the purposes of education. A government like ours carried on by the will of the people, should be careful to use all the means in its power to enlighten the minds of those who are destined to exercise so important a trust. This and every consideration connected

¹ Niles Weekly Register, v. 15, p. 192.

² Sen. Jr., 1824-5, p. 19.

with the virtue, elevation and happiness of man, and the character and prosperity of our State, and of our common country calls upon you to establish some permanent system of common schools by which an education may be placed within the power, nay, if possible secured to every child in the State.”²

The governors above mentioned exemplified the part taken by the chief executives in support of education. We shall speak in another connection of those who assisted the passage of the free school law of 1855. But no less influential in moulding the common schools of the national period were the preachers, writers, lawyers and the professional classes generally.

Were one to select the man whose efforts were the greatest for the moral and educational uplift of the people, it would be Rev. J. M. Peck. The organization of the Rock Spring Seminary was but one of his many-sided activities. Sunday schools, through which the common children and many of the older people learned to read and write were first developed by this missionary preacher. Peck was found at every important gathering, legislative, agricultural, religious and educational, urging the creation of a system of schools for the common people. Through him, a public meeting, assembled in the state house at Vandalia to hear an address by Judge Hall on education, became the nucleus of the first state teachers' association. He was acquainted with the best in the New England schools, and knew how to impart that knowledge to others, either in his horseback rides over the State with backwoodsmen, or in legislative halls with governors and political leaders. In him, the common man's children, as well as the children of the elite, had a lifelong friend. The passage of the first permanent free school law in the State was a fitting tribute to him, who had spent more than a quarter of a century for the cause of education in the State of Illinois.

The New England and eastern settlers in Illinois were distinguished by their championship of the cause of free common school education. Jonathan B. Turner, a teacher in Illinois College, spent the prime of his life, 1834-55, for the cause of the education of the common people, although he is

² Sen. Jr., 1834-5.

better known for his service in the advocacy of and the establishment of the University of Illinois. Conventions were organized, addresses were made, and letters and pamphlets were written by Turner, advocating the establishment of the common school by co-operation, and the unity of the educational forces of the State. A letter to his fiancée showed that he went about the State working for the common school:

“Soon after writing my last, I determined to spend my vacation in looking into the state of common schools in Illinois. I have been absent about seven weeks, have passed through some dozen or fifteen counties and delivered public addresses in all the county seats and principal villages.”

“The result is that in all the counties I have visited, and many others to which I have written, they have resolved to call county meetings and elect delegates to the State Convention to be held at Vandalia next December to discuss the subject of common schools, and lay the subject before the people and Legislature. My success has been better than I expected, and I hope great good will result.”⁴

Another statement represented some of the things that Turner said in his addresses to the people on the subject of common schools: “While others are still contesting the boundaries of human freedom and adjusting the restraints of human depravity, we would give unlimited scope to the one by exterminating the other from the face of the earth. With these ends in view, it devolves on us to augment the facilities, the resources and the completion of knowledge, until a royal road shall be paved from the threshold of every cabin in the land to the open doors and waiting honors of our most magnificent temples of science. If by council, concert, and co-operation, we concentrate our energies and husband our resources to the utmost, who can over-estimate the final result? But if we fling the experience of the past and the advantages of the present to the winds, and each for himself resolves in his own solitary career of experiment and effort,—beleaguering and jading the public mind, and exhausting the public resources with our own isolated and selfish schemes—what a fearful retribution awaits both of us and those who are to come after us.”⁵

⁴ Life of Jonathan Baldwin Turner, p. 70.

⁵ Ibid., p. 72.

The whole group of Illinois College men and their associates—Edward Beecher, Julian M. Sturtevant, Truman M. Post, Theron Baldwin, William Kirby, Samuel Adams, Elisha Jenney, Asa Turner, John F. Brooks, Samuel D. Lockwood, J. M. Ellis, Albert Hale and William Brown—were devoted advocates of the common school. The welfare of the State and the happiness of the people depended not only on the advancement of education, but these men also saw that the cause of higher learning was destined to be founded on a common public school system.

Notices of the work done in the advancement of education by some of these men appeared in the newspapers of that day: "At the commencement in Jacksonville, Aug. 21, 1833, an address on Common Schools, by Rev. Theron Baldwin." "Thursday evening, Nov. 13, 1834, an address in Springfield by Prof. J. B. Turner, Subject: Common Schools." "Lecture on Education by Rev. Mr. Baldwin at Mt. Carmel, Wabash County, August, 1836." "A lecture by Prof. Sturtevant in Springfield, 1843, in behalf of a State Superintendent. Lecture repeated before the legislature the next night." "The annual commencement of Jacksonville College Sept. 21, 1836. N. B.—A convention of teachers will be held on the afternoon of the preceding day to concert measures for the cause of education in this state."^a

Judge Hall, the foremost literary writer of the State up to the time of his removal to Cincinnati, in 1833, advocated public education in his addresses and writings. Theron Baldwin, with other Illinois College men, took up the cause of education in their editorship of the *Common School Advocate*. John S. Wright of Chicago, built a common school in 1835 in Chicago, at his own expense; edited the *Prairie Farmer*, a journal devoted to agriculture, mechanic arts, and common schools, and took an active part in the creation of educational laws. Charles E. Hovey, the first editor of the *Illinois Teacher*, the president of the State Teachers' Association, principal of the public schools of Peoria, and head of the Normal School established in 1857, performed a distinguished service in organizing and uniting the teachers of the State in the cause of free public schools.

^a State Supt. Report, 1885-6, p. 128.

Besides the editors just mentioned, the missionary circuit riders and state religious agents seldom failed to lend their influence for the enlightenment of the children of the State. Lemuel Foster, appointed in 1832 as a missionary to Illinois, built an academy in Jacksonville and one in Bloomington where common, as well as academic instruction was given; established Sunday schools in the surrounding country and interviewed his constituents for the purpose of gaining their support for public instruction. John F. Brooks, sent to St. Clair county, opened one of the first teachers' seminaries in Waverley, in 1837, directed the Springfield Academy in 1840, and acted as principal of the public schools in the same city. Other typical religious leaders were Romulus Barnes, Flavel Bascom, Aratus Kent, Peter Cartwright and Hubbel Loomis.

The work of the state superintendents and legislators in securing laws for the organization of free schools should not be overlooked. Mr. Gatewood was named in the last chapter and an extract of his address was given to show what he, as chairman of the Senate Educational Committee, thought were the reasons for developing common schools. S. W. Moulton, to whom the free school bill was entrusted, in the legislature in 1854, spent several years after the passage of the law in writing articles and giving addresses on the justification of taxation for the support of schools, and the manner in which the distribution of revenue for school purposes should take place. N. W. Edwards spent much time in gathering statistics to show the condition of the schools of the State. As superintendent, he visited every county and gave addresses urging the creation of free schools. Moreover, the legislature required that he prepare a bill for the reorganization of the entire school system. A state agent was appointed by the State Teachers' Association to travel over the State in the interest of free schools. His first report indicated the nature of his work:

He visited twenty-one schools and delivered sixteen evening addresses the first month. "At Hennepin, I found a new and beautiful edifice, erected at a cost of seven thousand dollars, for a private school, and labored, not without hope of success, to induce the people to obtain it and establish therein

a graded free school. At Kewanee, it was attempted to show that the true interests of Wethersfield and Kewanee, adjacent districts, would be promoted by purchasing the seminary building located midway between them, and organizing in it a Central High School. The stock-holders proposed to give the six thousand dollars already expended, if the two districts would assume the indebtedness—two thousand dollars. The proposition was well received, and has since been adopted. They will soon rejoice in the possession of a first class High School, free to all whose attainments entitle them to admission.”⁷

Men of national prominence in other states were also influential in the development of the school system of Illinois. The ideas of Jefferson were foremost in the law of 1825. DeWitt Clinton was a leader, in the state of New York, in creating a common school system. But his addresses appeared in the Illinois papers, of which the following is a typical extract: “The great bulwark of a republican government, is the cultivation of education; for the right of suffrage cannot be exercised in a salutary manner without intelligence. Ten years of a child’s life, from five to fifteen, may be spent in a common school, and ought this immense portion of time to be absorbed in learning what can be acquired in a short period? Perhaps one-fourth of our population is annually instructed in our common schools, and ought the minds and the morals of the rising, and perhaps the destinies of all future generations, to be entrusted to the guardianship of incompetence? The scale of instruction must be elevated; the standard of education ought to be raised. Small and suitable collections of books and maps attached to our common schools, and periodical examinations to test the proficiency of scholars, and the merits of the teachers, are worthy of attention. When it is understood that objects of this description enter into the formation of our characters, control our destinies through life, protect the freedom and advance the glory of our country; and that this is the appropriate soil of liberty and education, that it be our pride, as it is our duty to spare no exertions, and to shrink from no expense, in the promotion of a cause consecrated by religion, and enjoined by patriotism.”⁸

⁷ Ill. Teach., v. 5, p. 90.

⁸ Sang, Jr., Jan. 10, 1835.

Horace Mann's and Henry Barnard's reports dealing with the organization and establishment of a common school system, also were quoted in Illinois publications. Moreover, Mr. Barnard was on the program at two different common school conventions where he discussed the internal features of free schools.⁹

Any classification of some of the representative leaders is impossible because their interests were so many sided. An Illinois College founder like Baldwin was a missionary, who established Sunday schools, a preacher who advocated the cause of education before the legislature, and the principal of Monticello Seminary wherein some teachers were trained for the common schools. Moreover, he was an editor of one of the literary agencies for the promotion of education in the West.

Literary Agencies.

Only a little of the literary material of the period to 1850 has been preserved. In that which has survived, the subject of education continually appears. Many of the newspapers spread information about the schools of the State, inserted addresses from men like Governor Clinton, Horace Mann and Henry Barnard on education, summarized the reports of state superintendents of public instruction in such states as New York and Connecticut, and recommended the adoption of certain principles for the improvement of education in Illinois. As the creators of public opinion, and the means by which the knowledge of school practices was disseminated, many of the newspapers were preeminent.

The ideas attributed to Judge Hall, the first newspaper editor in the State, have come from the volumes of the Illinois Monthly Magazine, published at Vandalia, 1827 to 1830. That publication might well be called the first school journal of the State. Among other articles were those on the need for scientific instruction as opposed to an all-language curriculum; arguments for the creation of a state system of free common education; recommendations for the use of new and better text-books, and surveys of the educational means in existence. This magazine was too far in advance of the literary ability of the people on the frontier; hence it was necessary for the editor to remove to Cincinnati in the early thirties where the publication was continued.

⁹ State Supt. Rep., 1885-6, p. 152.

However, in 1837, appeared the *Common School Advocate*, a monthly journal, printed at Jacksonville. A group of editors, probably Illinois College teachers, carried on the publication for a year without pay. Even the short existence of the paper, only twelve months, advanced the common school cause. The contents of the *Advocate* are indicated by the first editorial suggesting topics for contribution.

“Objects of education—different grades of it, and the kind adapted to this age. Teaching made a profession—benefits of it. Best method of teaching geography, arithmetic, grammar, reading, writing, etc. Common schools—their importance, etc. Necessity of well qualified teachers. Teachers’ seminaries. Government and discipline of a school. School books. Common school libraries and apparatus. Duties of parents, teachers and trustees. Location and structure of school houses. Systems of education in our own and other countries. Importance of universal education under free governments. Accounts of educational associations and conventions, or of particular schools. Facts respecting the state of education, particularly in Illinois. The system best adapted to our circumstances. Moral and religious education in schools. Connection between ignorance and crime—between intelligence and national prosperity.”¹⁰

But the most influential school journal, until the appearance of the *Illinois Teacher*, in 1854, was the *Prairie Farmer*, issued as the *Union Agriculturist* from 1841 to 1843. The title page, among other things, said it was a journal dedicated to the cause of the common schools in Illinois. Without its record, the story of the struggle for free education in the period from 1841 to 1854, would be almost impossible of reproduction. Such articles as these were discussed in its pages: the need for a normal school; the necessity for trained teachers; the criminal negligence in not providing decent common school buildings; reports of the ex-officio state superintendent of common schools; proceedings of educational conventions, both state and county; arguments against select schools and private academies; the reasons for free schools; the subjects taught in the free schools; reports of the New England and New York common schools; advantages of a State superintendent; gradation as a means of improvement

¹⁰ State Supt. Report, 1885-6, p. 133.

in the educational system; desirable school legislation, and school statistics.

The cause of the farmer was the cause of the common school. The readers of the *Prairie Farmer*, besides learning about agriculture and mechanic arts, were being educated in the cause of free schools, so that the passage and adoption of the free school law of 1855 was possible. Moreover, this journal had the unique distinction and advantage of reaching the patrons of the schools rather than being a journal read by the teachers only.

Last, but by no means least, was the *Illinois Teacher*, founded in the interests of education, in 1854. Established about a year before the passage of the first permanent free school law, this journal became a means, primarily, of helping develop the free schools. Methods of teaching the subjects in the curriculum were discussed in each number from year to year. Educational news in the way of promotions, increases in salary, and the employment and marriage of teachers appeared. The proceedings of educational conventions; digests of school law; controversies over which section of the State was more enlightened—"Egypt," or the North; reasons for gradation with the explanation of its meaning; reports from the State agent travelling in the interests of the establishment of free schools; notices of the creation of high schools and suggested curricula for them were a few of the many subjects treated.

The teachers, especially, were made conscious of many of the problems raised by the beginning of free schools. Also, were the teachers benefited by the experiences of others through the medium of the first relatively permanent professional journal. The support of the *Illinois Teacher* by the profession itself signified, for the first time, a unity of action and a group consciousness of the teachers themselves. With that power back of the free schools, progress became possible.

Institutions Whose Objects Indirectly Aided Common School Education.

Prominent among the organizations for the aid of the common schools, was the Ladies' Association for the Education of Females, established at Jacksonville, Oct. 4, 1833, "the principal object of which shall be to encourage and assist

young ladies to qualify themselves for teaching, and aid in supporting teachers in those places where they cannot otherwise be sustained."¹¹

"The plan was liberal and simple. The principle object was to educate teachers, but no pledges were exacted; no attempt to decide where or how the individual could be most useful. The great object was to instruct and elevate the human mind for its own sake, and in the belief that a mind rightly educated will not fail to enlighten others."¹¹

The fifth annual report of this association advertised schools where prospective teachers could receive training. Such were in Fulton, Morgan, Greene, Madison, Macoupin, Bond, Pike, Putnam, Knox, McLean and LaSalle counties. Moreover, auxiliary associations had been formed in Chicago, Ottawa, Farmington, Peoria, Springfield, Alton, Upper Alton, Rushville, Carlinville, Galena, Griggsville, Quincy, Fairfield, Hadley, Warsaw, Carlyle, Augusta, Knoxville, Bloomington, Jacksonville, Carrollton, Manchester, Canton, Waverly, Winchester, Jerseyville, Beardstown, and Joliet.¹²

The power of the association is seen in that twelve hundred young women were assisted in receiving an education, many of whom became teachers in the common schools, with \$25,091.35 expended for that purpose. The Illinois Teacher described the work, purposes and aims of the organization thus: "With none of the pomp and e'clat which herald the movements of other institutions, it has gone steadily on in its benign mission" * * * educating young ladies, "who else must have been forever denied the blessings of liberal culture, have been sent forth to be angels of mercy and joy to many hearts and homes, in this and other lands. This is not the language of mere eulogy; we have watched the progress of this society from its foundation; we know the ladies who are and have been its officers and friends; we know its struggles and labors, and we know its fruits. We cannot better express our opinion of its history and character than in the touching and eloquent words of one of its founders:"

"Silent, catholic, economical and persevering; it has been so Christ-like in its labors that the world has never known and could not stop to read its history. Its anniversaries have

¹¹ 5th An. Rep Lad. Assoc.

¹² 5th An. Rep Lad. Assoc.

been simple exponents of an institution partaking so little of the spirit of the world. No noise, or parade, but a plain statement of its labor, expenditures, and successes. Its history is written in the heart of many a missionary, toiling in obscure indigence; it is written, too, in the heart of the orphan and the poor, who by timely aid have been able to break the fetters by which poverty held back their aspirations for knowledge; it will be read in the ages to come, in the light of heaven."¹³

This association mainly educated poor girls, many of whom found their way as teachers into the common schools. A better class of teachers was thus provided than would have been without the work of this association.

Workingmen's organizations, in the absence of common schools, provided education for the youth of their districts. Even the Mechanics' Union of Springfield advertised that its school was the free public school of the city. These associations helped focus the attention of the people on the need for, and the absence of, a free school system. Newspapers commented upon the worthy purposes of the workmen, and advertised, in the news sections of the paper, the rates of tuition, the curricula and the objects. One association stated its aims in these words:

"The Springfield Mechanics' Union is established for the creation of a common school, and a public library, and for the promotion of literature, science, and the mechanic arts;"¹⁴ Other purposes were stated but they are not related to the subject of education. Similarly, the Mechanics' Union of Chicago said that its object was to diffuse knowledge and information throughout the mechanic classes, to found lectures on natural, mechanical and chemical philosophy, and other scientific subjects; to create a library and a museum for the benefit of others, and to establish schools for the benefit of their children.

The movement for the education of the children of the working men was general in the period from 1830 to 1865. Common schools were established in the principal cities throughout the East and the middle West. Many of the Mechanics Institutes in the older cities today, owe their origin to

¹³ Ill. Teach., v. 4, p. 286.

¹⁴ Sess. Laws, 1839-40, p. 74.

this period in which labor organizations established schools in the absence of a free common school system. Through that experience, the public was gradually learning the value of, and how free schools should be established.

General education, by whatever means, had a decisive influence in making it possible for the creation of universal free education. The emancipation of the mind of men and women from ignorance gave them the taste for the education that ought to be provided for their children. Another means, therefore, by which older people were educated was the public library. These, indeed, assisted the establishment of a common school system by showing the merits of education.

Public libraries were formed as joint stock companies in several towns. The county commissioners' record of Edwards county, 1815 to 1832, had the names of twelve stockholders who subscribed 97 of the 300 shares for the creation of a public library; whereupon the contract was let to John Robinson for the erection of a library building to cost \$1,800.

This building was used for public meetings, a house of worship and a library. "A good market house, and a public library is at the end, in which a kind of Unitarian worship is held on Sunday, when a sermon and church service, purified, is read by any one who pleases. The books are donations from the Flower family, and their friends in England."¹⁵ "They have a library, and much attention appears to be paid to the cultivation of the mind as well as the soil."¹⁶

Edwardsville made a similarly early start in the foundation of a library by buying books from Boston. "It will, no doubt, be gratifying to the proprietors of this institution to know that the books lately ordered from Boston have arrived. Those subscribers, who are in arrears, it is hoped, will come forward and by paying up, entitle themselves and others to use one of the best collections of books in the country."¹⁷ The catalogue of books, which were considered the masterpieces of literature, appeared in the same issue of the *Spectator* as the above quotation.

The session laws have several of the articles of incorporation of public library associations in them. Other un-

¹⁵ Faux Jr., p. 253, Thwaites, v. 1.

¹⁶ Niles Reg., v. 19, p. 368.

¹⁷ Spec., Aug. 7, 1819.

incorporated organizations were also formed, both of which served as a means of public enlightenment. Usually, the membership fee was low enough for all to join, perhaps one dollar a year, and the people were requested to make use of the books.

“The trustees of the Warsaw Library Association take pleasure in informing the stockholders of the institution that they have procured the railroad office for their use, and that they are fitting up in connection with it a Reading Room, which will be open in a few days, well supplied with newspapers. The room will be open each day (Sunday excepted) after the hour of five o’clock, P. M., at which time stockholders wishing to receive or exchange books, will be waited upon by the librarian for that purpose. Ladies and gentlemen of the village, and strangers sojourning among us, are respectfully invited to use it.”¹⁸

A second means of promoting the general intelligence were the academies. More direct connection between the semi-public seminaries and the common schools existed than at first might be suspected. The principals and teachers of many of the former institutions were leaders in the educational thought of the State. Those men and women held their positions because of their ability, and the trust placed in them by the public. Active in the councils of the state, and county associations, those men took every occasion to promote free education. Indeed, they appeared before the general assembly in the interests of the common schools, as well as in the interests of the academies. Finally, they were intelligent and generous enough to believe that the hope of higher learning lay in the creation of a free school system.

Moreover, both public and private academies provided much of the common school education of the time. In the charters of the former, a stipulation usually was made which required or provided that the academies conduct common schools. The following quotation is an example of the relationship between the academy and the common school: “Sec. 9. There shall also be attached to the said academy, a department in which shall be taught branches that are usually taught in the common schools of the district in which

¹⁸ Warsaw Signal, May 26, 1841.

said academy may be situated; and the said trustees of said academy, shall receive from the school commissioner of the county, the same amount of money in the same proportion, and apply the same to such tuition in the same manner as other common schools are paid and kept; Provided, that the teachers or instructors, of said department shall be selected by the trustees and under the control of the by-laws of said corporation." ¹⁹

But the share of the common school fund that the academies received for maintaining a common school was not sufficient to pay the expenses of a very long term. The result was that the academies charged their common school pupils tuition at a little lower rate than was received for the higher branches, or reduced the tuition of all subjects by the amount that they expected to receive from the school fund, or kept the rate of tuition as high as possible, even when they received their share of public money, because there was no authority that required a standard rate of tuition.

Nevertheless, the proposed school bill of 1835 was an attempt by which one academy in each county of the State should be so regulated and supported as to be a direct benefit to the common school. Tuition for the graduates of the academy who were to be teachers in the common school, was to be paid by the State. At any rate, the academy and the common school were brought into a closer relation by some of the students of the former becoming teachers in the latter. The two institutions were again brought together, for the purpose of advancing the interests of the common schools, in the series of educational conventions that were held between 1833 and 1855. Before discussing the conventions, however, a study of the work of the Sunday schools follows:

The Sunday school was very prominent in raising the level of general intelligence throughout the State. It had its origin in Europe, in the Wesleyan revival, beginning in 1738, and the humanitarian philosophy that just preceded the French Revolution. In England, the purpose was primarily concerned with the education of poor children, but independent of the church. On the other hand, in the United States, the first Sunday school, organized at Philadelphia in 1791,

¹⁹ Sess. Laws, 1841, p. 7.

was established for the purpose of giving secular and religious instruction. It was the accepted province of the church to give religious education, and the connection between the common school and the church had been so close that the Sunday school developed as a church institution. On the secular side, the Sunday school provided rudimentary education for the lower classes in the older states, while all classes in the frontier western communities received the benefits of that well organized body.

After 1831, the Massachusetts Sunday School Union became a parent of smaller organizations in Illinois, while the Illinois State Sunday School Union, composed of members of the principal religious denominations in the State, organized branches in nearly every county and smaller auxiliary branches, both, through the help of state agents, intelligent and devoted citizens, resident clergy and circuit missionaries.

Rev. Theron Baldwin gave this account as an example of his work in establishing Sunday schools:

“The Sabbath School,—to establish which was among my first efforts here, commenced about the first of February with a good degree of interest * * * It numbers a little more than one-hundred. The library books have been read, and these in connection with the exercises of the school have evidently done much already towards creating a thirst for knowledge on the part of the scholars. Of the one-hundred five who have entered the school, only thirty-seven could read. I have made particular efforts in the Sabbath School, from a firm conviction that the minister of Christ can spend a part of his energies, at least, in no other way to so great advantage.”²⁰

The following is an account of how Sunday schools were established: “It is often difficult to start a Sabbath school, there is so much ignorant prejudice and opposition. I have a way which does well, when many good efforts of another sort are lost. In my visiting about, I look out some house in the settlement where I intend to form a school,—and one can generally be obtained in one way or another—and then without giving a word of notice, for that would awaken and combine opposition, I fill my saddle-bags with books begging

²⁰ Home Miss., v. 2, p. 59.

what I can, buying what I cannot beg, (for it is against the rules of the S. S. Union to give books before a school is formed) get on my horse and ride around with them to each family in the settlement, talk over with them the whole matter of the Sabbath School, and its benefits, persuading the parents, showing my books and interesting the children, giving to each, on the condition of their attending school, such a book as would be needed in it, at the same time telling them where and when we would begin to meet. In this way, the careless and prejudiced, who would not stir a step to hear ever so many addresses on Sabbath Schools, become deeply interested." ²¹

Sunday schools were established as early, at least as 1821, for the settlers of Lebanon formed themselves into a society and built a house where a seminary, library, a debating club and a Sunday school were conducted. About a decade later the records show how extensively the system was established in every section. Peck estimated that 375 Sunday schools with 2000 teachers, 17,000 pupils and 2000 volumes in their libraries, were in existence in Illinois.²²

Usually, two sessions were held on Sunday, in the morning and in the afternoon, where reading, writing and some very simple arithmetic were taught. The Bible, religious hymns and religious tracts were the principal texts. The youth, and occasionally their elders, were taught by the best educated men and women of the district and the local or circuit preacher opened or closed each session with an address to all.

These institutions made communities in several districts realize their educational deprivation which surrounded them with the result that in some instances, the Sunday school was continued as a permanent week-day school. Thus the inhabitants of Rushville first founded schools on Sunday, and then, "formed themselves into a School Association, for the purpose of keeping in operation a permanent school, to be taught by a competent instructor; of good moral and temperate habits." ²³

²¹ Home Miss., vol. 2, p. 59.

²² Peck, Gaz., p. 89.

²³ Home Miss., v. 2, p. 194.

In considering the literary agencies in Illinois, Judge Hall characterized the value of the Sunday schools in this manner: "We view these efforts with unmingled pleasure. Apart from the important religious bearing of the Sunday School system, we consider it the most powerful engine, that this creative age has produced, for diffusion of knowledge. Its adaptation to the wants of a new country is peculiar. It brings instruction within the reach of thousands who have not the means of procuring it through ordinary channels; disseminates education free of expense; scatters books far and wide over the country; creates a taste for reading, and habits of inquiry among the young; and by its social character exercises a most happy effect, in promoting kind feelings, and cordial intercourse in society."²⁴

Educational Conventions.

The Vandalia conventions of 1833 and 1834 have been sufficiently discussed in the last chapter. However, those meetings were the first of a large number in the State and counties, to 1855. They created enthusiasm for the common schools; they brought the leaders and friends of education together, and made harmonious and concentrated effort possible.

The constitution of the Illinois State Education Society, organized at Springfield, Dec. 28, 1840, was an illustration of the purpose for which teachers' associations were founded: "The friends of education assembled in Springfield, believing that the perpetuity of our free institutions, and our political, social and moral well being, depend mainly on the general diffusion of knowledge among people; and that the wants of our rapidly increasing population strongly demands such an improvement in our common school system as will place the benefits of education within the reach of every citizen. * * * Its object shall be to promote, by all laudable means, the diffusion of knowledge in regard to education; and, especially, to endeavor to render the system of common schools throughout the State as perfect as possible."²⁵

²⁴ Ill. Mo. Mag., v. 2, p. 103.

²⁵ Sate Supt. Rep., 1885-6, p. 136.

From 1841 to the constitutional convention of 1847, much material was published on the creation of a State Superintendent of common schools. Petitions were circulated at the instance of educational associations, while editors of newspapers and journals urged their readers to sign. As a sample of the memorials sent to the legislature by teachers' organizations asking for the establishment of a superintendent of common schools, let us examine the one sent in 1841.

“Let a superintendent of common schools be appointed—a man of talents, and yet a laborious and self-denying man; one who would go into all the dark corners, as well as the bright spots of the State, and labor day in and day out for the improvement of our common schools. Such a man would be a great use, not only in awakening the public to the importance of education, but by collecting 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 wherein it might be improved. He would (a matter of no mean moment to the success of the common school education) do much towards 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 a 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 experience and example 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 of the State of Illinois.”²⁶

The legislature, however, passed no law creating the superintendent of common schools. But the Peoria convention of 1844 took up the question again with the result that the Secretary of State was made *ex-officio* state superintendent of common schools.

A whole reorganization of the school system was demanded from the legislature by the Peoria meeting. Discussions and reports were made on the subjects of a board of education; a board of county superintendents; district trustees; school districts; town superintendents; the school fund; gradation, and taxation.

On the last point, the memorialists argued at great length to overcome the hostility of the legislature and the people they represented, to taxation. Even if schools should be supported by taxation, the State was deeply in debt and times were hard because the effects of the panic of 1837 had not passed. But the objection to a tax for the education of other people's children was natural. The following paragraphs illustrated the attitude of the Peoria convention:

“We come now to consider finally, the one great requisite of the proposed plan—taxation. Each of the other parts is considered essential, yet they are but the 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 allurements 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 we ask is to give those permission to use him who are so inclined; and others when they witness his subordination, and power to

²⁶ State Supt. Rep., 1885-6, p. 136.

work for the cause of education, will doubtless desire themselves to try his services”

‘Our position is that taxation for the support of schools is wise and just, that it is in fact the only method by which the deficiency for defraying the expenses of popular education beyond that supplied by the public funds can be equalized amongst those who should pay it.’”

The schools of the State, by the law of 1845, were permitted to receive a tax for their support provided it was levied by a vote of two-thirds majority in any district. The amount of tax, however, that could be levied in any way was not to exceed fifteen cents on the one hundred dollars.

Four agencies by which the common school was aided in its development, and in its establishment as a free public institution have been discussed. (1) Prominent educational leaders were: most of the governors, who were nobly assisted by the untiring labors of Peck; the Illinois College men; such editors as Judge Hall, John S. Wright, Charles E. Hovey; the missionary circuit riders and resident ministers; state superintendents; legislators; state agents; and a few nationally prominent men of other states in the persons of Jefferson, Clinton, Mann and Barnard. (2) Many of the newspapers of the State, the Illinois Monthly Magazine, the Common School Advocate, the Prairie Farmer, and the Illinois Teacher were the literary means devoted to the interests of the common schools. (3) Institutions that increased the general intelligence of the people and created a desire for better educational opportunities were, the Ladies’ Aid Association for the Education of Females; workingmen’s organizations, public libraries, Sunday schools and academies. (4) Enthusiasm, harmony, and cooperation among the friends of the common school in the cause of general enlightenment, were developed by educational conventions. An ex-officio state superintendent of common schools was created in the person of the Secretary of State upon the recommendation of the Peoria Convention. But the legislature only conceded the right to levy taxes for the support of schools when a two-thirds majority of the people of any district so decided. The next chapter shall show how the common schools were made free, and shall indicate what the attitude was toward them.

CHAPTER XI.

The Free School Law of 1855.

The friends of education were not satisfied with halfway measures. If districts were allowed to decide whether a tax should be voted for the support of schools, there would be few free schools. As a result, agitation was continued by educational associations for the appointment of a state superintendent of common schools, separate from the Secretary of State, and a compulsory ad valorem property tax. Accordingly, the Chicago school convention in 1846, resolved, among other things, to make a survey of the State in order to determine the qualifications of teachers in the service of common schools, the condition of schoolhouses, what amount of money was raised in each district for the support of schools, what was the attitude of the people toward general property tax, and what sum was paid for tuition by subscription.¹

The Springfield Teachers' Association in the same year took a little different course. They resolved "that a committee of five be appointed to report to the convention a plan for the organization of a State Education Society."² That society was immediately organized, and began to create auxiliaries in the counties of the State for the purpose of aiding common schools.

The discussions by members of all the conventions, since the first in 1833, had finally awakened the public to the need of a more adequate school system. The people had seen the necessity for the revision of the state constitution and had assembled in a constitutional convention in Springfield in 1847. The fundamental law of the State ought to recognize the all-important subject of a system of education. Accordingly, the convention appointed a large representative committee

¹ *Prairie Farmer*, v. 6, p. 351.

² *Ibid.*, v. 7, p. 73.

to consider the subject. To them, petitions were pouring in, chiefly from the newer counties of the North and West, settled by Easterners. Represented in the list, were Livingston, Madison, Cass, DuPage, DeKalb, McLean, Knox, Fulton, Peoria, Mason, Brown, Winnebago, Carroll, Crawford, Rock Island, Marshall, Whiteside, Stephenson, Pike, McHenry, St. Clair, and Sangamon counties.

It was but natural, therefore, that a resolution was introduced in the constitutional convention for the creation of a state superintendent of common schools: "Believing that important measures are necessary to advance the cause of education, the basis of our republican form of government, and to elevate the moral standard of common schools, the only source from which most of our youth derive their education; therefore. Resolved, That an article be ingrafted into our state constitution creating the office of state superintendent of common schools, who shall be elected by the people and hold his office for the term of four years, and until his successor is elected and qualified, and receive the salary of \$— whose duty it shall be to have the general superintendence of common schools in this state, and report the conditions of the same in a manner and as often as may be required by law." ³

Next, a resolution was passed by the convention which provided for the support of schools by taxation and a superintendent to make the system effective: "Resolved, That the committee on education be instructed to consider and report as to the propriety of a constitutional provision for the security of the college, seminary, and common school funds from conversion or destruction by the legislature. Also, for the establishment of a system of common schools as well, by taxation combined with state funds, afford the means of education to every child in the state, and the appointment of a state superintendent, with an adequate salary, to give effect to such system." ⁴

Whereupon, the educational committee of the constitutional convention introduced a bill, which passed the first reading, and which should become a part of the organic law of the State. By this, the legislature should create a free, uni-

³ Jr. Const. Conv., p. 31.

⁴ Ibid., p. 78.

versal system of common schools, at the head of which should be a state superintendent, appointed by the governor for a term of two years.

“Sec. 3. It shall be the duty of the General Assembly to provide for a system of common schools, which shall be as nearly uniform as may be throughout the State, and such common schools shall be equally free to all the children in the State, and no sectarian instruction shall be permitted in any of them.”⁵

“Sec. 4. The superintendency of public instruction in this State shall be vested in an officer to be styled ‘the superintendent of common schools,’ and such county and local superintendents as may be established by law.”⁶

“Sec. 5. At the first session of the General Assembly after the adoption of this constitution and biennially thereafter, it shall be the duty of the governor, by and with the advice and consent of the senate (a majority of all members elected thereto concurring therein), to appoint a superintendent of common schools, who shall hold his office for the term of two years and shall perform such duties and receive such salary as the General Assembly shall prescribe.”⁶

After so much discussion in the constitutional convention of the establishment of a free school system with its proper officers, the constitution of 1847 is singularly silent on educational provisions.

Nevertheless, the common school leaders in the State kept right on trying “to erect upon a permanent basis a plain, practical system of Free Common Schools. 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.”⁷

The State Educational Society authorized the publication of a magazine, the *Illinois Teacher*, devoted to the cause of common schools and resolved, “That the property of the State should be taxed to educate the children of the State.”⁸

The same attitude toward taxation was shown by some of the educational associations of the northern and western

⁵ Jr. Const. Conv., p. 352.

⁶ Jr. Const. Conv., p. 352.

⁷ State Supt. Rep., 1885-86, p. 166.

⁸ *Prairie Farmer*, v. 8, p. 81.

counties, a typical resolution from which is this: "Resolved, That Common Schools should be free to all, both black and white, and being thus free and accessible to the poor as well as the rich, neither rich nor poor should be allowed to deprive their children of the means of a Good Common School Education."⁹

Of course, the common, though true and sincere, arguments advanced, were that free institutions could only succeed by free schools. "That the whole people, without distinction of age, sex, or condition, shall have unrestrained access to the fountains of public instruction, in order that our free institutions may be transmitted to posterity in undecayed magnificence."¹⁰

Infrequently a moral persuasion for the necessity of educating the children said, "it is the duty of the State to educate every child in it. There could not be a more rational, patriotic or benevolent expenditure of wealth than in the holy cause of education, and thus the moral improvement of our population."¹¹

Governor French, who had been ex-officio state superintendent, asked the legislature to repeal all school laws and start anew with a simple system of education supported by tax on property, and made free to all children alike. "I desire to see a system by which every child, whatever its condition or parentage, may have an opportunity to obtain an education equal with the most affluent of our state—such as will fit them for any grade or condition of life."¹²

Governor Matteson, following Governor French in office, made a somewhat similar statement: "Intelligence gives to the country happiness at home and respect abroad * * *. Why not open its portals wide and make its benefits universal? * * * I now repeat that the laws in relation to schools be repealed, and that in the place of them a simple law be passed—by which a general system of schools shall be established, and maintained entirely by levies (so far as the school fund shall be insufficient) upon property open and free to every child within the borders of the state. This recommendation con-

⁹ *Prairie Farmer*, vol. 8, p. 335.

¹⁰ *Ibid.*, p. 221.

¹¹ *Sangamo Jr.*, July 20, 1847.

¹² *Sen. and House Rep.*, 1853, p. 3.

templates a system of instruction of a character sufficiently elevated to fit every child for every rank and station in life.”¹³

The legislature though unready to inaugurate those ideas into laws immediately, did create a separate department of public instruction. With a capable man as state superintendent, it was thought that the cause of the common schools would be advanced most rapidly. A brighter day for education was at hand. Governor Matteson, in 1854, appointed Ninian W. Edwards, son of the first territorial governor of Illinois, and a man who had held the office of attorney general and been a member of the state legislature for sixteen years, the first state superintendent.^{13a} Mr. Edwards was charged with the duty of reporting “a bill to the next regular session of the General Assembly, for a system of free school education throughout the State, and the manner for the support of which system to be provided for by a uniform ad valorem tax upon property, to be assessed and collected as other state and county revenue is assessed and collected.”¹⁴

Mr. Edwards, complying with the request of the legislature, reported a thoroughly comprehensive bill with the reasons for its passage. The bill provided for the election and duties of the state superintendent; the election and duties of school commissioners; the election, duties and powers of township boards of education; judgments and executions against school boards; the examination, qualification and duties of teachers; school libraries; township and county school funds; common school funds, and additional taxes for the support of schools.

The legislature accepted the bill but made some modifications by keeping the district system, which had been excluded, and by imposing a state tax for education. The tax amounted to two mills on the dollar, and was added in the distribution to other funds which made up the common school fund “The common school fund of this state shall consist of such sums as will be produced by an annual levy and assessment of two mills upon each dollar’s valuation of all taxable pro-

¹³ *Prairie Farmer*, 1854, p. 102.

^{13a} The legislature enacted a law creating a separate office of Superintendent of common schools in 1854. It made it the immediate duty of the governor to fill the office until the November election of 1855

¹⁴ *State Supt. Rep.*, 1855-86, p. 190.

perty in the state, and there is hereby levied and assessed annually, in addition to the revenue for state purposes, the said two mills upon each dollar's valuation of all the taxable property in the state, to be collected and paid as other revenue is collected and paid", etc.¹⁵

In the next place, the law of 1855 made it mandatory that the trustees of both townships and local districts should levy a tax to supplement the distributable fund of the State. At least one free school in every district should be established and kept in operation six months out of each year. In addition, "for the purpose of erecting schoolhouses, or purchasing schoolhouse sites, or for the repairing and improving the same, for procuring furniture, fuel and district libraries, the board of education of any district shall be authorized to have levied and collected a tax annually on all property in their district."¹⁶

It seemed that there was some misunderstanding, intentional or otherwise, over the purposes for which a tax could be levied. Hence the law of 1859 restated that provision more specifically. "For the purpose of establishing and supporting free schools for six months, and defraying all expenses of the same, of every description; for the purpose of repairing and improving schoolhouses; of procuring furniture, fuel, libraries and apparatus, and for all other necessary incidental expenses, the directors of each district shall be authorized to levy a tax, annually, upon all the taxable property of the district. They may also appropriate to the purchase of libraries and apparatus, any surplus funds, after all necessary school expenses are paid."¹⁷

Since there was a fund to be distributed to the common schools by the state, provision was made in the law to base two-thirds of the distribution on the number of white children in each county between five and twenty-one years of age, and one-third on the number of townships or parts of townships in each county. "On the first Monday in June, in each and every year, next after taking the census of the state, the auditor of public accounts shall, under the supervision of the commissioners of the school fund of the state, ascertain the

¹⁵ Sess. Laws, 1855, Sec. 67, p. 77.

¹⁶ Sess. Laws, 1855, Sec. 71, p. 78.

¹⁷ Ill. Teach., v. 5, p. 3 of Circular of State Supt.

number of white children in each county in the state, under twenty-one years of age, and shall thereupon make a dividend to each county of two-thirds the sum from the tax levied and collected; and the interest due on the school, seminary and college fund, in proportion to the number of white children in each county under the age aforesaid, and of the remaining one-third, in proportion to the number of townships and parts of townships in each county.”¹⁸

Finally, the money due the townships should be distributed “in proportion to the number of days certified on such schedules respectively to have been taught since the last regular return day fixed by the act or trustees for the return of schedules.”¹⁹

The greatest objections to the free school law, which taxed property for the support of education, were obviated by the method of distributing the state school fund. The more thickly populated sections benefited by the distribution on the number of children under twenty-one years of age. The sparser districts were helped by the distribution on the number of townships or fractions thereof per county. Moreover, the richer sections, which might also have the greatest number of minors, paid the biggest share of the tax. Cook county paid out \$65,150.31, and received \$29, 185.02, while Williamson county paid out \$1,737.04, and received \$4,917.25.^{19a} It is easily seen, therefore, that the state tax distribution method was a powerful argument that carried in poorer sections where other reasons failed. The principle of distributing state money, collected from the richer sections, to help poorer districts was first used after 1855.

The Attitude to the Free Schools.

Quite frequently the attitude to the common schools became one of defense for, or objection to the private academies and select schools. Occasionally, the semi-public academies were included in the condemnation. The struggle concerned itself, therefore, for the supremacy of one system of education over another. Should leaders in society, and they alone from the wealthy people, be educated by the acad-

¹⁸ Sess. Laws, 1855, Sec. 69, p. 78.

¹⁹ Ibid., Sec. 36, p. 61.

^{19a} Sangamon county paid out \$23,440.75, and received \$12,412.82. See Auditor's Report for 1855-6, p. 35-6.

emies, thus leaving the poor people to shift for themselves? Or, should the State adopt a system of free education especially favorable to the common man? It did adopt such a system in 1855, with the result that its friends began to sing its praises. The virtues usually found were superior in the common schools, inferior in the academies.

First and pre-eminent, were the arguments from democracy. The children of the rich and the poor, the high and the low, were all on the same level in the common schools. Rewards and punishments, success and failure came as a result of individual merit rather than distinction from wealth and parentage. In the light of our republican institutions, private schools were a failure. "They were the nurseries of aristocracy; not the aristocracy which despises the poor man because he is poor—which calls men of moderate means, small fisted farmers, greasy mechanics, and filthy operators, unfit to associate with well-bred gentlemen, and says free society is a failure, which threatens the overthrow of republicanism, and is hard upon our free schools:"²⁰

Private schools, pushed to their logical conclusions, would divide the American people into classes entirely contrary to our traditions. Not only would the rich and poor be separated, but "there must be schools to represent particular nationalities and particular forms of belief. And this would perpetuate national peculiarities, and embitter religious prejudices and beget a clannish spirit, and divide society more and more into parties estranged and hostile to each other, when every effort should be bound together by friendly intercourse in universal sympathy and concord. And I know of no minor agency to affect this than a well devised and well sustained system of common public schools."²¹

In the common schools "and the humbler walks of life, where talent is oftenest found, the gifted and good—educate and qualify themselves for the responsible positions in life."²²

Common schools, universally established, would enable parents, "to educate their children at home, where they can counsel with the teacher in the formation of the child's char-

²⁰ Ill. Teach., v. 4, p. 78.

²¹ Ibid., p. 87.

²² Ibid., p. 79.

acter, and where they can detect and check those tendencies to evil to which most children are prone.”²³

Besides, private schools and academies were located where they were least needed. “The private school system will never plant schools where they are needed to meet the wants of the entire community. Hence some, nay, many would under it be excluded from all school privileges by location. Teachers will of course choose to establish schools only in dense and wealthy communities, where good compensation will be assured to them, and the poorer and more sparsely settled sections of the country will be left altogether unsupplied.”²⁴

Even though academies were rightly located, “they are too expensive for general use. Teachers must live; and private schools must charge a rate of tuition per scholar which will support the teacher or teachers, and afford a superior income sufficient to pay rent for buildings and fixtures, and this will make education much more expensive to scholars than when the property is taxed to support the schools of the district. And especially does this private school system press heavily upon those in the community who are rich only in mouths to be filled, backs and feet to be covered, and bills to be paid. Multitudes of children must remain untaught if only this system be in operation among us.”²⁵

Finally, the private school teacher sacrificed efficiency for popularity with pupils, which meant popularity with the parents. Some thought that popularity was incompatible with the proper handling of pupils, because the only concern of the teacher should be to know and do his duty. Wealth ought not make any difference in the children’s school privileges. But common school pupils paid only thirty dollars, where academic pupils paid ninety dollars for instruction.

However, it was recognized that the academy had some advantages. (1) “The teachers in the private schools, as a class, are superior in natural endowments and scientific attainments to the teachers in the public schools. They must be so to sustain themselves. No private school with inferior teachers at its head ever had more than an ephemeral existence; while nine-tenths of the public schools, taking the coun-

²³ *Ibid.*, p. 80.

²⁴ *Ibid.*, p. 87.

²⁵ *Ibid.*, p. 86.

try through, are supplied with teachers of an inferior grade, unfit to be trusted with the molding of immortal minds.”²⁶

(2) The equipment and apparatus was far superior in the academies. (3) The academies had a more enriched curriculum while public school education was “confined to the intellect at the expense of manners, morals, and the organic structure. Better no education, than such education. It only tends to make rogues.”²⁷

It is evident therefore, that the State was divided into two groups, the one favoring public schools, the other academies. The south, generally, wanted to be left alone with its original class system of education. On the other hand, the north wanted to impose its common school system on all alike, the State over. The attitude of the two sections can be clearly obtained by studying the literature of each of the two groups. Many times the south was bitterly opposed to the common school, while the north eulogized it.

“We have got to hating everything with the prefix free, from free negroes up and down through the whole catalogues—free farms, free labor, free society, free will, free thinking, free children, and free schools—all belonging to the same brood of damnable isms; but the worst of all these abominations is the modern system of free schools. We abominate the system because the schools are free.”²⁸

The other attitude follows: “We dedicate it to freedom; to humanity; to advancing civilization of the ages; to an ever onward, ever upward, and ever glorious career of conjoined knowledge and industry, science and art, justice and humanity. In a word, we dedicate it to the human race, to Christ, and to God, to the truth they enjoin, the beneficence they inspire, and the glory they impart; and should any ever in the future attempt to divert or hinder it from these great ends, this glorious career, we this day pray that their hands and their tongues may become palsied and powerless; that its beams and rafters may cry out against them, and its very bricks and stones confront and repel them; and that, ever guarding its own vestal fire within, it may throw far abroad the radiance of its own light—resplendent and beneficent to

²⁶ Ill. Teach., v. 4, p. 77.

²⁷ Ibid.

²⁸ Ibid., p. 79.

all on earth—accepted and blessed by all in Heaven; and that from age to age the zephyrs may still waft the sweet music of its love over the green grass where its founders rest as successive generations of youthful voices arises to call them the blessed of the Lord.”²⁹

Ex-Gov. Reynolds, at this time, wrote a little book urging the people of the south to accept the free school law. The repeal of the Missouri Compromise through the Dred Scot Decision, and the birth of the Republican party kindled anew the sectional feeling. So it is doubtful whether his book had a wide circulation and much influence in the interests of free education in the southern part of the State.

S. W. Moulton, who managed the free school law in the legislature, spoke of it, about the time Reynolds wrote his book, as having aroused the people from apathy because their interest lay where their money was spent. The property tax led, therefore, to suggestions and improvements in the law that could not be foreseen until experience was obtained by practice.

Since there were two extreme beliefs over the free school bill depicted, and since it appears that the opposition was connected with slavery, and in justice to both the North and the South, it would be in order to state from the evidence which we have what each section contributed and what its attitude has been to education.

The academy was supported alike by both sections, it having been first introduced by the South because southerners settled Illinois first. Though it operated in both sections for the education of leaders, the children of the poor were to be educated gratis, and a common school department for the “public” was usually attached. Manual labor was adopted principally to make it economically possible for the less wealthy to receive an education.

The apprentice laws were of southern origin, and the indentures were usually those of negroes or mulattoes. The explanation of the introduction of the apprenticeship system by the way of the South instead of the North lies in the fact that the northerner did not come until only the vestiges of indentures remained in the older eastern states; while the

²⁹ Ill. Teach., v. 4, p. 185.

southern immigration took place at an earlier time when the apprenticeship system was a little more common.

To the South should be attributed the enactment of the first free school law in 1825. The poor and ignorant for whom it was especially designed to benefit objected because they did not understand its benefits and could not pay the necessary tax for the support of schools. The South was wholly to blame for the repeal of the law.

Again, the South forged to the front in the proposed legislation for free schools, and county normal schools which were to be supported as the academies were in Kentucky and Virginia, but these plans were finally rejected by a legislature whose majority consisted of representatives from the older southern counties in Illinois.

The adoption of the recommendation of the representative leaders from both sections for a state superintendent of common schools failed, but the office was vested ex-officio in that of the Secretary of State. This was probably patterned after the Pennsylvania type.³⁰

However, the resolutions, recommendations and petitions for a separate state superintendent came almost exclusively from the newer counties of the northern and western sections which were settled by New Englanders and easterners.³¹

The growth of the question of taxation is illustrative of the attitude of northern and southern Illinois toward free schools. The legislature, besides granting the right of taxation for school purposes in a few city charters, passed a general law in 1845 which allowed communities to levy a property tax by a two-thirds majority vote for school purposes. The taxing clause was changed in 1848 to a majority vote.

The first report, issued in 1849, which dealt with an ad valorem property tax for schools, showed that \$29,947.46 was voluntarily levied by the people. Thirty of the counties levying such tax were in the northern part of the State, while six were in the southern part. In 1852, \$51,101.14 were likewise voluntarily levied by forty-three counties, thirty-six of which were northern and seven southern. Of the twenty-six coun-

³⁰ Assembly Reports, 1844, p. 103.

³¹ Assembly Reports, 1846, 1849, 1851, 1853, Jr. Const. Con., 1847.

ties that did not levy a tax, eighteen were southern and eight northern counties.³²

In the senate, the free school bill of 1855 passed by a vote of 20 to 3, and in the house, 47 to 14. An analysis of the vote relative to the section from which the representatives came shows that most of the opposition was in the southern tier of counties stretching to the east and southeast of St. Louis across the State.

Therefore, it is evident that the opposition to the idea of free education came from the old southern portion of the State. This probably was not due to the fact that these people were southern in origin for such leaders as Coles, Duncan and Edwards, always champions of free schools, migrated to Illinois from the South; but rather the opposition finds its explanation in the fact that the southern districts were economically much less able to support free schools than the fertile and commercial northern sections.

Before discussing the beginnings and characteristics of the high school, a summary of the free school law of 1855 follows. The constitutional convention of 1847 accepted the first reading of a bill which provided for a free system of public schools, and a state superintendent to give the proposal effect, but the convention omitted all mention of free schools in the final draft of the constitution. However, the leaders, associations and editors continued to agitate the same question until the legislature authorized the separation of the Department of State and the schools. It also authorized the appointment of a state superintendent and required that he prepare a bill for the reorganization of a school system, which bill was adopted in 1855. A state tax of two mills was levied on every dollar of property and the income added to the annual distribution of the common school fund; a local tax was levied by the trustees of both township and district to help maintain at least one free school in every district for six months in the year. The state common school fund was distributed in such a manner that two-thirds was given to the county on the basis of the number of white children between the ages of five and twenty-one years, and the remaining one-third on the basis of the number of townships,

³² Assembly Reports, 1849, p. 116; 1853, p. 149.

or parts of townships in each county. The money due the townships was to be distributed in proportion to the number of days of school that were actually taught.

The method of distribution of the state school fund, which benefited the poorer sections as well as the richer districts was a powerful argument in favor of free schools. They were democratic; they were the means by which children could be educated at home; they were located where they were needed; they were inexpensive. On the other hand, the successful academies had superior teachers; they were better equipped; they had more extensive subjects of study. Thus two sharply defined groups existed in the State; the one favored the common school, the other favored the academy. At one extreme, the free school was placed in a class with free negroes; at the other, it was eulogized. How the common school supplied some of the secondary education of the time follows.

CHAPTER XII.

The Beginnings and Characteristics of the Free Public High School of 1860.

The high school as a separate institution was not usually so designated, and thought of, until quite a while after the passage of the free school law of 1855. The academy had long been the means of secondary education, but the common school had even before 1850 begun to usurp the province of the former institution. The academy was the chief means of providing education for the aristocracy of society. The common people had no way to gain similar advantages for their children. The academy was open to them, but tuition charges, the cost of sending children to live away from home combined with the inaccessibility of the academy, kept the common children at home. But the working men were imbued with high ideals. Their children must have advantages provided that the parents missed. The common school was the only way open. That humble institution struggled along until we see it occupying the center of the stage of political and educational thought. Though it was called the common school, by 1860 it came to mean both the elementary school and the high school. "The high school and the common school are part of the same system. The one is the head, the other the heart. One is the branches, the other the root."¹

One of the chief ways by which the high school came to be the upper part of the common school system was through gradation. The very first mention of that idea, applied to the common schools, was the suggestion of that subject in an article for contribution to the Common School Advocate, in 1837. A year later, the Sangamo Journal printed an article on the system of schools in the State in which gradation was suggested.

¹ Ill. Teach., v. 8, p. 49.

“In addition to the primary schools * * * we must have academies or high schools and colleges. The first finishing the education of many of its students whose means will not permit them to pursue it farther, and only the more thoroughly preparing others to enter the second, where alone their scholastic pursuits can be closed.”²

The *Prairie Farmer* in 1844 advocated the establishment of a school system with three departments, because it deprecated the growing influence of the academies. “And what shall be the remedy? We do not expect a community justly appreciating education, and desirous of affording to their children the means of procuring the higher branches, will rest passive with inferior schools, neither would we desire any such lowering of the standard of education. But instead of creating independent select schools, we would have a plan something after this sort adopted. In the first place, the district should be large, and as the school increased, instead of dividing districts, sending large and small children to the same school, the school should be divided, classifying the scholars according to their progress. Where the number of scholars would admit of it, there should be at least three grades of schools. For the small children, say under ten years of age, female teachers should be employed, and the schools should be as numerous as possible, to facilitate attendance. For the next grade, the instruction and number of schools should depend upon circumstances. For the highest grade, there should be but one school within a circuit of at least three miles diameter, no matter how thickly settled the town if under ten or fifteen thousand inhabitants, and generally there should be but one such school to a township, and occasionally but one in a county.”³

Next, educational conventions discussed the merits of gradation and advocated the adoption of such a scheme in their resolutions. “Resolved, That it be earnestly recommended to school officers to establish such a classification of studies and gradation of schools as will prevent the great waste of time, effort, and money, to which our schools are now subject; and that experience proves the feasibility and profit of the following system of gradation:”

² *San. Jr.*, Apr. 21, 1838.

³ *State Supt. Rep.*, 1885, p. 160.

First. Primary schools, in which as many of the youngest pupils shall be taught in the full rudiments of education as one female teacher can instruct.”

‘Second. Grammar schools, both male and female, in which the elementary and common English studies shall be pursued, viz.—Geography, Written Arithmetic, Grammar, Reading, Spelling, and Writing; the number of these schools being smaller and the number of pupils larger than the lower grade”.

“Third. One high school for each large town or city, in which the higher English branches and Languages shall be taught; the pupils to be admitted by examination from the Grammar schools, and those of Grammar schools in the same manner from the Primary schools.”⁴

From the above typical citations, the first scheme of gradation included three departments, namely, primary, grammar, and high. Now, a territorial basis was also necessary. More primary than grammar schools should be established, and one higher department serving for many of the others. To carry out that idea, the policy of joining districts grew up, and the name, union, or union graded schools, became somewhat common.

The idea of establishing union districts by law was slow in developing. The law of 1825 provided that there should be at least fifteen families in a school district, but the amendment of 1827 said that there must be at least eighteen children going to school or subscribed, and the amendment in 1829 made the size of a district a purely voluntary affair. The legislature, in 1841, provided for the appointment of township trustees who were to establish districts within the township as suited the convenience and wishes of the people; as many schools could be kept in a district as the people desired. Six years later an additional amendment provided, “that districts may be altered at any time by said trustees to suit the wishes of a majority of the inhabitants in the districts interested,”⁵ and that children might be transferred from one district to another. By 1853, the practice of creating union districts had grown considerably so that the legislature occasionally legalized the action of some directors:

⁴ *Prairie Farmer*, v. 8, p. 273.

⁵ *Sess. Laws*, 1847, p. 130, sec. 46.

“Sec. 3. Said district shall be called Union School District, and shall have, enjoy, possess and exercise all rights, powers, privileges, advantages and immunities of other school districts, shall be entitled to its equal and joint proportions of the school funds, and shall be organized, regulated, controlled and governed by the laws of the state now in force, or that may be hereafter passed.”⁶

The free school law, two years later, provided for the establishment of union districts: “Whenever it may be desirable to establish a school composed of pupils, residents of two or more districts, or two or more townships, it shall be the duty of the respective boards of Education of each of such townships to transfer such number of the pupils residing in such townships as the boards may deem proper to the school so established in the township in which the school house is or may be located; but the enumeration of scholars shall be taken in each of such townships as if no such transfer had been made; and such school funds of the respective townships in which the pupils composing such school shall reside, and from which they shall have been transferred; and the board of that township in which the school house where such school is located shall have the control and management of such school; and the boards of each of such townships so connected for school purposes shall each pay its respective share of the entire expenses of every kind incurred in the establishment and support of such school, to be computed in proportion to the number of pupils residing in each of such townships composing such school; and each board of the townships from which pupils are transferred shall draw an order on its township treasurer, signed by its president, in favor of the township treasurer whose board shall have the control and management of such school, as the case may be, for the amount of its share of the entire expenses aforesaid of such school, and the board of the township having control and management as aforesaid of such school shall pay out of its treasury the whole amount required for the establishment and maintenance of such schools, in the manner as provided in this act for the establishment and maintenance of other schools; Provided,

⁶ Sess. Laws, 1853, p. 136.

however, by agreement of the several boards interested therein, said school may be placed under the control and management of such persons as may be determined by a majority of said boards."⁷

The Illinois Teacher gave the reason for the name, union schools, thus: "They are called Union Schools because they afford all the advantages of a well conducted common or select school and academy for gentlemen, and the seminary for ladies; they are called graded because the pupils are classified according to their attainments; in such, the scholar may commence with the alphabet and pass from one grade to another, until prepared to engage in the common pursuits of life, or enter any college or university."⁸

Therefore, it is quite evident that the high school was a part of the union graded system. Moreover, it was essential to the union graded schools to have a high school as the capstone. "Our Union Graded Schools have demonstrated to the most skeptical that by adopting this plan they can have schools, apparatus and libraries, equal, if not superior, to our private institutions, with but a small additional expense to the present system. We look upon the establishment of the Union Graded, or Central High School to be essential to the free school system."⁹

The scheme of gradation was advocated somewhat vigorously over the State because its advocates believed that it was economical; that it was a stimulus to exertion on the part of the pupil; that classification could be made on merit; that the school system would become a selective agent; that a broader range of studies was possible; that school work could be made continuous; that more expert teaching was possible; and that better organization and administration resulted.^{9a}

From the above advantages of gradation, as were pointed out in educational thought, the framers of educational legislation were induced to make provision for graded schools in the bill of 1854. Township boards "shall have power to establish schools of different grades, to assign such number of scholars to such schools as they may think best, and to control

⁷ Sess. Laws, 1855, p. 61, sec. 37.

⁸ Ill. Teach., v. I, p. 257.

⁹ Ibid. v. 4, p. 6.

^{9a} These arguments are greatly expanded in the Illinois Teacher, Volume 4, page 90.

and regulate the admission of scholars to schools of the higher and different grades, and if on account of great distance or difficulty of access to the schools in any township, or on account of the scholar being too far advanced to prosecute his studies in any school in his township, any of the pupils could be more conveniently accommodated in any other schools, academies or colleges in this State, the board of education shall have the power to make an arrangement by which such pupils may be instructed in the most convenient school, academy or college in this state, and the expense of such instruction shall be paid out of the public funds, as may be agreed upon by the board of education.”¹⁰

The high school developed as a part of the common school system when the common schools became graded into primary, grammar and higher departments. It is true that the gradation of each of the departments took place next, but we are only concerned now with the last department. The academy may be said to have represented the upper part of the common school system in an ungraded form, with some enrichment of the curriculum. With the great power of the State behind the free common schools, the private schools and academies could not compete. Many of the private institutions accordingly, asked the state superintendent how they could be changed into high or union graded schools under the present law. By the law of 1855, as amended in 1857 and 1859, two methods were open:

1. The directors of all the districts that wanted to unite should determine the number of scholars to attend the new school, should erect, rent or purchase a building and should levy a tax on each district in proportion to the number of pupils therefrom. The academy buildings might be so selected, and the directors in the district where the school was to be located should have its control and management.

2. All district directors might elect three trustees to be styled, directors of union district No.—, in township No.—. The union directors should have power to levy a tax on all property of the union district. Pupils should be admitted from outside the union district under such rules as the trustees should see fit to establish.

¹⁰ State Supt. Rep., 1854, p. 30.

The difference in the two methods lay in the fact that, in the first, the tax was to be levied on each district in proportion to the number of pupils therefrom and the care of the school rested in the hands of the directors where the school was located. By the second plan, the directors were the trustees of the entire union district with the power to levy taxes on all of the property in the union district. Finally, the school was under the control of the directors representing the whole district.

By these provisions, private institutions could become public. Whether they did or not must be proved by investigation, although the state superintendent said, "that nearly two-thirds of all the private Academies and Seminaries that existed in the state have thrown up their organizations and reorganized under the Common School law."¹¹

A list of Illinois High Schools in Existence at the Beginning of the Civil War.

The ordinary conception is that few free high schools were in existence in the United States before the Civil War. But investigations in Massachusetts, Ohio and Illinois have shown that an unexpected number were in operation. Certainly those institutions were not our present day high schools any more than early Harvard and Yale were the universities we know today. The characteristics of the high schools in Illinois before the Civil War were clearly enough marked out to warrant the use of the term—high school.

Then, we shall give a few examples to show how we have concluded that the free high schools were established as given in the table below. First, let us take Chicago. The legislature, March 1, 1839, gave the city council power to tax for schools.

"Sec. 3. The Common Council of the City of Chicago shall have power to raise all sufficient sums of money, by taxing the real and personal estates in said city, for the following purposes, to wit: To build school houses; to establish, support and maintain common and public schools, and to supply the inadequacy of the school fund for the payment of teachers; to purchase or lease a site or sites for school houses; to erect, hire or purchase buildings suitable for said

¹¹ As an example of reorganization, see the special act allowing Crystal Lake Academy to reorganize. Sess. Laws, 1857, p. 1223.

school houses; to keep in repair and furnish the same with necessary fixtures and furniture whenever they may deem it expedient; and the taxes for that purpose shall be assessed and collected in the same manner that other city taxes are or may be.”¹²

Therefore, a free high school could have been established in Chicago. About 1840, the schools of the city were reorganized and the board of inspectors in their annual report said “Had we the means, the establishment of a High School, with two good teachers, into which might be placed a hundred of the best instructed scholars from different schools, would remedy this increasing evil.”¹³

The school committee, in 1844, advocated a high school for advanced pupils. “The lower story to be divided into two rooms, one for small boys and another for small girls, the upper room to be so divided as to give necessary recitation rooms for a High School, so that one Principal Teacher and two or three assistants shall be able to conduct the several schools, and thus give it a High School in which may be placed the more advanced scholars.”¹⁴

Again, in 1846, the inspectors called the attention of the common council to the need of “at least one school where the ordinary academic studies may be taught.”¹⁵

The school committee, the next year, in its report said, “In reference to a High School, they are of the opinion that there are insuperable objections to the establishment of such a school, independent of the inability of the city at the present time to build one.”¹⁶

However, a special committee reported a plan to the city council for the establishment of a high school, and gave the reasons why the city should have such an institution. There upon, Dec. 11, 1854, the city council “Ordered, That the Committee on Schools be directed to prepare an ordinance for the establishment of a High School in connection with our Public School System.”

“Ordered, That said Committee recommend a site for said School, and that the Superintendent of Public Schools

¹² Sess. Laws, 1838-39, p. 215.

¹³ Chi. School Rep., 1879, p. 48.

¹⁴ Chi. School Rep., 1879, p. 48.

¹⁵ Ibid.

¹⁶ Ibid.

be requested to furnish an outline plan of a building for the accommodation of said school.”¹⁷

Jan. 23, 1855, the common council passed an ordinance establishing a high school, which institution was opened in a building erected for it, Oct. 1856.

Next take Virginia. The law of 1845 made provision for the levying of taxes in any district where two-thirds of the voters decided to tax themselves for schools. This village took advantage of the law and a year later had a high school department in operation as appears from this quotation: “We have a common school of grades in Virginia, commenced in July, conducted by two teachers, in separate departments, with eighty scholars, in which a thorough course of instruction in the English branches of Education, in Mathematics, in Latin, Greek, and French Languages, and in the ornamental branches, are ably taught. We have a third department in the same building, liberally granted by the county commissioners’ court for a nominal amount approved by the people, which will be fitted for use when the number of scholars justifies the employment of additional teachers * * * This school district and Beardstown * * * voted in May last the highest rate of taxation under the law.”¹⁸

Similarly, a union school, with a high school department was in operation in Rockton in 1851: “In the afternoon of the same day, we visited the Rockton Union School, under the Superintendence of Mr. Seely Perry, * * * In this school are realized more fully than in any other district in the county the advantages of a division of labor. There were about 160 pupils in the school, embracing classes in all stages of progress, from the alphabet up to the highest branches of classical and natural science taught in our best academies.”¹⁹

Finally, communications, and the reports of the state agent who travelled for the establishment of free schools, showed that high schools were opened, many relatively permanent, and some whose existence ended with the decay of the villages from economic conditions. The following table, perhaps, has omitted some high schools that were in existence,

¹⁷ Chi. School Rep. 1879, p. 50.

¹⁸ Prairie Farmer, v. 6, p. 86.

¹⁹ Ibid., v. 11, p. 160.

but it shows that the free high school had a good start by 1860.

Alton	1859	Kewanee	1859
Atlanta	1859	Lacon	1858
Belleville	1860	LeRoy	1856
Belvidere.....	1857	Lockport	1856
Bloomington	1856	Lee Union Center...	1859
New Boston.....	1860	Lyndon	1847
Brimfield	1860	Mount Vernon Acad-	
Canton	1862	emy, changed to	
Chester	1856	free school.....	1856
Chicago	1856	Nashville Academy,	
Decatur	1856-62	changed to free	
Dwight	1860	school	1858
Dixon	1857	Ottawa	1857
Eden	1856	Paris	1856-66
East Elgin.....	1856	Sparta	1856
East Pawpaw.....	1856	Peoria	1856
Franklin Grove....	1856	Plainfield	1856
Freeport	About 1851	Princeton	1857-66
Fulton City.....	1860	Prairieville	1858
Galena, Male High		Urbana Seminary,	
School and Female		changed to free	
High School.....	1857	school	1856-58
Galva	1859	Quincy	1856
Geneseo	1852-59	Rockford	1862
Galesburg, but		Rock Island.....	1858
charged tuition		Rockton	1851
for several years..	1859-60	Springfield	1858
Homer Seminary,		Vandalia	1858
changed to free		Virginia	1846
school	1858	Warsaw	1858
Jacksonville, West...	1851	Washington, T a z e -	
Jerseyville, mostly		well Co.....	1858
free	1853	Waukegan	1856
Joliet	1858	Wethersfield	1859

Subjects of Study.

Since the common school included a high school department in numerous instances, it is to be expected that second-

ary subjects of study existed along with elementary subjects. Either high school subjects were contemplated, or they were being taught in some common schools before the permanent free school law was passed. The county superintendent of Stark county hoped to have the common schools so perfected, "as to be able to teach, in the most approved manner, all that our children need to learn in order to fit them for the ordinary avocations of life. They not only need to know how to read and write and cipher, but to have some knowledge of History, Natural and Mental Philosophy, Political Economy, Chemistry, Physiology, Geology and Meteorology. All these may be profitably taught in our common schools."²⁰

However, in those communities where the town charter had given the common council the right to impose a tax for the support of schools, or in those places where the people were willing by a two-thirds and then later a majority vote to tax themselves for education, or where the schools were graded, there, subjects of an advanced nature were taught. Chicago common schools in 1847, were teaching, besides such subjects as reading, writing and arithmetic, Townes' Intellectual Algebra, Baley's Algebra, Preston's District School Book-keeping, Physiology, Gales' Philosophy and Gray's Chemistry."²¹

In the Rockton Union School, subjects were taught "from the alphabet up to the highest branches of classical and natural sciences taught in our best academies."²² In Virginia, Ill., the common schools were graded so that in the upper division there was a "thorough course of instruction in the English branches of education; in mathematics; in Latin, Greek, and French Languages, and in the ornamental branches."²³ A union school at Freeport taught, besides the common branches, mathematics, natural and moral sciences, French, Greek and Latin.²⁴ At Carrollton, German, French, Latin, Greek and Spanish, in addition to the common branches, were taught in the common schools.²⁵ The county superintendent of Peoria county reported that chemistry,

²⁰ *Prairie Farmer*, v. 12, p. 236.

²¹ *Prairie Farmer*, v. 7, p. 372.

²² *Prairie Farmer*, v. II, 1851, p. 160.

²³ *Prairie Farmer*, v. 6, 1846, p. 86.

²⁴ *State Supt. Report*, 1851, p. 230.

²⁵ *House Reports*, 1853, p. 179.

algebra, physiology, ancient and United States history, and philosophy were taught in the common schools.²⁶ Will county included in the program for the common schools, astronomy, algebra, physiology, chemistry and philosophy.²⁷ Moreover, subjects of secondary character were taught in some of the common schools in the counties of Champaign, Greene, Johnson, Jefferson, Marion, Pike, Saline, Stark, Lake and Woodford according to the reports of the county superintendents of those counties for 1851.²⁸ Morgan county had a union graded school at Jacksonville wherein departments of study were included as far as those of college grade.²⁹ Jerseyville had a high school, mostly free, as a part of the common school system in which teachers were prepared for elementary instruction.³⁰ In Knox county, a union district building was constructed in which "the plan to be pursued is to select a principal capable of teaching all the branches usually taught in a high school, with sufficient assistance to accomodate the whole district."³¹

The Prairie Farmer found that some of the common schools were teaching mental and written arithmetic, drawing, writing, spelling, mathematical, physical, civil and political geography, astronomy, English grammar, United States history, physiology,, natural and mental philosophy, algebra, geometry, economics and the ornamental branches.³²

The subjects in the common schools were not so extensive in scope as those taught in the academies, but they were quite similar. One reason for the likeness was that the common man took his cue from the classes above him. It was the fashion for, say, "Ornamental Branches", to be taught to the children of the working people. While the parents' opportunities had been limited, the study of Latin and Greek, as in the academies, would make their children cultured. When they were arguing for the common school, the leaders thus retained part of the philosophy of the academy in the curricula of the "people's college." The other reason was that

²⁶ House Reports, 1851, app. of Supt. Report.

²⁷ House Reports, 1851, app. of Supt. Report.

²⁸ House Reports, 1851, app. of Supt. Report.

²⁹ House Reports 1853, p. 163.

³⁰ House Reports 1853, p. 163.

³¹ House Reports, 1849, p. 113.

³² Prairie Farmer. v. 10, 1850, p. 11.

the academies supplied many of the common teachers for the common schools. The teachers naturally taught those subjects which they studied in the academies.

At the time of the passage of the free school law, which gave a decided impetus to the formation of high schools, the educational literature had quite a little about the kind of subject matter, and its organization, that should be adopted by the high school. The Illinois Teacher printed the program of studies which appears in the list below for the guidance of school men. Chicago began its central high school in 1856 with a two year curriculum for prospective teachers, a three year English curriculum and a four year English classical curriculum. Schools reorganizing under the free school law also were advised to study the Chicago curricula for suggestions. However, it is quite probable that most of the common schools enlarged their curricula gradually rather than creating others, *de novo*. The academies, reorganized by the law of 1855, probably continued the subjects that they had taught. At any rate, the core of the curricula that were suggested continued to urge the languages, mathematics, and philosophy, which were the intellectual studies of the academy, as appears from the following programs of study:

FIRST YEAR.

First Term—Latin, or English Analysis; Algebra, Elocution and Orthography.

Second Term—Latin, or English Analysis, Algebra, History.

Third Term—Latin, or Elements of Physiology; Arithmetic; History.

SECOND YEAR.

First Term—Latin, or Rhetoric; Geometry; History or Greek.

Second Term—Latin, or Rhetoric; Geometry; History or Greek.

Third Term—Latin, or Bookkeeping; Algebra; Botany, or Greek.

THIRD YEAR.

First Term—Latin, or Natural History; Physical Geography; Trigonometry, or Greek

Second Term—Latin, or Surveying, etc.; Physiology; Natural Philosophy, or Greek.

Third Term—Latin, or Evidence of Christianity; Review of Arithmetic, etc.; Astronomy, or Greek.

FOURTH YEAR.

First Term—Mental Philosophy, or Latin; Rhetoric; Chemistry, or Greek.

Second Term—Mental Philosophy, or Latin; Civil Government; Geology, or Greek.

Third Term—Moral Philosophy, or Latin; Review of Arithmetic, etc.; Logic, or Greek.

It will be seen that there are in reality three courses marked out in this report. The first is the General Course which the main body of the school may be supposed to pursue. It is that given in the scheme omitting the alternative branches. The second, is the course preparatory to College. It is the same as the General course for the first year; but in the second and third years, substitutes Greek, and in the fourth, Latin and Greek. It may be called the Collegiate course. The third is for those who prefer not to study Latin. It differs from the General Course by substituting other studies in the place of Latin for the first three years. It is the Imperfect Course. As sounder notions of Education become prevalent, this course will become less popular and the General Course more so.”³³

The normal training curriculum of the Chicago High School consisted of a review of the common branches, physical geography, general history, ancient geography, algebra, book-keeping, botany, astronomy, physiology, natural philosophy, chemistry, geology, rhetoric, political science, mental philosophy, moral science, etymology, English literature, reading, drawing, music, recitations and the theory and practice of teaching.

The English course consisted of a review of the common branches, physical geography, general history, ancient geography, algebra, legendre, arithmetic, plane and spherical trigonometry, mensuration, surveying, navigation, book-

³³ Ill. Teacher, v. 4. p. 400.

keeping, botany, astronomy, natural philosophy, chemistry, geology, rhetoric, logic, economics, political science, mental philosophy, moral science, etymology, English literature, reading, drawing, music, German, French.

The English classical curriculum added to the English curriculum, Latin, grammar and prose, Caesar, Cicero, Virgil and Greek.³⁴

None of the high schools over the State had such an extensive program as the two above indicated. Peoria gave the following as the subjects taught in her high school in 1856:

“First Class—Spelling in connection with etymology; read and define from the Fifth Reader; Arithmetic completed and reviewed; English Grammar.”

“Second Class—Mathematical and Physical Geography; Latin begun; Algebra; Bookkeeping; Spelling weekly.”

“Third Class—Geometry and Trigonometry; Latin continued Natural Philosophy; Drawing; Spelling weekly.”

“Fourth Class—Chemistry; Latin continued; Rhetoric and Logic; Mental and Moral Philosophy; Reading and Elocution; Spelling weekly.”³⁵

Greek was to be added if enough pupils, planning to go to college, warranted the formation of a class.

Springfield had practically the same program. The first class was preparatory, and the other three classes offered Latin, Greek, mathematics, English, history and science.³⁶

Galesburg had three grades in the high school which were designated as A, B, C. All of the common branches were taught and in addition, mathematics as high as algebra, science in the form of natural philosophy, three classes in Latin, physical geography and rhetoric, composed of essays, declamations and composition.³⁷

Finally, the programs of some of the reorganized academies included such subjects as Latin, Greek, French, geometry, plane and spherical trigonometry, chemistry, philosophy and the common branches in preparation for the more advanced work.

From a study of the upper part of the common schools that were being graded, it must be concluded that some sub-

³⁴ Chicago Report, v. 3. 1856. p. 28.

³⁵ Illinois Teacher, v. 2. 1856, p. 340.

³⁶ Springfield Report, 1866, p. 26.

³⁷ Steele, History of the Galesburg Public Schools.

jects of a secondary nature were generally taught about the time of the enactment of the free school law. Moreover, it was customary to include a review of some of the common branches as the preliminary or preparatory work in the higher department. Therefore, the boundary between primary and secondary education was loosely drawn for a period of about two decades, 1855-1875.

What the province of each was had to be determined in actual practice. The high school as well as the elementary school was becoming an institution whose advantages were open to all the people. The primary schools no longer existed exclusively for the public and secondary education no longer was maintained exclusively as a privilege of the upper classes. The change to a vertical from a parallel system of education entailed no definite number of years in the length of the common school system. No conclusive evidence has been found that the early free public high schools in Illinois had a four-year program. In fact, that length of time for secondary education was not used as a basis for the classification of high schools in the State until about 1880.

Farthermore, the number of years in the grades was equally late of determination. The first mention of gradation in Illinois was in 1837, and the names, primary, intermediate and grammar designated departments which are still quite common. These departments began to be graded in the more progressive communities of the State by 1855, but there was little thought that a year's work in the elementary school should constitute one grade. Some schools had ten grades with the tenth grade the beginning class, and the first grade the most advanced grade of the elementary school, but the length of the elementary school was about six years until 1875. About that time the plan of making the first grade the first year of elementary school work and the adoption of eight years of eight grades was begun. Some schools added a year to the elementary grades to prepare for the high school examination. The year so added was called the seventh grade. Other schools took the common branches or preparatory work out of the high school and added it to the elementary school. A few high schools retained what is now the eighth grade and made a longer high school period. Therefore the

length in years of the elementary schools and many of the high schools in Illinois is the result of a generation or more of development, 1850 to 1880, rather than the adoption, between 1840 and 1850, of the plan of the eight year highly organized volkschule of Prussia as Dr. Judd claims.

High School Entrance Requirements.

The academy, as has been shown in chapter four, admitted almost anyone who was able and willing to pay for instruction; the common school, from necessity, received part of its support in tuition charges before the free school law was passed. Neither were the equipment and the length of the term, nor the quality of instruction comparable to that which was given in the academy until advantages had been gained by the common school in public support, and in the classification and gradation of its pupils. One result of grading the common school, was the imposition of standards that determined when a pupil finished one department and was ready to enter another. In other words, entrance requirements were imposed which consisted of a combination of age and the completion of certain more or less formal work which had been set as a requirement of a particular department. Entrance to the primary school was usually based on age, while it was expected that one had completed the grammar school, or its equivalent, before entering the high school.

At least twenty-six of the high schools—practically all of them growing out of the common school—listed above required that pupils entering the high school pass an examination as a condition of entrance. In other words, entrance requirements were characteristic of the free public high school by 1860.

Taxation.

It has been shown that the school law of 1825 provided for local taxes and the distribution of two per cent of the yearly State revenues for the maintenance of free schools. The legislature repealed the local tax in 1827, and the State tax in 1829. The tax feature of the bills of 1835 and 1841 were annulled, but the legislature in 1845 gave any district the right to levy taxes by a two-thirds majority vote. Also, some cities were given special charters in which the right to

tax the people for the support of schools was granted. Moreover, the same authority legalized the action of some school directors who had levied a tax for the maintenance of free schools at the instance of the people of the district. The final step was taken by the law of 1855, which made it mandatory to tax the people for the support of the schools.^{37a}

Since the high school had grown up as a part of the common school in its process of gradation, or had been created by the city councils as a part of the public school system for the given city, or had been an academy that reorganized under the free school law, a second distinguishing characteristic was that it was publicly supported.

Public School Boards.

For a considerable time before the passage of the free school law, townships were incorporated for educational purposes under the control of elected trustees, and districts within the townships were established to suit the convenience of the people, and were administered by directors who were elected for that purpose. The law of 1855 added the third step which made it possible to have directors of the districts that were to unite, appoint a board, to control the newly created union district. The interpretation by the State Superintendent of the law of 1857, which was a restatement of some of the disputed sections of the law of 1855, made the board for the union district representative of the whole district. Finally, the legislature, in 1865, restated the union district clauses of the previous school laws, obviously to eliminate the troublesome questions of jurisdiction that had arisen in practice.

“A majority of the directors of each of two or more districts may consolidate said districts and appoint three directors for the union district so formed, who shall be styled, “Directors of Union District No. . . ., Township No. . . .,” who shall have all the powers conferred by law upon other school directors. The proceedings of the act of consolidation shall be signed by a majority of each of the concurring boards of directors, and delivered to the trustees of the proper town-

^{37a} The State tax for 1856 was \$606,809.51; for 1866, \$750,000. The local tax for 1856 was \$341,964; for 1866, \$2,078,335. Common school fund 1856, was \$3,005,937.

ship, and shall be evidence of such consolidation, and upon receiving a copy of proceedings, it shall be the duty of the trustees to change the map of the township in accordance therewith, and file the same with the clerk of the county court. The separate boards of directors shall then be dissolved and the union directors shall draw lots for their respective terms of office and be thereafter elected as provided in the forty-second section of the act."³⁸

A free public high school not only was an institution that was supported by taxation, and that imposed entrance requirements which were based on elementary education, but it was an institution that was controlled by a board of directors who were elected by the people.

The concluding paragraphs summarize the chapter. Public boards of education administered the high school and the common school as part of the same system, even though the former developed from the latter in the process of graduation and unionization. Schools were first graded into primary, grammar and high departments, and later, each department was graded. More primary than grammar, and more grammar than higher departments were necessary; hence the policy of creating union districts developed in which one institution received the pupils from several districts.

Private institutions reorganized under the free school law and received the benefits of public support. The resolutions adopted by city councils, the reports of the State Superintendent and the State Agent, and newspaper articles showed that about fifty high schools were in operation in Illinois by 1860.

The subjects of study that were taught in some of the common schools were secondary as well as elementary, but a distinct attempt was made to introduce curricula for the use of the high school that had many of the features of the more formal subjects of the academy. However, pupils were generally admitted to the high school only upon the completion of, and the formal examination in certain elementary subjects. The school itself was controlled and supported by the public.

³⁸ Sess. Laws, 1865, p. 117.

CHAPTER XIII.

The Establishment of the Free Public High School.

The present high school system in the State of Illinois has developed solely neither from the township nor the independent district system, but rather it is the product of the growth of the township idea, of the evolution of union districts under special charter, and of the development of districts under general law. The purpose of this chapter, therefore, is to consider these three phases in a general way.

Township High Schools.

People of the central west have been familiar with the Northwest Ordinances which made land grants for school purposes on the basis of townships or subdivisions of them. In 1841, the legislature had gone so far as to allow the inhabitants of a township to become incorporated for the establishment of public schools. By the same act, township trustees were to be elected whose duty it was to district the territory to suit the wishes and convenience of the people in any neighborhood. However, many of the districts so established were too small to support all grades of the common school. Some localities had overcome that difficulty, by about 1850, by joining districts. Others advocated the outright adoption of a township basis for school organization.

Supt. Edwards prepared the free school bill after that plan, but the legislature decided to cling to the mongrel district-township combination. However, some attempts were almost immediately made, in 1857, to adopt a large territory as the basis for the organization of a high school:

“The inhabitants of said townships shall have the power to unite together for school purposes, and select the site or sites for school houses, and to use their surplus funds for the creation of a suitable building for a high school for the use

of both of said townships. They may purchase suitable libraries and apparatus; and employ suitable teachers for such school or schools; they may arrange among themselves in respect to the number of children sent, and money furnished by each township.”¹

The above quotation is the earliest piece of legislation that has been found for the creation of a township high school. It should be noted that the high school thus to be established was so ordered by a special charter rather than a creation of the free school law. Also, a few years later, the inhabitants of Princeton took the customary recourse of special charter organization:

“All territory now included within the boundaries of the township of Princeton, in the county of Bureau * * *, together with such territory as hereafter may be added thereto, be and is hereby established a common high school district, to be known as the Princeton High School District.”²

The period for special charter legislation, however, ended about 1870 and the legislature incorporated the township high school plan in the general school law of 1872. Under the provisions of that law which has been amended from time to time as necessity seemed to require, seventy-one township high school districts are now in existence.

Only two districts were organized by a law of 1905 which was enacted with the expectation that more elastic provisions for township high schools had thus been created. In 1911, a law was passed which sought to make the establishment of community high schools possible. Since the Supreme Court declared the last law unconstitutional, in 1916, after one hundred ninety-one schools had been organized by its provisions, the legislature enacted the law of 1917 which contains some of the most prominent features of the legal foundation for secondary education in Illinois today.

By the provisions of the five above named distinctive township laws, a variety of high school districts were legal and have been established:

1. About half of the township districts in Illinois at the present time follow the lines of the congressional township.

¹ Sess. Laws, 1857, p. 1136.

² Sess. Laws, 1867, v. 3, p. 18.

2. Two or more adjoining townships could establish a high school.

3. Two or more adjoining districts were permitted to have a township high school organization.

4. Parts of adjoining townships were allowed to organize for township high schools.

5. The remainder of a township not included in a township high school district could form a township high school.

6. A school district with a population of at least two thousand might organize in township form.

7. A city with not less than one thousand or more than a hundred thousand inhabitants could use the township basis for school purposes.

8. If a township were divided by a navigable stream and there were a political town on each side, both in the same township, each town could organize as a separate township high school district.

9. The inhabitants of any contiguous and compact territory, whether in the same or different townships, might establish a township high school.

10. The law of 1917 includes the whole State as high school territory, either in the form of districts already maintaining high schools, or non-high school districts which must pay the tuition of their pupils in districts that do support high schools.

From these indicated territorial bases for the establishment of township high schools, it is at once evident that the surveyed congressional township is by no means the sole factor in the size of the high school districts. About half of the districts are determined by township lines; some follow the practice provided for in the laws of 1841, which permitted townships or fractional townships to form one school district; others follow the old method of uniting districts which began to be legally recognized about 1850; still others are similar to the general law of 1872, which permitted the city board of education to be elected when the population of the district reached two thousand. Finally, the distinctive new features have obliterated formal boundary lines so that the basal district is that of a community which is able to maintain an efficient school.

At any rate, the larger district for township organization has made it possible to supply the financial resources requisite to the education of the children of the district more adequately than can be done in smaller districts. Not only is the unit of taxation larger, but the township has the legal right to levy the full rate of taxation for secondary education which is allowed in other districts for both elementary and secondary education. Thus twice the amount of money can be raised in the same unit for high schools under the township organization, as can be raised in the same unit for secondary education under district organization.

Therefore, township high school organizations should be superior because they are able to pay higher salaries which command better qualified teachers, and because they can furnish superior equipment in buildings and grounds. The secondary educational opportunities for the children are thereby increased. But a disadvantage has arisen because of the separation and the lack of articulation between the elementary and the secondary schools under township organization. A closer unification among all the schools of the township was contemplated by the organizers and advocates of the township idea about the time when the charters were given to school districts.^{2a}

School Districts Under Special Charter.

It has been shown that a great many academies were chartered by special and separate acts of the Illinois legislature even in spite of the general corporation laws that were on the statute books at the same time. A similar practice has prevailed in relation to the common schools. When villages were incorporated some provisions were made for the establishment of education, and occasionally special charters were granted for the creation of certain school territory in and near the town itself.

The boundaries of school districts from 1850 to 1870 were almost continually changing, sometimes because better educational opportunities could be provided, at other times, because quarrels ensued over such questions as the levying of

^{2a} Mr. Edwards gave a thorough exposition of the arguments for township organization in 1855. Mr. Bateman and other leaders have since restated Mr. Edwards' arguments.

taxes, the employment of teachers, and the location and construction of buildings. One outgrowth in the change of district lines was the recognition of some of the united territory by the legislature. Some of the special charters thus granted conferred powers on the new districts that were in opposition to the free school laws. In several cases, the right to ascertain the qualities of common school teachers and certificate them was taken from the county superintendent, a power conferred on him by general law, and bestowed on the board of education for the new district.^{2b} Moreover, the law of 1859 stated that no teacher should be paid out of the State funds unless he received a certificate from the county superintendent. However, the special legislation granted the districts with charters the right to receive their share of the school money.

According to Supt. Etter, "in many of these districts there is not even an examination as to the qualifications required, and persons are employed to teach without authority, and in direct violation of the plain provisions of school law".³ He continued to say that several refused to return school statistics in the proper manner or even at all.

Although some districts tried and did evade the free school principle under special charter which granted the board the right to fix the rate of tuition in public schools,^{3a} nevertheless all of them had a larger district than was common and many of them provided and carried into execution the plans for free schools of all grades. Besides, the free education of all the youth from six to twenty-one was to be provided in higher as well as primary schools whose length of term was quite above the average of the six months required by the law of 1855. Among some of the very early high schools of the State were those districts with special charters. For instance, Springfield, Galesburg, Lacon and Lee Union Center had high schools established before 1860. Finally, the board under special charter was given the authority to levy a tax on the whole district, but the rate of taxation was limited by the terms of the charter.

^{2b} See Decatur, Charleston, Kickapoo and Paris special charters.

³ State Supt. Report, 1875, p. 141.

^{3a} See Galesburg charter.

Since most of these districts under special charters, given about the Civil War period, have materially changed in economic and social conditions, the annulment or the amendment of the charters, to meet the demands of present day secondary education would be advantageous. For instance, the maximum tax rate of one per cent on the district may be no longer justifiable. Some of the cities with old charters have cast them aside in order to make more modern organizations, but in 1906, thirty-seven districts still remained.

School Districts Established by General Law.

The free school law of 1855 gave a decided impetus to the development of common schools that were in operation at the time of its passage, and made it possible to create new institutions that were free, either directly as common schools or indirectly by the reorganization of academies and select schools:

“It is highly gratifying to be able to state that, while a considerable number of these institutions are still in operation in various portions of the State, two-thirds of those in existence two years since have given place to the Public Schools, or been themselves transformed into Union Graded Schools, *under the law* * * * Scarcely two years have elapsed since the Free School System went into operation in this State, and in that brief period it has nearly swept the entire field of the thousands of Private Schools which then existed.”⁴

The number of union graded schools that were reported for 1862 was 402, but it was unreasonable to expect that all of that number were thoroughly graded on the basis of scholarship and attainment so that each of them had a higher department of a secondary nature. “That very many of them are organized and conducted on the true basis, is certain, as I know from personal observation. We have graded schools which in their principles of instruction, are not surpassed by those of any other state within my knowledge.”⁵ Superintendent Bateman continued by saying that many schools adopted the title of union graded schools that were unworthy of the name.

⁴ State Supt. Report, 1857-8, p. 16.

⁵ State Supt. Report, 1861-2, p. 21.

The terms, common school, graded school, or union graded schools, were used by State Superintendents in their reports from 1855 to 1867 without making any distinction between elementary and high schools. At the latter date, Mr. Bateman stated "that one or more advanced schools, or high schools or departments, have been established in nearly every county of the State".⁶ The number of public high schools reported for 1869-70 was 108, around which figure the variation was slight for a period of ten years or so, because the standards for classification and the conception of what a high school ought to be were continually changing:

"The report of high schools for 1880 shows apparently a smaller number than in 1878; but the difference is due to the fact that I asked that only those schools should be classed as high schools which had a regular course of high school study of three or four years' duration—a course that was actually taught to the pupils in the school. As a result of this request, one county that in 1878 reported seven high schools, in 1880 reported none; another county changed from twelve to three; another, from seven to two."⁷

At this point it will be valuable to look at the district system which had grown to be very pernicious by 1870. The previous laws allowed the township trustees to district the territory although the inhabitants in the township had a permissive voice in fixing boundaries. At one extreme were the trustees, at the other, the district directors with no authority in determining the size of the district. Frequently one set of trustees would make large districts so that all grades of a common school could be supported. A succeeding board, some member of which living in the large district was wealthy and had no children, would cut the district in two and ruin the higher schools. In the continually changing districts, territory of all sizes was included from those that were large to those that were so small that a single family had a whole district all to itself.⁸

The law of 1872 took away the right of township trustees to district the territory at will and gave the district directors the independent right to consolidate districts in contiguous

⁶ State Supt. Report, 1867, 1868, p. 127.

⁷ State Supt. Report, 1879, 1880, p. 92.

⁸ State Supt. Report, 1865, 1866, p. 81.

territory. Moreover, the general assembly recognized the necessity for other provisions for secondary education than those made for township high schools and districts with special charters by incorporating in the law of 1872 the sections which gave a community the right to elect an independent board when the population numbered two thousand. The board was expressly given the power to provide free schools of all grades for at least six months in such a district.

From 1872 on to about 1890, it was quite common to have superintendents report that districts in their towns had consolidated and one central high school established for the entire district. Also, about the same time, high schools began to be established in districts under the control of district directors. These institutions were not as well established nor as thorough as the high schools established under township organization or under union districts with special charters, or in cities or villages with boards of education. The legality of high schools in all of these districts is considered next.

Legal Decisions.

Free public high schools may be said to have been firmly established in Illinois when the Supreme Court affirmed the constitutionality of certain sections of the school law that referred to high schools, either directly or by implication: "The legislature of the State has the power to enact any and all laws proper for the government and welfare of the people of the State not prohibited by the constitution of the United States, or of this State."⁹

Now the constitution of the State of Illinois, adopted in 1870, gave the legislature the right to provide for a system of free common schools: "The General Assembly shall provide a thorough and efficient system of free schools, whereby all the children of this State may receive a good common school education."¹⁰

But in the case of *Richards vs. Raymond* it was maintained that a tax could not be collected for the support of a township high school because such a school was outside of the meaning of the term, free common school. In that de-

⁹ *Richards vs. Raymond*, Supreme Court Rep., v. 92, Ill. p. 612.

¹⁰ Constitution of Ill., 1870, Art. 7. Sec. 1.

cision, the Supreme Court affirmed the decision of the Appellate Court in the following clear and decisive manner:

‘A school of this character is certainly a free school, within the meaning of the constitution. That free schools may be graded and classified so that scholars that may be more advanced in their studies may not be hindered or delayed in the progress of their studies by others, would seem to be within the spirit of the constitution, that contemplates the creation of a thorough and efficient system of free schools. That one may be denominated a high school and another in the same township a district school, cannot affect the question in the least.’

‘But the argument is that the school established is not a common school or a school where the children of the State may receive a good common school education, and hence inhibited by the constitution. No definition of a common school is given or specified in the constitution, nor does that instrument declare what course of studies shall constitute a common school education. How can it be said that a high school is prohibited by the constitution and not included within the definition of a common school? The phrase, a common school education, is not easily defined. One might say that a student instructed in reading, writing, geography, English grammar and arithmetic, had received a common school education; while another who had more enlarged notions on the subject might insist that history, natural philosophy and algebra should be included. It would thus be almost impossible to find two persons who would in all respects agree in regard to what constituted a common school education.’

‘Indeed, it is a part of the history of the State, when the constitution was framed, that there was a great want of uniformity in the course of study prescribed and taught in the common schools of the State. In the larger and more wealthy counties, the free schools were well graded and the course of instruction of a high order, while in the thinly settled and poorer counties the old district system was still retained and the course of instruction prescribed was of a low order.’ * * *

‘But * * * while the constitution has not defined what good common school education is, and has failed to prescribe

a limit it is no part of the duty of the courts of the State to declare * * * what particular branches of study shall constitute a common school education. That may be, and doubtless is, a proper question for the determination of the legislature, and as a law has been enacted by it which does not appear to violate the constitution, it is not the province of the courts to interfere." * * *

"If the law was constitutional, then the levy and collection * * * of a tax to maintain the school was proper, although the course of study prescribed was different from that contemplated by law."¹¹

In considering the law relative to the course of study in the common school, one section of the law of 1845 gives the course of study a secondary scope: "No school shall derive any benefit from the public or town fund unless the textbooks used in said schools shall be in the English language: Provided, that this section may not apply to those who may desire to study any foreign language in said school for the purpose of learning the same."¹²

The amendment to the school law in 1865 farther enlarged the right to teach secondary subjects in the common school. After listing elementary subjects, the law said, "that nothing herein contained shall prevent the teaching in common schools, of other and higher branches than those enumerated in this section."¹³

In the case of *Rulison vs. Post*, the Supreme Court decided that the phrase, "other and higher branches", was within the jurisdiction of the common school directors: "We are, therefore, clearly of the opinion that the General Assembly has invested school directors with the power to compel the teaching of other and higher branches than those enumerated, to those willing to receive instruction therein, but has left it purely optional with parents and guardians whether the children under their charge shall study such branches."¹⁴

In another decision, the same judicial body said that in determining the subjects to be taught in the common school,

¹¹ Sess. Laws, 1845, p. 64, Sec. 58.

¹² Sess. Laws, 1845, p. 64, Sec. 58.

¹³ *Ibid.* 1865, p. 121, Sec. 18.

¹⁴ *Rulison vs. Post*, Supreme Court Rep., v. 79, p. 567.

the school directors thereby had the constitutional right to determine what subjects constituted other and higher branches. To the court it was clear that the subjects taught in the high school must be founded upon and more advanced than the subjects that were taught in the elementary school; otherwise, the high school defeated the purpose for which it was created. "Here, then, in the powers of common school directors, is the power to decide what branches of study shall be taught in the high school, what text-books shall be used, and to prescribe necessary rules and regulations for the management and government of the school."¹⁵

Finally, the Supreme Court decided that it was constitutional for the officers of cities to levy taxes for the support of common schools under the provision of the general law.¹⁶

Thus, the court decided that the constitution recognized a graded school as a free common school. A high school then, as the upper part of the graded school, which had been recognized more or less since 1855, was within the spirit of the constitution. Moreover, what constituted a good common school education would be determined from the practice of communities: the wealthier supporting elementary and higher schools, the poorer, only the primary schools. Since all grades of the common school were in existence at the time of the adoption of the constitution which made the establishment of a good common school system mandatory on the legislature, the assembly acted within its rights in allowing localities to levy a tax for the support of high schools.

Older laws gave a legal basis for the subjects of study in high schools. The latter must teach subjects more advanced than the elementary schools else it defeated the purpose of its creation. Although many other litigations have occurred as to the legality of the high school, these decisions may be said to have given that institution its first judicial standing in Illinois as a part of the free common school system.

Not only have these decisions affirmed the legality of the high school as the upper part of the graded common school system, but they have been at least one factor in the growth of secondary education from about 1880 to 1900. The report of

¹⁵ *People vs. Martin Van Allen*, Supreme Court Rep., 1877, p. 307.

¹⁶ Supreme Court Rep., v. 89, p. 297.

the state superintendent for 1869-70 listed one hundred eight high schools but did not classify them. About the same number were reported for 1880 but the number was doubled at the end of the next decade and increased about thirty-three per cent by 1900. The greatest early increase in high schools was represented by those districts with special charters. The most rapid development from 1880 to 1900 has taken place in cities and villages with boards of education. The following table shows that comparative growth in high schools since the legal decisions that have been cited were made:

Years	1880	1891	1900-02
Township high schools.....	6	9	21
Special charters	33	43	34
General law—board	47	137	212
General law—directors	24	34	71
	—	—	—
Total	110	223	338 ¹⁷

Likewise, the list of accredited high schools has rapidly developed. In 1877, when the policy of accrediting began, six high schools were so recognized; in 1900, there were two hundred thirty such institutions. ¹⁸

A summary of the establishment of the free public high school shows that it developed from township organizations, districts under special charter, and general school laws. The earliest legislation for township organization for high school purposes was enacted in 1857. Princeton followed in 1866, and the school law of 1872 contained the township plan. The township laws of 1905, 1911 and 1917 were enacted for the purpose of making township high schools easier of establishment. By the provisions of these distinctive acts, a variety of high school districts have been legalized and established. A somewhat superior organization in comparison with the ordinary district has been possible through the township plan which began when the policy for granting special charters for union school districts was common.

Following the precedent of granting charters to academies by special enactments, the legislature, to 1870, in spe-

¹⁷ State Supt. Reports., 1879-80, 1891-92, 1900-02.

¹⁸ State Supt. Reports, 1900, p. 76.

cial acts sanctioned the creation of certain independent school districts which, in spite of the occasional violation of the general school law, established high schools comparatively early. Since many of the districts with special charters have materially changed in social and economic conditions, the amendment or annulment of these charters would be beneficial.

The law of 1855 hastened the creation of common schools, but made it possible for private institutions to become public. In the more advanced, thickly populated, and wealthier communities, the upper part of the union graded schools constituted the high school, although the latter term was not used denotatively by State Superintendents until 1867, when about one hundred institutions were reported. The number of high schools that were reported increased very slowly for a decade because the standards of what was, or should be, high schools were rapidly changing. However, general provision was made, in 1872, for the creation of an independent board, when the population of a community reached two thousand, with the power to levy a tax on property to support free schools of all grades.

The free public high school may be said to have been established in Illinois when the Supreme Court decided that certain sections of the laws of 1872 and 1874, which referred to the common and high schools, were constitutional. A township high school was a free school, it was a part of the common school, and a tax for its support was constitutional in the judgment of the highest court. Directors were within the limits of the law in requiring and determining what constituted "other and higher branches". Moreover, taxes that were levied in cities for the support of common schools were legal, but no litigation over the high schools was found, where the system had been established under special charter.

CHAPTER XIV.

A Summary of Some Earlier Influences Affecting Later Development and Practice.

The earliest attempts to establish schools in Illinois were wholly individualistic; even the policy of the State to the middle of the nineteenth century was that of *laissez faire*. Generally, provisions of various kinds were made for academic and common education, but the carrying into effect of most of these provisions was left almost entirely to individual will and caprice. Democracy was conceived as a plan of action whereby each person did as he pleased.

In contrast to that attitude, socialization is more nearly characteristic of the present plan for secondary education. The State has developed a definite policy of making that education possible for all the youth, since the whole State has been made high school territory, either in the form of non-high school districts that are required to pay the cost of a four-year secondary education, in high school areas, or districts that maintain acceptable institutions. Moreover, territorial limits, instead of following certain surveyed or customary lines, are conceived in terms of a community that has sufficient assessable property, and enough prospective pupils to support an efficient high school. Illinois is pre-eminent in the advance that the community high schools are making. But the State will have taken another important step when it requires that all the children who can profit from secondary education are in school. Then will the democratic ideal of equality of opportunity begin to function more truly.

As the State has developed organizing and administrative functions, the position of the church in relation to public education has changed. The colonial Latin grammar school was a sectarian institution, but the academy divorced the church from the denominational aspect, so that, while the

latter was founded in many instances by the church, its pupils were freed from subscribing to any creed, mode of worship, or religious test. Thus the academy was the transition institution between the denominational colonial Latin grammar school and the secularized public school. From the discussion of the academy in Part I, both the religious and semi-public aspects in the founding, management, and support of the academy have appeared. When the State in its development had reached the point of public support of education, the cardinal principle of the complete separation of the church and the State was essential.

A necessary feature of free public education is that the wealth of the State shall pay for the education of the children of the State. The academy, of course, was supported by the sale or rents of public land, interest from the common school fund, endowments, and tuition. The public domain in Illinois has practically disappeared but the common schools today receive their share of a fund that was created in part by the conditions laid down by Congress for the admission of Illinois in the Union. Although subsequent provisions have been made for the increase of the fund, Illinois, as most other states has not shown that she really believes in providing the greatest opportunity for her children, because the rate of state taxation has remained practically the same since the enactment of the free school law of 1855. Of course the value of property has constantly increased but probably at a less proportion than the growth of the needs of the school. Because a two mills state tax was levied in 1855 on property, is no justification for the same rate and method of taxation in 1919.

Property in land as a basis for taxation was more equitable when land was easily obtainable by all. Real estate was an acceptable index of wealth, but to use that as the principal method of taxation today, exempts large quantities of wealth in other forms. No logical reason exists to place an increasing burden on the rural districts. For that reason, if for no other, a legislature controlled by agricultural interests strives to prevent the increase in taxation.

More progressive kinds of taxation, such as that levied in proportion to one's ability to pay, would make it possible

to raise enough money so that no maximum rate for either state or locality need be written in the law. Hence a larger local fund could be raised for educational purposes, and more state money would be available for distribution.

Illinois still cherishes the out-worn principle of distributing funds according to the school population. The law of 1855 inaugurated a policy of so distributing the state tax and common school fund that the less able communities would be aided by those who were more able to pay, but it was repealed because the rate of assessment was so unequal in each district, and the wealthier sections wanted their state school tax returned to their own districts for their own schools. It is entirely conceivable that certain sections in some parts of southern Illinois have found it impossible to provide both elementary and secondary education at all equal to that which has been provided in the central and northern districts of the State. The latter territory should be taxed by the State and the money so distributed that the children of the former will have a more equitable opportunity.

The abolition of individual tuition payment for non-resident pupils in high school areas as provided by the law of 1917 is a partial equalizing of opportunity for secondary education. The academy and the common school usually received fees before the free school of 1855 made taxation mandatory for the support of the latter and permitted the former to reorganize as a public institution. Even then, there were instances in which tuition was charged for secondary education. Galesburg received a special charter in 1859 which allowed the city council to fix the rate of tuition. For a few years charges were made, so it was said, not to unnecessarily compete with the college academy in town.

At least any school district was permitted to charge tuition for non-resident pupils. Such cities as Springfield, Peoria and Jacksonville made tuition charges for non-resident pupils as soon as the free school law was in operation. Until recently, pupils who lived outside of a school district paid their own tuition in other districts unless their own district consented to pay the rate demanded by the board where the pupil was attending school. Legal residence rather than the ownership of property was necessary to entitle one to free tui-

tion, although children that were apprenticed could claim free tuition in the district in which the man to whom they were apprenticed lived.

In 1913, a law was enacted that provided for the payment of the tuition of high school pupils by the district in which the pupil lived to the district where the pupil attended high school. That law was superceded two years later by a law which allowed the tuition to be paid out of the distributable fund by the county superintendent before the money was apportioned to the county. Finally, the law of 1917 required that the non-high school territory of the State shall pay the tuition of their pupils to the district where a high school is maintained. So far as the State as a whole is concerned, individual tuition payment has been entirely abolished.

Many of the ideas in relation to education that have been conceived at an earlier date have taken a long time to realize in practice. The manual labor aspect of the academies purported to make education economically possible, as well as to give the pupils an intelligent understanding of agriculture and industry so that they could perform these pursuits more advantageously in later life. But it was not until 1877 that much the same arguments began to be cited in favor of manual training in high schools. The educational leaders divided on the question as to whether manual training ought to be a cultural or a vocational subject of study. At the present time, all degrees of these two ideas are mingled but the mixture is clarifying somewhat in that the junior high school is taking the ground that it should provide an opportunity for a large range of vocational subject matter in order that the pupil may better understand the constitution of social life; while the senior high school is maintaining that it should provide vocational training along the line for which the pupil is fitted mentally and socially. Some of the high schools in Illinois are beginning to realize these two conceptions.

Other schools have progressed only a little beyond the conceptions underlying the aim of secondary education in the earlier periods. The colonial Latin grammar school existed in order to give the ministerial class advanced education in preparation for college. The academy was partly a protest against that idea so that the lawyer, for instance, found an op-

portunity for the study of his profession. However the academy ministered to the wants and needs of the upper middle and wealthier people in Illinois. The common school system was a demand by the people for equal rights in education. It found its aims and wants similar, hence it must furnish the same advantages to the public. Therefore, in the earlier years of the high school, programs were copied from the academy. The languages, mathematics, some science and history formed the center of the curricula which were designated as classical, general, English and English classical. The subject matter offered in the high school programs emphasized the idea of formal discipline but a justification for the same material in the high schools now must be based on a different psychology.

The examinations in many of the high schools have shown also little development from formalism. In fact, the method of examination in numerous academies and some of the older high schools had some of the advantages that the present high school examinations have lost. It is true that part of the examination was rigorous, but there was the frequent opportunity for the patrons to come in contact with the work of the school. A stimulus was given to the pupils, while the parents learned the needs of the school. Many of the examination days were occasions for social gatherings which are frequently omitted now. The parents met at the picnic dinner and mingled in a friendly way such as the social center movement is trying to advance. The high school must be a functional institution in the community where it exists, or like the grammar school and the academy, it will be superceded by an institution more in consonance with the life about it.

The academy was unable to reach all of the people, and as a class institution it had to give way to a school for the people. It had, however, a distinct relationship to the common school in preparing teachers, and the normal school is its successor in that respect. A bill of 1835 attempted to set up a state system of county normal academies for the preparation of teachers for the common schools. Some academies were instituted, advertised, and designated as places where prospective teachers could be trained. One of the arguments in favor of the union graded school was that it prepared teachers for the lower departments. County superintendents and

teachers' conventions urged the formation of higher schools for teachers. The State created the first normal school in 1857 and others since, as well as making it legal, in 1869, for the establishment of county normal schools.

But the high schools seem never to have lost the idea. Chicago created a department in the high school in 1856 for the instruction of teachers. That course continued in the same institution for several years and then was separated and enlarged into the Chicago Normal School. Little evidence exists that the movement found more than a scholastic encouragement in the high schools over the State until the last two decades. One was supposed to be well qualified to teach the common branches if he had the additional training of the high school. Township high schools have recently taken a real interest in preparing rural teachers. Those institutions are better able to assume the function of preparing rural teachers than the city high schools whose problems are different. Therefore, the State might subsidize teacher training courses in certain designated township high schools in order to encourage and develop this movement that has begun to function more satisfactorily for the country districts.

A reorganization, however, is needed for the county educational department. When Illinois was admitted as a State, the type of local government adopted was that of a county commissioners' court elected at large. One of the commissioners had the important function of supervising the public land of the county, as school commissioner, therefore, his functions consisted of little else. The office of county superintendent grew out of the commissioner office. In spite of the suggestions that the county superintendent supervise the rural schools, that officer's functions have remained inspectoral and clerical.

A county board should be elected to represent the people, but which has the duty to select a county chief executive officer whose business it would be to administer the schools of the county as the city superintendent manages those of the city. Instead of the county being supreme in itself, as many of the Illinois counties are, it should become a unit in the educational administration of the whole State.

While some superior men have held the office of State Superintendent of Public Instruction, and while the duties

and importance of that office have increased, the same method of election occurs as was established by the law of 1855. Political election has little educational significance, and political prejudices and ideals can be satisfied in the election of the governor who should use his appointive power to select a state board of education. The most important business of the state board would be to appoint a chief executive officer without regard to residence, party, religion, race or sex. This officer should fill the highest educational position in the State not excepting the presidency of the state university. Among the assistants that the state superintendent appointed should be one whose concern would be chiefly with secondary education. The entire State, with the county as the educational administrative unit, could then be developed according to its needs and the interests of any locality.

With the creation of state and county supervisory units, it would be possible to achieve and advance the aims of the educational institutes that began in the early history of the common school. In the more progressive places, by 1850, institutes were held that had a genuine educational significance because superior institute leaders conducted local and state conventions as schools, rather than as social conventions which are held today. Granted the value of the inspirational institute, teachers of the elementary and secondary school ought to be so organized in their conventions that they could be graded and classified according to their needs. The morning sessions might be thus organized in classes which actually recited. The conductor and teachers would have an opportunity to discuss their problems in common. The afternoon should be spent in actual study of a problem for the meeting the following morning. An institute so conducted for a week, and the problems so studied, followed up for the year by the state and county supervisors, would be a vital force in the elementary and secondary education of today.

Such a plan would involve a closer connection of the school with the public libraries and a farther development of the school libraries. Some of the earlier academies were to perform the function of supplying books to the surrounding public. A little later the State attempted to establish school libraries but a recent survey has shown that the Illinois high

schools, to say nothing of the elementary schools, are inadequately supplied with library facilities. It is true that standards for accrediting have required certain library equipment but the development in supplying magazines, newspapers, reference books and fiction for secondary education is just in its beginning.

Also, as was suggested in the last chapter, the State has just started on the course of disregarding district lines for a more reasonable basis for the establishment of high school centers. A brighter period is commencing for the sanctity of tradition and custom are being called in question. The limitation of secondary education to four years, the length of the school year, part of the subject matter in the curricula, the sharp break between the high and the elementary schools and much of the school legislation are to be regarded as historical accidents, rather than inviolable and sacred principles.

The history of the secondary institutions, the laws and practices that surrounded the academy and the early high school, give an intelligent conception of secondary education in Illinois at the present time. Experience thus becomes an intelligent guide for future action.

CHAPTER XV.

Summary and Conclusion.

Illinois is an excellent example of a midwestern state that was settled by people from the older states of the East and the South for the purpose usually, of raising their economic status by taking advantage of the relatively free western land. When the State was admitted as a member of the Union, the congressional land grants, the basis of which was created by the Northwest Ordinances, were accepted by the people for educational purposes. The earliest schools were individualistic and sporadic attempts that were attended with meager success in a hostile, wilderness country. More concentrated action occurred when the legislature, beginning in 1818, adopted the policy of granting special charters to groups of individuals for the creation of semi-public academies. Some of the requirements were to make it possible for the poor of the community to be educated at public expense; other provisions looked forward to the time when all classes in the locality, including the girls, should receive free tuition if the funds of the institution permitted it. All charters required religious freedom, but allowed the administrative board to perform any other function that was not contrary to law. The purposes for which the academy was established, the form of administrative organization, and the financial support varied.

The aims of the academy were to disseminate useful knowledge; to give women high intellectual and moral culture; to fit youth for the various duties of life; to prepare teachers for the common schools; to promote science and literature; to develop a sound physical body; to act as libraries; to establish a system of manual labor, and to educate the children of the common man. The manner of election, the number, and the term of the trustees followed no general rule, although the powers conferred on them were usually those

that were granted to bodies politic and corporate. The support came from the rent or the sale of school lands; a share in the common school fund; gifts; endowments; the sale of shares of stock; and, tuition.

Much of the machinery that existed for the administrative organization and supervision of education was found in the church. Missionary preachers opened academies in the centers of population to educate the youth, as well as to prepare ministers of the gospel. McKendreean, Alton, and Illinois Colleges, respectively representing Methodist, Baptist, and Presbyterian-Congregational efforts, united their strength before the legislature granted them charters. Following the period of the legislature-church struggle, charters were freely given to academies, but many of them were modeled upon college charters which had shown the unmistakable influence of New England and the Yale movement in Illinois.

The State went little farther than to grant charters to groups of individuals for academic purposes, or to recognize permissively any unchartered institution that kept within the bounds of law. The results were that the standards for admission, tuition fees, the length of the school year, and the length of the school day were in no sense uniform throughout the State. However, the academy did retain the core of subjects of the Latin grammar school, around which other subjects were added to prepare students for useful and professional positions in life. Besides the ancient languages and arithmetic, modern languages, more mathematical subjects, some social sciences, natural and physical sciences, philosophy, religion, cultural and artistic subjects, and manual labor, were added. Formal examinations were conducted, at the close of each term, by a local committee of prominent men, usually ministers, to pass judgment on the efficiency of instruction. Occasionally, a farsighted, liberal minded academic principal indicated some of the social values of an education.

A utilitarian educational philosophy was introduced in the West by the manual labor movement which maintained: that only the useful in schools was valuable; that mental and physical work were practicable only when they were united; that conjoint mental and physical work were economical because time was saved in gaining knowledge and learning a

trade; that manual labor connected with the schools was far superior to harmful play; that new and better opportunities were opened up through which a living could be made; that manual labor connected with scholastic pursuits, above all, was democratic, and that the cost of theoretical and practical education was within the reach of a larger number. The editors, churches, missionary societies, and the early educational leaders were convinced of the value of the system that was advocated by Neef and Maclure. Consequently, manual labor schools were created, and that feature was incorporated in several of the literary institutions. Turner followed up the idea, enlarged it and made it more specific in his plan for and the advocacy of a system of education in which the common man would have equal advantages with the professional classes. Partly due to his efforts, the Morrill Land Grant Act was passed by congress, and the Illinois Industrial University was chartered. A decade later, the high schools began to introduce some features of the manual labor idea in the system of manual training.

The academy was a well established institution in Illinois by 1850. Before that date, scarcely any other means existed in the State by which a useful, cultural, or professional secondary education could be obtained. In spite of the pronouncements that the academy was a frontier institution in which all classes could mingle, it served only a limited number of the population who lived near its doors and were able to pay the price for instruction. Therefore, the next step in the discussion is the role that the common school played in the education of the children of the State.

At the end of the first quarter of the nineteenth century, the apprenticeship system of education was dying out in the older states of the East and the South. However, the emigrants from the latter had carried that custom to Illinois, apprenticeship laws had been passed, and indenture agreements were made with some white youth and negroes, but the system was not as extensive as it had been in the colonial days because of the increasing opportunities for education, and the growing sentiments of the humanitarian philosophy in the rights of all individuals for freedom and equality.

To provide that liberty, and to insure the permanence of free institutions in Illinois, the education of the youth of the

State by means of a system of free common schools, was necessary. The law of 1825 provided that a school system should be established, that the schools should be free to all children, and that the schools thus created should be supported by two per cent of all the yearly state revenues, and by a local general property tax. Governor Coles was probably the author of the bill, rather than Senator Duncan, and drew his ideas for a complete system of education consisting of primary, secondary and university instruction from Jefferson's plan, with which he was familiar. The first concern was with primary instruction, which the law of 1825 made possible. Five free school districts were ordered established in Madison county by the county commissioners within a few months after the enactment of the law. No complaint was made in the Edwardsville paper or in the county court, although objection must have been marked in some of the other counties because the legislature annulled the local tax clause, in 1827, and the state two per cent section in 1829. From that time, to 1855, common schools in general, were supported by the parents of the children who attended the schools.

The efforts of the educational and political leaders of the State were redoubled, after the annulment of the law of 1825, in order to create a free common school system. An educational survey of Illinois, and the assembling of information about educational progress of the eastern states, were the bases on which a teacher association addressed the people of the State and sent a memorial to the legislature on the subject of common schools. The sections of the bill which provided for free schools and the establishment of an academy in each county for the training of teachers, were defeated. Some of the academies did supply a scholastic education for the common school teacher, but there was no state supported normal school until 1857. Little had been expected of the common teacher in qualifications; little of value was returned in the way of service, but the wages were equally as good as those paid by the older eastern and New England States.

Four agencies through which the common school was aided in its development and in its establishment as a free public institution, were notable. 1. Prominent educational leaders were: many of the governors; the Illinois College

group; such editors as Judge Hall, John S. Wright, and Charles E. Hovey; the missionary circuit riders, and resident ministers; state superintendents; legislators; state agents, and a few nationally prominent men in the persons of Jefferson, Clinton, Mann and Barnard. 2. Many of the newspapers of the State, The Illinois Monthly Magazine, The Common School Advocate, The Prairie Farmer, and The Illinois Teacher, were the literary means devoted to the cause of the common school. 3. Some of the institutions that increased the general intelligence of the people, and created a desire for better educational opportunities, were: The Ladies' Aid Association for the Education of Females; working-men's organizations; public libraries; Sunday schools; and academies. 4. Enthusiasm, harmony, and co-operation among the friends of the common school in the interest of enlightenment, were developed by educational convention.

The legislature partly followed the advice of the Peoria Teachers' Convention by creating a State Superintendent of Common Schools in the person of the Secretary of State, and allowing a tax to be levied for the support of common schools in any district where two-thirds of the legal voters so decided. The constitutional convention provided, in the first draft of the constitution, for the levying of a tax for the maintenance of free schools, and appointment of a separate Superintendent of Common Schools, but the final draft of the constitution of 1847, was singularly silent on the subject of education.

The demands became so urgent that the governor, in 1854,¹ appointed a state superintendent whom the legislature charged with the duty of providing a bill for the reorganization of the entire common school system. The bill was passed in 1855. A state tax of two mills was levied on every dollar of property and the income added to the common school fund; a local tax was levied by the trustees of both township and district to help maintain at least one free school in every district for six months in the year. The state common school fund was distributed in such a manner that two-thirds was given to the county on the basis of the number of white children between the ages of five and twenty-one years; the remaining one-third was distributed on the basis of the number

¹ See foot-note following reference 13, Chapter XI.

of townships, or parts of townships in each county. The money due the townships was to be distributed in proportion to the number of days of school that were actually taught.

The method of distribution of the state school fund, which benefited the poorer sections, as well as the richer districts, was a powerful argument in favor of free schools. Such institutions were democratic; they were the means by which children could be educated at home; they were located where they were needed, and they were inexpensive. Nevertheless, the successful academy had superior teachers; they were better equipped, and they had more extensive subjects of study. Thus two sharply defined groups existed in the State; the one favored the common school, the other favored the academy. At one extreme, the free school was placed in a class with free negroes; at the other, it was eulogized.

The common school was passing through the process of grading in the period under consideration so that it was being divided into primary, grammar, and higher departments. More of the first were needed, less of the second, and still fewer of the last, to serve the educational requirements of a community. To facilitate the process of grading, which provided better opportunities for the children, the practice of joining districts developed in which a higher department could serve the entire union territory. The legislature recognized the right of unionization in legalizing the action of certain directors, who had joined their districts, even before the free school law made a general provision for grading.

The high school, usually designated as a part of the common school system, thus had one root of its origin in the common school. Sometimes, the city council, as in Chicago, created a high school as a part of the common school system, but for a few years the highest part of the elementary schools, overlapped the lowest part of the high school. Neither had yet defined entirely its sphere of action. The other main root of the high school was in the academy. The latter institutions that were especially strong dominated the secondary field for several years, even after the free school law was passed because they were already in existence, because the conservatives hated to forsake them for the common schools, because many people objected to paying a tax for the education of

other children than their own, and because they were better equipped with superior teachers, apparatus, buildings, and a more suitable program of subjects. The weaker academies were glad of the chance to reorganize as free schools because the means of support was at hand. In the long run, however, the academies failed to hold their own with the free public high school which was under way before the Civil War.

A second proof that the common schools were providing some secondary education is found in the examination of the character of their subjects of study. What were usually designated as elementary subjects were taught in the common schools, but many instances existed where higher branches received equal and even more emphasis. The explanation is found in the fact that the academies supplied a great number of common school teachers who naturally taught the subjects that they had learned in the academy. Moreover, the common school took the academy as its pattern; what was considered the means of a cultural education in the latter, were equally appropriate for the common man's children. Hence the free public high school based much of its subject matter on the academic program, which was the current secondary practice, and which had a distinct philosophy underlying it.

By 1860 the common schools, as had been suggested in the process of gradation, considered that some subject matter was more difficult than other material. Before passing to a higher department, the next lower one must have been completed. Hence the high school required the passing of more or less formal examinations as a condition of entrance.

The law of 1825 which provided for free schools was repealed a few years later; a second effort was made in 1835, for free common schools. After several previous efforts, the first relatively permanent free school law was passed in 1855 by which taxation was mandatory. The common school system, with its upper part, the high school, was supported at public expense.

For a considerable period of time before the passage of the free school law, townships were incorporated for educational purposes under the control of elected trustees whose duty it was to district the township to suit the wishes and convenience of the people. The law of 1855, as amended in

1857, 1859 and 1865, provided for the union of districts which were to be under the control of a publicly elected board of trustees. Since high schools were very likely to have been created when districts united, the third distinguishing characteristic of the free public high school was that it was controlled by a public board.

However, several years elapsed before the high school in Illinois had defined its sphere of action, and before it had grown into the affections of the people. When the Supreme Court decisions, between 1875 and 1879, had settled the constitutionality of certain sections of the school law relative to the common school and the high school, the latter institution may be said to have been firmly established. The gap had been bridged between secondary and common school education. No longer was the academy the institution that provided the elementary and secondary education for the wealthier people; nor was the common school the institution of the poor man alone. Instead of the continuation of the beginning of a parallel system of class education, democracy in Illinois had made a vertical system in which a ladder extended for all from the primary grades to the university.

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“GEORGE WASHINGTON LAND SPECULATOR.”

ADA HOPE HIXON.

Washington's interest in the land across the Alleghany mountains began as early as 1749, when at the age of seventeen he became a surveyor for the Ohio company. This company, which was the first organized scheme for the settlement of the West under English auspices, was composed of fourteen persons of Maryland and Virginia with an associate, George Mercer, in London. In spite of the efforts of his two half-brothers, Lawrence and Augustine, the company failed; but Washington's interest in the West continued until the end of his life. With the result that he owned over fifty-thousand acres of western land at the time of his death, which was valued at that time at nearly a half million dollars. It is probable that he owned much more at different times during his life. Among his plans for the settlement of the West was the importation of Germans from the Platinate,¹ and men from Great Britian and Ireland; but his duties as Commander in chief of the Army of the Revolution prevented his personal plans from being realized. He also was one of the first men to see the need for a canal or some other means of transportation between the Western settlements and the Eastern markets, realizing the difficulties which might arise with Spain and other foreign powers should the Western settlements depend wholly on the Mississippi river and the Great Lakes. But his efforts show him to have been one of the most far-sighted and sagacious business men of his time as well as a statesman.

No other Virginian took such an active part in the struggle between the French and the English for the possession of the West.² From his numerous military expeditions in the West, between 1754 and 1769, and his work there as a surveyor for Lord Fairfax and others, he gained an intimate

¹ Old South Leaflets, No. 16.

² Alvord, The Mississippi Valley in British Politics, vol. 2, p. 187.

knowledge of the land across the mountains and he fully realized its importance in the future and the opportunities for the land speculator there. On February 19, 1754 a proclamation was issued by Governor Robert Dinwiddie of Virginia giving two-hundred thousand acres of western land to men who had participated in the wars against the Indians and the French. Washington as Major received fifteen thousand acres on the Ohio, but he did not succeed in having it all surveyed and patented until 1771. By the Royal Proclamation of 1763 he received five thousand acres more in his own right and from Captain John Roots, Lieutenant Thurston, and other officers and privates who held their claims lightly, he purchased half the amount originally granted. But this was only the beginning of Washington's vast estates in the West, for later he employed William Crawford,³ Valentine Crawford, Thomas Lewis, and Thomas Freeman to hunt out and survey land for him. It has been pointed out that Washington was not especially interested in the West because he did not amass such large holdings as did Richard Henderson and other speculators. It shows a better directed interest, rather because Washington cared more for the quality and location of the land than the quantity; he wanted to see the development of the forests and plains and river valleys into prosperous and productive cities and communities that would be a benefit to the United States as well as to themselves. He cared nothing for the fur trade, so the military rule of England and France over this region which restricted settlement in order to foster the Indian fur trade did not meet with his approval.

Shortly after the treaty of 1763, which closed the war between England and France and granted to England all the territory east of the Mississippi River and north of Florida, Washington organized the Mississippi company for the ex-

³ William Crawford was a life long friend of Washington. He was a farmer and surveyor, having learned the latter art from Washington himself. In 1758 he marched with the Virginians to Fort Duquesne under Washington. He remained in the service a number of years and rose to the rank of captain, doing a great service in the pioneer settlers from the Indians. While in the service he came to know the trans-Alleghany region and later made his home on the Youghiogheny river in western Pennsylvania. Therefore he had a splendid opportunity to carry out Washington's commission. In 1776 he entered the Revolutionary Army and from that time forward held many positions of honor and trust, both military and civil. In 1782 he was sent by the Western Department on an expedition against the Wyandot Indians in the north-western part of Ohio. He was captured by the Delawares and on the eleventh of June he met the most horrible of deaths by being tortured at the stake for over four hours.

plotation of this new field. The company consisted of fifty members including Francis Lee, Richard Henry Lee, Augustine Washington, and Thomas Bullit. An agent was sent to London to secure two and one half million acres; but his petition was never heard from after it had been referred to the Board of Trade. The Proclamation of Quebec 1763,⁴ making the land north of the Ohio a part of the province of Quebec and not open to settlement, blocked further proceedings. Washington was far sighted enough to know that the proclamation could be only temporary and would be repealed in a short time and his shrewd business ability told him that this was the time to pick out the land he wanted and have it surveyed, before competition arose. He wrote to William Crawford in 1767, "I can never look upon that in any other light, but I say it between ourselves, than as a temporary expedient to quiet the minds of Indians. * * * Any person who neglects the present opportunity of hunting out and securing good lands for his own and taking some measures for preventing others from settling thereon, will never regain it." And in another letter to Crawford, "nothing is more certain than that the lands can not remain long ungranted when it is once known that rights are to be had." Washington and Crawford had formed a partnership whereby Washington paid for all the patents and Crawford marked out and surveyed the tracts. Washington frankly says that his plan is to secure a good deal of land with large tracts together. In the same letter to Crawford⁵ Washington in the following statement makes clear his motives; "I recommend that you keep this whole matter a secret, or trust it only to those who can assist you in bringing it to bear by their discoveries of land, or those in whom you can confide. This advice proceeds from several good reasons, and, in the first place because I might be censured for the opinion I have given in respect to the Kings Proclamation, and then, if the scheme I am giving to you were known, it might give alarm to others, and, by putting them upon a plan of the same nature, before we could lay a proper foundation for success ourselves, set the different interests clashing, and, probably in the end overturn the whole. All

⁴ Randall and Ryan, History of Ohio, vol. 1, p. 466-7.

⁵ Washington-Crawford letters, p. 3-4.

this may be avoided by silent management, and the operation carried out by you under the guise of a hunting game, which you may, I presume, effectually do, at the same time you are in the pursuit of land." In another letter Crawford asks Washington to get him a trading license so that he may come into closer contact with the Indians, and may find out the good lands from them.

October 5, 1770 Washington in company with Dr. Craik and three servants made a tour of the Ohio, visiting at Crawford's home, where he had a conference with George Croghan, the Indian Agent, with whom he had some disputes over lands; and with the chief of the Six Nations. On the junction of the Ohio and the Kanawha they marked out land for the soldier's surveys. Washington complains that it is almost impossible to get tracts together for people from Virginia and else where are marking out lands and settling upon them, even as far down as the Little Kanawha. Besides the soldiers interests he was looking after the land which Crawford had marked out for his brothers, Samuel and John, and for Lund Washington. He also wanted to prevent settlers from occupying his grants and then establish a claim to them.

In the Maryland Gazette ⁶ March 10, 1774 is found an official report dated January 27, 1774, directing gentlemen, officers, and soldiers who claim land under the Proclamation of 1763, and who have obtained warrants from the Earl of Dunmore to appear in person or by agent at the mouth of the Great Kanawha on the 14th of April and have their lands surveyed. When the party arrived they were attacked by the Indians and there ensued the War of 1774, known as Lord Dunmore's War; which was waged by the Virginians against the Shawanese and the Mingoies and was later regarded by Virginia as the foundation of her military title to the land west of the Alleghany Mountains. In this year, 1774, Lord Dunmore made the majority of his land grants, and at the same time he made a great effort to assert the jurisdiction of Virginia over the entire region west of the mountains. But by an act of Parliament 1774 the Crown Lands north of the Ohio were closed to white settlement. The American colonies especially Virginia were very much offended because it meant

⁶ Butterfield, Washington-Crawford Letters, p. 47.

the cession of their claim to the West and the stopping of land speculation there, and perhaps it was a decided factor in causing Virginia and her citizens to turn against the Mother Country and to join with the other colonies in their struggle for independence. Immediately after the signing of the Declaration of Independence Virginia seized the opportunity and annexed the country south of the Ohio under the name of the county of Kentucky, and in 1778 after the secret expedition of Clark into the Illinois country at the expense of Virginia, she annexed the lands north of the Ohio as the county of Illinois.⁷

At the close of the Revolution Washington had land in what is now New York, Pennsylvania, Maryland, West Virginia, Ohio, and Kentucky even as far west as Louisville, Great Meadows or Fort Necessity which Washington built during the French and Indian War, was purchased by Crawford for him from a Mr. Harrison for thirty pistoles.⁸ Washington knew this region from his journeys there as a surveyor; as a soldier during the wars with the French and the Indians; as a land speculator from his tours of the Ohio in 1770 and 1784; again as a soldier in Lord Dunmore's War in 1774; as a loyal American with the interest of his country and himself at heart hoping that this region would be included within the boundaries of the United States after the Revolutionary War; and finally when President, as the great frontier of the new republic.

The Vandalia or the Walpole Land company, in which many prominent men of the Colonies and of Great Britain were interested planned to plant a colony on the Ohio. By Thomas Walpole they made a petition to Parliament for a land grant; but the red tape of governmental affairs prevented it from being carried out until friction between the Colonies and the Mother Country made it impossible. This scheme was spoken of frequently as the "new government back of Virginia, or the new government on the Ohio", in Washington's correspondence with William Crawford, Lord Botetourt and Lord Dunmore. The Mississippi company organized by Washington was a rival scheme to plant a govern-

⁷ Johns Hopkins University Studies Vol. 3, p. 63.

⁸ Pistole was a European coin worth different sums at different times, so it is difficult to know just how much he paid.

ment on the Ohio, it also failed. In a letter to Crawford dated September 25, 1773, Washington desires to, "secure one thousand acres as near as possible to the western bounds of the new colony." And in the *Maryland Journal*⁹ and *Baltimore Advertiser* August 22, of the same year Washington advertises for sale twenty thousand acres on the Great Kanawha and Ohio Rivers, observing that "if the scheme for establishing a new government on the Ohio, in the manner talked of should ever be effected, these must be among the most valuable lands in it."¹⁰

Washington was interested in two other land companies, one of these was connected with the Governor of New York and land on the Mohawk river valley; and the other was a move to colonize West Florida by an association calling themselves the Military Company of Adventurers and composed of soldiers who had fought in the war with the French. This company expected a grant of land from the British Government on what is now the Mississippi and Yazoo rivers territory that had been thrown open to settlement after the Peace of 1763. The company appointed General Phineas Lyman of Connecticut to press its claims on to the ministry; but he found so much opposition that he was unable to do anything. Without waiting for a formal grant the company in 1773 sent a party from New York to take possession, but upon arriving found that the Governor had no authority to make grants.¹¹

Besides being interested in western land Washington was aware that the West could not develop very rapidly until some sort of communication was made between the West and the East. In a letter to Benjamin Harrison governor of Virginia, October 1784, he proposes that a route be made by water from the James and Potomac to the Ohio river. A company was subsequently formed but nothing very definite was accomplished. By the Virginia legislature he was given fifty shares in the Potomac company, which he left in his will to the founding of a University to be established in the District of Columbia. And the hundred shares in the James River Company he gave to the Liberty Hall Academy in Rock-

⁹ Writings of Washington Vol. 2, p. 378.

¹⁰ A facsimile of this was printed in 1876 by the *Baltimore American*. Johns Hopkins University Studies, Vol. 3, p. 14.

¹¹ Washington's Writings, Vol. 2, p. 373.

bridge county Virginia.¹² In 1784 he made a tour of the Western country, travelling 680 miles on horse-back, in order to inspect the lands which he owned there and to ascertain the practicability of opening a communication between the waters flowing into the Ohio and those of the Atlantic.¹³

About this time Washington began to foresee the danger in which Congress was placed in regard to quieting the Indians who had been aroused by the land monopolizers in the West. In a letter to Jacob Read he says, the only solution of the problem is for Congress to survey the land and to sell it at a price not high enough to discourage real occupiers, but high enough to prevent monopolizers from buying it.¹⁴ And again in a letter to James Duane in Congress, September 7, 1783, he enlarges upon the difficulties in regard to public lands and points out the necessity for making the settlement compact and proposed that it be made a felony to settle and survey lands west of a line to be designated by Congress, which line he suggests might be extended from the mouth of the Great Miami to Mad River, thence to Fort Miami on the Maumee and thence northward so as to include Detroit, or perhaps from the Fort down the river to Lake Erie. He thought all purchases from the Indians should be forbidden. Unless some such stringent measures as these were adopted, he prophesied renewed border wars. It might be well to notice that Washington was concerned about the danger of the Indians only after he had secured all the land grants that he was entitled to.¹⁵

Following is a list of the land owned by Washington at the time of his death. It will be noted that this list merely includes western land, or that which was so called at the time of his death, and does not include the 9227 acres of and near Mount Vernon nor the lots at Washington, Alexander, Winchester and Berkeley Springs, (or Bath as it was called then.) This list is compiled from his last will, from a list made by him in 1799, and from a letter in regard to the sale of some of the land in 1794.¹⁶

¹² Old South Leaflets, No. 16.

¹³ Sparks Life of Washington, p. 378.

¹⁴ Writings of Washington, Vol. 10, p. 350.

¹⁵ Albach Annals of the West, p. 409.

¹⁶ Johns Hopkins University Studies, p. 79; Writings of Washington, Vol. 14, p. 299; Butterfield, Washington-Crawford Letters, p. 81; Last Will and Testament 1799.

	Acres	Value	
<i>Lands in Virginia</i>			
Loudoun County.....	300	\$ 6,666	
Loudoun (Fauquier)..	3,366	31,890	
Berkeley County.....	2,236 ¹⁷	44,720	
Frederic County.....	571	11,420	
Hampshire County...	240	3,600	
Gloucester County....	400	3,600	
Nausemond	373	2,984	
Dismal Swamp divi- dends	—————	20,000	
Total	27,486		124,880
<i>Lands on the Ohio</i>			
Round Bottom.....	587 ¹⁸		
Little Kenawha.....	2,314		
Little Kenawha (Lower Down).....	2,448		
Big Bent..	4,395		
Total	9,744		97,440
<i>Lands on the Great Kenawha</i>			
Near West Mouth....	10,990 ¹⁹		
East Side.....	7,276		
Mouth of Cole River..	2,000		
Opposite	2,950		
Burning Spring.....	125		
Total	23,341		200,000
<i>Lands in Maryland</i>			
Charles County.....	600	3,600	
Montgomery County..	519	6,228	
Total	1,119		9,828

¹⁷ This figure is given by Adams as 22236 (Johns Hopkins University Studies, p. 70; but he is mistaken it should be 2236 (Last Will and Testament 1799) and (Writings of Washington Vol. 14 p. 299). This makes a mistake of twenty thousand acres so therefore when Mr. Adams says Washington had 70975 he in truth only had 50975 acres.

¹⁸ This tract was sold to Archibald McClean and it really contained 1000 acres instead of 587. Washington-Crawford Letters, p. 83.

¹⁹ and ¹⁸ Washington considered these of exceptional value.

<i>Lands in Pennsylvania</i>		
Great Meadows.....	234	1,404
<i>Lands in New York</i>		
Mohawk River.....	1,000 ²⁰	6,000
<i>Lands on Little Miami..</i>	3,051	15,225
<i>Lands in Kentucky</i>		
Rough Creek.....	5,000	10,000
Total	50,975	\$464,807

Concerning these lands he said to Reverend John Witherspoon,²¹ "it is not reasonable to suppose that those who had the first choice and who had five years to make it in and a large district to survey in were inattentive to the quality of the soil or the advantages of the situation." But in spite of all these advantages he did not realize all that he had expected from them. In a letter to Presley Neville in 1794 he says, "from long experience I have found that distant property in land is more pregnant of perplexities than profit. I have therefore resolved to sell all I hold on the Western waters, if I can obtain the price which I conceive their quality, their situation, and other advantages would authorize me to expect." He estimates the land to be worth from four to six dollars per acre. At one time he sold 32,373 acres on the Great Kenawha and Ohio rivers for 65,000 French crowns to a French gentleman; but as the man became embarrassed in his finances on account of the French Revolution, the bargain was cancelled by mutual consent. By Washington's will we learn that these same lands were to be sold conditionally for \$200,000; but if the conditions were not complied with he thinks they will command considerably more.

His western lands are estimated as worth \$464,807 in his will. Besides this he owned lots worth over \$20,000, and Mount Vernon, which was a very valuable estate even in that day, and \$100,000 worth of property from his marriage with the widow Martha Custis. So, together with his stocks and bonds, his live stock and other personal property it is a conservative estimate to say that he was worth over a million

²⁰ This tract originally contained much more than a thousand acres but how much more I do not know.

²¹ Washington-Crawford Letters, p. 78.

dollars at the time of his death; one of the richest men of America.

There is nothing in any of his business transactions that would not be admired in a man of today; we can only admire his shrewd business ability, his foresight and his ability to handle men. These are the same qualities which made him a successful General and a loved and respected President. To know this material and human side of his character makes us appreciate and understand more fully the standards and ideals of the man, the hero, and the statesman; who has endeared himself to all Americans by his loyalty and devotion to his country.

INDIAN CORN.

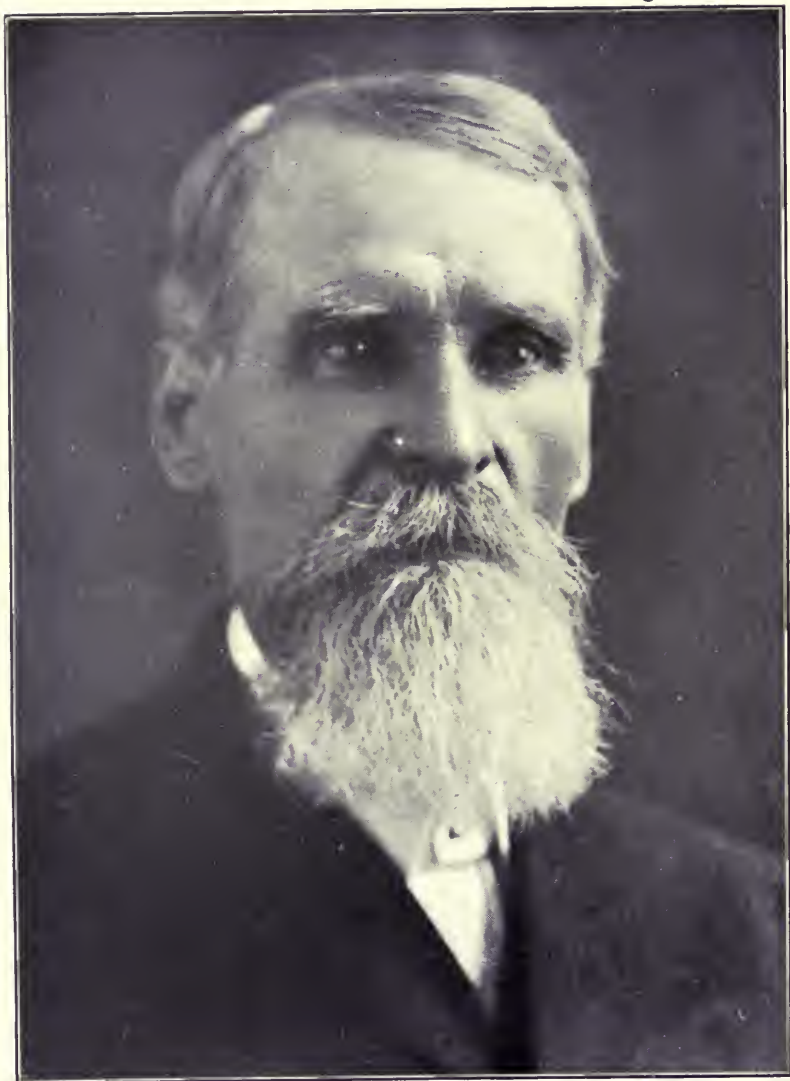
Genesis of Reid's Yellow Dent.

By WILLIAM REID CURRAN.

The Corn, product of the earth; ark of the secret of vegetable life, the staff and sustenance of that life. The mystery of creation and chief illustration of the truth of the resurrection and future life. Chief product of creation. The Creator's most complete blessing to His creatures and of all created material things, the crowning act. It has within itself the element of the earth that we call death; by it Life is perpetuated, it must needs go into the earth and die. If it die, it will live again. It has within its golden casket the most vivid picture of the destiny of man. When it dies, it yields again that generation within its narrow house and comes forth to newness of life; comes bounding out into the sunshine, to live anew and continue to bless the world.

Look at the glorious field, as it stands waving its prophetic arms in the July sun, full of life and song, its very breath fragrant with the promise of harvest and blessing to the world! See it—glorious vision of waving emerald sea. As the summer grows older, it produces the most marvelous flower spikes of any known plant and fertilizes the shooting ears that come forth, with tropical luxury, almost in a day. The flowering of the corn and the shooting of the ears is one of the marvels of nature. As we gaze, we see the hand of the Creator performing anew the miracle of feeding thousands with less than five loaves and two fishes. We see the abode of the clods of the valley made into the House of Bread; abundance comes to take the place of want; wealth and opulence fill the room of pinching poverty. We should marvel not then, that the red man danced for joy when the green corn was fit for food. That the corn dance was expressive of his thankfulness to the great Spirit for his bounteous blessings. We should marvel indeed if civilized man did not thank God also

576



James L. Reid.



for his bounty for the same cause. Look on the waving, ripening field, when the maple and oak leaves are turning red. Its tasseled plumes are waving jauntily the ensign of victory. Watch the bended caskets, bursting with golden fatness. The fulfilment of promise, the reward of faith and intelligent effort.

This vision adds a new meaning to the majestic words of the ancient Hebrew prophet and poet, when he says: "There shall be a handful of corn in the earth upon the top of the mountain; the fruit thereof shall shake like Lebanon; and they of the city shall flourish like grass of the earth."

* * *

The Genesis of the corn plant is shrouded in the mystery of creation. It was called Indian corn probably by common consent and usage by the first white man who came in contact with it for the same reason that the Aborigines of this country were called Indians. Columbus started on his great western voyage with the purpose of sailing to India and having sailed till he reached the shore, he naturally imagined he had found India and called the wondering natives that he met, Indians and as they were the primitive farmers who were then raising corn, he naturally named it Indian corn.

While the origin of the plant is surrounded by mystery, its actual existence as a food plant, is well authenticated by the records of the world, extending over many centuries. At the time of the discovery of America, its cultivation as a domestic cereal, was extensive over the whole western continent. It was among the first objects that attracted the attention of those who landed upon our shores. In A. D. 1002, it is recorded that Thorwald, brother of Lief, saw wooden cribs for corn upon the Mingen Islands, and Karlsefn in 1006 and Thorwald also saw and brought aboard their ship, ears of corn from the portion of land that is now called Massachusetts. Columbus found it cultivated extensively in Hayti on his first western voyage in 1492. In 1498 reported his brother having passed through eighteen miles of cornfields on the Isthmus. Magellan was able to supply his ships with corn from Rio Janeiro in 1520 and after that American explorers mentioned this corn from Columbus' time to that of the arrival of the French at Montreal in 1535. De Soto landed in Florida in

1539 and speaks of fields of corn, beans and pumpkins that they found there in great abundance. In 1605, Champlain found fields of corn at the mouth of the Kennebec river and Hudson in 1609 saw a great quantity of maize along the river now known as the Hudson.

Captain Miles Standish relates that when the Puritans landed at Plymouth Rock in 1620, they found about five hundred acres of ground that showed the evidence of a former corn crop and that later they discovered a cache where the crop was stored. It was this maize that carried the colony safely through the first long and dreary winter and when spring came, they began to plant the new plant themselves. "We set the last spring some twenty acres of Indian corne and sowed some six acres of barley and peas; our corne would prove well and God be praised, we had a good increase." We will note that Miles did not send the good John Alden, to plant this field or deputize him to write the report of it. All of which proves that Miles Standish was a better and more efficient officer in the commissary department than he was a lover. The Indians at that time knew the value of applying fertilizers to their fields. In Mexico, they used ashes for this purpose; the Peruvians used bird guano, gathered from the small islands off the coast and went so far as to protect the bird and assure the supply, by putting to death anyone who disturbed them during their nesting season. The North American Indian, used dead fish as a fertilizer; the Plymouth colonist were taught by the Indians: "Both ye manner how to set your corne and after how to dress and tend it, and were also told, except they gather fish and set with ye corne in old grounds, it would come to nothing." This makes plain to us how hard it is now to raise a corn crop in classic old New England, compared with the fat fields of Illinois.

The point of origin of this plant is left practically to an unaided guess by the botanists based upon the characteristics of it and its apparent development. There is no doubt that Indian corn originated in America. At the discovery of the western hemisphere; it had been in cultivation so long, that many of its forms, had reached nearly the perfection they have today. There is the same difficulty in positively identifying its progenitor as in the case of many prehistoric vegetables now

578^a



West End of Reid House on Homestead Farm.

cultivated for food by men. It probably originated in Paraguay, or on the upper plateau of Mexico and subsequently developed into its present form and productive usefulness.

Corn is so essential to the life and welfare of the native tribes of North America, that it has formed the basis of their religion; the subject of their songs, and the object of their prayers to deity. Corn has now become the greatest crop raised on the western hemisphere and we may say with confidence, in the world. It employes more acres and more industry than any other crop, amounting in the aggregate to nearly if not quite, as much as they devote to wheat, oats, rye, barley, buckwheat and cotton, combined. In its culture, harvesting and feeding it provides more employment for men than all other agricultural staples, yet in my study of this subject, I have been profoundly impressed by the remarkable fact that I find in the books, in examining a standard encyclopedia, I made the startling discovery that the subject of Corn occupied ten lines, while the subject of Cotton in the same volume occupied five pages and a colored chart. Whereupon I concluded that cotton as king of vegetable life, was a matter of much emphasis and proclamation, but that corn as king, was a matter of sturdy presistent, practical fact.

* * *

James L. Reid, was a citizen of Tazewell County and performed a noble and unselfish work in the development of a strain of corn which has given him and the county, world wide fame. He was a son of Robert and Anna Moore Reid. He was born near Russelville, Brown County, Ohio, December 26, 1844.

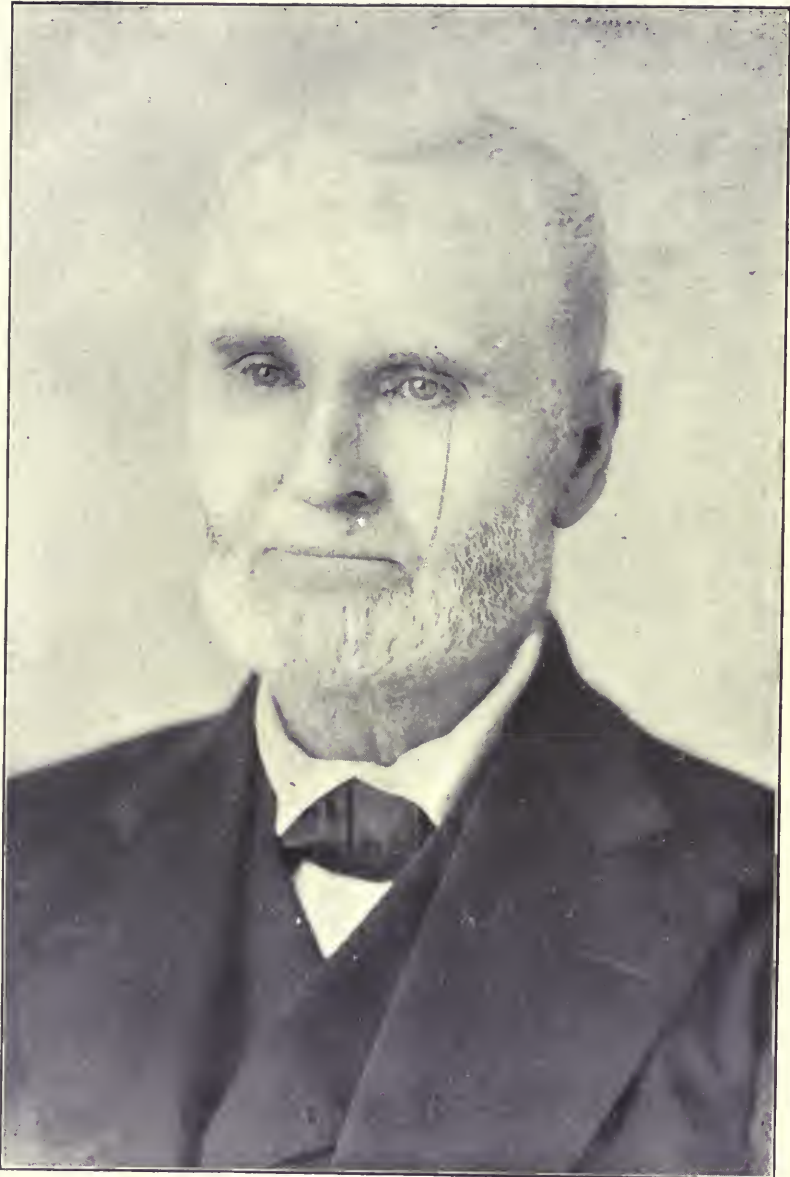
His parents with their family, consisting of their son, James L. Reid, and their daughter, Mary Reid, came to Tazewell County in the State of Illinois in the spring of 1846, and commenced farming on Delavan Prairie in that year. With their party, was a cousin William Reid and his family, who settled in Mercer County. Robert Reid the father was the last of a family of five sons, who left Ohio in response to the call of "The West." His older brother Daniel had preceded him to Delavan Prairie, his sister Eleanor Reid Glaze with her family had previously settled near Tremont in Tazewell County and two brothers, Davis and James Reid had previously located near La Fayette, in the State of Indiana.

Daniel Reid had previously sent word to his brother Robert to bring with him seed corn, as Illinois had no corn to compare with the Ohio variety which the family had before that grown. Robert therefore made space in his covered wagon for a few bushel of yellow corn, known as the Gordon Hopkins in the State of Ohio, their former home. This was a yellow corn having a peculiar copperish red tint below the surface of the kernels, but not red corn as many people, not acquainted with the facts have thought. The ears were small and very tapering. The kernels were small and inclined to be flinty. This variety was rather late in maturing.

Robert Reid, the father with his family located on a rented farm about four miles northeast of Delavan and there the seed corn he had brought with him was planted in the year 1846 on ground already prepared by his brother Daniel. Owing to the lateness of the date of planting crop, that year it made only a fairly good development with many immatured ears. The best of the matured corn was selected for the next year's planting and the result was a poor stand of corn in the spring of 1847. The field was replanted with a small yellow corn found in the neighborhood, the missing hills being put in with a hoe. From the spring of 1847 until the present date, this corn has not been purposely mixed with any other variety by the Reid family, although grown by them and their descendants annually up to the season of 1918, a consecutive period of seventy-two years.

In the year 1850, Robert Reid bought a farm two and a half miles northeast of Delavan, described as the northwest quarter of Section 2, Town. 22, range 4 west of the 3rd P. M. It was upon this farm that the seed of the Ohio variety received special care for fifty-one consecutive years, the father Robert Reid, keeping it pure, preventing it being mixed with other varieties and the son James devoting his especial attention to developing the strain in order to meet the needs of the commercial world. He was assisted by his brother John and his sister Mary, all of whom grew to manhood and womanhood on this place. James L. Reid, when a mere lad, learned to follow the plow, select seed corn and developed a knowledge of farm management. He was the product of the soil, the guidance and example of his father Robert and not of the

580^a



Robert Reid—1887.



schools or universities. He early grasped the vision of how much could be accomplished for his fellow-countrymen by the development of the character of crops raised to feed the world. By the example of his father, he was impressed that diligence and excellence were the essentials of farm work. His father taught him to read when he was four years old. He had his early schooling in the district school and from there, he attended the academy at Tremont conducted by James Kellogg. It was one of the early means of education established in the new country. Early in life, he became a student of the Bible and of the spiritual lessons they taught. He learned the wonderful truth that it is possible for man, the creature to put his hand in the hand of the Father and be led in the secrets of Nature to make it more abundantly productive. During the winter and spring of the year 1865, James L. Reid became a teacher in Tazewell County. During that time, he taught the Heaten School in the neighboring township of Boynton. Following this teaching engagement, he began farming on his own account near Boynton Center.

In April 1870, he was married to Marietta Jenks, daughter of George and Henrietta Jenks of Tremont. It is apparent that while attending the Academy at Tremont, his attention was not exclusively devoted to the pursuit of letters.

From 1865 to 1880, James L. Reid gave special attention to the development of Reid's Yellow Dent Corn, raising that variety himself exclusively and endeavoring to induce his neighbors to cultivate the same variety. In 1880, he yielded to the siren voice calling him to Kansas and moved with his family to a farm in Osage County in that State. There he endeavored to grow Reid's Yellow Dent Corn by the Illinois method. He continued the struggle until 1888. The hot winds of August and September of that year, proved fatal to the crop and he returned to Illinois and took up his residence on the home farm of his father and there continued his work of developing yellow dent corn. His father, Robert Reid removed from the home farm to Delavan in the fall of 1880, where he resided until the time of his death, which occurred in December, 1888. When Robert Reid removed to Delavan, he rented his farm to Mr. John Withrow, who occupied it for seven years and continued to raise Reid's Yellow Dent on the home farm

during that time. During the tenancy of Mr. Withrow, the loss of the strain of Yellow Dent Corn being developed, was seriously threatened, in the neighborhood of Reid's farm on account of an early freeze many farmers lost their seed and Mr. Withrow with others, purchased corn shipped from the State of Missouri. When the corn was received and they compared it with the corn in his own crib, the landlord and tenant, decided to discard the imported seed, and planted yellow dent corn selected from the open crib, producing a good crop. Mr. Withrow was no exception to the general rule among tenant farmers. He continued to grow corn consecutively on the Reid farm, until it was almost "corned to death", when James Reid came back to his father's farm in 1888, he had before him the problem of re-vitalizing and reclaiming the old place. He at once established a system of crop rotations, procured a herd of jersey cattle and fed much of his crop on the land. After he had brought his father's farm back to corn producing life and possibilities, he began a systematic development of yellow dent corn from the home-grown strain.

The type of corn chosen was an ear of medium size, more cylindrical in form than the early type, with rather a smooth surface, deep indented grain, bright red cob and clear yellow kernels. Considerable attention was given to development of well filled butts, and tips, with deep kernels, later the ears were roughened more and care was given to the characteristics of corn stalks producing the crop. Much stress was laid upon the thorough maturity of the crop and absolute freedom from all appearance of mixture. While he maintained a single type of kernel characteristic for show ears, as demanded by exhibitors. When it come to seed selection for the corn crop, he chose the ears of corn that showed a high per cent of corn to the ear, regardless of kernel, shape and type of dent. These are facts that have been controverted by various amateur corn breeders. In the development of the characteristics which James L. Reid considered to be of the greatest importance to farmers, he worked consistently and untiringly. Gradually, under improved soil conditions, the type of corn responded to the efforts made for its development, and within a few years the yield in bushels per acre in some fields, reached the one hundred mark.

582

JAMES L. REID

EAST LYNN, VERMILION COUNTY, ILLINOIS
FORMERLY DELAVAN, ILLINOIS

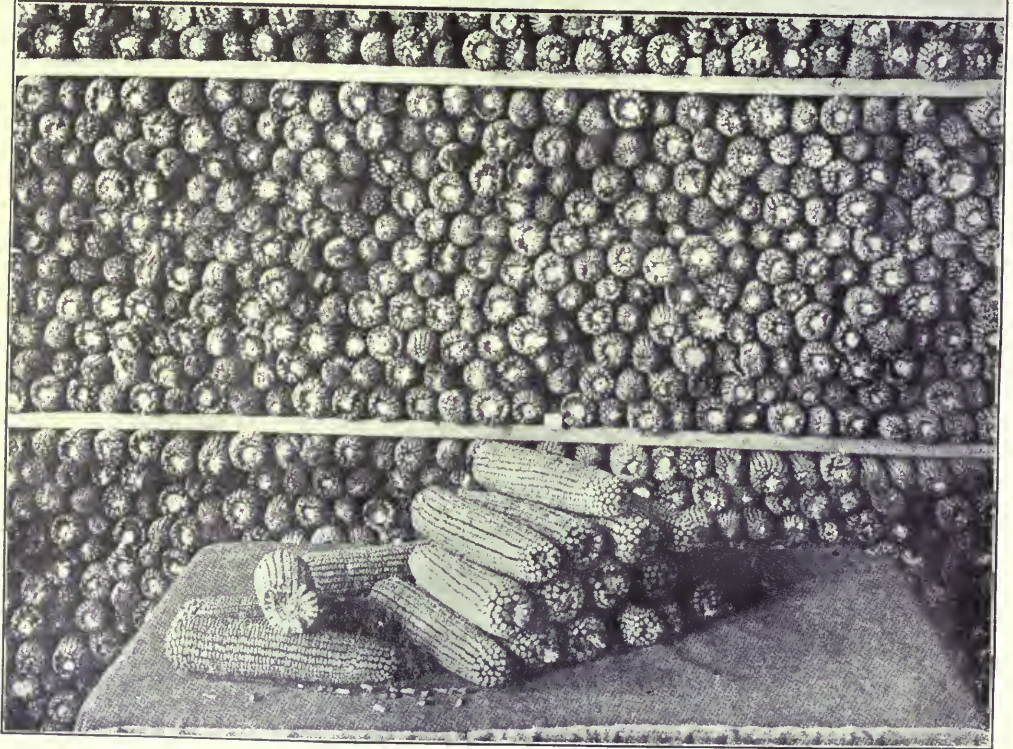
BREEDER OF

REID'S YELLOW DENT CORN

AND

MEMBER ILLINOIS CORN BREEDERS' ASSOCIATION

1902



Reid's Yellow Dent Corn.

It became the custom to gather several bushels of splendid ears from the fields early in the fall. The best looking ones were used for exhibition purposes and the rest kept for a part of home stock.

In 1891 James L. Reid made a corn exhibition consisting of twelve ears at the Illinois State Fair in Peoria and then and there, received the highest award. This was his first introduction outside of his home county, and brought James L. Reid the first recognition of the work he had performed. Mr. Orange Judd, editor of the Orange Judd Farmer, and former editor of the American Agriculturist, was present and was one of the judges, passed on that corn exhibit. Mr. Judd measured and weighed each ear examined them all carefully, and shelled a part of them in order to determine the percentage of corn to the bulk of the cob in the ear. Two years later in the famous World's Fair year 1893, James L. Reid made an exhibition of Reid's Yellow Dent Corn at that exposition. Which won for him the highest score a medal and a diploma. A brief history of the corn, its genesis and development under the name of Reid's Yellow Dent, accompanied that exhibit.

In 1893, Mr. Reid established a retail mail order seed corn trade. The corn was sent to many growers in Illinois, and neighboring States; State colleges of agriculture carried on experiments covering several years. Shipments were sent North, East South and West, also to South America. Reports of yields in different parts of the country proved the corn to be adaptable to varying conditions of soil, temperature, and length of growing season. The business of the production of this seed corn promises to increase a larger farm on which to grow corn, seemed necessary. Only a comparative small portion of crop on the home farm, was put on the seed market. This, however, required a great deal of labor, time and capital. A larger farm would mean more seed corn, better facilities for handling the crop and possibly a better price for seed. In 1902 the larger farm purchased the year previously, was made the home for the family of James L. Reid and the scene of his developing business. It was located in Vermilion County, Illinois, near East Lynn. In time a large seed house and corn crib were built, including an ele-

vator run by gasoline power and geared to run slowly, so that seed ears might be selected from the crop at corn husking time, was installed. All corn intended for seed was again hand-selected and stored where it would thoroughly dry. Under his management, early in the spring a great portion of his seed was given a germination test.

High protein and high oil strains of corn was developed in cooperation with the State Experiment Station at the University of Illinois. Mr. Reid developed ears showing under test, as high as 16.85 per cent protein.

His high tension program of growing corn eight months of the year and caring for the seed crop during the remaining four months, was exceedingly trying to the health of a strong man. In January, 1910, Mr. Reid took his first rest. He spent a few weeks in Florida with beneficial results. In January, 1910, his health being considerably impaired, he again sought the benefits of a Florida climate, but the winter was cold and conditions unfavorable. He returned to his home at East Lynn in May and on the first day of June, 1910, he passed to his reward. His life work finished.

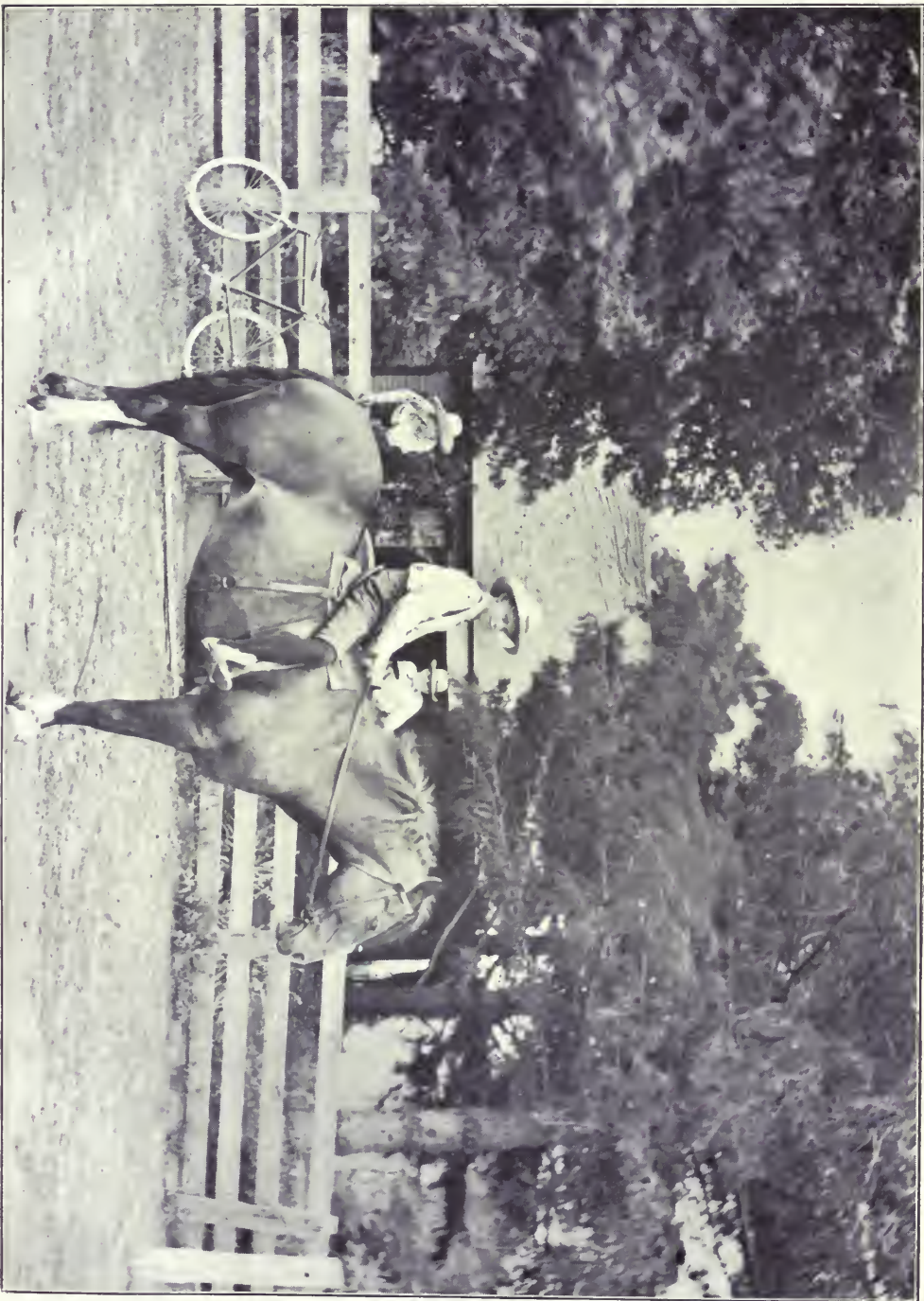
In the fall of 1910, Doctor L. H. Smith, Professor of Plant Breeding in the University of Illinois, and Mr. W. G. Griffith of McNall, Illinois, selected seed from the last corn crop grown from James L. Reid's seed corn selection. This crop had been produced by his son Bruce Reid.

It was their plan and purpose to keep up as near as possible, the strain of Reid's Yellow Dent. Up to the present date their purpose has been realized. The widow, Marietta Reid, has continued to grow corn from the 1910 crop, in order to keep it for the future needs of the grand-children of James L. Reid, Harry and Virgil, who seem to be developing agricultural tastes.

In his lifetime, James L. Reid was director of the Illinois Seed Corn Breeders Association; a member of the Illinois Corn Growers Association, was also a member of the Top Notch Farmers' Club.

In 1908 he accepted an invitation from J. Wilkes Jones of Lincoln, Illinois and manager of the National Corn Exposition at Omaha, Nebraska, to attend the big corn show. Mr. Jones gave him most generous public recognition of his

5-84²



Trees on South of House on the Homestead Farm. Taken from Lane on South Side of House.



achievements in developing and distributing "Reid's Yellow Dent." He introduced him as the man who had put more millions into the pockets of the corn belt farmers, than any other living man.

While corn was the special medium through which his life found expression, yet all lines of farm work, home life, and community betterment, received an impetus for good through his work and influence.

He was quiet and reserved in his manner; a generous, faithful friend; a public spirited citizen and a man of big faith in eternal truths.

"No life can be pure in its purpose and strong in its strife and all life not be purer and stronger thereby."

THE CANNON-STARK INDIAN MASSACRE AND CAPTIVITY.

Contributed by MILO CUSTER.

202 West Elm Street, Bloomington, Illinois, Jan. 3, 1919.

“Dear Mrs. Weber:

“I am sending you herewith a copy of the late Robert Lindley’s account of the Cannon-Stark Indian massacre and captivity. I am also giving you herewith a brief account of this Lindley family, which I would be pleased to have you publish with the account of the massacre.

“Robert Lindley, son of William and Unity (Warren) Lindley, was born in McLean County, Illinois, Oct. 3, 1842, received a common school education at the Hinshaw School, in Bloomington Township, McLean County, followed farming and market gardening, and spent all his life in his native county. He never married. He was accidentally killed by a train in Bloomington, Illinois, April 12, 1901.

“His parents were both natives of Christian County, Kentucky, from whence they emigrated to what is now Bloomington Township, McLean County, Illinois, in the year 1828. William Lindley died June 24, 1891. His wife died Feb. 10, 1881. They and their son, Robert, are buried in Scogin’s Cemetery, Section 13, Dale Township, McLean County.

“A biography of William Lindley is contained in Duis’ “Good Old Times” (published in 1874), on page 211.

“Robert Lindley was almost a life-long friend of my father, Samuel Custer. They were very nearly the same age, my father being but five days the younger. They attended the same common school together.

Very respectfully,

MILO CUSTER.”

By ROBERT LINDLEY
(Edited by Milo Custer.)

(The original of this account was written in 1898 at the request of Milo Custer.)

The ones that were taken prisoners by the Indians were a part of a family which was composed of the old gentleman and old lady, Mr. and Mrs. Cannon, their two sons, a son-in-law, his wife and a little grand-daughter, which was the child of one of the sons who had married an aunt of my mother's. She having died, Mrs. Cannon was raising the little girl. They formerly resided in Kentucky. They moved from there to Indiana, and after they had lived there a few years they concluded they liked it better over in Illinois, so they all (with the exception of Mrs. Stark) came over to Illinois, to prepare a place to move to.

Soon after they came over, they discovered a bee tree on the banks of the Okaw River. When they went to cut the bee tree, they all went out there. The two sons were chopping the tree down while the others were off a ways. Mr. Starks told my father that Mrs. Cannon said, "Now what if the Red Skins were to come upon us. What would we do?" He said the last words hardly escaped her lips before the Indians bounded upon them. Mr. Cannon started to run and they killed him. The two sons jumped into the river and endeavored to reach the other side, but they were both killed in the water. The Indians scalped them and took Mr. Starks, Mrs. Cannon and the little girl prisoners. Mr. Starks said they hurried, and their every act denoted that they were fearful that the whites would find out what they had done, and that they would collect together and follow them. He said they travelled very fast until about the middle of the afternoon. When they were passing a little thicket a bear jumped out and they killed the bear, and some of them went to kindling a fire while others went to skinning the bear. He said they skinned it and had it on cooking quicker than he thought it could be done, and after they got it cooked they gave them some to eat, but he said they had no salt to season it with, and they could hardly eat it, but still they ate some, but he said the Indians ate it with a relish and drank the grease

right down like water, and just as soon as they got through, they pulled up and hurried right along.

Mr. Starks said his greatest anxiety was about the old lady, he was fearful that she would give out, and he said he knew that if she did they would kill her, and that he did not intend it should be if it was in his power to prevent it, so he helped her along in every way he could. He said the little girl they carried, but the old lady they would have killed before they would have lent her a helping hand. He said when they came to a stream of water they waded right through, but he always carried the old lady over, and never allowed her to get her feet wet. He said they finally checked up and went slower, so they then got along very well.

When they reached the Indian town* they gave Mrs. Cannon and the little girl a tent to themselves, and they also gave him one. He said the most heathenish and barbarous act that the Indians did during the time they were prisoners, was that they fastened the scalp of the old lady's husband over one side of the door of her tent, and the scalps of her two sons upon the other, so that she would have to see one or the other upon coming out or going in. He said with the exception of that they were not treated bad during the time they were prisoners, with the exception of once, when he himself was treated in a not very agreeable way.

He soon got to going with them on hunting expeditions, and after he had been there a good while, he sometimes went out by himself. He said that what bothered him more than everything else was homesickness. He said at times he would get so homesick that he would hardly know what to do. After he had been there about a year, one day he was out by himself a considerable distance from the town, in the direction of home. He said he got to studying about home and he got so homesick that he did not know what to do. He said he would have run off and tried to have got home before that, but he hated to leave the old lady and the little girl, but that day the more he thought about home the greater his homesickness grew, until finally he said it seemed like he could stand it no longer, so he made up his mind in an instant that he would try to get home, and no sooner had he made up his mind than

* Katahotan. The principal Kickapoo village in Central Illinois, located on what is now Section 5, West Township, McLean County, Illinois.—M. C.

he started in the direction of home in a fast walk. He said when he had gone about a quarter of a mile, and was walking with his head down, he thought he heard something. He looked up and found himself almost right in the midst of a party of Indians that had been out hunting. He said he had not missed them from the town, and did not know they were out.

They knew he was running off, so they took him back and tied him to a tree and then held a council over him in order to come to some conclusion as to what they would do with him, so they argued for a long time, but could not agree. Then one of them got some paint or blacking and blacked one side of his face. He said their being so divided was the cause of their doing this. Some of them wanted to kill him, while others did not, but wished to deal with him in some other way. It finally came to an end, and they informed him that they had agreed not to kill him that time, but if he ever made an attempt to run off again they would kill him. So they came up to him, one at a time, great and small, squaws and all, and slapped him in the face, pinched and spit upon him, and so on, in like manner, and little ones that were not tall enough would jump up and give him a slap. He said that cured him of even thinking of trying to run off again.

Mrs. Cannon told my mother that after they had been there a short time, twenty or thirty Indians went off on a visit to some other part or portion of the tribe, somewhere else, and took Theney, the little girl, with them. She said their taking Theney with them caused her a great deal of trouble. She couldn't understand their talk, and did not know where they were going or their object in taking the little girl, and did not know that she would ever see her again. She said the longer they stayed the greater it worried her, and after they had been gone a day or two, she would watch in the direction they had gone to see if she could see them coming back, until finally she said she never took her eyes off of that direction from the time she could see in the morning until it got so dark she could see no longer. Finally one day she spied them away off on the prairie, coming. This was a very great discovery to her, but it was not sufficient, it did not calm her, it agitated her worse as they drew nearer, for the

Indians were all she saw, and them she cared nothing about. Was Theney, her little granddaughter with them or was she not, was what was troubling her then, so she exerted all the power of her vision as they came closer, to catch a glimpse of Theney, and finally saw her right in their midst. They surrounded her on every side. When they went away they were all afoot, and the little girl they carried in their arms, but they were bringing her back seated upon a pony, bedecked with flowers, feathers and beads, and in almost every way their Indian ingenuity could contrive, and even had a wreath around the pony's neck. The ones they had visited were the ones that had sent her home in that royal style.

Mrs. Cannon said that a party of them would go off somewhere on a visit every little while, and they would always take Theney with them, and always bring her back in the same style, but she never worried about it after the first time, for she saw that they thought so much of her that they almost worshipped her, and she knew she would be safe in their hands. My mother said she was a very pretty little girl with coal-black eyes and hair, which no doubt played a great part in winning the love of the Indians.

When peace was declared, there was some kind of a treaty* made with the Indians, and they were to deliver up their prisoners at St. Louis, but they wanted to keep the little girl, but they knew they dare not, so they thought they could, by giving enough, buy her, and the old chief went to Mrs. Cannon and told her they wanted her (the little girl) for a wife for the young chief, and if she would let them keep her, they would make up and measure her out a half bushel of silver, but of course, they soon found out they could not buy the little girl. Mr. Starks told my father that they had been trading with the whites until they had considerable silver amongst them.

When they started from here for the purpose of giving them up, they went to Fort Clark and there put them in canoes and delivered them up at St. Louis.

Mr. Starks told my father the direction the Indian town was from Fort Clark, and about the distance he supposed it to be, and also gave him a description of the situation of the

* This was probably the Kickapoo treaty of Edwardsville, 1819.—M. C.

town and surrounding country, so that when he came to this count he knew in an instant that Old Town Timber was where they were kept.

The people at St. Louis were expecting them and a great crowd collected on the bank of the river to receive them. Mr. Starks said under any other circumstances he would have been terribly ashamed for the people to have seen him, for his clothes amounted to a dirty, greasy old blanket, and that he had not had his hair cut nor been shaved during the three years he had been kept prisoner, and that he was dirty and also lousy, but when he stepped on shore he said he felt so overjoyed to be amongst whites once more that he said "Thank God I am amongst whites once more", and he said many men wept and there was scarcely a dry eye in the crowd. The women took Mrs. Cannon and the little girl and the men took him to a barber shop, got his hair cut, had him shaved and all cleaned up, and bought him a nice suit of clothes, and the women fixed the old lady and the little girl up in fine style, and kept them there a day or two, treated them in royal style, made them up a purse, a considerable amount of money, and then hired a fine carriage and a driver, and sent them back to their former home in Kentucky.



EDITORIAL

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THE WAR ENDED. THE ARMISTICE.

At 5 o'clock A. M. by French time on Monday, November 11, 1918, the German Plenipotentiaries signed an agreement to the terms laid upon them by the Allied nations, and at 11 o'clock, A. M. the same day, (six o'clock A. M., Washington time) firing ceased on all fronts. The fighting was over. The war was ended.

The field of the Journal of the Illinois State Historical Society is American history especially the history of Illinois and the Middle West, but the members of the Historical Society and all citizens of the United States have been so absorbed in war work especially since the entrance of our country into the war that they have read and worked and thought only of the war, its prosecution, progress and triumphant ending.

Our hearts, our hopes and our sympathies were exclusively involved in the great struggle and the great peril which confronted the world, in which the flower of our young man-

hood was engaged. Efforts in all lines were allied for the one purpose,—winning the War. The observance of the Centennial of our State which would have been in ordinary time a jubilee, a year of thanksgiving for the attainments of a hundred years of toil, sacrifice and achievement, was carried on as an aid to war activities and as a lesson in patriotism showing what difficulties and dangers the pioneer men and women of the State had encountered, how they had conquered these difficulties and made possible the great things which Illinois is accomplishing today.

The Centennial observances in the various cities and counties of the State were made a means of helping with the war work of the State Council of Defence, the Red Cross or other forms of War Relief. The people of Illinois are deeply thankful that the Centennial of the State witnesses the close of this most frightful of all wars and that for our second century of Statehood we may hope for a realization of a new democracy and a truer and broader citizenship.

A brief summary of some of the important events of the closing days of the war compiled from official sources and from contemporary newspapers and periodicals will therefore be of interest and as this number of the Journal is somewhat belated it is possible to include mention of events which occurred as late as January 1919.

On September 20, 1918, Austria announced her readiness to participate in an exchange of ideas leading toward peace. Germany immediately announced her readiness to participate in such a conference, for the successful drives of the American, British and French troops left no doubt of the ultimate and complete success of the Allied and American Armies.

By the middle of October the Crown Council in Berlin was practically in continuous session under the Presidency of the Kaiser.

On October 31, it was announced that the heads of the Allied governments and Colonel E. M. House, special representative of the United States government, were holding informal meetings in Paris.

On October 30, the British Premier, Lloyd George, Foreign Minister Balfour, War Secretary Milner, Field Marshal Haig, Sir Eric Geddes, Admiral Wemyss, and General Wilson of Great Britain, Admiral Benson and Vice Admiral Sims of the United States, Premier Orlando, Vice Admiral di Revel and Foreign Minister Sonnino of Italy arrived in Paris for the purpose of discussing means and terms for bringing the war to a close.

On October 31, the representatives of the Allied Governments held a formal meeting at Versailles to consider the terms of an armistice with Austria. The reason for holding this meeting at Versailles was that it is the Headquarters of the Supreme War Council which theoretically takes no decision except at Versailles. An informal conference was held prior to the meeting at Versailles at the residence of Colonel House, the personal representative of President Wilson. At this informal conference were present, M. Clemenceau, M. Pichon of France, Signor Orlando and Baron Sonnino for Italy, David Lloyd George, Premier of Great Britain, Dr. M. R. Vesnitch, Serbian minister to France, Eleutherios Venizelos, Premier of Greece, Colonel House, Arthur H. Frazier, Secretary of the American Embassy, Joseph C. Grew and Gordon Auchincloss, secretaries to Colonel House; General Tasker H. Bliss, the representative of the United States in the War Council, with General Lockridge and Colonel Wallace as secretaries to General Bliss, Admiral Benson, with Commander Carter and Lieutenant Commander Russell as his secretaries. Marshal Foch was the last to arrive at the conference. He came alone without aide or orderly.

The Supreme War Council resumed its sessions at Versailles, November 1, to consider the armistice terms which would be submitted to Austria and Germany.

General Tasker H. Bliss, representing the United States, was the first to arrive at the Trianon Palace Hotel on this day. Others followed him quickly. The session was held in the large chamber on the main floor of the Trianon Palace with windows overlooking the famous gardens. The delib-

erations were conducted with complete privacy. The conference continued daily. President Wilson was in constant communication with Colonel House and General Bliss and was fully advised of the progress of events.

The signing of the Armistice was the result of a diplomatic correspondence which had lasted about three weeks and was brought about by the deliberations and decisions of the Supreme War Council sitting at Versailles.

A note was sent by the German government on October 21, 1918 to President Wilson informing him that a fundamental change had been made in the German government in complete accord with the principle of the representation of the people based on equal, universal secret, direct franchise, with the further announcement that orders had been issued to submarine commanders precluding the torpedoing of passenger ships and asking that steps be taken to arrange an armistice "which would contain no demand which would be irreconcilable with the honor of the German people and with the opening of the way to a peace of justice."

President Wilson replied to this communication agreeing to take up with the Allies the question of an armistice, but informed the German government that the only armistice which he would submit for consideration would be one the terms of which would leave the Allies in a position to enforce any arrangement entered into and make any renewal of hostilities by Germany impossible. Other communications were exchanged. On October 28, a note from the Austrian government was received declaring that it accepted all the terms of the armistice. On November 3, the armistice with Austria was signed in the field, imposing severe terms. On the same day the German Kaiser issued a decree addressed to the German Imperial Chancellor in which he accepted the transfer of "fundamental rights of the Kaiser's person to the people" and acknowledged the adoption of the changes in the German government which had been demanded by the Allies.

On November 5, Secretary of State Lansing handed a note to the Swiss Minister who represented the German Gov-

ernment at Washington informing him that Marshal Foch had been authorized to receive German delegates and to communicate to them the terms of an armistice.

The German Government took immediate action. On November 6, it was announced from Berlin that a German delegation to take up peace negotiations had left for the western front. A German wireless dispatch was received November 7, at 1 P. M. It said:

“German General Headquarters to the Allies’ General Headquarters:

The German Commander-in-Chief to Marshal Foch.

The German Plenipotentiaries for an armistice leave Spa today. They will leave here at noon and reach at 5 o’clock this afternoon, the French outposts by the Chimay-Fourmies-La-Capelle-Guise road. They will be ten persons in all headed by Secretary of State Erzberger.”

Marshal Foch replied by wireless agreeing to meet the German Plenipotentiaries and designating the time, the place and the route by which they might arrive at the place of meeting.

The armistice was signed by Field Marshal Ferdinand Foch of the French army and Admiral Sir R. E. Wemyss of the British Navy on the one side and on the German side by Mathias Erzberger, Count Alfred von Oberndorff, Gen. H. K. A. Winterfeldt and Naval Captain von Salow. Admiral Sims of the United States Navy was present unofficially at the first meeting. The German plenipotentiaries coming from La Capelle arrived at the French front at 9 o’clock on November 7 and their automobiles with curtains drawn were escorted to the Chateau Francfort, the property of the Marquis de L’Aigle where the delegates spent the night. The next morning, November 8, they were taken to Rethondes in the forest of Compiègne where Field Marshal Foch in his special train awaited them. The credentials of the delegation were opened and examined. Dr. Erzberger, who was the leader of the delegation, addressed Marshal Foch, speaking in French saying in

substance that the German Government had been advised by President Wilson that Marshal Foch was qualified to communicate the Allies' conditions. Marshal Foch then read the terms to the German delegates, speaking slowly and in a loud voice. Dr. Erzberger then asked to be allowed to send the terms by courier to Spa and that until a reply was received, hostilities be suspended in the interest of humanity. Marshal Foch granted the request to send the terms by courier to the German High Command at Spa but refused to grant a cessation of hostilities. The terms included a formal demand that they be accepted or refused within seventy-two hours. After receiving the terms, the delegation withdrew. Marshal Foch immediately wrote an account of the proceedings and sent it by an aide to Premier Clemenceau who received it at noon.

On account of the continuation of the bombardment, the courier, Captain Helldorff, did not reach the German General Headquarters at Spa until 10 A. M. November 10. It is said that the Kaiser was appalled when he read the terms and bitterly reproached the Supreme Army command for having misled him, but General von Hindenburg insisted upon the bitter necessity of immediate compliance and the courier was sent back with authority empowering Dr. Erzberger and his associates to accept the terms and sign the armistice on behalf of Germany which they did at 5 o'clock, A. M. Monday, November 11, 1918 and six hours later the war came to an end.

The abdication of the Kaiser and the revolution in Germany occurred November 9, the day following the receipt of the armistice terms.

On the day the armistice was signed, November 11, 1918 Edwin L. James, the noted war correspondent cabled from the war front an account of the cessation of hostilities on the battle front. It was published in "Current History" for December 1918. It is in part as follows:

"They stopped fighting at 11 A. M. this morning. In the twinkling of an eye, four years' killing and massacre stopped as if God had swept His omnipotent finger across the scene of world carnage and cried "Enough." In fact it seemed

as if some good spirit had helped set the stage for the ending of the great tragedy. They told me at the front today that never before had the telephones and the wireless worked so well. All our divisions, all our regiments, all our companies got the word to quit at 11, and quit they did.

History will record that the Americans fought to the last minute. Aye, more, they fought to the last second. I picked the sector northeast of historic Verdun on the scarred hills where were buried German hopes, to spend what maybe the world's greatest day. On this front we attacked this morning at 9:30 o'clock after heavy artillery preparation. Reaching the front this morning expecting to find quiet reigning in view of the imminence of the cessation of hostilities I found the attack in full swing with every gun we had going at full speed and roaring in a glorious chorus, singing the swan song of Prussianism. It was a glorious chorus drowning the discord of German shell fire. We were attacking.

Picture, if you will, that scene at 10:30 this morning. Back in the rear everyone knew that the war was to stop at 11 o'clock, but in the front line no one knew except the officers. The doughboys knew nothing except their orders were to attack. They had heard rumors, but at 10:30 they were chasing the Germans back from their last hold on the hills east of the Meuse. At 10:40, at 10:50, at 10:55 they were fighting on. What could be more dramatic than when at 11, the platoon leaders in the front line sharply called the order: "Cease Firing", and explained that hostilities had been called off. If one listened then one heard just at 11, the great salvo from all our guns—and then silence.

They tell me the men stood as if numbed from shock, and then smiles spread over their faces and they broke into laughs as they listened and learned. The Germans, too, had called off the war. Then through the fog across the ravine they saw the boches spring from their positions and shout and sing with joy. They saw white flags in the cold wind and they saw the boches waving their hands in invitation to come over, but strict orders had been issued to our men against fraterniz-

ing and the Germans getting no encouragement kept on their own side of No Man's Land.

When all this happened I was standing with a grizzled American General at Beaumont just back of the line of one of our crack divisions. "It's so big" he said "that I can not grasp it at all" and then he pulled from his pocket a paper, and handing it to me said: "Here's the order that stopped the war". What he handed me was a copy of the order written, I understand, by Marshal Foch, the self-same order being issued to all the Allied troops this morning."

On November 12, Philip Gibbs, another celebrated correspondent wrote:

"Last night for the first time since August in the first year of the war, there was no light of gunfire in the sky, no sudden stabs of flame through the darkness, no long spreading glow above the black trees where for four years of night human beings were being smashed to death.

The fires of hell had been put out. It was silent all along the front with the beautiful silence of nights of peace. We did not stand listening to the dull rumbling of artillery at work which had been the undertone of all closer sounds for 1,500 nights, nor for sudden heart beats at explosions shaking the earth and air, nor say in whispers to ourselves—"Curse those guns".

At 11 o'clock the order had gone to all batteries to cease fire. No more men will be killed; no more mangled; no more be blinded. The last boyhood of the world was reprieved on the way back from Mons.

I listened to this silence which followed the going down of the sun and heard the rustling of russet leaves and the little sounds of night in peace and it seemed as though God gave a benediction to the wounded soul of the world. Other sounds rose from towns and fields in the yellowing twilight and in the deepening shadow world of the day of armistice. They were sounds of human joy. Men were singing somewhere on the roads and their voices rang out gladly. Bands were playing as all day on the way to Mons, I heard their music ahead

of the marching columns. Bugles were blowing." The war was ended. There was peace.

THE NEWS IN AMERICA.

The United States had a premature celebration of peace and jubilation on November 7, based on a spurious cablegram. In New York and Chicago and all the country the people went wild.

The real and authentic news of the signing of the armistice was received before daylight on Monday, November 11 and the celebration immediately began and continued without interruption for twenty-four hours. All business was suspended and the whole people took part in the demonstration.

In Washington, President Wilson addressed a joint session of the two houses of Congress at one o'clock P. M. in the House of Representatives. The galleries were of course, crowded. In the President's reserved seats in the gallery to the left of the presiding officer's chair sat Mrs. Wilson and Mrs. William G. McAdoo the President's daughter and the wife of the Secretary of the Treasury. The floor and galleries were filled with a brilliant and distinguished company. Many prominent women were present. At two minutes past one o'clock, President Wilson appeared in the House Chamber escorted by a committee of senators and representatives. "The President of the United States" announced Joseph Sinnott, Sergeant at Arms of the House. Instantly every person in the House or Galleries was on his feet, clapping his hands and cheering. The President read to the Congress, the conditions that Germany was obliged to accept, told of the representatives of the victorious governments in Supreme War Council at Versailles, of their labors and many other matters of great importance and interest. His address took but twenty-seven minutes. At 1:30 o'clock, he withdrew from the House of Representatives and in his motor car passed through great crowds of joyous and jubilant people who heartily cheered him as he returned to the White House.

Before his address to Congress on the morning of November 11, President Wilson issued the following proclamation:

“My Fellow Countrymen: The armistice was signed this morning. Everything for which America fought has been accomplished. It will now be our fortunate duty to assist by example, by sober, friendly counsel and by material aid in the establishment of just democracy throughout the world.”

(Signed) WOODROW WILSON.”

The War Department announced on November 11, 1918, the date of the signing of the armistice that the United States army had reached a total of 3,764,677 men and that 2,200,000 had been transported for overseas service.

On November 23, General Pershing reported that the number of men killed, wounded and missing was 236,117. This is a much larger number than had been expected but the losses during the last four weeks of the war were much heavier than during any other period. British official reports give the total number of British soldiers killed, wounded and missing as 3,049,991. The total German losses, as reported November 15, by the German Socialist newspaper *Vorwärts*, gives the total number of German soldiers, killed, wounded and missing as 6,330,000. Those actually killed are reported as 1,580,000.

Under the terms of the armistice more than 1,500,000 Allied and American prisoners were released and 250,000 of them passed into the American lines. Many of these men are wounded or sick and must be fed, nursed and restored to health.

On December 1, 1918 American troops crossed bridges over the Sauer and Moselle rivers from Luxemburg into Germany. The first important town reached was Treves an ancient city of 70,000 inhabitants.

PRESIDENT WILSON IN EUROPE.

President Wilson sailed for France at the head of the American delegation to the Peace Conference on the steam-

ship George Washington on December 4, 1918 and arrived at Brest, December 13. The American delegates are: President Wilson, Secretary of State Lansing, The Hon. Henry White, recently Ambassador to France, Mr. Edward M. House and Gen. Tasker H. Bliss. The President was accompanied by Mrs. Wilson, by members of the Conference, various officials and members of the press. During his stay in Paris, the President occupied the house of Prince and Princess Joachim Murat 28 Rue de Monceau.

The President and his party were welcomed at Brest by M. Pichon, French Foreign Minister. The Mayor of Brest delivered an address of welcome and presented an engrossed address of the city council.

The President arrived at Paris at 10 A. M. the next day. He was welcomed by the entire populace headed by President Poincare. President Poincare delivered an address of welcome on December 14 at the Elysee Palace.

The Peace Congress opened its first session at 3 o'clock Saturday afternoon, January 18, 1919, in the Salle de Paix of the Ministry of Foreign Affairs just across the river Seine from the Place de la Concorde. The room was formerly known as the Salle d'Horloge and is one of the most splendid reception rooms in Europe.

The Congress was called to order by M. Poincare, President of the Republic of France. As soon as M. Poincare had finished his address, President Wilson moved that M. Clemenceau, Premier of France be made permanent chairman. This motion was seconded by David Lloyd George and by Baron Sonnino and was unanimously adopted by the Congress.

On December 21, the University of Paris (the Sorbonne) conferred on President Wilson the degree of Doctor, *Honoris Causa* in recognition of his work as jurist and historian.

President Wilson and his party spent Christmas day on a visit to the Headquarters of the American Expeditionary Forces in France at Chaumont where he was received by General Pershing and where he reviewed the troops and made an address to them. On the following day, December 26, the

President and Mrs. Wilson went to England where they were received with demonstrations of joy and respect. On December 27, the King and Queen gave a State dinner at Buckingham Palace in honor of the President and his wife. The President remained in England until December 31, holding many conferences and visiting celebrated places including the ancient Guildhall, the Mansion House in London, the city of Manchester and the town of Carlisle where his grandfather had served as a minister.

The Presidential party returned to Paris the last day of the year, 1918, and on New Year's Day, 1919, they left for Italy. The King of Italy had called on the President in Paris on December 19th.

President Wilson and his party visited Turin on January 2 and on January 3 arrived in Rome. They were received at the Station by the King and Queen who greeted them with great cordiality and entertained them elaborately during their visit. The President called on the Pope on January 4. He visited also Genoa and Milan and returned to Paris on January 7.

ILLINOIS COLORED SOLDIERS IN FRANCE.

Col. Franklin H. Denison of the Three Hundred and Seventh Infantry, A. E. F. was given a reception by the Appomattox Club of Chicago on Wednesday evening, October 9, 1918. In Colonel Denison's address before the Club he said, speaking of the old Eighth Illinois Infantry, Illinois' Colored Regiment, now the 375th Infantry, A. E. F.

"Our boys are just natural bayonet fighters and have established such a reputation for themselves that the Germans let them come within a few yards of their trenches on patrol duty without molesting them. They soon learned that that is the safest course."

Colonel Denison reviewed the history of his regiment from the beginning of the war, taking it from a southern training camp through Newport News to France and the St. Mihiel sector.

“The Eighth regiment has the distinction of being the only American force which was sent to the trenches the day after its arrival,” he said. “We disembarked at 3 o’clock in the afternoon, and had the men ready for inspection by the French commander before dinner. At 9 o’clock that evening, I received orders to depart for the front in the morning.

FRENCH GENERAL’S PRAISE.

“We were immediately brigaded with French troops under General Mulhauser, an Alsatian, who had commanded the ground at St. Mihiel for four years without retreating. After we had been there for three weeks he sent word to Gen. Pershing asking that our regiment be left with him for the duration of the war.

“The fighting of the future will be for positions which have been fortified for twenty years and in that fighting your boys will show up splendidly, as it will be largely cold steel, hand to hand work, and at that the American negro cannot be beaten.

“The colored soldier boys are cheerful and earnest. They have dedicated their lives to the cause of democracy. There were no complaints. Only a desire to excel. They are fighting for you and they believe that their fighting will provide a fuller measure of equality for you and for them when it is over—that the democracy for which they are fighting will include the American Negro when peace is signed in Berlin.

“The greatest libel which has been put upon the American negro is that he is a follower and not a leader. The record of the old Eighth regiment utterly disapproves this. We set a record for speed and thoroughness.

“The American negro boys in the fight over there, are not complaining now. Their complaint will come when it is all over—and then it will be a demand for the equality which they have proven themselves worthy of possessing.”

Colonel Denison told several amusing anecdotes of Negro soldiers but particularly cited the action of Robert Ward, formerly chauffeur for former State’s Attorney John J. Healy.

“Ward was running a trench mortar in the first line trenches,” he said, when he observed a large body of Germans massed in their first line. Without any orders he immediately threw a barrage over them which enabled our troops to capture the whole outfit, as the fire cut them off from their back positions. The whole regiment was cited by the French commander.”

The membership of the Appomatox Club is made up of prominent colored citizens of Chicago.

Colonel Denison became ill while on duty in France and he was sent home on sick leave. His command was assigned to Col. Thomas D. Roberts, a distinguished white soldier, a regular army officer, also an Illinois man.

Colonel Denison was the highest in rank of any colored officer in the American Expeditionary Forces in France. Colonel Denison is an attorney of Chicago and is at present an assistant in the office of Attorney General Edward J. Brundage.

Lieutenant Colonel Otis Duncan of Springfield, Illinois, also a colored officer, was Lieutenant Colonel of the same regiment and served in France until the close of the War.

COLORED YANKS SING THEIR WAY THROUGH FRANCE.

By CHARLES N. WHEELER.

Special Correspondent to the Chicago Tribune and published in the Tribune October, 1918.

With the Negro Troops in France, Oct. 20, 1918—Some writer once said that the only pure folklore we have in the United States are the old time melodies and camp meeting songs of the southern Negroes. One starts thinking the proposition over as the lines of colored doughboys swing down the sycamore lined roadways of France in the dusk of the evening, singing in that quavering, strident, half-moaning

voice that surely has the elements both of primitiveness and originality.

LILT OF SOUTHLAND.

A long line of colored troopers were marching along a hillside in the zone of operations one evening as we came upon them. Long before we met them the melody of some old plantation song could be distinguished.

“It’s me, O Lawd, standin’ in the’ need o’ prayer;
It’s me, O Lawd, standin’ in th’ need o’ prayer.

Then a high pitched, quavering, piercing voice—the leader—rose above the noise of many boots on the cobblestone road:

“Not my mother, not my sister”, and then the whole company in a great perfervid, primitive prayer:

“It’s me, O Lawd, standin’ in the need o’ prayer;
“It’s me, O Lawd, standin’ in the need o’ prayer;

Again the high pitched voice of the leader:

“Not the elder, not the chaplain,” and then the whole company:

“It’s me, O Lawd, standin’ in the need o’ prayer.”

It has a swing to it that cannot be described without the notes. Lieut. Sonny (white) a Plattsburg and Harvard man, who had charge of this company told me that he couldn’t possibly have a finer lot of soldiers under him than these Negro boys. He encouraged them to use their plantation songs and kept them at it for months until they have no fear of Huns or death or anything in the world—if only their hearts can give voice to the stirring melodies.

In connection with this one melody they tell a good story. The Negro boys themselves enjoy a story of this kind told on one of their own troops, and while some may be a bit skeptical as to the veracity of it, they lie back and shake with laughter when it is sprung. A platoon of Georgia boys, so the story runs, were digging a trench not many miles behind No

Man's Land one afternoon. The sun was shining down pretty warm and they threw off their helmets. The dirt was flying over their heads and the low humming voices blended beautifully, "It's me, O Lawd, standin' in the need O' prayer." Fritz with a load of aerial bombs nosed his Gotha in the direction of this platoon and was over them before they noticed him. He let drop a couple of bombs that fell uncomfortably near the trench. Then he swooped down and unlimbered his machine gun with that put-put-put accompaniment that induces one to hunt for the dugout.

Just one man in the platoon lost his bearings for the moment. He was a Georgian about 6 feet 2 inches tall, lean and lanky, but very powerful. He leaped out of the trench, so the boys say and legged it over the hillside in mighty jumps. He didn't wait to recover his helmet, but held the shovel over his head as he departed, and with nearly every jump, they heard him shout:

"O Lawd, keep 'em high; O Lawd, keep 'em high."

And back in the trench the platoon was hurling dirt over their heads as dirt never before was scooped up in shovels and accompanied by the humming voices, now a little louder and with a sort of accelerated and staccato punctuation:

"It's me, O Lawd, standin' in the ' need O' prayer."

HERE'S ANOTHER YARN.

The same squad between songs has another story they think is all right. One of the boys had been up at the front and gone over the top a couple of times. When he was sent back for a rest a brother colored soldier from Mississippi edged up to him, showed two perfectly fine rows of perfectly white teeth and inquired:

"Say Boss, what yo' all mean by dis over de top stuff?"

The boy who had experienced the sensation looked at him seriously for a moment and replied:

"Say boy, when dem orders do come, and dat zero hour am struck, and dey's gwine ober dat top, it's just good night world—good mawnin, Pearly Gates.' "

“O MOANAH” SONG.

One of their most popular marching songs that has a swing to it that is irresistible that must ease up the muscles in their legs like Alexander’s Rag does to a Caucasian breed, deals with the mourner. It requires a leader with that high pitched, quavering thrilling voice to make it go just right. The leader shouts: “O Moanah” (mourner) and the great plea comes from the whole company: “Doan stay away”. The leader again pierces the night with that strident cry: “On backslider” and the chorus rolls over the hills: “Don’t stay away.” The leader usually repeats the same salutation several times. His appeal is to the “Moanaw” the “backslidaw” the “deacon” and the “elder” and the wonderful blending voices, like the diapason from the pipes of a great organ, rolls forth again and again: “Doan stay away.”

LIL LIZA JANE.

“Lil Liza Jane” is another powerful harmony they use a good deal. It requires an accomplished leader to make the salutation of the first line with the chorus landing on the “Lil Liza Jane” which is repeated over and over and the more times it is repeated, the more eloquent becomes the spirit of the men. The leader shrieks it thus:

“Ise got a gal and you got none.”

The chorus roars:

“Lil Liza Jane”.

There is a grand ensemble chorus that runs as follows:

“O Liza”.

“Lil Liza Jane”

“O, Liza”

“Lil Liza Jane”.

The song runs along complete, thus:

“Ise got a gal and you got none—

“Lil Liza Jane

“House and Lot in Baltimore—

“Lil Liza Jane.

"Lots of chillun round mah door—
 "Lil Liza Jane.
 "The bumblebee out for sip—
 "Lil Liza Jane.
 "Takes the sweetnin from yo' lips—
 "Lil Liza Jane.
 "Come mah love an' live with mie
 "Lil Liza Jane.
 "And I'll take good care o' thee—
 "Lil Liza Jane".

"To GERMANY".

They have another in which they are going straight to Berlin, and they sure do make some noise. There are only two lines to it, the first line being repeated six times and then they all bear down hard on the last one:

"We're marching on,
 To Germany."

Then six times, "It's Kaiser Bill" with last line so: "We're going to kill." There are six lines of "It's Company C" that's marching on to Germany."

"From Kaiser Bill" they sort of modulate over on to an old melody of the Southland.

"Mother, rock me in the cradle,
 Rock me in the cradle of the deep".

LIBERTY LOAN PARADE IN CHICAGO.

Maj. Gen. Thomas H. Barry and a group of staff officers and friends entered the Liberty loan parade reviewing stand on the steps of the Art institute at 1 o'clock October 12, 1918. At 1:30 o'clock the general arose to salute the first colors and to review Chicago's citizen army on its great gala day. At 6 o'clock the general was still standing at attention, his arm working automatically in salute as the flags drifted by.

The parade went on and on. The loop was the sea in which the waves of the Liberty Loan groups from all districts

and suburbs broke into spray of color and music. It went beyond the bounds of its sponsor's imagination. It surpassed any parade that Chicago has seen, not only in size but in character and beauty.

Every trade, every race, every group, and organization in the city seemed to be represented in this great appeal for the Liberty Loan and the financial backing of the war. How many thousands marched it is impossible to say. In the loop the parade became so congested in one or two spots that a tally of the marchers could not be taken. All observers agree, however, that the number was far in excess of 100,000.

WOMEN GIVEN OVATION.

The gold star and blue star mothers and the manifestations of the wonderful work of the women in wartime were received with enthusiasm all along the line of march.

"O, Mother Armenia, weep no more; thou shalt have thy liberty," was the inscription over one float in which Turkish soldiers were represented as butchering helpless women and children.

Belgians, Russians, Italians, French, Chinese, Japanese, Syrians, Bohemians, Mexicans and many other races trudged by in an enthusiasm for Uncle Sam and the war that knew no bounds.

As it was Columbus day the Italians and the Knights of Columbus were specially prominent in the display. They had many floats and banners and bands. There have been parades of the races before and industrial parades and labor parades, but this parade combined them all.

MINGLED IN PAGEANTRY.

The "flying squadron" of Liberty Loan salesmen, all crack business men, 100 per cent, marched with singing Czecho-Slovaks, and near a group of Negro women who represented war service for their race. The great exhibits of Armour and Swift and the Commonwealth companies mingled with the rough captions of the truck drivers, who bore homely and apt legends on their trucks.

The parade was led by C. H. Schweppe, director of the seventh federal reserve district, and a group of officials of the Liberty Loan campaign. Senators Lawrence Y. Sherman and J. Hamilton Lewis marched there. Gov. Frank O. Lowden came up from Springfield to review the parade.

ARMY AND NAVY MEN.

The Great Lakes band, leading 5,000 blue jackets under command of Capt. Moffett, came next. Then came the United States Marines and coast guards and several branches of the regular army, including the entire Chicago units of the Illinois national guard and the reserve militia.

There was a taxicab or two loaded with wounded heroes with overseas caps, veterans of foreign service, heavy artillery, a long range gun that set off bombs that echoed through the loop, Columbia sheltering all the nations, uniting them, leading them.

WAR ACTIVITIES SHOWN.

Chicago's multifarious war activities began to unfold. Exemption district committees marched by with soldiers' and sailors' relief boards. There were the women's committees of the State Council of Defense, the Illinois motor girls in natty gray uniforms, the reconstruction girls, The Girls' Patriotic Service league, women lawyers in black caps and gowns, the shipping board, the food administration, the fuel administration, the United States employment service, the coal trade, the internal revenue forces, base hospital units, local boards, mothers of aviators, foreign language divisions, industrial divisions and groups of the Federation of Labor and the key of it all was "buy more bonds and beat the kaiser to a finish.

The ward organizations, particularly that of the Twenty-sixth had some of the best floats in line. A Hallowe'en float, a turkey float, a pumpkin float, and a Christmas float, all carrying patriotic significance and the injunction to buy bonds were in this section. A girls' band, the leader walking like a pouter pigeon, her baton in regulation salute, rivaled in popularity the famous jackie band.

MANY ORGANIZATIONS THERE.

Boy Scouts, Red Cross Nurses, Y. M. C. A. War Camp Community service, Salvation Army, The Catholic Order of Foresters, Catholic Alumnae, Jewish Relief, policemen, firemen, letter carriers, Elks, Foresters, Masonic orders, and High School cadets, were a few of the organizations represented.

A flag seventy-five feet long and fifty feet wide was carried by eighty women and girls. It stretched from curb to curb and received a bushel of silver along the line. At LaSalle street and Jackson boulevard the flag got tangled and stopped the parade for several minutes. Taken as a whole it was a magnificent demonstration of the fact that all the people are enlisted heart and soul in backing up war activities and winning the war.

ILLINOIS LAST IN PERCENTAGE OF GOOD ROADS.

Mr. Wacker gives List Showing Percentage of Roads Improved in Illinois. Compiled by Friends of Good Roads.

BY CHARLES H. WACKER,

Chairman of Chicago Plan Commission.

On November 4, 1918, the day before the election Mr. Wacker issued the following statement:

“Within the last week I made a public statement that Illinois has the richest farms and the worst roads in the United States, and that the situation is a disgrace to the State, a burden to the farmers, a menace to the nation’s transportation system and a direct tax upon every citizen of the state because of the loss such a condition entails.

Supplemental thereto I desire to present the following percentage of good roads, based on the total mileage of roads in a number of the most important states in this country:

Forty-seven per cent of the roads in Massachusetts are improved; in Indiana, 42 per cent; in Ohio, 36 per cent; in

New York, 22 per cent; in Wisconsin, 20 per cent; in California, 20 per cent; in Illinois, 12 per cent.

Upon getting these authentic figures, I again desire to urge upon the citizens of Illinois to vote "yes" on the good roads bond issue at the election on November 5."

ILLINOIS LIFTED OUT OF THE MUD.

At the election of November 5, the proposition for Highway Improvements carried by a large majority. The Chicago Tribune on November 6, contains the following report of the result of the election.

Returns on the good roads bond issue from 2,854 precincts out of 5,681 in Illinois give:

	For	Against
In Chicago (1,900 pcts.).....	191,070	58,226
Outside Chicago (954 pcts.).....	113,886	22,299
	<hr/>	<hr/>
Totals	304,956	80,525

Returns on the Michigan avenue bonds from 1,900 precincts out of 2,215 in Chicago give:

	For	Against
Men	164,386	81,051
Women	66,734	33,829
	<hr/>	<hr/>
Totals	231,120	114,880

Illinois is to have the greatest system of good roads ever planned by any state. The voters gave the \$60,000,000 bond issue a sweeping indorsement yesterday, putting the measure over by a majority somewhere in the neighborhood of 450,000. The returns so far indicate that about 600,000 votes were cast in favor of the bond issue. This is far more than the number required to carry it under the provision that it must receive a majority of all the votes cast for members of the general assembly.

LINK ALSO CARRIES.

The \$3,000,000 Michigan Avenue bond issue, Chicago's local item of highway improvement on the little ballot, also

was carried apparently by a vote of approximately 2 to 1. The women's vote helped to swell the total.

Campaigners who have been working for more than two years on the state highway bond issue were jubilant over their victory. Incomplete returns from downstate indicate that the project carried in every county, with only one or two possible exceptions. This was better than they had expected for opposition had developed at the last minute in several localities.

Outside Chicago the vote on the measure was nearly 6 to 1 in its favor. In the city it ran only a little better than 3 to 1, indicating that the general epidemic of good roads enthusiasm failed to reach many of those who do not own automobiles and do not realize what country highways mean.

SURVEYS TO BEGIN AT ONCE.

State Highway officials indicated that road surveys will be begun at once, in order to be ready to start the actual work of road building as soon as the war is over. A total of 4,800 miles of inter-connecting paved highways will be constructed and it is possible that the whole job can be completed within five or six years.

Approval of the Michigan avenue bonds provides the necessary funds for completing the long awaited boulevard link.

TABLET MARKS FIRST JEWISH CHURCH IN NORTHWEST.

On December 3, 1918, Illinois Day, the one hundredth anniversary of the admission of the State into the Federal union, occurred the dedication and unveiling of a bronze memorial tablet placed at the south-west corner of the federal building by the Jewish Historical Society of Illinois. The ceremony took place at 4:30 o'clock.

The tablet marks the exact location where stood in 1851 the first Jewish house of worship in the northwest. It was unveiled by Elias Greenebaum, 96 years old, the oldest Jewish resident in Illinois.

H. L. Meites presided and Hugh S. Magill made an address.

Formal dedicatory exercises were held by the Society the following Saturday evening in the rooms of the United States Court of Appeals.

MAJOR H. R. HILL FROM ILLINOIS KILLED IN FRANCE.

A letter received by friends at Quincy, Illinois, on November 4, from an army officer in France told of the death of Major H. R. Hill of Quincy, formerly a brigadier general in command of the Second brigade of the Illinois National guard. The letter said that Major Hill was killed while leading troops against a German machine gun nest along the Meuse about the middle of October.

Major Hill was an officer in the Illinois National guard for many years and went to France from Camp Logan last June in command of one of the brigades in the Thirty-third division. His command was later replaced by a regular army officer and he accepted command of a battalion of Michigan and Wisconsin troops.

He was one of the members of the commission that investigated the East St. Louis race riots.

FRENCH CLERGYMEN VISIT CHICAGO.

On Friday, November 8, 1918 one of the most distinguished missions the allied countries have yet sent to America came to Chicago for a three days stay—the French ecclesiastical mission. In the party were: The Rt. Rev. Eugene Julien, bishop of Arras; Mgr. Alfred Beaudrillart, head of the Catholic university of Paris; Canon Guillemant vicar general of Arras; Abbe-Felix Klein and Abbe-Patrick Flynn.

The mission came to attend the jubilee of Cardinal Gibbons of Baltimore after which it made a tour of the principal American cities. While in Chicago the visitors were the guests of the Most Rev. George W. Mundelein, archbishop of

Chicago. They were entertained at the University Club. The State Council of Defense also entertained the mission. There was a dinner at the Blackstone Hotel followed by a mass meeting at Orchestra Hall to which the public was invited. The mission was entertained by the Association of Commerce at a luncheon at the Chicago club.

Sunday the archbishop of Arras conducted services at the church of Notre Dame. Father Flynn at St. Mary's and Father Klein at St. Thomas'.

Monday there was a dinner at the Congress hotel and a meeting at Orchestra hall. The latter was under the auspices of the state council.

DEATH OF THE PAINTER OF A CELEBRATED HISTORICAL PICTURE.

A. M. Willard, painter of the famous picture "The Spirit of '76" died at his home in Cleveland, Ohio, October 11, 1918.

The painting was finished in 1876 and exhibited at the Centennial Exposition at Philadelphia in that year. It was bought by Gen. J. H. Devereaux of Cleveland, who presented it to the town of Marblehead, Mass. It now hangs in Abbott Hall in Marblehead.

TREES WILL BE MEMORIALS TO AMERICAN DEAD.

Governors of all states in the union have been asked to cooperate in a plan to plant along trans-continental highways and public roads memorial trees for the nation's dead soldiers and sailors, it was announced on November 8, 1918 by the American Forestry association. Charles Lathrop Pack, president of the association, said the idea had been taken up by many towns and cities, and, the General Federation of Women's Clubs has before it a proposition to plant memorial trees along the Lincoln Highway.

Gifts of Books, Letters, Pictures and Manuscripts to the Illinois State Historical Library and Society.

- Catalogue of Library planning, book stacks and shelving. Gift of the Snead and Company, Iron Works, Jersey City, N. J. 271 p. The Gillespie Bros., Printers.
- Catalogue Delta Kappa Epsilon Fraternity Yale College, New Haven, 1918. Gift of Mr. Clinton L. Conkling, Springfield, Illinois.
- Chicago in the Fifties. Introduction by Mabel McIlvaine.
- Chicago—Reminiscences of Chicago during the Civil War. Introduction by Mabel McIlvaine. Gift of Donnelley & Sons, Chicago.
- Congressional Records. 1 set gift of Hon. Loren E. Wheeler, Springfield, Ill. Detroit, Michigan. Guide to Detroit. Gift of Miss Valentine Smith, Chicago, Ill.
- Franklin Benjamin. The autobiography of Benjamin Franklin. Gift of Donnelley & Sons, Chicago.
- Genealogy. Fellows-Craig and Allied families from 1619 to 1919. Compiled by Frank H. Craig. Gift of the compiler, Frank H. Craig, Kewanee, Ill.
- Genealogy. Old family records collected and published by Milo Custer, Bloomington, Ill. Nos. 1-5. Gift of Milo Custer.
- Genealogy. Orendorff Genealogy by Milo Custer, Bloomington, Ill.
- Genealogy. Railsback, Adams, Briggs families compiled by Mrs. Mary E. Mitchell, Mrs. Anna P. Railsback, Mrs. Wise E. Allen. Published by authority, of the Railsback-Adams-Briggs Association. Gift of Mrs. Gertrude Railsback, Mackinaw, Illinois.
- Genealogy. Seymour Genealogy. Gift of the compiler Seymour Morris, 112 W. Adams St., Chicago.
- Illinois. Catalogue of the Phaenagamous and Vascular Cryptogamous plants of Illinois native and introduced. Gift of Thomas S. Moore, Robinson, Ill.
- Illinois. Flags. Historic flags of Illinois, in colors. Gift of Mr. Thomas Kennedy, 1201 Broadway, Normal, Illinois.
- Illinois. Flags. Our Community Service flag. Gibson City, Illinois. Gift of Virgil G. Way, Gibson City, Illinois.
- Illinois. Jersey County, Illinois, Jersey County in the World War 1917-1919. Gift of J. W. Becker, Supt. of Schools, Jerseyville, Ill.
- Illinois. Manual of the First Congregational Church, Wyoming, Ill. Gift of John W. Walters, Wyoming, Ill.
- Illinois. Republican State Convention, 1918. Platform of the Republican State Convention, Springfield, Sept. 20, 1918. Gift of Justus L. Johnson, Aurora, Ill.
- Income tax receipt, May 1869. Thomas Vennum, Watseka, Ill. Gift of Mr. Thomas Vennum, Dept. Public Works and Buildings, Springfield, Ill.

- Indians.** The Indian Captivity of O. M. Spencer. Edited by Milo M. Quaife. Gift of Donnelley & Sons, Chicago, Illinois.
- Indians.** The Life of Black Hawk. Edited by Milo M. Quaife. Gift of Donnelly & Sons, Chicago.
- Japan at first hand.** Gift of the Japan Society, 165 Broadway, New York, N. Y.
- McConnel.** John Ludlam. Talbott and Vernon. Pub. N. Y., 1850 The Glens; A Family History Pub. N. Y. 1851. From the estate of Mrs. Edward M. McConnel, Jacksonville, Ill. Gift of Mr. H. B. Hayden, The Olympia Club, San Francisco, Calif.
- Missouri Council of Defense—Report 1917, 1918-1919.** Gift of Missouri Council of Defense Jefferson City.
- New York.** The New York Historical Society Collections 1917-1918. Gift of the New York Historical Society.
- New York, Schenectady.** A History of Schenectady during the Revolution. Gift of the compiler, Willis T. Hanson, Jr., Schenectady, N. Y.
- Patterson, Samuel.** Samuel F. Patterson An appreciation by W. M. Camp, 7740 Union Ave., Chicago.
- "The Watch Tower."** Extra issued at the time of the Election 1860 of Lincoln and Yates. Gift of Dr. Homer Mead, Camden, Ill.
- Woman's Relief Corps.** Journal of the Thirty-Sixth National Convention, Portland, Oregon, 1918. Gift of Mrs. Lois M. Knauff, Chagrin Falls, Ohio.



NECROLOGY

CLINTON CRISSEY PATTERSON.

1889-1918.

No one can explain character. Its elements finally elude analysis. Its secret springs are not for the public eye. But there are few of us who are not sensitive to the presence of really great character. Let us remember, however, that neither fame nor notoriety, nor bluster make greatness. Simple faith in God and men, earnestness and honesty, and an eager willingness to spend and be spent for others—these are the insignia of greatness.

Clinton Crissey Patterson was born in Marengo, Ill., on September 16, 1889. His boyhood and youth were passed here in the play and work of a normal boy. He graduated from Marengo high school in 1908 and the following fall entered Northwestern University at Evanston, Ill. After three years of intensive training the call of business became too insistent and without completing his university course he entered the office of the J. H. Patterson Company. He remained in this work until his death.

He was married to Miss Mabel Joslyn on September 4, 1912. His home has been blessed by the birth of two boys. The widow and one child survive him.

His interests in life were wide and varied. As all busy and capable men his time was never too crowded for him to assist where there was need. His life touched every vital interest in local activities. Since the opening of the war he has served as the secretary of the County Council of National Defense. This office alone entailed many hours of planning, travel and correspondence. He was associated with the county officers, who have charge of the four-minute men. He was director of the Illinois Lumber and Material Dealer's association. In addition to these activities he was the hub of the business wheel of the J. H. Patterson Company. Truly here

was a man who lived longer in his brief span of 29 years than many others who eke out their three score years and ten.

His illness of Spanish influenza lasted only a little over a week and terminated in his death on Tuesday evening, October 8, 1918.

The elements were so mixed in him that nature might stand up and say to all the world, "This was a man." In those fine and forceful qualities which make manhood, Clinton Patterson was richly endowed. His presence left one satisfied that here was a full-orbed personality. No side of his nature had expanded at the expense of another. He had convictions, ideals, energy and persistence. He also possessed tact, reserve and infinite patience. He knew how to put much usefulness into the too few hours of the day. We talk much about the strenuous life. He lived it. Surely he must have died in the faith of another noble and brave worker, Robert Louis Stevenson, that "Life goes down with better grace, foaming at full tide over some precipice, than miserably struggling to an end in sandy deltas."

ROBERT A. GRAY.

1835—1918.

Robert A. Gray was born of Scotch-Irish parentage in County Donegal, Ireland, Oct. 16, 1835, and died at his home in Blue Mound, Ill., at 6 o'clock Thursday morning, Dec. 5, 1918; being just 83 years of age. When a lad of 16 he came to this country with his now aged sister, Mrs. Sarah J. Martin of St. Louis, Mo., and his brother, the late William A. Gray in the went out to the neighborhood of Edwardsville, Ill., where by unusual energy he succeeded in fitting himself to each school. Here, also, he renewed acquaintance with the Blackburn family who had formerly been old neighbors in Ireland, and on January 24, 1861, was united in marriage to Martha Blackburn.

Mr. Gray taught school and farmed in Madison county until 1874, when he moved with his family to Christian county and settled on the farm now known as the old homestead northwest of town. While residing on the farm he served his township and county well for many years as an efficient member of the board of supervisors and became one of the best known and most highly respected men of the county and in consequence was elected in 1886 to the State legislature, where he rendered creditable and valuable service for this district for two terms. In legislative halls he became known as a man unusually well informed on historical, political or economic subjects and a man of unquestioned honesty and integrity who would strenuously oppose anything that savored of political trickery or crookedness.

From 1891 until 1895 Mr. Gray was a trustee of the Illinois State Historical Library. The following clipping written at the time of his resignation of that trusteeship shows his service in that capacity: "During Mr. Gray's term the directors of the library have added 4,000 rare and valuable books to the collection, all bearing upon the history of Illinois and

the territory of which it is composed. A little reflection will disclose the magnitude of the work, a large part of which fell upon Mr. Gray." Not only was he a life-long student of remarkable memory, but he was a writer of no little merit.

A great number of his articles and a few poems sent to the newspapers he signed Querques. One such poem entitled "There's but One Pair of Stockings to Mend Tonight," is published in Edward's Reader as an anonymous production.

Following the death of a little daughter, Mary, at the age of three, Mr. Gray wrote a poem entitled "Mary." Of this poem Eugene Field said, "it is one of the finest productions in the English language." Among his other poems are "Logan", written during the debate in the House on the Logan Monument Bill. "To My Wife," written on the occasion of his fortieth wedding anniversary; "A Bobby Burns Poem," "Birthday of Robert Burns," and several other poems.

In the Publication No. 9 of the Historical Library of Illinois is a paper entitled "The Scotch-Irish in America," read before the Illinois Historical Association held in Bloomington in 1904.

Mr. Gray was for many years an honored member of the Blue Mound Masonic lodge and was also a prominent official of the Cumberland Presbyterian church of Blue Mound until that church was disbanded a few years ago. The members of his family bereaved by his death are an aged sister living in St. Louis, his life-time companion and helpmate, Mrs. Gray, and the following children: William A., of Labelle, Mo., Mrs. W. H. Walley of Decatur, John K., of Blue Mound, Mrs. C. S. Burdick of Prairieton township, Christian county, Robert H. of Blue Mound, Mrs. Frank Long, Mt. Auburn, Sarah, at home, James M. of Oregon, Frank S. of Morgan Park, Ill., and Edna B. of Riverside, Ill. There were also Joseph S., who died in 1907, and two children who died in infancy. Seventeen grandchildren are also left. A very large circle of friends will feel they have suffered a personal loss in his death. A good man and valuable citizen has gone from among us whose virtues young men would do well to emulate.

Funeral services were held Friday afternoon at 1 o'clock at the residence, conducted by Rev. A. N. Simmons, pastor of

the M. E. church. The singing was by a quartette consisting of Mr. and Mrs. Dan Zittrell, Mrs. Dora Denny and Robt. McClure. Burial was at the Hall cemetery.

JOHN THOMAS McCOMB.

1862—1918.

John Thomas McComb was a native of Illinois. He was born in Chicago September 26, 1862, and died in the city of his birth December 20, 1918. He received the usual educational advantages of a city boy. He attended the public schools of his neighborhood. He was a student at the Washington school, and later the Carpenter school, from which he graduated. He attended the high school for two years, but was unable to complete the course, as he was obliged to go to work to earn his living. His first position was with the Western Union Telegraph Company, as messenger or office boy. He rose by promotions until he became assistant shipping clerk. He left the Western Union Company to enter the government service in the Chicago postoffice, in the mail carriers' department. He remained in this department serving in various capacities until his death. He was on duty for his department when the accident occurred which caused his death. He was on the corner of Kinzie Street and LaSalle Avenue when he was struck by a Sedgwick Street car and his head was injured. He did not recover from this injury and died December 20, 1918.

Mr. McComb is survived by his wife, Mrs. Margaret McComb. There were no children.

John T. McComb was interested in politics and in history, particularly was he interested in the history of Illinois and Cook County. He attempted to make up by study for the lack of educational opportunities of his youth. He was for several years a member of the Illinois State Historical Society and took a deep interest in its work. He greatly enjoyed the Society's publications. His kind words of appreciation and his letters of encouragement were sources of help and inspiration to the officers of the Historical Society.

A kindly man, a good citizen and a faithful friend has gone from the world in the passing of John Thomas McComb.

630

21



THOMAS E. MERRITT.

HON. THOMAS E. MERRITT.

J. T. DORRIS.

In the death of Hon. Thomas Emmett Merritt at his home in Salem, Ill., on Dec. 25, 1918, there passed away one of Illinois' most prominent politicians and legislators. His immediate forebears were worthy men also. His grandfather, Ebenezer Merritt, fought for independence during the American Revolution. His father, John W. Merritt, was until about 1840, a prominent lawyer and businessman of New York City, representing for a time the Fifth ward in the city council. His successful career in New York was in connection with James T. Brady, eminent criminal lawyer of that city. Mr. Merritt was also a man of considerable literary ability and contributed to newspapers and magazines frequently. Financial reverses growing out of the panic of 1837, caused him to come to Illinois in 1840, where he established the Belleville Advocate, and later the Salem Advocate.

In 1860 John W. Merritt was a member of the Illinois delegation to the National Democratic convention which met at Charleston, S. C. Later he was present at the recall of that convention in Baltimore and assisted in the nomination of Stephen A. Douglas. He served in the Illinois State Legislature during the Civil War. In 1865 he and his son, Edward L., assumed editorial charge of the Illinois State Register. Of his ten children three attained prominence in state and national affairs—General Wesley Merritt, of Spanish-American War fame; Edward L., one time proprietor of the State Register and member of the State Legislature; and Thomas E., member of the State Legislature from 1868 to 1890.

Thomas E. Merritt was born in the city of New York April 22, 1832. He came to Illinois eight years later, spending the remainder of his youth and receiving his education in Belleville. After following the trade of carriage and omnibus painter in St. Louis for six or seven years, he came

to Salem, which was then his father's home. Here he studied law and was admitted to the bar in 1862.

In 1868 Mr. Merritt became a member of the State Legislature, and served an unbroken period of twenty-two years in that body, the first ten in the House, the next eight in the Senate, and the last four in the House. During this time probably no other member was more attentive to his duties than he. Mr. Merritt was a staunch Democrat and at times the leader of his party on the floor of the house to which he belonged. The Chicago Herald in 1887 said of him, "He is always to be found in his seat in the House, and pays strict attention to the proceedings. He takes part in all important proceedings, and speaks his mind without any sort of reserve and never takes the floor without convulsing the House with laughter."

Just here it seems advisable to state that Mr. Merritt had an impediment in his speech which certainly would have constrained a less determined man to silence. This was in no wise the case with him. He had a strong voice, a commanding personality, and a logical and vigorous mind. He had, moreover, a fund of humor with which he often interspersed his remarks. The St. Louis Dispatch in an issue in 1883 says, "Hon. Thomas E. Merritt, Stuttering Tom, as he is called by his friends and admirers, is in the city stopping at the Planters. * * * Notwithstanding Mr. Merritt's impediment of speech he is said to be one of the best speakers in Illinois when he gets warmed up to his work."

Mr. Merritt always stood for economy in government and opposed extravagance at every opportunity. Early in his career in the House he secured the passage of a resolution by that body which, had not a strong lobby defeated it in the Senate, would have gained the State \$400,000. The measure provided that the Governor and Attorney General should look after certain bonded interests of the State. This lack of attention caused the loss of the interest and premium on \$3,000,000 of United States ten per cent interest bearing bonds. Notwithstanding this early failure to secure economy through prudent attention to the State's financial interests, Mr. Merritt's efforts against extravagance saved the taxpayers considerable. In fact his services in that capacity

were so greatly appreciated at one time that many newspapers advocated his candidacy for Governor.

"In 1871 Mr. Merritt introduced and secured the passage of the bill compelling railroads to pay for burning along their lines. "In 1875 he was a leading member of the House when the city judge of East St. Louis was to be impeached, and through his influence the measure was reconsidered and laid on the table." During this same year he secured the passage of the first act ever passed in Illinois in the interest of coal mines. He was also given "the honor of passing the bill assessing capital stock corporations and he was banqueted afterwards."

The measure which brought Mr. Merritt the most attention outside of his own state was his Anarchy and Conspiracy Act of 1887. The Chicago Tribune in discussing it said in part: "In brief, the Merritt Act is adapted to secure the good order of society and maintain the right of the majority to rule and secure the enforcement of any system of laws, which the people may pass at the ballot box." The bill however, aroused the socialist and anarchist elements throughout the state and nation, and they made a desperate effort to defeat it. The author worked indefatigably to secure its passage and succeeded, the House giving it 118 votes. This was a great triumph. Some of the great nations of Europe published the act with comments; the National Bar Association, which met soon after at Saratoga, N. Y., considered it for an hour; and dignitaries from other states wrote Mr. Merritt letters of commendation. The followers of the red flag, however, denounced the measure in bitter terms.

Early in 1889 Mr. Merritt announced his intention to smash the trusts doing business in Illinois, and soon introduced the first anti-trust bill ever considered in our State Legislature. After a long and weary struggle, during which the bill was modified and other similar measures were proposed, the House passed his act by a vote of 101. The Senate killed it, however, by the operation of the two-thirds rule, which kept it from coming up at that session. The failure of this bill to pass sorely disappointed its author.

The year 1889 practically ended Mr. Merritt's work in the Legislature. He was defeated at the polls and retired.

In August of that year some 200 of his friends, including Governor Fifer, held a reception in his honor in the parlors of the Leland Hotel. During the evening the guests presented him with a diamond ring as a token of their esteem for him and appreciation of his services. The *St. Louis Republic* said of him at that time: "The feeling was general that the state suffers a loss in the retirement of Mr. Merritt."

Mr. Merritt was a member of the joint sessions which elected to the U. S. Senate John A. Logan, Shelby M. Cullom and Richard J. Oglesby, and he had the honor of making the nominating speeches for William R. Morrison and John M. Palmer for the U. S. Senate. He was a member at times of state delegations to the National Democratic Conventions. In 1872 he withdrew from the race for congressman in favor of his friend, Judge Silas L. Bryan, whom the Republican candidate, Gen. James Stewart Martin, defeated. The three men were all citizens of Salem. In 1893 he made the speech for the Illinois delegation which attended the convention at New Orleans in the interests of the Nicaraguan Canal. He made fifty-three speeches for Cleveland in his last campaign, and in one of Bryan's campaigns he spoke more than fifty times in Chicago alone in behalf of the Democratic ticket.

Mention of Mr. Merritt's rather peculiar attitude toward Stephen A. Douglas should not be omitted. Being a Democrat he naturally supported Mr. Douglas during the Fifties and in his candidacy for the presidency in 1860. In fact he was with Mr. Douglas on some of his campaigning trips in Southern Illinois. But some of the Little Giant's acts after the election in 1860 displeased Mr. Merritt, who, when he became a member of the Legislature, opposed appropriations for the purpose of completing a monument in memory of the Great Democrat. The *Springfield Journal* for March 15, 1877, says, "The ruling passion of his life is hatred of Stephen A. Douglas, whom he has never forgiven for his famous speech in support of the war, and he comes to Springfield year after year loaded to the muzzle with abuses of the Little Giant and in opposition to anything tending to honor him." It appears that Mr. Merritt—and he was not alone in this respect among Democrats—believed that Douglas catered too much to the Republicans after his defeat for the presidency, thereby disorganizing his own party.

Three other press comments will show the esteem in which Mr. Merritt was held during his public career. The Chicago Tribune, generally hostile to him, said, "The man is a bundle of nerves perpetually on the go. Frank almost to bluntness, he will speak his mind anywhere and to anybody. He doesn't care a rap who knows it, and if they don't like him, 'they can come and fight me at the polls', he says." The Chicago Herald, generally favorable to him, said, "He is kind and generous to a fault and notwithstanding his long connection with the legislature his name has never been connected with a job or steal of any kind." And again: "He deceives his outward manner most by his kindheartedness. Not a session has passed in eighteen years in which he has not been found going much out of his way to assist some poor unfortunate person."

Since leaving the State House Mr. Merritt has maintained the practice of law in Salem. On his eighty-third birthday his argument, as counsel with the law firm of Kagy and Vandervort, won a case in the Circuit Court at Salem. He has always maintained a live interest in public affairs, following the progress of the Great War with intense interest. One of the last utterances the author heard him make was a criticism of President Wilson for advising all parties to support the Democratic candidate for Congress last November.

Mr. Merritt married Miss Alice McKinney in 1862, who preceded him in death a number of years ago. Three sons and four daughters survive: Addis D., prominent in government service, Washington, D. C.; Frank F., accountant, Chicago; Harold, business, Evansville, Ind.; Mrs. Varney Dixon, Evansville, Ind.; and Mrs. J. E. Martin, Mrs. Lottie Utterback, Miss Hattie Merritt, Salem, Ill.

In January, 1919, the State Legislature passed resolutions of respect and in memoriam for Mr. Merritt.

WILLIAM J. ONAHAN.**1836-1919.**

William James Onahan, distinguished citizen, exemplary Catholic, devoted father, beloved friend and trusted neighbor, the President of the Illinois Catholic Historical Society, honorary member and by virtue of his presidency of the Catholic Historical Society, honorary vice-president of the Illinois State Historical Society, departed this life on January 12, 1919.

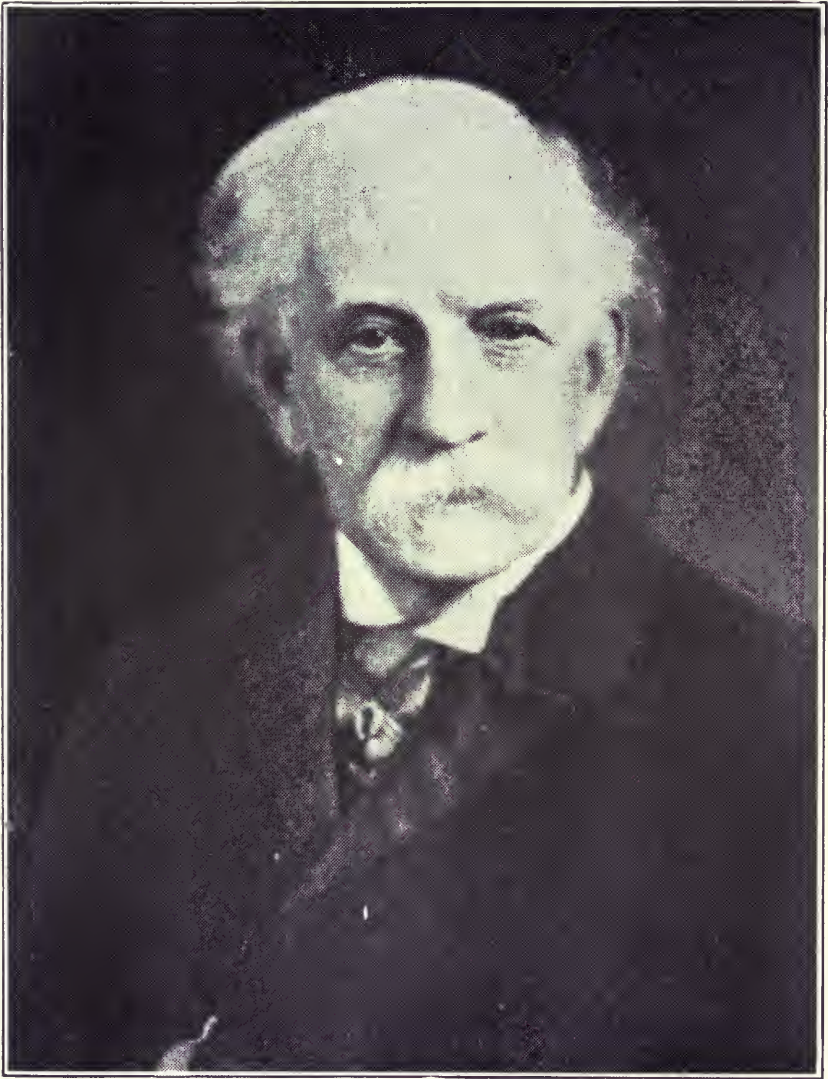
During the more than sixty years that Mr. Onahan was a resident of Chicago he was active in every beneficial enterprise of his city and during all that time was an influential leader in every important Catholic movement. There was no Society or organization that made any impress upon the period but had his approval and support, and in many of the organizations he was the recognized leader.

In May, 1916, Mr. Onahan came, on the invitation of the Illinois State Historical Society, to Springfield to address the Society at its annual meeting. He was accompanied by his beloved and devoted daughter, Mrs. Mary Onahan Gallery.

Mr. Onahan's address was delivered quite informally in the evening at the Executive Mansion, the Governor and Mrs. Edward F. Dunne being old and intimate friends. The members of the Historical Society and their friends gathered around the speaker and he told them quite simply of his recollections of sixty years in Chicago. The address is published in the Transactions of the Society for the year 1916. It is very interesting and replete with anecdotes of persons and events important in the history of Chicago.

The Illinois Catholic Historical Society, in its Journal for April 1919 published a beautiful and comprehensive sketch of

636^a-



Wm. J. Onahan.



the life of Mr. Onahan written by his daughter, Mrs. Gallery. It is a just and loving tribute. Part of this sketch is now used by the Illinois State Historical Society as a memorial to one of its respected and beloved members.

On November 24, 1836, William J. Onahan was born in the little town of Leighlin Bridge, County Carlow, Ireland. His father, John Onahan, was a carpenter or possibly a ship builder. One of the family heirlooms is a wooden box like a small trunk in which were contained John Onahan's tools—ivory rulers and less intelligible tools, such as sextants and quadrants, pointing to the ship-building trades.

William was still very young when the family, probably driven by the poor outlook in Ireland, migrated to Liverpool. Here one of his sisters was born, a sister whom he devotedly loved, but whom none the less often teased by the taunt of being an Englishwoman. He attended school in Liverpool and served Mass at St. Matthew's church there, possibly the Mass of one who later became his dear friend, Monsigneur Nugent. Many years later on his return to Liverpool he went to the sacristy of this same church and pointed out the very spot where as a boy his cassock had hung.

His mother died in Liverpool of the cholera. Under the title "My Mother" in his journal of 1857 is the following account of her death:

"I now recall the scene of her deathbed as vividly and distinctly as though it were but yesterday. At the time I was about thirteen. In the morning I was awakened by my father and pressed to run and obtain remedies for cholera, my mother being very sick. These were at hand as soon as my boyish limbs could speed them. Again (later) I was hurried off for the doctor and the priest in sad succession, then for my Aunt Mary (mother's sister). They came, friends thronged the darkened chamber in anxiety and sorrow. Hours that to some of us seemed endless sped by and the symptoms became worse and worse.

"Nearly all had left the chamber—father, aunt, the doctor, the priest and myself were there when a "William" sum-

moned me to the bedside of my dying mother. In her last moments I was still, as always, her favorite boy. Dearly she loved me. With a look and tone that even now seem to be breathing upon me, mother said she was going away. She enjoined me to be ever good and pious, never to forget the love of our holy religion nor the honor and reverence due to my father, and while I lived to cherish and care for my sisters. "William, God bless you" were the last words I heard my mother say.

How faithfully that trust was fulfilled all who knew him can testify, for his love for those two sisters, both of whom later became religious of the Sacred Heart, was one of the marked characteristics of his life.

After the death of his mother the family struggled along in Liverpool for a while. Then the voice that had called them from Ireland called again. The little home was again broken up and the Onahan family set sail for America. The voyage took six weeks in a sailing vessel and they reached the harbor of New York on St. Patrick's day. There was a small boyish figure in the prow of the ship, and two little girls by his side all looking eagerly to the land in which their lot was to be cast. Bands were playing, men were marching, the green flag was flying everywhere. It was a happy omen to the young Irish lad whose staunch Americanism was to be all the harder for the Celtic root from which it sprang.

Arrived in New York he immediately got a job in a lawyer's office, sweeping and dusting and doing the usual office chores for the munificent sum of \$1.00 per month and his board and clothes. Once in later life when he was testifying in a lawsuit the judge said to him:

"Mr. Onahan, from your answers you must have studied law."

"No, your honor," he replied, "the only law I ever studied was what I picked up in the sweepings of a lawyer's office in New York when I was a lad." But he had the legal mind.

Small as his pay was he soon began to buy books, and his nights were spent in reading and study.

His father, hearing glowing tales of the West, left New York after a short stay for Chicago, taking with him the two little girls; but his young son, with characteristic independence, preferred to remain behind. His father once settled in Chicago kept writing to him to join them and at last, partly owing to the pleadings of his two sisters, the boy acceded. He arrived in Chicago in 1854 and at once set about securing employment.

His first job was with the Rock Island railroad, where he was a shipping clerk. He gave up this position after a short time because the office at the corner of Taylor and Wells streets was too far out of town! He then became a book-keeper for Hale and Co., packers, boarding at this period on Buffalo Street. About 1862 he became a member of the Board of Trade and organized the commission firm of Onahan and Dickson on South Water Street, which lasted three years. Forty years later while at sea on a trip to Europe he was approached by a gentleman who asked him if he was not William J. Onahan of Chicago. Being answered in the affirmative he said he was Mr. Dickson, his old partner, then and for many years living in Texas.

Chicago in those early days was a primitive city, most of its streets unpaved, many of them with signs stuck in the mud "No bottom here". The sidewalks were of wood, all ups and downs, the different levels connected by wooden steps. The population was cosmopolitan with a large percentage of Irish. William Onahan became at home at once. He was a very handsome young man and something of a dandy in his dress. He brought with him from New York three plaited white shirts and a number of embroidered vests which made something of a sensation. Indeed, so frequently were these articles borrowed or requisitioned by his room mates that it began to be remarked that the young gentlemen never all went out together. There were not enough flowered

vests to go around! After awhile he went to board at Mrs. Napier's on Wabash Avenue, the fashionable boarding house of those days.

A debating society was founded in 1852, known as the Chicago Lyceum. He became its secretary, January, 1856. The roster of its members contained the names of many afterwards well known in the history of the city. All are dead now save Nehemiah Hawkins, editor of the *Uplift* of New York, who in a letter of condolence mourns his departed associate as the sole survivor.

Shortly after reaching Chicago Mr. Onahan joined the Catholic Institute, a society of Catholic laymen, and became a very active member.

Among the books in Mr. Onahan's library is a set of Bancroft in ten volumes, the gift of the Chicago Catholic Institute, with an inscription from its president, James A. Mulligan. It runs thus: "Presented to William J. Onahan by the Chicago Catholic Institute as a Token of the Benefit it has derived from his Zeal and Energy and in Appreciation of his many Amiable Qualities." Signed J. A. M. Many lectures were given under the auspices of this society and there are interesting accounts of all of them in Mr. Onahan's diaries which run back to 1854. Among those who lectured in Chicago were John Mitchel, Thomas Francis Meagher, John B. Gough, Bishop Spalding, Dr. Orestes A. Brownson, James A. McMasters, Thomas D'Arcy McGee, Reverend Donald McLeod, and others.

When the Civil War broke out Mr. Onahan had much to do with organizing and equipping the 23rd Illinois Infantry, known as the Irish Brigade. He was a great admirer of Stephen A. Douglas and made public the fact that the Little Giant had on his deathbed embraced the Catholic faith.

He began to take part in civic affairs when he was scarcely of legal age and he looked even younger than he was. He was elected to the Board of Education in 1863. The story is told of him that when he reported for the first meeting of the

Board the grey-bearded member (they were all many years older than the new incumbent) who opened the door for him said, "Oh, you are looking for the superintendent of schools. He is on the floor above." He mistook him for a schoolboy. At that time each member of the Board had charge of a certain number of schools and had complete jurisdiction over them. Mr. Onahan was in charge of the Kinzie and the Haven Schools.

On July 8, 1860, he was married to Margaret Duffy. Her grandfather, Jeremiah Sullivan, was Justice of the Peace in Chicago, a handsome, scholarly looking man as his portrait in his old-fashioned stock and broadcloth suit shows. Her uncle was Lieutenant Sullivan who was a favorite hero of the then Mayor John Wentworth, familiarly known as "Long John" owing to his great height. Lieutenant Sullivan was a gallant and fearless fellow and it was a common boast in those days that it took a Chicago boy to show Maximilian how to die. He made a raid into Mexico, was captured and shot.

When Mr. Onahan came to Chicago in 1854 Right Reverend Anthony O'Regan was its Bishop, shortly to be succeeded by Bishop Duggan with whom Mr. Onahan held most intimate and cordial relations. He read the address of welcome to Bishop Duggan when he came to the city as he welcomed all succeeding bishops up to the present.

Mr. Onahan had almost as many friends among the non-Catholic citizens of Chicago as he had among those of his own faith, and his influence did much to break down the walls of religious prejudice. He often told the story of meeting Mr. Philip D. Armour on the street one day (it was at the time of some disturbance in Italy) and of the following conversations which ensued:

"Mr. Onahan, what's this story in the papers about the Pope leaving Rome?" asked Mr. Armour.

"Really I don't know, Mr. Armour," Mr. Onahan answered. "It's probably only a newspaper sensation."

"Maybe not," said Mr. Armour; and then he added, "What's the matter with bringing the Pope to Chicago?"

Mr. Onahan gasped at the audacity of the suggestion. "Why, Mr. Armour, you probably do not know what it means if the Pope should have to leave the Vatican. It means arranging for the governmental machinery of many millions of people. It means great palaces and offices, a great church to take the place of St. Peter's. Why, it's out of the question."

"Not at all, not at all," said Mr. Armour. "Why, don't you see we can buy a great tract of land close to the city, build all the palaces and churches that are needed. Five million? All right. Ten million? All the millions that are necessary. Why, we can make enough money on the increase in value in the rest of the land to pay for the whole thing. You are the man to put the thing through. You know how to go about it. Now go ahead and call on me for all the funds that you require."

Needless to say, Mr. Onahan did not go ahead with the project; but he acknowledged years afterward on seeing the magnificent buildings of the World's Fair spring up almost in a night that, after all, Mr. Armour's scheme of bringing the Pope to Chicago was not so wild and impracticable as it at first seemed.

Always a great collector of books, Mr. Onahan's library is one of the best in the country. His Irish library is especially remarkable, comprising as it does everything of value that bore on Irish history, literature, or folk lore.

He was elected City Collector in 1869 and appointed five times to this office. Politics were even more strenuous in those days than in our own. It was before the inauguration of the Australian ballot and one of the jokes of the day was that the returns from the Stock Yards were always held out to the last in order to see, as it was significantly put, how much was needed.

Mr. Onahan held many public offices, being appointed City Collector under the elder Harrison in 1879. He was re-appointed each two years thereafter till 1887, when he was appointed City Comptroller, an office which he held under

both Democratic and Republican administrations. He was appointed Jury Commissioner in 1897.

Always interested in the Public Library he was on its Board for a number of years part of the time as President. He also took a leading part in the organization of the Columbus Club, a leading Catholic society and was one of its first presidents.

In conjunction with a number of Catholic prelates, notably Bishops Ireland, Spalding, and Riordan, and Catholic laymen he organized the Irish Catholic Colonization Association, an organization which had for its purpose the bringing of emigrants from the poverty-stricken districts of Ireland and establishing them on farms in Minnesota, Nebraska, and Arkansas. This society met with wonderful success.

A constant contributor to the Catholic magazines and journals, Mr. Onahan's writings cover a wide range of subjects and in extent would fill a dozen volumes. In recognition of his literary ability he received honorary degrees from the University of Notre Dame; St. Xavier's College, Cincinnati; St. John's College, Fordham, N. Y.; and St. Ignatius College, Chicago. In 1890 he was honored by the University of Notre Dame by the gift of the Laetare Medal.

Another project in which Mr. Onahan was keenly interested was the founding of the Catholic University. His activities in this and other projects brought him into intimate relations with Bishops Ireland and Spalding, friendships which lasted throughout his life and grew stronger with the years. His friendship with Archbishop Ireland especially was wonderfully tender and strong. They were constant correspondents and whenever the Archbishop passed through the city he sent for Mr. Onahan.

When the great World's Fair was organized, Mr. Onahan was its first treasurer. With Mr. C. C. Bonney he organized the World's Congresses which were held in Chicago during the progress of the Fair. It was for the wonderfully successful Catholic Congress held here at the Art Institute

lasting a week, which attracted notables from all over the world, as well as for his previous work with the Congress in Baltimore, that Pope Leo XIII conferred upon him the then rare distinction of *Camereri* of the Cape and sword.

Mr. Onahan was nominated for this distinction by Cardinal Satolli, and from Washington, D. C., the Cardinal wrote him the following letter:

WASHINGTON, D. C., December 28, 1913.

Mr. Onahan:

DEAR SIR—I feel very glad to inform you that I had the pleasure of recommending you to the Holy Father as one of the most distinguished Catholic laymen of this country for so many praiseworthy works accomplished by you to the greatest advantage of the Church and society. I felt it was my duty to state to His Holiness that the Feast of the Centennial of Columbus and the happy success of the Catholic Congress in Chicago were due to a very great extent to your wise and zealous co-operation. His Eminence, Cardinal J. Gibbons, and His Grace, Archbishop J. Ireland, added their recommendations to mine; and I can say that every bishop and all good citizens consent to my statement and applaud it.

After my recommendation the Holy Father, so able to appreciate the merits of men, and willing to reward them as far as he can, has named you a "*Cameriere Sagreto di Cappae Spada Sopranumeraria*" of His Holiness. I consider it a great honor for me to give you such news, and to send to you the authentic letter of said nomination, while I beg to express my best and sincerest congratulations for such an honor conferred upon you.

In order to better appreciate the value of your nomination, and to know what privileges are annexed to it, I refer you to Mr. H. Cassell, now living in Denver (909 10th Ave.) who has the honor of belonging to the same rank of the Pontifical Household since many years.

Yours respectfully in Christ,

+ CARD. ARCHB. SATOLLI,

Del. Apost.

On March 10, 1902, Mrs. William J. Onahan died after a three months' illness. She had been a most devoted wife and mother and her loss was keenly felt. Of the six children born to them, all died in infancy save the youngest. Mrs. Onahan was of quiet, gentle, retiring disposition, mingled as little as possible in public affairs, devoting herself entirely to her home duties and to the large circle of poor in whom she was always interested.

Great reverses of fortune came, too, in his later years. Mr. Onahan was president of the Home Savings Bank at the time it was swept down in the crash of the Chicago National Bank. This blow fell from a clear sky and astounded the country almost as much as the collapse of the Bank of England would have done. Mr. Onahan was on his way to Mass early Monday morning, December 19, as was his custom, when a woman met him whom he knew only by sight. She stopped him and asked, "Mr. Onahan, is there any truth in the story that the Chicago National Bank has closed its doors? My daughter has an account with the Home Savings Bank and so we are anxious."

"Not the slightest truth in the story," Mr. Onahan replied. "Your daughter's savings are perfectly safe."

Nevertheless the question was a disquieting one and he wondered where she could have got the story. After breakfast he went down town as usual and as he approached the bank he saw a long line of people, extending for a block on either side, waiting to get in. And affixed to the great bronze doors was the ominous sign, "Closed by order of the United States Government".

When a short time later a member of his family reached the bank, thinking he would be overwhelmed by the disaster, she found him standing on a platform instructing the assembled throng in clear, ringing tones how to get their money out in the shortest possible time. The great office room of the bank was one solid mass of people, many of them his personal friends, and all were drawing out their accounts. After

an hour or so, seeing that the panic showed no signs of diminishing and realizing that almost their entire fortune was in the bank he was asked, "Aren't you going to draw out?" "I'll be the last man out," he replied. "Shall I draw out?" he was asked. "Dont ask me" he answered. "Ask your husband". After a hurried consultation in a corner of the bank the verdict was "If your father is the last one out I think he would like to feel that you are the second to the last. Let the account alone." And so one depositor, not without misgiving but feeling that after all money was not the really important thing in the world, turned homeward empty handed.

It was always a matter of great relief to Mr. Onahan that although the greater part of his own fortune was swept away, no depositor in the Home Savings Bank lost a cent. The loss fell only on the stockholders, of whom he was one of the heaviest.

His list of correspondents was world-wide and ranged from the highest to the humblest. Sometimes in the same mail were letters from Alaska and from New South Wales. But when all were winnowed down the friendship that was dearest of them all to him was that of the great Archbishop of St. Paul. A few months before his death he read the following letter to a friend and said: "I am a poor man but I would not take a thousand dollars for this letter." It is dated St. Paul, December 24, 1915.

"MY DEAR OLD FRIEND—Alone in my room I recall the Christmas days that are gone and the friends whose affections were twined around them. But an insuperable sadness overpowers me as I call one name after another, and hear no response, save that the grave has taken them to its cold embrace. So many gone: Am I the last rose of summer—the lone pine-tree of a once dense forest? Almost so indeed. Yet a few—a very few—are still standing, ready to return salute to salute. I cherish them all the more for their very rarity.

You are one of the few—the one so long nearest to me—the one readiest to understand my loneliness and to assuage

its sorrows. Well, here then is "A Happy Christmas to you and a blessed New Year. May the Infant of Bethlehem be most gracious to you, shedding upon you His smiles of love and filling your soul with joyousness.

"Well, I must say no more. I must cease remembering the fallen pine-trees, the friends whom I am not to see again on earth, lest I be sad and make you sad, when we all should be happy and hopeful—hopeful of a life to which there is no end, of a bliss to which comes no surcease.

My regards to Mr. and Mrs. Gallery: my prayers are for their happiness.

Sincerely,

JOHN IRELAND.

The loneliness that Archbishop Ireland spoke of was beginning to be keenly felt by my father too. His greatest joy and solace in life were in his grandchildren. Still he missed his old friends. His two dear friends in the Northwest, Bishop Cotter and more recently that gentlest of souls Bishop McGolrick, were gone. Everywhere he looked there were gaps till in moments of depression he sometimes said he had more friends out in Calvary than anywhere else. When the telegram came from Archbishop Ireland's sister, Mother Seraphine, telling the sad news of his death, it was early in the morning and so it was kept from him for several hours. After he had his breakfast, had read the morning paper and had smoked his cigar, only then was it brought to him. He was sitting in his Morris chair before the grate fire in his parlor when the one who received the message entered the room holding the yellow slip in her hand. He took one look at her face and said, "Well, well, it has come."

"Yes, dear, it has come."

He put his hand over his eyes to hide the tears and said brokenly, "The light of my life has gone out."

He went up to St. Paul to the funeral and he seemed fairly well after it, but he was never quite the same. The loneliness that had been gradually growing of late owing to

the death of so many of his dear friends was now greater than ever. It seemed as if a chord in his heart had been broken, one that no human power could ever again vibrate. They were much alike in character and in loftiness of ideals. Their vision was always broad and high, they viewed things in the large. Their Americanism was deep seated, omnipresent and fearless, and in both instances it sprang from vigorous Celtic roots.

His last public appearance was at the State Centennial Celebration of the ILLINOIS CATHOLIC HISTORICAL SOCIETY and opening of the Quigley Memorial Hall, December 3, 1918. He had a peculiar interest in this school because one of his grandsons, named after the great Archbishop Ireland, he loved so well, was a student there. The meeting was held under the auspices of the ILLINOIS CATHOLIC HISTORICAL SOCIETY of which he was President. He made the opening address and introduced Reverend Frederic Siedenbug, S. J., as chairman, who in turn announced Most Reverend George William Mundelein, Archbishop, and other speakers. He was at early Mass and Holy Communion Christmas morning. It was a bright, cold morning, the sun shining but the ground all white with new-fallen snow, but the snow was no whiter than his silver hair as he came home from church that morning with two of his grandchildren (both as tall as he) on either side of him.

His last sickness was of only a week's duration and it seemed so slight at first that he would not allow a doctor to be called in. When on the second day a physician was summoned in spite of him, there seemed to be nothing alarming. But on Wednesday night an artery in his foot became clogged and gangrene set in. On Thursday evening the physician said it was the beginning of the end. He was not told the verdict but that night he himself said quite simply, "The call has come." So with a smile upon his lips and a look of perfect peace and serenity on his face without a sigh, without a tremor, gently, fearlessly he stepped gallantly out into eter-

nity. The world became indeed desolate but surely Heaven opened wide its gates to admit a rare and beautiful soul.

* * * * *

THE FUNERAL OBSEQUIES

The solemn funeral rites were an eloquent tribute to the rectitude of William J. Onahan's life. The sublimity of the Catholic ritual, than which nothing human is more impressive, was made manifest in the assemblage of prelates and clergy vested in accordance with church laws and usages for such a solemn occasion.

The Requiem Mass was solemnized at St. Patrick's Church of which the deceased had been one of the earliest and most distinguished parishioners. The Mass was celebrated by the pastor, the Reverend William J. McNamee, assisted by the Reverend Frederic Siedenburg, S. J., Dean of Loyola School of Sociology and First Vice-President of the ILLINOIS CATHOLIC HISTORICAL SOCIETY, as deacon, and the Very Reverend F. A. Purcell, D. D., rector of Quigley Preparatory Seminary, sub-deacon. The sermon was preached by the Very Reverend John A. Cavanaugh, C. S. C., president of Notre Dame University. The Most Reverend George W. Mundelein, D. D., was present and gave the last absolution.

* * * * *

PERSONAL TRIBUTE TO THE LATE WILLIAM J. ONAHAN, LL. D.,
 BY THE REVEREND JOHN CAVANAUGH, C. S. C., D. D.,
 PRESIDENT OF THE UNIVERSITY OF NOTRE
 DAME, NOTRE DAME, INDIANA.

Born at Leighlin Bridge, County Carlow, Ireland, in the year 1836, William Onahan had the good fortune of inheriting the noblest and most heroic blood of Europe. His ancestry embraced the men and women who, during centuries of sublime devotion and endurance, held faith against the wiles of statecraft, the brutal power of infamous government and the most alluring seductions of the world. Brought up on the hero tales and ballads of a noble but oppressed people, the very fibre of his soul, in his earliest years, was refined and

strengthened by the sights and sounds of every day life. Nourished on the ancient and beautiful literature of Ireland, the gentlest, strongest, loftiest instincts of his nature grew from year to year, when, as a young man, he turned his back on the ancient and mellow civilization of Ireland for the rudeness and crudeness of life in America at that period. He embodied, in his striking physique, in his agile and adaptable mind, in his gift of graceful and dynamic expression, in his loyalty to the old land, the old creed, the old memories, the old traditions, the very genius of the Irish people.

Shortly after his advent to this friendly haven into which had sailed so many hundreds of thousands of his own people in quest of peace and opportunity, Mr. Onahan arrived in Chicago. From that moment he became the leader of his people. Gifted with a handsome figure, with noble features, with engaging manners, with rare instincts for leadership, young Onahan at once assumed a prominent place among men of Irish blood in Chicago. Sixty years ago the Irishman was little understood in this country. The vulgar comedian on the stage, and the more vulgar newspaper paragrapher, had joined forces with the ribald bigot to misrepresent the Irish character. God knows, we were not without our faults, but they were gentle faults, capable of discipline and willing to be disciplined, and they were associated with marvelous virtues and excellencies which America needed and which America would love when she came to know them. On the other hand, the American people were unknown in many ways to the Irish immigrant. With quick intuition he would soon come to understand. But in the meantime it was necessary for someone to interpret the Irish immigrant to the American and the American himself to the Irish immigrant. This was a golden opportunity for the right man. The venerable Patrick Donahoe did it in Boston; the great Archbishop Hughes did it in New York; the ever-to-be-lamented Boyle O'Reilly did it through his poems and his newspaper work over the whole country. It was William J. Onahan who did it most conspicuously and brilliantly for Chicago and the

Middle West. For years it was he who must appear on any public occasion to represent our people. For years it was he who must have membership and activity in historical societies to keep us in countenance. For years it was he who must guide and advise the inexperienced and unskilled in political policies. For years it was he who must stand out as the leading Catholic layman of the West.

Is it any wonder, then, that naturally and unconsciously he came to assume before the whole American people a position of prominence. His place among the laity of America was comparable to the place held by his illustrious friend, Archbishop Ireland, among the hierarchy. These two devoted friends were not the only great leaders we have had, but each was mighty and zealous, most venerable and most honored. It was this perhaps more than anything else in the life of Mr. Onahan which made him peculiarly beloved and trusted throughout the length and breath of America. It was no mere rhetorical flash in the pan which dubbed him universally, "The Premier Layman of America".

A service so distinct and peculiar as to call for special remembrance he also performed. Perhaps I may best express it without offense by saying that he added public respectability to the Irish colony in the Middle West. Like that fine spirit, Colonel Mulligan, he was anxious that the Irish-American name should be honored, the Irish-American spirit respected, Irish-American dignity and taste always vindicated and sustained, and hence whatever was tawdry or low-toned, or unrepresentative, he fought and vanquished and banished from our community life. To the end of his days this fine enthusiasm burned bright and hot. His zeal for the Church and his patriotic passion for the people from whom he sprang made him intolerant of anything that was low-class or inferior.

This is not the place to evaluate his services in the political life of this city. Another will do this in his own way and with better understanding. But at least it may be

said that Mr. Onahan bore his share in the responsibilities and solitudes of national and local citizenship. Lifted up to a high and venerable place in the confidence and affections of the people of Chicago, he served them with conspicuous brilliance and scrupulous integrity. No finer example of the Catholic man in politics has been seen in our country. Mr. Onahan had vision also. "Where there is no vision," says the prophet, "the people perish." And, indeed, people were perishing—our Irish-American people were perishing spiritually, physically and economically in the overcrowded tenements of the city and in dark, dirty spots where life and health and wholesomeness could not come to them. At the same time in the great virgin prairies and opulent valleys in the West and Northwest lay vast domains, vacant and smiling to the sun. There were great figures in the hierarchy who saw an opportunity to serve both the nation and the Irish-American immigrant. But the layman who, above all others, saw and appreciated the opportunity and the duty was William J. Onahan. There are vast communities in the Northwest whose forefathers were saved to the Church and placed on the crest of opportunity by the foresight and enthusiastic energy of bishops like Ireland and Spalding and such a layman as Mr. Onahan.

It would require a volume to enumerate the large parts this striking figure has played in the public life of the nation, but it is impossible to close even this fragmentary sketch without mention of the great Catholic Congresses of Chicago and Baltimore which were organized chiefly by Mr. Onahan and whose success are in such large measure due to his wisdom and initiative. Always the dreamer of great dreams, always the doer of great deeds, always the leader with prophetic gift and unfailing judgment and sure instinct; always the loyal and self sacrificing servant of his Faith and his Fatherland and America, this chivalrous knight who, in spite of his modernity and practicality made one think sometimes that he had just stepped out of some ancient century away back in the ages of Faith, moved with

grace and dignity down the highways and byways of life, receiving and giving blessings, enjoying honor, prosperity and acclaim from all good men. Universities deemed it an honor to themselves to confer degrees upon him. Notre Dame pinned upon his bosom her choicest distinction when she made him the Laetare Medalist of 1890. The Holy Father himself, from those ancient watchtowers upon which he sits in solitude to look out over the whole wide world, deigned to single him out for what was then a most signal honor, by making him a Count of the Sword and Cape.

And so, he went his gentle, beneficent way through life and so, in God's good time, in a spirit of faith and fortitude, he fell asleep in God. His body lies in the midst of those whom he knew and loved best in life, and his spirit is with the saints. May his memory be his benediction!

* * * * *

At the conclusion of the ceremonies the Most Reverend Archbishop George William Mundelein pronounced the last absolution and all that was mortal of the distinguished dead was tenderly borne to Calvary cemetery for interment, followed by the esteem and prayers of a multitude of friends who could not but wish that they each when their hour shall come might be credited with a similarly righteous and useful life and that they might be assured of a death that held such promise of peace hereafter.

ELLA FLAGG YOUNG DIES IN SERVICE OF HER COUNTRY.

Mrs. Ella Flagg Young, former superintendent of schools of Chicago, died October 26, 1918 at Washington, D. C. a victim of Spanish influenza. She was 73 years old.

Stricken in Cheyenne, Wyo., about two weeks before, while speaking for the Liberty Loan, Mrs. Young refused to yield to the disease and continued her trip through Wyoming and Utah. She returned to Washington a week later. Pneumonia developed within a few days and she died at 9:30 A. M., October 26, 1918. Mrs. Young had been a member of the woman's liberty loan committee since the campaign for the second loan but she made no speaking trips until this fall.

BRINGS BODY TO CHICAGO.

Miss Mary Synon, Mrs. George Bass, Mrs. Kellogg Fairbank and Mrs. Antoinette Funk, the four Chicago members of the committee were appointed by Secretary McAdoo to represent the treasury department at the funeral which took place at Rosehill on Monday. Mrs. Bass and Miss Synon came to Chicago with Mrs. Young's body.

"Mrs. Young died in the service of her country, working like a soldier", Secretary McAdoo said.

Miss Laura Brayton for thirty years the friend and companion of Mrs. Young was unable to attend the funeral. Miss Brayton had been suffering from the influenza for several weeks and was too ill to travel.

Mrs. Young devoted more than fifty-five years of her life to active educational work. For the greater part of this time she was recognized as a leader in educational progress. The climax of her career, perhaps, was when in 1909 she was chosen superintendent of Chicago's public schools. When this

responsibility was placed upon her, she stepped into a salary of \$10,000 a year. But at the same time she became the active business head of \$50,000,000 worth of property, also she became the directing chief of some 6,000 teachers who were guiding the education and shaping the lives of nearly 300,000 children. Six hundred janitors worked at her will. She was then 64 years old and the widow of a Chicago merchant.

It was claimed for her that she was the first "\$10,000 woman" in public life. Mrs. Young initiated many reforms in the schools of Chicago, among them being the teaching of sex hygiene, the enlargement of the kindergarten course, an increase in the scope of vocational training and the simplification of the curriculum of the primary grades.

She was born in Buffalo, New York on Jan. 15, 1845 and was brought to Chicago by her parents when a young girl. She was graduated from the Chicago public schools and was appointed teacher in the primary grade in 1862 when she was 17 years old. William R. Harper, former president of the University of Chicago, who opposed the appointment of women to important posts, made an exception of Mrs. Young and offered her a professorship in the department of pedagogy in 1899. Mrs. Young at first declined, saying:

"I haven't a doctor's degree, and I don't want to be teaching those who are working for their higher degrees when I haven't one myself."

"It is the woman we want, not the degree," said Mr. Harper. Finally she consented to take the place on the condition that she should first earn the degree—which she did.

Mrs. Young was a pioneer publicist, one of the pioneers in advocating suffrage—always in a dignified way—and had a keen insight into public matters.

Owing to the health regulations the only services held in Chicago over the body of Mrs. Young were at the grave at 10 o'clock Monday morning at Rosehill.

Brief but impressive were the funeral services for this notable woman, former superintendent of the Chicago public schools who died in Washington fighting for the success

of the fourth Liberty Loan. The ceremony was semi-military in character. Slightly more than 100 of her old friends were grouped about the grave as Mrs. Young's body was lowered into its last resting place at Rosehill cemetery. Because of the epidemic of influenza this was the only service.

"Child of Chicago in the best sense, the city is all the better for her having lived and worked here," said the Rev. John Timothy Stone of the Fourth Presbyterian church who preached the funeral sermon.

The train which brought the body of Mrs. Young from Washington to Chicago was met at the Baltimore and Ohio station by friends of the former superintendent of schools and by the nineteenth depot company, Illinois reserve militia, under command of Capt. J. C. Mannerud, which accompanied the funeral party from the station to the cemetery.

Instead of going to the cemetery by train as had been planned, the party went to Rosehill in automobiles. The body was borne to the grave from the hearse by J. E. Armstrong, Ernest C. Cole, William M. Roberts and H. B. Allison, assistant superintendents of schools and Orville T. Bright, H. G. Clark, R. M. Hitch, J. H. Stube, C. D. Lowry, and F. M. Simmons, district superintendents.

Members of the school board, Supt. Peter A. Mortenson and representatives of the various teachers' and principals organizations were present. The Chicago Liberty Loan committee was represented by Miss Grace Dixon, chairman of the woman's division.

The city hall and the rooms of the Chicago Board of Education were draped in black from the time the news of Mrs. Flagg's death was received until after the funeral services.

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INDEX
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INDEX TO VOL. XI.

NOS. 1-4

April, 1918, To January, 1919

A

- Abbott, (Rev.) C. R. 415
Abbott Hall, In Marble Head, Mass. 619
Abolitionist, John Hossack, a leading abolitionist in Illinois. 439
Abolitionists, William Lloyd Garrison, Anti-slavery man. 310
Abraham Lincoln, Social Center—Chicago 461
Academies, Charters granted by special enactments of the legislature 544
Academies, First Institution to grant higher educational privileges to women. 319
Academies, Georgia State—Public lands one of the bases of endowment for academies 289
Academies, Illinois Academy—a well established Institution by 1850 351, 556
Academies, Illinois—Aims of the academies in Illinois. 554
Academies, Illinois charters modeled upon College Charters showing influence of New England and Yale 555
Academies, Illinois Examinations. 334
Academies, Illinois in 1841—repealed clause of the law which had forbidden the establishment of theological departments in academies and colleges. Foot-note 291
Academies, Illinois, legislation for academies 289, 290
Academies, Illinois legislation on academies 289, 290
Academies, Illinois, reorganized by the law of 1855. 526
Academies, Illinois Sangamo Journal. April 21, 1838, quoted on. 300
Academies, Illinois—Trustees, election of, powers, etc. 302
Academies, Illinois, Trustees—powers and duties. 294, 295, 296
Academies, Illinois, Tuition, etc. 320-325
Academies, Kentucky and Virginia academies 511
Academies, Seminaries and Common schools in Illinois struggle for supremacy 506-513
Acomb, (Rev.) Joseph C. 415, 416
Adams, —. Johns Hopkins University Studies—Foot-note. 573
Adams, (Col.) Claredon E. National Commander of the Grand Army of the Republic. 427, 453
Adams Co., Ill. 227, 231
Adams Family 620
Adams, John 130, 148, 315
Adams, Samuel 315, 483
Adams, Samuel, Advocate of the Common School 483
Adams, Wm. Frederick. 77
Addams, Jane 196
Addams, John H., Father of Jane Addams 196
Adderly, (Rev.) Joseph. 415
Adkins, Charles 441, 442
Admire, Harry 262
Admire, (Mrs.) Harry. 262
Aerial Mail between New York and Chicago 438
Agriculture and Mechanical Colleges, Land Grant Act. 340
Agriculture. Illinois State Board of Agriculture 78
Ahkwona, Pottawatomie Indian wife of Kannekuk, the Prophet. 52
Aigle, Marquis De L'. 599
Aix-la-Chapelle, European Congress assembled at. 1, 2, 3

- Aix-la-Chapelle, The German Aachen 1
- Alabama State, Mobile, Ala.....454
- Alaska92, 646
- Albach, James R., Annals of the West, Quoted. Foot-note.....572
- Albany, N. Y., Sentinel Newspaper 66
- Albemarle Co., Va.....168, 169
- Albion, Ill., V. 7.....
.....20, 78, 189, 190, 191, 192, 439, 563
- Albion, Ill., English settlement in Illinois. Richard Flower, Letters from Illinois563
- Albion, Ill., Religious services held in the log cabins in before 1819..189
- Albion, Ill., Rival with Mt. Carmel for the seat of government of Edwards Co., 1821 20
- Albion, Ill., St. John's Episcopal Church, Early church in.....
.....189, 190, 191, 192
- Albion, Ill., Selected for the seat of Government for Edwards Co., 1821 20
- Alden Family 77
- Alden, John578
- Aleshire, O. E., Reproduces Letter of Women of Knox County to their brothers in the field. A Reminiscence of the Civil War.....59-61
- Alexander, Va.572
- Alger, Russel Alexander, Secretary of War U. S.143
- Algonquin Indians 14
- Allegheny Mts.
.....3, 4, 43, 146, 469, 566, 569
- Allegheny Mts., Memacolins Path across 43
- Allegheny River 18
- Allen, Martin Van. People vs. Martin Van Allen, Case-in-law, Foot-note543
- Allen (Judge) William J.....
.....228, 231, 458
- Allen, (Mrs.) Wise E.....620
- Allendale, Wabash Co., Illinois... 23
- Allied and American Armies, World War596
- Allison, H. B.....656
- Allouez (Father) Claude.....118
- Alma (Dr.) H. A., Rutland, Ill....260
- Alney (Dr.) Rutland, Ill. Error should be Dr. H. A. Alma.....260
- Altamont, Illinois442
- Altgeld, (Gov.) John Peter.....464
- Alton & Terre Haute R. R.....383
- Alton, Ill.45, 57, 91, 92, 107, 158, 181, 225, 312, 315, 318, 364, 365, 383, 415, 416, 457, 458, 489, 523
- Alton, Ill., Alton & Terre Haute R. R.383
- Alton, Ill., Chicago & Alton R. R... 45
- Alton Illinois College....312, 315, 318
- Alton, Ill., College, Charter granted to in 1835.....315
- Alton, Ill., College. Refused charter by Illinois Legislature.....312
- Alton, Ill. Education, free school district established in 1825..364, 365
- Alton, Ill., Education. High School, 1859523
- Alton, Ill., Episcopal Church, St. Paul's416
- Alton, Ill., Upper Alton, Shurtleff College457, 458
- Alvord, Clarence Walworth....72, 98, 99, 267, 268, 465, 466, 658, 695
Foot-note566
- Alvord, Clarence Walworth, The Mississippi Valley in British Politics, Foot-note566
- America . .3, 4, 5, 43, 77, 88, 101, 109, 110, 111, 112, 126, 139, 145, 180, 210, 215, 237, 258, 262, 263, 414, 436, 438, 574, 578, 638, 650, 651, 652
- America, Birkbeck Morris, Quoted on America3, 4, 5
- America, Indian Corn, originated in America578
- "America," Song241, 436
- American Agriculturist Newspaper.583
- American Annals of Education and Instruction, 1831-1838563
- American Bottom, Early schools in279, 280
- American Bottom, Prairie du Rocher, located in.....136
- American Catholic Church.....414
- American Colonies6, 569
- American Colonies, Declare their Independence 6
- American Delegates to the Peace Conference, World War.....605
- American Democracy, Constitutional Conventions, milestones on the road to American Democracy 7
- American Democracy, Defined.... 5
- American Democracy, Slavery drives a sharp wedge into....9, 10
- American Education Society, Quarterly Register, 1831-1842....563

- American Educational Society, Nov. 1830. Foot-note327
- American Expeditionary Forces in France605
- American Expeditionary Forces, 375th Infantry, A. E. F.....606
- American Explorers577
- American Flag..147, 209, 243, 428, 448
- American Flag, Living Flag, Centennial Field Mass, Sacred Heart Convent, Springfield, Ill.....428
- American Forestry Association...619
- American Historical Association...251
- American Historical Review, April 1900563
Foot-note304
- American Home Missionary Society 29
- American House, Early hotel in Springfield, Ill.373
- American Journal of Education, 1826-1829563
- American Journal of Education, 1855-1880563
- American Press, Humorists hold Convention in Chicago....245, 246
- American Rabbis meet in Chicago for Conference245
- American Red Cross Medical Research Committee452
- American Settlers, Early school teachers for the American Settlers in Illinois279
- Americanization, Among the citizens of Illinois, who are of foreign birth or ancestry.....235
- Ames, (Rev.) Lee W.....411
- Anarchy and Conspiracy Act of 1837, Illinois633
- Anderson, (Rev.)421
- Anderson, John H., Early settler of Montgomery Co., Illinois.....381
- Andes, (Delaware Co.) N. Y..... 83
- Andover, Mass.564
- André, (Major) John.....130, 131
- Ann Arbor, Mich.....239
- Annals of the West, By James R. Albach, quoted. Foot-note....572
- Annals of the West, John M. Peck quoted. Foot-note279
- Annual Report, M. E. Missionary Society, Foot-note348
- Anteus of Greek Mythology..... 4
- Anti-Rent agitation in New York, E. P. Cheyney. University of Pennsylvania, 1887.....565
- Anthony Elliot228, 232
- Anthony Elliot, Constitutional History of Illinois quoted.....232
- Anthony Elliot, Quoted on Governor John M. Palmer and his Veto Messages230-231
- Anthony Elliot, Quoted on the Constitution of 1870.....232
- Anyox, B. C.....216
- Ap Madoc Tudor. Member of the Chicago Centennial Commission.433, 435
- Appomattox Club, Chicago...606, 608
- Appomattox, Va.116, 142
- Apprenticeship system in Education in Illinois352-357
- Archers Road, Chicago..... 46
- Argentina 34
- Arizona State, Experiments in legislation 11
- Arkansas State94, 173
- Armistice, (The). World War.595-606
- Armistice, Gibbs Philip, Extract from Article on the signing of the Armistice602-603
- Armistice, James, Edwin L. Extracts from Article on the signing of the Armistice.....600-602
- Armistice, News of the signing of, in America603-604
- Armistice, The World War, signed Nov. 11, 1918600
- Armistice, Wilson (Pres.) Woodrow, Proclamation on the signing of the Armistice, Nov. 11, 1918604
- Armour and Swift, Pork packing firm, Chicago613
- Armour, Philip D.....109, 641, 642
- Armour, Philip D., Institute of Technology, Chicago. Established by109
- Armstead. Negro slave owned by John Stillwell 15
- Armstrong, Jack. Lincoln-Armstrong wrestling bout Reference.247, 249
- Armstrong, J. E.....656
- Armstrong, Perry A.228
- Arnold, Benedict130
- Arnold, (Capt.) John, Black Hawk War, from Wabash Co., Illinois. 27
- Arnold, William, Early settler of Wabash Co., Illinois..... 17
- Arras, France618
- Art Association, Springfield, Ill.430, 463

- Art Institute, Chicago 36, 258, 433, 612
 Art Institute, Chicago, founded in 1879 36
 Art World 77
 Ashtabula, Ohio 416
 Askew, Jonathan 412
 Athens, Ill. 248
 Athens, Ga. 452
 Atkins, Palmer 451
 Atkinson, Chapman 407
 Atlanta, Ill., Argus (Newspaper) .. 185
 Atlanta, Ill., Education, High School, 1859 523
 Atlantic Ocean 244, 263, 572
 Atlantic States 62, 63
 Aubert, M. Louis, Member of the French High Commission in Washington, D. C. 72
 Auburn, Ill., Cemetery 459
 Auburn Township, Sangamon Co., Ill. 457
 Auburn, N. Y. 563
 Auchincloss, Gordon 597
 Auditorium, Chicago, Centennial Pageant held in 432
 Augusta, Ill. 489
 Augusta Co., Va. 454
 Aurora, Ill. 620
 Au Sable, Jean Baptiste Point. 89
 Austin (Mrs.) Francis M. 77
 Austria 1, 596, 598
 Austrian-Hungarian Government. 236
 Austrian Reichstag 236
 Autograph Manuscripts of Eugene Field's poems sold at auction. 246
 Automobile. Gen. James Semple's Prairie car, or first automobile. 57, 58
 Automobile, The original Automobile. Recollections of the first automobile in Springfield, Illinois, over seventy years ago, by Gaius Paddock 57, 58
 Ava, Ill. 214
 Avalon Park Civic Association. 437
 Avery 170
 Avery, H. W., Member, First Presbyterian Church, Belvidere, Illinois 31
- B
- Babcock, J. S. 410
 Babcock, (Miss) Marion 75
 Babcock, Rufus. Forty years of Pioneer Life: Memoir of John Mason Peck, Phila. 1864. 564
 Bachofen, (Col.) Emil, Swiss remount commissioner 74
 Bacon, (Col.) G. A. 414
 Bacon, (Mrs.) Margaret A. 414
 Badger, R. G. 454
 Badgley, David, Early Baptist preacher and missionary in Illinois 305
 Baker, (Col.) Edward Dickinson. 27, 115
 Baker, (Col.) Edward Dickinson, Mexican War 27
 Baker, William 420
 Bald Hill Prairie, Edwards Co., Ill. 20
 Baldrige, (Rev.) C. S. 23
 Baldrige, (Rev.) Samuel, Early School Teacher, Wabash Co., Ill. 24
 Baldwin, (Rev.) Theron. 309, 315, 483, 486, 494, 495, 564
 Baldwin, (Rev.) Theron, Address on Common Schools, Aug. 21, 1833 483
 Baldwin, (Rev.) Theron, Advocate of the Common School. 483
 Baldwin, (Rev.) Theron, Educator and Missionary 486
 Baldwin, (Rev.) Theron, His work in establishing Sunday Schools. 494, 495
 Baldwin, (Rev.) Theron, Lecture on Education at Mt. Carmel, Wabash Co., Illinois, Aug. 1836. 483
 Baldwin, (Rev.) Theron, Member of the "Yale Band" of Theological Students who came to Illinois 309
 Baldwin, (Rev.) Thomas G. 189, 190, 191
 Balfour, Arthur James. 597
 Ball's Bluff, Battle of, War of the Rebellion 115
 Ball, Japhet A. 446
 Ball Township, Sangamon Co., Ill. 447
 Balmullet, County Mayo, Ireland. 261, 262, 263
 Baltimore & Ohio R. R. 656
 Baltimore, Md. 16, 563, 618, 631, 652, 656
 Baltimore, Md., American (Newspaper)—Foot-note 571
 Baltimore, Md., Catholic Congresses 652
 Bancroft, Edgar A. Illinois—The Land of Men. Illinois Centennial Address, April 18, 1918. 72, 101-117, 238
 Bancroft, Horace H. 441

- Bancroft, Hubert Howe, Historian. 640
- Bank and Public Holidays throughout the World. 77
- Banner Township—Fulton Co., Ill. 463
- Baptist Church 9, 50, 193, 245, 303, 305, 307, 317, 318, 348, 407, 409-413, 415, 458, 459, 555
- Baptist Church, Bender, (Rev.) Edwin, Historical sketch of the Baptist Denomination in Livingston Co., Illinois 9, 410-413
- Baptist Church, Bloomington Association 412
- Baptist Church, Bond Co., Illinois. Early records 407
- Baptist Church, Chatsworth, Ill. 411, 412
- Baptist Church, Chicago, First Baptist Church 245
- Baptist Church, Cornell, Ill. 412
- Baptist Church, El Paso, Ill. 411
- Baptist Church, Es men District, Livingston, Ill. 412
- Baptist Church, Fairbury, Livingston Co., Ill. 411
- Baptist Church, Georgetown, Ill. 412
- Baptist Church, Graymont, Livingston Co., Ill. 412
- Baptist Church, Illinois State Baptist Association 410
- Baptist Church, Illinois State, Early preachers and missionaries 305
- Baptist Church, La Salle, Ill. 411
- Baptist Church, Lexington, Ill. 411
- Baptist Church, Livingston Co., Ill. Historical sketch by Rev. Edwin Bender 410-413
- Baptist Church, McCoy, (Rev.) Isaac, Baptist Missionary to the Kickapoo Indians in Kansas. 50
- Baptist Church, Odell, Ill. 412
- Baptist Church, Ohio State. 411
- Baptist Church, Olivet Negro Baptist Church, Chicago. 245
- Baptist Church, Pontiac, Illinois organization, etc. 410, 411
- Baptist Church, Sends Missionaries to Illinois 303
- Baptist Church, Smygert, Ill., Baptist Church 412
- Baptist Church, Springfield, Ill. 459
- Barber, John A. 447
- Barkdull, (Rev.) Edward Simpson. 192
- Barkdull (Mrs.) E. S. History of the Episcopal Church in Edwards County, Illinois. 189-192
- Barker, Harry E. Unveiling of the William H. Herndon Monument in Oak Ridge Cemetery, Springfield, Ill. 197-209
- Barker, P. L. 77
- Barnard, Henry, Educator. 486, 499, 558
- Barnard, James O. Early settler of McLean Co., Ill. 47
- Barnes, Romulus, Religious leader and teacher 484
- Barney, Everett Homer. 77
- Barney Family, Wabash Co., Ill. 16
- Barney (Commodore) Joshua. 77
- Barney's Fort, Wabash Co., Ill. 18, 19, 23
- Barney's Prairie Creek, Wabash Co. Ransom Higgins builds water-mill on, about the year 1813 19
- Barney's Prairie, Wabash Co., Ill. 18, 19
- Barney's Rapids, Wabash River. 18
- Barney, William, Early settler of Wabash Co., Ill. 18
- Barren Co., Ky. 16
- Barret 217
- Barroll 217
- Barroll, Elizabeth 217
- Barroll, Luella Boone 217
- Barry, (Maj.-Gen.) Thomas H. 252, 612
- Barthlow, (Dr.) 183
- Bartleheim, Fred 442
- Bascom, Flavel. Religious leader and teacher 484
- Bass, (Mrs.) George. 654
- Bateman, Newton, Superintendent of Public Instruction, State of Illinois 278, 538, 539
- Foot-note 536
- Bath, (Mason Co.) Ill. 159
- Bath Co., Va. 169
- Bath, Va. (or Berkeley Springs). 572
- "Battle Cry of Freedom" Song. 427
- Battle of Corinth, War of the Rebellion 460
- Battle of the Cowpens, War of the Revolution 400
- Bauer, Wald A. 237
- Beach, G. R. 410
- Beard's Crossing on the Kankakee River 45, 46
- Beardstown, Ill. 489, 522
- Beardstown, Ill., Taxation for school purposes 522
- Beath, (Mrs.) Carrie. 185

- Beatrice, Gage Co., Neb.....176
- Beauchamp, (Rev.) William, Early Methodist Minister from Ohio, locates in Wabash Co., Ill..... 21
- Beauchamp, (Rev.) William, One of the founders of the town of Mt. Carmel, Ill.....21, 307
- Bea드릴art, Mgr. Alfred, Head of the Catholic University of Paris, France618
- Beaumont, France602
- Beck, Lewis C., Gazetteer of Illinois and Missouri, 1823563
- Becker, J. W.....78, 620
- Beckwith, Hiram W.....98, 264, 267, 465, 658
- Bedell's Mill on the Wabash River. 18
- Beecher, Edward108, 315, 483
- Beecher, Edward, Advocate of the Common School483
- Beecher, Edward, President of Illinois College, Jacksonville, Ill...108
- Beekman, J. Colby.....248
- Beeler Family253
- Beeman (Miss) Nancy, Wife of Miner S. Gowin.....265
- Beeman, Stephen403
- Belgians, In Liberty Loan Parade, Chicago613
- Belgium34, 109, 449, 613
- Bell, Alexander H. Biographical sketch of Charles A. Walker. 91-97
- Bellefontaine (Madison Co.) Ill...279
- Belleville, Ill.284, 290, 297, 320, 323, 523, 564, 631
- Belleville, Ill., Academy.....284, 290, 320, 323
- Belleville, Ill., Academy, charter reference320
- Belleville, Ill., Academy—financial support297
- Belleville, Ill., Advocate (Newspaper)631
- Belleville, Ill., Education. High school, 1860523
- Bellmont (Wabash Co.) Ill..... 23
- Beloit College, Beloit, Wisconsin. 193
- Belting, Paul E., The Development of the Free Public High School in Illinois to 1860....269-369, 467-565
- Belvidere, Ill., IV, V, 7, 28-32... 523
- Belvidere, Ill. Education—High School, 1857523
- Belvidere, Ill., Kirk, Margaret C. The First Presbyterian Church of Belvidere, Illinois 1839-1918.28-32
- Belvidere, Ill. Population 1841... 29
- Belvidere, Ill., Young Men's Christian Association 31
- Bement, (Piatt Co.) Ill.....439, 440, 441, 442
- Benden, (Rev.) Edwin, Historical sketch of the Baptist Denomination in Livingston Co., Illinois.9, 410-413
- Bender, J. M.....442
- Benes, Vojta236
- Benevolent Society, Bloomington, Ill.81
- Benjamin, Reuben M.....231
- Benjamin, Reuben M. Charles L. Capen quoted on231
- Bennett, C. N.....410
- Benson, Charles216
- Benson, John161
- Benson, Mabel Bone.....216
- Benson, (Rear Admiral) William S.597
- Benton, (Rev.) Angelo A.....192
- Benton, (Prof.) Elbert J.....72
- Benton, (Rev.) G. W.....410
- Berchtold, John242
- Berkeley Co., Va.....573
- Berkeley Springs, Va.....572
- Berlin, Germany596, 599, 607
- Berlin, Illinois Cemetery.....409
- Bernard, Adolph199, 200
- Berne, Switzerland. Fellenberg, established the first system of utilitarian education in the center of Berne.....340
- Berrian, Sam G. Letter to Dr. I. M. Francis, dated St. Louis, March 26, 1818.....62-63
- Berry, (Col.) Elijah C. Auditor of Public Accounts State of Illinois67
- Berry, (Rev.) John.....212
- Berry, William F. Lincoln and Berry Store, Old Salem...247, 249
- Berwyn, Ill.438
- Best, (Mrs.) A. Starr. Assists in the direction of scene in the Centennial Pageant in Chicago.....432
- Beyer, (Prof.) W. A. L.....262
- Big Bent River.....573
- Big Wabash River22
- Bird, James398
- Birkbeck, Morris3, 4, 5, 224
- Birkbeck, Morris. Anti-Slavery man224, 358
- Birkbeck, Morris, Influence of American conditions on this English farmer4, 5

- Birkbeck, Morris, Quoted on America 3
- Bissell, William H.....27, 225, 429
- Bissell, William H., Challenged to a duel by Jefferson Davis.....225
- Bissell, William H., In Mexican War 27
- Black, Floy, Wife of William A. Bone217
- Black, George N.....264
- Black Hawk. The Life of Black Hawk, edited by Milo M. Quaife. 621
- Black Hawk War..... 27, 135, 194, 249, 380
- Black Hawk War, 1832. Illinois troops in the Black Hawk War.135
- Black Hawk War, Lincoln Captain in the Black Hawk War.....249
- Black Hawk War, Judge Hiram Rountree from Montgomery County in the Black Hawk War.380
- Black Hawk War, Wabash County, Illinois. Contribution in men to the Black Hawk War..... 27
- Black, J. D.....442
- Black, (Miss) Nancy, wife of Edward Smith400
- Black, Samuel404
- Black, W. S.....442
- Blackburn, (Miss) Martha, Wife of Robert A. Gray.....627
- Blackburn University, Carlinville, Ill. 96
- Blackwelder, W. R..... 78
- Blackwell, David153
- Blackwell, Robert, Printer, Editor of the Western Intelligencer....151
- Blaine, James G.....457
- Blair, Edward259
- Blair, Watson F.....259
- Blanchard, Jonathan, President of Knox College, Galesburg, Ill....103
- Blanchat, (Rev.) J. B.....192
- Blatchford, (Miss) Barbara.....435
- Blatchford, (Dr.) Paul.....435
- Blatchford, (Mrs.) Paul.....435
- Bliss, (Gen.) Tasker H...597, 598, 605
- Bloomer, (Rev.) H. M.....262
- Bloomington Grove, McLean Co., Ill.45, 160
- Bloomington, Ill.43, 44, 45, 56, 77, 81, 82, 159, 160, 169, 182, 185, 253, 261, 293, 375, 376, 410, 412, 426, 452, 484, 489, 523, 536, 620, 628
- Bloomington, Ill. Baptist Association412
- Bloomington, Ill. D. A. R. Chapter, Letitia Green Stevenson. Year Book 1917-18, 1918, 1919.77, 452
- Bloomington, Ill. Early Academy in, established by Lemuel Foster484
- Bloomington, Ill. Education, High School 1856523
- Bloomington, Ill. Female Seminary293
- Bloomington, Ill., Industrial School for girls 81
- Bloomington, Ill. Methodist Church 82
- Bloomington, Ill. Presbyterian Synod 1842 met in, Memorial to Governor Carlin to observe Thanksgiving Day375, 376
- Bloomington, Ill., Public Library.. 82
- Bloomington, Ill. Public Schools.. 81
- Bloomington, Ill., Wagon road leading from Bloomington to Chicago 43
- Bloomington Township McLean Co., Illinois586
- Bloomington, Ind.565
- Blouin, Daniel, French Canadian, leader in Kaskaskia.....136
- Blue, J. G.....437
- "Blue Laws", Article 18 of the Association for the government of the town of Mt. Carmel, Illinois, 1818, might now be known as "Blue Laws"..... 21
- Blue Mound, Ill.....627
- Blue River, Ind.....402
- Bluffdale, Greene Co., Ill.....471
- Bodeman, (Dr.) William.....464
- Bogges, Arthur Clinton, The Settlement of Illinois 1778-1830...564
- Foot-notes150, 151, 270, 308
- Bohemian Socialists of Chicago...236
- Bohemian Workmen's Singing Society of Chicago436
- Bohemians in Liberty Loan Parade, Chicago613
- Bohemians of Chicago, various organizations235, 236
- Bolinger, (Miss) Dorothy.....241
- Bolivar, Mo.216
- Bolshevik Revolt, Russia.....236
- Bonaparte, Napoleon 2
- Bond Co., Illinois..... 333, 405, 406, 407, 408, 489
- Bond Co., Ill., Baptist Church, Early records407

- Bond, (Gov.) Shadrach..... 64, 65, 425, 429, 480
 Bond, (Gov.) Shadrach, Advocate of Education480
 Bond, (Gov.) Shadrach, Candidate for Governor State of Illinois.64, 65
 Bond, (Gov.) Shadrach, First governor of Illinois under statehood105, 146
 Bone, Albert Jack216
 Bone, Alice Roberta216
 Bone, Almeda217
 Bone, Andrew Elihu.....213, 217
 Bone, Calvin210
 Bone, Carrie, married Barret—married Thorne217
 Bone, Charles, Son of John C. Bone214
 Bone, Charles, Son of William F. Bone214
 Bone, Charles Reed.....217
 Bone, Constance Carolyn.....217
 Bone, David McCoy, Biographical sketch of Elihu Bone.....210-215
 Bone, David McCoy, Descendants.216
 Bone, David McCoy, Son of Robert S. Bone215
 Bone, Edgar Andrew216
 Bone, Elihu, Biographical sketch—by David McCoy Bone.....210-215
 Bone, Elihu, Children of Elihu and Nancy Warwick Bone.....213
 Bone, Elihu, Descendants of Elihu Bone216, 217
 Bone, Eliphalet214
 Bone, Eliphalet Lansden...213, 217
 Bone, Elizabeth213
 Bone, Elizabeth, wife of James Scott210
 Bone, Enos210
 Bone, Eugene214, 216, 217
 Bone, Eugene, Son of Eliphalet L. Bone214
 Bone Family210-215
 Bone, Finis Elihu, Son of Robert S. Bone214
 Bone, Finis Elihu, Descendants...216
 Bone, Frances217
 Bone, Frances Elinor.....217
 Bone, Harriet E.....213
 Bone, Harry J., Son of Thomas P. Bone214
 Bone, Harry J. I.....217
 Bone, Harry J. II.....217
 Bone, Hattie Z.....216
 Bone, Henry210
 Bone, Henry Houston.....213, 217
 Bone, Isabel217
 Bone, James210
 Bone, James Franklin, Son of Robert S. Bone.....214, 216
 Bone, James Warnick.....213, 217
 Bone, Jemima, wife of Jesse Vowell.210
 Bone, Jennie217
 Bone, John, Son of William Bone of Ireland210
 Bone, John, Son of Eliphalet L. Bone214
 Bone, John, M. D.....217
 Bone, John Coleman....213, 214, 217
 Bone, John Coleman, Descendants.217
 Bone, Keach, Great grandson of Elihu Bone212, 216
 Bone, Lee217
 Bone, Lulu Jay217
 Bone, Margaret217
 Bone, Margaret R.....213
 Bone, Maria216
 Bone, Mary Elizabeth216, 217
 Bone, Mary Ellen.....216
 Bone, Mary Esther.....217
 Bone, Mildred Jane.....217
 Bone, Nancy, Wife of Calvin Bone.210
 Bone, Nancy Eleanor.....216
 Bone, Noah, Son of William F. Bone214
 Bone, Noah H.....217
 Bone, Orlin, Son of John C. Bone..214, 217
 Bone, Otis216
 Bone, Rebecca Potts.....210
 Bone, Rina Lee.....216
 Bone, Robert217
 Bone, Robert Coleman.....217
 Bone, Robert David216
 Bone, Robert Edgar, Descendants..216
 Bone, Robert Edgar, Grandson of Elihu Bone212
 Bone, Robert Edgar, Son of Robert S. Bone212, 214, 215
 Bone, Robert Smith, eldest son of Elihu Bone...212, 213, 214, 215, 216
 Bone, Roy Lindsey.....214, 217
 Bone, Roy Lindsey, Son of Thomas P. Bone.....214
 Bone, Thomas Potts.....213, 214
 Bone, Wesley K.....216
 Bone, William of Ireland.....210
 Bone, William, Emigrates to America210
 Bone, William, Son of Eliphalet L. Bone214
 Bone, William A.....217
 Bone, William Foster...213, 214, 217

- Bone, William Foster, Descendants. 217
- Bonney, C. C. 643
- Bonpas Creek, Wabash Co., Ill. . . 17, 20
- Boone Co., Ill. Belvidere Presbyterian Church, only Presbyterian church in Boone County, Illinois 28-32
- Boone Co., Ill., First brick edifice erected and used exclusively for religious worship, Aug. 1843, Presbyterian church, Belvidere, Ill. 29
- Boone Co., Ill., First settlement in 1835 28
- Boone Co., Ill., Red Cross. 32
- Boston, Mass. . . 81, 82, 129, 136, 137, 154, 283, 443, 454, 491, 563, 564, 650
- Foot-note 272
- Boston, Mass. Athletic Association. 454
- Botetourt, Lord 570
- Bounty Lands in Illinois. Early settlements on 65, 66
- Bounty Lands in Missouri State. . 66
- Bourbon Co., Kentucky. 178
- Bowen, (Mrs.) Joseph T., Chairman Woman's Committee State Counsel of Defense. 251
- Bowen, W. H. 442
- Bowers, Joseph 294
- Bowers, Theodore S. of Wabash Co., Illinois, Civil War record. 27
- Boy Scouts of Chicago, Ill. 437
- Boyd, W. K. 452
- Boyer, (Rev.) R. C. 420
- Boynton Township, Tazewell Co., Illinois, Heaton School in. 581
- Braddock, (Gen.) Edward. 15, 124
- Bradley, Joshua, First President of Rock Spring Theological and High School, St. Clair Co., Ill. . . 307
- Brady, James T. 631
- Branch, (Rev.) W. 410
- Brand's Park Chicago—Old settlers of Chicago and Cook Co., hold reunion in 442, 444
- Brayton, (Miss) Laura. 654
- Breech, (Rev.) Early Presbyterian Missionary in Boone Co., Ill. 28
- Breese, (Mrs.) Eliza. 414
- Breese, (Lieut.) J. B. 416
- Breese, (Mrs.) Joseph. 416
- Breese, (Judge) Sidney. 147, 226, 227, 393, 394, 396, 397, 414, 416
- Brest, France 605
- Brewer, William, of Montgomery Co., Ill. 383
- Brewster, Walter D. 454
- Briggs, Benjamin, Early settler of Tazewell Co., Ill. 160
- Briggs Family 620
- Bright, Orville T. 656
- Brighton, (Macoupin Co.), Ill. . 46, 57
- Brimfield, Ill., Education, High School, 1860 523
- Brissenden, John 191
- British Army 421
- British Columbia, Anyox, B. C. . . 216
- British Columbia, Trail B. C. . . . 216
- British Losses, World War. 604
- British Universities 251
- Brittan, (Rev.) T. S. 192
- Brittin, (Rev.) B. L., Pastor First Presbyterian church, Belvidere, Illinois 32
- Britton, (Rev.) William. 419
- Brock, George W., M. D., Benjamin Gardner, An Early Physician of Illinois 180-186
- Brooks, John F. 309, 315, 483, 484
- Brooks, John F. Advocate of the Common School 483
- Brooks, John F., Member of the "Yale Band" of Theological Students who came in an early day to Illinois 309
- Brooks, John F. Work in behalf of education in Illinois 484
- Brooks, Robert P. 452
- Brown, —. Arrested in case of Ezekiel Perrin, Montgomery Co., Ill. 384
- Brown, Anna M., wife of Robert David Bone 216
- Brown, (Miss) Christine. Takes the part of "Columbia" in the "Masque of Illinois". 428
- Brown College, Providence, R. I. . . 307
- Brown County, Ill. 501
- Brown County, Kansas. 49, 52, 55
- Brown County, Kansas, Kickapoo Reservation in 49, 52
- Brown County, Ohio 180, 579
- Brown, E. E., The Making of our Middle Schools 565
- Foot-note 326
- Brown, Henry. The History of Illinois, N. Y., 1844. 564
- Brown, (Rev.) J. B. 412
- Brown, John, Attack on the National Arsenal at Harper's Ferry Reference 140
- Brown, (Hon.) John J. 254
- Brown, Samuel R., The Western Gazetteer, Auburn, N. Y., 1817. . . 563

- Brown, S. W., Secularization of American Education, N. Y., 1912. 565
- Brown, William, Advocate of the Common School 482, 483
- Browne, Thomas E., Judge of the Supreme Court of Illinois..... 392-393, 397
- Bromwell, Henry P. H..... 232
- Browning, (Hon.) Orville H. of Adams Co., Ill..... 231, 388
- Browning, (Mrs.) Orville H..... 388
- Brownson, (Dr.) Orestes A..... 640
- Bruegger, Frederick, Pageant Master of "The Masque of Illinois." Centennial production 253, 428
- Brundage, Edward J., Attorney-General, State of Illinois..... 608
- Bruner, J. W..... 410
- Bryan, (Judge) Silas L..... 231, 634
- Bryan, William Jennings..... 231, 634
- Bryant, F. E..... 439, 440
- Buchanan, (Pres.) James..... 142
- Buckingham Palace, England ... 606
- Buckner, (Dr.)..... 182
- Buck, Solon Justus..... 98, 267, 465, 565, 658
Foot-notes 149, 150
- Buck, Solon Justus, Editor Illinois in 1818 565
Foot-notes 149, 150
- Buena Vista, (Stephenson Co.), Ill. 194
- Buffalo Grove (Old Town) Ogle Co., Ill. 83, 84
- Buffalo, Mo. 265
- Buffalo, N. Y..... 253, 655
Foot-note 271
- Buffalo, N. Y., Commercial Advertiser, March 24, 1846, Foot-note.. 271
- Buffalo, N. Y., Historical Society Publications 253
- Bulgaria 34
- Bullit, Thomas 568
- Bunn Park, Springfield, Ill..... 444
- Bunyan's Pilgrim's Progress. Reference 182
- Burdick, (Mrs.) C. S..... 628
- Bureau of Ethnology, Bulletin, Hand-Book of Indians of North America, Reference 56
- Burgess, G. A..... 442
- Burgess, (Mrs.) G. A..... 442
- Burkhardt, (Mrs.) Mary E..... 386, 390
- Burlington, Iowa 253, 442
- Burlington, Iowa, Chicago Burlington and Quincy R. R..... 253
- Burnett, Stephen, Early settler of Boone Co., Ill..... 28
- Burnham, Daniel Hudson, Architect 36
- Burnham, John Howard..... 264, 452
- Burnham, John Howard, In Memoriam 452
- Burnham, (Mrs.) John Howard... 452
- Burning Springs 573
- Burns, Robert 628
- Burroughs, John, Early School Teacher—Buffalo Grove (Old Town), Ogle Co., Ill..... 83
- Burton, Annie C. W.—Song, "Our Illinois" 254
- Burton, (Mrs.) Charles W..... 254
- Burway, Joseph, killed by the Indians, 1815 17, 18
- Butler, Benjamin 252
- Butler County, Kansas..... 175
- Butterfield, Justin 397
- Butterfield, Justin. Washington-Crawford, Letters concerning Western Lands 1767 to 1781. Foot-notes 569, 572, 573, 574
- Byrne, (Miss) Sara..... 433

C

- Cabet, Etienne Leader of the Icarians at Nauvoo, Ill..... 40
- Cache River 418
- Cadwell, (Dr.) George, Candidate for Senator of Illinois, first General Assembly 65
- Caesar 329, 330
- Cahokia, Ill. 102, 133, 135, 151
- Cahokia Records, 1778-1790. Illinois Historical Collections, Vol. 2..... 98, 267, 465, 562
- Cairns, (Dr.) Alex August... 416, 417
- Cairns, Caldwell 223
- Cairo, Ill. 134, 415, 419
- Caldwell, B. F..... 446, 447
- Caldwell, (Dr.) W. B..... 442
- Calhoun, John, Tazewell Co., Ill.. 163
- Calhoun, John C..... 140
- California State..... 78, 91, 92, 94, 216, 262
- California State, Long Beach, Cal.. 262
- California State, Los Angeles, Cal. 78
- Calkins, Homer 453
- Calkins, (Mrs.) Louisa Hossack, short sketch 438, 439
- Calkins, (Lieut.) W. W..... 438
- Calumet River 444
- Camargo (Douglas Co.), Ill.. 178, 179
- Cambridge, Mass. 260
- Camden, Ill. 621
- Camp Grant at Rockford, Ill..... 74

- Camp Logan618
 Camp Meetings on Rock Creek,
 Sangamon Co., Ill.....212
 Camp Peter, Early settler of Ma-
 coupin Co., Ill..... 93
 Camp, William442
 Camp, W. M. Samuel Patterson,
 an appreciation621
 Campbell Family, Wabash County,
 Illinois16, 17
 Campbell, James Settler of Wabash
 County, Illinois16, 17
 Campbell, (Miss) Jane.....433
 Campbell's Landing, Wabash Co.,
 Illinois16, 17
 Campbell, (Miss) Louise, wife of
 Minor S. Gowin.....265
 Campbell, Samuel 17
 Campbell, Samuel II..... 17
 Campbell, William J.....452
 Canada
 ..14, 19, 73, 94, 120, 124, 131, 421
 Canada, Louis de Buade Fronte-
 nac, Governor of Canada.....126
 Canada, Ontario, Canada..... 73
 Canada—Supreme Court of Ontario,
 Canada 73
 Cannon. The Cannon—Stark In-
 dian Massacre and Captivity. By
 Robert Lindley587-591
 Cannon Family, Wabash Co., Ill... 17
 Cannon, John, Early settler of, Wa-
 bash Co., Ill..... 17
 Cannon, John, Killed by the In-
 dians, Wabash Co., Ill..... 17
 Cannon, (Hon.) Joseph G., Cele-
 brates his eighty-second birthday.251
 Cannon Massacre, Wabash Co., Ill.17
 Cantacuzene, Bertha258
 Cantacuzene, Michel258
 Cantacuzene, Prince258
 Cantacuzene, Princess258
 Canton, Ill.....
320, 322, 326, 463, 489, 523
 Canton, Ill., Academy.... 320, 322, 326
 Canton, Ill., Academy, Curriculum
322
 Canton, Ill., Academy—The School
 Year326
 Canton, Ill., Education—High
 School, 1862523
 Cape Girardeau, Mo.151
 Capen, Charles L. Biographical
 sketch of Mrs. Sarah E. Raymond
 Fitzwilliam81, 82
 Capen, Charles L. Quoted on Reu-
 ben M. Benjamin.....231
 Carbondale, Ill., IV, V, 7.....
 Cardiganshire, South Wales.....461
 Carey, (Rev.) I. E.....194
 Carleton, (Sir) Guy.....127
 Carlin, (Gov.) Thomas.....
374, 375, 376, 377, 394, 429
 Carlin, (Gov.) Thomas. Appoints
 John A. McClernand, Secretary
 of State of Illinois.....394
 Carlin, (Gov.) Thomas. Presbyter-
 ian Synod 1842. Memorial to
 Gov. Carlin to observe Thanks-
 giving Day375, 376
 Carlin, (Gov.) Thomas. Thanksgiv-
 ing, poem on Governor Carlin's
 Thanksgiving, Reference377
 Carlin, (Gov.) Thomas. Thanksgiv-
 ing Proclamation Nov. 12, 1842.
 Dated at Quincy, Illinois...375, 376
 Carlville, Ill.....
57, 91, 92, 93, 94, 96, 97, 433, 489
 Carlville, Ill. Blackburn Univer-
 sity located in 96
 Carlisle, England606
 Carlow County, Ireland637, 649
 Carlyle, Ill.9, 414-417, 453, 489
 Carlyle, Ill. Mabel Hall Robinson
 —History of Christ Church, Car-
 lyle, Illinois414-417
 Carlyle, Thomas 4
 Carmen, Woods County, Oklahoma.174
 Carmi, Ill.398
 Carolinas (The)270
 Carpenter, Richard V.....IV, V, 7
 Carpenter, Samuel451
 Carpenter School, Chicago.....630
 Carr, (Hon.) Clark E. Honorary
 President, Illinois State Histori-
 cal Society,IV, V. 7
 Carr, (Col.) Clark E. "My Day and
 Generation."564
 Carriel, Mary Turner—The Life of
 Jonathan Baldwin Turner.....564
 Carroll Co., Ill.....501
 Carrollton, Ill.92, 489, 524
 Carrollton, Ill. Education, studies
 taught in the common schools.524
 Carter, Clarence Edwin.....
99, 268, 466, 659
 Carter, James189, 191
 Carter, James, Sr.....191, 192
 Carter, (Justice) Orrin N. Justice
 of the Supreme Court of Illinois
232, 431, 432
 Carter, Warrel Reid.....597
 Cartinatti, Chevalier387
 Cartwright, (Justice) James H....234

- Cartwright, Peter, Pioneer Methodist preacher in Illinois.....90, 212, 305, 446, 484, 564
- Carver, (Mrs.) Elizabeth J., wife of Isaac B. Essex.....173
- Carver, J. vs. Margaret Dorence, Case-in-law, Tazewell Co., Ill.....165
- Casey, (Miss) Alice.....419
- Cass County, Ill.....501
- Cassell, (Mr.) H.....644
- Castle Pinckney, in Charleston Harbor, S. C.....142
- Caswell, David 31
- Catholic Alumnae615
- Catholic Church.....121, 122, 135, 194, 196, 236, 241, 303, 304, 317, 414, 619, 637, 642, 644, 652
- Catholic Church, American Catholic Church414
- Catholic Church, Cahokia, Church of the Holy Father.....135
- Catholic Church, Catholic Congresses of Chicago652
- Catholic Church, Pope Leo XIII.....644
- Catholic Church, St. Mary's Chicago619
- Catholic Church, St. Matthews, Liverpool, England637
- Catholic Church, St. Peter's, Rome.....642
- Catholic Church, St. Thomas, Chicago619
- Catholic Church Sends missionaries to Illinois.....303, 304
- Catholic Church, Shelbyville, Illinois241
- Catholic Congresses in Baltimore, Md.652
- Catholic Congresses of Chicago.....652
- Catholic Institute, Chicago.....640
- Catholic Order of Foresters.....615
- Catholic University643
- Catlin, George, Portrait of, Kannekuk, Reference48, 56
- Caton, John397
- Cavanaugh (Very Rev.) John A. C. S. C.....649
- Cedarville, Stephenson Co., Ill.....194, 195, 196
- Cedarville (Stephenson Co.) Ill. Presbyterian Church195, 196
- Census, United States Census 1850, Foot-note271
- Centennial Banner, Living flag of the United States and Centennial Banner at Field Mass, Sacred Heart Convent grounds, Springfield, Illinois428
- Centennial Celebration, State of Illinois10, 425-430
- Centennial Chorus (Colored) Springfield, Ill.429
- Centennial Exposition, Philadelphia 1876619
- Centennial Hymn, State of Illinois.....427
- Centennial Memorial Building, State of Illinois Corner stone laid, Oct. 5, 1918.....425, 430
- Centennial Monument dedicated in Logan Square, Chicago....432, 433
- Centennial of the organization of State Government in Illinois observed Oct. 5-6, 1918 at Springfield, Ill.425-430
- Centerville (Wabash Co.) Ill., ceased to exist..... 20
- Centerville, Ill., County seat of Wabash Co., Ill..... 20
- Centralia, Ill.415, 416
- Cerro Gordo (Piatt Co.) Ill.....442
- Cerro Gordo County, Iowa.....175
- Chafee, George D.....78, 238, 239
- Chafee, George D., Biographical sketch238, 239
- Chafee, George D., Celebrates golden wedding238-240
- Chafee, (Mrs.) George D., Celebrates golden wedding.....238-240
- Chagrin Falls, Ohio.....621
- Champaign Co., Ill., Education, common schools, subjects of study525
- Champaign Co., Ill., History, 1918. 77
- Champaign, Ill., IV, V, 7.....234
- Champion, George262
- Champlain, Samuel de.....121, 578
- Champlain, Samuel de. Called the father of Canada or New France.....121
- Chance, Joseph. Early Baptist preacher and missionary in Illinois305
- Chandler, (Rev.) R. E.....195
- Chandler, (Mrs.) Zachariah.....387
- Charlemagne or Charles the Great. 1
- Charles II154
- Charles XII330
- Charles County, Md.....573
- Charleston, (Coles Co.) Ill., School charter, Foot-note537
- Charleston, (Coles Co.) Ill., Seminary, state aid given.....298
- Charleston, S. C.....93, 142, 631
- Charleston, S. C., National Democratic Convention, held in 186093, 631

- Charlette, (Mrs.) Mary L. Early
resident of Chicago.....443
- Charlottesville, (Albemarle Co.)
Va.168, 169
- Charnwood, Lord427, 428, 429
- Charnwood, Lord. Delivers address
dedicating the Lincoln Statue
on State House Grounds, Spring-
field, Ill.427
- Charnwood, Lord. Abraham Lin-
coln. Reference427
- Chase, (Miss) Kate387
- Chase, (Bishop) Philander.192, 421, 564
- Chase, (Bishop) Philander Ad-
dress before the Convention of
Protestant Episcopal Church,
Springfield 1845564
- Chase, Salmon P.206
- Chateau, Francfort599
- Chateau, Thierry, France.....251
- Chatham, Ill446, 451
- Chatham, Manual Labor School. 348
- Chatsworth, (Livingston Co.) Ill.,
Baptist Church411, 412
- Chaumont, France605
- Chavannes, Pierre Pauvais de.258, 259
- Cheek, J., Advertisement in the
Illinois Intelligencer Jan. 1, 1818.
States he has opened a school in
Kaskaskia282
- Cheeseman, (Rev.) T. W. C.....192
- Cheney's Grove (McLean Co.) Ill. 47
- Cheney, Jonathan. Early farmer of
McLean Co., Ill.....47
- Cherry Grove Academy327
- Chester, Ill.118, 384, 523
- Chester, Ill., Education—High
school 1856523
- Chester, Ill., Illinois State Peni-
tentiary, located in.....384
- Chestnut, John A.....457
- Chestnut, (Rev.) J. U.....192, 415
- Cheyenne, Wyoming654
- Cheyney, E. P., Anti-Rent Agitation
in New York, University Penn-
sylvania 1887.....565
- Chicago & Alton R. R.....45, 184
- Chicago Heights, Ill.....429
- Chicago, Ill.429
- IV, V, 7, 15, 16, 26, 33-37, 43-
47, 72, 73, 77, 78, 81, 82, 88,
89, 97, 105, 108, 109, 111, 126,
183, 185, 189, 213, 214, 217, 228,
232, 233, 235, 236, 237, 238, 244,
245, 246, 250, 251, 252, 253, 257,
258, 259, 320, 323, 328, 371, 373,
384, 411, 414, 426, 428, 429, 432,
433, 434, 435, 436, 437, 438, 442,
443, 444, 453, 460, 461, 462, 464,
483, 489, 490, 500, 551, 563, 603,
608, 612-617, 618, 619, 620, 628,
630, 632, 633, 634, 635, 636, 639,
640, 641, 643, 645, 648, 650, 652, 656
Foot-notes303, 328
- Chicago, Ill., Abraham Lincoln—
Social Center461
- Chicago, Ill., Academy and Common
School320
- Chicago, Ill., Aerial mail between
New York City and Chicago...438
- Chicago, Ill., All Soul's Church...461
- Chicago, Ill., American Press—Hu-
morists hold convention in Chi-
cago245, 246
- Chicago, Ill., Art Institute.....
.....36, 258, 433, 612
- Chicago, Ill., Art Institute founded
in 187936
- Chicago, Ill., Association of Com-
merce619
- Chicago, Ill., Auditorium, Centen-
nial Pageant held in.....432
- Chicago, Ill., Baptist Church
(First)245
- Chicago, Ill., Board of Education..
.....640, 656
- Chicago, Ill., Board of Trade...88, 639
- Chicago, Ill., Bohemian Women's
organizations236
- Chicago, Ill., Bohemian Workmen's
Singing Society436
- Chicago, Ill., Bohemians of Chicago,
various organizations235-236
- Chicago, Ill., Boy Scouts of Chicago
.....437
- Chicago, Ill., Carpenter School, Chi-
cago630
- Chicago, Ill., Cattle, first bunch of
brought in, to be fed in McLean
County47
- Chicago, Ill., Centennial celebra-
tion432-434
- Chicago, Ill., Chamber of Com-
merce245
- Chicago, Ill., Charity Ball.....258
- Chicago, Ill., Chicago & Alton R. R.
.....45, 184
- Chicago, Ill., Chicago, Burlington
& Quincy R. R.....253
- Chicago, Ill., Chicago in the Fifties,
Introduction by Mabel McIlvaine.620
- Chicago, Ill., City Garden Associa-
tion437
- Chicago, Ill., Club619

- Chicago, Ill., Columbian Exposition, 189326, 33, 36, 433, 435
- Chicago, Ill., Commercial Club....238
- Chicago, Ill., Daily News.....443
- Chicago, Ill., Danish citizens hold celebration237
- Chicago, Ill., Democrat Newspaper 1838371, 373
- Chicago, Ill., Directory 1843—Foot-note328
- Chicago, Ill., Disciples of Christ (or Christian Church).....245
- Chicago, Ill., Druggist Association.464
- Chicago, Ill., Dunne, Edward F. The Illinois Centennial, address at Jackson Park Chicago, on the occasion of the presentation to the South Park commissioners of the Statue of "The Republic." 33-37
- Chicago, Ill., Education. Board of Education reports 1854-1880....562
- Chicago, Ill., Education. City council creates a High School as a part of the common school system559
- Chicago, Ill., Education. Common School built in 1836 by John S. Wright483
- Chicago, Ill., Education. Common schools 1847. Course of studies.524
- Chicago, Ill., Education, High schools, efforts leading up to the establishment of520-522
- Chicago, Ill., Education, High School 1856523
- Chicago, Ill., Education, High School (Central) begun in 1856..526
- Chicago, Ill., Education, High School Normal training curriculum527, 528
- Chicago, Ill., Education, Legislature grants City Council power to tax for schools, March 1, 1839.....520
- Chicago, Ill., Education, St. Mary's.323
- Chicago, Ill., Education, school report, Foot-notes521, 522
- Chicago, Ill., Female Seminary....328
- Chicago, Ill., Fire.....433, 464
- Chicago, Ill., First bunch of cattle brought in Chicago, to be fed on the farms of McLean Co.....47
- Chicago, Ill., First shipment of grain from, in 1838.....46
- Chicago, Ill., Foerster (Miss) Alma, Red Cross nurse of Chicago decorated439
- Chicago, Ill., Foreign Language Leagues238
- Chicago, Ill., French Clergymen visit Chicago618-619
- Chicago, Ill., Gold Star Arch for heroes of the World War erected in Grant Park438
- Chicago, Ill., Graceland Cemetery.....246, 259
- Chicago, Ill., Grant Park..236, 435, 436
- Chicago, Ill., Grant Park, Statue of Alexander Hamilton unveiled in.435, 436
- Chicago, Ill., Hamilton Club.....435
- Chicago, Ill., Haven School.....641
- Chicago, Ill., Herald, Newspaper..632, 635
- Chicago, Ill., Historical Society Collections563
Foot-note308
- Chicago, Ill., Historical Society—Collections Vol. 5. Foot-note....308
- Chicago, Ill., Home Savings Bank.645
- Chicago, Ill., Humboldt Park.....237, 433, 434
- Chicago, Ill., Humboldt Park, Centennial Pageant433-434
- Chicago, Ill., Illinois Centennial Commission of Chicago.....435
- Chicago, Ill., Incorporated as a city in 183735
- Chicago, Ill., Indian Chief Chicagou126
- Chicago, Ill., International Live Stock Exposition214
- Chicago, Ill., Iroquois Club.....77
- Chicago, Ill., Kinzie School.....641
- Chicago, Ill., Liberty Loan Parade, Oct. 12, 1918.....612-615
- Chicago, Ill., Lill & Diversey, early brewers in Chicago.....443
- Chicago, Ill., Logan Square Centennial Monument dedicated..432, 433
- Chicago, Ill., Lyceum, early debating society in Chicago.....640
- Chicago, Ill., Mechanics' Union....490
- Chicago, Ill., Memorial Church of Christ245
- Chicago, Ill., Mexican Editors visit Chicago238
- Chicago, Ill., Michigan Avenue Bond Issue,616-617
- Chicago, Ill., Midday Club.....232
- Chicago, Ill., Municipal Pier.237, 238
- Chicago, Ill., National Bank.....645
- Chicago, Ill., Normal School.....551

- Chicago, Ill., Old Settlers of Chicago and Cook County hold reunion in Brand's Park, Chicago.... 442-444
- Chicago, Ill., Olivet Negro Baptist Church245
- Chicago, Ill., Palmer House.....257
- Chicago, Ill., Peace Society.....462
- Chicago, Ill., Pierson, A. VanDyke, The Old Chicago Trail.....43-47
- Chicago, Ill., Population 1850, 1860, 1870228
- Chicago, Ill., Population of 1861.. 35
- Chicago, Ill., Population of, compared with that of Sweden, Holland, Portugal, Greece, Bulgaria, Serbia, Belgium, Roumania and Argentina 34
- Chicago, Ill., Presbyterian Church (Fourth)656
- Chicago, Ill., Public Library.....643
- Chicago, Ill., Public Schools.....654
- Chicago, Ill., Quigley Memorial Hall648
- Chicago, Ill., Rabbinical Association245
- Chicago, Ill., Reminiscences of Chicago during the Civil War. Introduction by Mabel McIlvaine..620
- Chicago, Ill., Republican National Convention of 1860, held in.... 73
- Chicago, Ill., Riverview Park....237
- Chicago, Ill., St. Ignatius College..643
- Chicago, Ill., St. James Episcopal Church259
- Chicago, Ill., School Convention of 1846500
- Chicago, Ill., School report. Footnote528
- Chicago, Ill., Seal "Urbs in horto".105
- Chicago, Ill., Sherman House.....437
- Chicago, Ill., Slovaks of Chicago, attest Loyalty to the United States436, 437
- Chicago, Ill., South Chicago, Y. M. C. A.437
- Chicago, Ill., Statue of the Republic unveiled in Jackson Park..435
- Chicago, Ill., Stock yards.....244
- Chicago, Ill., Strike of 1894.....111
- Chicago, Ill., Tribune Newspaper.. 232, 443, 608, 616, 633, 635
- Chicago, Ill., Union League Club.. 89
- Chicago, Ill., University of Chicago235, 250, 251, 411, 655
- Chicago, Ill., University Club.....619
- Chicago, Ill., Wagon road leading from Bloomington to Chicago.... 43
- Chicago, Ill., War Gardens.....437
- Chicago, Ill., Washington School...630
- Chicago, Ill., West Chicago, Park Commission433
- Chicago, Ill., White City, Amusement place in.....436
- Chicago, Ill., Woodlawn Bank notes, Lincoln number253
- Chicago, Ill., World War, Number of Chicago men of class one in the selective service.....250
- Chicago, Ill., World's Fair 1893.... 26, 33, 36, 433, 435
- Chicago, Ill., Wright, John S., built a common school in Chicago in 1835483
- Chicago, Ill., Y. M. C. A. Celebrates its sixteenth anniversary.....252
- Chicago Portage120
- Chicago River46, 120, 121, 159
- Child, (Dr.)181
- Chillicothe, Ohio20, 21
- Chillicothe, Ohio, Articles of Association for the government of Mt. Carmel, Wabash Co., Ill., Drafted and placed on record at Chillicothe, O., Sept. 21, 1818..... 21
- Chinese in Liberty Loan Parade, Chicago613
- Chittenden, (Rev.) Henry M.....417
- Choteau, Charles Pierre.....138
- Christian Church241
- Christian Co., Ill.....627, 628
- Christian Co., Ill., Prairieton Township628
- Christian Co., Ky.....586
- Christian Spectator, VOL 20, 1823.563
- Christy, William..... 51
- Church, Lawrence S.....232
- Church of the Holy Father in Cahokia135
- Churchill, George, Biographical sketch66, 67
- Churchill, George, Author, writes under the signature of "A Farmer of St. Charles Co."..... 67
- Churchill, George, Letter of George Churchill to Mr. Swift Eldred, Dated Madison Co., Ill., Sept. 9, 181864-66
- Churchill, Joel191, 192
- Churches—All Soul's Church, Chicago461
- Churches—Baptist Church193, 303, 307, 317, 318, 409, 415, 458, 555

- Churches—Baptist Church, Bloomington Association.....412
- Churches—Baptist Church, Bond Co., Ill., Early Records.....407
- Churches—Baptist Church, Chatsworth, Ill.....411, 412
- Churches—Baptist Church (First) Chicago245
- Churches—Baptist Church Cornell, Ill.....412
- Churches—Baptist Church, El Paso, Ill.....411
- Churches—Baptist Church, Esmen District, Livingston Co., Ill.....412
- Churches—Baptist Church, Fairbury, Ill.....411
- Churches—Baptist Church, Georgetown, Ill.....412
- Churches—Baptist Church, Graymont, Illinois412
- Churches—Baptist Church, Historical sketch of the Baptist Denomination in Livingston Co., Ill.....9, 410-413
- Churches—Baptist Church, Illinois, Early preachers and missionaries305
- Churches—Baptist Church, Rev. Isaac McCoy, Missionary to the Kickapoo Indians in Kansas.... 50
- Churches—Baptist Church, La Salle, Ill.....411
- Churches—Baptist Church, Lexington, Ill.....411
- Churches—Baptist Church, Livingston Co. Ill., Historical sketch, by Rev. Edwin Benden410-413
- Churches—Baptist Church, Odell, Ill.....412
- Churches—Baptist Church, Ohio State411
- Churches—Baptist Church, Pontiac, Ill. organization, etc.....410, 411
- Churches—Baptist Church, Springfield, Ill.....459
- Churches—Baptist Church, Swygert, Illinois412
- Churches—Catholic Church121, 122, 194, 196, 303, 317, 652
- Churches—Catholic Church, American Catholic Church.....414
- Churches—Catholic Church Cahokia, Church of the Holy Father.135
- Churches—Catholic Church, Notre Dame, Chicago619
- Churches—Catholic, St. James, Chicago259
- Churches—Catholic Church, St. Mary's Chicago619
- Churches—Catholic, St. Thomas, Chicago619
- Churches—Catholic Church, St. Matthews, Liverpool, England...637
- Churches—Catholic Church, Shelbyville, Ill.....241
- Churches—Christian Church, Shelbyville, Ill.....241
- Churches—Congregational Church28, 303, 317, 318, 555, 620
- Churches—Congregational Church, Wyoming, Illinois, manual.....620
- Churches—Congress of Religions, World's Fair, Chicago, 1893....245
- Churches—Cumberland Presbyterian Church347
- Churches—Disciples of Christ (or Christian Church)241, 245
- Churches—Episcopal St. John's Episcopal Church, Albion, Ill....189, 190, 191, 192
- Churches—Episcopal Church, St. Paul's, Alton, Ill.....416
- Churches—Episcopal Church, Cairo, Ill.....419
- Churches—Episcopal Church, Carlyle, Ill.....9, 414-417
- Churches—Episcopal Church, Edward Co., Ill.....189-192
- Churches—Episcopal Church of Illinois, Right Rev. Henry John Whitehouse D. D., D. C. L., Bishop of Illinois.....420
- Churches—Episcopal Christ Church, Episcopal, Louisville, Ky.190
- Churches—Episcopal, Church de Esprit, New York City.....191
- Churches—Episcopal Church, Pulaske Co., Ill., History of, by Mrs. Frances L. Hough.....9, 418-421
- Churches—Episcopal, St. Peter's419, 420
- Churches—Episcopal Church, St. Stephens, New Harmony, Ind...192
- Churches—Episcopal Church, Springfield, Ill.....564
- Churches—Episcopal, Vincennes, Ind.192
- Churches—Jewish Church, tablet marks first Jewish church in Northwest617-618
- Churches—Jewish Religion, American Rabbis meet in Chicago for conference245

- Churches—Lutheran Church..196, 241
Churches—Lutheran Church, Shelbyville, Ill.241
Churches—Memorial Church of Christ, Chicago.... 245
Churches—Methodist Church..... 90, 193, 196, 303, 317, 318, 419, 555, 629
Churches—Methodist Church, Bloomington, Ill. 82
Churches—Methodist Church, Early preachers and missionaries in Illinois305
Churches—Methodist Church, Normal, Ill.262
Churches—Methodist Church, Pe-kin, Ill.163
Churches—Methodist Church, Shelbyville, Ill.241
Churches—Olivet Negro Baptist Church, Chicago245
Churches—Presbyterian Church23, 317, 318, 415, 555
Churches—Presbyterian Church, Belvidere, Ill, 1839-1918. By Margaret C. Kirk28-32
Churches—Presbyterian Church, Cedarville, Ill.195, 196
Churches—Presbyterian Church, Chicago (Fourth)656
Churches—Presbyterian Church, Cumberland Presbyterian328
Churches—Presbyterian Church, Cumberland Presbyterian Church, Blue Mound, Illinois628
Churches—Presbyterian Church, Cumberland Presbyterian, Rock Creek, Illinois212
Churches—Presbyterian Church, Cumberland, Presbyterian Church, White Co., Illinois305, 306
Churches—Presbyterian Church, Fall Creek, Tenn.....216
Churches—Presbyterian Church, Freeport, Ill.194, 195
Churches—Presbyterian Church, Litchfield, Ill.86, 87
Churches—Presbyterian Church, Polo, Ill., Independent Presbyterian Church83, 84
Churches—Presbyterian Church, N. S., Rushville, Ill.294
Churches—Presbyterian Church, Shelbyville, Ill.241
Churches—Presbyterian Church, (First) Springfield, Ill.....86, 427
Churches—Presbyterian Church, 2nd, Springfield, Ill.....447
Churches—Presbyterian Church, Stephenson Co., Ill.193-196
Churches—Presbyterian Church—Synod of Illinois 1842.....375
Churches—Presbyterian (First) Virginia, Illinois.....187
Churches—Quaker Church.....190
Churches—Rationalists196
Churches—Unitarian church491
Cincinnati, Ohio24, 63, 140, 141, 184, 419, 483, 486, 562, 564, 643
Foot-note272
Cincinnati, O., Abraham Lincoln's Speech in, Sept. 1859. Reference140, 141
Cincinnati, Ohio, Eclectic Medical Institute, May 26, 1860.....184
Cincinnati, Ohio, Memorial of people of Cincinnati 1844, Foot-note272
Civil War11, 26, 27, 30, 32, 59-61, 107, 110, 139, 141, 142, 143, 144, 145, 184, 228, 239, 260, 390, 433, 444, 460, 461, 520, 538, 560, 631
See War of the Rebellion.
Civil War—Reminiscence of the Civil War, Messages of love and encouragement, Letter copied from the History of Hancock County, Ill.59-61
Clapp & Co., Blue Book of Leading American Exchanges88
Clapp, Lewis89
Clapp, Ozro W., Autobiographical sketch88-90
Clapp, Thomas316
Clark Co., Ill.....231, 398
Clark Family, Early settlers of Mound City, Ill.....418
Clark, Francis, Early teacher in Illinois279
Clark, George Rogers34, 93, 126-128, 137, 267, 279, 570
Clark, George Rogers, Captures Kaskaskia, July 4, 1778..... 34
Clark, George Rogers, Illinois Historical collections VOL. VIII. Virginia series, George Rogers Clark Papers 1771-1781....98, 267, 465, 658
Clark, H. G.656
Clark, John, Early Baptist preacher and missionary in Illinois.....305
Clark, John, Early school teacher in Illinois279
Clark, Nancy Duff, An Old Mormon Town Nauvoo, Ill.....38-42

- Clark, (Rev.)409
 Clark, (Gen.) William ..51, 52, 53, 56
 Clark, (Gen.) William, Early letters of, in possession of Optukke, grandson of Kannekuk, Kickapoo Prophet51, 52
 Clark, (Gen.) William, Letter to Kannekuk, dated Aug. 31, 1832, advising the prophet and his band to leave Illinois 56
 Clark, (Gen.) William—note book of, preserved in the Kansas State Historical Society 51
 Clarkson, Ralph, Portrait Painter. 36
 Clary's Grocery Store, Old Salem, Menard Co., Ill.....247
 Clary's Grove, Sangamon Co., Ill.248, 249
 Clatworthy, (Rev.) W.....192
 Clay City, Ill.....398
 Clay Co., Ill.....9, 391, 399
 Clay Co., Ill., Circuit Court...391-399
 Clay Co., Ill., Circuit Court, Mrs. Alice Stuvé Jarrett, presents portrait of Judge William Wilson to Clay Co. Circuit Court.....391-399
 Clay Co., Ill., Organized 1824.....398
 Clay, Henry271, 381, 565
 Clay, Henry. American Statesmen Series, Vols. 1-2. Carl Schurz...565
 Clay, Henry. Quoted on ceding public land to the State in which it lay271
 Claypool, Nathaniel, appointed clerk at the first circuit court held in Palmyra, July 11, 1815..... 19
 Clemenceau, Premier Georges.600, 605
 Clendenin, H. W...IV, V, 7, 71, 221, 595
 Clermont Co., Ohio.....180
 Cleveland—Blaine Campaign 1884.457
 Cleveland, (Pres.) Grover.....231, 457, 634
 Cleveland, Ohio260, 454
 Cleveland, Ohio, Medical College..260
 Clifton, Ill., Centennial observance April 25, 1918, at Clifton, Ill..75, 76
 Clifton, Ill., Public Schools....75, 76
 Clifton J. Proprietor of the American House, early hotel in Springfield, Illinois373, 374
 Cline's Band of Monticello, Ill....441
 Clinton, Co., Ill.....414
 Clinton, Ill.159
 Clinton, De Witt.....485, 486, 499
 Clinton, De Witt, Leader in the State of New York in creating a common school system485, 486
 Clinton, George 83
 Clinton, Georgiana 83
 Clinton, John W., Biographical sketch83-85
 Cloud, Newton226
 Clow, Johnson442
 Cloyd, (Mrs.)449
 Clubs, Appomatox Club, France....606, 608
 Clubs, Chicago Club619
 Clubs, Chicago University Club...619
 Clubs, Columbus Club.....643
 Clubs, Iroquois Club, Chicago, Ill. 77
 Clubs, Olympia Club, San Francisco, Cal.621
 Clubs, Romance Club of Johns Hopkins University 78
 Clubs, Top Notch Farmers' Club..584
 Clubs, Union League Club, Chicago 89
 Clyne, (Hon.) Charles L.....237
 Coarr, (Rev.) Edwin.....420
 Coe, (Rev.) James420
 Coen, George262
 Coffee reefs on the Great Wabash River 22
 Coffin, W. D.....442
 Cohen, Israel245
 Colby, Arthur D.....216
 Colby, Henry H.....216
 Colby, Mary Ellen Bone, Descendants216
 Colby, Nellie216
 Cole, Ernest C.....656
 Cole River573
 Coleman, (Rev.) M. G.....241
 Coles Co., Ill.....398, 562
 Coles Co., Ill. School Commissioners' Journal 1836-1860.....562
 Coles, (Gov.) Edward.106, 153, 178, 223, 224, 269, 276, 278, 287, 358-363, 369, 393, 431, 480, 512, 557, 564
 Foot-note287
 Coles, (Gov.) Edward, Anti-slavery, leader in Illinois223, 224, 358, 359, 431
 Coles, (Gov.) Edward. Education, Coles message to the legislature and his publication of Jefferson's plan for education362, 363
 Coles, (Gov.) Edward, Efforts in behalf of education, State of Illinois358-362, 363, 369, 480, 557
 Foot-notes276, 287
 Coles, (Gov.) Edward, Efforts to keep Illinois free from slavery..106, 223, 224, 431

- Coles, (Gov.) Edward, Fight on slavery in Illinois during Governor Coles administration..... 223, 224, 431
- Coles, (Gov.) Edward, Frees his slaves361
- Coles, (Gov.) Edward, Life of Edward Coles by Elihu B. Washburne224, 564
- Coles, (Gov.) Edward, Madison Co. case Coles vs. Madison Co. for bringing in slaves, and setting them at liberty, etc.....393
- Coles, (Gov.) Edward, Message recommends the freeing of slaves and the revision of the Black Laws106
- Coles, (Gov.) Edward, Message to the Legislature 1824. Quoted on education, Foot-note287
- Coles, (Gov.) Edward, Quoted on education480
- Coles, (Gov.) Edward, Selects sections of land in Illinois for educational purposes. Foot-note ...276
- Coles, (Gov.) Edward, Washburne, Elihu B. Life of Edward Coles to be reprinted by the Illinois State Historical Society.....224
- Coles, (Gov.) Edward, Work in behalf of education, State of Illinois358-362, 557
- Coliseum Building, Illinois State Fair Grounds428
- Collins, J. H.78
- Cologne, Germany41
- Colonial Latin Grammar School.....319, 546, 547, 549
- Colorado State217, 415, 454, 644
- Colorado State, Denver, Col.217, 454, 644
- Colorado State, Denver, Col. Civic and Commercial Club454
- Colored Centennial Chorus, Springfield, Ill.429
- Colored People's Home, Springfield, Illinois463
- Colored Yanks sing their way through France. By Charles N. Wheeler608-612
- "Columbia," Portrayed by Miss Christine Brown in the "Masque of Illinois"428
- Columbia University, New York City564
- Columbian Exposition, Chicago.... 26
- Columbus, Christopher, Finds corn cultivated in Hayti577
- Columbus Club, Chicago643
- Columbus, Ohio169, 453
- Colyer, WalterIV, V, 7
- Comings, (Rev.) G. P.192
- "Commerce" (Steamboat) First one up the Wabash River 24
- Commodore Catt (Optukkee) Kickapoo Indian, Grandson of Kanekuk 52
- Common School Advocate, Journal483, 487, 499, 514, 558, 563
- Communitic Society, Icarian community at Nauvoo, Illinois..... 40
- Compton Fort, Built in Wabash Co., Illinois, in 181015, 24
- Compton, John, Early settler of Wabash Co., Illinois 17
- Compton, Levi, Early settler of Wabash Co., Illinois15, 23
- Compton, Levi, Member of the First Constitutional Convention State of Illinois 1818 15
- Conbeau, (Miss) Laura433
- Conception River, Mississippi River so christened by Father Marquette119
- Congregational Church28, 303, 317, 318, 555, 620
- Congregational Church, Sends missionaries to Illinois303
- Congregational Church, Wyoming, Illinois Manual of the First Congregational church620
- Congress of Charities, World's Fair, Chicago 1893 82
- Congress of Religions, World's Fair, Chicago 1893245
- Congressional Records, VOL. 55.. 77
- Conkling, (Hon.) Clinton L.....IV, V, 7, 77, 78, 620
- Conkling, Grace Heaton, wife of George Wilson Leaverton.....409
- Conkling, James C.253
- Connecticut State64, 65, 66, 306, 339, 419, 453, 472, 486, 571
- Connecticut State, Education, means of providing common free education in Connecticut472
- Connecticut, State Hartford, Conn.419
- Connecticut State, Manual labor schools organized in 1819.....339
- Connecticut State, Middletown, Conn.453
- Connecticut State, South Farms, Conn. 306

- Connecticut State, Warren, Conn. 64, 66
 Connecticut State, Wethersfield, Conn. 66
 Conover, Ernest B. 217
 Conover, George 217
 Conover, George B. 217
 Conover, Virginia 217
 Conover, Virginia Bone 217
 Conover, William B. 217
 Constable, Charles H. 397
 Constantinople, Turkey 434
 Constitution State of Illinois, 1818
 8, 159, 161, 225, 270, 356, 357, 392, 393
 Foot-notes 275, 357
 Constitution of 1818, State of Illinois, Article sixth quoted. . . 356, 357
 Foot-note 357
 Constitution of 1818, State of Illinois, Extract from 8
 Constitution of Illinois 1848.
 161, 228, 229, 230, 393
 Constitution of 1870, State of Illinois
 162, 229, 290, 540, 562
 Foot-note 540
 Constitution of Illinois 1870, Action on free common schools. 540
 Constitution of Illinois 1870, Article 7, Sec. I, quoted. Foot-note. 540
 Constitution of Illinois 1870, Fiftieth General Assembly, joint resolution with reference to. 222
 Constitutions of Illinois. 222
 Constitution of 1780, State of Massachusetts 8
 Constitution of the United States. 227
 Constitutional Convention 1818, State of Illinois. .15, 64, 65, 222-224
 Constitutional Convention, State of Illinois 1818. Journal of, only one in existence. 223
 Constitutional Convention State of Illinois 1818. Prominent members 222-223
 Constitutional Convention proposed 1824, State of Illinois. 67
 Constitutional Convention State of Illinois, 1847
 8, 222-226, 497, 500, 501, 502, 562
 Foot-note 511
 Constitutional Convention, State of Illinois 1847, Action on education
 501, 502
 Constitutional Convention, State of Illinois 1847, Committee appointed on education. 500-501
 Constitutional Convention, State of Illinois 1847, Journal. Reference
 562
 Foot-note 511
 Constitutional Convention State of Illinois 1847. Prominent members
 226
 Constitutional Convention, State of Illinois, 1862
 226-228, 562
 Constitutional Convention 1862, State of Illinois, Majority of members refused to take the oath to support the Constitution of the state, controversy over 226-228
 Constitutional Convention 1862, oath to support the Constitution, controversy over 226-228
 Constitutional Convention in 1862, State of Illinois, Prominent members
 228
 Constitutional Convention 1869-1870. State of Illinois.
 228-232, 562
 Constitutional Convention State of Illinois 1870. Debates and proceedings
 562
 Constitutional Convention, State of Illinois, 1870. Journal. 562
 Constitutional Conventions, State of Illinois—Article on, Prepared by Illinois Legislative Reference Bureau
 221
 Constitutional Conventions, milestones on the road to American Democracy
 7
 Constitutional Conventions, State of Illinois by Jessie Palmer Weber
 221-235
 Constitutional Convention of 1821, State of New York. 7
 Constitutional History of Illinois, By Elliott Anthony, quoted. 232
 Contemporary Vandalism. By Jenkin Lloyd Jones. Reference. 462
 Continental Army
 129, 130
 Continental Congress
 129, 130, 131
 Conway, Joseph
 294
 Cook, Albert
 410
 Cook Co., Ill.
 189, 233, 442-444, 506, 630
 Cook Co., Ill. Old settlers of Chicago and Cook County hold reunion in Brand's Park, Chicago.
 442-444
 Cook Co., Ill., Taxation for Education
 506

- Cook, Daniel Pope.....150, 153
Foot-note103
- Cook, Daniel Pope, Attorney-Gen-
eral, State of Illinois. Foot-note.103
- Cook, Daniel Pope, Auditor of Pub-
lic Accounts, Illinois Territory..150
- Cook, Daniel Pope, Editor and pro-
priator of The Western Intelli-
gencer published at Kaskaskia..103
- Cook, Frank, President of the
Springfield Mason's Union.....426
- Cook, John, Leading member of the
Virginia Bar391
- Coolbaugh, William C.....232
- Cooley, Orin 91
- Cooley, (Mrs.) Orin..... 91
- Coolidge, Charles A.....436
- Cooper, David170, 171
- Cooper, (Mrs.) David.....171
- Cooper, George174
- Corbett Family 77
- Corbett, H. R..... 77
- Corn, Early discoveries of the cul-
tivation of corn..... 577, 578
- Corn, Genesis of the corn plant
shrouded in the mystery of cre-
ation577
- Corn, Illinois Corn Growers' Asso-
ciation 584
- Corn, Illinois Seed Corn Breeders'
Association584
- Corn, Indian corn—Genesis of
Reid's Yellow Dent, by William
Reid Curran576-585
- Corn, National Corn Exposition..584
- Corn, Thorwald, saw wooden cribs
for corn upon the Mingen Islands
.....577
- Cornell, Livingston Co., Ill., Bap-
tist Church.....412
- Cornwallis, (Gen.) Charles.....145
- Corot, Jean Baptiste Camille, cele-
brated French landscape painter,
born in Paris, 1796.....258
- Correspondent, (The) Newspaper,
Louisville, Ky. 67
- Cory Family452
- Corydon, Indiana, Centennial cele-
bration, June 2, 3, 1916.....404
- Corydon, Indiana "The Christen-
ing Party"402
- Corydon, Indiana—Edward O'Con-
ner, Fair Ground Association...400
- Corydon, Indiana—William Henry
Harrison, names Corydon.....402
- Corydon, Indiana, Mount Zion
Cemetery near403
- Corydon, Indiana—Old Court House
.....406
- Corydon, Indiana—Old Fair
Grounds Springs404
- Corydon, Indiana—Pioneer home
described400-402
- Corydon, Indiana Song, Corydon..
.....404-405
- Cotter, (Bishop) Joseph B.....647
- Cotton Gin, Built by Elihu Bone..211
- Council Grove, Kansas.....216
- Council of Defense, Illinois State..
.....237, 238
- Coueurs, du bois.....113
- Coventry, J. W.....243
- Covert, (Rev.) William Chalmers.246
- Craig, Alfred M.....231, 232
- Craig Family 620
- Craig, Frank H.....620
- Craik, (Dr.)569
- Craik, (Rev.) James. Historical
Sketches of Christ church, Louis-
ville, Kentucky190
- Cramer, (Rev.) D. H..... 87
- Crane, Florence435
- Crane, S. C.....410
- Crawford Co., Ill.....223, 398, 501
- Crawford, John569
- Crawford, Samuel569
- Crawford, Valentine567
- Crawford, William, Biographical
sketch. Foot-note567
- Crawford, William. Washington—
Crawford Letters extracts.....
.....568, 570, 571
Foot-notes...568, 569, 572, 573, 574
- Creek Indians418
- Crerar, John—John Crerar Library
Chicago253
- Crisis, (The) Newspaper (Extra)
Published at Edwardsville, Ill...453
- Crist, (Mrs.) Rebecca.....442
- Crittenden, (Mrs.) John J.....387
- Croatia436
- Croghan, George—Indian Agent...569
- Cromwell, Oliver154
- Cross, H. L.....442
- Cross, Mr. —. Announcement
of opening a school in Kaskas-
kia282-283
- Crown Lands, North of the Ohio by
Act of Parliament 1774, closed to
White settlement569
- Crozat, Anthony122
- Crystal Lake Academy. Foot-note.520
- Cuba, Republic of Cuba vs. State
of North Carolina.....254

- Cuclebroeck, Blondeel Von..... 387
 Cullen, (Rev.) Henry.....196
 Cullom, (Gov.) Shelby Moore.....
169, 457, 634
 Cumberland Gap—Road through,
 made possible the settlement of
 Kentucky 43
 Cumberland Presbyterian Church,
 Rock Creek, Ill.212
 Cumberland Presbyterian Church..
212, 328
 Cumberland Presbyterian Synod—
 provided for manual labor in its
 academies347
 Cummings, (Father) John W....429
 Cummins, (Dr.) J. P.....439
 Curran, William Reid, Genesis of
 the Courts of Tazewell County,
 Illinois157-167
 Curran, William Reid, Indian Corn
 —Genesis of Reid's Yellow Dent
576-585
 Curry, (Mr.) —. Early school
 teacher in Mt. Carmel, Illinois.. 24
 Curry, Benjamin, Tribute to Dr.
 Benjamin F. Gardner.....185-186
 Curtis, C. C. Red Cross in a ear
 of white corn grown on the farm
 of C. C. Curtis.....439
 Custer, Milo48, 253, 586, 620
 Custer, Milo, Family Records Nos.
 1-5. Collected and published by
 Milo Custer620
 Custer, Milo, Kannekuk or Keeana-
 kuk—The Kickapoo Prophet ..48-56
 Custer, Milo, Orendorff Genealogy.620
 Custer, Milo. The Cannon—Stark
 Indian Massacre and Captivity..
586-591
 Custer, Samuel586
 Custis, Martha574
 Cutting, (Judge) Charles S.....234
 Cutler, (Dr.) Manasseh.....131
 Czar, Alexander I of Russia..... 1
 Czecho-Slovaks235, 236, 436, 613
 Czecho-Slovak Army436
 Czecho-Slovak, Folk Songs436
 Czecho-Slovak Movement. Thomas
 G. Masaryk, leader of the Inter-
 national Czecho-Slovak movement
235-236
- D
- Dafton, (Rev.)420
 Dakota, (Stephenson Co.) Ill.195, 196
 Dalby, Samuel192
 Dalby, Samuel N.191
 Dale Township McLean Co., Ill...586
 Dane, Nathan, of Massachusetts..274
 Danford, (Dr.) R. C.....241
 Danforth, George, First Lieutenant
 Wabash Co., Illinois, Black Hawk
 War 27
 Daniels, (Hon.) Josephus, Secre-
 tary of the United States Navy
426, 428, 430
 Daniel, (Mrs.) Josephus.....426, 428
 Danish-American Societies237
 Danish citizens in Chicago hold
 celebration237
 Dannenbrick, Lizzie, wife of Finis
 Elihu Bone216
 Danté, Alighieri, (Italian Poet)
 comparison by, of the Italian cit-
 ies of his day..... 11
 Danville, Ill48, 49, 55, 182, 294
 Foot-note 43
 Danville, Ill. Academy294
 Darrow, Clarence S.....234
 Dartmouth, (Lord) *See* Legge,
 George136, 137
 Darwin, Charles116
 Datson, (Rev.) W. J.....192
 Daughters of the American Revolu-
 tion, Bloomington, Illinois, Let-
 titia Green Stevenson, Chapter
77, 82, 452
 Daughters of the American Revolu-
 tion Chicago Chapter..... 82
 Daughters of the American Revolu-
 tion. Illinois State Conference
 22nd 1918452
 Daughters of the American Revolu-
 tion, Moline, Ill., Mary. Little
 Deere Chapter77, 452
 Daughters of the American Revolu-
 tion, Springfield, Illinois Chap-
 ter 86
 Daughters of Isabella....428, 429, 430
 Davenport, Iowa416
 Davidson, (Mrs.) Charles E.....454
 Davidson, M. R.....442
 Davis (Judge) David....165, 166, 226
 Davis, George P.....264
 Davis, James M.....383
 Davis, Jefferson, Challenges Wil-
 liam H. Bissell to a duel225
 Davis, J. McCan463
 Davis, (Mrs.) J. McCan, (Flor-
 ence F. Packard), Biographical
 sketch10, 463
 Davis, Levi397

- Davis, Robert W., of Montgomery Co., Illinois380, 383
- Davis, Robert W., Private in the Mexican War.....380
- Davis, Will J.....246
- Davison, B. M., Secretary State Board of Agriculture, State of Illinois 78
- Davy, Humphry312
- Dawson, David442
- Dawson, E. E.248
- Dawson Family, McLean Co., Ill... 45
- Dawson, James 44
- Dawson, John44, 46, 446
- "Dean Richmond" Steamer sails for Liverpool with grain 1856..... 89
- Dearing, B. P.241, 243
- De Blois, Austin Kennedy. Peck and One hundred years of Home Missions 1817-1917, N. Y. 1917...564
- Decatur, Ill.442, 453, 454, 523, 628
- Foot-note537
- Decatur, Ill., Education High School 1856-62.....523
- Decatur, Ill, School Charter, Foot-note537
- Declaration of Independence..... 148, 178, 205, 570
- Deer, Killing of large numbers of, in an early day in Illinois...93, 94
- Deerfield-Shields, Chronicle..... 77
- Deerfield-Shields, Township High School Library 77
- De Grasse, (Admiral) Francois, Paul de (*See* Grasse).....145
- DeKalb, Ill.IV, V
- DeKalb Co., Ill.501
- De Land, (Piatt Co.), Ill.....442
- Delavan, (Tazewell Co.), Ill.....580
- Delavah Prairie, (Tazewell Co.), Ill.579
- Delaware Co., N. Y. 83
- Delaware Indians.....403
- Foot-note567
- Delaware Town on the Mackinaw, McLean Co., Ill..... 44
- Delta Kappa, Epsilon Fraternity—Yale College620
- Dement, John226, 228, 231
- Democratic Party93, 205, 381, 631, 634, 643
- Democratic Party, National Democratic Convention held in 1860, Charleston, S. C.....93, 631
- Demosthenes331
- Denison, (Col.) Franklin H. Tribute to the Illinois colored soldiers in France606-608
- Dennison Manufacturing Co.....453
- Dennison, (Mrs.) Mary.....175
- Denny, (Mrs.) Dora.....629
- Denver, Colo217, 454, 644
- Denver, Col., Civic and Commercial Club454
- Des Moines River119
- DeSoto, Ferdinand138
- Desplaines River35, 45, 121
- Detroit, Mich....16, 254, 325, 572, 620
- Detroit, Mich.—Guide to Detroit..620
- Detroit, Surrender of 1812. Reference 16
- Development of the Free Public High School in Illinois to 1860. By Paul E. Belting9, 269-369, 467-561
- Devereaux, (Gen.) J. H.....619
- De Villiers, (Capt.) Neyon.....123, 124, 125
- Dewey, D. R. Financial history of the United States, London 1903.565
- Dewey, Mariett—wife of James L. Smith407
- De Witt Co., Ill.....159, 185
- Dick, Daniel 92
- Dick, (Miss) Permelia A.—wife of Charles A. Walker..... 92
- Dick, Susan Gates 92
- Dickinson, (Miss) Harriet, Compiler, Cory Family History.....452
- Dickson, (Adj-Gen.) Frank S. State of Illinois.....431, 436
- Dickson, (Mr.)639
- Dilks, J. W.451
- Diller, Isaac R.....445
- Dillon Creek, Tazewell Co., Ill.....158
- Dillon, Nathan. First settler of Tazewell Co., Ill.....158, 159, 160
- Dillow, (Mrs.) Isabelle.....174
- Dilworth's Spelling Book.....279
- Dinwiddie, (Gov.) Robert of Virginia, Proclamation of Feb. 19, 1754567
- Disciples of Christ or Christian Church, Chicago245
- Dismal Swamp, Va.573
- District of Columbia245, 262, 571
- Dixon, Francis—Erects first house in Mt. Carmel, Illinois..... 22
- Dixon, (Miss) Grace.....656
- Dixon, Ill. Education, High School 1857523
- Dixon, (Mrs.) Varney.....635

- Dixon, W. L. writings.....253
- Dodds, Albert 45
- Dodds, (Rev.) Gilbert.....212
- Dodge, Israel146
- Dodge, Josiah—Early Baptist preacher and missionary in Illinois305
- Donahoe, Patrick 650
- Donaldson, Wisconsin 243
- Donegal County, Ireland.....627
- Dongola, (Union Co.) Ill....173, 174
- Donnelley & Sons, Publishers.620, 621
- Donnybrook Fair 8
- Dorence, Margaret J. Carver vs. Margaret Dorence. Case in law, Tazewell Co., Ill.....165
- Dorris, J. T. Biographical sketch of Hon. Thomas E. Merritt. 631-635
- Douglas Co., Ill., James L. Reat. Slavery in Douglas Co., Ill...177-179
- Douglas, (Mrs.) James.....450
- Douglas, Robert D.....429
- Douglas, Stephen Arnold..... 10, 77, 93, 98, 107, 115, 166, 203, 267, 397, 426, 430, 437, 439-442, 452, 465, 631, 634, 640, 658
- Douglas, Stephen Arnold. Attitude on the question of the people of a territory, with regard to slavery 10
- Douglas, Stephen Arnold. Lincoln-Douglas Debates 1858..... 98, 107, 203, 267, 465, 658
- Douglas, Stephen Arnold "Little Giant"115, 640
- Douglas, Stephen Arnold. Monticello (Piatt Co.) Ill. monument unveiled marking spot where Lincoln and Douglas met to arrange for famous debates.....439-442
- Douglas, Stephen Arnold, Monument in Chicago 77
- Douglas, Stephen Arnold, Nominated for the Presidency 1860... 93
- Douglas, Stephen Arnold. Statue on State House Grounds, Springfield, Ill., work of Gilbert P. Riswold of Chicago.....426, 430
- Douglas, (Miss) Virginia Adams, Great granddaughter of Stephen A. Douglas426
- Douthit, Jasper—Autobiography ..564
- Douthit, (Miss) Winifred.....241
- Dowie, (Mrs.) Mary second wife of George Clinton 83
- Downer, (Rev.) J. C.....194
- Doyle, John. Early school teacher in Illinois146
- Doyle, John—Revolutionary soldier under George Rogers Clark....279
- Dring, (Miss) Hazel..... 75
- Drown, S. DeWitt. Peoria Directory, 1844563
- Foot-notes. 320, 322, 323, 325, 326
- Drury Township, Rock Island County, Illinois172
- Dryer, (Judge) John L. of Hillsboro, Illinois.....382, 383
- Dryer, John L., Quaker, Trial of, Montgomery Co., Ill.....382, 383
- Duane, James, Washington's letter to, in relation to public lands.572
- Du Bois, Fred 29
- Du Bois, (Mrs.) Mary—Early member Presbyterian Church, Belvidere, Ill. 29
- Duel, Jefferson Davis challenges William H. Bissell to a duel...225
- Duffy, (Miss) Margaret, wife of William J. Onahan641
- Duggan, (Bishop) James.....641
- Duis, (Dr.) E. Good Old Times in McLean County, Illinois published 1874586
- Duncan, (Gov.) Joseph.359, 360, 361, 369, 371-374, 480, 481, 512, 557, 564
- Duncan, (Gov.) Joseph, Biographical sketch of Joseph Duncan by his daughter Julia Duncan Kirby, 1888564
- Duncan, (Gov.) Joseph, Champion of the common schools.....480
- Duncan, (Gov.) Joseph, Efforts in behalf of education in Illinois.. 359, 360, 361, 369, 557
- Duncan, (Gov.) Joseph, Quoted on education480, 481
- Duncan, (Gov.) Joseph, Thanksgiving Proclamation spurious one, Oct. 25, 1838.....371, 372, 373
- Duncan, Matthew, Printer of the Territorial laws of Illinois.....150
- Duncan, Matthew, Publisher of the first newspaper in Illinois Territory at Kaskaskia in 1814.....149
- Duncan, (Lieut. Col.) Otis B., colored officer from Illinois, served in France until close of war....608
- Dundee, Ill., Hawkeye (Newspaper) 77
- Dunlap, Boutell454
- Dunmore, Earl of Dunmore..569, 570
- Dunmore, (Lord) member of the British house of Lords visits Chicago237-238
- Dunn, (Rev.) Charles E.....194, 195

- Dunne, (Gov.) Edward F. 33, 234, 636
 Dunne, (Gov.) Edward F., The Illinois Centennial. Address at Jackson Park, Chicago, on the presentation to the South Park Commissioners of the Statue of "The Republic" 33-37
 Dunne, (Mrs.) Edward F. 636
 Du Page Co., Illinois. 501
 Dusseldorf, Germany 41
 Dutton, (Mr.). Yankee, settles on the Bounty Lands in Illinois. 65
 Dwight, Ill., Education High School 1860 523
 Dyke, (Rev.) Thomas. 421
- E
- Earl of Dunmore 569, 570
 Earnest, T. H. 449
 Earp, Patrena, guardian for the heirs of Josiah Porthman, deceased 368
 Earthquake of Dec. 16, 1811. Reference 418
 East Lynn, Vermillion County, Illinois 583, 584
 East St. Louis, Ill. 111, 174, 633
 East St. Louis Race Riots. Reference 111, 618
 Easton, (Rev.) Thomas Chalmers, Pastor First Presbyterian Church, Belvidere, Illinois 30, 31
 Eaton, (Mr.) —, Early gun-smith in Chicago 444
 Ebenezer, (Madison Co.), Ill., Education free school district established in 1825. 364, 365
 Ebert, Albert E. 464
 Eckenrode, (Prof.) H. J. 72
 Eclectic Journal of Education, Nov. 15, 1851.
 Foot-notes 320, 323, 328
 Eddy, (Rev.) David R., Pastor First Presbyterian Church, Belvidere, Illinois 29, 30, 31
 Eddy, Henry 149, 150, 153, 155
 Eddy, Henry, Editor of the Illinois Emigrant second newspaper in Illinois 149
 Eddy, William C. 241
 Eddy, (Dr.) W. J. 241, 243
 Eden, Illinois, Education, High School 1856 523
 Edgar Co., Ill. 320, 398
 Edgar County, Ill. Academy. 320
 Edgar, (Gen.) John, Early resident of Kaskaskia 146
 Education, Academies in Illinois, Charters granted by special enactments of the legislature. 544
 Education, Academies in Illinois, charters modeled showing influence of New England and Yale. 555
 Education, Academies, Illinois entrance requirements. 319
 Education, Academies, Illinois Tuition, Etc. 320-325
 Education, Academies, Illinois Seminaries and Common Schools struggle for supremacy. 506-513
 Education, Adams, Samuel, Advocate of the common school. 483
 Education, Agriculture and Mechanical colleges, Land Grant Act. 340
 Education, Alton, Illinois College. 318
 Education, Alton Illinois College, Charter granted to in 1835. 315
 Education, Alton Illinois College, refused charter by Illinois Legislature 312
 Education, Alton, Illinois, free school district established in, 1825 364, 365
 Education, Alton, Ill., High school 1859 523
 Education, American Annals of Education and Instruction, 1831-1838 563
 Education, American Education Society Quarterly Register 1831-1842 563
 Education, American Education Society, Nov. 1830, Foot-note. 327
 Education, American Historical Review, April 1900 563
 Education, American Journal of Education, 1826-1829 563
 Education, American Journal of Education, 1855-1880 563
 Education, Apprenticeship system in Illinois 352-357
 Education, Armour Institute of Technology, Chicago 109
 Education, Atlanta Illinois High School 1859 523
 Education, Baldwin, (Rev.) Theron, Address on common schools, Aug. 21, 1833 483
 Education, Baldwin, (Rev.) Theron, Advocate of the common school. 483
 Education, Baldwin (Rev.) Theron, Educator and Missionary. 483, 486

- Education, Baldwin, (Rev.) Theron, Lecture on Education at Mt. Carmel, Wabash Co., Ill., Aug., 1826 483
- Education, Barnard, Henry, Educator 486
- Education, Barnes, Romulus, Religious leader and teacher 484
- Education, Bascom, Flavel, Religious leader and teacher 484
- Education, Beardstown, Illinois, taxation for school purposes... 522
- Education, Beecher, Edward, Advocate of the common school..... 483
- Education, Belleville, Illinois Academy 284, 290, 297, 320, 323
- Education, Belleville Illinois Academy, Charter reference..... 320
- Education, Belleville, Illinois Academy, Financial support..... 297
- Education, Belleville Illinois High School 1860 523
- Education, Beloit College, Beloit, Wisconsin 193
- Education, Belting, Paul E., The Development of the Free Public High School in Illinois to 1860 9, 269-369, 467-565
- Education, Belvidere, Illinois High School, 1857 523
- Education, Blackburn University, Carlinville, Ill. 96
- Education, Bloomington, Ill., Early Academy in, established by Lemuel Foster 484
- Education, Bloomington, Ill., Female Seminary..... 293
- Education, Bloomington, Illinois, High School, 1856 523
- Education, Bloomington Illinois Industrial school for girls..... 81
- Education, Bloomington, Illinois Public Schools 81
- Education, Bond, (Gov.) Shadrach, Advocate of education in Illinois. 480
- Education, Bradley, Joshua, Early educator in Illinois 307
- Education, Brimfield Illinois High School, 1860 523
- Education, British Universities.... 251
- Education, Brooks, John F., Advocate of the common school. 482, 483
- Education, Brooks, John F. Work in behalf of education in Illinois. 484
- Education, Brown College, Providence, R. I..... 307
- Education, Brown E. E., The Making of our Middle Schools..... 565
- Foot-note 326
- Education, Brown, S. W., Secularization of American Education... 565
- Education, Brown William, Advocate of the common school. 482, 483
- Education, Canton Illinois Academy 320, 322, 326
- Education, Canton, Illinois, Academy-Curriculum, Tuition..... 322
- Education, Canton Illinois Academy, School year..... 326
- Education, Canton Illinois High School 1862 523
- Education, Carpenter School, Chicago 630
- Education, Carrollton, Ill., Studies taught in the common schools.. 524
- Education, Cartwright, Peter, Early religious leader and teacher in Illinois 484
- Education, Catholic University ... 643
- Education, Catholic University, Paris, France 618
- Education, Champaign Co., Illinois common schools, subjects of study 525
- Education, Charleston Illinois school charter. Foot-note 537
- Education, Charleston, Illinois Seminary 298
- Education, Chatham Manual Labor School 348
- Education, Cheek, J. Opens school in Kaskaskia 1818. See advertisement 282
- Education, Cherry Grove Academy. 327
- Education, Chester Illinois High School, 1856 523
- Education, Chicago Academy and common school 320
- Education, Chicago Board of Education 640, 641, 656
- Education, Chicago, City Council creates a High School as a part of the common school system. 559
- Education, Chicago, Common School 1847, course of study... 524
- Education, Chicago Female Seminary 328
- Education, Chicago High School 1856 523, 526
- Education, Chicago, High School, efforts leading up to the establishment of..... 520-522

- Education, Chicago High School Normal, training curriculum.... 527, 528
- Education, Chicago High School ordinance passed establishing, Jan. 23, 1855522
- Education, Chicago, Legislature grants city council power to tax, for schools March 1, 1839.....520
- Education, Chicago, Mechanics' Union490
- Education, Chicago Normal School.551
- Education, Chicago Public Schools654, 655, 656
- Education, Chicago School Convention of 1846500
- Education, Chicago School, Report 1879. Foot-notes521, 522
- Education, Chicago School Report, Foot-note528
- Education, Chicago University of Chicago235, 250, 251, 655
- Education, Cincinnati, Ohio Eclectic Medical Institute.....184
- Education, Clark John, Early school teacher in Illinois.....279
- Education, Cleveland Ohio Medical College260
- Education, Clifton, Illinois Public Schools75, 76
- Education, Clinton, De Witt, Leader in the State of New York in creating a common school system.. 485, 486
- Education, Coles, (Gov.) Edward, Efforts in behalf of education in Illinois358-362, 363, 369, 557
- Education, Coles, (Gov.) Edward, Message to the Legislature 1824, quoted on education. Foot-note.287
- Education, Coles (Gov.) Edward, Message to the Legislature and his publication of Jefferson's plan for education362, 363
- Education, Coles (Gov.) Edward, Quoted on education.....480
- Education, Colonial Latin Grammar School319, 546, 547, 549
- Education, Columbia University, New York City.....564
- Education, Common School Advocate Journal ..483, 499, 514, 558, 563
- Education, Congressional grants of land for school purposes.....276
- Education, Connecticut, Manual labor schools, organized, 1819.....339
- Education, Connecticut, means of providing common free education in Connecticut472
- Education, Convent of the Ladies of Visitation, established in Kaskaskia in 1833146
- Education, Conventions, early ones in Illinois496
- Education, Cook Co., taxation for education506
- Education, Cross (Mr.) announcement of opening a school in Kaskaskia282-283
- Education, Crystal Lake Academy, Foot-note520
- Education, Cumberland Presbyterian synod provided for manual labor in its Academies.....347
- Education, Danville Illinois Academy294
- Education, Decatur Illinois High School, 1856-62523
- Education, Decatur Illinois School Charter. Foot-note537
- Education, Deerfield-Shields, Township High School Library..... 77
- Education, Dilworth's Spelling Book279
- Education, Dixon Illinois High School, 1857523
- Education, Doyle, John, Early school teacher in Illinois.....146
- Education, Duncan (Gov.) Joseph, Champion of the common schools.480
- Education, Duncan (Gov.) Joseph, Efforts in behalf of education in Illinois.....359, 360, 361, 369, 557
- Education, Duncan (Gov.) Joseph, quoted on education.....480, 481
- Education, Dwight, Illinois High School 1860523
- Education, Ebenezer (Madison Co.) Ill., free school district established in 1825.....364, 365
- Education, Eclectic Journal of Education, Nov. 15, 1851.....323
- Education, Eclectic Journal of Education, Foot-notes320, 323, 328
- Education, Eden, Illinois High School, 1856523
- Education, Edgar County, Ill. Academy320
- Education, Edwards, Ninian Wirt, Argument on Township organization. Foot-note536
- Education, Edwards, Ninian Wirt, First Superintendent of Public Instruction, State of Illinois..504

- Education, Edwards, Ninian Wirt, Superintendent of Schools of Illinois533
 Foot-note536
- Education, Edwards, Ninian Wirt, Work in behalf of Education in Illinois484, 504, 533
 Foot-note536
- Education, Edward's Reader.....628
- Education, Edwardsville, Ill., Free school district established in 1825364, 365
- Education, Elgin (East) High School 1856523
- Education, Ellis, (Rev.) J. M., Advocate of the Common School482, 483
- Education, Ellis, (Rev.) J. M., Early educator in Illinois.....308
- Education, Europe, educational methods341
- Education, Ewing, (Col.) W. L. D., quoted on the value of education.467
- Education, Examination in academies, schools, seminaries..335, 336
- Education, Farmington, Ill. Academy327
- Education, Fellenberg educational movement originated in Switzerland350
- Education, Fellenberg, established the first system of utilitarian education in the canton of Berne, Switzerland340
- Education, Fellenberg movement340, 350
- Education, Fellenberg, Philipp Emanuel, Swiss philanthropist and educator339
- Education, Flint, (Rev.) Timothy, quoted on early educational methods in Illinois283-284
- Education, Ford, (Gov.) Thomas, quoted on the Free school law of 1825363
- Education, Foster Lemuel, work in behalf of education in Illinois...484
- Education, Fowler Institute..... 81
- Education, France, ignorance of the peasantry in France362
- Education, Franklin Grove, Illinois, High School 1856523
- Education, Free school law 1825, Illinois, Repeal of the law.....511
- Education, Free school law of 1855, State of Illinois500-513
- Education, Freeport, Illinois High School about 1851523
- Education, French, (Gov.) Augustus C., quoted on education.....503
- Education, French Jesuits influence in religious and educational matters in Illinois Territory304
- Education, French organization of higher education. Reference...363
- Education, Fulton City, Illinois High School, 1860.....523
- Education, Galena, Illinois High School, 1857523
- Education, Galena, Illinois High School, 1859523
- Education, Galesburg Illinois High school established before 1860523, 537
- Education, Galesburg, Illinois, school charter. Foot-note.....537
- Education, Galesburg, Illinois, Steele's history of the Galesburg Public Schools565
 Foot-note528
- Education, Gatewood, William J., Work in behalf of education in the Illinois State Senate.....464, 470, 484
- Education, Geneseo, Illinois High School 1852-59523
- Education, Georgia State, Public Land one of the bases of endowment for education.....289
- Education, Georgia State University452
- Education, Grammar school had grown up under the religious denomination in the colonies.....303
- Education, Greene Co., Illinois Common schools, subjects of study525
- Education, Hale, Albert, Advocate of the common school.....482, 483
- Education, Hall, (Judge) James, Educator and literary writer310-312, 332, 333, 483
- Education, Hall, (Judge) James, quoted on education310-312, 332, 333, 468, 469
- Education, Hamilton Primary School, Jersey Co., Illinois.....300
- Education, Hamilton Silas, bequeaths money to establish the Hamilton Primary School, Jersey Co., Ill.300

- Education, Harker, O. A., Illinois Educational corporations under special charter 565
- Education, Harper William R., Educator 655
- Education, Harvard College, Cambridge, Mass. 6, 214, 520
- Education, Haven School, Chicago. 641
- Education, Hennepin Illinois early education in 484
- Education, High Schools, Free Public High schools of Illinois 1860, Beginnings and characteristics of 514-532
- Education, Hillsboro Illinois Academy 293, 320, 324, 328
- Education, Hollister, H. A., Township High Schools in Illinois University of Illinois, Bulletin Vol. 8 564
- Education, Home Missionary, (The) 1828-1860 563
- Education, Homer Illinois Seminary, changed to free school 1853 523
- Education, Hovey, Charles E., Educator, work in behalf of education 483
- Education, Illinois College Jacksonville, Ill., 108, 310, 312, 313, 315, 318, 323, 324, 327, 340, 348, 483, 486, 487, 499, 555, 562
Foot-note 323
- Education, Illinois College Academy 323, 327
- Education, Illinois College Catalogues 1849-1860 562
- Education, Illinois College Catalogue 1851-2 324
Foot-note 323
- Education, Illinois College, Charter granted to in 1835 315
- Education, Illinois College, John Mason Peck, quoted on manual labor in 348
- Education, Illinois College, refused charter by Illinois Legislature.. 310, 312
- Education, Illinois State, Academies and schools—The School Year 325-326
- Education, Illinois State, Academies re-organized by the law of 1855 526
- Education, Illinois State, Academies, Sangamo Journal April 21, 1838 quoted on 300
- Education, Illinois State, Academies, Trustees, election, powers, and duties..... 294, 295, 296, 302
- Education, Illinois State, Academy in Illinois a well established institution by 1850..... 351
- Education, Illinois State, Academy administrative organization and support 289
- Education, Illinois State, Alton, Illinois College, refused charter by Illinois Legislature 312
- Education, Illinois State, Alton, Ill. free school district established in 1825 364, 365
- Education, Illinois State, Apprenticeship laws, of southern origin... 510
- Education, Illinois State, Apprenticeship system in Illinois. 352-357
- Education, Illinois State, Association, Yale Theological students 1828 Pledge..... 308, 309
- Education, Illinois State, Beginnings of, the work of the preachers and missionaries..... 305
- Education, Illinois State, Belleville Academy 320
- Education, Illinois State, Bibliography on Education 562-565
- Education, Illinois State, Bloomington, Ill., Female Seminary..... 293
- Education, Illinois State, Canton Academy 320
- Education, Illinois State, Charter to academies etc., religious freedom recognized 291
- Education, Illinois State, Charter refused early colleges in Illinois. 312
- Education, Illinois State, Chicago, Academy and Common School... 320
- Education, Illinois State, Chicago Female Seminary 328
- Education, Illinois State, (Gov.) Coles selects sections of land in, for educational purposes. Foot-note 276
- Education, Illinois State, Common School Advocate 487
- Education, Illinois State, Common School Journal published in 1837. 475
- Education, Illinois State, Common schools, some agencies that aided in the development and establishment of 479-499
- Education, Illinois State, Constitution of 1870, action on free common schools 540

- Education, Illinois State, Constitutional Convention of 1847, action on education500-502, 512
- Education, Illinois State, Constitutional Convention 1847, Committee appointed on education. 500-501
- Education, Illinois State, Danville, Ill., Washington school.....454
- Education, Illinois State, Districts and towns tax themselves to support education during the annulment of the Free School Law of 1825.....368
- Education, Illinois State, Early schools in; kept up by subscription476, 477
- Education, Illinois State, Early teachers in, salaries paid between the years 1844 and 1846..477
- Education, Illinois State, Early education in277-288
- Education, Illinois State, Early provisions for education.106, 107-110
Foot-note106
- Education, Illinois State, Early school teachers279, 280, 477
- Education, Illinois State, Edgar Co. Academy320
- Education, Illinois State, Education society500
- Education, Illinois State, Education Society, extract from Constitution496
- Education, Illinois State, Education Society, organized Dec. 28, 1840.496
- Education, Illinois State, Educational Convention, 1833, held in Vandalia312
- Education, Illinois State, Educational Conventions..312, 496, 515, 516
- Education, Illinois State, Educational Conventions resolutions on graded schools515, 516
- Education, Illinois State, Educational movement of 1835....467-478
- Education, Illinois State, Educators in, advocate plan of Maclure and Neef on Manual Labor Schools..350
- Education, Illinois State, Edwardsville, Free school district established in 1825.....364, 365
- Education, Illinois State, Efforts of educational and political leaders redoubled after the annulment of the law of 1825.....557
- Education, Illinois State, Farmington Academy327
- Education, Illinois State, First free school law passed, was southern in origin270
- Education, Illinois State, Governor Ford quoted on the Free School Law of 1825.....363
- Education, Illinois State, Free Public High School of 1860, beginnings and characteristics...514-532
- Education, Illinois State, Free School Law, sections 1 and 15, quoted360
- Education, Illinois State, Free School Law of 1825.....480
- Education, Illinois State, Free School Law of 1825 amended....
.....366-367, 516
- Education, Illinois State, Free School Law, 1825, amendments 1827, 1829516
- Education, Illinois State, Free School Law 1825, provisions...557
- Education, Illinois State, Free School Law 1825, repeal of.511, 560
- Education, Illinois State, Free School Law of 1845, section on tuition quoted. Foot-note369
- Education, Illinois State, Free School Law, 1855. 351, 369, 479, 481, 488, 500-514, 519, 535, 545, 560
- Education, Illinois State, Free School Law, 1855, amended 1857, 1859519
- Education, Illinois State, Free Illinois School Law 1855, 1859.....505
- Education, Illinois State, Free School Law, 1859, 1872, 1906...562
- Education, Illinois State, Gives aid to establish school in McLeansboro, Illinois298
- Education, Illinois State, Gradation in schools, first mention of in 1837529
- Education, Illinois State, Gitting Seminary, La Harpe, Ill.463
- Education, Illinois State, Hamilton Primary school, Jersey County, Ill.300
- Education Illinois State, High schools, about fifty were in operation by 1860532
- Education Illinois State, High school entrance requirements...530
- Education Illinois State, High schools, establishment533-545
- Education Illinois State, High schools growth544

- Education Illinois State, High schools in existence at the beginning of the Civil War520-530
- Education Illinois State, High Schools, law enacted for the payment of tuition for High school pupils549
- Education Illinois State, High schools, subjects of study...523-530
- Education, Illinois State, Hillsboro Academy293, 320, 324, 328
- Education, Illinois State, Hinshaw School, Bloomington Township McLean County, Ill.586
- Education, Illinois State, Illinois Intelligencer quoted on manual labor in schools346,347
Foot-note347
- Education, Illinois State, Illinois Monthly Magazine. Published at Vandalia 1827 to 1830.....486, 499
- Education, Illinois State, Industrial University .340, 349, 351, 556
- Education, Illinois State, Industrial University chartered.....340, 351, 556
- Education, Illinois State, Institute of Education, organized in 1833 plans, etc470, 471
- Education, Illinois State, Institute recommendations to the legislature472, 473
- Education, Illinois State Institutions whose objects indirectly aided common school education488-496
- Education, Illinois State, Kewanee aids in the educational movement.485
- Education, Illinois State, Land grants for educational purposes.554
- Education, Illinois State, Law makers afraid of sectarian influences in the colleges, etc.....310
- Education, Illinois State, Legislature encourages education by enacting legislation favorable to the Academy288, 289
- Education, Illinois State, Legislature in 1841, repealed clause of the law which had forbidden the establishment of theological departments in academies and colleges, Foot-note291
- Education, Illinois State, Literary agencies in the development of486-488
- Education, Illinois State, McKendreean College refused charter by Illinois Legislature312
- Education, Illinois State, Madison County, Academy320
- Education, Illinois State, Madison County, free school districts....369
- Education, Illinois State, Manual labor adopted in common schools.510
- Education, Illinois State, Mechanics' Union received State aid for common schools299
- Education, Illinois State, Medical Society260
- Education, Illinois State, Memorials to the legislature for the establishment of Superintendent of Common Schools497-499
- Education, Illinois State, Missionaries establish schools in....303, 304
- Education, Illinois State, Missionaries; their work educational as well as religious317
- Education, Illinois State, Missionary circuit riders and religious agents lend their influence to education484
- Education, Illinois State, Monroe County Academy293
- Education, Illinois State, Monticello Seminary-Godfrey, Illinois.....293
- Education, Illinois State, Mt. Carmel, Ill., article of association provided for schools and religious purposes308
- Education, Illinois State, Mount Vernon Academy Jefferson Co., State aid given298
- Education, Illinois State, Newton Bateman, Superintendent of Public Schools, Foot-note536
- Education, Illinois State, Ninian Wirt Edwards, first Superintendent of Public Instruction.....504
- Education, Illinois State, Normal School established in 1857.....483
- Education, Illinois State, Normal Schools550, 551
- Education, Illinois State, Northern Illinois State Normal School....IV, 7, 81, 261
- Education, Illinois State, Payson Ill. Academy300
- Education, Illinois State, Proposal made in the Senate 1835 for a uniform system of common schools and seminaries473

- Education, Illinois State, Public School Boards531-532
- Education, Illinois State, Religious influence303
- Education, Illinois State, Results of slavery on the whole educational system 1818-1825358
- Education, Illinois State, Rock Spring Seminary327
- Education, Illinois State, Rushville High School Association....293, 301
- Education, Illinois State, Rushville Illinois High School Association amount of land etc., to be held by301
- Education, Illinois State, Salem Academy, Foot-notes336, 337
- Education, Illinois State, Samuel Etter, Superintendent of Public Instruction536
- Education, Illinois State, Samuel Seeley, early school teacher in...146
- Education, Illinois State, School districts established by general law538-540
- Education, Illinois State, School districts under special charter.536-538
- Education, Illinois State, School Law 1825. Amended 1827, 1829..516
- Education, Illinois State, School Law 1855, amended 1857, 1859..519
- Education, Illinois State, Secretary of State made ex-officio State Superintendent of Common Schools498
- Education, Illinois State, Shurtleff College, Upper Alton, Ill....457, 458
- Education, Illinois State, Smith, L. W., Illinois High Schools.....564
- Education, Illinois State, Southern Illinois State Normal UniversityIV, V, 7
- Education, Illinois State, Springfield Schools326
- Education, Illinois State, Suggestions, on the creation of state and county supervisory units552
- Education, Illinois State, Summary of some earlier influence affecting later development and practice.546-553
- Education, Illinois State, Sunday School Union494
- Education, Illinois State, Superintendent of Public Instruction report 1853, Foot-note.....524
- Education, Illinois State, Superintendent of Public Instruction report 1854, Foot-note519
- Education, Illinois State Superintendent report 1854, Foot-note...519 reports 1857-8, 1861-2, Foot-note.538
- Education, Illinois State Superintendent of Public Instruction reports 1865, 1866, 1867, 1868, 1879, 1880, Foot-note539
- Education, Illinois State Superintendent of Public Instruction report 1867, Foot-note292
- Education, Illinois State Superintendent of Public Instruction report 1867-8, Foot-note300
- Education, Illinois State, Superintendent of Public Instruction report 1875, Foot-note537
- Education, Illinois State Superintendent of Public Instruction report 1883-4 quoted, Foot-notes... ..299, 368
- Education, Illinois, State Superintendent of Public Instruction 1885-86, Foot-notes219, 470, 471, 472, 473, 476, 483, 486, 487, 496, 498, 502, 504, 515
- Education, Illinois State, Superintendent of Public Instruction, Constitutional Convention 1847, action on501, 502
- Education, Illinois State, Superintendent of Public Instruction, enactment of law creating office, Foot-note504
- Education, Illinois State Superintendent of Public Instruction report. Foot-note329
- Education, Illinois State Superintendent of Public Instruction, method of election, same as was established by the law of 1855..552
- Education, Illinois State Supreme Court decisions between 1875 and 1879 on education561
- Education, Illinois State Supreme Court, action on school law.540-545
- Education, Illinois State, Taxation for education ... 511, 512, 558, 559
- Education, Illinois State, Taxation for schools498, 499, 530, 531, 547 Foot-note531
- Education, Illinois Teacher, Periodical 1855-1872502, 526, 527 Foot-notes336, 485, 487, 488, 489, 526, 527, 558, 563

- Education, Illinois State Teacher, authorized by the State Educational Society 502
- Education, Illinois State Teacher, Early program of, studies submitted for guide to teachers 526, 527
- Education, Illinois State Teacher, founded in the interests of education in 1854.....488
- Education, Illinois State Teacher, Vol. 5, quoted, Foot-note.....485
- Education, Illinois State Teachers Association 81, 475, 483, 484
- Education, Illinois State, Teachers in, Sign article of agreement, see specimen of agreement.367-368
- Education, Illinois State, Teachers Institute253
- Education, Illinois State, Township High Schools.....533-536, 551
- Education, Illinois State, Township High School plan, incorporated in the general school law of 1872534
- Education, Illinois State, Tremont Academy323
- Education, Illinois State, Union School Districts established 517, 518
- Education, Illinois, State University of Illinois.....IV, V, 7, 72, 108, 482, 565, 584
- Education, Illinois State, University of Illinois, Experiment Station584
- Education, Illinois State, University Manual Labor a large factor in the establishment of.....349
- Education, Illinois State, University Semi-Centennial History by B. E. Powell.....565
- Education, Illinois, Territorial legislature gives no attention to education286
- Education, Illinois Territory, earliest chartered Academy in the preparatory department of Vincennes University285
- Education, Indentured servants to be taught.... 352, 353, 354, 355, 356
- Education, Indiana State, Manual Labor schools and colleges in... 340, 348
- Education, Indiana State, University, 1820-1904565
- Education, Indiana Territory, Vincennes University, act to incorporate285, 286
- Education, Indians, provisions made for their education.....290, 291, 302, 347
- Education, Jacksonville, Illinois Academy, charter preamble....292
- Education, Jacksonville, Illinois, early Academy in, established by Lemuel Foster484
- Education, Jacksonville Illinois Common schools525
- Education, Jacksonville, Illinois, Female Academy charter granted to in 1835.....315
- Education, Jacksonville, Illinois, Female Academy, charter placed limitation on the amount of property to be held.....301
- Education, Jacksonville, (West) Illinois, High School 1851.....523
- Education, Jacksonville, Illinois Ladies Association for the Education of Females, established Oct. 4, 1833488-490, 499, 588
- Education, Jacksonville Illinois Schools charges for non-residents548
- Education, Jefferson County, Illinois common schools, subject of study525
- Education, Jefferson, Thomas, plans for a system of education. Reference362, 369
Foot-notes362, 363
- Education, Jenney Elisha, Advocate of the Common School...483
- Education, Jersey County History and Civics, Public schools 1918.. 78
- Education, Jerseyville, Illinois Common Schools525
- Education, Jerseyville Illinois High School, 1853523
- Education, Jesuit College located at Kaskaskia304
Foot-note304
- Education, Jews, children of, were taught useful trades.....346
- Education, Joliet Illinois High School 1858523
- Education, Johns Hopkins University 78
- Education, Johnson County, Illinois Common Schools, subjects of study525
- Education, Jonesborough, Illinois College, Charter granted to in 1835315

- Education, Kaskaskia, Convent for the education of Young Ladies, maintained by the Catholic Church304, 305
- Education, Kaskaskia, early education in279, 282, 283
- Education, Kaskaskia, Jesuit College located in.....304
Foot-note304
- Education, Kellogg James, early educator in Tremont, Illinois Academy581
- Education, Kewanee Illinois High School 1859523
- Education, Kickapoo Illinois School charter. Foot-note537
- Education, Kinzie School, Chicago.641
- Education, Kirby, William, Advocate of the Common School....483
- Education, Knox College, Galesburg, Illinois108, 562
- Education, Knox College Catalogues, 1859-1861562
- Education, Knox County, Illinois Common Schools525
- Education, Lacon, Illinois High School, established before 1860..523, 537
- Education, Ladies' Association for the Education of Females, established at Jacksonville, Ill., Oct. 4, 1833488-490, 499, 558
- Education, Lake Co., Illinois Common Schools, subjects of study..525
- Education, Lancasterian School.282, 283
- Education, Land Grant Act for the establishment of agriculture and mechanical colleges340, 351
- Education, Latin Grammar School curriculum331, 338, 339
- Education, Lebanon Illinois early educational movements in.....495
- Education, Lee Union Center Illinois High School established before 1860523, 537
- Education, Lemen Robert, early school teacher in Illinois.....280
- Education, LeRoy Illinois High School 1856523
- Education, Liberty Hall Academy, Rockbridge Co., Va.....571, 572
- Education, Lincoln, Abraham, quoted on education467, 468
Foot-note468
- Education, Lobdell, G. M., Development of Free Schools in Illinois unpublished Master's Thesis, Columbia University, 1912.....564
- Education, Lockport Illinois High School, 1856523
- Education, Lockwood, Samuel Drake, advocate of the Common School482, 483
- Education, Loomis Hubbel, religious leader and teacher in Illinois484
- Education, Loyola School of sociology, Chicago649
- Education, Lyman (Gov.) Phineas, quoted on agricultural education278, 279
- Education, Lyndon Illinois High School, 1847523
- Education, McKendree College, Lebanon, Ill. *See* McKendreean College.
- Education, McKendreean College, Lebanon, Illinois, Early name for McKendree College308, 312, 555
Foot-note308
- Education, McKendreean College, charter refused by the Illinois Legislature312
- Education, McLeansboro, Illinois, State aid in establishing school.298
- Education, Maclure William, educator339, 340, 341-346, 350, 556
- Education, Maclure, William, Educator with Joseph Neef, introduces manual labor in schools..350
- Education, Maclure, William, Opinions 1819-31, quoted. Foot-notes.341-346
- Education, Maclure, William, Opinions on various subjects dedicated to the Industrial Producers563
- Education, Maclure, William, Quoted on manual labor schools. 340, 341, 342, 343, 344, 345, 346, 347
- Education, Maddox, W. A., Free school idea in Virginia before the Civil War565
- Education, Madison County Illinois Academy290, 320
- Education, Madison County Illinois Academy, Charter of, Reference.320
- Education, Madison County Illinois County commissioner, Court Records June term 1825.....364, 365
Foot-note365
- Education, Madison County Illinois, Five free schools districts established in the county 1825.....364
- Education, Madison County Illinois, Free school districts369

- Education, Maine, Manual labor schools organized in 1821.....339
- Education, Mann, Horace, Educator477, 486
- Education, Mann, Horace, Statistics on teachers salaries, 1848..477
- Education, Manual labor movement339-351, 555, 556
- Education, Marengo Illinois High School625
- Education, Marion County, Illinois Common schools, subjects of study525
- Education, Massachusetts State, Manual labor schools organized in 1824339
- Education, Massachusetts State, means of providing common free education in472
- Education, Massachusetts State, Sunday School Union494
- Education, Matteson, (Gov.) Joel A., Quoted on education....503, 504
- Education, Mayo, A. D., History of education in the Northwest....565
- Education, Mechanics' Union, Chicago490
- Education, Mechanics' Union, Springfield, Illinois490
- Education, Menard Academy for Ladies, established in Kaskaskia in 1836146
- Education, Michigan University, Ann Arbor239
- Education, Missionaries in Illinois establish schools.....303, 304
- Education, Mississippi Valley Foreign Missionary Society, Constitution quoted on education, Footnote305
- Education, Mississippi Valley, Petitions to the English King in 1765 to establish a school in the Valley of the Mississippi....278, 287
- Education, Monroe County Illinois.293
- Education, Monroe, Paul, Encyclopedia of Education, VOLS. 1-5 N. Y. 1911-1915565
- Education, Monroe, Paul, Unpublished lectures on the history of education in the United States Teachers College 1917-1918.....565
- Education, Monticello Seminary, Godfrey, Illinois293, 300, 309, 310, 323, 324, 327, 486
- Education, Monticello Seminary Godfrey, Illinois, Endowed, building begun in 1836 and opened for pupils in 1838300
- Education, Morgan Co., Illinois Common Schools subjects of study525
- Education, Morrill Land Grant Act.556
- Education, Moulton, S. W. work in behalf of education Illinois General Assembly484, 510
- Education, Mt. Carmel, Illinois, article of association provided for schools and religious purposes308
- Education, Mt. Carmel, Illinois, early schools and teachers..... 24
- Education, Mount Vernon, Illinois, Academy, changed to free school 1856523
- Education, Mount Vernon, Illinois Academy. State aid given.....298
- Education, Murray's composition..330
- Education, Nashville, Illinois Academy, changed to free school 1858.523
- Education, Nation (The) 1865-1873.563
- Education, National Educational Association proceedings 1901.....565
- Education, Neef, Joseph, educator339, 340, 350, 556
- Education, Neef, Joseph, Pupil and a teacher with Fellenberg came to the United States to inaugurate system350
- Education, Neef, Joseph, work in behalf of education in the United States340, 350
- Education, New Boston, Illinois High School, 1860523
- Education, New Design Illinois early schools in279, 280
- Education, New England common schools359, 472
- Education, New England, defects in the Common Schools of New England472
- Education, New Harmony, Indiana, Joseph Neef starts Manual Labor school in340, 350
- Education, New Jersey Manual Labor Schools organized in 1830.339
- Education, New York State in 1813, established a literary fund the income of which was distributed to the academies.....239
- Education, New York State defects in the common schools472

- Education, New York State, Manual Labor Schools organized in 1827. 339
- Education, New York State, Superintendent of common schools 4th annual report, Reference.... 361
- Education, New York State, Support for public education. Reference. 362
- Education, New York State, University of New York 72
- Education, Niles Weekly Register 1811-1849 563
Foot-note 348
- Education, Niles Weekly Register Aug. 1, 1840, quoted on Manual Labor Schools
Foot-note 348
- Education, Northern Illinois State Normal School V, 7
- Education, Northwestern University, Evanston, Illinois...IV, V, 625
- Education, Notre Dame University, Notre Dame, Indiana...649, 653
- Education, Ohio State, University, Columbus, Ohio 453
- Education, Olney's Ancient Geography 330
- Education, Ordinances of 1785 and 1787, Constituted the first charter of the Public School System of the United States.....274
- Education, Ordinance of 1787 Land Grants for school purposes..... 533
- Education, Ottawa Illinois High School, 1857 523
- Education, Paris, Illinois High School, 1856-1866 523
- Education, Paris, Illinois School charter, Foot-note 537
- Education, Parlier Allen, article of agreement signed by to teach school in the county of Washington and State of Illinois....367, 368
- Education, Pawpaw (East) Illinois High School, 1856.....523
- Education, Payson, Illinois Academy 300
- Education, Peck, (Rev.) John Mason, active in the moral and educational uplift of the people of Illinois 481
- Education, Peck, (Rev.) John Mason, efforts in behalf of education in Illinois...306, 358, 359, 481
- Education, Peck, (Rev.) John Mason, influential in the religious, social and educational life of early Illinois.....306
- Education, Pennsylvania, Meadville, Pa., Theological Seminary 461
- Education, Pennsylvania, Philadelphia, Pa., Joseph Neef starts Manual Labor School in..... 340
- Education, People vs. Martin Van Allen case in law, Foot-note.... 543
- Education, Peoria County,, Illinois, subjects taught in the common schools 524, 525
- Education, Peoria, Illinois Academy 299, 325
- Education, Peoria, Illinois Academy, Tuition 325
- Education, Peoria, Illinois Convention 499
- Education, Peoria, Illinois High School 1856 523, 528
- Education, Peoria, Illinois High School 1856—subjects taught... 528
- Education, Peoria, Illinois, Public Schools 483
- Education, Peoria, Illinois, schools charges for non-residents..... 548
- Education, Peoria, Illinois Teachers' Convention 558
- Education, Pestalozzi, Johnson Heinrich, Swiss educator and writer 340
- Education, Pestalozzian system of education 283, 340, 342, 343
- Education, Pike Co., Illinois, common schools subjects of study. 525
- Education, Plainfield, Illinois High School 1856 523
- Education, Polo, Ill., Board of Education 84
- Education, Post Truman M., Advocate of the Common School.... 483
- Education, Powell, B. E., Semi-Centennial History of the University of Illinois 565
- Education, Prairie Farmer 1843-1855 349, 350, 499, 515, 558
Foot-notes . 349, 350, 368, 516, 525
- Education, Prairie Farmer 1844, quoted on education, graded schools, etc. 515
- Education, Prairie Farmer, quoted on manual labor in education 349, 350
Foot-notes 349, 350
- Education, Prairie Farmer April 12, 1852, Quoted on the pay of early teachers in Illinois, Foot-note 368

- Education, Prairie Farmer, quoted on the teachings in the common schools525
 Foot-note525
 Education, Prairie Farmer VOL. 8 quoted, Foot-note.....516
 Education, Prairieville, Illinois, High School 1858.....523
 Education, Princeton, Illinois High School544
 Education, Princeton, Illinois, High School 1857-66523
 Education, Princeton, Illinois, High School District534
 Education, Prussian School system.474
 Education, Quarterly Register American Educational society VOL. 4, Nov. 1830, quoted, Foot-note307
 Education, Quigley Preparatory Seminary649
 Education, Quincy, Illinois, High School 1856523
 Education, Reynolds, (Gov.) John, Quoted on early schools in Illinois279, 280
 Education, Reynolds, (Gov.) John, Quoted on education...279, 280, 510
 Education, Richards vs. Raymond case-in-law, Foot-note540
 Education, Rockford, Illinois, Female Seminary193
 Education, Rockford, Illinois, High School 1862523
 Education, Rock Island, Illinois, High School 1858523
 Education, Rock Spring Seminary, St. Clair Co., Founded by Rev. John Mason Peck..306, 307, 327, 481
 Education, Rock Spring Theological and High School.....307, 347, 348
 Education, Rock Spring Theological and High School, introduces Manual Labor347, 348
 Education, Rock Spring Seminary, Theological Department327
 Education, Rockton Illinois High School Department in operation in Union School 1851.....522
 Education, Rockton Illinois Union School, course of study.....524
 Education, Rollin's Ancient History, Reference281
 Education, Roxbury Academy, Mass.83
 Education, Rulison vs.Post case-in-law, Foot-note542
 Education, Rush Medical College, Chicago183
 Education, Rushville Illinois early educational movement in.....495
 Education, Rushville Illinois High School Associaton293, 301
 Education, Rushville Illinois High School Association amount of land, etc., to be held by.....301
 Education, Russell, John, early educator in Illinois307
 Education, Russell, John, interested in education in an early day in Illinois471
 Education, St. Ignatius College, Chicago643
 Education, St. John's College, Fordham, N. Y.....643
 Education, St. Louis, Mo., early educational methods284
 Education, St. Louis, Mo., Reports 1854-70562
 Education, St. Mary's, Chicago...323
 Education, St. Xavier's College, Cincinnati, Ohio643
 Education, Salem, Illinois Academy, Foot-notes336, 337
 Education, Saline County Illinois Common Schools, subjects of study525
 Education, Sangamo Journal quoted on the Free School Law 1825363, 364
 Education, Sangamon County taxation for education, Foot-note...506
 Education, School Advocate564
 Education, Seely Perry, early Superintendent of schools, Rockton, Illinois522
 Education, Senate report on education, quoted. Foot-note470
 Education, Shelby County Probate Court records quoted on, Foot-note368
 Education, Shurtleff College, Upper Alton, Ill.91, 108, 458, 555
 Education, Silver Creek, Madison County, Illinois, Free School district established in 1825364, 365
 Education, Society for the spread of Collegiate and Theological Education in the West, 6th annual report562
 Education, Sorbonne (University of Paris)101, 605
 Education, Sparta Illinois High School 1856523

- Education, Spectator, Newspaper published at Edwardsville, Illinois, quoted on the Free School Law 1825365, 366
Foot-notes365, 366
- Education, Springfield, Illinois, Academy323, 330, 484, 523
- Education, Springfield, Illinois, City Schools299, 322
- Education, Springfield, Illinois, City Schools Tuition.....322
- Education, Springfield, Illinois, Early struggles for education..351
- Education, Springfield Illinois High School
.....323, 324, 328, 329, 528, 537
- Education, Springfield Illinois High School established before 1860523-537
- Education, Springfield Illinois Mechanics' Union receives State aid for keeping a common school.299
- Education, Springfield, Illinois, School for Young Ladies.....320
- Education, Springfield, Illinois, school report, Foot-note.....528
- Education, Springfield, Illinois, schools charge for non-residents548
- Education, Springfield Illinois Teachers' Association500
- Education, Springfield, Illinois, Young Ladies School.....326
- Education, Stark County, Illinois, Common Schools524, 525
- Education, Stark County, Illinois, Common schools, subjects of study525
- Education, Statistics on teachers salaries 1848477
- Education, Steele, William Lucas, History of the Galesburg Illinois Public Schools, Foot-note528
- Education, Stowe, studies the Prussia school system474
- Education, Sturtevant, Julian M. An autobiography N. Y. 1896....564
- Education, Sturtevant, Julian M. Lecture in Springfield 1843, in behalf of a State Superintendent of Public Instruction.....483
- Education, Sunday Schools first one in the United States organized at Philadelphia 1791.....493
- Education, Switzerland, educational methods341
- Education, Switzerland, Fellenberg educational movement originated in Switzerland350
- Education, Trainer, John, "How to teach a country school".....454
- Education, Tremont Illinois Academy323, 581
- Education, Trotter, W. D., Principal Salem Academy, Foot-notes336, 337
- Education, Turner, Asa., Advocate of the Common School.....483
- Education, Turner, Jonathan Baldwin address on common schools, Springfield, Nov. 13, 1834.....483
- Education, Turner, Jonathan Baldwin, Advocate of the Common School482, 483
- Education, Turner, Jonathan Baldwin, The Life of Jonathan Baldwin Turner, by his daughter Mary Turner Carriel.....564
- Education, Turner, Jonathan Baldwin. Work in behalf of education340, 481, 482, 556
Foot-note108
- Education, United States apprenticeship education357
- Education, United States Manual Labor Schools348
- Education, United States recommended as the easiest place to introduce Manual Labor, Schools.345
- Education, University of Chicago.....411, 412
- Education, University of Illinois,IV, V, 7, 72, 108, 482, 565
- Education, University of Notre Dame, Notre Dame Indiana.....643
- Education, Urbana Illinois Seminary changed to free school 1856-58523
- Education, Vandalia, Illinois Educational Convention 1833 held in.312
- Education, Vandalia, Illinois Convention 1833; Committee on petitions, report to the legislature.....312-314
- Education, Vandalia Illinois High School 1858319, 523
- Education, Vandalia Illinois High School, female dept. added to in 1830319
- Education, Vermilion County Illinois Teachers Association.....454
- Education, Vincennes Academy, Indiana, established in 1806..277, 287

- Education, Vincennes University, Indiana284, 285, 286, 301
- Education, Vincennes University, Act to incorporate285
- Education, Vincennes University, Indiana, charter placed limitation on the amount of property to be held301
- Education, Vincennes University, Indiana. Historical sketch 1820-1904, quoted, Foot-note285
- Education, Virden Illinois High School457
- Education, Virginia Illinois common schools, course of study...524
- Education, Virginia Illinois High School 1846523
- Education, Virginia, Illinois taxation for schools in.....522
- Education, Virginia State Academies511
- Education, Virginia State Hall Academy in Rockbridge Co., Va.571, 572
- Education, Virginia State University, Charlottesville, Va.....72, 169
- Education, Wabash Co., Illinois, Early schools and school teachers in23, 24
- Education, Warsaw Illinois High School 1858523
- Education, Washburn, Illinois Schools453
- Education, Washington County, Illinois Academy320
- Education, Washington (Tazewell Co.) Illinois High School 1858...523
- Education, Washington School, Chicago630
- Education, Wankegan Illinois High School 1856523
- Education, Waverly Illinois early seminary in484
- Education, Wesleyan University, Middletown, Conn.453
- Education, Wesleyan University, Bloomington, Illinois81, 261
- Education, Wethersfield, Illinois, aids in the educational movement485
- Education, Wethersfield Illinois High School, 1859.....523
- Education, White County, Illinois Legislature passes act in 1821 to encourage learning in White Co.305-306
- Education, Willards' Geography...330
- Education, Williamson County, Illinois, taxation for education....506
- Education, Winchester, Illinois male and female preparatory and common school298, 299
- Education, Wisconsin University, Madison, Wis.454
- Education, Woodbridge's Geography.330
- Education, Woodford County, Illinois Common schools, subjects of study525
- Education, Wood River District, Madison County, Illinois, Free school district established in 1825364, 365
- Education, Wright, John S., Built a common school in Chicago in 1835.483
- Education, Yale College, New Haven, Conn.72, 214, 315, 316, 317, 520, 555, 564, 620
- Education, Yale College, Biographical sketches of the class of 1828, Yale College O. P. Hubbard.....564
- Education, Yale College Catalogue 1913-14, Foot-notes ...315, 316, 317
- Education, Yale College Charter 1701, Reference315, 317, 562
- Education, Yale College Charter 1745316, 562
- Education, Yale College, history of the class of 1834 with biographical sketches 1875564
- Education, Yale College Theological Department309
- Education, Yale College Theological students, Illinois Association, Pledge 1828308, 309
- Education, Yale Review 1843-1860.563
- Education, Young, (Mrs.) Ella Flagg, Work in behalf of education654-655
- Edwards, Benjamin S.....228
- Edwards County, Illinois14, 19, 189-192, 398, 491, 562
- Edwards County, Ill., Bald Hill Prairie in20
- Edwards County, Ill., Barkdull, (Mrs.) E. D., History of the Episcopal Church in Edwards County, Illinois189-192
- Edwards County, Ill., County Commissioners' records 1815-1832...562
- Edwards County, Ill., Early library in491
- Edwards County, Ill., Flower, George, The English Settlement in Edwards County, 1817-1818 . 489

- Edwards County, Ill., Palmyra first county seat of Edwards Co. 19
- Edwards, (Gov.) Ninian147, 150, 177, 269, 305, 397, 429, 512, 564
- Edwards, (Gov.) Ninian, History of Illinois from 1778 to 1833; and the Life and Times of Ninian Edwards, By Ninian Wirt Edwards.564
- Edwards, (Gov.) Ninian, Territorial Governor, Third Governor of the State of Illinois ..147, 150, 269
- Edwards, Ninian Wirt, Education, arguments for township organization, Foot-note536
- Edwards, Ninian Wirt, First Superintendent of Public Instruction, State of Illinois504
- Edwards, Ninian Wirt, Superintendent of schools of Illinois....533
Foot-note536
- Edwards, Ninian, Wirt, Work in behalf of education in Illinois....
.....484, 504, 533
- Edwards Place, Springfield, Ill...430
- Edward's Reader628
- Edwards, (Rev.)420
- Edwardsville, Ill...67, 151, 225, 254, 290, 294, 364, 365, 453, 491, 557, 627
Foot-notes152, 491, 590
- Edwardsville, Ill., Early Library in.491
- Edwardsville, Ill., Education, free school district established in 1825364, 365
- Edwardsville, Ill., Kickapoo Indian Treaty at Edwardsville.....
Foot-note590
- Edwardsville, Ill. Land Office....151
- Edwardsville, Ill., Madison Academy290
- Edwardsville, Ill., Negro indentures recorded in Edwardsville, Ill., as early as 1819355
- Edwardsville, Ill., Spectator Newspaper 1819-1824...151, 155, 491, 563
Foot-notes152, 491
- Eigen, August M., Stage Director Centennial Pageant, Chicago...432
- Eldorado, Butler Co., Kansas....175
- Eldred Swift, Letter of George Churchill to, dated Madison Co., Ill., Sept. 9, 1818.....64-66
- Elgin, (East) Ill., Education High School 1856523
- Elkin, (Mrs.) Matilda450
- Elliot Family452
- Elliott, John of Roscawen, New Hampshire452
- Ellis, (Rev.) J. M., Advocate of the Common school482, 483
- Ellis, (Rev.) J. M., Early educator in Illinois308, 313, 482, 483
- Elmwood Cemetery, Litchfield, Ill. 87
- El Nacional, Newspaper City of Mexico238
- El Paso, Ill., Baptist Church411
- Ely, (Lieut.) Dinsmore Aviator, killed in France April 21, 1918. Extract from letter to his father. Services conducted by his parents243-244
- Ely, (Dr.) James O.243
- Elyseé Palace, Paris, France.....605
- Emancipation Proclamation.....179
- Embarras River, Horse Shoe Bend178
- Emerson, Ralph Waldo116, 139
- Emmerson, L. L., Secretary of State Illinois428
- Engel, (Mrs.) Mary, Early settler of Chicago443
- England..43, 103, 111, 117, 122, 128, 129, 161, 177, 190, 260, 303, 400, 403, 434, 448, 491, 493, 567, 606, 645
- England, Bank of England645
- England, Carlisle, England.....606
- England, Church of England.....190
- England, Flag of England.....448
- England, George First, King of England177
- England, George III, King of England128
- England, King and Queen of England welcome President and Mrs. Wilson to England.....606
- England, London, Eng.....400, 606
- England, Manchester, Eng.....606
- England, Religious Revival, 1740..303
- England, Wilson (Pres.) Woodrow and Mrs. Wilson visit England..606
- English Colonies on the Atlantic Seaboard6
- English Parliament3, 73
- Ennis, Billie Gene.....217
- Ennis, (Dr.) Emery.....217
- Ennis, Harold217
- Ennis, Ida Bone.....217
- Ensign Caleb Wadams.....260
- Ensign Orpah Deming.....260
- Ensign, William O. M. D., Biographical sketch by George W. Krel-der, M. D.....260

- Episcopal Church, Alton, Ill., St. Paul's416
- Episcopal Church, Barkdull, (Mrs.) E. S., History of the Episcopal Church in Edwards County, Illinois189-192
- Episcopal Church, Cairo, Ill.419
- Episcopal Church, Carlyle, Ill., History of, By Mabel Hall Robinson414-417
- Episcopal Church, Christ Church, Louisville, Ky.190
- Episcopal Church, England, Church of England190
- Episcopal Church, Hough, (Mrs.) Frances L., History of Pulaski County, Episcopal Church.9, 418-421
- Episcopal Church, New York City, Church de Esprit.....191
- Episcopal Church, Robinson, Mabel Hall., History of Christ Church, Carlyle, Illinois9, 414
- Episcopal Church, St. James, Chicago259
- Episcopal Church, St. John's Episcopal church, Albion, Illinois.....189, 190, 191
- Episcopal Church, St. Stephens New Harmony, Ind.192
- Episcopal Church, Springfield-Chase (Bishop) Philander, Address before Convention of Protestant Episcopal Church, Springfield, 1845564
- Episcopal Church, Vincennes, Ind.192
- Episcopal Church, Whitehouse, (Rt. Rev.) Henry John D. D., D. C. L., Bishop of Illinois.....420
- Epler, William, A Runaway Meteor87-188
- Epperd's Point McLean Co., Illinois 45
- Erie Canal105, 272, 273
- Erie Canal, Completed in 1826....105
- Erskine, Albert Russel, Story of the Studebaker Corporation254
- Erzberger, (Dr.) Mathias....599, 600
- Esmen District, Livingston Co., Ill., Baptist church412
- Essex, Bennett176
- Essex, (Miss) Dorinda, wife of Simeon Essex175
- Essex Elijah169, 174
- Essex, Elisha Jones.....169, 174
- Essex, Elizabeth, Daughter of Isaac B. Essex169, 173, 174
- Essex, Elizabeth Bowen.....168
- Essex, (Mrs.) Elizabeth J., Second wife of Isaac B. Essex.....174
- Essex, Ellen174
- Essex Family, The Isaac B. Essex Family, Pioneers in three counties by William R. Sandham....168-176
- Essex, (Mrs.) Ida Belle.....176
- Essex, Ira72, 173
- Essex, Isaac Bowen.168-174, 175, 176
- Essex, (Mrs.) Isaac Bowen.....170, 172, 173, 174, 175
- Essex, (Mrs.) Isabella.....174
- Essex, Joseph174, 175
- Essex, Levi174
- Essex, Mary172, 173
- Essex, Simeon172, 175-179
- Essex, Simeon, Biographical sketch175-179
- Essex, Simeon Francis175
- Essex, Thomas168
- Essex, Township Stark Co., Ill.168, 170, 175
- Essex, Truman B.....174
- Etter, Samuel, Superintendent of Public Instruction, State of Illinois536
- Europe3, 9, 140, 208, 251, 258, 341, 414, 461, 474, 493, 605, 633, 649
- Europe, Educational methods....341
- Europe, Revolution for the third time in Central and Western Europe9
- European Congress of 1818.....1, 2
- Evans, James163
- Evans, (Miss) Lucy D.....452
- Evans, William44
- Evanston, Ill.IV, V, 7, 625
- Evanston, Ill., Northwestern University located in625
- Evansville, Ind.635
- Ewing, (Col.) William Lee D..159, 467
- Ewing, (Col.) William Lee D., Quoted on the value of education467
- Expositions, Centennial Exposition, Philadelphia 1876619
- Expositions, International Live Stock Exposition held in Chicago214
- Expositions, Louisiana Purchase St. Louis 190433, 78
- Expositions, Panama-Pacific Exposition, San Francisco, Cal., 1916.. 33
- Expositions, Paris, France Exposition 190033, 257
- Expositions, World's Columbian Exposition, Chicago 1893.....26, 33, 36, 82, 115, 245, 257, 643

Eyslon, John, Greek, called to colors by five nations.....434

F

Fairbank, (Mrs.) Kellogg654
 Fairbury, (Livingston Co.) Illinois411, 412
 Fairbury, (Livingston Co.) Ill., Baptist Church411
 Fairfax, Lord566
 Fairfield, Ill.489
 Fall Creek, near Murfreesboro, Tenn.210, 216
 Fallows, (Bishop) Samuel.....435
 Family Records, Collected and published by Milo Custer.....620
 Farmer, William M., Justice Supreme Court of Illinois.....432
 Farmers' National Bank, Pekin, Ill.163
 Farmingdale, Ill.450
 Farmington, Ill.327, 489
 Farmington, Ill., Academy327
 Farnham, (Mrs.) E. W., Life in Prairie Land, N. Y., 1846.....564
 "Father of Waters" Mississippi River so called38, 138
 Fauquier Co., Va.406, 572
 Faux, William, Foot-note491
 Fayette Co., Ill.159, 394, 431
 Fayette Co., Illinois, Centennial Committee431
 Federal Income Tax Law..... 77
 Felicity, Clermont Co., Ohio.....180
 Fellenberg, Educational Movement originated in Switzerland.....350
 Fellenberg, Philipp Emanuel, established the first system of utilitarian education in the Canton of Berne, Switzerland.....340
 Fellenberg, Philipp Emanuel, Swiss philanthropist and educator,339, 340
 Fellows Family620
 Felmley, (Dr.) David.....262
 Felts, Charles404
 Fenley, (Mrs.) Oscar258
 Fergus Historical Series No. 14, Foot-note287
 Fergus, John Q., Early resident of Chicago444
 Ferguson, Benjamin Franklin, Benjamin Franklin Ferguson Fund, Art Institute, Chicago.433, 435
 Ferrall, S. A., Ramble of 6,000 miles through the United States, London 1832564

Ferriman, George191
 Ferry, Elisha P.227, 228
 Fess, (Hon.) S. D., Speech on Abraham Lincoln, United States House of Rep., Feb. 12, 1914....452
 Fess, (Hon.) S. D., Speech on George Washington, United States House of Rep., Feb. 22, 1918452
 Fess, (Hon.) S. D., "Why our Country is in the War," Speech.452
 Ficklin, Orlando B.228
 Field, Alexander P...372, 393, 394, 397
 Field, Alexander P., Appointed Secretary of State of Illinois, 1829393, 394
 Field, Alexander P., Case of Alexander Field vs. The People of the State of Illinois on the relation of John A. McClernard....393-397
 Field, Eugene246, 628
 Field, Eugene, Autograph manuscripts of Eugene Field's poems sold at auction.....246
 Field, Marshall109, 257
 Field, Marshall, Commercial genius.109
 Field Mass on the Grounds of the Sacred Heart Convent, Springfield, Illinois, Centennial observance428, 429, 430
 Field Museum of Natural History, Chicago, Reference.....109
 Fifer, (Gov.) Joseph W.....634
 Fillingham, (Mrs.) Sibyl Packard.463
 Finley, (Dr.) John H.....72, 101
 Finley, (Dr.) John H., French in the Heart of America, Reference.101
 Firesticks, (The), Photograph of a painting 78
 Filson Club, Louisville, Ky. Pubs..253
 Fisher, (Mrs.) C.442
 Fisher, George223
 Fisher, Samuel Second Lieutenant, Black Hawk War from Wabash Co., Illinois27
 Fitch, Lillian, assists in the direction of the Centennial Pageant, Chicago432
 Fitzwilliam, (Capt.) Frank J..... 82
 Fitzwilliam, (Mrs.) Sarah E. Raymond, Biographical sketch by Charles L. Capen81-82
 Flags, Illinois Community Service flag, Gibson City, Ill.620
 Flags, Illinois, Historic flags of Illinois in colors by Thomas Kennedy620

- Flesher, Coonrod 45
 Fletcher, Job 159
 Fletcher, (Rev.) O. O. 409
 Flint, Thompson I. S. 165
 Flint, (Rev.) Timothy, Early Missionary in Missouri and Illinois. 283
 Flint, (Rev.) Timothy, Letters from Illinois and Missouri 1816. 563
 Flint, (Rev.) Timothy, Quoted on early schools and teachers in Illinois 283-284
 Flint, (Rev.) Timothy, "Recollections of the Last Ten Years" Quoted. Foot-note 284
 Florida 257, 258, 567, 577, 578, 584
 Florida, De Soto landed in Florida in 1539 577, 578
 Florida, Sarasota Bay 257, 258
 Florida War, Reference. 418
 Flower, Eliza Juliet, wife of Geo. Flower 192
 Flower Family 491
 Flower, George 189, 192
 Flower, George, English Settlement in Edwards Co., Ill. 1817-1818, Quoted 189
 Flower, Richard, Letters from Lexington and Illinois, London 1819 563
 Flynn, Abbé Patrick. 618, 619
 Flynn, Francis Nicholas. 216
 Flynn, Harriet Josephine. 216
 Flynn, Hattie Moore Bone. 216
 Flynn, Lillian, wife of Albert Jack Bone 216
 Flynn, Mary Frances 216
 Flynn, Mary Virginia. 216
 Flynn, Nicholas 216
 Foch, (Marshall) Ferdinand. 597, 599, 600, 602
 Foerster, (Miss) Alma, of Chicago, Red Cross nurse, decorated. 439
 Fond, Du Lac, Tazewell Co., Ill. 164
 Foote, Samuel A., of Connecticut, Resolution United States House of Representatives 1829 on sale of Public Lands 271
 Ford, Henry, Peace delegation to Europe 1915 461
 Ford, J. R. M. G., 407
 Ford, (Gov.) Thomas. 224, 363, 397, 429, 564
 Ford, (Gov.) Thomas, History of Illinois 1818 to 1847, Chicago 1859 564
 Ford, (Gov.) Thomas, Quoted on the Free School Law of 1825. 363
 Fordham, N. Y. 643
 Foreign Language Leagues, Chicago 238
 Foreign Missionary Society in the Valley of the Mississippi, Reports 1833-1840 305, 562
 Foot-note 305
 Foreign Missionary Society, Mississippi Valley, First annual report quoted, Foot-note. 305
 Foreign Missionary Society, Mississippi Valley, report quoted on education, Foot-note. 305
 Forman, (Col.) Ferris, Mexican War 27
 Forreston Ogle Co., Ill. 83
 Fort Barney, Wabash Co., Ill. 16, 18, 23
 Fort Barney, Wabash Co., Illinois built in 1811. 18, 23
 Fort Chartres 122-126
 Fort Chartres, Built to establish a chain of forts from the St. Lawrence to the Gulf of Mexico. 122
 Fort Chartres, Description 123
 Fort Chartres, Pittman, (Capt.) Philip, quoted on Fort Chartres. 123
 Fort Chartres, Powder magazine still in existence 136
 Fort Clark now Peoria, Ill. 44, 169, 590
 Fort Clark, Trail 44
 Fort Compton, Wabash Co., Ill. 24
 Fort Creve Coeur 102, 121, 158
 Fort Creve Coeur Built by La Salle 121
 Fort Dearborn 35, 193, 433, 443
 Fort Dearborn Massacre 1812. 35, 443
 Fort Dearborn, Population 1840, 1850 225
 Fort Donelson, Battle of, War of the Rebellion 59
 Fort Duquesne 123
 Foot-note 567
 Fort Duquesne, Washington in command at Fort Duquesne. 123
 Fort Frontenac 120
 Fort Gage, Location. 127
 Fort Gage, Named after Gen. Thos. Gage 125
 Fort Gage, Residence of the Order of Jesuits 126
 Fort Henline, McLean Co., Ill. 44
 Fort Higgins, Wabash Co., Ill. 16, 19
 Fort de Kaskaskia. 127

- Fort Leavenworth, Kansas, Kickapoo reservation near 51
- Fort Miami on the Maumee River. 572
- Fort Moultrie in Charleston Harbor, S. C. 142
- Fort Necessity. 43, 123, 124, 570
- Fort Necessity, Built by Washington 570
- Fort Necessity, Commanded by Col. George Washington 123
- Fort Pitt 124
- Fort Saint Louis (Starved Rock). 102
- Fort Scott, Kansas 214, 216
- Fort Sumpter 142
- Fort Wood, Built in 1810 in Wabash County, Ill. 16
- Foster, Catherine, wife of John Coleman Bone 217
- Foster, (Rev.) John 419
- Foster, Lemuel, Work in behalf of education in Illinois. 484
- Foster, Lemuel, Yale Theological student sent as Missionary to Illinois ordained at Jacksonville in 1832 309
- Foster, (Rev.) R. E. 412
- Foster, William P., Judge of the Supreme Court, State of Illinois. 392
- Fowler, (Bishop) Charles Henry, Methodist Episcopal Church ... 81
- Fowler Institute 81
- Fox, Reuben, Early school teacher in Wabash County, Illinois. 24
- Framingham, Mass. 453
- France 1, 40, 101, 102, 116, 117, 122, 123, 124, 145, 154, 158, 177, 237, 362, 428, 436, 445, 448, 449, 453, 604, 605, 606, 607, 608, 618
- France, American Expeditionary Forces in France. 605
- France, Arras, France 618
- France, Education, ignorance of the peasantry 362
- France, Flag of France. 448
- France, Illinois colored soldiers in France 606-608
- France, Louis XIV, King of France. 122
- France, Louis XV, King of France 124, 154, 177
- France, Louis XVI, King of France 145
- France, Paris, France. 122, 124, 362, 453
- France, St. Mihiel 606, 607
- France, Treaty of Paris, 1763. 124
- Francis, (Dr.) I. M., Letter of Sam G. Berrian to, dated St. Louis, March 26, 1818. 62, 63
- Francis, Simeon, Editor of the Sangamo Journal from 1831 to 1855. 371, 376, 377
- Franklin, Benjamin 7, 128, 620
- Franklin, Benjamin, Autobiography of Benjamin Franklin. 620
- Franklin, Benjamin, Quoted on, who should vote for legislators. . 7
- Franklin Co., Ohio. 169
- Franklin Grove Illinois, Education, High School 1856. 523
- Franklin, Ill. 428
- Franklin Imprints, collection in Museum of Curtis Pub. Co. 452
- Franklin Life Insurance Company. 458
- Fraternal Organization, Elks. 615
- Fraternal Organizations, Masons. 94, 453, 458, 615
- Fraternal Organizations, Masons, A. F. & A. M., St. Paul's Lodge No. 500 458
- Fraternal Organization, Masons, Royal and Select Masters. 453
- Fraternal Organizations, Mount Nebo Lodge No. 76, A. F. & A. M. Carlinville, Illinois. 94
- Fraternal Organizations, Odd Fellows 458
- Frazier, Arthur H. 597
- Frederic Co., Va. 573
- Free Public High Schools of Illinois 1860, Beginnings and Characteristics 514-532
- Free School Law of 1825, State of Illinois 358-369
- Free School Law of 1825, Illinois State, amended 366-367
- Free School Law 1825, State of Illinois Sections 1 and 15, quoted. . 360
- Free School Law of 1855, State of Illinois 369, 500-513, 538, 560
- Free School Law 1855, State of Illinois, summary 512
- Freeman, N. L. 562
- Freeman, Thomas 567
- Freeport, Ill., 29, 194, 523, 524, 440
- Freeport, Ill., Education, common schools, course of study. 524
- Freeport, Ill., Education, High School about 1851. 523
- Freeport, Ill., Lincoln-Douglas Debate held in 1858, Reference. 440
- Freeport, Ill., Presbyterian Church organized in 194
- Freeport, Ill., Presbytery. 29
- Freer, Frederick W. 36
- Fremont, Ohio 453
- French 404

- French and Indian War 124, 567, 570
 French, (Gov.) Augustus C. 228, 503
 French, (Gov.) Augustus C., quoted
 on education503
 French in Liberty Loan Parade,
 Chicago613
 French in the Heart of America,
 By John H. Finley, Reference...101
 French in the Illinois country...135
 French Missionaries118
 French organization of higher edu-
 cation, Reference363
 French Revolution2, 493, 574
 Friendsville, Ill. (Wabash Co.)...18, 23
 Friendsville, Ill. (Wabash Co.)
 Founders of, were English Pres-
 byterians23
 Friendsville, Ill. (Wabash Co.) Lo-
 cated on the site of Fort Barney. 23
 Frink & Walker, owners of a Stage
 Coach line in an early day in
 Illinois89
 Frontenac, Louis de Buade, Gov-
 ernor of Canada120
 Frost, (Dr.) W. J., D. D.416
 Fuller, Melville W.228
 Fulton City, Ill. Education, High
 School 1860523
 Fulton Co., Ill170, 463, 489, 501
 Fulton Co., Ill., Banner Township.463
 Fulton, John, Early settler in Illi-
 nois281
 Fulton, Mo.265
 Funk, (Mrs.) Antoinette.....654
 Funk, Isaac47, 183
 Funk, Isaac, Early farmer of Mc-
 Lean Co., Ill.47
 Funk's Grove, McLean Co., Ill.47
 Funks, William189
- G
- Gage County, Neb.174, 175, 176
 Gage, (Gen.) Thomas.....136
 Galena, Ill.73, 74, 169, 193, 325, 452, 489, 523
 Galena, Ill., Citizens of Galena and
 Jo Daviess Co., Illinois, celebrate
 General Grant's birthday....73, 74
 Galena, Ill., Education, High
 School, 1857523
 Galena, Ill., Lead Mines.....169
 Galena, Ill., Mechanic's Ball, Ga-
 lena, March 5, 1846.....452
 Galesburg, Ill.IV, V, 7, 452, 523, 537, 565
 Foot-note528
 Galesburg, Ill., Education, High
 School established before 1860..
 523, 537
 Galesburg, Ill., Steele, W. L., Gales-
 burg Public schools, their his-
 tory and work.....565
 Foot-note528
 Galesburg, Ill., School Charter,
 Foot-note537
 Gallatin, Albert, Secretary of the
 United States Treasury.....285
 Gallatin County, Ill., Populaton,
 1818150
 Gallery, (Mrs.) Mary Onahan.....
 636, 637, 647
 Galva, Ill., Education, High School,
 1859523
 Ganiere, George E., Sculptor, Bust
 of Abraham Lincoln.....253
 Gard Seth & Co., Locate the town
 of Palmyra on the Wabash River,
 April 22, 1815.....19
 Gardner, Belle185
 Gardner, (Dr.) Benjamin Franklin,
 Benjamin Curry's tribute to.185-186
 Gardner, (Dr.) Benjamin Franklin,
 An early physician of Illinois, by
 George W. Brock, M. D.180-186
 Gardner, Frank185
 Gardner, Mary Worstell180
 Gardner, Rodman180
 Garfield, (Pres.) James A.252
 Garland, James163
 Garrison, William Lloyd, Anti-
 slavery man310
 Garrity, (Mrs.) M. E., Early settler
 of Chicago443
 Gatewood, William J., Championed
 the bill for education in the
 Senate, General Assembly, Illi-
 nois, 1835469, 470, 484
 Gault, (Mrs.) Hazel Eddy.....241
 Gay, (Capt.) Jack.....443
 Gazetteer of Illinois and Missouri,
 by Lewis C. Beck, 1823.....563
 Geddes, (Sir) Eric.....597
 Gehlman, Alice, Wife of Eugene E.
 Bone217
 Genealogical works in the Illinois
 State Historical Library.....
 99, 266, 466, 658
 Genesee River18
 Geneseo, Ill., Education, High
 School, 1852-59523
 Genesis of the Courts of Tazewell
 County, Illinois, By Wm. Reid
 Curran157-167
 Genoa, Italy606

- George, David Lloyd, British Premier597, 605
- George First, King of England...177
- George III, King of England.....129
- "George Washington Land Speculator," By Ada Hope Hixon..566-575
- "George Washington" Steamship—
President Wilson makes his visit to Europe on ship605
- Georgetown, Livingston Co., Ill., Baptist Church412
- Georgia State270, 289, 452, 609
- Georgia State, Public land one of the bases of endowment for education in Georgia.....289
- Georgia State, University of Georgia, Bulletin452
- Gerhard, Fred, Illinois as it is, its history, Pub. Chicago, 1857.....564
- German-Americans, No longer any such, all Americans.....447
- German Municipalities, government of commended 12
- German Presbyterian Society, Stephenson County, Illinois.....195
- German Losses, World War604
- Germans, Washington's plan of importation of Germans from the Palatinate for the settlement of the West566
- Germany9, 12, 16, 27, 41, 109, 379, 385, 448, 449, 596, 600, 604
- Germany, Emigration from, to Illinois and the middle west in 1848. 9
- Germany, Emperor abdicates, Nov. 9, 1918600
- Gibault, (Father) Pierre, Aids George Rogers Clark.....128
- Gibault, (Father) Pierre, John Law quoted on128
- Gibbons, (Cardinal) James....618, 644
- Gibbons, Floyd, Chicago Tribune War Correspondent wounded near Chateau Thierry251
- Gibbs, Jane Ann, wife of George Clinton 83
- Gibbs, Phillip, Extract from article by, on the signing of the Armistice602-603
- Gibson City, Ill., Community Service flag, Gibson City, Ill.....620
- Gibson County, Indiana285
- Gibson, Robert, Early school teacher in Wabash County, Illinois 24
- Gilbert and Rinaker, Law firm, Carlinville, Ill. 92
- Gilbert, (Rev.) Paul441
- Gilbert, (Judge) S. S. 92
- Gill, (Mrs.) Nettie185
- Gill, R. T.161
- Gill, Thomas N.....165
- Gill, (Rev.) William420
- Gillispie Bros., Printers620
- Gillispie, John D. W.....407
- Girard, Illinois384
- Gitting Seminary, LaHarpe, Illinois463
- Glaze, Eleanor Reid579
- Glee Club, Shelbyville, Illinois...241
- Glenn, Archibald A.....228
- Glenns, (The), A family history, By John Ludlam McConnell, Published N. Y. 1851.....621
- Gloucester County, Virginia573
- Golden, Frank217
- Golden, Lillie Bone217
- Golloher, Daniel, Indenture of James and George Thompson, Dated, Shelby County, Aug. 31, 1840, with Daniel Golloher..354, 355-
- "Good Old Times" McLean County history, By (Dr.) E. Duis, Pub. 1874586
- Goodell, Walter G., Pageant, Centennial Chicago, special music written by Walter G. Goodell...432
- Gooden, Len T.....446
- Goodloe, (Mrs.) Josephine.....419
- Gordon, Hopkins, Corn in Ohio...580
- Goshen Settlement, Early Illinois school in, Reference.....280
- Goss, W. B.....452
- Gough, John B.....640
- Gould, Lottie, wife of Noah H. Bone217
- Goulding, (Mrs.) Kate.....185
- Governors' Letter Books 1818-1853, State of Illinois....98, 267, 465, 562
- Gowin, Arnest E.....265, 266
- Gowin, Ellis M.....265
- Gowin, Mary A., (Mrs. Mary A. Gorman)265
- Gowin, Miner S., Autobiographical sketch265-266
- Gowin, Nannie T., (Mrs. Walter Grundy)265
- Gowin, Nathaniel265
- Gowin, Orman G.....265
- Gowin, Sabry265
- Gowin, Stephen L.....265
- Graceland Cemetery, Chicago..246, 259
- Grand Army of the Republic.....115, 144, 427, 453

- Grand Army of the Republic, Adams, (Col.) C. E., National Commander G. A. R. 427
- Grand Rapids, Mich. 87
- Grand Rapids, Shoals of the Wabash River 21, 24
- Grant, (Mrs.) Frederick Dent. 258
- Grant Park, Chicago. . 236, 435, 436, 438
- Grant Park, Chicago, Gold Star Arch for heroes of the World War erected in 438
- Grant Park, Chicago, Statue of Alexander Hamilton unveiled in 435, 436
- Grant, (Gen.) Ulysses S. 27, 35, 73, 74, 107, 110, 115, 201, 448
- Grant, (Gen.) Ulysses S., Equestrian statue of to be erected on the site of his headquarters at Vicksburg, Miss. 74
- Grant, (Gen.) Ulysses S., Galena and Jo Daviess County celebrate General Grant's Birthday ... 73-74
- Grant, (Mrs.) Ulysses S. III. 258
- Grasse, Francois Joseph Paulde, Marquis de Grasse-Tilly. 145
- Gray, Edna B. 628
- Gray, Frank S. 628
- Gray, James M. 628
- Gray, John K. 628
- Gray, Joseph S. 628
- Gray, Mary 628
- Gray, Robert A., Biographical sketch 627-629
- Gray, Robert A., Writings of Robert A. Gray. 628
- Gray, (Mrs.) Robert A. 627, 628
- Gray, Robert H. 628
- Gray, Sarah 628
- Gray, Thomas, Quotation from his "Elegy in a Country Churchyard" 13
- Gray, William A. 627, 628
- Graymont, Livingston Co., Ill., Baptist Church 412
- Grayson, (Capt.) William. 442
- Great Britain-Act of Parliament 1774, the crown lands north of the Ohio were closed to White settlement 569
- Great Britain, Washington plan of importation of men from Great Britain and Ireland for the settlement of the West. 566
- Greathouse, Enoch, Early settler of Wabash County, Illinois 16, 21
- Greathouse Fort, Wabash Co., Ill. . 16
- Great Kanawha (Kenawha) River 569, 571, 573, 574
- Great Lakes 272, 566
- Great Meadows or Fort Necessity, Built by George Washington. 570
- Great Meadows, Pa. 574
- Great Wabash River, Coffee reefs on the Great Wabash. 22
- Greece 34, 434, 597
- Greeley, Horace 206
- Green Bay, Wisconsin. 119, 120
- Green, (Judge) T. N. 165
- Green, William, Early friend of Abraham Lincoln 248, 249
- Greencastle, Indiana 197
- Greene County, Illinois. . 471, 489, 525
- Greene County, Ill., Education, common schools, subjects of study 525
- Greene, Evarts Boutell IV, V, 7, 98, 267, 453, 465, 658
- Greene, Evarts Boutell, Lieber and Schurz, two Loyal Americans of German Birth 453
- Greene, Henry S., Law partner of J Otis, Humphrey. 457
- Greenebaum, Elias, Oldest Jewish resident in Illinois 617
- Greensboro, N. C. 426
- Greenup, William C. 222
- Greenville, Bond Co., Ill. 406, 408, 416, 454
- Greenville, Ill., Smith Grove Cemetery, near 406
- Greenville, Ill., Smith Homestead, near, still standing. 406
- Greenville, Ill., United States Daughters of 1812, Kaskaskia Chapter 454
- Gregg, Thomas, History of Hancock County, Illinois. 59
- Grew, Joseph C. 597
- Griggs, Clarence 453
- Griggsville, Illinois 489
- Griffin, (Capt.) 388
- Griffin, John, Early school teacher Wabash County, Illinois 23
- Griffith, W. G. 584
- Griswold, (Judge) Stanley, Presided over the first circuit court held in Palmyra, July 11, 1815. . 19
- Grosvenor, Mason, Member of the "Yale Band" of theological students who came to Illinois. 309
- Grow, (Mrs.) Galusha A. 387
- Grower, (Mrs.) W. F. 437
- Grundy, (Mrs.) Walter. 265

- Grunendike, (Mrs.) Ruth.....459
 Grutt, Benjamin189
 Guaranty Trust Co., New York City 77
 Guildhall, England606
 Guillemant, Canon, Vicar General
 of Arras, France618
 Gulf of Mexico122
- H
- Habberton, Jack of Wabash County,
 Illinois, Author of "The Jericho
 Road" 27
 Hacker, William A.....228
 Hadden, (Dr.) J. W.....442
 Hadley, Illinois489
 Haig, (Field Marshall) Douglas...597
 Haines, Elijah M.....232
 Haines, James, Early settler of
 Tazewell County, Illinois.....165
 Halbritter, Martin443
 Hale, Albert, Advocate of the Com-
 mon School482, 483
 Hale and Co., Early packers, Chi-
 cago639
 Hale, (Right Rev.) Bishop Charles
 Reuben416
 Hale, (Sen.) John P. of New Hamp-
 shire387
 Hale, (Miss) Lizzie387
 Halfpenny, (Irishman) Taught
 school in an early day in Illinois.279
 Hall, (Mrs.) Anne414
 Hall Cemetery, Blue Mound, Illi-
 nois629
 Hall, James, Jr., of Jackson Co.,
 Illinois223
 Hall, (Judge) James.....55, 152,
 310, 311, 312, 332, 333, 468, 469,
 470, 481, 483, 486, 496, 499, 558, 564
 Foot-notes312, 331, 333, 334
 Hall, (Judge) James, Active in edu-
 cation481
 Hall, (Judge) James, Editor Illi-
 nois Gazette 1821.....152
 Hall, (Judge) James Editor of The
 Illinois Monthly Magazine pub-
 lished at Vandalia 1827 to 1830.480
 Foot-notes333, 334
 Hall, (Judge) James, Educator and
 literary writer...152, 480, 481, 483
 Hall, (Judge) James, Illinois
 Monthly Magazine 1831, Quoted
 Foot-note331
 Hall, (Judge) James, Letters from
 the West, London 1828.....563
 Hall, (Judge) James, Quoted on Ed-
 ucation..310-312, 332, 333, 468, 469
 Hall, (Judge) James, Quoted on
 Education and the fear of sectar-
 ian influences, etc.....310-312
 Hall, (Judge) James, Quoted on
 the value of the Sunday Schools.496
 Hall, (Judge) James, Quoted on
 religious instruction in Colleges
 and Seminaries of learning..310-312
 Hall, (Judge) James, Sketches
 from the West.....311, 564
 Foot-note312
 Hamilton, Alexander, Quoted on the
 unpropertied or landless man.. 7
 Hamilton, Alexander, Statue of
 Alexander Hamilton, unveiled in
 Grant Park, Chicago435, 436
 Hamilton Club, Chicago435
 Hamilton, Henry E., Life of Gur-
 don S. Hubbard55
 Hamilton Primary School, Bequest
 of Silas Hamilton to establish in
 Jersey County, Illinois.....300
 Hamilton Silas, Bequeathed money
 to establish the Hamilton Pri-
 mary school, Jersey County,
 Illinois300
 Hamlin (Miss)327
 Hamlin, (Mrs.) Hannibal387
 Hamlin, (Mrs.) H. J.242
 Hampshire County, Virginia.....573
 Hancock County, Ill., History of
 Hancock County, By Thomas
 Gregg59
 Hancock County, Ill., Messages of
 love and encouragement. A remi-
 niscence of the Civil War, Copy
 of letter from the women of Knox
 County to their brothers in the
 field59-61
 Hancock County, Ill., Nauvoo.... 89
 Hancock, John, The Bard of the
 Sangamo377
 Hancock, John N., Early settler of
 Montgomery County, Illinois...381
 Haneline, Peter442
 Hanging Rock, near old Palmyra,
 Wabash Co., Ill.26
 Hanley, (Mrs.) John H., Illinois
 monuments and memorials.... 78
 Hanna, R. P.228
 Hansen, Jens C., Member of the
 West Chicago Park, Commission.433
 Hanson, Willis T., History of Sche-
 nectady, N. Y., during the Revo-
 lution621
 Happy Hour Circle, Litchfield, Illi-
 nois87

- Hardin, (Col.) John J., Mexican War 27
- Harding, S. B., Indiana University 1820-1904565
- Harker, Oliver A., Illinois educational corporations under special charter565
Foot-note290
- Harlan, James, United States Senator from Iowa.....434, 435
- Harlan, (Miss) Mary, wife of Robert Todd Lincoln434
- Harper, William R.....655
- Harper's Ferry, John Brown's attack on the National Arsenal at Harper's Ferry, Reference.....140
- Harris, B. F.234
- Harris, (Miss) Florence, Oil painting of Kannekuk the Kickapoo Prophet 56
- Harris, John H.163
- Harris, N. Dwight, Negro servitude in Illinois, Quoted.....565
Foot-notes270, 356
- Harrisburg, Ill., Evening Chronicle Newspaper254
- Harrison, Almeda Bone217
- Harrison, Carter444
- Harrison, Carter I.642
- Harrison County, Ind.403
- Harrison, (Dr.)182, 183
- Harrison, John217
- Harrison, Mary217
- Harrison, (Mr.) _____, Crawford, purchases Great Meadows or Fort Necessity for Washington from Harrison570
- Harrison, Nellie217
- Harrison, Robert217
- Harrison, T., Early Methodist preacher and Missionary in Illinois305
- Harrison, (Gen.) William Henry..286, 402, 403, 404
- Harrison, (Gen.) William Henry. Names Corydon, Indiana402
- Harrison, (Gen.) William Henry, President of the board of trustees of Vincennes University....286
- Harrison, (Gen.) William Henry, Territorial Governor of Indiana Territory403
- Hartford, Conn.260, 419
Foot-note272
- Hartley, Albert217
- Hartley, Margaret Bone.....217
- Hartley, Paul B.....217
- Harvard College, Cambridge, Mass.6, 214, 520
- Harvey, B. A., Great grandson of Augustus Tugas (or Tougas), Foot-note 14
- Harvey, B. A., Historical sketch of Wabash County, Illinois.....14-27
- Harvey, Beauchamp, Early settler of Wabash County, Illinois..... 22
- Harvey, Beauchamp, In the war of 1812 16
- Harvey, Beauchamp, One of the first settlers of the town of Mt. Carmel, Foot-note 14
- Harvey, Beauchamp, Pioneer of Wabash County, Illinois 16
- Harvey, James, Early settler of Wabash County, Illinois 22
- Harvey, (Rev.) W. C.....409
- Hauberg, John H.....IV, V, 7
- Haven School, Chicago.....641
- Hawkins, Nehemiah, Editor of the "Uplift"640
- Hawks, (Mrs.) Kate.....442
- Hay, Milton231
- Hayden, H. B.....621
- Hayes, H. M.....442
- Hayes, S. Snowden.....226
- Haynes, (Mrs) Catherine Law....449
- Haynes, (Mrs.) Mary.....412
- Haytl, Corn cultivated in 1492...577
- Hazelton, Gervas, Clerk of Edwards County in 1821, served until 1823 19
- Hazelton, Gervas, Court held in the house of, at Palmyra..... 19
- Healy, George P. A., Portrait Painter 36
- Healy, John J.....607
- Hearsum, David189, 191, 192
- Heaten School, Boynton Township Tazewell Co., Ill.....581
- Helena, Montana452
- Helldorff, (Capt.)600
- Hemingway, C. H.....85
- Henderson, (Capt.)74
- Henderson, (Dr.) C. R.....411
- Henderson, Richard, Speculator in the west567
- Hennepin, Illinois, Early education in484
- Hennepin, (Father) Louis...102, 121
- Henry, Patrick, Governor of Virginia34, 126, 129, 133, 139
- Hercz, Arthur, Writer of the Centennial Pageant, Chicago.....432
- Herndon, Anne M., wife of William H. Herndon198

- Herndon Bros. Store, Old Salem... 247, 249
- Herndon, Mary J., Wife of William H. Herndon198
- Herndon, William H., Hardin W. Master's address at unveiling of monument to William H. Herndon, Oak Ridge Cemetery, Springfield, Illinois200-209
- Herndon, William H., Monument to, unveiled at Oak Ridge Cemetery, Springfield, Ill., Article on, By Harry E. Barker.....197-209
- Herriman Massacre 1809..... 16
- Hershberger, (Mrs.) M. M.....442
- Heslin, (Rev.) J. M.....241
- Hessling, (Mrs.) Emma.....174
- Hettich, William, Pioneer barber of Chicago, shaved Lincoln, Douglas and other notables437
- Hibbard, Frederick C., Sculptor. 36, 74
- Hickey, (Rev.) Father Timothy, J. 423
- Higgins Family, Wabash County, Illinois 16
- Higgins, (Rev.) Jesse.....415, 416
- Higgins, John, Builds first house in Lancaster, Wabash County, Illinois, 1817 23
- Higgins, Ranson, Early settler of Wabash County, Illinois..... 19
- High Schools, Free Public High Schools of Illinois 1860, Beginnings and characteristics....514-532
- High Schools in Illinois at the beginning of the Civil War...520-530
- Highfill, Henry404
- Higinbotham, H. N., President of the World's Fair, Chicago 1893..435
- Higinbotham, Priscilla435
- Highland, Illinois406
- Hildrup, Jesse L.232
- Hill, (Rev.) Edgar P.....194
- Hill Family210
- Hill, (Major) H. R. of Illinois, killed in France.....618
- Hill, (Rev.) John Clark, Pastor First Presbyterian Church, Belvidere, Illinois 30
- Hillard, (Mrs.) Mary.....175
- Hillsboro, Illinois.....9, 266, 293, 320, 324, 328, 379, 380, 381, 382, 384
- Hillsboro, Illinois Academy..... 293, 320, 324, 328
- Hillsborough, (Lord)136
- Hinde, (Rev.) Thomas S., Early Methodist minister, from Ohio, locates in Wabash County, Illinois 20
- Hinde, (Rev.) Thomas S., One of the founders of the town of Mt. Carmel, Illinois21, 307
- Hindenburg, (Gen.) Paul von.....600
- Hindrum, (Capt.) 74
- Hinshaw school, Bloomington Township, McLean Co., Ill.....586
- Historical sketch of Wabash County, Illinois, By B. A. Harvey14-27
- Historical sketches of Christ Church, Louisville, Ky., by Rev. Craik190
- Hitch, R. M.....656
- Hitchcock, Charles H.....229
- Hittle, George, Early settler of Tazewell Co., Ill.....160
- Hixon, Ada Hope, "George Washington, Land Speculator"....566-575
- Hobbs, (Rev.) Richard Gear.....409
- Hoblit, Timothy184
- Hobson, (Miss) Carolyn..... 75
- Holland 34
- Holland Grove, Tazewell Co., Ill..159
- Holland, William of Holland Grove, Tazewell Co., Illinois.....159
- Hollister, E., Remarks on the States of Illinois and Missouri in the Christian Spectator, Vol. 20, 1823563
- Hollister, H. A., Township High Schools in Illinois, University Illinois Bulletin Vol. 8.....564
- Holly, E. P.410
- Holly, William H.409
- Holmes, F. E., Publisher of the Dundee Hawkeye, Newspaper... 77
- Holmes, (Miss) Mollie419
- Holy Alliance, emanated from the strange mind of Czar Alexander I of Russia 1
- Home Missionary, (The) 1828-1860.563
- Foot-notes494, 495
- Home Savings Bank, Chicago.....645
- Homer, Illinois, Seminary changed to free school 1858523
- Honore, A. C.258
- Honore, Eliza Dorsey257
- Honore, Henry H.257
- Honore, N. K.258
- Hood, (Mrs.) Abigail E. Torrey, Biographical sketch86-87
- Hood, (Miss) Annie 87
- Hood, Craig429
- Hood, (Miss) Fannie 87
- Hood, George P. 87
- Hood, Harold H.86, 87

- Hood, (Dr.) H. H. 86
Hood, (Mrs.) H. H. (Abigail E. Torrey Hood), Biographical sketch 86, 87
Hood River, Oregon..... 217
Hopedale, (Tazewell Co.) Illinois. 159
Hopkins' Company of Dragoons, War of 1812, Reference 170
Hopkins, Gordon 580
Horbert, Joseph B. 161
Horse Shoe Bend on the Embarras River 178
Hosmer, James 77
Hossack, John, Leading abolitionist in Illinois 439
Houder, (Mrs.) Barbara..... 412
Hough, (Mrs.) Frances L., History of Pulaski County Episcopal Church 9, 418-421
Houghton, C. W. 248
House, (Col.) Edward M. ... 596, 605
Hovey, Charles E., Educator, teacher, work in behalf of education 483, 499, 558
Howard, (Rev.) J. H. 411
Howard, (Miss) Marie 419
Howe, (Prof.) George H. 262
Howland, (Col.) Charles R. 74
Howser, (Miss) Mary, Wife of Dr. Benjamin F. Gardner 181
Hubbard, Adolphus F. 223
Hubbard, Gurdon S., Henry E., Hamilton's Life of Gurdon S. Hubbard, Quoted 55
Hubbard, Gurdon S., Translates one of Kannekuk's, Kickapoo Prophet Sermons 55
Hubbard, O. P., Biographical sketches of the class of 1828 Yale College 564
Hubbardtown, Rutland Co., Vt. ... 66
Hudson, Henry, Found quantity of maize along the Hudson River in 1609 578
Hudson River 578
Hudson, William, In the world war from Montgomery County, Illinois 379
Huff, B. F. 442
Hughes, James, Early teacher of Governor John Reynolds ... 280, 281
Hughes, (Archbishop) John..... 650
Hugo, Victor, Quoted on our country 140
Hull, (Gen.) William, surrendered Detroit to the British in 1812.. 16
Humboldt Park, Chicago Centennial Pageant 237, 433-434
Humphrey, (Miss) Grace 459
Humphrey, J Otis..... 10, 457-459
Humphrey, J Otis, Biographical sketch 457-459
Humphrey, J Otis, Chairman Lincoln Centennial Association.... 73
Humphrey, (Miss) Mary 459
Humphrey, (Miss) Maud..... 459
Humphrey, Sarah Stocker 457
Humphrey, Scott 459
Humphrey, (Major) William, Commander of a battalion of the 4th Rhode Island Infantry, War of the Revolution 457
Humphreys, (Rev.) Marion..... 195
Humphries, (Rev.) Henry..... 192
Hungarian-Americans, Loyalty to the United States..... 237
Hungarian Citizens parade in Chicago 236, 237
Hunt (Dr.) 182, 183
Hunter, William M. G..... 407
Huntington (Rev.) 415
Hurban, (Col.) Vladimir..... 436
Hurie, Alice Roberta Bone..... 216
Hurie, Anna Kathryn..... 216
Hurie, Hickory Houghton..... 216
Hurie, Robert Earle..... 216
Hurley, E. N..... 244
Husband, Joseph, The Story of the Pullman Car 453
Hussey (Rev.) Simeon... 410, 411, 412
Huston, W. K..... 451
Hutchins, (Rev.) Benjamin..... 190, 191, 192
Hutchins, (Mrs.) Benjamin... 190, 191
Hutchins, H. J..... 191
Hutchinson, Charles L..... 259, 433
Hutchinson, (Rev.) D. F..... 416
Hyde, James H..... 453
Hynes, Thomas W. M. G..... 407

I

- Iles, Bertha L., Assists in the direction of the Centennial Pageant in Chicago 432
Iles, Elijah, Early resident of Springfield, Illinois 373, 446
Illini Country Club, Springfield, Illinois 458
Illini, "Men or the Men," "The Tribe of Men"..... 102, 121
Illiniwek or Illini, meaning "Men" or "the Men"..... 121

- Illinois and Michigan Canal.....104, 105, 332
- Illinois and Randolph County, By William A. Meese.....118-148
- Illinois Association, Yale Theological Students, 1828.....308, 309
- Illinois Catholic Historical Society.....636, 637, 648
- Illinois Catholic Historical Society, Journal.....636, 637
- Illinois Centennial, Address by Edward F. Dunne, at Jackson Park, Chicago, on the presentation to the South Park Commissioners of the Statue of "The Republic".....33-37
- Illinois College, Jacksonville, Ill. IV, V, 7, 108, 310, 312, 313, 315, 318, 323, 327, 340, 348, 483, 486, 487, 499, 555, 564
- Illinois College Academy.....323, 327
- Illinois College, Bill for the charter of, presented to the legislature, work of the group of missionaries.....315
- Illinois College, Catalogue, 1849, Foot-notes.....327, 562
- Illinois College, Catalogues 1849-1860.....562
- Illinois College, Catalogue 1851-2, Foot-note.....323
- Illinois College, Charter compared to that of Yale College.....315, 316, 317
- Illinois College, Charter granted to in 1835.....315
- Illinois College, Charter refused... ..310, 312
- Illinois College, Peck, John Mason, quoted on manual labor in.....348
- Illinois College, Quarter century celebration 1855.....564
- Illinois Country.....119, 122, 124, 125, 132, 133, 149, 177, 570
- Illinois Country, British in possession.....124, 125
- Illinois Country, French in the Illinois Country.....124, 125, 135
- Illinois Country, French supremacy in, final chapter.....124, 125
- Illinois Country, Slavery in the Illinois Country.....177
- Illinois County, John Todd, County Lieutenant.....133
- Illinois County, Virginia annexed the lands north of the Ohio, as the County of Illinois 1778.....570
- Illinois Emigrant (Newspaper)...152
- Illinois Gazette (Newspaper).....152, 154, 155, 563
Foot-notes.....154, 155
- Illinois Herald (Newspaper) Illinois Territory.....150
- Illinois Indians.....120, 121
- Illinois Intelligencer (Newspaper) 151, 282, 319, 346, 347, 356, 358, 563
Foot-notes.....
- Illinois Intelligencer, Sept. 5, 1816.282
- Illinois Intelligencer, Aug. 12, 1818, Advocated a system of indenture.....356
- Illinois Intelligencer, Jan. 6, 1819, Foot-note.....283
- Illinois Intelligencer, March 4, 1825, Foot-note.....362
- Illinois Intelligencer, March 11, 1825, Foot-note.....363
- Illinois Intelligencer, Nov. 11, 1825.347
- Illinois Intelligencer, March 24, 1827, Foot-notes.....307, 347
- Illinois Intelligencer, May 16, 1829, Foot-note.....307
- Illinois Intelligencer, Oct. 23, 1830.319
Foot-note.....321
- Illinois Intelligencer, Oct. 30, 1830, Foot-note.....347
- Illinois Intelligencer, Quoted on manual labor in schools...346, 347
Foot-note.....347
- Illinois Journal, (Newspaper) 1847-1850, 1849-1858.....563
- Illinois Lumber and Material Dealer's Association.....625
- Illinois Monthly Magazine...486, 499
Foot-notes...333, 334, 467, 468, 496
- Illinois Monthly Magazine, published Vandalia 1827 to 1830...486
- Illinois Monthly Magazine Vol. I quoted, Foot-notes...333, 334, 467, 468
- Illinois Monthly Magazine Vol. 2, quoted, Foot-note.....496
- Illinois Monthly Magazine, Dec. 1831, Foot-note.....468
- Illinois National Bank, Springfield, Illinois.....458
- Illinois, National Guard.....618
- Illinois, Republican.....563
- Illinois River.....35, 94, 103, 119, 120, 121, 159, 169
- Illinois State, Academies, admissions, tuition fees, curricula, etc.337, 338
- Illinois State, Academies, aims...554

- Illinois State, Academies, Belleville, Illinois290
- Illinois State, Academies, financial support297, 302
- Illinois State, Academies, Jacksonville, Illinois292
- Illinois State, Academies, Trustees, powers and duties.....294, 295, 296
- Illinois State, Academy in Illinois, a well established institution by 1850351
- Illinois State, Admission to the Union 1818, Reference 2
- Illinois State, Admitted to the Union as a free State.....356
- Illinois State, Adoption of male adult suffrage by Illinois and her sister states of the Northwest... 9
- Illinois State, Agricultural production, Illinois stands first in the Union 34
- Illinois State, Albion, Illinois....439
- Illinois State, Altamont, Illinois...442
- Illinois State, Alton, Illinois.....364, 365, 415
- Illinois State, Alton, Illinois, free school district established in 1825364, 365
- Illinois State, Americanization among the citizens of Illinois of foreign birth or ancestry.....235
- Illinois State, Annual Register and Business Directory, Chicago 1847.563
- Illinois State, Anthony Elliot Constitutional History of Illinois. Quoted232
- Illinois State, Anti-Slavery struggle358, 359
- Illinois State Arsenal, Springfield, Illinois73, 429, 430
- Illinois State, Auditor's Report 1855-6, Foot-note506
- Illinois State, Bancroft Edgar A. Illinois, The Land of Men, Illinois Centennial Address, April 18, 1918101-117
- Illinois State, Bankers' Association, 28th Annual Convention.....453
- Illinois State, Baptist Association.410
- Illinois State, Baptist Church, Early preachers and Missionaries.305
- Illinois State, Baptist missionaries sent to Illinois303
- Illinois State, Barkdull, (Mrs.) E. S. History of the Episcopal Church in Edwards County, Illinois189-192
- Illinois State, Bateman Newton Superintendent of Public Instruction538, 539
- Illinois State, Beck, Lewis C., Gazetteer of Illinois and Missouri, 1823563
- Illinois State, Belleville, Illinois297, 323, 631
- Illinois State, Belleville, Ill., Academy297, 323
- Illinois State, Belleville, Ill., Academy, financial support.....297
- Illinois State, Belting Paul E., The Development of the Free Public High School in Illinois to 18609, 269-369, 465-565
- Illinois State, Bement, (Piatt Co.) Ill.439, 440, 441, 442
- Illinois State, Bender, (Rev.) Edwin, Historical sketch of the Baptist Denomination in Livingston Co., Illinois9, 410-413
- Illinois State, Berlin, Illinois409
- Illinois State, Berry, (Col.) Elijah, Auditor of Public Accounts, State of Illinois67
- Illinois State, Berwyn, Illinois...438
- Illinois State, Biographical Series, Historical Collections98, 267, 465, 658
- Illinois State, Black Hawk War, number of companies furnished by the State135
- Illinois State, Black Laws of Illinois, Reference106
- Illinois State, Bloomington, Illinois410, 426, 452
- Illinois State, Blue Mound, Illinois.627
- Illinois State, Board of Agriculture 78
- Illinois State, Board of Health.184, 241
- Illinois State, Board of Pharmacy.464
- Illinois State, Boggess, Arthur Clinton, The Settlement of Illinois 1778-1830564
- Foot-notes150, 151, 308
- Illinois State, Bond County, Illinois405, 406, 408
- Illinois State, Bond, Shadrach, candidate for governor State of Illinois64, 65
- Illinois State, Bounty Lands....65, 66
- Illinois State, Bradley, Joshua, Early educator in Illinois.....307
- Illinois State, British Series, "The New Regime" 1765-1767.....99, 267, 268, 465, 466, 659

- Illinois State, Brown, Henry, "The History of Illinois" N. Y., 1844.564
- Illinois State, Brundage, Edward J., Attorney-General, State of Illinois608
- Illinois State, Buck, Solon J., Illinois in 1818, Preliminary Volume to the Centennial Memorial History223, 565
Foot-notes149, 150
- Illinois State, Cahokia Records 1778-1790, Illinois Historical Collections, Vol. 2. .98, 267, 465, 562, 658
- Illinois State, Cairo, Illinois.....415
- Illinois State, Canton, Illinois....
.....322, 326, 463
- Illinois State, Canton Academy curriculum, tuition322
- Illinois State, Canton, Academy school year326
- Illinois State, Carlinville, Illinois.434
- Illinois State, Carlyle, Illinois...453
- Illinois State, Carr, (Col.) Clark E., "My Day and Generation"...564
- Illinois State, Catholic Church sends missionaries to Illinois.303, 304
- Illinois State, Catholic Historical Society636
- Illinois State, Causes for migrations to Illinois271-276
- Illinois State, Census of 1818, Reference103
- Illinois State, Census of 1835, showed 304 negro indentures, Foot-note356
- Illinois State, Census of 1845 showed 226 negro indentures, Foot-note356
- Illinois State, Centennial.....
.....71-73, 101, 378, 425, 430, 435
- Illinois State, Centennial Banner.428
- Illinois State, Centennial Building laying the cornerstone....425, 430
- Illinois State, Centennial Celebration10, 425-430
- Illinois State, Centennial Chorus (colored) Springfield, Ill.....429
- Illinois State, Centennial Commission72, 73, 435
- Illinois State, Centennial Commission, Bulletins issued by the Commission 71
- Illinois State, Centennial Commission, observes Lincoln's Birthday72, 73
- Illinois State, Centennial, Field Mass held on the grounds of the Sacred Heart Convent, Springfield, Ill.428, 429, 430
- Illinois State, Centennial Hymn...427
- Illinois State, Centennial Memorial Building, Cornerstone laid, Oct. 5, 1918425, 430
- Illinois State, Centennial Monument dedicated in Logan Square, Chicago432, 433
- Illinois State, Centennial observances71-73, 425-430, 596
- Illinois State, Centennial observed Oct. 5-6, 1918, Springfield, Illinois425-430
- Illinois State, Centralia, Illinois..
.....415, 416
- Illinois State, Cerro Gordo, Illinois442
- Illinois State, Charleston, Coles Co., Illinois Academy298
- Illinois State, Chatham, Ill.....
.....348, 446, 451
- Illinois State, Chatham Manual Labor School348
- Illinois State, Cherry Grove, Illinois Academy327
- Illinois State, Chicago Illinois Centennial Celebration.....432-434
- Illinois State, Chicago, Centennial Commission of Chicago.....435
- Illinois State, Chicago Female Seminary328
- Illinois State, Clark, Francis, early teacher in Illinois.....279
- Illinois State, Clark, John, Early preacher and school teacher in Illinois279
- Illinois State, Clark, Nancy Duff, An Old Mormon Town, Nauvoo, Illinois38-42
- Illinois State, Coles County, Illinois, School commissioners' Journal 1836-1860562
- Illinois State, Coles (Gov.) Edward, efforts in behalf of education, State of Illinois.....
.....276, 287, 358-362, 557
- Illinois State, Coles, (Gov.) Edward, Message to the Legislature 1824, quoted on education, Foot-note287
- Illinois State, Coles, (Gov.) Edward, selects sections of land in Illinois for educational purposes, Foot-note276

- Illinois State, Coles, (Gov.) Edward, sued for bringing in slaves to Madison County, Illinois and setting them at liberty, etc....393
- Illinois State, Congregational Church sends missionaries to Illinois303
- Illinois State, Constitution, needs for a new one. Extracts from speech of Gov. Frank O. Lowden232-234
- Illinois State, Constitution of 1818
8, 159, 161, 225, 270, 356, 357, 392, 393
Foot-notes275, 357
- Illinois State, Constitution of 1818, sixth article in, Reference..356-357
Foot-note357
- Illinois State, Constitution of 1848.
.....161, 228, 229, 230, 393
- Illinois State, Constitution of 1862, rejected by the people.....228
- Illinois State, Constitution of 1870
.....162, 229, 290, 562
Foot-note540
- Illinois State, Constitution of 1870, Article 7, Sec. I, quoted, Foot-note540
- Illinois State, Constitutional Convention State of Illinois 1818...
.....15, 64, 65, 222-224
- Illinois State, Constitutional Convention, State of Illinois 1818, Journal of, only one in existence.223
- Illinois State, Constitutional Convention 1818, prominent members222-223
- Illinois State, Constitutional Convention, 1847 ...8, 224-226, 497, 500
- Illinois State, Constitutional Convention, 1847, action on education512
- Illinois State, Constitutional Convention, 1847, Journal.....562
Foot-notes501, 502, 511
- Illinois State, Constitutional Convention, 1847, prominent members226
- Illinois State, Constitutional Convention, 1862226-228
- Illinois State, Constitutional Convention, 1862, prominent members223
- Illinois State, Constitutional Convention, 1869-1870223-232
- Illinois State, Constitutional Convention, 1870, Journal.....562
- Illinois State, Constitutional Convention, 1870, Debates and Proceedings562
- Illinois State, Constitutional Conventions, The Four Constitutional Conventions, State of Illinois, By Jessie Palmer Weber..
.....221-235
- Illinois State, Constitutional Conventions in Illinois, article prepared by Illinois Legislative Reference Bureau221
- Illinois State, Constitutions of Illinois222
- Illinois State, Cook, Daniel Pope, Attorney General, State of Illinois, Foot-note103
- Illinois State, Corn Growers' Association584
- Illinois State, Corn, production of in State104
- Illinois State, Council of Defense, World War
.....237, 238, 244, 437, 454, 596, 614
- Illinois State, Council of Defense Samuel Insull, Chairman.....237
- Illinois State, County Archives, Illinois Historical Collections, Vol. XII99, 268, 466, 659
- Illinois State County of Virginia..269
- Illinois State, Curran, William Reid, Genesis of the Courts of Tazewell County, Illinois....157-167
- Illinois State, Danville Illinois Academy294
- Illinois State. Daughters of the American Revolution, 22nd Annual Conference452
- Illinois State, Decatur, Ill.....
.....442, 453, 454, 628
- Illinois State, Deer, killing of in large numbers in an early day. See account of in sketch of Charles A. Walker.....93, 94
- Illinois State, DeLand, (Piatt Co.) Illinois442
- Illinois State, Department of Public Works and Buildings.....620
- Illinois State, Doyle, John, Early school teacher in Illinois.....146
- Illinois State, Duncan (Gen.) Joseph, Efforts in behalf of education in Illinois.....359-361, 557
- Illinois State, Duncan (Gov.) Joseph, Thanksgiving Proclamation, spurious one, Oct. 25, 1838
.....371-373

- Illinois State, Dunne (Gov.) Edward F., The Illinois Centennial. Address at Jackson Park, Chicago on the presentation to the South Park Commissioners of the statue, "The Republic".... 33-37
- Illinois State, Early Education in Illinois 277-283
- Illinois State, Early migration and settlement 269
- Illinois State, East St. Louis, Illinois 633
- Illinois State, Eastern settlers few in Illinois until 1830..... 353
- Illinois State, Education, Academies and schools. The School Year 325-326
- Illinois State, Education, Academies, Seminaries and Common Schools in Illinois, struggle for supremacy 506-513
- Illinois State, Education, Academies, Tuition, etc..... 320-325
- Illinois State, Education, Academy, Administrative organization and support 289
- Illinois State, Education, Academy, a well established institution in Illinois by 1850..... 556
- Illinois State, Education, apprenticeship laws of southern origin... 510
- Illinois State, Education, attitude to the Free Schools..... 506-513
- Illinois State, Education, beginnings of, the work of the preacher and missionaries..... 305
- Illinois State, Education, Belleville, Ill., Academy..... 297, 323
- Illinois State, Education, Belleville Academy financial support.... 297
- Illinois State, Education Bibliography 562-565
- Illinois State, Education, Canton, Ill., Academy curriculum, tuition 322
- Illinois State, Education, Canton Academy, School Year..... 326
- Illinois State, Education, Charleston, Illinois, Seminary..... 298
- Illinois State, Education, Charters granted to Alton College, Illinois College, McKendreean College, Jonesborough College and Jacksonville Female Academy in 1835. 315
- Illinois State, Education, Coles, (Gov.) Edward, Efforts in behalf of 358-362, 369, 557
- Illinois State, Education, Common School Journal published in 1837. 475
- Illinois State, Education, Common Schools, some agencies that aided in the development and establishment of 479-499
- Illinois State, Education, Common School teachers criticized... 475, 476
- Illinois State, Education, Constitution of 1870, action on free common schools 540
- Illinois State, Education, Conventions, resolutions on graded schools 515, 516
- Illinois State, Education, districts and towns tax themselves to support the annulment of the free school law of 1825 368
- Illinois State, Education, Duncan, (Gov.) Joseph, efforts in behalf of education 359-361, 557
- Illinois State, Education, early provisions for 106, 107-110
Foot-note 106
- Illinois State, Education, early schools in, kept up by subscription 476, 477
- Illinois State, Education, early school teachers in Illinois. 279, 280
- Illinois State, Education, early teachers, salaries paid between the years 1844 and 1846..... 477
- Illinois State, Education, Ebenezer Madison Co., Ill., free school established in 1825..... 364, 365
- Illinois State, Edwards County, County commissioners' records 1815-1832 562
- Illinois State, Education, Edwards, Ninian Wirt, Superintendent of Schools, Foot-note 536
- Illinois State, Education, Edwardsville, free school district established in, 1825 364, 365
- Illinois State, Education, efforts of educational and political leaders redoubled after the annulment of the law of 1825..... 557
- Illinois State, Education, Etter, Samuel, Superintendent of Public Instruction 536
- Illinois State, Education, Ford, (Gov.) Thomas, quoted on the Free school Law of 1825..... 363
- Illinois State, Education, Free School Law Sections 1 & 15, quoted 360

- Illinois State, Education, Free School Law 1825 363, 366, 367, 480, 511, 557, 560
- Illinois State, Education, Free School Law of 1825 amended.... 366-367, 516
- Illinois State, Education, Free School law of 1825, repeal of the law 511
- Illinois State, Education, Free School Law 1855 351, 369, 479, 481, 488, 500-513, 514, 519, 545, 560
- Illinois State Education, Governor appointed Superintendent of Schools 558
- Illinois State, Education, Gradation, first mention of in 1837..... 529
- Illinois State, Education, Hamilton Primary School Jersey Co., Ill. 300
- Illinois State, Education, High School about fifty were in operation by 1860 532
- Illinois State, Education, High School entrance requirements... 530
- Illinois State, Education, High Schools, establishment..... 533-545
- Illinois State, Education, High Schools, growth 544
- Illinois State, Education, High Schools in existence at the beginning of the Civil War... 520-530
- Illinois State, Education, High Schools, subjects of study... 523-530
- Illinois State, Education, Illinois College, Jacksonville IV, V, 7, 108, 310, 312, 313, 315, 318, 323, 327, 340, 348, 483, 486, 487, 499, 555, 564
- Illinois State, Education, Illinois College Academy 323
- Illinois State, Education, Institute of Education met in Vandala, 1833-1834 470-472
- Illinois State, Education, Institute of Education organization in 1833, plans, etc. 470-471
- Illinois State, Education, Institute recommendations to the legislature 472, 473
- Illinois State, Education, Institutions whose objects indirectly aided common school education 488-496
- Illinois State, Education, Jacksonville Academy 292
- Illinois State, Education, Jacksonville Female Academy—charter placed limitation on the amount of property to be held..... 301
- Illinois State, Education, Kaskaskia Convent for the education of young ladies, maintained by the Catholic Church 304, 305
- Illinois State, Education, Land Grants for educational purposes. 554
- Illinois State, Education, Law makers afraid of sectarian influences in the colleges, etc.... 310
- Illinois State, Education, Law enacted for the payment of tuition for High School pupils..... 549
- Illinois State, Education, Law of 1825. 363, 366-367, 480, 511, 557, 560
- Illinois State, Education, Law of 1855 351, 361, 369, 479, 481, 488, 500-514, 519, 545, 560
- Illinois State, Education, Leaders in Illinois 479-485
- Illinois State, Education, Legislation for academies..... 289, 290
- Illinois State, Education, Legislation in 1821, passes act to encourage learning in White Co., Illinois 305-306
- Illinois State, Education, Literary agencies in the development of education 486-488
- Illinois State, Education, Madison Co., Illinois, Free School Districts 364, 369
- Illinois State, Education, Madison County, Illinois, five free school districts established in the county, 1825 364
- Illinois State, Education, Manual Labor adopted in Common Schools 510
- Illinois State, Education, Manual Labor movement..... 510, 555, 556
- Illinois State, Education, Memorials to the legislature for the establishment of Superintendent of Common Schools... 497-499
- Illinois State, Education, Missionaries in Illinois establish schools 303-304
- Illinois State, Education, Missionary Circuit Riders and religious agents lend their influence to education 484
- Illinois State, Education, Monticello Seminary, Godfrey, Illinois..... 300, 309, 310, 323, 324, 327
- Illinois State, Education, Monticello Seminary, endowed, building begun in 1836 and opened for pupils in 1838..... 300

- Illinois State, Education, Mt. Carmel, Illinois, Article of association provided for schools and religious purposes 308
- Illinois State, Education, Movement of 1835..... 467-478
- Illinois State, Education, Normal Schools 550, 551
- Illinois State, Education, Northern Illinois develops the Free Common School system..... 274
- Illinois State, Education, Peoria, Illinois, Academy 299, 325
- Illinois State, Education, Proposal made in the Senate, 1835, for a uniform system of common schools and seminaries..... 473
- Illinois State, Education, Public school Boards 531, 532
- Illinois State, Education, Religious Influence 303
- Illinois State, Education, Results of slavery on the whole educational system, 1818-1825..... 358
- Illinois State, Education, Rock Spring Seminary 307
- Illinois State, Education, Rushville High School Association, amount of land, etc., to be held by..... 301
- Illinois State, Education, St. Mary's, Chicago 323
- Illinois State, Education, School Districts established by general law 538-540
- Illinois State, Education, School districts under special charter.. 536-538
- Illinois State, Education, School Law of 1825,..... 363, 366, 367, 480, 511, 557, 560
- Illinois State, Education, School Law of 1845, Section on tuition quoted, Foot-note 369
- Illinois State, Education, School Law of 1855..... 351, 369, 479, 481, 488, 500-513, 519-545, 560
- Illinois State, Education, School Law, 1855, amended, 1857, 1859.. 519
- Illinois State, Education, School Law, 1859 505
- Illinois State, Education, Secretary of State made ex-officio State Superintendent of Common Schools 498
- Illinois State, Education, Shurtleff College, Upper Alton, Illinois 457, 458
- Illinois State, Education, Silver Creek, Madison Co., Illinois, free school district established in 1825 364, 365
- Illinois State, Education, Slavery, results from on the whole educational system, 1818-1825..... 358
- Illinois State, Education Society... 496, 500
- Illinois State, Education, Society, extract from constitution..... 496
- Illinois State, Education, Society organized, Dec. 28, 1840..... 496
- Illinois State, Education, Southern Illinois, develops the Academy and select schools 274
- Illinois State, Education, Springfield, Academy 323, 324, 330
- Illinois State, Education, Springfield City Schools, Tuition..... 322
- Illinois State, Education, Springfield High School..... 323, 324, 328
- Illinois State, Education, Suggestions on the creation of State and County supervisory units 552
- Illinois State, Education, Summary of some earlier influences affecting later development and practice 546-553
- Illinois State, Education, Superintendent of Public Instruction, Constitutional Convention 1847 action on 501, 502
- Illinois State, Education, Superintendent of Public Instruction, enactment of law creating office, Foot-note 504
- Illinois State, Education, Superintendent of Public Instruction, method of election same as was established by the Law of 1855. 552
- Illinois State, Education, Superintendent of Public Instruction, Report 1853, Foot-note..... 524
- Illinois State, Education, Superintendent of Public Instruction, Report 1854, Foot-note..... 519
- Illinois State, Education, Superintendent of Public Instruction, Reports 1857-8, 1861-2, Foot-note. 538
- Illinois State, Education, Superintendent of Public Instruction, Reports 1865, 1866, 1867, 1868, 1879, 1880, Foot-note 539
- Illinois State, Education, Superintendent of Public Instruction, Report 1867-8, Foot-note 300

- Illinois State, Education, Superintendent of Public Instruction, Report 1875, Foot-note 537
- Illinois State, Education, Superintendent of Public Instruction, Reports 1879-80, 1891-92, 1900-1902, Foot-note 544
- Illinois State, Education, Superintendent of Public Instruction, Report 1885-6, Foot-notes 285, 470, 471, 472, 473, 486, 487, 496, 498, 502, 504
- Illinois State Education, Supreme Court decisions between 1875 and 1876 561
- Illinois State, Education, Taxation for schools 505, 506, 530, 531, 547, 553, 559
Foot-note 531
- Illinois State, Education, Teachers in Illinois sign articles of agreement *see* specimen of agreement 367-368
- Illinois State, Education, Township High School plan, incorporated in the general school law of 1872. 534
- Illinois State, Education, Township High Schools 533-536
- Illinois State, Education, Tremont Illinois Academy 323
- Illinois State, Education, Tuition, School Law 1845, Foot-note. 369
- Illinois State, Education, Union school districts established. 517, 518
- Illinois State, Education, Vandalia Convention 1833, Committee on Petitions, report to the legislature 312-314
- Illinois State, Education, Vandalia High School, female department added to in 1830. 319
- Illinois State, Education, Wood River district, free school district established in 1825. 364, 365
- Illinois State, Education Conventions, early ones in Illinois 496
- Illinois State, Educational system of Illinois from 1800 to 1835, Conducted on individualistic basis. .278
- Illinois State, Educators in, advocate plan of Maclure and Neef on Manual Labor Schools. 350
- Illinois State, Edwards, Ninian, Territorial governor of Illinois. .269
- Illinois State, Edwards, Ninian Wirt, History of Illinois from 1778 to 1833; and the Life and Times of Ninian Edwards. 564
- Illinois State, Edwardsville, Illinois. 627
- Illinois State, Eighth Judicial Circuit 166
- Illinois State, Ellis, (Rev.) J. M. Early educator in Illinois. 308
- Illinois State, Emigration to in an early day 4
- Illinois State, Enabling Act, April 18, 1818. 71, 103, 106, 222
- Illinois State, Enabling Act, exceptional and far seeing provisions in 106
- Illinois State, Enabling Act, signed by President Monroe 103
- Illinois State, Etter, Samuel, Superintendent of Public Instruction, State of Illinois. 536
- Illinois State, Executive Documents 1818-1850 562
- Illinois State, Experience with proportional representation 11
- Illinois State Fair, Peoria 1891. 583
- Illinois State, Farmingdale, Ill. 450
- Illinois State, Farmington, Illinois Academy 327
- Illinois State, First brick church in, erected in Mt. Carmel 1824. 22
- Illinois State, First free school law passed was southern in origin. .270
- Illinois State, Fish Commissioners. 253
- Illinois State, Flags Historic flags of Illinois in colors, By Thomas Kennedy 620
- Illinois State, Flint, (Rev.) Timothy, Letters from Illinois and Missouri 1816. 563
- Illinois State, Flint, (Rev.) Timothy, Quoted on early educational methods in Illinois. 283
- Illinois State, Flower, Richard, Letters from Lexington and Illinois, London, 1819. 563
- Illinois State, Ford (Gov.) Thomas, History of Illinois, 1818 to 1847, Chicago, 1859 564
- Illinois State, Free Public High School of 1860, Beginnings and characteristics of 514-532
- Illinois State, Free school law of 1825 363, 366, 367, 480, 511, 516, 557, 560
- Illinois State, Free School Law 1825, amended 366, 367, 516
- Illinois State, Free School Law 1825, Repeal of the law. 511
- Illinois State, Free School Law 1855 351, 369, 479, 481, 488, 500-514, 519, 545, 560

- Illinois State, French established no enduring settlements in Illinois. 102
- Illinois State, Frink & Walker, owners of early stage coach line in Illinois 89
- Illinois State, Fulton, John, early settler in Illinois..... 281
- Illinois State, Galena, Illinois.... 452
- Illinois State, Galesburg, IllinoisIV, V, 7, 452, 523, 537, 565
- Illinois State, Genealogy, List of genealogical works in the Illinois State Historical Library..... 99, 268, 466, 659
- Illinois State, General Assembly.. ..67, 93, 392, 393, 467, 472, 473, 562
Foot-notes ... 328, 348, 477, 480, 481, 490, 503, 504, 505, 506, 511, 512, 516, 517, 520, 521, 525, 532, 542
- Illinois State, General Assembly House Reports 1851-53, Foot-notes 524, 525
- Illinois State, General Assembly Reports 1844, 1846, 1849, Foot-notes 511, 512
- Illinois State, General Assembly, Senate and House Reports 1818-1860, 1830-1854 562
- Illinois State, General Assembly, Senate and House Report 1846, Foot-note 477
- Illinois State, General Assembly, Senate Journal 1824-5, Quoted, Foot-note 480
- Illinois State General Assembly Senate Journal 1834-5, Quoted, Foot-note 481
- Illinois State, General Assembly, Session Laws 1818-1880..... 562
- Illinois State, General Assembly, Session Laws 1835-36, Foot-note. 348
- Illinois State, General Assembly, Session Laws 1838-39, Foot-note.. 521
- Illinois State, General Assembly, Session Laws 1839-40, Foot-note.. 490
- Illinois State, General Assembly, Session Laws 1841, Foot-note... 493
- Illinois State, General Assembly, Session Laws 1844-45, Foot-note. 328
- Illinois State, General Assembly, Session Laws 1845, Foot-note.. 542
- Illinois State, General Assembly, Session Laws 1847, Foot-note... 516
- Illinois State, General Assembly, Session Laws 1853, Foot-note... 517
- Illinois State, General Assembly, Session Laws 1855, Foot-notes 505, 506, 518
- Illinois State, General Assembly, Session Laws 1857, 1867, Foot-notes 520, 534
- Illinois State, General Assembly, Session Laws, 1865, Foot-note... 532
- Illinois State, Gerhard, Fred, Illinois as it is, its history. Pub. Chicago 1857 564
- Illinois State, German emigration to 1848 9
- Illinois State, George Rogers Clark Papers 1771-1781... 98, 267, 465, 658
- Illinois State, Good Roads, article by Charles H. Wacker..... 615-616
- Illinois State, Goshen settlement, early school in, Reference 280
- Illinois State, Governors' Letter, Books 1818-1834, 1840-1853..... 98, 267, 465, 658
- Illinois State, Greenville, Illinois.. 408, 416
- Illinois State, Halfpenny (Irishman) taught school in an early day in Illinois..... 279
- Illinois State, Hamilton Primary School Jersey Co., Illinois..... 300
- Illinois State, Harker, Oliver A., Illinois Educational Corporations under special charter 565
- Illinois State, Harris Dwight N., Negro Servitude in Illinois, Quoted 565
Foot-notes 270, 356
- Illinois State, Harvey, B. A., Historical sketch of Wabash County 14-27
- Illinois State, High Schools, see Education.
- Illinois State, Hillsboro Illinois Academy 293, 324, 328
- Illinois State, Historical Collections 98, 99, 267, 268, 465, 466, 658, 659
Foot-note 475
- Illinois State Historical, Collections, Bibliographical Series... .. 98, 267, 465, 658, 659
- Illinois State Historical, Collections, British Series..... 98, 267, 465, 466, 658, 659
Foot-note 279
- Illinois State Historical, Collections, Executive Series..... 98, 267, 465, 658
- Illinois State Historical, Collections, Lincoln Series..... 98, 267, 465, 658

- Illinois State Historical, Collections, Virginia Series.....98, 267, 465, 658
- Illinois State, Historical Library, . . .IX, X, 77, 78, 98, 99, 222, 223, 266, 267, 268, 407, 452-454, 465, 466, 563, 564, 620, 621, 627, 658, 659
- Illinois State, Historical Library, An Appeal to the Historical Society and Library . . .IX, X
- Illinois State, Historical Library Genealogical Works, list.....99, 268, 466, 659
- Illinois State, Historical Library Gifts of books, letters, pictures, manuscripts . . .77, 78, 253, 254, 452-454, 620, 621
- Illinois State, Historical Library Publications . . .98, 99, 267, 268, 465, 466, 658, 659
- Illinois State, Historical Society . . .V, IX, X, 1, 7, 71, 72, 77, 78, 85, 86, 88, 94, 98, 187, 188, 223, 224, 239, 260, 264, 265, 267, 268, 369, 425, 452, 453, 454, 458, 462, 463, 464, 465, 466, 595, 620, 621, 630, 636, 658, 659
- Illinois State, Historical Society, An Appeal to the Historical Society and the General Public..IX-X
- Illinois State, Historical Society, Co-operates with the Illinois Centennial Commission in observing the date of the Enabling Act.71, 72
- Illinois State, Historical Society—Observes Lincoln Birthday Anniversary . . .72
- Illinois State, Historical Society Officers . . .IV, V
- Illinois State, Historical Society, Gifts of books, letters, pictures and manuscripts . . .77, 78, 253, 254, 452, 454, 620-621
- Illinois State, Historical Society Journal . . .71, 99, 187, 188, 223, 224, 265, 268, 369, 425, 466, 595, 659
Foot-note . . .153
- Illinois State, Historical Society Journal, Editor and Associate editors . . .71, 221, 425, 595
- Illinois State, Historical Society, Transactions for the years 1903, 1905, Reference . . .454
- Illinois State, Historical Society, Washburne's Life of Gov. Edward Coles to be reprinted by the Society . . .224
- Illinois State, Historical Society Publications . . .98, 99, 267, 268, 465, 466, 657, 658, 659
Foot-note . . .52
- Illinois State, Horticulture Society Transactions 1917.....253
- Illinois State, Hossack, John, a leading abolitionist in Illinois...439
- Illinois State, Hough, Francis L., History of the Episcopal Church, Pulaski County, Illinois.....9, 418
- Illinois State, Hughes, John, early settler, taught Gov. John Reynolds . . .280, 281
- Illinois State, Humboldt Park, Chicago, Centennial Pageant....433-434
- Illinois State, Illinois in the Democratic movement of the Century, By Allen Johnson . . .1-13
- Illinois State, Illinois in the Eighteenth Century....99, 268, 466, 659
- Illinois State, Illinois Territory organized 1809 . . .269
- Illinois State, Increase in population in one hundred years.....104
- Illinois State, Indiana sends settlers to eastern Illinois from 1840 to 1860 . . .274
- Illinois State, Indian Corn . . .104
- Illinois State, Industrial University . . .340, 349, 351, 556
- Illinois State, Industrial University, chartered . . .340, 351
- Illinois State, The Institutions of Illinois, Department of Public Welfare . . .78
- Illinois State, Internal Improvements, Reference . . .224, 383
- Illinois State, in the Heart of the Republic . . .34, 35
- Illinois State, Ivesdale, Ill. . .442
- Illinois State, Jacksonville, Ill. . .301, 408, 450, 454
- Illinois State, Jacksonville, Ill., Female Academy, charter placed limitation on the amount of property to be held . . .301
- Illinois State, Jacksonville, Illinois College located in . . .IV, V
108, 310, 312, 313, 315, 318, 323, 327, 340, 348, 483, 486, 487, 499, 555, 564
- Illinois State, Jamison, Isabel, The First Official Thanksgiving in Illinois . . .370-378
- Illinois State, Jersey County in the World War, 1917-1919.....620
- Illinois State, Jerseyville, Ill. . .416

- Illinois State, Jewish Historical Society place tablet marking first Jewish church in Northwest617-618
- Illinois State, Johnson, Allen, Illinois in the Democratic movement of the Century1-13
- Illinois State, Jones, A. D., Illinois and the West, Boston 1838.....564
- Illinois State, Kane, Elias Kent, framer of the first Constitution, State of Illinois136
- Illinois State, Kaskaskia, Convent for the education of Young Ladies maintained by the Catholic Church304, 305
- Illinois State, Kaskaskia Records 1778-1790, Illinois Historical Collections Vol. V....98, 267, 562, 658
- Illinois State, Kickapoo Indians, Letter of Gen. William Clark to Kannekuk advising the prophet with his band to leave Illinois. 56
- Illinois State, Kirk, Margaret C., The First Presbyterian Church of Belvidere, Illinois 1839-1918 28-32
- Illinois State, Knowlton, (Mrs.) D. A., Presbyterianism in Stephenson County, Illinois.....193-196
- Illinois State, LaHarpe, Illinois...463
- Illinois State,, Law Review, 1916..565
- Illinois State, Legislative Reference Bureau221, 222
- Illinois State Legislature, *see* General Assembly
- Illinois State, Legislature..... .288, 289, 312, 313, 314, 497-499
Foot-notes
.....294, 312, 313, 314, 315, 360
- Illinois State Legislature, encourages education by enacting legislation favorable to the academy288, 289
- Illinois State, Legislature, Memorials to, for the establishment of Superintendent of Common Schools497-499
- Illinois State, Legislature, Report of Committee on Petitions, Vandalia Convention 1833312-314
- Illinois State, Legislature, Senate and House reports 1834-5, Foot-notes312, 313, 314, 315
- Illinois State, Legislature, Senate Journal 1824-25, Foot-note.....360
- Illinois State, Legislature, Session Laws, Foot-notes
.....290, 291, 292, 293, 294, 295, 296, 298, 299, 300, 301, 306, 316, 317, 348, 354, 359, 360, 367, 369
- Illinois State, Legislature, Session Laws, 1819, Foot-note.....294
- Illinois State, Legislature, Session Laws 1821, Foot-note297, 306
- Illinois State, Legislature, Session Laws 1825, Foot-notes.....359, 360
- Illinois State, Legislature, Session Laws 1826-7, Foot-note.....367
- Illinois State, Legislature, Session Laws 1826, 1830, Foot-note.....354
- Illinois State, Legislature, Session Laws 1834, Foot-note317
- Illinois State, Legislature, Session Laws 1834-5. Foot-note.....292
- Illinois State, Legislature, Session Laws 1834-5, 1844-45, Foot-note..301
- Illinois State, Legislature, Session Laws 1835, Foot-note.....316
- Illinois State, Legislature, Session Laws 1827, 1835-6, 1844-5, Foot-note293
- Illinois State, Legislature, Session Laws 1835-36, Foot-note348
- Illinois State, Legislature Session Laws 1836-37, Foot-note294
- Illinois State, Legislature Session Laws 1837, 1839-40, 1842-3, Foot-note298
- Illinois State, Legislature Session Laws 1839-40, 1841, Foot-notes...
.....299, 300
- Illinois State, Legislature Session Laws, 1844-5, Foot-note.....295
- Illinois State, Legislature Session Laws 1845, Quoted, Foot-note...369
- Illinois State, Lemen Robert, early school teacher in Illinois.....280
- Illinois State, Lexington, Illinois..410
- Illinois State, Loami, Illinois....446
- Illinois State, Lowden, (Gov.) Frank Orren, A new Constitution for the State of Illinois, extracts from speech232-234
- Illinois State, Machinery of government adapted to society when Illinois entered upon statehood.. 11
- Illinois State, McLeansboro, Illinois298, 417
- Illinois State, McLeansboro, Ill., State aid in establishing school in.298
- Illinois State, Madison County, apprenticeship indentures 1813-1893562

- Illinois State, Madison County, County Commissioners Records 1818-1830562
- Illinois State, Madison County, five free school districts established in the county 1825.....364
- Illinois State, Mail, postal route established in 1833.....171
- Illinois State, Manufacturers' Association244
- Illinois State, Marengo, Illinois..625
- Illinois State, Marking of historic spots in and near Kaskaskia and Cahokia recommended137
- Illinois State, Mechanics' Union receives state aid for common schools299
- Illinois State, Medical Society.....260
- Illinois State, Meese, William A., Illinois and Randolph County..118-148
- Illinois State, Memorial from Illinois to the President of the United States requesting him to designate sections of land to be reserved for the use of a Seminary of Learning275
- Illinois State, Men given by Illinois in all wars since the War of Independence143
- Illinois State, Meteor of unusual proportions passed through parts of187-188
- Illinois State, Methodist church, early preachers and missionaries in Illinois305
- Illinois State, Migration and settlement269, 270
- Illinois State, Miller, Amos, Address before the Federation of Local Bar Association, Hillsboro, Illinois, Aug. 9, 1918....9, 379-385
- Illinois State, Miller, Amos, Lawyer of Montgomery County, Illinois379-385
- Illinois State, Miller, Carl R., Journalism in Illinois before the Thirties149-156
- Illinois State, Missionaries in Illinois, establish schools.303, 304, 305
- Illinois State, Mitchell, S. Augustus, Illinois in 1837.....563
- Illinois State, Moline, Illinois....452
- Illinois State, Monroe, B. D., Life and services of William Wilson, Chief Justice of the Illinois Supreme Court391-399
- Illinois State, Monroe County, Illinois Academy293
- Illinois State, Monticello (Piatt Co.) Illinois439-442
- Illinois State, Monticello Seminary, Godfrey, Illinois293, 300, 327
- Illinois State, Monticello Seminary, Godfrey, Illinois, endowed, building begun in 1836 and opened for pupils in 1838300
- Illinois State, Monuments and Memorials by Mrs. John H. Hanley. 78
- Illinois State, Morgan Park, Illinois628
- Illinois State, Mt. Auburn, Illinois.628
- Illinois State, Mt. Carmel, Illinois, founded by three Methodist Ministers in 1817307-308
- Illinois State, Mount Vernon, Illinois416, 417
- Illinois State, Mount Vernon Academy, State aid given.....298
- Illinois State, Name, its derivation.121
- Illinois State, National Guard, Chicago Units614
- Illinois State, Negro Indentures, Foot-note356
- Illinois State, New Berlin, Illinois.450
- Illinois State, New Design, Illinois, early schools in279, 280
- Illinois State, New Englanders settle in the northern and western sections of Illinois511
- Illinois State, New Régime 1765-1767, Illinois Historical Collections Vol. 11 ..99, 263, 466, 562, 659
- Illinois State, Newspapers, Bibliography of Newspapers published in Illinois 1814-1879.....98, 263, 465, 658
- Illinois State, Normal School established in 1857483
- Illinois State, Normal University, Normal, Illinois81, 261
- Illinois State, Northern Illinois settled by people from New England and Eastern States269
- Illinois State, Northern Illinois State Normal SchoolIV, V
- Illinois State, Norton, A. T., History of Presbyterianism in Illinois, Quoted, Foot-note.....193
- Illinois State, Notable Men of Illinois, The Chicago Daily Journal, 1912564
- Illinois State, Oak Park, Illinois ..435

- Illinois State, Oblong, Illinois....434
- Illinois State, Ohio sends settlers to Eastern Illinois from 1840 to 1860274
- Illinois State, Ottawa, Illinois.410, 453
- Illinois State, Ottawa Illinois Centennial Celebration, Dec. 3, 1918.453
- Illinois State, Outline for the Study of Illinois History. .99, 268, 466, 659
- Illinois State, Packing house products reach every corner of the globe104
- Illinois State, Pageants, Illinois Centennial Pageants430-434
- Illinois State, Panic of 1837, Reference498
- Illinois State, Patterson, Robert W., Early Society in Southern Illinois. Fergus Historical Series No. 14565
- Foot-notes287, 477
- Illinois State, Peck, (Rev.) John Mason, efforts in behalf of education in Illinois.....306, 358, 359
- Illinois State, Peck, (Rev.) John Mason, influential in the religious, social and educational life of early Illinois306
- Illinois State, Peoria, Illinois Academy299, 325
- Illinois State, Peoria Illinois Directory 1844, Foot-notes320, 322, 323, 325, 326
- Illinois State, Phaenagamous and Vascular Cryptogamous plants of Illinois native and introduced...620
- Illinois State, Pioneer Mothers of Illinois, Stories told in Letters. Manuscript in Illinois State Historical Library564
- Illinois State, Pontiac, Illinois....410
- Illinois State, Pooley, William Vipond, The Settlement of Illinois 1830 to 1850, Quoted.....563
- Foot-notes150, 151
- Illinois State, Pope, Nathaniel, efforts in behalf of extending the northern boundary of the state.103, 131, 132
- Illinois State, Population 1818.34, 150
- Illinois State, Population 1850, 1860, 1870228, 229
- Illinois State, Population, Illinois third state in the Union in population34
- Illinois State, Prairie State.....378
- Illinois State, Prairies of Illinois.5, 9, 35, 46, 93, 95, 102, 119, 125, 126, 135, 137, 144, 181, 193, 406, 408, 413, 427
- Illinois State, Presbyterian Church sends missionaries to Illinois...303
- Illinois State, Press Association... 84
- Illinois State, Probation officers Association Conference, fifth annual 78
- Illinois State, Productions from field, factory and mine.....104
- Illinois State, Proposed Constitutional Convention of 1824.....67, 221, 222, 224, 270, 358
- Illinois State, Proposed Constitutional Convention of 1824 failed.358
- Illinois State, Quincy, Illinois....442
- Illinois State, Railroad and Warehouse Commission457
- Illinois State, Reat, James L., Slavery in Douglas County, Illinois..177-179
- Illinois State Register, (Newspaper)631
- Foot-note325
- Illinois State, Republican State Convention, Sept. 20, 1918, platform620
- Illinois State, Reserve Militia....435
- Illinois State, Revolutionary Soldiers buried in Illinois. List compiled by Mrs. Harriet J. Walker. 78
- Illinois State, Reynolds, (Gov.) John "My Own Times" 1800-1854.564
- Foot-note282
- Illinois State, Reynolds, (Gov.) John, Quoted on early schools in Illinois279, 280
- Illinois State, Rice, Wallace "Masque of Illinois".....428
- Illinois State, Riverside, Ill.....628
- Illinois State, Robinson, Mabel Hall, History of Christ Church, Carlyle, Illinois9, 414
- Illinois State, Rock Spring Seminary, St. Clair Co., founded by (Rev.) John Mason Peck.....306, 307, 327, 471, 481
- Illinois State, Rock Spring Theological and High School.....307
- Illinois State, Rockford, Illinois...452
- Illinois State, Rushville, Illinois High School Association ..293, 301
- Illinois State, Salem, Illinois..417, 634
- Illinois State, Salem Illinois Academy, Foot-notes336, 337
- Illinois State, Salt Lands.....48

- Illinois State,, Salt Springs and the lands reserved for the use of same, granted to the state by the government275
- Illinois State, Sangamo Country, early settlers in, from Kentucky.370
- Illinois State, Schmidt, (Dr.) Otto L., Chairman of the Centennial Commission, State of Illinois.... 73, 426, 427, 431, 464
- Illinois State, Schmidt, (Dr.) Otto L., President of Illinois State Historical SocietyIV, V, 7, 73, 426, 427, 428, 429, 431, 464
- Illinois State, School Law 1859, 1872, 1906, see Education.....562
- Illinois State, Scott, Franklin William, Editor. Newspapers and Periodicals of Illinois 1814-1879.. 98, 267, 465, 677
Foot-notes149, 151, 152
- Illinois State, Seed Corn Breeders Association584
- Illinois State, Seeley, Samuel, (John) early school teacher in Illinois146, 279
- Illinois State, Session Laws. See General Assembly.
- Illinois State, Settled first by southerners510
- Illinois State, Settlers from, Indiana to Eastern Illinois from 1840 to 1860274
- Illinois State, Seymour, Illinois...442
- Illinois State, Shaw, A. B., Local government in Illinois, Johns Hopkins University studies in History and Economics Vol. I..565
- Illinois State, Shaw-Hansen Election Contest, By Wayne E. Stevens, Reference224
- Illinois State, Shelby County, Illinois, Probate Court Records 1839-1849, Foot-note368
- Illinois State, Shelby County, Illinois, Probate Court Records, 1844.368
- Illinois State, Shelby County, Probate Journal, No. 1, 1839-49....562
- Illinois State, Shooting Stars in Nov. 13, 1833, Reference.....187
- Illinois State, Slave Code177
- Illinois State, Slavery and colored indentures were closely related in Illinois356
- Illinois State, Slavery, fight against slavery in Illinois64, 67, 105, 106, 107, 153, 178, 223, 270, 431
- Illinois State, Slavery, fight on during Governor Coles administration431
- Illinois State, Slavery in indentured slaves64, 65, 356
- Illinois State, Smith, L. W., Illinois High Schools564
- Illinois State, "Snow Birds," term applied to those who were born in Illinois the winter of the deep snow, 1831451
- Illinois State, Snyder, (Dr.) John F., Adam W. Snyder and his period in Illinois history 1817-1842.564
- Illinois State, Society of Friends—Proceedings of yearly meeting 1918453
- Illinois State, Song, "Our Illinois," by Annie C. W. Burton254
- Illinois State, Southern Illinois settled by people from Virginia and the south269, 270
- Illinois State, Southern Illinois State Normal University, Carbondale, IllinoisIV, V
- Illinois State, Spanish-American War, men and troops furnished by Illinois143
- Illinois State, Springfield, Illinois98, 99, 267, 268, 299, 323, 326, 328, 408, 465, 466, 657, 658
- Illinois State, Springfield Academy323, 326
- Illinois State, Springfield High School328
- Illinois State, Springfield Mechanics' Union receives State aid for keeping a common school.....299
- Illinois State, Sullivan, Illinois...442
- Illinois State, Sunday School Union.494
- Illinois State, Sunday Schools, early ones in Illinois495
- Illinois State, Superintendent of Public Instruction Report 1867, Foot-notes292, 300, 329
- Illinois State, Superintendent of Public Instruction Report 1867-8, Foot-note329
- Illinois State, Superintendent of Public Instruction Report 1883-4, Foot-notes299, 368
- Illinois State, Superintendent of Public Instruction Report 1858, Foot-notes....285, 291, 376, 483, 515
- Illinois State, Superintendent of Public Instruction Report 1885-6, Quoted, Foot-note476

- Illinois State, Superintendent of Public Instruction Reports 1854-1916562
- Illinois State, Supreme Court.....
.....10, 232, 233,
382, 383, 391, 392, 432, 540-545, 562
Foot-notes542, 543
- Illinois State, Supreme Court,
action on school law.....540-545
- Illinois State, Supreme Court, First
election of Judges, Oct. 9, 1818..392
- Illinois State, Supreme Court Re-
ports562
Foot-notes542, 543
- Illinois State, Supreme Court Re-
ports, Vols. 68-98, 1873-1881, N.
L. Freeman Reporter562
- Illinois State, Supreme Court, Wil-
liam Wilson Chief Justice. *See*
article on, by B. D. Monroe.391-399
- Illinois State, Taxation for Educa-
tion498, 499, 511, 512
- Illinois State, Territorial Laws
1809-181199, 268, 466, 562, 659
- Illinois State, Territorial Laws
1809-181298, 267, 465, 658
- Illinois State, Territorial Laws
1812-1818562
- Illinois State, Territorial Records
.....98, 267, 465, 658
- Illinois State, Travel and Descrip-
tion 1765-186598, 267, 465, 658
- Illinois State, Teachers' Associa-
tion81, 475, 483, 484, 564
- Illinois State, Teachers' Associa-
tion, Central Illinois81
- Illinois State, Teachers' Associa-
tion, Our Pilgrim Fathers, a sym-
posium564
- Illinois State Teachers' Institute
catalogue253
- Illinois State, Tennesseans among
the early pioneers418
- Illinois State, Thanksgiving in Illi-
nois, first official. *See* article on
by Isabel Jamison.....370-378
- Illinois State, Township High
Schools551
- Illinois State, Underground Rail-
road in Illinois.....439
- Illinois State, United States Gov-
ernment grants land for the use
of schools275
- Illinois State, University of Illinois
IV, V, 7, 72, 108, 109, 482, 565, 584
- Illinois State, University of Illinois.
Semi-Centennial history, By B. E.
Powell565
- Illinois State, Urbana, Illinois.....
.....IV, V, 7, 453, 523
- Illinois State, Vandalia, Illinois,
Centennial Observance431-432
- Illinois State, Vandalia, Illinois,
Educational Convention 1833,
held in312
- Illinois State, Vermilion County,
Illinois583
- Illinois State, Virginia Series Illi-
nois Historical Collections.....
.....98, 267, 465, 658
- Illinois State, Voight, John F., The
Story of Illinois.....253
- Illinois State, Walker, (Mrs.)
Harriet J., Revolutionary soldiers
buried in Illinois78
- Illinois State, War history preser-
vation of historical material on
the World War.....75
- Illinois State, War of 1812.....135
- Illinois State, War with Mexico...135
- Illinois State, War of the Rebel-
lion, Men and Troops.....143
- Illinois State, War of the Rebel-
lion, Ninth Illinois Volunteers...383
- Illinois State, War of the Rebel-
lion, Twenty-Third Illinois Infan-
try Irish Brigade.....640
- Illinois State, Watch Company "Do-
ings" periodical453
- Illinois State, Watches made in Illi-
nois keep time for every civilized
nation104
- Illinois State, Watseka, Illinois...453
- Illinois State, Waukegan, Illinois..443
- Illinois State, Wealth of the State.104
- Illinois State, Wealth, Illinois
stands second in wealth of the
States of the Union.....34
- Illinois State, Weber, Jessie Pal-
mer, The Four Constitutional
Conventions State of Illinois.221-235
- Illinois State, Wesleyan University,
Bloomington, Illinois261
- Illinois State, White County, Illi-
nois legislature passes act in 1821
to encourage learning in White
County305-306
- Illinois State, Whitehall, Illinois..434
- Illinois State, Whitehouse, (Rt.
Rev.) Henry John, Bishop of Illi-
nois, Episcopal Church.....420
- Illinois State, Winchester, Illinois.
.....298, 299, 408
- Illinois State, Winchester, Illinois,
Male and female preparatory and
common school298, 299

- Illinois State, Winter of the deep snow 1830-31, Reference187
- Illinois State, Woman's Relief Corps, Convention 1918.....254
- Illinois State, Women, Federation of Women's Clubs251
- Illinois State, World War, Illinois boys below draft age, give service250
- Illinois State, World War, Illinois colored soldiers' in France..606-608
- Illinois State, World War, Illinois 8th Infantry Illinois colored Regiment606
- Illinois State, World War, Women War Workers of Illinois hold Conference251
- Illinois State, "Yale Band" Theological students from Yale College who came to Illinois.....309
- Illinois Teacher 1855-1827.....336, 487, 488, 489-490, 499, 502, 526, 527, 558, 563
Foot-notes336, 485, 508, 510, 514, 518, 527, 528
- Illinois Teacher, Authorized by the State Educational Society.....502
- Illinois Teacher, Early program of studies submitted for guide to teachers526, 527
- Illinois Teacher, Founded in the interests of education in 1854....488
- Illinois Teacher, Quoted on the Ladies Educational Aid Association489-490
- Illinois Territory5, 62, 71, 98, 99, 102, 103, 133, 144, 149, 150, 151, 153, 177, 222, 223, 267, 268, 269, 285, 286, 304, 356, 465, 466, 562, 658, 659
- Illinois Territory, Daniel P. Cook, auditor of public accounts, Illinois Territory150
- Illinois Territory, Earliest chartered academy serving the territory of Illinois was the preparatory department of Vincennes University285
- Illinois Territory, Edwards Ninian, Territorial Governor150, 269
- Illinois Territory, French Jesuits religious and educational influence of, in Illinois Territory...304
- Illinois Territory, Legislature gives no attention to education.....286
- Illinois Territory, Mail routes.....151
- Illinois Territory, Newspaper, Illinois Herald, published in Territory, By Matthew Duncan..149, 150
- Illinois Territory, Organized 1809.269
- Illinois Territory, Population before statehood158
- Illinois Territory, Population 1815.149
- Illinois Territory, Slavery existed in the Territory356
- Illinois Territory, Territorial Laws 1809-1811.....99, 268, 466, 562, 659
- Illinois Territory, Territorial Laws 1809-181298, 267, 465, 658
- Illinois Territory, Territorial Laws 1812-1818562
- Illinois Territory, Territorial Laws, Matthew Duncan, printer.....150
- Illinois Territory, Territorial Records98, 267, 465, 658
- Illinois Trumpet Call, Periodical...78
- Indentured Servants, Constitution 1818, State of Illinois, Article sixth, Quoted on356, 357
Foot-note357
- Indentured Servants to be taught352, 353, 354, 356
- Indentures, Illinois Intelligencer, Aug. 2, 1818, Advocated a system of indentures356
- Indentures, Illinois State Negro Indentures, Foot-note356
- Indentures, Negro Indentures recorded in Edwardsville, Illinois, as early as 1819355
- India577
- Indian Corn4, 576-585
- Indian Corn, Genesis of Reid's Yellow Dent, By William Reid Curran576-585
- Indian Corn, origin578
- Indian Fur Trader567
- Indian Grove, McLean County, Ills. 44
- Indian Joe444
- Indian Massacre 1812418
- Indian Massacre, The Cannon-Stark Indian Massacre and Captivity, Contributed by Milo Custer586-591
- Indian Massacre, Fort Dearborn Massacre 181235, 433
- Indian Massacre, Herriman Massacre, 180916
- Indian Trail46
- Indian Trail, Wabash County, Ills.18, 23
- Indian Treaty, Edwardsville, 1819
Foot-note590
- Indian Treaty, St. Louis, October 24, 183251

- Indian Village, Palmyra, Edwards County, located on site of an old Indian Village19, 20
- Indian Villages, Wabash County, Ills.17, 19, 22, 23, 25
- Indian Wars286
- Indiana State17, 18, 22, 26, 124, 134, 158, 169, 174, 185, 197, 286, 340, 348, 350, 402, 403, 442, 447, 562, 563, 565, 576, 587, 635, 649, 658
- Foot-note247
- Indiana State, Blue River, Ind....402
- Indiana State, Education, statistics on teachers salaries, 1848477
- Indiana State, Evansville, Indiana.635
- Indiana State, Fails to recognize the Vincennes University.....286
- Indiana State, Geologist..... 26
- Indiana State, Greencastle, Indiana.197
- Indiana State, Harding, S. B., Indiana University 1820-1904....565
- Indiana State, Harrison County, Indiana403
- Indiana State, LaFayette, Indiana.579
- Indiana State, Manual Labor Schools and Colleges in Indiana340, 348
- Indiana State, Michiwauqua, Indiana185
- Indiana State, "Neck," (The) portion of Indiana lying between the narrow boundaries of the Wabash and White Rivers..... 18
- Indiana State, New Albany, Indiana174
- Indiana State, New Bedford, Ind. .442
- Indiana State, New Harmony, Indiana563
- Indiana State, Notre Dame University, Notre Dame, Ind.649, 653
- Indiana State, Terre Haute, Ind.. 22
- Indiana Territory144, 285, 286, 402, 562
- Indiana Territory, Laws of Indiana Territory 1801-1806.....562
- Indiana Territory, Vincennes University, Act to incorporate..285, 286
- Indianapolis, Indiana 72
- IndiansIX, X, 14-20, 22, 23, 25, 28, 35, 44, 46, 48-56, 102, 113, 118, 119, 120, 121, 123, 124, 125, 126, 134, 144, 158, 168, 171, 193, 278, 287, 288, 290, 291, 302, 347, 403, 418, 433, 443, 444, 569, 572, 577, 578, 579, 587-591
- Foot-notes...48, 52, 567, 588, 590
- Indians, Ahkwona, Pottawatomie, Indian wife of Kannekuk..... 52
- Indians, Algonquin Indians..... 14
- Indians, Aroused by the land monopolizers in the west.....572
- Indians, Black Hawk War.....193
- Indians, Brown County, Kansas, Kickapoo Reservation in..... 49
- Indians, Cannon Massacre, Wabash County, Illinois 17
- Indian, Cannon—Stark Indian Massacre and Captivity...586-591
- Indians, Chicago, Indian Chief....126
- Indians, Corn, essential to the life and welfare of the Indians, basis of their religion, songs, prayers, etc.579
- Indians, Creek Indians.....418
- Indians, Croghan, George, Indian Agent569
- Indians, Custer, Milo, Cannon—Stark Indian Massacre..... 586-591
- Indians, Custer, Milo, Kannekuk or Keanakuk, The Kickapoo Prophet48-56
- Indians, Delaware Indians.....403
- Foot-note567
- Indians, Education, provisions made for the Indians.....290, 291, 302, 347
- Indians, Education of suggested by Phineas Lyman278
- Indians, Fort Dearborn Massacre 181235, 433
- Indians, Hand-book of Indians of North America, In Bulletin of the Bureau of Ethnology..... 56
- Indians, Herriman Massacre, 1809. 16
- Indians, Illinois Indians.....120, 121
- Indians, Indian Joe444
- Indians, Indian Trail..... 46
- Indians, Indian Treaty signed Oct. 24, 1832 51
- Indians, Irving, John T., Jr., Indian sketches, quoted on Kannekuk, Kickapoo Prophet 51
- Indians, Kachassa, daughter of Kannekuk, Kickapoo Prophet ... 52
- Indians, Kannekuk, John (Pahkahkah) son of Kannekuk, Kickapoo Prophet 52
- Indians, Katahotan principal Kickapoo village in central Illinois, Foot-note588
- Indians, Katnahmee, Kickapoo Indian 52
- Indians, Kickapoo Indians.....44, 49, 51, 52
- Foot-notes48, 588, 590

- Indians, Kickapoo Indian town McLean County, Illinois..... 44
- Indians, Kickapoo Indian village at the forks of the Vermillion River Foot-note 48
- Indians, Kickapoo Reservation Brown County, Kansas..... 49, 52
- Indians, Kickapoo Reservation near Fort Leavenworth, Kansas..... 51
- Indians, Kickapoo Treaty at Edwardsville, 1819, Foot-note.....590
- Indians, Kwahtheet, child of Kannekuk, Kickapoo Prophet..... 52
- Indians, Lindley, Robert, account of the Cannon-Stark Indian Massacre and Captivity587-591
- Indians, Mahkuk (Old Jesse) Kickapoo Indian 51
- Indians, Marshall, William, Indian Agent 51
- Indians, Masheena, Kickapoo chief48, 52
Foot-note 52
- Indians, Mas-que-qua, George, Kickapoo Indian 55
- Indians, Miami Indians14, 119
- Indians, Mingoe Indians.....569
- Indians, Nahkukkum, succeeds Kannekuk the Prophet..... 53
- Indians, Netinahpee child of Kannekuk, Kickapoo Prophet..... 52
- Indians, North American Indians used dead fish as a fertilizer...578
- Indians, Pahkakah (John Kannekuk) son of Kannekuk, Kickapoo Prophet 52
- Indians, Piankishaw Indians.....
.....14, 15, 17
- Indians, Pontiac, Ottawa chief.....
.....124, 126
- Indians, Pottawattomie Indians...
.....28, 52, 120, 171
- Indians, Pottawattomie Indians, Ahkwona, wife of Kannekuk... 52
- Indians, Sawkeetokwa, first wife of Kannekuk, Kickapoo Prophet... 52
- Indians, Shawnee Indians...14, 18, 569
- Indians, Sioux Indians.....118
- Indians, Spencer, O. M., The Indian captivity of O. M. Spencer.621
- Indians, Tecumseh 16
- Indians, Tenwawkwa, Ahsahmeeno, daughter of Kickapoo Indian, Masheena, second wife of Kannekuk, Kickapoo Prophet 52
- Indians, Wabash County, Illinois, Indian villages in..17, 19, 22, 23, 25
- Indians, Wahpoahtek, (John Winsee) grandson of Kannekuk, Kickapoo Prophet 52
- Indians, Wahwahsuk, grandson of Kannekuk, Kickapoo Prophet... 52
- Indians, Wahwahsuk, Minnie, Great Granddaughter of Kannekuk, Kickapoo Prophet 52
- Indians, Wahwahsuk, Robert, great grandson of Kannekuk, Kickapoo Prophet 52
- Indians, Wahmeetukoosh, wife of Kannekuk, Kickapoo Prophet... 52
- Indians, Wansuck (Pottawattomie) successor of Kannekuk as pastor of his church.....51, 53
- Indians, Weshkupakhakun Ashkeek, Indian name for "Salt Lands", Foot-note 48
- Indians, Whitewater, Arthur, Kickapoo Indian 55
- Indians, Wyandot Indians, Foot-note567
- Ingersoll, Robert G.....185
- Ingham, (Dr.)182
- Ingraham, (Mrs.) —, Early settler of Wabash County, Illinois.. 19
- Ingraham, (Rev.)415
- Inlet Grove, (Lee Co.) Illinois... 90
- Inness, George258
- Insull, Samuel, Chairman of Illinois State Council of Defense..
.....237, 244, 251
- Iowa State.....
.....146, 158, 175, 416, 434, 442
- Iowa State, Burlington, Iowa...442
- Iowa State, Cerro Gordo County, Iowa175
- Iowa State, Davenport, Iowa.....416
- Iredell Co., North Caroline.....210
- Iredell Co., Tennessee.....216
- Ireland.261, 262, 263, 566, 637, 649, 650
- Ireland, Balmullet, County Mayo Ireland261, 262, 263
- Ireland, County Carlow.....637
- Ireland, County Donegal.....627
- Ireland, Leighlin Bridge, County Carlow, Ireland649
- Ireland, Mayo County, Ireland....
.....261, 262, 263
- Ireland, Potato famine in, Reference263
- Ireland, Ulster County210
- Ireland, Washington's plan of importation of men from Great Britain and Ireland for the settlement of the West.....566

- Ireland, Frank N.....453
 Ireland, (Archbishop) John.....
643, 644, 646, 648, 651, 652
 Ireland, (Archbishop) John, Letter
 to William J. Onahan dated St.
 Paul, Dec. 24, 1915.....646-647
 Ireland, R. W.....161
 Irish-Americans, no longer any
 such, all Americans.....447
 Irish Catholic, colonization asso-
 ciation643
 Iroquois Club, Chicago, Illinois.... 77
 Irvin, (Rev.) I. W. M.....416
 Irving, John T. Jr., Indian sketches,
 Quoted, on Kanekuk, Kickapoo
 Prophet 51
 Isaiah Temple, Chicago.....245
 Island of Guernsey189
 Italian cities of Dante's time his
 comparison of their changing
 governments 11
 Italians in Liberty Loan Parade,
 Chicago613
 Italy448, 597, 606
 Italy, Genoa, Italy.....606
 Italy, King and Queen of Italy wel-
 come President and Mrs. Wood-
 row Wilson606
 Italy, Milan, Italy.....606
 Italy, Rome, Italy.....606
 Italy, Turin, Italy.....606
 Italy, Wilson, (Pres.) Woodrow
 and Mrs. Wilson visit Italy....606
 Ivesdale, Illinois442
- J
- Jackson, (Gen.) Andrew4, 210
 Jackson, (Miss) Katherine442
 Jackson, Miss254
 Jackson Park, Chicago, Presenta-
 tion to the South Park Commis-
 sioners of Chicago of the Statue
 of "The Republic." Address,
 The Illinois Centennial by Ed-
 ward F. Dunne33-37
 Jackson Park, Chicago, Statue of
 The Republic unveiled in.....435
 Jackson, (Widow) ———, Early
 tavern kept by, on the road from
 Bloomington to Chicago..... 46
 Jacksonville, Ill. IV, V, 7, 225, 292,
 309, 310, 315, 408, 454, 483, 484, 487,
 488, 489, 490, 499, 525, 548, 558, 621
 Jacksonville, Ill., Academy charter,
 preamble, etc.292
 Jacksonville, Ill., Common School
 Advocate, printed in Jacksonville.487
 Jacksonville, Ill., Early Academy
 in, established by Lemuel Foster.484
 Jacksonville, Ill., Education, Com-
 mon Schools525
 Jacksonville, Ill., Education,
 schools, charges for non-resi-
 dents548
 Jacksonville, Ill., Female Academy,
 charter granted to in 1835.....315
 Jacksonville, Ill., Female Academy,
 charter placed limitation on the
 amount of property to be held..301
 Jacksonville, Ill., Ladies' Associa-
 tion for the Education of Fe-
 males, established at Jackson-
 ville, Oct. 4, 1833
488-490, 499, 558, 562
 Jacksonville, Ill., Ladies' Educa-
 tional Aid association reports
 1833-1883562
 Jacksonville, Ill., "Yale Band" of
 Theological students locate in
 Jacksonville309, 310
 Jacobs, James451
 Jacobson, Peter412, 450
 J. A. M., Initials of James A. Mulli-
 gan640
 James, (Judge) Benjamin F.....161
 James, (Rev.) C. D.262
 James, Edmund J.
 ..IV, V, 7, 72, 98, 262, 267, 465, 658
 James, Edwin L., Account of the
 signing of the armistice. Ex-
 tracts600-602
 James, James, Alton.....
IV, V, 7, 98, 267, 465, 657
 James River571
 James River Company571
 Jamestown, Va.139, 158
 Jamison, Isabel, The First Official
 Thanksgiving in Illinois..9, 370-378
 Japan at First Hand621
 Japan Society Pub., Japan at First
 Hand621
 Japanese in Liberty Loan Parade,
 Chicago613
 Jarrett, (Mrs.) Alice Stuvé Jar-
 rett, presents portrait of Judge
 William Wilson to Clay County,
 Circuit Court391-399
 Jasperson, Peter412
 Jedlick, (Rev.) Francis.....236
 Jefferson City, Mo.....621
 Jefferson County, Illinois, Educa-
 tion, common schools, subjects of
 study525

- Jefferson, Thomas 362, 363, 369, 485, 499, 557, 558,
Foot-note 363
- Jefferson, Thomas, Plans for a system of education, Reference....
..... 362, 363, 369
Foot-note 363
- Jenkins, (Rev.) H. D.....194
- Jenks, George581
- Jenks, Henrietta581
- Jenks, Marietta, Wife of James L. Reid581
- Jenney, Elisha309, 315, 483
- Jenney, Elisha, Advocate of the common school483
- Jenney, Elisha, Member of the "Yale Band" of Theological students who came to Illinois309
- Jennings, Israel398
- Jericho Road, Story by Jack Habberton of Wabash County, Illinois 27
- Jersey Cattle582
- Jersey City, N. J.....620
- Jersey County, Illinois....78, 265, 300
- Jersey County, Illinois, Hamilton Primary School, bequest of Silas Hamilton300
- Jersey County, Illinois, History and Civics, Public schools 1918..... 78
- Jerseyville, Ill.78, 265, 416, 489, 523, 525
- Jerseyville, Ill., Education, common schools525
- Jerseyville, Ill., Education, High School 1853523
- Jerusalem31, 284
- Jerusalem, World's Sunday School Convention, held in Jerusalem 1904 31
- Jessup, Theodore253
- Jesuit College in Kaskaskia, Foot-note304
- Jesuit, Fathers 38
- Jesuit Mission Church, Church of the Holy Father in Cahokia...135
- Jewish Church, Tablet marks first Jewish Church in the Northwest617-618
- Jewish Historical Society, Place tablet marking first Jewish church in Northwest.....617-618
- Jewish Relief Organization.....615
- Jews, Children of, were taught useful trades346
- Jo Daviess County, Illinois, Citizens of Galena and Jo Daviess County, celebrate General Grant's Birthday73, 74
- John Crerar Library, Chicago...253
- Johns Hopkins University..... 78
Foot-notes570, 571
- Johns Hopkins University Studies Vol. 3, quoted, Foot-notes...570, 571
- Johnson, (Prof.) Allen.....1-13, 72
- Johnson, (Prof.) Allen, Illinois in the Democratic movement of the Century1-13
- Johnson, (Pres.) Andrew...231, 434
- Johnson County, Illinois, Education, common schools, subjects of study525
- Johnson, (Rev.) D. S.....409
- Johnson, George442
- Johnson, Justus L.....620
- Johnson, (Rev.) P. A.....415
- Johnson, (Doctor) Samuel.....154
- Joliet, Ill.46, 489, 523
- Joliet, Ill., Education, High School 1858523
- Joliet, Louis102, 119, 120, 433
- Jones, A. D., Illinois and the West Pub. Boston 1838.....564
- Jones, (Mrs.) B. B.....442
- Jones, (Rev.) Edgar De Witt...426
- Jones, Jenkin Lloyd, Biographical sketch10, 461-462
- Jones, (Mrs.) Jenkin Lloyd.....462
- Jones, J. Wilkes.....584
- Jones, John Rice, Illinois' first lawyer146
- Jones, Michael223
- Jones, Richard Lloyd.....462
- Jones, W., Early Baptist preacher and missionary in Illinois.....305
- Jonesborough, Ill., College charter granted to in 1835.....315
- Jordan, Joshua15, 23
- Jordan, Joshua, Early settler of Wabash County, Illinois..... 15
- Joslyn, (Miss) Mabel, wife of Clinton C. Patterson.....625
- Journalism in Illinois before the Thirties, By Carl R. Miller...149-156
- Joy, (Mrs.) —, Early school teacher, Mt. Carmel, Illinois ... 24
- Judd, Orange, Editor of the Orange Judd Farmer583
- Judson, (Pres.) Harry Pratt, University of Chicago235
- Julien, (Rt. Rev.) Eugene, Bishop of Arras618

Jumonville, Sieur Coulon De.....123
 Juny, (Rev.) F. A.....421

K

Kachassa, daughter of Kannekuk,
 Kickapoo Prophet 52
 Kagy and Vandervort, Law firm..635
 Kahn, Otto H., When the Tide
 Turned, the American attack at
 Chateau Thierry and Belleu
 Woods454
 Kanawha River569
 Kane, Elias Kent.....
136, 146, 147, 153, 223, 397
 Kane, Elias Kent, Framers of the
 first Constitution, State of Illi-
 nois136
 Kane, Elias Kent, His work in the
 Constitutional Convention, State
 of Illinois, 1818.....222
 Kane, Elias Kent, Secretary of
 State of Illinois.....146, 147
 Kankakee Co., Illinois, Scrap Book
 453
 Kankakee River45, 121
 Kannekuk or Keeanakuk, The
 Kickapoo Prophet, By Milo
 Custer48-56
 Kannekuk, Kickapoo Prophet, Bur-
 ied near Kickapoo, a village on
 the Missouri River in what is
 now Leavenworth County,
 Kansas 51
 Kannekuk, Kickapoo Prophet
 Church, prayer sticks, etc....49-51
 Kannekuk, Kickapoo Prophet,
 Descendants living on the Kick-
 apoo Reservation in Brown
 County, Kansas 52
 Kannekuk, Kickapoo Prophet,
 Doctrines of, copied in the In-
 dian language, translated....53-54
 Kannekuk, Kickapoo Prophet,
 John T. Irving, Jr., quoted on.. 51
 Kannekuk, Kickapoo Prophet,
 Letter of Gen. William Clark to,
 dated Aug. 31, 1832 advising the
 Prophet and his band to leave
 Illinois 56
 Kannekuk, Kickapoo Prophet,
 McCoy (Rev.) Isaac, Baptist
 Missionary, quoted on Kanne-
 kuk 50
 Kannekuk, Kickapoo Prophet,
 Oil painting of, by Miss Florence
 Harris, in Court House, Bloom-
 ington, Illinois 56

Kannekuk, Kickapoo Prophet,
 Portrait by George Catlin. Ref-
 erence 56
 Kannekuk, Kickapoo Prophet,
 Translation of part of one of his
 sermons 55
 Kansas City, Mo.....214, 215, 217
 Kansas-Nebraska Bill, Passed in
 1854, Reference140
 Kansas State73, 176, 253
 Kansas State, Brown Co., Kansas
49, 52, 55
 Kansas State, Brown County,
 Kansas, Kickapoo Reservation in 49
 Kansas State, Butler Co., Kansas..175
 Kansas State, Council Grove.....217
 Kansas State, Experiments in leg-
 islation 11
 Kansas State, Fort Scott, Kan....
 214, 216
 Kansas State, Historical Society,
 Note book of Gen. William Clark
 in Kansas Historical Society.... 51
 Kansas State, Kickapoo Indians,
 Rev. Isaac McCoy, Baptist Mis-
 sionary labors among..... 50
 Kansas State, Leavenworth
 County, Kansas 51
 Kansas State, McCune, Kansas...
 265, 266
 Kansas State, McPherson Co.,
 Kansas174
 Kansas State, McPherson, Kansas.174
 Kansas State, Osage County,
 Kansas581
 Kansas State, Secretary of State
 Report253
 Kansas State, Topeka, Kansas....
 214, 217
 Kansas State, Wichita, Kansas...217
 Kaskaskia on the Illinois River...
 119, 120
 Kaskaskia, Illinois
34, 64, 65, 102, 120, 122,
 125, 126, 127, 128, 132, 133, 135,
 136, 137, 146-149, 150, 151, 222,
 225, 275, 279, 282, 304, 433, 562, 563
 Foot-note304
 Kaskaskia, Capitol of Illinois.....
 146, 225
 Kaskaskia, Capitol, removed from,
 to Vandalia in 1820.....225
 Kaskaskia, Cheek J., opens school
 in Kaskaskia, See advertisement
 232
 Kaskaskia, Clark, George Rogers,
 Captures Kaskaskia....34, 126-128

- Kaskaskia, Constitutional Con-
vention, 1818, held in Kaskaskia
.....146, 222, 275
- Kaskaskia, Convent for the educa-
tion of Young Ladies, maintain-
ed by the Catholic Church..304, 305
- Kaskaskia, Convent of the Ladies
of Visitation, established in 1833
..... 146
- Kaskaskia, Cross, Mr., announce-
ment for opening a school in
Kaskaskia282-283
- Kaskaskia, Early education in....
..... 279, 282
- Kaskaskia, Early prominent men
in146, 147
- Kaskaskia, Early settlement of,
depicted in Centennial Pageant,
Chicago433
- Kaskaskia, French citizens during
British rule send protest for a
Constitutional government..136-137
- Kaskaskia, Jesuit College in, Foot-
note304
- Kaskaskia, LaFayette's visit to,
Reference146
- Kaskaskia, Land office opened in,
1814150
- Kaskaskia, Menard Academy for
Ladies established in Kaskaskia
in 1836146
- Kaskaskia, Peck, John Mason,
Quoted on Kaskaskia under
French Rule304
- Kaskaskia, Population in Kaskas-
kia and vicinity 1815.....149
- Kaskaskia Records 1778-1790, Illi-
nois Historical Collections Vol.
V,98, 267, 465, 562, 657
- Kaskaskia Republican Newspaper.563
- Kaskaskia, State Capitol.....146, 225
- Kaskaskia, Territorial Capitol.....146
- Kaskaskia River127
- "Kaskia Woods" Home of Mr. and
Mrs. George D. Chafee, Shelby-
ville, Illinois238, 240
- Katahotan, principal Kickapoo vil-
lage in Central Illinois, Foot-
note588
- Katnahmee, Kickapoo Indian ... 52
- Keach, Alice M., wife of Robert
Edgar Bone216
- Keensburg, (Wabash Co.) Illinois. 23
- Keidel, George C., The Early Life
of Professor Elliot..... 78
- Keller, (Mrs.) C. E.....242, 243
- Kelley, (Mrs.) W. C.....242, 243
- Kellogg, James, Early educator in
Tremont, Illinois581
- Kellogg, William Pitt, Biographical
sketch10, 460
- Kelly's Cabin, Springfield, Illinois.447
- Kelsey, Capt.419
- Kelsey, (Mrs.) Sarah Jane Barbour
.....419
- Kemp Family, McLean Co., Illinois 45
- Kendall County, Illinois..... 81
- Kendle, Jessie, Wife of Roy Lind-
sey Bone.....217
- Kenedy, (Rev.) James409
- Kenilworth, Illinois 77
- Kennebec River578
- Kennedy, Thomas, Historic flags of
Illinois in colors620
- Kennedy, William442
- Kennekuk, John (Pahkahkah) son
of Kannekuk, Kickapoo Prophet 52
- Kent, (Rev.) Aratus, religious
leader and teacher ...193, 194, 484
- Kent, James, Chancellor of the
State of New York.....7, 8
- Kentucky County, Virginia annexed
the county south of the Ohio un-
der the name of the County of
Kentucky570
- Kentucky State...15, 16, 17, 43, 63,
91, 107, 158, 178, 253, 265, 269,
370, 380, 387, 400, 406, 418, 419,
454, 511, 562, 570, 574, 586, 587, 591
- Kentucky State, Barren County,
Kentucky 16
- Kentucky State, Bourbon County,
Kentucky178
- Kentucky State, Christian County,
Kentucky586
- Kentucky State, Cumberland Gap
road through, made possible the
settlement of Kentucky..... 43
- Kentucky State, Education, Acade-
mies511
- Kentucky State, George Washing-
ton, lands owned by in Kentucky
.....574
- Kentucky State, Historical Society.454
- Kentucky State, Lexington, Ky....
.....63, 419
- Kentucky State, Louisville, Ky.... 63
- Kentucky State, Martin, Asa Earl,
The Anti-Slavery movement in
Kentucky prior to 1850.....253
- Kentucky State, Mercer County,
Kentucky400, 406
- Kentucky State, Russellville, Ken-
tucky562

- Kentucky State, The Wilderness Road, Reference 43
- Kentucky, State Virginia annexed the county south of the Ohio under the name of the county of Kentucky570
- Kenwood Garden Association.....437
- Kettenetty, (Rev.) B. B.....192
- Kewanee, Illinois485, 523, 620
- Kewanee, Illinois, Aids in the educational movement485
- Kewanee, Illinois, Education High School 1859523
- Khuen, (Rev.) John.....421
- Kickapoo, Illinois, School charter, Foot-note537
- Kickapoo Indian Reservation, in Brown County, Kansas....49, 52, 55
- Kickapoo Indian Reservation near Fort Leavenworth, Kansas..... 51
- Kickapoo Indian Town, McLean County, Illinois 44
- Kickapoo Indians44, 48-56, 588
Foot-notes48, 52, 590
- Kickapoo Indians, Ahshameeno Tenwamkwa, daughter of Masheena, second wife of Kannekuk 52
- Kickapoo Indians, Clark, (Gen.) William, Letter to Kannekuk the Prophet advising him to leave Illinois with his band..... 56
- Kickapoo Indians, Custer, Milo, Kannekuk or Keenanakuk, The Kickapoo Prophet48-56
- Kickapoo Indians, Kachassa daughter of Kannekuk, Kickapoo Prophet 52
- Kickapoo Indians, Katahotan, principal Kickapoo village in Central Illinois, Foot-note588
- Kickapoo Indians, Katnahmee, Kickapoo Indian 52
- Kickapoo Indians, Kennekuk, John (Pahkahkah) son of Kannekuk, Kickapoo Prophet..... 52
- Kickapoo Indians, Kwahtheet, child of Kannekuk, Kickapoo Prophet 52
- Kickapoo Indians, McCoy, (Rev.) Isaac, Baptist missionary, labors among the Kickapoo Indians in Kansas 50
- Kickapoo Indians, Masheena (Kickapoo) chief48, 52
Foot-note 52
- Kickapoo Indian, Mas-que-qua, George 55
- Kickapoo Indians, Nahkukkum succeeds as pastor Kannekuk, the Prophet 53
- Kickapoo Indians, Netinahpee, child of Kannekuk, Kickapoo Prophet. 52
- Kickapoo Indians, Optukkee (Commodore Catt) Kannekuk's grandson 52
- Kickapoo Indians, Pahkahkah (John Kennukuk) son of Kannekuk, Kickapoo Prophet 52
- Kickapoo Indians, Sawkeetokwa, first wife of Kannekuk, Kickapoo Prophet 52
- Kickapoo Indians, Treaty at Edwardsville, 1819, Foot-note.....590
- Kickapoo Indians, Village at the for of the Vermilion River, Foot-note 48
- Kickapoo Indians, Wahmeetukoosh, wife of Kannekuk the Prophet.. 52
- Kickapoo Indians, Wahpoantek, grandson of Kannekuk, Kickapoo Prophet 52
- Kickapoo Indians, Wahwahsuk, Minnie, Great granddaughter of Kannekuk, Kickapoo Prophet... 52
- Kickapoo Indians, Wahwahsuk, Grandson of Kannekuk, Kickapoo Prophet 52
- Kickapoo Indians, Wahwahsuk, Robert, great grandson of Kannekuk, the Kickapoo Prophet..... 52
- Kickapoo Indians, Weshkupahakun, Ashkeekee, Indian word for "Salt Lands," Foot-note..... 48
- Kickapoo Indians, Whitewater, Arthur 55
- Kickapoo River183
- Kieffer, (Rev.) J. E.....241
- Killam, W. E.....243
- Kimball, (Mrs.) C. F.452
- Kimball, Henry Ames452
- Kimball, L. P.375
- Kimmel, Peter, Printer, accompanies Henry Eddy to Illinois...149
- King, (Mrs.) Deliah, celebrates her one-hundredth birthday74, 75
- King, Jeremiah450, 451
- King, (Rev.) John S., An early Baptist missionary, in Boone County, Illinois, 1836 28
- King, Roy450
- Kinyon, (Miss) Nanthia B., wife of Professor Henry McCormick....261
- Kinzie School, Chicago.....641
- Kirby, John442

- Kirby, Julia Duncan, Biographical sketch of Joseph Duncan.....564
- Kirby, William309, 315, 483
- Kirby, William, Advocate of the common school483
- Kirby, William, Member of the "Yale Band" of Theological students who came to Illinois.....309
- Kirk, Margaret C., The First Presbyterian Church of Belvidere, Illinois, 1839-191828-32
- Kishwaukee River28
- Kitchell, Joseph223
- Kitchell, J. W., of Pana, Illinois..223
- Kitchell, Wyckliffe397
- Klein, Abbé Felix618, 619
- Kleinman, John J., Early settler of Chicago444
- Knapp, (Mrs.) J. F.....442
- Knapp, John, Surveyed the town of Lancaster, Wabash County, Illinois, 184623
- Knapp, (Dr.) M. L.182, 183
- Knauff, (Mrs.) Lois M.621
- Knights of Columbus240, 428, 429, 430, 613
- Knights of Pythias254
- Knox College, Galesburg, Illinois108, 562
- Knox College, Galesburg, Illinois Catalogues, 1859-1861.....562
- Knox County, Illinois59, 60, 61, 168, 489, 501, 525
- Knox County, Illinois, Education, Common schools525
- Knox County, Illinois, Messages of love and encouragement, A reminiscence of the Civil War, Letter from the women of Knox County to their brothers in the field..59-61
- Knoxville, Illinois489
- Koeppe, (Miss) Dorothy433
- Koerner, Gustavus397
- Kohlsaat, H. H.....259
- Kosciuszko, Tadenz, Polish Patriot237
- Kosciuszko Statue, Humboldt Park, Chicago237
- Kraft, Arthur428
- Kratz Hill, Piatt County, Illinois..440
- Kratz, W. H.....439
- Krc, (Miss) Z.....436
- Kreider, George N., M. D., Biographical sketch of William O. Ensign, M. D.....260
- Kubicek, John437
- Kucere, (Miss) Emilia.....436
- Kwahtheet, Child of Kannekuk, Kickapoo Prophet52
- L
- L'Aigle, Marquis de.....599
- Labelle, Mo.628
- La Capelle599
- Lacon, Illinois, Education, High school established before 1860... ..523, 537
- Ladies' Aid Association for the Education of Females, Jacksonville, Ill.488-490, 558, 562
- Ladies' Association for the Education of Females, established at Jacksonville, Ill., Oct. 4, 1833... ..488-490
- Ladies' Educational Aid Association, Jacksonville, Ill., Fifth annual report, Foot-note489
- Ladies' Educational Aid Association reports, 1833-1883, Jacksonville, Illinois562
- Laetare Medal643, 653
- Lafayette, (General) Marie Jean Paul Roch Yves Gilbert Motier.101, 145, 146, 400, 435
- La Fayette, Indiana579
- La Guerre Et Les Americains M. Medill McCormick253
- La Harpe, Ill., Gitting Seminary..463
- Lake County, Ill.227, 525
- Lake County, Ill., Education, common schools, subjects of study..525
- Lake Erie572
- Lake Michigan...34, 35, 36, 46, 48, 74, 103, 109, 119, 120, 121, 134, 443
- Lake of the Woods.....131
- Lake Superior118
- Lamar, L. Q. C.....252
- Lancaster, (Wabash County) Ill., Settled principally by people who came from Lancaster, Pa.....23
- Lancaster, Pa.23
- Lancasterian School282, 283
- Land Grant Act, for Educational purposes275, 276, 340, 351
- Land Grant Act, for the establishment of agriculture and Mechanical Colleges340
- Land Office at Edwardsville, Illinois151
- Land Office, opened in Kaskaskia in 1814150
- Land Office, Springfield, Illinois...211
- Lands, Congressional grants of land for school purposes...275-276

- Lands, Illinois United States Government grants lands for the use of schools 275
- Lands, Speculation in Western Lands from 1834 to 1840..... 272
- Lands, Western land sales after 1820 271
- Landis, (Judge) Kenesaw M., Address at celebration of General Grant's birthday, Galena, Reference 73
- Lane, (Judge) E., of Montgomery County, Ill. 384
- Langdon, William Chauncey, "The Masque of the Titans of Freedom" 253
- Lansden, (Rev.) Abner W..... 212
- Lansing, Robert, Secretary of State, United States 598, 605
- La Page, Jules 253
- LaSalle County, Illinois..... 81, 159, 260, 489
- LaSalle County, Illinois, Medical Society 260
- LaSalle, Illinois, Baptist Church... 411
- LaSalle, René Robert, Sieur De... 102, 120, 121, 122, 158
- Latham, Robert 294
- Latin Grammar School..... 331
- Latin Grammar School curriculum 331, 338, 339
- Latta, James, Early settler of Tazewell County, Illinois..... 160
- Lauvelette (Lovelette) family, first white settlers of Wabash County 14
- Law, John 122, 128, 144
- Law, John, Mississippi Bubble... 144
- Law, John, Quoted on Father Gibault 128
- Lawrence, Albert 410
- Lawrence (Mrs.) Bigelow..... 387
- Lawrence, Charles B..... 397
- Lawrence County, Illinois..... 398
- Lawrence, George A..... IV, V, 7
- Lawrence (Mrs.) George A..... 78
- Lawyers of Montgomery County, Illinois, Address by Amos Miller 379-385
- Leavenworth County, Kansas.... 51
- Leaverton, Charles, Alexander.... 409
- Leaverton, Emma Jeanette, wife of Edwin J. Smith..... 409
- Leaverton, George Wilson..... 409
- Leaverton, John A..... 407, 408
- Leaverton, John Franklin..... 409
- Leaverton, Margaret Isabelle, wife of Arthur E. Washburne..... 409
- Leaverton, Mary Ellen, wife of William H. Holly..... 409
- Leaverton, Mary E. Smith, Granddaughter of Edward Smith, a pioneer of Bond County, Illinois, By Nancy Jane Leaverton Sale 408-409
- Leaverton, Mary E. Smith, Nancy Jane Leaverton Sale, Sketch of Mary E. Smith Leaverton. 9, 408-409
- Leaverton, Nancy Jane, Wife of Anthony W. Sale..... 409
- Lebanon, Illinois, Early educational movements in..... 495
- Lee County, Illinois..... 90
- Lee (Col.) E. T..... 453
- Lee, Francis 568
- Lee, Richard Henry..... 130, 568
- Lee, Richard Henry, Resolution in the Continental Congress, Quoted 130
- Lee Union Center, Illinois, Education, High School established before 1860 523, 537
- Legge, George (Lord Dartmouth). 136, 137
- Legislative Reference Bureau, State of Illinois..... 221
- Leighlin Bridge, County Carlow, Ireland 637, 649
- Leiter, Levi Z..... 257
- Leland Hotel, Springfield, Illinois 426, 428
- Lemen, James, Early Baptist preacher and missionary in Illinois 305
- Lemen, James, Jr..... 223
- Lemen, Robert, Early school teacher in Illinois..... 280
- LeRoy, Illinois, Education, High School, 1856 523
- Lescher (Mrs.) Nevin C..... 452
- Letters, Berrian, Sam G. to Dr. I. M. Francis, dated St. Louis, March 26, 1818..... 62-63
- Letters, Bone, Elihu, Church letter from Fall Creek, Tennessee, Opposite page 212
- Letters, Churchill, George, Letter to Mr. Swift Eldred, Dated Madison County, Illinois, Sept. 9, 1818 64-66
- Letters, Clark (Gen.) William, Early letters of, in possession of Optukke, grandson of Kannekuk, Kickapoo Prophet 51, 52

- Letters, Clark (Gen.) William to Kannekuk, Kickapoo Prophet, advising him to leave Illinois with his band..... 56
- Letters, Flint (Rev.) Timothy, Letters of Rev. Timothy Flint from Illinois and Missouri, London, 1816563
- Letters, Flower, Richard, Letters from Lexington and Illinois, London, 1819563
- Letters, Hall (Judge) James, Letters from the West, London, 1828. 563
- Letters, Messages of love and encouragement, a reminiscence of the Civil War, Letter from the Women of Knox County to their brothers in the field.....59-61
- Letters, Power, J. C., to James C. Conkling253
- Letters, Power, J. C., to Major John T. Stuart253
- Letters, Power, J. C., to Col. John Williams253
- Letters, Satolli, Cardinal Archbishop, Letter to William J. Onahan, Dated Washington, Dec. 28, 1913644
- Letters, Soldier boys overseas write letters for Mothers' Day, May 12, 1918.....250
- Letters, Washington—Crawford, Letters568, 570, 571
Foot-notes.....568, 569, 572, 573, 574
- Letters, Washington, George, to Jacob Read572
- Letters, Washington, George, to James Duane572
- Letters, Washington, George, to Presley Neville, 1794574
- Lewis, (Capt.) E. R., Early resident of Chicago.....444
- Lewis, (Hon.) James Hamilton....
.....234, 428, 614
- Lewis Judd Mortimer.....246
- Lewis Publishing Company, Chicago, Ill. 77
- Lewis, Thomas567
- Lexington Battle of, War of the Revolution, April 19, 1775..129, 139
- Lexington, (McLean County) Illinois45, 46, 410, 411
- Lexington, Illinois, Baptist Church.411
- Lexington, Kentucky63, 419, 563
- Lexington, Kentucky, Flower, Richard, Letters from Lexington and Illinois, London, 1819563
- Leyman, *error*, should be Lyman (Gen.) Phineas278, 279
- Liberty Hall, Academy in Rockbridge County, Virginia....571, 572
- Liberty Loan Parade, Chicago, Oct. 12, 1918612-615
- Lichner, (Dr.) Samuel436
- Lick Reservation, near Shawneetown, Illinois, Reference..... 64
- Lieber and Schurz, Two Loyal Americans of German Birth. By Evarts B. Greene453
- Lieber, Francis453
- Life, Periodical, Oct. 18, 1917..... 78
- Lill and Diversey, Early Brewers of Chicago443
- Lillard, Joseph, Early Methodist preacher and missionary in Illinois305
- Lincoln, Abraham.....
..10, 13, 35, 72, 73, 78, 86, 89, 107, 110, 111, 114, 115, 140, 141, 144, 166, 179, 185, 197, 198, 199, 200-209, 246, 247, 248, 249, 250, 253, 267, 386, 396, 397, 426, 427, 430, 434, 437, 439-442, 443, 449, 450, 451, 453, 458, 460, 461, 465, 621, 658
Foot-notes141, 468
- Lincoln, Abraham, Abraham Lincoln Social Center, Chicago.....461
- Lincoln, Abraham, Ann Rutledge, Lincoln's first love249
- Lincoln, Abraham, Assassination, Reference443
- Lincoln, Abraham, Attitude on slavery, nation cannot exist half slave and half free 10
- Lincoln, Abraham, Candidate for the Legislature249
- Lincoln, Abraham, Captain in the Black Hawk War249
- Lincoln, Abraham, Charnwood, (Lord). Abraham Lincoln.....427
- Lincoln, Abraham, Chicago, Woodlawn Bank Notes, Lincoln number253
- Lincoln, Abraham, Clippings on Abraham Lincoln 78
- Lincoln, Abraham, Elected to the Legislature of Illinois.....249
- Lincoln, Abraham, Election to the Presidency 1860, Reference.....140
- Lincoln, Abraham, Emancipation Proclamation179
- Lincoln, Abraham, Fess, (Hon.) S. D., Speech on Abraham Lincoln, United States, House of Representatives, Feb. 12, 1914..452

- Lincoln, Abraham, First Levee, Springfield, Illinois, Feb. 6, 1861. 386
- Lincoln, Abraham, Ganiere, George E., Bust of Abraham Lincoln. 253
- Lincoln, Abraham, Gettysburg, Address, Reference 44
- Lincoln, Abraham, Greatest contribution of Illinois to the democratic movement of the century. . 13
- Lincoln, Abraham, Herndon, William H., Law partner. 197, 198, 201
- Lincoln, Abraham, Lincoln-Armstrong wrestling bout, Reference. 247
- Lincoln, Abraham, Lincoln Centennial Association 458
- Lincoln, Abraham, Lincoln-Douglas Debates, 1858 98, 107, 203, 267, 439-442, 465, 658
- Lincoln, Abraham, Lincoln's First Reception, Springfield, Illinois, Feb. 6, 1861, also account of reception at the White House. . 9, 386
- Lincoln, Abraham, Lindsay, Vachel, Poem, Abraham Lincoln walks at midnight in Springfield. 199-200, 427
- Lincoln, Abraham, Monticello, Piatt County, Illinois, Monument unveiled marking spot where Lincoln and Douglas met to arrange for famous Debates of 1858. 439-442
- Lincoln, Abraham, Old Salem, Lincoln League plan rebuilding of New Salem as a memorial of Abraham Lincoln 246-250
- Lincoln, Abraham, One Hundred and ninth anniversary of the birth of, observed by the Lincoln Centennial Association, the Centennial commission and the Illinois State Historical Society. . 72-73
- Lincoln, Abraham, Postmaster at New Salem 249
- Lincoln, Abraham, Quoted on the Dred Scott case 10
- Lincoln, Abraham, Quoted on the value of education 467, 468
Foot-note 468
- Lincoln, Abraham, "Rail Splitter" Abraham Lincoln so called 89
- Lincoln, Abraham, The Saviour of the Freedom of Mankind. 453
- Lincoln, Abraham, Speech in Cincinnati, 1859, Reference. . . 140, 141
- Lincoln, Abraham, Speech, Springfield, State House, June 16, 1858, Reference, Foot-note. 141
- Lincoln, Abraham, Statue State House Grounds, work of Andrew O'Connor 426, 427, 430
- Lincoln, Abraham, Supreme Court of the State of Illinois, rulings against, jocular remark of Lincoln 396, 397
- Lincoln, (Mrs.) Abraham 425
- Lincoln, (Mrs.) Abraham, Ball at the White House, probably early in 1862, described. 386-390
- Lincoln, (Mrs.) Abraham, Description of costume worn by at ball in White House 388
- Lincoln and Berry Store, Old Salem 247
- Lincoln-Armstrong wrestling bout, Reference 247
- Lincoln Centennial Association. 72, 73, 458
- Lincoln Centennial Association, (Judge) J Otis, Humphrey, Chairman 73
- Lincoln Centennial Association, Observe Lincoln's birthday. 72, 73
- Lincoln-Douglas Debates 1858. 107, 203, 267, 439-442, 465, 658
- Lincoln Highway Memorial, trees to be planted along. 619
- Lincoln, Illinois 92, 458, 584
- Lincoln, Illinois, Odd Fellows Orphans Home located in Lincoln. 458
- Lincoln Monument, Oak Ridge Cemetery, Springfield, Illinois. 253
- Lincoln, Nebraska 453
- Lincoln, Robert Todd, Celebrates Golden Wedding 434, 435
- Lincoln, (Mrs.) Robert Todd, Celebrates Golden Wedding. 434, 435
- Lincoln, The man of the people, By Edwin Markham 427
- Linder, Usher F. 397
- Lindley Family 586
- Lindley, Robert, Account of the Cannon-Stark Indian Massacre and Captivity 587-591
- Lindley Unity Warren 586
- Lindley, William 586
- Lindsay, Vachel, "Abraham Lincoln walks at midnight in Springfield, Illinois," poem by Vachel Lindsay 199-200, 427
- Lingenfelter, (Rev.) V. D., In the Mexican War from Wabash County, Illinois 27
- Linn, (Rev.) J. M. 196

- Lipsner, (Capt.) B., Superintendent of the United States Aerial Mail Service438
- Lisbon, (Kendall County), Illinois. 81
- Litchfield, Illinois86, 87
- Litchfield, Ill., Elmwood Cemetery. 87
- Litchfield, Ill., Happy Hour Circle. 87
- Litchfield, Ill., Presbyterian Church86, 87
- Litchfield, Ill., Woman's Club 86
- Literary Digest, Oct. 13, 1917..... 78
- Little Kenawha River.....569, 573
- Little Miami River574
- Liverpool, England89, 637, 638
- Livingston County, Illinois9, 159, 410-413, 501
- Livingston County, Illinois, (Rev.) Edwin Benden, Historical sketch of the Baptist Denomination in Livingston County, Ill...9, 410-413
- Loami, Illinois446
- Lobdell, G. M., Development of Free Schools in Illinois, unpublished Master's Thesis, Columbia University, 1912564
- Lockport, Illinois, Education, High School, 1856523
- Lockridge, (Gen.) P. D.597
- Lockwood, Samuel Drake, Advocate of the Common School.482, 483
- Lockwood, Samuel Drake, Judge of the Supreme Court, State of Illinois ..161, 315, 393, 394, 397, 482, 483
- Lodge, (Mrs.) Ellen442
- Lodge, William F., of Monticello, Illinois441
- Logan County, Illinois...159, 185, 217
- Logan, Frank G.....435
- Logan, (Gen.) John Alexander... ..107, 110, 115, 437, 628, 634
- Logan, (Judge) Stephen R.....163, 164, 226
- Loisel, Madeline125
- London, England154, 258, 283, 400, 414, 454, 566, 568, 606
- London, England, Mansion House..606
- London, England, Royal Historical Society454
- Long, —217
- Long Beach, California262
- Long, (Mrs.) Frank.....628
- Long, James406
- Long, Jane, wife of John Smith... ..403, 406
- Long Point, McLean County, Ill... 44
- Long, Priscilla Laswell406
- Long, Sarah, wife of James Smith.404
- Long, W. G..... 45
- Loomis, C. A., A journey on horseback through the Great West...564
- Lord Botetourt570
- Lord Dartmouth136, 137
- Lord Dunmore's War, 1774...569, 570
- Los Angeles, Cal.78
- Loudoun County, Virginia....391, 573
- Louis XV, King of France....154, 177
- Louis XVI, King of France.....145
- Louisiana State122, 460
- Louisville, Ill.398
- Louisville, Ky.63, 67, 126, 151, 154, 190, 257, 258, 570
- Foot-note272
- Louisville, Ky., Courier (Newspaper) 67
- Lovejoy, Elijah Parish...107, 108, 201
- Loveless, Milo J....98, 267, 465, 658
- Lovellette Family, *See* Lauvellette 14
- Lowden, (Miss) Florence.427, 428, 429
- Lowden, (Miss) Florence, Takes the part of "Illinois" in the "Masque of Illinois".....428
- Lowden, (Gov.) Frank Orren.... ..72, 73, 110, 232-234, 425, 426, 427, 428, 429, 430, 431, 433, 441, 614
- Lowden, (Gov.) Frank Orren, Extract from speech on a new constitution for the State of Illinois232-234
- Lowden, (Mrs.) Frank Orren.....426, 427, 428, 429, 430
- Lowry, C. D.....656
- Loyola School of Sociology, Chicago, Ill.649
- Ludowise, M. C.....78
- Luke, (Mrs.) Rebecca C.....453
- Lumsden, E. W.....442
- Lurs, H. B.....445
- Lusitania Ship, sinking of, World War462
- Lutheran Church196, 241
- Lutheran Church Shelbyville, Ill.241
- Luxenburg, a Grand Duchy of Europe604
- Lycurgus, a Spartan legislator...132
- Lyle, (Rev.)420
- Lyman, (Gen.) Phineas of Connecticut278, 279, 571
- Lyman, (Gen.) Phineas, Agricultural education, proposal by... ..278, 279
- Lyman,, (Gen.) Phineas, Leader of a colony to settle on the Mississippi, 1765278, 279

- Lyndon, Illinois, Education, High School, 1847523
 Lyons, Lord387
- M
- McAdoo, William G.654
 McAdoo, (Mrs.) William G.603
 Macarty, Chevalier de ...122, 123, 125
 McBride, (Judge) James C., Clay County Circuit Court.....391
 McCaughtry, (Rev.) J. D.195
 McCauley, John, First Court in Clay County, Illinois, held in the home of398
 McCauley, (Miss) Lena437
 McClean, Archibald, Foot-note....573
 McCleary's Bluff, Wabash County, Illinois26
 McCleary, John, Early settler of Wabash County, Illinois 26
 McClellan, (Gen.) George B.
61, 247, 387, 388
 McClellan, (Mrs.) George B.387, 388
 McClernard, John A.393-397
 McClernard, John A., Appointed Secretary of State of Illinois by Governor Carlin394
 McClernard, John A., Alexander Field vs. The people of the State of Illinois on the relation of John A McClernard393-397
 McClure, (Lieut.) Charles, United States Army 92
 McClure, (Mrs.) Charles, (Mae Walker) 92
 McClure, (Lieut.) Charles W., United States Army..... 92
 McClure, Robert629
 McClurken, (Mrs.) Eliza.....414
 McComb, John Thomas, Biographical sketch630
 McComb, (Mrs.) Margaret.....630
 McConnell, (Mrs.) Edward M.....621
 McConnell, John Ludlam, The Glens; a Family History, Pub. N. Y., 1851621
 McConnell, John Ludlam, Talbott and Vernon, Pub. N. Y., 1850..621
 McConnell, Lutie, wife of Harry J. Bone217
 McCormick, Edward C.262
 McCormick, (Dr.) Fred C.....262
 McCormick, Henry G.....262
 McCormick, (Prof.) Henry, Biographical sketch261-264
 McCormick, Medill, La Guerre et les Americans253
 McCormick, (Dr.) N. K.....262
 McCoy, (Rev.) Isaac, Quoted on Kannekuk, Kickapoo Prophet.50, 51
 McCoy, (Rev.) Isaac, Baptist missionary, labors among the Kickapoo Indians 50
 McCoy, Nancy, wife of Robert Smith Bone216
 McCracken, (Miss) Leona.....242
 McCulloch, David264
 McCullough, (Rev.) Joseph, D D..416
 McCune, Kansas265, 266
 McDavid, Joel F., In the World War from Montgomery County, Illinois379
 McDougall, (Rev.) Howard.....420
 McDowell, (Gen.) Irvin.....388
 McDowell, (Rev.) William, Early Methodist minister from Ohio, locates in Wabash County..... 21
 McDowell, (Rev.) William, With others locates and names the town of Mt. Carmel, Wabash County, Illinois21, 307
 McFadden, (Rev.) S. W.....447, 448
 McGee, Thomas D'Arcy.....640
 McGinnis, (Dr.) John.....451
 McGolrick, (Bishop) James.....647
 McGoorty, (Judge) John P.....429
 MacGowan, (Rev.) J. M.....196
 McHenry County, Illinois.....501
 McIlvaine, Mabel, Chicago in the Fifties, Introduction by Mabel McIlvaine620
 McIlvaine, Mabel, Reminiscences of Chicago during the Civil War, Introduction by Mabel McIlvaine...620
 McKendree (Bishop) William, Early Methodist preacher and Missionary in Illinois.....305
 McKendreean College, Lebanon, Ill., Early name for McKendree College108, 308, 312, 315, 555
 Foot-note308
 McKendreean College, Lebanon, Illinois Charter granted to in 1835.315
 McKendreean College, Charter refused by the Illinois Legislature.312
 McKenzie, Anne 77
 Mackinac Island119, 121
 Mackinaw, Tazewell County, Ill.
44, 160, 161, 162, 163, 620
 Mackinaw, Tazewell County, Ill., Records of the County162, 163
 Mackinaw River...44, 45, 158, 159, 160
 Mackinaw River Country.....159

- McKinley, (President) William.... 257, 457
- McKinley, (Hon.) William B.....441
- McKinney, (Miss) Alice, Wife of
Thomas E. Merritt.....635
- McLaughlin, (Prof.) A. C., Course
of lectures in Europe.....250, 251
- McLean County, Ill.....
46, 159, 162, 231, 489, 501, 586, 591
Foot-note588
- McLean County, Ill., Act creating
Dec. 25, 1830.....162
- McLean County, Ill., Duis, (Dr.) E.,
Good Old Times, Pub. 1874.....586
- McLean County, Ill., Old Town Timber
.....591
- McLean, John, Illinois Territorial
delegate in Congress.....223
- McLeansboro, Illinois298, 417
- McLeansboro, Ill., State aid for es-
tablishing school in.....298
- McLeod, (Rev.) Donald.....640
- Maclure, William, Educator.....
.....339-347, 350, 556
Foot-notes341-346
- Maclure, William, Educator, with
Joseph Neef, introduces manual
labor in schools.....350
- Maclure, William, Opinions 1819-31,
Quoted, Foot-notes
.....341, 342, 343, 344, 345, 346
- Maclure, William, Opinions on var-
ious subjects dedicated to the In-
dustrial Producers563
- Maclure, William, Quoted on manu-
labor schools
340, 341, 342, 343, 344, 345, 346, 347
- McMaster, John Bach, History of
the People of the United States,
Vols. 1-8, N. Y., 1913-1914.....565
Foot-note286
- McMaster, John Bach, History of
the People of the United States,
Vol. 5, Quoted, Foot-note.....286
- McMaster, (Dr.) Steven J., Chap-
lain of the United States Hos-
pital, Mound City, Illinois.....419
- McMasters, James A.....640
- McNabb, Babb247
- McNamee, (Rev.) William J.....649
- McNary, (Rev.) David L.....195
- McNaughton, Alexander163
- McNeeley, Thompson W., One of
the survivors of the Constitu-
tional Convention of 1862228
- Macoupin County, Illinois.....
.....93, 94, 95, 96, 434, 489
- Macoupin County, Illinois, Bar As-
sociation 94
- Macoupin County, Illinois, Histor-
ical Society 94
- Macoupin County, Illinois, History,
published 1911 94
- Macoupin County, Illinois, Old Set-
tlers' Association 94
- Macoupin Creek 57
- McPherson, McPherson County,
Kansas174
- McShane, (Dr.) J. J.241
- McWilliams, (Maj.) Robert of Mont-
gomery County, Illinois, served
in the Civil War.....380, 384
- M. C. Initials of Milo Custer, Foot-
notes50, 54, 588, 590
- Mad River572
- Madden, Martin B., of Illinois, Con-
gressman251
- Maddox, W. A., Free school Idea in
Virginia before the Civil War...565
- Maddux, (Judge) D. W., In the
World War from Montgomery
County, Illinois379
- Maddux, (Mrs.) Ellen414
- Madison Academy, Edwardsville,
Illinois290
- Madison County, Illinois.....
.....64, 67, 91, 151, 294, 360,
364, 365, 369, 393, 489, 501, 562, 627
Foot-notes356, 365
- Madison County, Illinois, Appren-
ticeship Indentures 1813-1893...562
- Madison County, Illinois, Charter
of, Reference320
- Madison County, Illinois, Coles vs.
Edward Coles sued for bringing
slaves into the county, etc.....393
- Madison County, Illinois, County
Commissioners, Court Records,
June term 1825364, 365
Foot-note365
- Madison County, Illinois, County
Commissioners Records 1818-1830.562
- Madison County, Illinois, Educa-
tion, five free school districts es-
tablished in the county 1825...364
- Madison County, Illinois, Edward-
sville, county seat151
- Madison County, Illinois, Free
school districts369
- Madison County, Illinois, Negroes,
A register of papers belonging to
free persons of color in Madison
County, Illinois, Foot-note.....356

- Madison, (President) James..... 106, 269, 361
- Madison, (Miss) Martha 75
- Madison, (Major) 74
- Madison, (Lake County) Ohio..... 260
- Magellan, Ferdinand, supplies his ships with corn, 1520..... 577
- Magill, Hugh S. Jr., Director Illinois Centennial celebrations..... 73
- Mahkuk, (Old Jesse) Kickapoo Indian 51, 52
- Mail Routes 1810 to St. Louis by way of Kaskaskia, Prairie du Rocher and Cahokia 151
- Mail Routes, Illinois Territory..... 151, 152
- Main, (Rev.) William Holloway... 245
- Maine State, Education, statistics on teachers salaries 1848..... 477
- Maine State, First of the New England states to try out the initiative and referendum 9
- Maine State, Manual Labor schools organized in 1821 339
- Major, Joseph, In the World War from Montgomery County, Ill... 379
- Makarty, (Macarty) Chevalier de 122, 123, 125
- Malloch, Douglas 246
- Mamatej, Albert 236
- Manchester, England 606
- Manchester, Illinois 489
- Manchester, (Prof.) O. L..... 262
- Manchester, Vermont 434
- Mann, Horace, Educator 477, 486, 499, 558
- Mann, Horace, Educator, statistics on teachers salaries, 1848..... 477
- Mann, Robert of Montgomery County, Illinois 381
- Mannerud, (Capt.) J. C. 656
- Manning, James S..... 254
- Manning, Julius 228
- Manual Labor movement in education 339-351
- Marblehead, Mass. 619
- Marcy, (Gen.) Randolph B.... 387, 388
- Marengo, Illinois 625
- Marengo, Ill., High school 625
- Marion County, Illinois 231
- Marion County, Illinois, Education, common schools, subjects of study 525
- Mark, David 165
- Markley, (Rev.) H. M..... 195
- Marne, Battle of World War, Reference 438
- Marquette, (Father) James..... 102, 113, 119, 120, 121, 134, 433
- Marquiss, Ezra 442
- Marquiss, Seymour 442
- Marshall County, Illinois 159, 501
- Marshall, James F., Early settler of Chicago 444
- Marshall, William, Indian agent 51, 53
- Martin, Asa Earl, The Anti-slavery movement in Kentucky prior to 1850 253
- Martin, (Dr.) 182
- Martin, Emma Drusilla, wife of John Franklin Leaverton..... 409
- Martin, Hudson 442
- Martin, (Miss) Ida K. 254
- Martin, (Col.) James 237
- Martin, (Gen.) James Stewart... 634
- Martin, (Mrs.) J. E. 635
- Martin, (Mrs.) Sarah J..... 627
- Maryland Gazette, March 10, 1774..... 569
- Maryland Journal and Baltimore Advertiser, Aug. 22, 1773..... 571
- Maryland State... 566, 569, 570, 571, 573
- Maryland State, Charles County, Md. 573
- Maryland State, Lands in, owned by George Washington..... 573
- Maryland State, Montgomery County, Md. 573
- Masaryk, Thomas G., Leader of the International Czecho-Slovak movement 235, 236
- Masheena, Kickapoo chief..... 48, 52
- Foot-note 52
- Mason and Dixon Line, Reference.. 105
- Mason County, Illinois 164, 501
- Mason County, Illinois, Act creating 164
- Mas-que-qua, George, Kickapoo Indian 55
- Mas-que-qua, John, Kickapoo Indian 48, 49, 51, 53
- Foot-note 50
- Mas-que-qua, John, Pastor of Kannekuk's church in the Kickapoo reservation in Brown County, Kansas 49, 53
- Mas-que-qua, John, Translation of the doctrines of Kannekuk..... 54
- "Masque of Illinois," By Wallace Rice 428, 430
- Masques, Langdon, William Chauncey, "The Masque of the Titans of Freedom" 253

- Masques, Stalker, Clara Inglis, "The Students Dream" A School Masque253
- Massac Creek126
- Massachusetts Bay Colony, Puritan patricians of, indulged in no foolish dreams of democracy..... 6
- Massachusetts State8, 77, 86, 90, 197, 269, 339, 417, 443, 453, 454, 472, 477, 494, 619
Foot-note274
- Massachusetts State, Boston, Mass.443, 454
- Massachusetts State, Constitution of 1780, Daniel Webster defends the property qualification in..... 8
- Massachusetts State, Education, means of providing common free education in Massachusetts....472
- Massachusetts State, Education, statistics on teachers' salaries 1848477
- Massachusetts State, Framingham, Mass.453
- Massachusetts State, Manual Labor Schools organized in 1824.....339
- Massachusetts State, Marblehead, Mass.619
- Massachusetts State, Millbury, Mass.86
- Massachusetts State, Springfield, Mass.77
- Massachusetts State, Sunday School Union494
- Masters, Hardin W., Address at unveiling of monument to William H. Herndon, Oak Ridge Cemetery, Springfield, Ill.....200-209
- Matheny, C. R., Early Methodist preacher and missionary in Illinois305
- Matheny vs. Mobley, Case in the Supreme Court of Illinois, Reference395
- Matteson, (Governor) Joel A., Appointed Ninian Wirt Edwards, Superintendent of Public Instruction504
- Matteson, (Gov.) Joel A., Quoted on education503, 504
- Matteson, Robert, Douglas County, Illinois, slaves of set free..178-179
- Maumee River572
- Maus, William165
- May, (Deacon) ———, of Boone County, Illinois28
- Mayflower Compact140, 142
- "Mayflower" ship of the Pilgrims, Reference139
- Mayo, A. D., History of Education in the Northwest.....565
- Mayo County, Ireland...261, 262, 263
- Mayo, W. C.191
- Maysville, Illinois, now Clay City.398
- Mazon Creek, McLean County, Ill. 45
- Mead, (Dr.) Homer621
- Meadville, Pennsylvania Theological Seminary461
- Meagher, Thomas Francis.....640
- Mechanics' Union, Springfield, Illinois490
- Medals, Universal Exposition, St. Louis, Grand Prize, Louisiana Purchase Exposition 1904..... 78
- Medill, Joseph232
- Meek, Basil453
- Meese, William A.....
IV, V, 51, 71, 118-148, 221, 425, 595
- Meese, William A., Illinois and Randolph County118-148
- Meites, H. L.618
- Melchers, Gari258
- Memacolins Path across the Alleghanies 43
- Memorial Church of Christ, Chicago, Ill.245
- Memorial of the Presbyterian Synod 1842, to Governor Carlin, asking him to appoint Day of Thanksgiving in the State.....375, 376
- Menard Academy for Ladies established in Kaskaskia, in 1836....146
- Menard County, Illinois
.....211, 213, 215, 216
- Menard, Pierre, First Lieutenant Governor of Illinois146, 285
- Menard, Pierre, Statue on State House Grounds137, 138
- Menzies, (Mrs.) ———387
- Mercer County, Illinois579
- Mercer County, Ky.400, 406
- Mercer, George, Associated with the Ohio Company566
- Mercer, H.387
- Mercier, (Miss) Louise75
- Meriam, James Lathrop216
- Meriam, June II216
- Merritt, Addis D.....635
- Merritt, (Rev) C. D.....412
- Merritt, Ebenezar631
- Merritt, Edward L.631
- Merritt, Frank F.635
- Merritt, Harold635
- Merritt, (Miss) Hattie635

- Merritt, John W 631
- Merritt, (Hon.) Thomas E., Biographical sketch by J. T. Dorris 631-635
- Merritt, (Gen.) Wesley 631
- Messer, L. Wilbur 252
- Methodist Church
... 22, 82, 90, 163, 193, 196, 241,
262, 303, 305, 317, 318, 419, 555, 629
- Methodist Church, Bloomington, Illinois 82
- Methodist Church, Illinois, Early preachers and missionaries 305
- Methodist Church, Mt. Carmel Circuit established in 1819 22
- Methodist Church, Normal, Illinois 262
- Methodist Church, Pekin, Illinois 163
- Methodist Church, Sends missionaries to Illinois 303
- Methodist Church, Shelbyville, Illinois 241
- Methodist Episcopal Missionary Society, Reports 1819-1842 562
- Metropolis, Illinois 439
- Metternich-Winneburg, Prince Clemens Wenzel Nepomuk Lothar Von, Prime Minister of Austria 1, 2, 3, 9
- Metternich ———, Great Britain
Among the five powers who followed the lead of Prince Metternich 3
- Meuse River, France 601, 618
- Mexican Editors visit, Chicago 238
- Mexican War 27, 380
- Mexican War, Robert W. Davis from Montgomery County, Illinois, in the Mexican War 380
- Mexicans in Liberty Loan Parade, Chicago 613
- Mexico 238, 578, 579, 641
- Mexico, Ashes used for fertilizing purposes in Mexico 578
- Mexico, City of Mexico 238
- Miami Indians 14, 119
- Michigan State 19, 73, 82, 124,
185, 238, 239, 254, 273, 387, 416, 618
- Michigan State, Ann Arbor, Mich. 239
- Michigan State, Grand Rapids, Mich. 87
- Michigan State, Monroe County, Mich 238
- Michigan State, St. Joseph, Mich. 73, 185
- Michigan State, Sons of the American Revolution 254
- Michiwanqua, Indiana 185
- Mid-day Luncheon Club, Springfield, Illinois 428
- Middlekauff, (Mrs.) Helen L. 254
- Middleton, Georgia, Wife of Charles R. Bone 217
- Middletown, Connecticut 453
- Milan, Italy 606
- Military Company of Adventurers 571
- Millard, ——— Caterer, New York City, prepares supper for the Grand Ball at the White House, 1862 386, 389-390
- Millbury, Massachusetts 86
- Miller, Amos, Address before the Federation of Local Bar Association, Hillsboro, Illinois, Aug. 9, 1918 9, 379
- Miller, Carl R., Journalism in Illinois before the Thirties 149-156
- Miller, Max, Pilot Aerial mail between New York and Chicago 438
- Miller's Blacksmith shop, Old Salem, Menard County, Illinois 247
- Millet, Jean Francois, Celebrated French painter 258
- Mills, Albert T. 453
- Mills, Andrew G. J. P. 407
- Mills, Bedells's Mill on the Wabash River 18
- Mills, Early flour and saw mills on the Wabash River 25
- Mills, Judith, wife of Keach Bone 216
- Mills, Rochester Mills, on the great Wabash River 22
- Mills, Samuel J., Report of Missionary Tour, Andover 1815, Quoted, Foot-notes 305, 564
- Mills, Wabash County, Illinois, Horse mill erected in Wabash County in 1814 15
- Mills, Watermill built by Ranson Higgins on Barney's prairie Creek, Wabash County, Illinois, about the year 1813 19
- Milner, Viscount 597
- Miner, Ira 442
- Miner, (Mrs.) Ira 442
- Mingen Islands 577
- Mingoe Indians 569
- Minneapolis, Minn. 453
- Minnesota State, Minneapolis, Minn. 453
- Missionaries, Early preachers and teachers in Illinois 305
- Missionaries in Illinois, establish schools 303, 304
- Missionaries, Methodist missionaries 49

- Missionaries, Mills, Samuel J., Report of Missionary, Tour of the West, Quoted, Foot-note.....305
- Missionaries, Smith, Daniel, Report of Missionary, Tour of the West, Quoted, Foot-note305
- Missionary Societies, Mississippi Valley Foreign Missionary Society Constitution, Quoted on education, Foot-note305
- Missionary Society, Presbyterian Church, Litchfield, Illinois..... 87
- Mississippi Company, Organized by George Washington567, 570
- Mississippi River
24, 34, 38, 40, 41, 42, 43, 74, 102, 105, 113, 118, 119, 120, 122, 124, 125, 128, 131, 132, 133, 134, 135, 138, 181, 356, 364, 365, 566, 567, 571
- Mississippi River, Christened Conception River by Father Marquette119
- Mississippi River, "Father of Waters"38, 138
- Mississippi State Historical Society, Publications253
- Mississippi State, Official and Statistical Register254
- Mississippi Valley
.....34, 35, 120, 121, 122, 135, 138, 146, 181, 278, 287, 305, 467, 562
Foot-notes305, 566
- Mississippi Valley, Alvord, Clarence W., The Mississippi Valley in British Politics, Foot-note....566
- Mississippi Valley, First mission in, established by Father Marquette.120
- Mississippi Valley, Foreign Missionary Society Constitution, quoted on education in305
Foot-note305
- Mississippi Valley, Foreign Missionary Society in the Valley of the Mississippi, Reports 1833-1840...562
- Mississippi Valley, Petition to the English King in 1765 to establish a school in the Valley of the Mississippi278, 287
- Missouri Compromise.107, 140, 147, 510
- Missouri Compromise, Douglas, Stephen Arnold, Bill to repeal, Reference107
- Missouri Compromise, Repeal of, Reference140
- Missouri Democrat Newspaper.386, 390
- Missouri Gazette Newspaper, Predecessor of the St. Louis Republic67, 149
- Missouri River 51
- Missouri State
.....66, 67, 176, 181, 215, 216, 254, 265, 283, 393, 563, 582, 621, 628
- Missouri State, Beck, Lewis C., Gazetteer of Illinois and Missouri 1823563
- Missouri State, Bolivar, Mo.....216
- Missouri State, Bounty Lands.... 66
- Missouri State, Buffalo, Mo.....265
- Missouri State, Council of Defense.621
- Missouri State, Flint, (Rev.) Timothy, early missionary in Missouri283
- Missouri State, Flint, (Rev.) Timothy, Letters from Illinois and Missouri, 1816563
- Missouri State, Fulton, Mo.....265
- Missouri State, Labelle, Mo.....628
- Missouri State, Mount Washington, Mo.215, 216
- Missouri State, Pacific, Mo.....453
- Missouri State, Rothensteiner, (Rev.) John, The Missouri Priest of one hundred years ago.....254
- Missouri State, St. Charles County. 67
- Missouri State, St. Louis, Mo.....
.....430, 627, 628, 631, 632
- Missouri State, Trenton, Mo.....216
- Missouri Territory 65
- Mitchell, John.....640
- Mitchell, (Mrs.) Mary E.....620
- Mitchell, S. Augustus, Publisher, Illinois in 1837563
- Mitchell, (Rev.) William420
- Mobile, Alabama454
- Mobley, Matheny vs. Mobley, case in the Supreme Court of Illinois, Reference395
- Mobley, Mordecai, Early settler of Tazewell County, Illinois.....160
- Mobley, Mordecai, First Judge of probate court, Tazewell County, Illinois161
- Moffatt, Nellie Morrill452
- Moffatt, Thomas446
- Moffett, (Capt.) Wm. A., Of the Great Lakes614
- Moffett, Yard and Company, Publishers454
- Moffit, C. E.442
- Mohawk River574
- Mohawk River Valley571
- Moline, Illinois.....IV, V, 7, 77, 452
- Moline, Illinois, Daughters of the American Revolution, Mary Little Deere Chapter77, 452

- Momyer, Eva, Wife of Finis Elihu Bone216
- Monet, Claude258
- Money Creek, McLean County, Illinois44, 45
- Monmouth, Illinois78
- Monroe, B. D., Life and services of William Wilson, Chief Justice of the Illinois Supreme Court.....9, 391-399
- Monroe County, Illinois Academy.....293
- Monroe County, Illinois, Circulating library293
- Monroe County, Michigan238
- Monroe, (Dr.) H. E.243
- Monroe, (President) James.....103, 222, 564
- Monroe, (President) James, Signed the enabling act, authorizing the formation of the State of Illinois103
- Monroe, Paul, Cyclopedia of Education, Vols. 1-5, N. Y., 1911-1915. 565
- Monroe, Paul, Unpublished lectures on the history of education in the United States Teachers College 1917-1918565
- Mons, France.....602
- Montana State, Helena, Montana.452
- Montcalm, Louis Joseph.....124
- Montcharveaux, Elizabeth.....125
- Montgomery County, Illinois, Bar of in favor of Internal Improvements383
- Montgomery County, Illinois, Court House, first one built in 1823....381
- Montgomery County, Illinois, Court House History381
- Montgomery County, Illinois, Early emigrants to Montgomery County.380
- Montgomery County, Illinois, Jail.381
- Montgomery County, Illinois, Miller, Amos, Lawyers of Montgomery County, Illinois.....379-385
- Montgomery County, Illinois, News, Newspaper385
- Montgomery County, Illinois, Pioneers381, 382
- Montgomery County, Illinois, Population384
- Montgomery County, Illinois, Roundtree, Township.....266
- Montgomery County, Illinois, Swamp lands381
- Montgomery County, Illinois, World War, men in service from Montgomery County379, 385
- Montgomery County, Maryland...573
- Monticello, (Piatt County), Illinois, Unveiling of a monument marking spot where Lincoln and Douglas met to arrange for famous Debates of 1858.....439-442
- Monticello Seminary, Godfrey, Illinois293, 300, 309, 310, 323, 324, 327, 486
- Monticello Seminary, Godfrey, Ill., Endowed, building begun in 1836 and opened for pupils in 1838..300
- Montreal, Canada120, 577
- Monuments and Memorials in Illinois, By Mrs. John H. Hanley..78
- Moore, (Mrs.) A. W.437
- Moore, Charles, Treasurer of the American Historical Association.251
- Moore, Edward C., Centennial Hymn, music written by.....427
- Moore, EnsleyIV, V, 7
- Moore, Hattie Z. Bone.....216
- Moore, (Rev.) ———.416
- Moore, Thomas S.....620
- Moores, C. W.....72
- Morgan County, Illinois.....292, 454, 457, 489, 525
- Morgan County, Illinois, Education, common schools, subjects of study525
- Morgan, (Mrs.) May.....449
- Morgan Park, Illinois.....628
- Morgan, Thomas407
- Mormon Temple at Nauvoo, Illinois 39
- Mormons24, 38-42, 89
- Mormons, Laid the foundations of Nauvoo or "Pleasant Land" in 184038, 39
- Mormons, Nancy Duff Clark, An Old Mormon Town, Nauvoo, Illinois38-42
- Morrall, (Rev.) William.....192
- Morrell, Eliza, wife of Edward Smith407
- Morrill, Charles Henry.....452
- Morrill Family452
- Morrill Land Grant Act.....556
- Morris, Achilles446
- Morris, John H.....398
- Morris, Seymour620
- Morrison, William, Early resident of Kaskaskia146
- Morrison, William R.....634
- Morrisonville, Illinois265
- Mortenson, Peter A.....656
- Moselle River604

- Mothers' Day, May 12, 1918, Soldier boys over seas write letters to their mothers at home.....250
- Moulton, Samuel W.....239, 484, 510
- Moulton, Samuel W., Work in behalf of education in Illinois General Assembly484, 510
- Mound City, Illinois418, 419
- Mound City, Illinois, Government hospital established in 1862....419
- Mound City, Illinois, Naval Station, 1863419
- Mounds of the Western Country... 63
- Mt. Auburn, Illinois628
- Mt. Carmel, (Wabash County) Illinois14, 16, 20, 21, 22, 24, 307, 308, 483
- Foot-note 14
- Mt. Carmel, Illinois, Articles of Association for the government of the town, drafted and placed on record at Chillicothe, Ohio, Sept. 21, 1818 21
- Mt. Carmel, Illinois, Articles of Association for the city provided for schools and religious purposes308
- Mt. Carmel, Illinois, Article eighteen of the Association, has in later years been denominated "Blue Laws"21, 22
- Mt. Carmel, Illinois Circuit Methodist Church established 1819.... 22
- Mt. Carmel, Illinois, County seat of Wabash County 20
- Mt. Carmel, Illinois, Dixon, Francis erects first house in Mt. Carmel 22
- Mt. Carmel, Illinois, Early schools and teachers 24
- Mt. Carmel, Illinois, First brick church in the state of Illinois erected in Mt. Carmel, 1824..... 22
- Mt. Carmel, Illinois, Founded by three Methodist Ministers in 1817307, 308
- Mt. Carmel, Illinois, Harvey Beauchamp, one of the first settlers in, Foot-note 14
- Mt. Carmel, Illinois, Rival with Albia, Illinois, for the seat of government for Edwards County, 182120
- Mt. Carmel, Illinois, "Three Rivers" was the early name thought of for the town..... 21
- Mount McGregor, N. Y.....116
- Mount Nebo Lodge No. 76, A. F. and A. M., Carlinville, Ill..... 94
- Mt. Vernon, Illinois..... 298, 416, 417, 523
- Mount Vernon, Illinois, Academy, Jefferson County, State aid given298
- Mount Vernon Illinois Academy, changed to free school 1856.....523
- Mount Vernon, Va.....572, 574
- Mount Washington, Missouri.215, 216
- Mount Zion, Illinois210
- Mount Zion Cemetery, near Corydon, Indiana403
- Mulhauser, (Gen.) —. An Alsatian607
- Mulligan, Charles J., Sculptor.... 36
- Mulligan, (Col.) James A.....651
- Mulligan, James A., President Chicago Catholic Institute.....640
- Mullins, V. E.....243
- Munday, (Prof.) J. C.....429
- Mundelein, (Archbishop) George William618, 648, 649, 653
- Municipal Pier, Chicago.....237, 238
- Murat, Prince Joachim605
- Murat, Princess Joachim.....605
- Murfey, (Mrs.) E. L.....437
- Murfreesboro, Tenn.210
- Murray, (Miss) Marcella433
- Murray's Composition330
- Muskogee, Oklahoma265
- "My Day and Generation," By Col. Clark E. Carr.....564
- "My Own Times" By John Reynolds564
- Foot-notes280, 282, 284, 305, 308
- Myer, (Rev.) Arthur E.....411
- Myer, Eli411
- Myer, (Mrs.) Eli411
- N
- Nahkukkun, Kickapoo Indian succeeds as Pastor, Kennekuk Kickapoo Prophet 53
- Napier, (Mrs.) —, Early boarding house keeper in Chicago....640
- Nashville Ills. Academy, Changed to free school, 1858.....523
- Nashville, Tenn. 91
- Natchez, Tenn., Foot-note272
- Nation, (The) Periodical 1865-1873.563
- National Alliance of Bohemian Catholics236
- National Association Distillers ...254
- National Bar Association.....633
- National Educational Association, Proceedings, 1901565

- National Geographic Magazine, Oct. 1917453
- National Museum, Washington, D. C. 56
- National Security League244
- National Woman's Relief Corps, Convention 35th254
- Natural Bridge in State of Virginia400
- Nausemond, Virginia573
- Nauvoo, (Hancock Co.) Illinois... 38-42, 89
- Nauvoo, Illinois, C a b e t Etienne, Leader of the Icarians at Nauvoo 40
- Nauvoo, Illinois, Clark, Nancy Duff, An Old Mormon Town, Nauvoo, Illinois38-42
- Nauvoo, Illinois, Mormon Temple built at Nauvoo..... 39
- Nauvoo, Illinois, Mormons laid the foundations of Nauvoo or "Pleasant Land" in 1840.....38, 39
- Naylor, Robert192
- Neal, Thomas A.....159
- Nebraska State.....174, 175, 176, 453, 460, 584
- Nebraska State, Beatrice, Neb....176
- Nebraska State, Gage Co., Neb....175, 176
- Nebraska State, Lincoln, Neb....453
- Nebraska State, Omaha, Neb....453, 584
- Nebraska State, Rockford, Neb....174, 175
- "Neck", Portion of Indiana lying between the narrow boundaries of the Wabash and White Rivers 18
- Neef, Joseph, Educator339, 340, 350, 556
- Neef, Joseph, Pupil and a teacher with Fellenberg comes to the United States to inaugurate educational system350
- Neef, Joseph, Work in behalf of education in the United States..340, 350
- Negroes, Harris, Dwight N., Negro Servitude in Illinois, Foot-note..356
- Negroes, Illinois State, Negro indentures,356
- Foot-note356
- Negroes, Madison Co., Illinois, A register of papers belonging to free persons of color in Madison County, Illinois, Foot-note.....356
- Negroes, Springfield, Illinois, Colored People's Home.....463
- Negroes, World War, Colored Yanks sing their way through France, By Charles N. Wheeler.....608-612
- Negroes, World War, Illinois colored soldiers in France.....606-608
- Netinahpee, Child of Kannekuk, Kickapoo Prophet 52
- Neville, Presley, Letter of George Washington to, in reference to his holdings in Western lands, 1794574
- New Albany, Ind.174
- New Bedford, Indiana442
- New Berlin, Illinois.....450
- New Boston, Illinois, Education, High School, 1860.....523
- New Design, Illinois, Early schools279, 280
- New England66, 107, 131, 136, 260, 269, 273, 359, 374, 453, 472, 487, 511
- New England, College Entrance Certificate Board 16th annual report453
- New England Colonies.....136
- New England Common School....359
- New England, Defects in the common schools of New England...472
- New England, Increases rapidly as an industrial section from 1840 to 1850273
- New England States.....269
- New Englanders, Illinois, Northern and Western sections settled by New Englanders511
- New France121
- New Hampshire State.....269, 387, 452, 477
- New Hampshire State, Education, statistics on teachers salaries, 1848477
- New Hampshire State, Roscawen, N. H.452
- New Harmony, Indiana.....192, 340, 350, 563
- New Harmony, Indiana, Joseph Neef starts manual labor school in340, 350
- New Harmony, Indiana, St. Stephen's Episcopal Church...192
- New Haven, Connecticut..316, 563, 564
- New Haven, Connecticut, Yale College located in.....316
- New Jersey State, Manual labor schools organized in 1830.....339
- Newkirk (Miss) Gussie.....242

- New Michigan Churches, Livingston county, Illinois.....410
- New Orleans, Louisiana.....
.....24, 181, 460, 634
- Newport News606
- New Régimé, 1765-1767, Illinois
Historical Collections, Vol. Eleven
.....99, 268, 466, 562, 658
- New Salem, Old Salem, Lincoln
League plan re-building of New
Salem as a memorial of Abraham
Lincoln246-250
- New South Wales.....646
- Newspapers, Albany, N. Y., Sen-
tinel 66
- Newspapers, American Agricultur-
ist583
- Newspapers, American Press Hum-
orists hold convention in Chi-
cago245, 246
- Newspapers, Atlanta Argus.....185
- Newspapers, Baltimore American,
Foot-note571
- Newspapers, Belleville, Illinois Ad-
vocate631
- Newspapers, Buffalo Commercial
Advertiser, March 24, 1846, Foot-
note271
- Newspapers, Chicago Daily Journal
..... 564.
- Newspapers, Chicago Daily News..443
- Newspapers, Chicago Democrat,
1838371, 373
- Newspapers, Chicago Herald.632, 635
- Newspapers, Chicago Tribune.....
.....232, 251, 443, 608, 616, 633, 635
- Newspapers, Chicago Tribune, Oct.,
1918608
- Newspapers, Chicago Tribune,
Nov. 6, 1918.....616
- Newspapers, Christian Spectator,
Vol. 20, 1823.....563
- Newspapers, Correspondent (The)
Louisville, Kentucky 67
- Newspapers, The Crisis (Extra)
published at Edwardsville, Illi-
nois453
- Newspapers, Duncan, M a t t h e w,
publisher of the first newspaper
in Illinois Territory.....149
- Newspapers, D u n d e e, Illinois,
Hawkeye 77
- Newspapers, Edwardsville Specta-
tor, 1819-1824.....151, 155, 491, 563
Foot-notes152, 491
- Newspapers, Edwardsville, Illinois,
Spectator, 1825, Quoted....365, 366
Foot-notes365, 366
- Newspapers, El Nacional New-
spaper, City of Mexico.....238
- Newspapers, Harrisburg, Illinois,
Evening Chronicle254
- Newspapers, Illinois, Bibliography
of Newspapers published in Illi-
nois 1814-1879.....98, 267, 465, 657
Foot-notes149, 151, 152
- Newspapers, Illinois Emigrant....
.....149, 152
- Newspapers, Illinois Gazette.....
.....152, 154, 155, 563
Foot-notes154, 155
- Newspapers, Illinois Herald, pub-
lished in Illinois Territory by
Matthew Duncan149, 150, 151
- Newspapers, Illinois Intelligencer.
.....151, 282, 319, 346, 347, 358, 563
Foot-notes151,
276, 283, 307, 321, 347, 362, 363
- Newspapers, Illinois Intelligencer,
Sept. 5, 1816282
- Newspaper, Illinois Intelligencer,
Aug. 12, 1818356
- Newspapers, Illinois Intelligencer,
Jan. 6, 1819, Foot-note.....283
- Newspaper, Illinois Intelligencer,
Dec. 14, 1822, Quoted, Foot-note.276
- Newspapers, Illinois Intelligencer,
Nov. 11, 1825347
- Newspapers, Illinois Intelligencer,
March 4, 1825, Foot-note.....362
- Newspapers, Illinois Intelligencer,
March 11, 1825, Foot-note.....363
- Newspapers, Illinois Intelligencer,
March 24, 1827, Foot-notes..307, 347
- Newspapers, Illinois Intelligencer,
May 16, 1829, Foot-note.....307
- Newspapers, Illinois Intelligencer,
Oct. 23, 1830319
Foot-note321
- Newspapers, Illinois Intelligencer,
Oct. 30, 1830, Foot-note.....347
- Newspapers, Illinois Intelligencer,
Quoted on Manual Labor in
Schools346, 347
Foot-note347
- Newspapers, Illinois Journal, 1847-
1850, 1849-1858563
- Newspapers, Illinois State Register.631
Foot-note325
- Newspapers, Illinois State Register,
1847, Foot-note325
- Newspapers, Illinois Republican...563

- Newspapers, Kaskaskia Republican. 563
- Newspapers, Louisville, Ky., Courier 67
- Newspapers, Maryland Gazette, March 10, 1774 569
- Newspapers, Maryland Journal and Baltimore Advertiser, Aug. 22, 1773 571
- Newspapers, Miller, Carl R., Journalism in Illinois before the Thirties 149-156
- Newspapers, Missouri Democrat... 386, 390
- Newspapers, Missouri Gazette. . 67, 149
- Newspapers, Montgomery Co., News. 385
- Newspapers, New York Tribune, 1862 386, 390
- Newspapers, Niles Weekly Register, 1811-1849 563
- Foot-notes 274, 348, 480
- Newspapers, Niles Weekly Register, Vol. 15, Quoted, Foot-note. 480
- Newspapers, Niles Weekly Register, Vol. 52, Foot-note 274
- Newspapers, Niles Weekly Register, Aug. 1, 1840, Quoted on manual labor schools 348
- Foot-note 348
- Newspapers, Ogle County Press... 83, 84, 85
- Newspapers, Orange Judd Farmer. 583
- Newspapers, Prairie Farmer. 477, 483, 487, 488, 499, 558
- Foot-notes 321, 324, 477, 500, 502, 503, 504, 516, 522, 524, 525, 558
- Newspapers, Prairie Farmer, 1843-1855 558
- Newspapers, Prairie Farmer, Vol. 6, Quoted, Foot-notes. 500, 522
- Newspapers, Prairie Farmer, Vol. 8, Quoted, Foot-notes. . 502, 503, 516
- Newspapers, Prairie Farmer, Vol. 12 349, 350
- Foot-notes 349, 350
- Newspaper, Polo, Illinois, Tri-County Press 84
- Newspapers, St. Louis, Mo., Dispatch 632
- Newspapers, St. Louis, Mo., Republic 67, 634
- Newspapers, Salem, Illinois, Advocate 631
- Newspapers, Sangamo Journal. 371, 376, 377, 563
- Newspapers, Sangamo Journal, 1832-1847 563
- Newspapers, Sangamo Journal, Feb. 9, 1832 363, 364
- Newspapers, Sangamo Journal, March 15, 1832, Foot-note. 468
- Newspapers, Sangamo Journal, Dec. 1, 1833 373
- Newspapers, Sangamo Journal, Dec. 14, 1833, Foot-note. 364
- Newspapers, Sangamo Journal, Jan. 10, 1835, Quoted, Foot-notes 322, 323, 485
- Newspapers, Sangamo Journal, April 4, 1835, Foot-notes. 320, 326
- Newspapers, Sangamo Journal, Sept. 25, 1835, Foot-note 321
- Newspapers, Sangamo Journal, Nov. 7, 1835, Foot-notes. 320, 326, 330
- Newspapers, Sangamo Journal, May 21, 1836, Foot-notes. 320, 322, 323, 326
- Newspapers, Sangamo Journal, March 25, 1837, Foot-note 326
- Newspapers, Sangamo Journal, Oct. 21, 1837, Foot-notes 293, 322, 323, 324, 328, 330
- Newspapers, Sangamo Journal, April 21, 1838. 300, 514
- Foot-notes 300, 515
- Newspapers, Sangamo Journal, Oct. 20, 1838, Foot-note. 329
- Newspapers, Sangamo Journal, May 1, 1839, Foot-note. 327
- Newspapers, Sangamo Journal, April 17, 1840, Foot-note. 323
- Newspapers, Sangamo Journal, May 29, 1840, Foot-note. 321, 324
- Newspapers, Sangamo Journal, Oct. 9, 1840, Foot-note. 323
- Newspapers, Sangamo Journal, May 13, 1842, Foot-notes. 320, 324, 328
- Newspapers, Sangamo Journal, March 28, 1844, Foot-notes. 323, 324, 327
- Newspapers, Sangamo Journal, June 5, 1845, Foot-notes. 299, 320, 323
- Newspapers, Sangamo Journal, July 20, 1847, Foot-note. 503
- Newspapers, Sangamo Journal, July 2, 1858, Foot-note. 335
- Newspapers, Sangamo Journal 1858, Foot-notes 336, 337
- Newspapers, Sangamo Journal, Simeon Francis, Editor of, from 1831 to 1855. 371

- Newspapers, Spectator (The) Published at Edwardsville by Hooper Warren 67, 358
- Newspapers, Spectator, Feb. 1, 1825, Foot-note 324
- Newspapers, Spectator, May 27, 1826, Published at Edwardsville, Ill., Foot-note 361
- Newspapers, Springfield, Ill., Journal 634
- Newspapers, Warsaw, Ill., Signal, May 26, 1841, Foot-note 492
- Newspapers, Warsaw Signal, Feb. 2, 1842 475
Foot-note 475
- Newspapers, "The Watch Tower". 621
- Newspapers, Western Intelligencer, published at Kaskaskia. 103, 151, 152, 563
Foot-note 152
- Newspapers, Yale Review, Vol. 1, Quoted, Foot-note 272
- New York City 62, 67, 72, 77, 88, 89, 131, 154, 171, 233, 428, 438, 454, 563, 564, 603, 621, 638, 639
- New York City, Aerial mail between New York and Chicago... 438
- New York City, Guaranty Trust Co. 77
- New York City, Stock Exchange 88, 89
- New York State 7, 8, 18, 66, 72, 77, 83, 107, 134, 194, 273, 289, 339, 361, 362, 387, 472, 477, 485, 486, 487, 570, 574, 621, 633, 643, 655
- New York State, Buffalo, N. Y. 655
- New York State, Constitutional Convention of 1821, Reference... 7
- New York State, Defects in the common schools 472
- New York State, Delaware Co. 83
- New York State, Education, DeWitt Clinton, leader in creating a common school system in. 485, 486
- New York State, Education, N. Y., in 1813 established a literary fund, the income of which was distributed to the Academies... 289
- New York State, Education, Statistics on teachers' salaries, 1848. 477
- New York State, Education, Support for public education, Reference 362
- New York State, Fordham, N. Y. 643
- New York State, George Washington, lands owned by, in New York State 574
- New York State, Historical Society Collections 621
- New York State, James Kent, Chancellor of the State of New York. 78
- New York State, Lands owned in, by George Washington..... 574
- New York State, Manual Labor schools, organized in 1827. 339
- New York State, Means of providing common free education in... 472
- New York State, Oswego, N. Y. 194
- New York State, Saratoga, N. Y. 633
- New York State, Superintendent of Common Schools, 4th report, Reference 361
- New York State, University of New York 72
- Niagara River 121
- Nicaraguan Canal 634
- Niles Weekly Register, 1811-1849. 563
- Niles Weekly Register, Vol. 15, Quoted, Foot-note 480
- Niles Weekly Register, Vol. 52, Foot-note 274
- Niles Weekly Register, Aug. 1, 1840. Quoted on manual labor schools, 348
Foot-note 348
- Normal, Illinois IV, V, 7, 45, 81, 185, 239, 262, 620
- Normal, Illinois Methodist Church 262
- Normal University, Normal, Ill. 81, 185
- Normal University, Alumni Association 81
- North America 121, 123, 141, 579
- North Carolina State..... 91, 254, 269, 426
- North Carolina State, Greensboro, N. C. 426
- North Carolina State, Republic of Cuba vs. State of North Carolina. 254
- Northwest Jewish Church, Tablet marks first Jewish Church in Northwest 617, 618
- Northwest, Mayo, A. D., History of Education in the Northwest.... 565
- Northwest Territory 103, 132, 144, 178, 223, 356, 402, 554, 562
Foot-note 274
- Northwest Territory, First officers appointed Feb. 1, 1788. 132
- Northwest Territory, Slavery prohibited in by the Ordinance of 1787 103

- Northwest Territory, Statutes of Ohio and of the Northwest Territory 1788 to 1833.....562
- Northwest Territory, Ordinances.....554
- Northwest Territory, Virginia's cession of claims to the Northwest Territory, Foot-note274
- Northwestern University, Evanston, IllinoisIV, V, 625
- Norton, A. T., History of Presbyterianism in Illinois.....193
- Foot-note193
- Norton, I. W.....442
- Norwood Park, Chicago, Community Gardens Association.....437
- Notre Dame, Indiana, Notre Dame University649, 653
- Notre Dame University, Notre Dame, Indiana649, 653
- Novatne Anton236
- Nugent, Monsigneur637
- O
- Oak Park, Illinois435
- Oak Ridge Cemetery, Springfield, Illinois463
- Oberndorff, Count Alfred von...599
- Oblong, Illinois434
- O'Conner, Edward, Fair ground association, Corydon, Ind.....400
- O'Connor, Andrew, Statue of Abraham Lincoln on State House Ground work of.....426-427
- O'Connor, T. P., Irish Nationalist, member of the English Parliament73
- Ocoya, Livingston Co., Illinois....411
- Odd Fellows, Orphan Home, Lincoln, Illinois458
- Odell, Livingston County, Ill., Baptist Church412
- O'Donnell, (Mrs.) Catherine, Early resident of Chicago.....444
- O'Donnell, Simon, Early resident of Chicago444
- Offut, Denton247, 249
- Offut, Store, Old Salem, Menard County, Illinois247
- Ogle County, Illinois....83, 84, 85, 90
- Ogle County, Illinois Press. Newspaper83, 84, 85
- Oglesby, J., Early Methodist Preacher and Missionary in Illinois305
- Oglesby, (Lieut. Gov.) John G.....253, 426, 428
- Oglesby, (Gov., Richard J.....107, 110, 115, 429, 634
- Oglesby, (Mrs.) Richard J.....428
- Ohio Canal169
- Ohio Company131, 566
- Ohio Company, Mercer, George, Associated with the Ohio Land Company566
- Ohio Company, Washington, George, Surveyor566
- Ohio River24, 34, 64, 105, 120, 126, 131, 133, 134, 149, 150, 152, 272, 356, 418, 567-574
- Foot-note274
- Ohio River, Lands on, owned by George Washington573
- Ohio State20, 21, 62, 63, 124, 134, 158, 169, 180, 251, 260, 274, 387, 411, 416, 419, 453, 454, 562, 570, 579, 580, 619, 621
- Foot-notes274, 568
- Ohio State, Ashtabula, Ohio.....416
- Ohio State, Baptist Church.....411
- Ohio State, Brown County, Ohio.....180, 579
- Ohio State, Chagrin Falls, Ohio...621
- Ohio State, Chillicothe, Ohio...20, 21
- Ohio State, Cincinnati, Ohio...419, 562
- Ohio State, Clermont County, Ohio...180
- Ohio State, Cleveland, Ohio...454, 619
- Ohio State, Columbus, Ohio...169, 453
- Ohio State, Education, Statistics on teachers salaries, 1848477
- Ohio State, Felicity, (Clermont County) Ohio180
- Ohio State, Franklin County, Ohio...169
- Ohio State, Fremont, Ohio.....453
- Ohio State, Lake County, Ohio...260
- Ohio State, Randall and Ryan, History of Ohio, Foot-note.....568
- Ohio State, Russelville, Brown County, Ohio579
- Ohio State, Sandusky County, Pioneer and Historical Association...453
- Ohio State, Settlers from Ohio to Eastern Illinois from 1840 to 1860274
- Ohio State, Statutes of Ohio and of the Northwest Territory 1788 to 1833562
- Ohio State University, Columbus, Ohio453
- Ohio State, Western Reserve, Historical Society454
- Ohio Valley, New Englanders emigrate to Ohio Valley.....3, 4
- Ohio Valley, Pennsylvanians emigrate to Ohio Valley.....3, 4

- Ohio Valley, Virginians emigrate to Ohio Valley 3, 4
- Okaw River 587
- Oklahoma State 174, 216, 265
- Oklahoma, Carmen, Woods County, Oklahoma 174
- Oklahoma State, Muskogee, Oklahoma 265
- Old Chicago Trail, By A. Van Dyke Pierson 43-47
- Old Northwest 8
- Old Rochester, Wabash County, Illinois 14
- Old Salem Chautauqua Association 248
- Old Salem, Lincoln League, Directors 248, 249
- Old Salem, Lincoln League, plans for the re-building of New Salem as a memorial to Abraham Lincoln 246-250
- Old Salem Lincoln League to give pageant 248
- Old South Leaflets No. 16, Footnotes 566, 572
- Old Timberville, Wabash County, Illinois, now Allendale 23, 24
- Old Tom Timber, McLean County, Illinois 44, 591
- Old Vincennes Reservation, surveyed in 1804, resurveyed in 1810 16
- Olney's Ancient Geography 330
- Olson, Andrew 449
- Olympia, Washington 78
- Olympia Club, San Francisco, Cal. 621
- Omaha, Nebraska 453, 584
- Onahan, John 637
- Onahan, (Mrs.) John 637, 638
- Onahan, William J., Biographical sketch 77, 636-654
- Onahan, William J., Letter of Cardinal Archbishop Satolli to, dated Washington, Dec. 28, 1913 644
- Onahan, William J., Letter of Archbishop John Ireland, to dated, St. Paul, December 24, 1915 646-647
- Onahan, (Mrs.) William J. 645
- Ong, Ira M. 262
- Onstott, (Mrs.) Emma 185
- Ontario, Canada 73
- Optukke, (Commodore Catt) grandson of Kannekuk, Kickapoo Prophet 52, 56
- Orange, Daniel 189
- Orange Judd, Farmer Newspaper. 583
- Ordinance of 1785, Provisions for Public schools 274
- Ordinances of 1785 and 1787, constituted the first charters of the public school system of the United States 274
- Ordinance of 1787 131-133
- Ordinance of 1787, Land grant for school purposes 533
- Ordinance of 1787, Prohibits slavery 65, 103, 132, 178, 223, 356
- Ordinance of 1787, Provisions for education 274
- Ordinance of 1787, Webster, Daniel quoted on the ordinance 132
- O'Regan, Anthony 641
- Oregon State 11, 214, 217, 621, 628
- Oregon State, Experiments in legislation 11
- Oregon State, Hood River, Ore. 217
- Oregon State, Portland, Oregon ... 621
- O'Reilly Boyle 650
- O'Reilly, (Lieut.) P. S. 238
- Orendorff, Genealogy 620
- Orendorff, William, Early settler of Tazewell County, Illinois 159
- Orlando, Vittorio E. 597
- Osage County, Kansas 581
- Osage Orange Hedges, Introduced in Illinois by Jonathan B. Turner, Foot-note 108
- Osage Orange, roots of used for dye, Foot-note 108
- Osborn, (Mrs.) Warnie 185
- Osborne, (Bishop) Edward W. 417
- Osborne, (Miss) Georgia L., Assistant Librarian, Illinois State Historical Library IV, V, 7, 99, 268, 466, 659
- Osburne, Fairrinda, Wife of William Foster Bone 217
- Oscar II (Ship) Peace delegation to Europe sailed on Dec. 1915 461
- Osgood, Betsey, Early school teacher in Wabash County, Illinois 23
- Oswego, (Kendall County) Illinois 81
- Oswego, N. Y. 194
- Ottawa, Illinois 29, 410, 453, 489, 523
- Ottawa, Ill., Education, High School 1857 523
- Ottawa, Ill., Illinois Centennial celebration at Ottawa, Dec. 3, 1918 453
- Ottawa, Ill., Presbytery 29
- Otter Creek, Livingston County, Illinois 410

- Our Pilgrim Fathers, A symposium, Illinois State Teachers' Association, Springfield, 1897.....564
Oxford, University Press.....452
P
- Pacific, Mo.453
Pacific Ocean244
Pack, Charles Lathrop, President American Forestry Association..619
Packard, Emiline463
Packard, Lee463
Paddock, Gaius, The Original Automobile, recollections of the first automobile in Springfield, Illinois, over seventy years ago..57-58
Paddock, J. W.....228
Paden, Sylvester86
Page, Edward C.....
.....IV, V, 7, 71, 221, 425, 595
Pageants, Illinois Centennial Pageants.....430, 431, 432, 433, 434
Pageants, Old Salem Lincoln League to give pageant.....248
Paget } Prix, Early Mill Owner,
Pagi } Illinois136
Pahkakah (John Kennekuk) son of Kannekuk, Kickapoo Prophet. 52
Paine, Ella, Wife of James Franklin Bone216
Paine, Thomas335
Painter Graveyard, Wabash County, Illinois17
Paisley, George W., From Montgomery County, Ill., served in the Civil War.....380
Palatinate. Washington's plan of importation of Germans from the Palatinate, for the settlement of the West566
Palestine, Country of.....72
Palmer, Honore258
Palmer House, Chicago.....257
Palmer, (Governor) John M...107, 110, 115, 169, 226, 230, 231, 429, 634
Palmer (Governor) John M., Elliott Anthony quoted on Governor Palmer's aid and advice to the Constitutional Convention, 1869-70, His veto messages.....230-231
Palmer, (Governor) John M., Member of the Constitutional Convention, State of Illinois, 1847..230
Palmer, Potter I.....257, 258, 259
Palmer, Potter, Art Collector.258, 259
Palmer, (Mrs.) Potter, Biographical sketch257-259
Palmer, Potter II.....258
- Palmyra, (Edwards County) Illinois, Ceased to exist.....20
Palmyra, (Edwards County) Illinois, First Circuit Court held in, July 11, 1815.....19
Palmyra, (Edwards County) Illinois, First County seat of Edwards County19
Palmyra, (Edwards County) Illinois, First jail built in 1815.....19
Palmyra, (Edwards County) Illinois, Located on the site of an old Indian Village.....19
Palmyra, Wabash County, Illinois.....19, 26
Palmyra, Illinois, Town laid out by Seth Gard & Co., April 22, 1815, located on Wabash River..19
Pana, Illinois241
Panama Canal92
Pankett, Lem, character in story of, Jack Habberton.....27
Paoli, G., Centennial Pageant, Chicago, music for, written by G. Paoli432
Paraguay579
Paris, France25, 33, 122, 257, 283, 362, 453, 596, 605
Paris, France, Elysee Palace.....605
Paris, France, Exposition 1900.33, 257
Paris, France, Sorbonne, University of Paris.....605
Paris, Ills., Education, High School 1856-66523
Paris, Illinois, School charter, Footnote537
Park, (Mrs.) Luella.....248
Parker, Theodore206
Parks, Samuel C.....231
Parley, Peter331
Parlier, Allen, Article of agreement signed by, to teach in the county of Washington and State of Illinois367, 368
Reference477
Parra (Senor) Gonzales de la...238
Pasfield, George254
Pasture, Clara, Wife of Orlen Bone.217
Patriotic Decorations and Suggestions453
Patterson, Clinton Crissey, Biographical sketch625-626
Patterson, J. H. & Co., Pubs.....625
Patterson, Robert W. D. D., Early Society in Southern Illinois, Ferguson Historical Series, Vol. 14...565
Foot-notes287, 477

- Patterson, Samuel, An appreciation by W. M. Camp.....621
- Patterson, William442
- Pauling, John, Captor of André...131
- Pawpaw, (East) Ills., Education, High School, 1856.....523
- Payson, Ills., Academy.....300
- Pea Ridge, Battle of, War of the Rebellion 59
- Peace Conference, World War, American Delegates605
- Peace Conference, World War President Wilson at the Head of the American Delegation, visit to Europe604-606
- Peace of 1763571
- Pearl and Mussel Industry from that part of the Great Wabash River bounding Wabash County. 25
- Pease, Theodore Calvin.....99, 268, 466, 659
- Peck, Donald Conyer.....216
- Peck, George C.....216
- Peck, Iona Antle Bone.....216
- Peck, J. K.....442
- Peck, (Rev.) John Mason.....278, 304, 305, 306, 358, 359, 458, 471, 481, 495, 499, 563, 564
- Foot-notes279, 304, 307, 348, 367, 495
- Peck, (Rev.) John Mason, Active in the moral and educational uplift of the people of Illinois.....481
- Peck, (Rev.) John Mason, Annals of the West, 1850564
- Foot-note279
- Peck, (Rev.) John Mason, Attitude toward slavery.....358, 359
- Peck, (Rev.) John Mason, Efforts in behalf of education in Illinois.358, 359
- Peck, (Rev.) John Mason, Forty years of pioneer life; Memoir of John Mason Peck, By Rufus Babcock, Philadelphia 1864.....564
- Peck, (Rev.) John Mason, Gazetteer of Illinois.....563
- Foot-notes348, 367, 495
- Peck, (Rev.) John Mason, Guide for Immigrants, Quoted563
- Foot-note307
- Peck, (Rev.) John Mason, Influential in the religious, social and educational life of early Illinois.306
- Peck, (Rev.) John Mason, Life and services, Paper on by J Otis Humphrey, Reference458
- Peck, (Rev.) John Mason, Post Master Rock Spring, St. Clair Co., Ill.471
- Peck, (Rev.) John Mason, Quoted early Sunday Schools in Illinois.495
- Peck, (Rev.) John Mason, Quoted on Kaskaskia under French rule.304
- Peck, (Rev.) John Mason, Rock Spring Seminary founded by.306, 307
- Pekin, Ills....46, 164, 165, 166, 181, 182
- Pekin, Ills., (Tazewell County), Court House164, 165
- Pekin, Ills., Courts of Tazewell County, Illinois, held in 1831....163
- Penn Township, Stark Co., Illinois.174
- Pennsylvania State16, 23, 67, 107, 134, 190, 191, 194, 210, 444, 452, 461, 474, 477, 511, 570, 574
- Pennsylvania State, Education, Free school law passed in 1834-1835474
- Pennsylvania State, Education, statistics on teachers' salaries 1848,477
- Pennsylvania State, George Washington's lands in Pennsylvania.574
- Pennsylvania State, Germans from Pennsylvania settled in Stevenson County, Illinois194
- Pennsylvania State, Great Meadows, Pa.574
- Pennsylvania State, Lancaster, Pa. 23
- Pennsylvania State, Meadville, Pa., Theological Seminary.....461
- Pennsylvania State, Philadelphia, Pa.67, 190, 191, 452
- Pennsylvania State, Pittsburg, Pa. 67
- People vs. Martin Van Allen, case in law, Foot-note543
- Peoria County, Ills.....159, 160, 168, 169, 171, 501
- Peoria, Illinois46, 102, 121, 159, 169, 171, 217, 225, 299, 325, 460, 483, 489, 498, 499, 523, 524, 525, 548, 558, 563, 587
- Peoria, Ills., Academy.....299, 325
- Peoria, Ills., Academy, Tuition...325
- Peoria, Ills., Directory 1844, by S. DeWitt Brown,563
- Foot-notes299, 320, 322, 323, 325, 326
- Peoria, Ills., Education, High School, 1856523, 528
- Peoria, Ills., Education, High School 1856, subjects taught....528
- Peoria, Ills., Education, School charges for non-residents.....548

- Peoria, Ills., Education, subjects taught in the Common Schools.524, 525
- Peoria, Ills., Public Schools.483, 523, 524, 525, 528, 547
- Peoria, Ills., State Fair held in Peoria, 1891583
- Peoria, Ills., Teachers' Convention held in553
- Peoria Lake119
- Periodicals, American Annals of Education and Instruction 1831-1838563
- Periodicals, American Education Society, Quarterly Register, 1831-1842563
- Periodicals, American Historical Review April 1900.563
- Foot-note304
- Periodicals, American Journal of Education 1826-1829.563
- Periodicals, American Journal of Education 1855-1880563
- Periodicals, Art World.77
- Periodicals, Common School Advocate483, 487, 558, 563
- Periodicals, Home Missionary (The), 1828-1860563
- Periodicals, Illinois Monthly Magazine, Edited by Judge James Hall, Foot-notes331, 333, 334, 467, 468, 469, 496
- Periodicals, Illinois Monthly Magazine, published Vandalia, 1827 to 1830486
- Periodicals, Illinois Monthly Magazine, Vol I, Quoted, Foot-notes.333, 334
- Periodicals, Illinois Monthly Magazine, Vol. 2, Quoted, Foot-note.496
- Periodicals, Illinois Teacher, 1855-1872336, 526, 558, 563
- Foot-notes.336, 514, 527, 528
- Periodicals, Literary Digest, Feb. 10, 191778
- Periodicals, National Geographic Magazine, Oct. 1917.453
- Periodicals, Union Agriculturist.487
- Periodicals, "Uplift," Edited by Nehemiah Hawkins640
- Periodicals, Yale Review, 1843-1860563
- Perkins, (Miss) Caroline, wife of J. W. Clinton.84
- Perkins, Harriet Bone, (1819-1851) Descendants217
- Perkins, Robert217
- Perkins, Sarah84
- Perkins, Timothy84
- Perrine, Ezekial, Case-in-law.383, 384
- Perry County, Illinois.231
- Perry, Seely, Early superintendent of schools, Rockton, Illinois.522
- Pershing, (General) John J.101, 604, 605, 607
- Peruvians, Bird guano used by the Peruvians for fertilizing purposes578
- Pestalozzi, Johann Heinrich, Swiss Educator and Writer.340
- Pestalozzi system of education.283, 340, 342, 343
- Petersburg, Illinois204, 216, 217, 246, 248
- Peters, (Mrs.) Clara Lyon.453
- Peters, W.253
- Petras, (Miss) Annette.436
- Petrograd, Russia236
- Pfaum, W. K.437
- Phalan, (Lieut. Col.) James M.74
- Pharees, (Rev.) Edmond.420
- Phelps, Morris, Early school teacher in Wabash County, Illinois.24
- Philadelphia, Pa.67, 190, 191, 254, 283, 306, 340, 452, 493, 564, 619
- Foot-note272
- Philadelphia, Pa., Centennial Exposition, 1876, held in Philadelphia619
- Philadelphia, Pa., Neef, Joseph, starts manual labor school in Philadelphia340
- Philadelphia, Pa., Sunday schools, first one in the United States organized in Philadelphia in 1791493
- Philadelphia, Pa., Who's Who in Philadelphia (colored people).254
- Phillips Family, Early settlers of Mound City, Illinois.418
- Phillips, (Col.) Jesse J., From Montgomery County, served in the Civil War.380, 383, 384
- Phillips, (Col.) Jesse J., Colonel of the Ninth Illinois Volunteers, Civil War383, 384
- Phillips, Joseph, Judge of the Supreme Court, State of Illinois.392
- Phillips, Thomas, Assistant Stage Director, Centennial Pageant, Chicago432
- Phillips, (Rev.) Z. Barney.429, 430

- Piankishaw Indian Village, above Campbell's Landing, Wabash County, Ills. 17
- Piankishaw Indians, A tribe of the Algonquin family14, 15, 17
- Piatt, B. T.....442
- Piatt, Charles W.....442
- Piatt County, Ills., Monticello (Piatt Co.) Ill., Monument unveiled marking spot where Lincoln and Douglas met to arrange for famous Debates of 1858.....439-442
- Pichinaut, Joseph, Killed by the Indians 181517, 18
- Pichon, M. French Foreign Minister597, 605
- Pickeral, Marion217
- Pickeral, Mildred217
- Pickeral, Priscilla217
- Pickeral, Theodosia217
- Pickeral, Theodosia Bone217
- Pickeral, Virginia217
- Pickering, (Governor) William of the Territory of Washington....78
- Pickering, William189, 191
- Pierce, (Rev.) George R., Pastor First Presbyterian Church, Belvidere, Ill. 31
- Pierce, (Mrs.) George R..... 31
- Piez, Charles A.....244
- Pike County, Ills.....489, 501, 525
- Pike County, Ills., Education, Common Schools subjects of study..525
- Pilgrim Fathers....121, 139, 143, 374
- Pillsbury, (Mr.) — (Methodist) Early Missionary in Boone County, Ills. 28
- Pinchot, Gifford461, 462
- Pioneer Home in Corydon Indiana, described 400-402
- Piper, Count Piper387
- Pissarro Camille258
- Pistole, A European coin, Foot-note.570
- Pitchford, John191, 192
- Pittman, (Captain) Philip, quoted on Fort Chartres.....123
- Pittsburg, Pa.....67, 149, 154
- Pittsford, Vermont238
- Plainfield, Ills., Education, High School 1856523
- Plains of Abraham, Wolf's victory over Montcalm on the Plains of Abraham, Reference124
- Pleasant Hill, McLean County, Ills. 47
- Pleasants, George W.....228
- Plunk, (Mrs.) Maria442
- Plymouth Colonists, taught by the Indians how to cultivate corn...578
- Plymouth Colony158
- Plymouth Rock121, 139, 578
- Plymouth Rock, Landing of the Pilgrims on in 1620, Reference...578
- Pocahontas, Wabash Co., Illinois, out of existence 23
- Pogue, Early merchant, Edwardsville, advertisement155
- Poincare, Raymond, President of France605
- Polasek, Albin, sculptor..... 36
- Polish Army in France237
- Polish Citizens of Chicago honor memory of Kosciuszko.....237
- Political Parties, Democratic party93, 205, 381, 634, 643
- Political Parties, Republican Party, 73, 89, 185, 239, 457, 460, 510, 620, 634
- Political Parties, Republican National Convention of 1860, held in Chicago, Ills.73, 89
- Political Parties, Republican National Convention, 1896.....457
- Political Parties, Whig Party..... 205, 212, 381
- Polk, (President) James K...381, 382
- Polo, Ills.83, 84, 85
- Polo, Ills., Board of Education.... 84
- Polo, Ills., Independent Presbyterian Church83; 84
- Polo, Ills., Ogle County Press (Newspaper) published in....83-85
- Polo, Ills., Tri-County Press..... 84
- Pontiac, Ills.45, 214, 217, 410, 411, 412
- Pontiac, Ills., Baptist Church Organization, etc.410, 411
- Pontiac, Ottawa Chief.....124, 126
- Pooley, William Vipond, The Settlement of Illinois 1830 to 1850..565
- Foot-notes150, 151
- Pope, Martha H.438
- Pope, Nathaniel103, 105, 108, 133, 134, 146, 150, 397
- Pope, Nathaniel, Efforts in behalf of extending the Northern Boundary, State of Illinois....103, 133, 134
- Pope, Nathaniel, Territorial delegate from Illinois in Congress..150
- Pope of Rome.....606, 642, 644
- Pope Leo XIII644
- Porter, (General) Andrew.....388
- Porter, (Gen.) Fitzjohn.....388
- Porter, (Mrs.) W. J.....442
- Portland, Oregon621

- Portugal 34
- Post-Rulison vs. Post, Case in law,
Foot-note542
- Post, (Miss) Ida K. Martin.....254
- Post, Truman M.....315, 483
- Post, Truman M., Advocate of the
Common School483
- Post Vincennes131, 132
- Potoka River 20
- Potomac Company571
- Potomac River571
- Potsdam, Germany448
- Pottawattomie Indians
.....28, 51, 52, 53, 120, 171
- Pottawattomie Indians, Ahkwona,
wife of Kannekuk, the Kickapoo
Prophet 52
- Pottawattomie Indians, Wansuck,
Wansuk, successor of Kanne-
kuk as Pastor of his church..51, 53
- Potts Family210
- Powell, (Major) Alexander, Repre-
sentative of the Army at birth-
day celebration of General Grant
by citizens of Galena..... 73
- Powell, B. E., Semi-Centennial His-
tory of the University of Illi-
nois565
- Power, John Carroll, History of
Springfield, Quoted, Foot-note...304
- Power, John Carroll, Letters to
Colonel Williams, Major Stuart
and Mr. Conkling.....253
- Powhattan, originally located at
Grand Rapids, Shoals of the Wa-
bash River24, 25
- Prairie Car or first automobile
built by General James Semple..
.....57, 58
- Prairie du Rocher...133, 135, 136, 151
- Prairie du Rocher, Established in
1722136
- Prairie Farmer, 1843-1855.....
349, 350, 368, 477, 483, 488, 525, 558
Foot-notes
.....320, 324, 349, 350, 368, 477,
500, 502, 503, 504, 516, 522, 524, 525
- Prairie Farmer, Edited by John S.
Wright483
- Prairie Farmer 1844, Quoted on edu-
cation, graded schools, etc.....515
- Prairie Farmer, Quoted on the
teachings in the common schools,
..... 525
Foot-note 525
- Prairie Farmer, April 12, 1852,
Quoted on the pay of early teach-
ers in Illinois.....368
Foot-note368
- Prairie Farmer, Volume 6, Quoted,
Foot-notes500, 522
- Prairie Farmer, Volume 8, Quoted,
Foot-notes.....320, 502, 503, 516
- Prairie Farmer, Volume 12, Quoted,
on Manual Labor Schools..349, 350
Foot-notes349, 350
- Prairie Fire 72
- Prairie Grass 97
- "Prairie Schooners"158
- Prairies of Illinois.....5, 9,
35, 46, 93, 95, 102, 119, 125, 135,
137, 144, 181, 193, 406, 408, 413, 427
- Prairies of the Western Country,
Reference 63
- Prairieton Township, Christian
County, Ills.628
- Prairieville, Ills., Education, High
School, 1858523
- Pratt, Bela Lyon, Sculptor of the
Statue of the Republic in Jack-
son Park, Chicago.....435-436
- Prayer Sticks of Kannekuk, Kicka-
poo Prophet50, 51
- Prentiss, (Col.) —. Thanksgiving
Party given by, in the District
Court Room, Springfield, Ills.,
1842, Reference378
- Presbyterian Church
.....23, 28-32, 80, 83,
84, 86, 87, 193-196, 212, 216, 241,
294, 303, 305, 306, 317, 318, 347,
375, 376, 415, 427, 447, 555, 628, 656
Foot-note193
- Presbyterian Church, Belvidere,
Illinois, by Margaret C. Kirk..28-32
- Presbyterian Church, Cedarville,
Ills.195, 196
- Presbyterian Church, (Fourth)
Chicago, Presbyterian656
- Presbyterian Church, Cumberland
Presbyterian Church of Blue
Mound, Ills.628
- Presbyterian Church, Cumberland
Presbyterian Church, Rock
Creek, Ill.212
- Presbyterian Church, Cumberland
Presbyterian Church, White Co.,
Ills.305, 306
- Presbyterian Church, Cumberland
Presbyterian Synod347
- Presbyterian Church, Freeport,
Illinois.....29, 194, 195

- Presbyterian Church, Freeport, Ill.,
 Presbytery 29
 Presbyterian Church, Kirk,
 Margaret C., The First Pres-
 byterian Church of Belvidere,
 Illinois, 1839-191828-32
 Presbyterian Church, Knowlton,
 (Mrs.) D. A., Presbyterianism in
 Stephenson County, Illinois.193-196
 Presbyterian Church, Litchfield,
 Illinois86, 87
 Presbyterian Church, Norton, A.
 T., History of Presbyterianism in
 Illinois, Quoted193
 Foot-note193
 Presbyterian Church, Ottawa, Illi-
 nois, Presbytery 29
 Presbyterian Church, Polo, Illinois,
 Independent Presbyterian Church
 83, 84
 Presbyterian Church, Rock Run
 Presbyterian Church, Cedarville,
 Illinois195
 Presbyterian Church, Rushville,
 Illinois294
 Presbyterian Church, Sends Mis-
 sionaries to Illinois.....303
 Presbyterian Church, Shelbyville,
 Illinois241
 Presbyterian Church, Springfield,
 Illinois (First)86, 427
 Presbyterian Church, Springfield,
 Illinois (Second)447
 Presbyterian Church, Tennessee,
 Fall Creek Church.....216
 Presbyterian Church, (First) Vir-
 ginia, Illinois187
 Presbyterian Synod of Illinois,
 1842, Memorial to Governor Car-
 lin to observe Thanksgiving Day
 in the State.....375, 376
 Price, Isaac181
 Price, William E.....179
 Price, W. J.....419
 Prickett, Abraham.....223, 294
 Pride, (Mrs.) Harry T.....452
 Prince, Ezra M.....264
 Princeton, Illinois, Education, High
 School, 1857-1866.....523, 534, 544
 Princeton, Illinois, Education, High
 School District534
 Princesville, Illinois169
 Proclamation of Governor Robert
 Dinwiddie of Virginia, Feb. 19,
 1754567
 Proclamation of Quebec, 1763.....568
 Proclamations, Royal Proclamation
 of 1763.....567, 569
 Proctor, Addison T., Delegate to
 the Republican National Con-
 vention in Chicago in 1860..... 73
 Prohibition, The Anti-Prohibition
 Manual, 1918254
 Proposed Constitutional Con-
 vention, 1824, failed in Illinois.....358
 Prost, J. H.....437
 Protheroe, Daniel, Centennial Pa-
 geant, Chicago, special music
 written by432
 Prussia 1
 Public Lands, Clay, Henry, Quoted
 on ceding public land to the State
 in which it lay.....271
 Public lands, Foote, Samuel A., Res-
 olution United States House of
 Representatives on sale of Public
 Lands271
 Pugh, Isaac C.....163
 Pulaski County, Ills., Hough, Fran-
 ces L., History of the Episcopal
 Church, Pulaski Co.....9, 418-421
 Pullam, Andrew, Early settler of
 Sangamon County, Ill.....447
 Pullman Car, Joseph Husband, The
 Story of the Pullman Car.....453
 Pullman Company Garden Club...437
 Pullman, George M., Engineering
 skill100
 Purcell, (Very Rev.) F. A.....649
 Puritan Fathers 5
 Puritan Patricians of the Massa-
 chusetts Bay Colony 6
 Puritans6, 139, 578
 Purple, Norman H.....228, 397
 Purvines, Elizabeth, Wife of John
 Coleman Bone217
 Purvines, Frances, Wife of John
 Coleman Bone217
 Purvines, Itha, Wife of Eliphalet
 Lansden Bone217
 Purvines, Lydia Ann, Wife of John
 Coleman Bone217
 Putnam County, Ills.168, 489
 Pyraud, Pey, Artist..... 36
- Q
- Quaife, Milo M., The Indian Cap-
 tivity of O. M. Spencer, Edited
 by Milo M. Quaife.....621
 Quakers190
 Quarterly Register, American Ed-
 ucational Society, Volume 4, Nov.
 1830, Quoted, Foot-note.....307

- Quebec, Canada125, 128, 568
 Quebec Bill, Illinois placed under
 the administration of Canada by
 the Quebec bill.....125
 Quebec, Proclamation of Quebec
 1763568
 Queen Elizabeth of England154
 Queen Victoria of England.....388
 Querques, Nom-de-Plume of Robert
 Gray628
 Quigley Memorial Hall, Chicago...648
 Quigley Preparatory Seminary, Chi-
 cago649
 Quincy, Illinois
 225, 253, 375, 376, 442, 489, 618
 Quincy, Illinois, Carlin (Governor)
 Thomas, First Thanksgiving
 Proclamation dated from Quincy,
 Ill., Nov. 12, 1842.....375, 376
 Quincy, Illinois, Chicago, Burling-
 ton and Quincy R. R.....253
 Quincy, Illinois, Education High
 School 1856523
- R
- Radford, Reuben, Old Salem, Illi-
 nois249
 Rahmeyer, (Mrs.) Louise Abigail
 Hood86, 87
 Railroads, Alton and Terre Haute
 R. R.383
 Railroads, Baltimore and Ohio R.
 R.656
 Railroads, Chicago and Alton R. R.
45, 184
 Railroads, Chicago, Burlington and
 Quincy R. R.253
 Railroads, Rock Island Railroad..639
 Railroads, Vanderbilt system of
 railroads88
 Railroads, Wabash Railroad.....383
 "Rail Splitter," Abraham Lincoln
 so called89
 Railsback, (Mrs.) Anne P.....620
 Railsback Family620
 Railsback, (Mrs.) Gertrude.....620
 Rainey, Mary P., Wife of David
 McCoy Bone216
 Raleigh, N. C.....254
 Rammelkamp, Charles H....IV, V, 7
 Ramsey, W. Y.....248
 Randall and Ryan, History of Ohio,
 Foot-note568
 Randolph County, Ills....118-148, 279
 Randolph County, Ills., Black Hawk
 War, number of companies furn-
 ished by Randolph County....135
 Randolph County, Ills., Chester,
 County seat133
 Randolph County, Kaskaskia,
 county seat133
 Randolph County, Meese, William
 A., Illinois and Randolph County
118-148
 Randolph County, Ills., Rangers in
 the War of 1812135
 Randolph County, War of the Re-
 bellion, men furnished by Ran-
 dolf County143
 Randolph County, Ills., War with
 Mexico number of men furnished
 by Randolph County135
 Randolph's Grove, McLean County,
 Ills.44
 Randolph, Theodore F.....252
 Rankin, (Dr.)182
 Rankin, Henry B.....197, 198, 201
 Rankin, Henry B., Law student in
 the firm of Lincoln and Herndon.198
 Ransloff, Mr.387
 Rathbone, Henry R.....441
 Rationalists, Religious organiza-
 tion196
 Rawlings, Frank419
 Raymond, Catherine Holt.....81
 Raymond, Jonathan81
 Read, Jacob, Washington's letter
 to, relative to Congress survey-
 ing the lands in the West.....572
 Reat, James L., Slavery in Douglas
 County, Illinois177-179
 Rebori, Andrew, Designs Chicago
 Gold Star Arch in Grant Park..438
 "Recollections of the Last Ten
 Years" by Rev. Timothy Flint,
 Quoted, Foot-note284
 Red Cross, Illinois State.....596
 Red Cross in an ear of white corn.439
 Red Cross Organization240
 Reece, (Dr.) J. C.....262
 Reel Foot Lake.....94
 Reep, Thomas P.....248
 Rehm, (Miss) Clara, Wife of Fred-
 erick M. Schmidt.....464
 Reid, Anna Moore.....579
 Reid, Bruce584
 Reid, Daniel579, 580
 Reid, Davis579
 Reid Family580
 Reid Farm582
 Reid, Harry584
 Reid, James579, 580, 582
 Reid, James L.....579, 582, 583
 Reid, James L., Biography.....579

- Reid, James L., Exhibitor, Illinois State Fair, 1891, receives highest award on corn583
- Reid, James L., Exhibitor World's Fair, Chicago, 1893, receives highest award583
- Reid, James L., Indian Corn, Genesis of Reid's Yellow Dent, by William Reid Curran576-585
- Reid, Marietta584
- Reid, Mary579, 580
- Reid, Robert579, 580, 581
- Reid, Robert, Locates on a farm near Delavan, Illinois.....580
- Reid, Virgil584
- Reid, William, Early settler of Mercer County, Illinois.....579
- Renault, Phillip Francois.....122
- Republic, (The) Statue, Columbian Exposition, Chicago, 1893..... 33
- Republican Party30, 73, 89, 185, 239, 457, 460, 510, 620, 634, 643
- Republican Party, Illinois, Republican State Convention, Sept. 20, 1918, Platform620
- Republican Party, National Republican Convention, Chicago, May 1860.....73, 89
- Republican Party, National Republican Convention 1896.....457
- Rethondes in the forest of Compiègne599
- Revenue Bill of 1918, United States House of Representatives.....453
- Reynolds, (Rev.) Dr. ——.....420
- Reynolds, (Governor) John.....269, 278, 280, 281, 282, 284, 305, 392, 393, 397
Foot-notes280, 282, 305, 308
- Reynolds, (Governor) John, Attends Seminary in Belleville, Ills.284
- Reynolds, (Governor) John, Early education280, 281, 282
- Reynolds, (Governor) John, Early education begun with James Hughes280, 281
- Reynolds, (Governor) John, Judge of the Supreme Court of the State of Illinois392, 393
- Reynolds, (Governor) John, "My Own Times," quoted564
Foot-notes280, 282, 305, 308
- Reynolds, (Governor) John, Quoted on education510
- Reynolds, John, The School Advocate, Belleville, 1857.....564
- Reynolds, (Judge) ——, Tavern near Joliet 46
- Reynolds, (Mrs.) Sarah174
- Reynolds, Thomas.....153, 392, 393-397
- Reynolds, Thomas, Judge of the Supreme Court of the State of Illinois392, 393
- Rice, Eugene179
- Rice, (Judge) E. Y., of Montgomery County, Illinois.....383
- Rice, (Mrs.) Henry M.....387
- Rice, Wallace, Centennial hymn words by427
- Rice, Wallace, Masque of Illinois given at Vandalia, Ills.....431
- Rice, Wallace, Masque of Illinois, written by428, 431
- Richards vs. Raymond, Case in law540
Foot-note540
- Richelieu, (Cardinal) and Duc de Armand Jean du Plessis.....154
- Richford, John191
- Riddell, (Justice) William Renwick of the Supreme Court of Ontario, Canada 73
- Ridgely National Bank, Springfield, Ills.254
- Ridott, (Stephenson County) Ill..196
- Riggs, Hosea, Early Methodist Preacher and Missionary in Illinois305
- Riley, Daniel, Riley's Mill.....136
- Riley, (Rt. Rev. Monsig) D. J....429
- Rinaker, (Gen.) John I.....92
- Rio Janeiro577
- Riordan, (Rt. Rev.) Daniel J....643
- Ripley, (Dr.) ——.....181
- Riswold, Gilbert P., Sculptor of the Douglas statue on the State House Ground, Springfield, Ill..426
- Riverside, Ills.628
- Riverview Park, Chicago.....237
- Roberts, (Col.) Thomas D., In command of colored troops in France608
- Roberts, William M.....656
- Robertson, (Rev.) N. H.....241
- Robinson, Hugh442
- Robinson, Ill.620
- Robinson, John491
- Robinson, Knapp & Shutt, Law firm of Springfield, Ill.....457
- Robinson, Mabel Hall, History of Christ Church, Carlyle, Illinois.9, 414, 417

- Rochambeau, *See* Vimeure Donatien
 Marie Joseph de.....145
 Rochblave, Phillippe Francois de
 Rastel, Chevalier de.....126, 127
 Roche, Martin, Architect..... 36
 Rochester Mills, Located on the site
 of an Indian village on the Great
 Wabash River22, 23, 26
 Rockbridge Co., Virginia.....571, 572
 Rock Creek, Menard Co., Ill., (for-
 merly in Sangamon Co.).....
211, 212, 215
 Rockefeller, John D. Jr., Address,
 "Brotherhood of Men and Na-
 tions"454
 Rockford, Ill.....74, 193, 452, 523
 Rockford, Ill., Camp Grant located
 in 74
 Rockford, Ill., Education, High
 School, 1862523
 Rockford, Ill., Female Seminary,
 now Rockford College.....193
 Rockford, Gage Co., Nebraska.174, 175
 Rock Island County, Ills.....
172, 173, 174, 175, 501
 Rock Island County, Ills., Drury
 Township172
 Rock Island, Ill.,...IV, V, 7, 523, 639
 Rock Island, Illinois, Education,
 High School, 1858.....523
 Rock Island Railroad.....639
 Rock Run Presbyterian Church, Ce-
 darville, Ill.195
 Rock Spring, St. Clair Co., Illinois.471
 Rock Spring Seminary, St. Clair
 Co., Founded by Rev. John Mason
 Peck...306, 307, 327, 347, 348, 481
 Rock Spring Seminary, Organized
 by Rev. John Mason Peck.....481
 Rock Spring Seminary, Theological
 Dept.327
 Rock Spring Theological and High
 School307, 347, 348
 Rock Spring Theological and High
 School introduced Manual Labor
347, 348
 Rockton, Ill., Education, High
 School Department in operation
 in Union School, 1851.....522, 523
 Rockton, Ill., Education, Union
 School course of study.....524
 Rocky Mountains 94
 Rodman, J. N.....442
 Roessler, Theo.243
 Rogers Park, Ill. Defense League..437
 Rollin's Ancient History, Reference
281
 Romance Club of the Johns Hop-
 kins University 78
 Rome, Italy606
 Romero, Senor387
 Ronalds, H.191
 Rooks, Frederick 44
 Roosevelt, Theodore462
 Root, John W., architect..... 36
 Roots, (Capt.) John.....567
 Roscawen, N. H.....452
 Rosehill Cemetery, Chicago.....
654, 655, 656
 Ross, (Dr.) ———.....182, 183
 Ross, Ossian170
 Rothensteiner, (Rev.) John, The
 Missouri Priest of one hundred
 years ago.....254
 Rough Creek, Ky.....574
 Roumanian Government, Alma
 Foerster, Red Cross nurse, re-
 ceives a decoration from the
 Roumanian Government439
 Round Bottom on the Ohio River.573
 Rountree, (Judge) Hiram, Early
 settler in Montgomery Co., Illi-
 nois380
 Rountree, (Judge) Hiram, In the
 Black Hawk War380
 Roundtree Township, Montgomery
 Co., Ill.....266
 Roxbury Academy, Mass..... 83
 Royal Highlanders, The Black
 Watch124
 Royal Historical Society, London,
 Eng.454
 Royal Proclamation of 1763..567, 569
 Rulison vs. Post, Case-in-law.....542
 Foot-note542
 Runnells, John S.....259
 Rush Medical College, Chicago,
 Opened 1843183
 Rushville, Ill....293, 294, 301, 489, 495
 Rushville, Ill., Early educational
 movement in495
 Rushville, Ill., High School Asso-
 ciation293, 301
 Rushville, Ill., High School Asso-
 ciation, amount of land, etc., to
 be held by.....301
 Rushville, Ill., Presbyterian church
294
 Russel, Andrew
IV, V, 7, 71, 221, 425, 595
 Russell, John, Interested in educa-
 tion in an early day in Illinois..471
 Russell, John, Principal of Rock
 Spring Theological High School.307

- Russell, (Lieut. Commander) Robert E.597
- Russellville, Ky.562
- Russelville, Brown Co., Ohio.....579
- Russia
1, 106, 111, 112, 236, 361, 436, 449
- Russia, Bolshevik Revolt in Russia236
- Russia, Coles, (Gov.) Edward, Ambassador to Russia.....361
- Russia, Czar Alexander I of Russia 1
- Russia, Petrograd, Russia236
- Russians in Liberty Loan parade, Chicago613
- Rutherford Co., Tenn.....216
- Rutland, (LaSalle Co.,) Ill.....260
- Rutland Co., Vermont..... 66
- Rutledge, Ann, Lincoln's first love249
- Rutledge family248
- Rutledge Inn, Old Salem, Menard Co., Illinois247, 248
- Ryall, (Rev.) Robert.....192
- Ryerson, M. A.....259
- S
- Sabin, Charles H..... 77
- Sable, *See* Au Sable, Jean Baptist Point 89
- Sabough, (Rev.) Dr. Isaac P.....419
- Sackriter, Henry442
- Sacred Heart Convent, Springfield, Illinois Field Mass, Centennial of the State held on grounds of Convent428, 429, 430
- Safford, (Mrs.) Myrtle.....185
- St. Ange de Belle Rive.....125
- St. Anne de Fort Chartres.....122
- St. Anne Church, Fort Chartres...125
- St. Charles County, Mo..... 67
- St. Clair, (Gov.) Arthur. 128, 132, 133
- St. Clair, (Gov.) Arthur, Establishes St. Clair county, which included the territory between the Ohio and Mississippi River....133
- St. Clair, (Gen.) Arthur, Governor of the Northwest Territory. 132, 133
- St. Clair County, Ill...133, 471, 484, 501
- St. Clair County, Ill., extent....133
- St. Domingo, Slaves brought to Illinois Country by Renault from St. Domingo122
- St. Genevieve, Mo.....151
- St. George, Cross of St. George...135
- St. Ignace, Mich.119, 121
- St. Ignatius College, Chicago.....643
- St. James Episcopal Church, Vincennes, Ind.192
- St. John's College, Fordham, N. Y.. 643
- St. John's Episcopal Church, Alton, Ill.189, 190, 191, 192
- St. Joseph, Mich.73, 185
- St. Lawrence River.....120, 121, 122
- St. Louis, Mo.....
.....33, 51, 56, 62, 67, 94, 149, 151, 152, 181, 182, 242, 284, 306, 325, 384, 406, 430, 512, 562, 564, 590, 591, 627, 628, 631, 632, 634
Foot-note272
- St. Louis, Mo., Dispatch, Newspaper632
- St. Louis, Mo., Early educational methods in St. Louis.....284
- St. Louis, Mo., Education, school reports 1854-70562
- St. Louis, Mo., Exposition..... 33
- St. Louis, Mo., Indian Treaty signed at, Oct. 24, 1832..... 51
- St. Louis, Mo., Mail routes in 1810 to St. Louis by way of Kaskaskia, Prairie du Rocher and Cahokia151
- St. Louis, Mo. Republic, Newspaper67, 634
- St. Mary's Academy, Chicago.....323
- St. Matthew's Church, Liverpool, England637
- St. Mihiel, France.....606, 607
- St. Nicholas Hotel, Springfield, Ill..429
- St. Paul, Minn.....646
- St. Peter's Cathedral, Rome.....642
- St. Vincent (Vincennes)..... 15
- St. Xaviers' College, Cincinnati, O..643
- Sale, Anthony W.....409
- Sale, Nancy Jane Leaverton, Illinois descendants of Edward Smith an English soldier in the Revolutionary war who deserted and joined the American Army.9, 400-407
- Sale, Nancy Jane Leaverton, Mary E. Smith Leaverton, granddaughter of Edward Smith a pioneer of Bond County, Illinois.....
.....9, 408, 409
- Salem, Ill.....417, 631, 632, 634, 635
Foot-notes336, 337
- Salem, Illinois Academy, Foot-notes336, 337
- Salem, Illinois, Advocate Newspaper631
- Saline County, Ill., Education, common schools subjects of study...525
- Salines, United States Saline, near Shawneetown 64

- Salow, (Capt.) Von.....599
 Salvation Army437, 615
 Salvation Army Community Gardens437
 Sammis, Christopher172
 Sandham, William R.....168, 253
 Sandham, William R., The Isaac B. Essex Family, Pioneers in Three Counties168, 176
 Sandham, (Mrs.) William R...253, 254
 Sandusky County, Ohio, Pioneer and Historical Association.....453
 San Francisco, Cal., Olympia Club.621
 San Francisco, Cal., Panama-Pacific Exposition 1916..... 33
 Sangamo Club, Springfield, Ill....458
 Sangamo Country370, 377
 Sangamo Country, John Hancock, The Bard of the Sangamo.....377
 Sangamo Journal, 1832-1847.....563
 Sangamo Journal, Simeon Francis, editor of the Sangamo Journal from 1831 to 1855.....371
 Sangamo Journal, Feb. 9, 1832..... 363, 364
 Sangamo Journal, March 15, 1832, Foot-note468
 Sangamo Journal, Dec. 1, 1833, Quoted on a spurious Thanksgiving Proclamation of Governor Duncan373
 Sangamo Journal, Dec. 14, 1833, Foot-note364
 Sangamo Journal, Jan. 10, 1835, Foot-notes322, 323, 485
 Sangamo Journal, April 4, 1835, Foot-notes320, 326
 Sangamo Journal, Sept. 25, 1835, Foot-note321
 Sangamo Journal, Nov. 7, 1835, Foot-notes.....320, 326, 330
 Sangamo Journal, May 21, 1836, Foot-notes320, 322, 323, 326
 Sangamo Journal, March 25, 1837, Foot-note326
 Sangamo Journal, Oct. 21, 1837, Foot-notes293, 330, 322, 323, 324, 328, 373
 Sangamo Journal, April 21, 1838... 300, 514
 Foot-notes300, 515
 Sangamo Journal, Oct. 20, 1838, Foot-note329
 Sangamo Journal, May 1, 1839, Foot-note327
 Sangamo Journal, April 17, 1840, Foot-note323
 Sangamo Journal, May 29, 1840, Foot-notes321, 324
 Sangamo Journal, Oct. 9, 1840, Foot-note323
 Sangamo Journal, May 13, 1842, Foot-notes.....320, 324, 328
 Sangamo Journal, March 28, 1844, Foot-notes323, 324, 327
 Sangamo Journal, June 5, 1845, Foot-notes294, 320, 323
 Sangamo Journal, July 20, 1847, Quoted Foot-note503
 Sangamo Journal, 1858, Foot-notes336, 337
 Sangamo Journal, July 2, 1858, Foot-note335
 Sangamon County, Illinois..... 199, 211, 216, 217, 231, 395, 441, 451, 457, 501, 506
 Sangamon County, Ill., Auburn Township457
 Sangamon County, Ill., Ball Township447
 Sangamon County, Ill., Bar Association199
 Sangamon County, Ill., Old Settlers' Association, Aug. 28, 1918, Springfield, Illinois444-451
 Sangamon County, Ill., Taxation for education, Foot-note506
 Sangamon Loan and Trust Company, Springfield, Illinois.....458
 Sarasota Bay, Florida257, 258
 Saratoga, N. Y.....633
 Satolli Cardinal, Archb., Letter to William J. Onahan, Dated Washington, Dec. 28, 1913.....644
 Sauer River604
 Saunders, (Mrs.) Sarah Rutledge..248
 Sawkeetokwa, First wife of Kannekuk the Kickapoo Prophet..... 52
 Sawyer, John York, Candidate for member House of Representatives first general assembly, state of Illinois 65
 Scammon, (Judge) Jonathan Young393, 395
 Scarborough, (Mrs.) H. M.....241
 Scates, Walter Bennett.....397
 Scatterday, Grace, Wife of John Bone, M. D.....217
 Schenectady, N. Y., History of Schenectady during the Revolution..621
 Schmidt, (Miss) Dorothy R.....464
 Schmidt, (Dr.) Ernest.....464
 Schmidt, Frederick M.....10, 464

- Schmidt, Frederick M., Biographical sketch464
- Schmidt, Frederick, R.....464
- Schmidt, Garden and Martin Architects, Chicago464
- Schmidt, (Dr.) Louis E.....464
- Schmidt, (Dr.) Otto L., Chairman Illinois State Centennial Commission73, 426, 427, 431, 464
- Schmidt, (Dr.) Otto L., President Illinois State Historical Society.....IV, V, 7, 73, 426, 427, 428, 429, 431, 464
- Schmidt, (Mrs.) Otto L.....428
- Schmidt, Richard E.....464
- Schneck, (Dr.) Jacob, Archeologist, Author, Botanist, of Wabash County, Illinois 25
- Scholfield, John231
- School Laws of Illinois *See* Education
- Schooley, Charles216
- Schooley, Charles Earle.....216
- Schooley, David Bone.....216
- Schooley, Helen Mary.....216
- Schooley, Joseph Paul.....216
- Schooley, Virginia216
- Schooley, Virginia Bone.....216
- Schreder, (Mrs.) of Belleville, Illinois284
- Schubert, (Miss) Betty.....436
- Schubert, (Miss) Dorothea.....436
- Schuffield, (Mr.), Early school teacher Mt. Carmel, Illinois.... 24
- Schurz, Carl453, 565
- Schurz, Carl, Henry Clay, Vols. 1-2, American Statesmen Series.....565
- Schustek, Andrew437
- Schuyler County, Ill..... 16
- Schwab, Charles M., The Nation's Warship Builder, address at the International Amphitheatre at the Stockyards, Chicago, Extract244
- Schweppe, C. H.....614
- Scogin's Cemetery, Dale township, McLean County, Illinois.....586
- Scotch-Irish in America, Article by Robert Gray628
- Scotland210
- Scott, (Rev.) A. H.....459
- Scott, (Col.), Assistant Secretary of War388
- Scott, (Dr.)182
- Scott, Dred, case, Reference..... 10, 140, 510
- Scott, Dred, Decision, Reference...510
- Scott, Dred, case, Lincoln quoted on 10
- Scott, Franklin William.....98, 267, 465, 658
- Foot-notes149, 151, 152
- Scott, Franklin William, Newspapers and Periodicals of Illinois 1814-1879, Illinois Historical Collections Vol. VI.....98, 267, 466, 658
- Foot-notes149, 151, 152
- Scott, James210
- Scott (Miss) Mary E., wife of J Otis, Humphrey459
- Scrivens, (Rev.) B. F.....411
- Seaman, (Miss) Mary.....243
- Searcy, James B.....92, 93
- Seeley, John (Samuel), Early school teacher in Illinois....146, 279
- Seine River605
- Seitz, D. M.....442
- Sample, (Gen.) James, Prairie Car, (or first automobile)....57, 58
- Serbia34, 434, 436
- Seward, William H.....140, 206
- Seymour, (Rev.) Edward A. M. B. D.,416
- Seymour Genealogy620
- Seymour, (Bishop) George F.....415
- Seymour, Ill.442
- Shakespeare, William201
- Shallow Ford on the banks of the Kickapoo183
- Shanahan, David E.....234, 428
- Sharpes, (Rev.) A. N.....412
- Shaw, A. B., Local Government in Illinois, Johns Hopkins University studies in History and Economics, Vol. 1.....565
- Shaw-Hansen Contest, By Wayne E. Stevens, Reference224
- Shawnee Indians14, 18, 569
- Shawnee Indians, Claimed nearly the whole of the Wabash Valley. 18
- Shawneetown, Ill.64, 104, 149, 150, 151, 158, 225
- Shawneetown, Ill., Salt works....104
- Shawneetown, Ill., United States Salines, near64
- Shelby Co., Ill., Probate Journal, Shelby County, No. 1, 1839-1849..562
- Shelby Co., Ill., Probate Record, 1839-49, Foot-notes355, 368
- Shelby Co., Ill., Probate Court Records, 1844368
- Shelbyville, Ill.78, 238, 240, 241, 242, 243, 379, 431, 432
- Shelbyville, Ill., Catholic Church...241

- Shelbyville Ill., Christian Church.241
 Shelbyville, Ill., "Glee Club".....
 241, 431, 432
 Shelbyville, Ill., Lutheran church.241
 Shelbyville, Ill., Memorial Hospital
 241-243
 Shelbyville, Ill., Methodist Church.241
 Shelbyville, Ill., Presbyterian
 Church241
 Sherman House, Chicago, Ill.....437
 Sherman, (Sen.) John.....387
 Sherman, (Hon.) Lawrence Y.....
 IV, V, 614
 Sherman, (Miss.) ———.....387
 Sherwood, (Gen.) Isaac R., of Ohio,
 United States House Representa-
 tives251
 Shields, (Gen.) James...147, 388, 397
 Shiloh, Battle of War of the Re-
 bellion 59
 Shonkwiler, (Judge) F. M.....441
 Short, G. M.....442
 Shover, Witnessed Indian massacre
 418
 Shroupe, T. D.....453
 Shurtleff College, Upper Alton, Ill.
 91, 108, 457, 458, 555
 Shute, (Rev.) E. C.....412
 Shutter, D. L.....442
 Siberia236, 436
 Siedenburg, (Rev.) Frederic, Mem-
 ber of the Centennial Commis-
 sion, State of Illinois.....
 429, 431, 648, 649
 Siefke, (Mrs.) Ida.....174
 Sigel, Ill.242
 Silver Creek, (Madison Co.) Ill.,
 Free school district established
 in 1825364, 365
 Simcoe, Samuel, Early settler of
 Wabash Co., Illinois..... 17
 Simmons, (Rev.) A. N.....628
 Simmons, F. M.....656
 Simon, Rabbi Abram.....245
 Sims, (Admiral) William S...597, 599
 Singleton, (Gen.) James, of Adams
 Co., Illinois227, 228
 Sinnott, Joseph603
 Sioux Indians118
 Sketches from the West by Judge
 James Hall, Quoted, Foot-note..312
 Slavery9, 10, 30, 36,
 64, 65, 67, 103, 105-107, 114, 122,
 132, 140, 141, 153, 169, 177-179,
 201, 202, 205, 223, 253, 270, 273,
 356, 357, 358, 359, 439, 480, 510, 565
 Foot-notes356, 357
 Slavery, Coles, (Gov.) Edward,
 Anti-slavery man480
 Slavery, Coles, (Gov.) Edward,
 Fight on slavery during Coles'
 administration State of Illinois..431
 Slavery, Coles, (Gov.) Edward,
 Sued in Madison Co., Illinois, for
 bringing in slaves, etc.....393
 Slavery, Douglas, Stephen, Arnold,
 Attitude toward the people of a
 territory with regard to slavery. 10
 Slavery, Dred Scott case.....140
 Slavery, Drives a sharp wedge into
 American Democracy9, 10
 Slavery, Harris, Dwight N. Negro,
 Servitude in Illinois565
 Foot-note356
 Slavery, Hugo, Victor, Quoted on.140
 Slavery, Illinois, Defeat of the plan
 to plant slavery in..... 67
 Slavery, Illinois Constitution of
 1818, Sixth article in, quoted on
 356, 357
 Foot-note357
 Slavery, Illinois, Slave Code.....177
 Slavery, Illinois, Slavery and col-
 ored indentures were closely re-
 lated in Illinois.....356
 Slavery, Illinois, Struggle against
 slavery64, 65, 67, 105-
 107, 153, 223, 270, 356, 357, 358, 359
 Foot-note357
 Slavery, Martin Asa Earl, The Anti-
 Slavery movement in Kentucky
 prior to 1850.....253
 Slavery, Missouri Compromise,
 Douglas' bill to repeal, Reference.107
 Slavery, Ordinance of 1787 prohib-
 its slavery ...65, 132, 178, 223, 356
 Slavery, Prohibited in the North-
 west Territory103
 Slavery, Reat, James L., Slavery in
 Douglas County, Illinois.....177-179
 Slavery, Renault, Phillip Francois,
 brings slaves from St. Domingo.122
 Slavery, Underground Railroad....
 114, 439
 Slavery, Underground Railroad in
 Illinois439
 Sleeping Bear Point.....120
 Slocum, (Gen.) Henry.....388
 Slovak National Dance.....436
 Slovak National Hymn.....436
 Slovaks of Chicago attest loyalty
 to the United States.....436, 437
 Slovenia436
 Smedes, (Rev.) J. E. C.....420

- Smedley, (Dr.) —182
- Smith, Addison239
- Smith, Amanda I., wife of John D. W. Gillispie407
- Smith, (Mrs.) Anna174
- Smith, (Rev.) Arthur428
- Smith, Betsey400
- Smith, D., and Mills, S. J., Report of a Missionary Tour, Andover, 1815564
- Smith, Daniel, Report of Missionary Tour of the West, Quoted305
Foot-note305
- Smith, (Col.) D. C. . . . IV, V, 7, 239, 241
- Smith, Edward, Illinois descendants of Edward Smith an English soldier in the Revolutionary War who deserted and joined the American Army, By Nancy Jane Leaverton Sale400-407
- Smith, Edward, Son of John Smith407
- Smith, Edwin J.409
- Smith, (Gen.) —388
- Smith, George W.
.IV, V, 7, 71, 221, 425, 595
- Smith, Grove Cemetery near Greenville, Illinois406
- Smith, Harry78
- Smith, (Dr.) Hosack J.63
- Smith, Isabel, Daughter of Edward Smith, Revolutionary Soldier403, 404
- Smith, James, Son of Edward Smith, Revolutionary soldier404, 407
- Smith, James L., Son of John Smith407
- Smith, Jane Green, Wife of Richard Smith400
- Smith, Jane Long408
- Smith, Jennie or Jane, Daughter of Edward Smith, Revolutionary soldier402, 403, 404
- Smith, John, Sea captain400
- Smith, John, Son of Edward and Nancy Black Smith403, 405, 406, 407, 408
- Smith, (Mrs.) John442
- Smith, John M., Son of John Smith407
- Smith, Joseph, Early settler, Tazewell County, Illinois159
- Smith, Joseph, Mormon leader killed39
- Smith, (Dr.) L. H.584
- Smith, Lucinda A., Wife of Chapman Atkinson407
- Smith, L. W., Illinois High Schools564
- Smith, Margaret Sophia, Wife of John M. Smith407
- Smith, Mary, Daughter of Edward Smith, Revolutionary soldier404
- Smith, Mary E., Wife of John A. Leaverton407
- Smith, Milton, Early farmer of McLean Co, Illinois47
- Smith, Nancy, Daughter of Edward Smith, Revolutionary soldier404
- Smith, Nancy, Daughter of John Smith407
- Smith, Nancy Black405
- Smith, (Mrs.) Nancy Fitzgerald239, 241
- Smith, (Miss) Nancy Maria, Wife of George D. Chafee239, 240
- Smith, (Mrs.) P. A.442
- Smith, Priscilla407
- Smith, Rachel, Daughter of Edward Smith, Revolutionary soldier404
- Smith, Richard400
- Smith, Sallie, Daughter of Edward Smith, Revolutionary soldier404
- Smith, Sally, Daughter of John Smith407
- Smith, Samuel, Son of Edward Smith, Revolutionary soldier404
- Smith, Socrates, M. G.407
- Smith, Theophilus W.294, 382, 393, 394, 397
- Smith, Theophilus W., Judge of the Supreme Court, State of Illinois393, 394, 397
- Smith, (Miss) Valentine620
- Smithsonian Institute, Washington, D. C.26
- Smulski, John F.237
- Snively, Ethan A., Newspapers and Newspaper men of Illinois, Quoted, in Transactions of the Illinois State Historical Society, 1904, Foot-note149
- Snyder, Adam, Adam W. Snyder and his period in Illinois history, 1817-1842, By John F. Snyder564
- Society for the spread of collegiate and theological education in the West, 6th annual report562
- Soldier boys over seas write letters to their mothers at home250
- Solon, —. Athenian law-giver132

- Sonnino, (Baron) Sidney.....605
 Sonny, (Lieut.).....609
 Sons of the American Revolution,
 Michigan Society254
 Sorbonne, (University of Paris)..
101, 605
 South America, Reids's Yellow Dent
 corn, seed of shipped to South
 America583
 South Carolina, Secession of South-
 ern States in convention in 1860
141, 142
 South Farms, Conn.306
 South Wales, Cardiganshire, South
 Wales461
 Spa, In the Province of Liège Bel-
 gium600
 Spafford, (Miss) Jessie L., Presi-
 dent State Federation of Women's
 Clubs251
 Spain122, 144, 566
 Spain's claim to Illinois144
 Spalding, (Bishop) Martin John...
640, 643, 652
 Spanish-American War ...143, 380, 631
 Spanish-American War, Illinois men
 and troops in.....143
 Sparks, Edwin Erle..98, 267, 465, 658
 Sparks, Jared, Life of Washington,
 Quoted, Foot-note572
 Sparta, Ill., education, High School,
 1856523
 Spawr, Jacob.....44, 45, 46, 161
 Spawr, Jacob, Early tavern kept by. 46
 Spectator, (The) Newspaper pub-
 lished at Edwardsville, Ill., by
 Hooper Warren
67, 324, 358, 365, 366
 Foot-notes324, 361, 365, 366
 Spectator, Newspaper, Published at
 Edwardsville, Ill., Quoted on Free
 School Law, 1825365, 366
 Foot-notes365, 366
 Spencer, O. M., The Indian Captiv-
 ity of O. M. Spencer.....621
 "Spirit of '76 (The)" Historical
 painting by A. M. Willard.....619
 Spoon River.....170, 171, 172, 173
 Sprague, J. F.440
 Sprague, (Mrs.) Mary442
 Spring Creek, Sangamon Co., Ill.. 57
 Springer, Francis, D. D., of Mont-
 gomery County, Ill.....383
 Springfield, Ill.
IV, V, 7, 71, 72, 77, 86,
 98, 99, 143, 182, 185, 197, 199,
 200, 249, 253, 254, 266, 267, 268
 371, 378, 391, 407, 408, 420, 428,
 430, 449, 450, 452, 453, 457, 458,
 459, 463, 465, 466, 483, 489, 496,
 562, 563, 608, 614, 620, 636, 658, 659
 Foot-note141
 Springfield, Ill., Academy.....
323, 326, 330, 484
 Springfield, Ill., Academy, Course
 of study330
 Springfield, Ill., American House,
 early hotel in Springfield...373, 374
 Springfield, Ill., Art Association..
430, 463
 Springfield, Ill., Automobile first
 one in Springfield recollections of
 Gaius Paddock57, 58
 Springfield, Ill., Baptist church...459
 Springfield, Ill., Capitol City Band.428
 Springfield, Ill., City schools, Tui-
 tion322
 Springfield, Ill., Colored People's
 Home463
 Springfield, Ill., Daughters of the
 American Revolution 86
 Springfield, Ill., Education, early
 struggles for351
 Springfield, Ill., Education, City
 schools299
 Springfield, Ill., Education, High
 School
323, 324, 328, 330, 523, 528, 537
 Springfield, Ill., Education, High
 School established before 1860...
523, 537
 Springfield, Ill., Education, Schools
 charge for non-residents.....548
 Springfield, Ill., Edwards place...430
 Springfield, Ill., High School.....
323, 324, 328, 330, 523, 528, 537
 Springfield, Ill., Illini Country
 Club458
 Springfield, Ill., Illinois National
 Bank458
 Springfield, Ill., Journal, News-
 paper634
 Springfield, Ill., Kelly's cabin in,
 Reference447
 Springfield, Ill., Land office.....211
 Springfield, Ill., Leland Hotel.426, 428
 Springfield, Ill., Lincoln's first
 Levee, Springfield, Feb. 6, 1861.386
 Springfield, Ill., Masons' Union...426

- Springfield, Ill., Mechanics' Union299, 490
- Springfield, Ill., Mechanics' Union receives state aid for keeping a common school299
- Springfield, Ill., Oak Ridge Cemetery197, 463
- Springfield, Ill., Power, John Carroll, History of Springfield, Quoted, Foot-note304
- Springfield, Ill., Presbyterian Church 2nd447
- Springfield, Ill., Race Riot.....111
- Springfield, Ill., Ridgley National Bank254
- Springfield, Ill., St. Nicholas Hotel.429
- Springfield, Ill., Sangamo Club....458
- Springfield, Ill., Sangamon County, Old Settlers' Association held in, Aug. 28, 1918444-451
- Springfield, Ill., Sangamon Loan and Trust Company458
- Springfield, Ill., School for Young Ladies320, 326
- Springfield, Ill., School report, Foot-note528
- Springfield, Ill., Teachers' Association500
- Springfield, Ill., Young Ladies' School320, 326
- Springfield, Ill., Woman's Club....463
- Springfield, Mass.77
- Stage Coach Line, Early one in Illinois operated by Frink and Walker89
- Stalker, Clara Inglis, The Students Dream, A school masque.....253
- Standish, (Capt.) Miles, With the Puritans finds corn in cache...578
- Stanley, Rufus170
- Staples family77
- Stark, —, The Cannon-Stark Indian massacre and captivity, By Roberty Lindley587-591
- Stark Cemetery, near Rockford, Nebraska176
- Stark County, Ill.
- 168, 170, 171, 172, 174, 175, 524, 525
- Stark County, Ill., Education, Common schools524
- Stark County, Ill., Education, Common schools, subjects of study...525
- Stark County, Ill., Essex Township.175
- Stark County, Ill., Old Settlers' Association168, 175
- Starks, John, Early settler of Wabash Co., Ill.17
- Starne, Alexander M.....228
- Starr, David, Early settler of Montgomery County, Ill.....381
- "Star Spangled Banner" song.....
-435, 436
- Starved Rock (Fort Saint Louis).102
- Steel, (Rev.) W. M.....415
- Steele, William Lucas, History of the Galesburg Public Schools....565
- Foot-note528
- Stephenson, Benjamin233, 294
- Stephenson Co., Ill.....193-196, 501
- Stephenson Co., Ill., Early settlers.194
- Stephenson Co., Ill., Knowlton (Mrs.) D. A., Presbyterianism in Stephenson County, Illinois.193, 196
- Sterling, (Capt.) Thomas.....124
- Stevens, Wayne E., Shaw-Hansen Contest, Illinois Legislature, Reference224
- Stevenson, Letitia Green, Chapter D. A. R., Bloomington, Ill., Year Book, 1917-1877
- Stevenson, Robert Louis.....626
- Steward, (Gen.) Leroy T.....435
- Stewart, (Dr.) —182, 183
- Stewart, (Miss) —388
- Stillwell, John, Early settler of Wabash County, Illinois.....15, 16
- Stock Yards, Chicago, Community Gardens437
- Stoeckl, Edward de.....387
- Stolfa, (Miss) Marie.....236
- Stolz, (Dr.) Joseph.....245
- Stone, (Gen.) B. W.....388
- Stone, (Rev.) James S.....259
- Stone River, Battle of, War of the Rebellion59
- Stone, (Rev.) Timothy433, 656
- Stout, Ephraim, Early settler of Tazewell Co., Ill.....160, 161
- Stout's Grove, on the headwaters of the Mackinaw River.....160
- Stowe, Calvin E., Educator, studies the Prussian school system..474
- Strades, Jacob, Commands the first steamboat up the Wabash River, "The Commerce," 1819.....24
- Straight, (Mrs.) Lyle262
- Streator, Ill.159
- Stretton, (Adjt.) R., Salvation Army437
- Stuart, (Maj.) John T.....253
- Stuart, (Rev.) Luke.....84
- Stube, J. H.656
- Studebaker Corporation, Story of, By Albert Russel Erskine254

- Sturtevant, Elizabeth F., Songs of a Golden Age and other poems...454
- Sturtevant, Julian M..... 315, 454, 483, 564
Foot-note309
- Sturtevant, Julian M., Address Morgan County, Old Settlers' reunion, Aug. 17, 1871.....454
- Sturtevant, Julian M., Advocate of the Common School483
- Sturtevant, Julian M., An Autobiography, N. Y. 1896.....564
- Sturtevant, Julian M., Lecture in Springfield, 1843, in behalf of a State Superintendent of Public Instruction483
- Sturtevant, Julian M., Member of the "Yale Band" of Theological students who came to Illinois...309
- Sturtevant, Julian M., Sketch of Julian M. Sturtevant in Cong. Quarterly, April, June 1870.....564
- Sugar Creek, McLean Co., Ill..... 44
- Suliotte Mothers 61
- Sullivan, Ill.442
- Sullivan Jeremiah641
- Sullivan, Louis H., Architect..... 36
- Sulphur Springs, McLean Co., Ill.. 45
- Summit, (Will Co.) Ill..... 46
- Sumner, Charles140
- Sunday Schools, Baldwin, (Rev.) Theron, His work in establishing Sunday schools in Illinois.. 494, 495
- Sunday Schools, Convention, World's Sunday school convention held in Jerusalem, 1904.... 31
- Sunday Schools, Early ones held in Illinois494, 495
- Sunday Schools, First one in the United States, Organized at Philadelphia, 1791493
- Sunday Schools, Hall, (Judge) James, Quoted on the value of the Sunday schools.....496
- Sunday Schools, Massachusetts State Sunday school union.....494
- Sunday Schools, Peck, (Rev.) John Mason quoted on early Sunday schools in Illinois.....495
- Sunday, (Rev.) William A.....252
- Supreme Court, State of Illinois... 10, 232, 233, 382, 383, 391-399, 431, 540-545, 562
Foot-notes542, 543
- Supreme Court, State of Illinois, Action on the school law...540-545
- Supreme Court, State of Illinois, First election of Judges, Oct. 9, 1818392
- Supreme Court, State of Illinois, Judges elected by vote of the people under new constitution of 1848393
- Supreme Court, State of Illinois, Monroe, B. D., Life and services of William Wilson, Chief Justice of the Illinois Supreme Court.. 391-399
- Supreme Court, State of Illinois, Reports, Foot-notes542, 543
- Supreme Court, State of Illinois, Reports, Vols. 68-98, 1873-1881, W. L. Freeman, Reporter.....562
- Supreme Court of Ontario, Canada 73
- Supreme Court, United States.... 166, 231, 313
- Svoboda, (Mrs.) Slavka.....436
- Sweden 34
- Switzerland..... 339, 341, 350
- Switzerland, Educational methods.341
- Switzerland, Fellenberg educational movement originated in Switzerland350
- Swygert Livingston Co., Ill, Baptist church412
- Synon, (Miss) Mary.....654
- Syrians in Liberty Loan parade...613
- Sztuczko, (Rev.) B.....237
- T
- Tacoma, Washington 86
- Taft, Lorado 82
- Taft, (President) William Howard.439
- Talbott and Vernon, By John Ludlam McConnell, Pub., N. Y., 1850.621
- Talon, Jean119
- Tanner, (Governor) John R..143, 429
- Tanner, (Rev.) J. W.....412
- Tarleton, (Col.) Bannastre, Light Horse Cavalry, British Army...400
- Tassara, Senor387
- Tatman, C. A.....442
- Tatman, (Mrs.) Caroline.....442
- Tatman, (Mrs.) John.....442
- Taverns, Early ones on the road from Bloomington to Chicago... 46
- Taxes levied for education in Illinois505, 506
- Taylor, George C.....410
- Taylor, L. M.....442
- Taylorville, Illinois87, 93
- Tazewell County, Illinois.....157-167, 523, 579, 581

- Tazewell County, Illinois, Boynton Center581
- Tazewell County, Illinois, Boynton Township581
- Tazewell County, Illinois, Courts held in Pekin in 1831 until suitable buildings were erected at Mackinaw163
- Tazewell County, Illinois, Curran, William Reid, Genesis of the Courts of Tazewell County...157-167
- Tazewell County, Ill., Delavan Prairie579
- Tazewell County, Ills., Dillon, Nathan first settler of Tazewell County158
- Tazewell County, Ills., Dillon settlement159
- Tazewell County, Ills., First Court House160, 161
- Tazewell County, Ills., First session of the County Commissioners' Court160
- Tazewell County, Ills., Holland Grove159
- Tazewell County, Ills., Named for John Tazewell, United States Senator from Virginia.....158
- Tazewell County, Ills., Organized by a special Act of the General Assembly, Jan. 31, 1827.....158
- Tazewell County, Ills., Pekin, permanent seat of justice.....165
- Tazewell County, Ills., Tremont county seat163, 164
- Tazewell, John, United States Senator from Virginia, Tazewell County, Ills., named for...158
- Tecumseh16
- Tennessee State91, 210, 211, 216, 265, 269
- Tennessee State, Fall Creek.....216
- Tennessee State, Iredell County, Tennessee216
- Tennessee State, Murfreesboro, Tennessee210
- Tennessee State, Nashville, Tenn... 91
- Tennessee State, Rutherford County, Tennessee216
- Tennessee State, Wilson County, Tenn.211, 216, 265
- Tenny, (Dr.) —.....183
- Tenny, C. F.....442
- Tenwawkwa, Ashameeno, Kickapoo Indian, daughter of Masheena, second wife of Kannekuk..... 52
- Terre Haute, Indiana:.....22, 24, 383
- Terre Haute, Ind., Atlanta and Terre Haute, R. R.....383
- Texas State639
- Thanksgiving, First official Thanksgiving in Illinois, By Isabel Jamison370-378
- Thanksgiving, Governor Carlin's Thanksgiving. Poem on Reference377
- Thanksgiving Proclamation of Governor Carlin, dated at Quincy, Ills., Nov. 12, 1842.....375, 376
- Thayer, Edward R., Early resident of Springfield, Ill.....374
- Theney, —, Captured by the Indians, Cannon-Stark Indian Massacre589, 590
- Thomas, Jesse Burgess.....147, 222, 285, 397
- Thomas, Jesse Burgess, United States Senator from Illinois...147
- Thomas, (Rev.) J. R.....427
- Thompson, Charles Manfred,.....98, 153, 267, 465, 658
- Foot-note153
- Thompson, Eliza Jane, Wife of Thomas Potts Bone.....217
- Thompson, F. B., M. D.,191
- Thompson, George, Indenture of August 31, 1840, of Geo. Thompson, Shelby County, Ills. to Daniel Golloher354, 355
- Thompson, James, Indenture of Aug. 31, 1840, of James Thompson, Shelby Co., Ills., to Daniel Golloher354, 355
- Thompson, (Dr.) Jerome.....266
- Thompson, (Dr.) Theodore.....243
- Thompson, William354, 355
- Thorn, (Rev.) W. B.....192
- Thorne, —.217
- Thornton, (Judge) Anthony.....78, 226, 227
- Thornton, (Judge) Anthony, Sketch and personal reminiscences of Judge Anthony Thornton..... 78
- Thornwald, Scandinavian Navigator, Found wooden cribs for corn in the Mingen Islands....577
- "Three Rivers," Early name suggested for Mount Carmel, Wabash Co., Illinois 21
- Thurston, (Lieut.) —.....567
- Thwaites, Reuben Gold.....564
- Foot-note491
- Thwaites, Reuben Gold, Western Travels 1748-1846564

- Tinder, L. B.....442
- Tobin, Laura Olive, Wife of Charles
Alexander Leaverton.....409
- Todd, John294
- Todd, John, County Lieutenant Illi-
nois County of Virginia.....133
- Todd, John, Lieutenant Governor
Illinois County of Virginia.....269
- Tomlins, (Rev.) W. H.....192
- Tomlinson, Harriet, Wife of Chas.
Reed Bone217
- Tonty, Henry de.....121
- Topeka, Kans.214, 217
- Topeka, Kans., Guaranty State
Bank214
- Top Notch Farmers' Club.....584
- Torrey, Joseph S..... 87
- Tougas, (Tugas) Augustus.....
.....14, 15, 22, 23
Foot-note 14
- Tougas, Augustus, Death of 1849.. 15
- Tougas, Augustus, Establishes the
first settlement in Wabash
County, 1800 22
- Tougas, Augustus, Indian Trader.. 15
- Tougas, (Tugas) Family, First
white settlers of Wabash County 14
- Tougas, (Tugas) Francis..... 14
- Tougas, (Tugas) Joseph..... 14
- Tougas, (Tugas) William..... 14
- Toulon, Illinois.....168, 174, 175
- Toulon, Illinois, Old Settlers' Asso-
ciation, Stark County.....168, 175
- Towanda, McLean County, Illinois. 45
- Tower Hill, Spring Green, Wiscon-
sin461
- Townsend, William, Early School
teacher also conducted religious
services in Wabash County, Illi-
nois 24
- Tracy, (Rev.) J. A.....241
- Trail, British Columbia.....216
- Trails, Chicago Trail, By A. Van
Dyke Pierson43-47
- Trainer, John, How to teach a
country school454
- Treat, Samuel Hubbel.....397
- Treaty of Paris, 1763.124, 128, 177, 567
- Treaty of 1763 closed the war be-
tween England and France.....567
- Tremont, (Tazewell County) Illi-
nois.....161, 163, 164, 166, 323, 579
- Tremont, Illinois, Academy, tui-
tion323
- Tremont, Illinois, Tazewell County
Court House, located in....163, 164
- Trenton, Mo.216
- Trenton, N. J., Foot-note.....272
- Trevés, Germany604
- Trianon Palace Hotel, Versailles,
France597
- Trianon Palace, Versailles,
France597
- Tribe, John191
- Trickett, (Rev.) George Harvey...192
- Tri-color, Fleur-de-Lis, Flag of
France448
- Trimble, Albert M.....453
- Trimble, (Professor) Charles.... 75
- Trimmer, Frank 45
- Trimmer, John161
- Trotter, Georgiana 82
- Trotter, W. D., Principal of Salem
Academy, Foot-notes.....336, 337
- Trowbridge, (Mrs.) O. R.....262
- Troxel, (Mrs.) James.....174
- Truesdale, Calvin232
- Truitt, James M., From Montgom-
ery County, Illinois, served in the
Civil War380
- Trumbull, Lyman107, 115, 397
- Tucker, George of Virginia, Foot-
note105
- Tugas, Augustas, See Tougas, Foot-
note 14
- Tuley, (Judge) Murray F..... 88
- Tunnison, (Mrs.) of Whitehall,
Illinois434
- Turin, Italy606
- Turkey, Constantinople, Turkey...434
- Turner, Asa309, 315, 483
- Turner, Asa, Advocate of the com-
mon school483
- Turner, Asa, Member of the "Yale
Band" of Theological students
who came to Illinois.....309
- Turner, Jonathan Baldwin.....
.....315, 340, 481, 482, 483, 556, 564
Foot-notes108, 482
- Turner, Jonathan Baldwin, Ad-
dress on Common Schools,
Springfield, Nov. 13, 1834.....483
- Turner, Jonathan Baldwin, Advo-
cate of the common school..482, 483
- Turner, Jonathan Baldwin, Life of
Jonathan Baldwin Turner, By
his daughter, Mary Turner Car-
riel564
Foot-note482
- Turner, Jonathan Baldwin, Work in
behalf of education.340, 481, 482, 556
Foot-note108
- Turner, Thomas J.....232
- Turtle River Country.....159

- Tuscola, (Douglas County, Ills.)...179
 Tuttle, F. B.....259
 Tylka, Florian437
- U
- Ufer, Walter, Artist, painter..... 36
 Ulster County, Ireland.....210
 Uncle Tom's Cabin, by Harriet
 Beecher Stowe, Reference.....108
 Underground Railroad.....114
 Union Agriculturist487
 Union County, Ills.173, 174
 Union Jack, English Flag.....448
 Union League Club, Chicago..... 89
 Union League Secret Service forces,
 Civil War185
 Unitarian Church491
 United States21, 64, 73, 75,
 89, 92, 94, 107, 131, 140, 142, 148,
 166, 178, 179, 203, 227, 228, 231,
 235, 236, 237, 238, 250, 261, 296,
 300, 311, 313, 339, 340, 345, 348,
 357, 360, 426, 430, 434, 436, 437,
 438, 440, 444, 449, 454, 493, 562,
 567, 599, 604, 608, 614, 618, 632, 645
 Foot-notes231, 271, 273, 274
 United States Aerial Mail Service,
 Capt. B. Lipsner, Superintendent
438
 United States Apprenticeship edu-
 cation in357
 United States Army.....73, 92
 United States, Bohemians of Chi-
 cago, loyalty to the United States
235, 236
 United States Boys' Working Res-
 erve, World War.....250
 United States Census Bureau, Re-
 ports 1800-1860562
 United States Census of 1850, Foot-
 note271
 United States Congress..107, 360, 562
 Foot-notes273, 274
 United States Congress House De-
 bates, 22nd Congress, Foot-note..273
 United States Congress, House De-
 bates, Senate Debates 22nd Con-
 gress562
 United States Congress, Senate De-
 bates, 22nd Congress, Foot-note..273
 United States Constitution227
 United States Court of Appeals...618
 United States Daughters of 1812,
 Kaskaskia Chapter, Greenville,
 Ills.454
 United States, Education, manual
 labor movement begun in 1825..339
 United States Flag.....75, 89
 United States, Hungarian Ameri-
 cans, loyalty to the United States
237
 United States Mail Service, Aerial
 Mail between New York and Chi-
 cago438
 United States, Manual labor schools
 in the United States.....348
 United States Marines.....614
 United States Navy.....426, 434, 599
 United States Navy, Daniels,
 (Hon.) Josephus, Secretary of
 the Navy426, 430
 United States, Neef, Joseph, Work
 in behalf of Education in the
 United States340
 United States, Recommended as the
 easiest place to introduce manual
 labor schools in.....345
 United States, Salines near Shaw-
 neetown, Ills.64
 United States, Slovaks of Chicago
 attest loyalty to the United States
436, 437
 United States Sunday Schools, first
 one organized at Philadelphia in
 1791493
 United States Supreme Court.....
166, 231, 313
 United States, World War, losses..604
 United States World War, Troops
 in the World War at the time of
 the signing of the armistice...604
 University of Illinois.....
 .IV, V, 7, 72, 108, 109, 482, 565, 584
 University of Illinois, Experiment
 station584
 University of Michigan, Ann Arbor,
 Michigan239
 University of Notre Dame, Notre
 Dame, Indiana643
 "Uplift", Edited by Nehemiah Haw-
 kins640
 Upper Alton, Ills.....489
 Urbana, Ills.IV, V, 7, 453, 523
 Urbana, Ills., Educational Semin-
 ary changed to free school 1856-
 1858523
 Utah State24, 654
 Utica, Ills.119
 Utterback, (Mrs.) Lottie.....635
- V
- Valley Forge, Pa.....140
 Van Austen Tavern at the crossing
 of the DesPlaines River.....45, 46

- Vandalia, Illinois55,
225, 254, 312, 319, 358, 372, 431,
432, 470-472, 481, 482, 486, 523, 562
- Vandalia, Ills., Capital removed
from to Springfield, 1839.....225
- Vandalia, Ills., Educational conven-
tion held in312, 482
- Vandalia, Ills., Centennial observ-
ance431-432
- Vandalia, Ills., Education, High
School 1858523
- Vandalia, Ills., Hall, (Judge)
James, address on education in,
Reference481
- Vandalia, Ills., High School, female
department added in 1830.....319
- Vandalia, Ills., Illinois Institute of
education met in 1833, 1834..470-472
- Vandalia, Ills., "Masque of Illinois"
by Wallace Rice given at Van-
dalia, Ills.431
- Vandalia or the Walpole Land Com-
pany570
- Vanderbilt, System of Railroads.. 88
- Vanderveer, H. M.....228
- Van Doren, Durand Halsey, Work-
men's compensation and Insur-
ance454
- Vaniscak, (Rev.) G. K.....437
- Van Patten, (Rev.) John.....409
- Van Pelt, (Miss) Lela243
- Van Pelt, (Miss) Lena242
- Van Rensselaer, (General)388
- Van Syckle, Raymond E.....254
- Van Wart, Isaac, Captor of André.131
- Van Wert, *Error* should be Van
Wart131
- Van Winkle, (Rev.) —.....416
- Venzelos, Eleutherios597
- Vennum, Thomas II620
- Vennum, Thomas, Income tax re-
ceipt, May 1869620
- Verdun, France601
- Verlie, E. J., Legislative Reference
Bureau, State of Illinois.....222
- Vermilion County, Ills.48, 398, 454, 528
- Vermilion County, Ills., Teachers'
Association454
- Vermilion River44, 45, 48
Foot-note48
- Vermont State
.....5, 66, 107, 238, 434, 460, 477
- Vermont State, Douglas, Stephen
Arnold born in Vermont, Refer-
ence5
- Vermont State, Education, statis-
tics on teachers' salaries 1848...477
- Vermont State, Hubbardtown, (Rut-
land Co.), Vt.....66
- Vermont State, Manchester, Vt....434
- Vermont State, Orwell, Vt.....460
- Vermont State, Pittsford, Vt.....238
- Vermont State, Rutland County,
Vt.66
- Versailles, France244, 603
- Versailles, France, Headquarters of
the Supreme War Council World
War597
- Versailles, France, Supreme War
Council at Versailles.....598, 603
- Versailles, France, Trianon Palace.597
- Vesnitch, (Dr.) M. R.597
- Vicksburg, Miss. Grant, (General)
Ulysses S., Equestrian statue to
be erected on the site of his head-
quarters at Vicksburg, Missis-
sippi74
- Vicksburg, Miss., Siege of, War of
Rebellion59, 74
- Vigo, Francis128
- Ville, Austin, quoted on the Jesuit
College at Kaskaskia304
- Vimeure, Jean Baptiste Donatien
de, Comte de Rochambeau.....145
- Vincennes, Indiana.....18, 128, 151
191, 192, 277, 285, 286, 301, 306, 403
- Vincennes, Indiana, Academy..277, 287
- Vincennes, Indiana, Academy es-
tablished in 1806277
- Vincennes, Indiana, Old Vincennes
reservation surveyed in 1804, re-
surveyed in 181016
- Vincennes, Indiana, St. James Epis-
copal Church192
- Vincennes, Indiana, University,
Historical Sketch 1820-1904,
Quoted, Foot-note285
- Vincennes University284, 285
- Vincennes University, Act to incor-
porate285
- Vincennes University, Charter
placed limitations on the amount
of property to be held.....301
- Vincennes University, Harrison,
William Henry, President of the
Board of Trustees286
- Vincennes University, Indiana fails
to recognize286
- Vincennes University, Preamble to
the act to incorporate285
- Virden, Illinois, High School....457
- Virginia, Illinois, Education, com-
mon schools course of study.....524

- Virginia, Illinois.....187, 188, 522, 523
 Virginia, Illinois, Centennial National Bank187
 Virginia, Illinois, Education, High School, 1846523
 Virginia, Illinois, Education, taxation for schools in.....522
 Virginia, Illinois, Meteor passed over, account187-188
 Virginia, Illinois, Presbyterian Church (First)187
 Virginia State.....15, 72, 126, 127, 144, 168, 169, 254, 269, 370, 391, 400, 405, 406, 454, 511, 524, 565, 566, 567, 568, 569, 570, 571, 572, 573
 Foot-note105
 Virginia State, Alexander, Va.....572
 Virginia State, Albemarle County, Va.168, 169
 Virginia State, Augusta County, in the History of the United States.454
 Virginia State, Bath County, Va...169
 Virginia State, Berkeley, (Bath) Va.572
 Virginia State, Berkeley County, Va.573
 Virginia State, Charlottesville, Va.168, 169
 Virginia State, Dinwiddie (Governor) Robert, Proclamation of Feb. 19, 1754.....567
 Virginia State, Dismal Swamp.....573
 Virginia State, Education, Academies511
 Virginia State, Fauquier County..406
 Virginia State, Frederick County, Va.573
 Virginia State, Gloucester, Va....572
 Virginia State, Hampshire County, Va.573
 Virginia State, Harrison, Benjamin, Governor of Virginia.....571
 Virginia State, Lands in, owned by George Washington573
 Virginia State Library.....254
 Virginia State, Loudoun County, Va.391, 573
 Virginia State, Maddox, W. A., Free school idea in Virginia before the Civil War.....565
 Virginia State, Mount Vernon, Va.572
 Virginia State, Natural bridge in Virginia400
 Virginia State, Nausemond, Va...573
 Virginia State, Rockbridge County, Virginia571, 572
 Virginia State, University, Charlottesville, Va.....72, 169
 Virginia State, Winchester, Va....572
 Vischer, William L.....246
 Vladivostok, Siberia236
 Voight, John F., The Story of Illinois253
 Voight, John T., Jr.....435
 Voliva, Wilber Glenn, Overseer of Zion City, Illinois.....75
 Voltaire, assumed name of Francis Marie Arouet335
 Von Cucleroeck, See Cuclebroeck.387
 Von Hindenberg, (Gen.) Paul....600
 Von Limburg, See Limburg.....387
 Von Limburg, Roest.....387
 Vowell, Jesse210
- W
- Wabash County, Ills.....14-27, 398, 483
 Wabash County, Ills., Allendale, formerly old Timberville.....23
 Wabash County, Ills., Archaeological research in26
 Wabash County, Ills., Barney Fort, built in 1811.....16, 18
 Wabash County, Ills., Belmont located in23
 Wabash County, Ills., Campbell's Landing16, 17
 Wabash County, Ills., Centerville County seat20
 Wabash County, Civil War, 13 per cent of the whole population of Wabash County took part in the Civil War27
 Wabash County, Ills., Compton Fort built in, 1810.....15, 24
 Wabash County, Ills., Early schools and school teachers in Wabash County23, 24
 Wabash County, Ills., First American settlement made in the year 180215
 Wabash County, Ills., First horse mill erected in 1814.....15
 Wabash County, Ills., First wheat bread in manufactured from wheat, plucked; rubbed out and crushed in a mortar by Mrs. Ingraham19
 Wabash County, First white settlers Tougas family, also called Lauvette (now Lovellette)....14
 Wabash County, Ills., Fort Barney built in 1811.....16, 18

- Wabash County, Fort Compton built in 1810.....15, 24
- Wabash County, Ills., Fort Higgins built in16, 19
- Wabash County, Ills., Fort Wood built in, in 1810..... 16
- Wabash County, Ills., Greathouse Fort located in..... 16
- Wabash County, Ills., Harvey, B. A., Historical Sketch of Wabash County14-27
- Wabash County, Ill., Higgins Fort, built in16, 19
- Wabash County, Ills., Keensburg located in 23
- Wabash County, Ills., Lancaster in Wabash County, settled mostly by people from Lancaster, Pa..... 23
- Wabash County, Ills., Mount Carmel county seat 20
- Wabash County, Ills., Old Timberville located in, now Allendale.....23, 24
- Wabash County, Ills., Organized in 1824 20
- Wabash County, Ills., Painter graveyard located in..... 17
- Wabash County, Ills., Pearl and mussel industry from that part of the Great Wabash River bounding Wabash County 25
- Wabash County, Ills., Pocahontas formerly in, now out of existence 23
- Wabash County, Ills., Population in 1860 27
- Wabash County, Ills., Rochester Mills formerly in, now out of existence22, 23
- Wabash County, Ills., War Record. 27
- Wabash County, Ills., World War, enlisted men, etc..... 27
- Wabash Navigation Company constructs great wooden dam across the River at Grand Rapids in 1847 24
- Wabash Railroad383
- Wabash River 14, 16, 18, 19, 20, 21, 22, 24, 25, 26, 131
- Wabash River, Early flour and saw mills on the Wabash River..... 25
- Wabash River, Early navigation of by flat and keel boats..... 24
- Wabash River, First steamboat up the river "The Commerce"..... 24
- Wabash River, Great Wabash River 22
- Wabash River, Navigation on, early 24
- Wabash River, Pearl and mussel industry taken from that part of the Great Wabash River bounding Wabash County..... 25
- Wabash Valley, Shawnee Indians claimed nearly the whole of the Wabash Valley 18
- Wacker, Charles H., Illinois Good Roads615-616
- Wadell, (Mrs.) J. V., Takes the part of "Illinois" in the "Masque of Illinois" given at Vandalia.....431
- Wadsworth, (Major) — of New York, settles on the bounty lands in Illinois 65
- Wagon Road, Old wagon road leading from Bloomington to Chicago, Ills. 43
- Wahmeetukoosh, wife of Kannekuk, Kickapoo Prophet 52
- Wahpoahtek, (John Winsee) grandson of Kannekuk, Kickapoo Prophet52, 53
- Wahwahsuk, grandson of Kannekuk, Kickapoo Prophet 52
- Wahwahsuk, Minnie, Great granddaughter of Kannekuk, Kickapoo Prophet 52
- Wahwahsuk, Robert, great grandson of Kannekuk, the Kickapoo Prophet 52
- Waldron, James A.....246
- Walker and Dick, Business firm, Carlinville, Ill. 92
- Walker and Searcy, Law firm, Carlinville, Ills..... 93
- Walker and Woodson, Law firm Carlinville, Ills. 92
- Walker, —, Died of cholera.....184
- Walker, Abraham S..... 91
- Walker, Bryan191
- Walker, Charles A., Biographical sketch by Alexander H. Bell. 91-97
- Walker, Charles A., Law firms with whom he was associated..... 92, 93
- Walker, Cyrus397
- Walker, Jesse, Early Methodist Preacher and Missionary in Illinois305
- Walker, (Col.) Joel A., 31
- Walker, Lolah, Wife of Dr. William M. Woods 92
- Walker, Mae (Mrs.) Charles McClure) 92
- Walker, O. W.....243
- Walker, Phelps and Co., Business firm, Carlinville, Ills. 92

- Walker, Phelps and Taggart, Business firm Carlinville, Ills..... 92
- Walker, Rosina Phelps 91
- Walker, Searcy and Woods, Law firm, Carlinville, Ills..... 93
- Wall, George W.....228, 231
- Wall, George W., One of the survivors of the Constitutional Convention of 1862.....223
- Wallace, (Col.) —.....597
- Wallace, Florence Magill.....248
- Waller, James B.....259
- Walley, (Mrs.) W. H.....628
- Walpole, (Sir) Robert.....154
- Walpole, Thomas570
- Walter, George E.....163
- Wanboro, Edwards County, Ills...189
- Wansuck Wansuk, Pottawattomie Indian, successor to Kannekuk, the Kickapoo Prophet.....51, 53
- War Exposition, Chicago, France and Allies Day438
- War Gardens in Chicago.....437
- War of the Revolution.....
...125, 126, 128-131, 139, 142,
180, 379, 400, 414, 566, 570, 619, 631
Foot-note567
- War of the Revolution, Battle of the Cowpens400
- War of the Revolution, Battle of Lexington, April 19, 1775...129, 139
- War of the Revolution, Battle of Yorktown139
- War of the Revolution, Clark, George Rogers, Captures Kaskaskia126-128
- War of the Revolution, Historical painting, "The Spirit of '76." By A. M. Willard.....619
- War of the Revolution, Illinois, Revolutionary soldiers buried in Illinois, List compiled by Mrs. Harriet J. Walker..... 78
- War of the Revolution, Schenectady, N. Y., History of, during the Revolution621
- War of the Revolution, Washington, George, Commander-in-Chief566
- War of 1812.....16, 135, 150, 170, 210
- War of 1812, Hopkins' Company of Dragoons, Reference170
- War of 1812, Illinois, Rangers, etc.135
- War with Mexico.....27, 135, 379
- War with Mexico, Illinois regiments135
- War of the Rebellion.....
.....11, 27, 30, 32, 59,
74, 115, 141-145, 228, 239, 260,
357, 380, 383, 390, 433, 444, 453,
460, 461, 520, 538, 560, 621, 631, 640
- War of the Rebellion, Battle of Ball's Bluff115
- War of the Rebellion, Battle of Corinth460
- War of the Rebellion, Battle of Fort Donelson 59
- War of the Rebellion, Battle of Pea Ridge 59
- War of the Rebellion, Battle of Shiloh 59
- War of the Rebellion, Battle of Stone River 59
- War of the Rebellion, Battle of Vicksburg 59
- War of the Rebellion, Grand Army of the Republic.....115, 144, 453
- War of the Rebellion, Illinois, men and troops143
- War of the Rebellion, Illinois, Ninth Illinois Volunteers.....383
- War of the Rebellion, Illinois, Twenty-third Illinois Infantry, Irish Brigade640
- War of the Rebellion, Randolph County, Illinois, men furnished by, in War of the Rebellion....143
- War of the Rebellion, Union League secret service forces during the Civil War.....185
- War of the Rebellion, Vicksburg, siege of 74
- War of the Rebellion, Wabash County, Illinois, contribution in men to the War of the Rebellion 27
- War of the Rebellion, Wisconsin, Sixth Wisconsin Battery.....461
- War of the Rebellion, Woman's Relief Corps, Journal of the Thirty-sixth National Convention, 1918621
- Ward, Robert, Colored soldier in France, cited for bravery...607, 608
- Wardner, (Dr.) —.....419
- Wardner, (Mrs.) —.....419
- Warnick, Nancy Brown, Wife of Elihu Bone.....211, 216
- Warren, Conn.....64, 66
- Warren, Hooper, Editor of the Edwardsville Spectator.....67, 151
- Warsaw, Illinois
.....475, 489, 492, 523, 563
Foot-notes475, 492

- Warsaw, Illinois, Education, High School, 1858523
- Warsaw, Illinois, Library Association492
- Warsaw, Illinois, Signal Newspaper, May 26, 1841, Foot-note...492
- Warsaw, Illinois, Signal Newspaper, Feb. 2, 1842.....475
- Foot-note475
- Warville, George E.....453
- Washburn, Illinois, Schools.....453
- Washburne, Arthur E.....409
- Washburne, Elihu B., Life of Edward Coles, to be reprinted by the Illinois State Historical Society224
- Washburne, Elihu B., Sketch of Edward Coles, Chicago, 1882..224, 564
- Washington Academy, Illinois.....290
- Washington, Augustine, Half brother of George Washington..566, 568
- Washington County, Illinois Academy, charter, Reference.....320
- Washington County, Ills., Parlier, Allen, Article of agreement signed by to teach school in the county of Washington and State of Illinois367, 368
- Washington, D. C.....56, 72, 78, 88, 89, 152, 236, 254, 262, 450, 452, 460, 599, 603, 635, 644, 654, 655
- Foot-note272
- Washington, D. C., National Museum56
- Washington, George.....13, 15, 43, 111, 123, 124, 129, 139, 182, 201, 370, 452, 566-575
- Foot-note567
- Washington, George, Builds Fort Necessity570
- Washington, George, Business ability566
- Washington, George, Commander of the Continental Army.....129
- Washington, George, Commander-in-chief War of the Revolution...566
- Washington, George, Commands at Fort Duquesne123
- Washington, George, Commands at Fort Necessity123
- Washington, George, Estate, value of lands, etc.566
- Washington, George. Fess, (Hon.) D. D., Speech on George Washington, United States, House of Representatives, Feb. 22, 1918...452
- Washington, George, Hixon, Ada Hope, "George Washington Land Speculator"566-575
- Washington, George, Land owned at the time of his death....572, 573
- Washington, George, Lands in Pennsylvania574
- Washington, George, Last will and testament, Reference574
- Foot-notes572, 573
- Washington, George, Letter to Jacob Read relative to land in the West572
- Washington, George, Letter to James Duane, Sept. 7, 1783, relative to public lands572
- Washington, George, Letter to Presley Neville, 1794.....574
- Washington, George, Military Expeditions in the West between 1754 and 1769566
- Washington, George, Sparks, Jared, Life of Washington, Quoted, Foot-note572
- Washington, George, Washington-Crawford letters, extracts.....568, 570, 571
- Foot-notes ..568, 569, 572, 573, 574
- Washington, George, Weems, M. L., Life of Washington, Reference..182
- Washington, George, Will of, Reference574
- Foot-notes572, 573
- Washington, George, Writings, quoted, Foot-notes....571, 572, 573
- Washington, (Tazewell County) Ill.159, 164, 523
- Washington, (Tazewell County) Ill., Education High School, 1858....523
- Washington, Lawrence, Half brother of George Washington..566
- Washington, Lund569
- Washington School, Chicago.....630
- Washington School, Danville, Ills...454
- Washington State78, 86, 214
- Washington State, Olympia, Washington78
- Washington State, Tacoma, Washington86
- Washington Territory, Pickering (Gov.) William of the Territory of Washington78
- Watch Tower (The) Newspaper...621
- Waterbury, (Rev.) Calvin....83, 194
- Waterbury, John83
- Watska, Ills.453
- Wattles, (Judge) James O.....189

- Watts, A. B.....450
Waukegan, Ills.....443, 523
Waukegan, Ills., Education, High School185, 523
Waverly, Ills.484, 489
Waverly, Ills., Early seminary in Waverly484
Way, Virgil G.....620
Wayne County, Illinois398
Waynesville, Illinois..181, 182, 183, 184
Waynesville, Ill., cholera in Waynesville183, 184
Webb, T. J.443
Weber, (Mrs.) Jessie Palmer, The Four Constitutional Conventions of the State of Illinois221-235
Weber, (Mrs.) Jessie Palmer, Librarian Illinois State Historical Library and Secretary, Illinois State Historical Society...IV, V, X, 7, 71, 98, 99, 221-235, 267, 268, 425, 426, 429, 465, 466, 658, 659
Weber, (Mrs.) Jessie Palmer, Secretary Centennial Commission, State of Illinois441
Webster, Daniel8, 132, 140
Webster, Daniel, Defends the property qualifications in the Massachusetts Constitution of 1818... 8
Webster, Daniel, Quoted on the Ordinance of 1787132
Weems, M. L., Life of George Washington, Reference182
Weik, Jesse W.197
Weil, William, Musical Director Centennial Pageant, Chicago...432
Welch, Frank442
Welles, Gideon387
Welles, (Mrs.) Gideon.....387
Wells, (Rev.) Albert E.....420
Wells, Carle E.....216
Wells, Nancy Ethel Bone.....216
Wemyss, (Admiral) Rosslyn E.....597, 599
Wending, (Capt.) Frank B.....436
Wendling, George R.....231
Wentworth, John "Long John".....228, 641
Wentworth, John "Long John", Mayor of Chicago.....641
Weshkupakhakun, Ashkeek, Kickapoo Prophet, Foot-note.....48
Wesley City, Peoria County, Ills...158
Wesleyan Revival 1738.....493
Wesleyan University, Bloomington, Ills.81
Wesleyan University, Middletown, Conn.453
West Florida, Move to colonize West Florida571
West, John W.....407
West, Land monopolizers in the West572
West, Roy O.....435
West Virginia State.....261, 262, 570
West, Washington, George, Military expeditions in the West between 1754 and 1769.....566
Western Country, Mounds and Prairies of the Western Country.... 63
Western Gazetteer, Brown, Samuel R., Auburn, N. Y. 1817.....563
Western Intelligencer, Newspaper103, 150, 151, 152, 563
Foot-note152
Western Intelligencer, Published at Kaskaskia, Daniel Pope Cook, Editor103
Western Reserve Historical Society, Transactions 1917, 1918.....454
Western Travels 1748-1846. Edited by Reuben Gold Thwaites.....564
Western Union Telegraph Company630
Wethersfield, Connecticut.....66
Wethersfield, Ills., Aids in the educational movement485
Wethersfield, Ills., Education, High School, 1859523
Wheeler, Charles N., Colored Yanks sing their way through France.608-612
Wheeler, (Dr.)182
Wheeler, (Hon.) Loren E.....620
Whig Party.....205, 212, 381
Whipp, Frank Dummer.....78
Whipple, —, Early settler of Lee County89
White, Charles Fred.....254
White City, Amusement place in Chicago436
White County, Illinois...305, 306, 398
White County, Ills., Cumberland Presbyterian Church.....305, 306
White County, Ills., Legislature passes act in 1821 to encourage learning in White County..305-306
White, Elizabeth Bone.....217
White, (Rev.) George412
White, (Rev.) Guthrie.....212
White, Henry, Ambassador to France605
Whitehall, Ills.434

- Whitehouse, (Rt. Rev.) Henry
John, D. D., D. C. L., Bishop of
Illinois414, 420
- White House, Washington, D. C....
.....13, 386-390, 462, 603
- White House, Washington, D. C.,
Ball given by Mr. and Mrs. Lin-
coln in, description, etc....386-390
- White, Leonard223
- White River18, 20
- Whitely, Robert, Celebrates his
ninety-ninth birthday434
- Whiteside County, Illinois.....501
- Whitewater, Arthur, Kickapoo, In-
dian 55
- Whitlatch, A. J.....412
- Whitley, (Rev.) William.....421
- Whitmore, (Dr.) ——.....182
- Whitney, Eli312
- Whitney, F. H.248
- Wichita, Kans.217
- Wicks, John F.....442, 454
- Wildman, A. H.....442
- Wilkey, (Major) Walter, (Pseudo-
nym) Western Emigration, 1839
.....564
- Will, Conrad223
- Willard, A. M., Painter of the cele-
brated historical picture "The
Spirit of '76".....619
- Willard's Geography330
- Willett, (Rev.) Herbert L.....245
- Williams, Abraham, One of the
captors of André.....131
- Williams, George253
- Williams, (Miss) Isabelle D.....169
- Williams, (Col.) John.....253
- Williams, Joseph191
- Williams, Robert191
- Williams, Roger180
- Williamson County, Ills., Taxation
for Education506
- Wilmington, Illinois 45
- Wilmot, Simeon, Slave set free in
Douglas County, Illinois....178, 179
- Wilson, Charles398
- Wilson County, Tennessee.211, 216, 265
- Wilson, Ellen398
- Wilson, Gertrude398
- Wilson, (Gen.) Sir H. of Great
Britain597
- Wilson, (Sen.) Henry387
- Wilson, (Mrs.) Henry.....387
- Wilson, John398
- Wilson, Mary, (Mrs. William Wil-
son)398
- Wilson, Mary 2nd.....398
- Wilson, Philip398
- Wilson, Robert398
- Wilson, Thomas398
- Wilson, (Judge) William, Case of
Field vs. the People of the State
of Illinois, Judge Wilson's opin-
ion, etc.394-396
- Wilson, William, Life and Services
of William Wilson, Chief Justice
of the Illinois Supreme Court, By
B. D. Monroe9, 391-399
- Wilson, (President) Woodrow.....
237, 241, 427, 462, 598, 600-606, 635
- Wilson, (President) Woodrow, Ad-
dress United States Congress on
the signing of the Armistice....603
- Wilson, (President) Proclamation
on the signing of the Armistice,
Nov. 11, 1918604
- Wilson, (President) Woodrow, Sor-
bonne (University of France)
confers degree on President Wil-
son605
- Wilson, (President) Woodrow,
Visit to Europe at the head of
the American delegation to the
Peace conference604-606
- Wilson, (Mrs.) Woodrow.....603, 605
- Winchester, Illinois..298, 299, 408, 489
- Winchester, Ills., Male and female
preparatory and common school
.....298, 299
- Winchester, Va.572
- Winden, Julius, Influence of the
Erie Canal, University Wisconsin
Studies, 1900565
- Winn, Dr. ——.....183
- Winnebago County, Ills.....501
- Winnetka, Ills.243
- Winsee, John, (Wahpoahtek)
Grandson of Kannekuk, Kickapoo
Prophet52, 53
- Winterfeldt, (Gen.) H. K. A.....599
- Winthrop, John, A non-believer in
social or political equality..... 6
- Wisconsin River119
- Wisconsin State
.....19, 35, 124, 132, 134,
146, 243, 261, 263, 273, 454, 461, 618
- Wisconsin State, Donaldson, Wis-
consin243
- Wisconsin State, Tower Hill,
Spring Green, Wis.....461
- Wisconsin State University, Fac-
ulty War Book.....454
- Wisconsin State, War of the Re-
bellion, Sixth Wisconsin Battery.461

- Wisconsin Territory 90
 Witherspoon, (Rev.) John.....574
 Withrow, John581, 582
 Wolfe, (Gen.) James.....124
 Wolf's Grove, McLean County, Illinois 45
 Woman's Christian Temperance Union, Belvidere, Illinois..... 31
 Woman's Club, Litchfield, Illinois. 86
 Woman's Club, Springfield, Illinois 463
 Woman's Educational Society of Wesleyan University, Bloomington, Illinois 81
 Woman's Missionary Society, First Presbyterian Church, Belvidere, Illinois 31
 Woman's Relief Corps, National Convention254
 Woman's Relief Corps, Illinois Convention, 1918254
 Woman's Relief Corps, Journal of the Thirty-sixth National Convention, 1918621
 Women, The Academy, was the first institution to grant higher educational privileges to women 319
 Women, War Workers of Illinois hold conference251
 Wood, Barney,185
 Wood, E. E..... 78
 Wood Family, Wabash County, Illinois 18
 Wood, John, Early settler of Wabash County, Illinois..... 16
 Wood, John H., of Virginia, Illinois187, 188
 Wood River, Madison County, Illinois364, 365
 Wood River, Madison County, Illinois, Free School District established in 1825.....364, 365
 Woodford County, Illinois..... 159, 164, 525
 Woodford County, Illinois, Act creating164
 Woodford County, Illinois, Education, Common schools, subjects of study525
 Woods, Charles H.....92, 93
 Woods, John, Two years residence in the settlement of the English Prairie in the Illinois Country, Quoted189
 Woods, John, Sr.....190
 Woods, (Mrs.) William M., (Lolah Walker) 92
 Woodson, John M..... 92
 Woollard, James B., M. G.....407
 Workmen's Compensation and Insurance, By Durand Halsey Van Doren454
 World War.....195, 595-606, 635
 World War, The Armistice...595-606
 World War, Battle of the Marne, Reference438
 World War, British Losses.....604
 World War, Chicago Men of Class One in the selective service...250
 World War, Chicago War Gardens 437
 World War, Colored Yanks sing their way through France, By Charles N. Wheeler.....608-612
 World War, Fess, (Hon.) S. D., Why our Country is in the War...452
 World War, Foerster, (Miss) Alva, Red Cross nurse of Chicago, decorated439
 World War, German Losses.....604
 World War, Gibbs, Philip, extract from article by, on the signing of the Armistice.....602-603
 World War, Henry Ford's Peace Delegation to Europe in 1915...461
 World War, Hill, (Major) H. B., of Illinois killed in France.....618
 World War, Illinois boys below draft age giving service.....250
 World War, Illinois Colored soldiers in France606-608
 World War, Illinois, Eighth Illinois Infantry, Colored Regiment.606
 World War, Illinois women war workers hold conference.....251
 World War, James, Edwin L., Extracts from article by, on the signing of the Armistice....600-602
 World War, Jersey County, Illinois, in the World War 1917-1919.620
 World War, Kahn, Otto H., When the Tide Turned, the American attack at Chateau Thierry and Belleu Woods454
 World War, Liberty Loan Parade, Chicago, Oct. 12, 1918.....612-615
 World War, Losses109, 110
 World War, Lusitania, ship, sinking of462
 World War, Montgomery County, Illinois, Men in service from....379

- World War, Peace conference American delegates605
- World War, Peace conference, President Wilson at the head of the American delegation.....604-606
- World War, Supreme War Council Versailles, France.....597, 598, 603
- World War, Trees will be memorials to the American dead.....619
- World War, United States Losses.604
- World War, United States troops in the World War at the time of the signing of the armistice, Nov. 11, 1918604
- World War, Versailles, France, headquarters of the Supreme War Council597, 598, 603
- World War, War Exposition, Chicago, France and Allies' Day...438
- World War, War Posters454
- World War, Wisconsin University, Faculty War Book454
- World's Fair, Chicago, 1893.33, 36, 82, 245, 257, 433, 435, 583, 642, 643
- World's Fair, Chicago Congresses held in643
- World's Sunday School Convention, held in Jerusalem 1904.....31
- Worthy, (Mrs.) John437
- Wright, Frank Lloyd, Architect... 36
- Wright, (Rev.) J. G.....416
- Wright, John S.....483, 499, 558
- Wright, John S., Built a common school in Chicago 1835.....483
- Wright, John S., Editor of the Prairie Farmer483
- Wright, (Rev.) Nathaniel, First Pastor Belvidere Presbyterian Church 29
- Wright, (Senator) Samuel W., of Sullivan, Ills.442
- Wyandot Indians, Foot-note.....567
- Wyoming, Ills.174, 254, 620
- Wyoming, Ills., First Congregational Church, Manual.....620
- Wyoming, Ills., Tuesday Club, Year Book 254
- Wyoming State, Cheyenne, Wyoming654
- X
- Xavier, St. Francis Mission..... 119, 120
- Y
- Yale Band, Pledge of members who formed the Illinois Association.308, 309
- "Yale Band", Theological students from Yale College, New Haven, who came to Illinois.....309
- Yale College, New Haven, Conn.72, 214, 309, 315-318, 520, 555, 562, 564, 620
- Foot-notes315, 316, 317
- Yale College, Biographical sketches of the class of 1828, Yale College, O. P. Hubbard, 1898.....564
- Yale College Catalogue, 1913-1914, Foot-notes315, 316, 317
- Yale College, New Haven, Conn., Charter 1701.....315, 317, 318
- Yale College, Charters 1701, 1745, Yale Bulletin 1913318, 562
- Yale College, Charter 1745.....316
- Yale College, Delta Kappa Epsilon Fraternity620
- Yale College, History of the class of 1834 of Yale College with biographical sketches 1875.....564
- Yale College, Illinois College, Jacksonville, Charter patterned after that of Yale.....315-317
- Yale College, Theological Department309
- Yale Review 1843-1860.....563
- Yale Review, Vol. I, Quoted, Foot-notes272, 273
- Yates, (Governor) Richard, the youngerIV, V, 7, 428, 441
- Yates, (Governor) Richard, War Governor of Illinois.....107, 185, 203, 248, 621
- Yazoo River571
- Yorktown, Battle of, War of the Revolution139
- Youghiogheny River; Foot-note...567
- Young, (Mrs.) Ella Flagg, Biographical sketch654-656
- Young, Benjamin, Early Methodist Preacher and Missionary in Illinois305
- Young Men's Christian Association31, 240, 252, 437
- Young Men's Christian Association, Belvidere, Ill. 31
- Young Men's Christian Association, Chicago, celebrates its sixteenth anniversary252
- Young Men's Christian Association, South Chicago Y. M. C. A.....437
- Young Men's Christian Association, War Camp Community service..615
- Young, Richard M.....397

Yung, Marie, Arranged and directed the dances in the Centennial Pageant, Chicago	43	Zion City, Ills.....	74, 75
		Zittrell, Dan	629
		Zittrell, (Mrs.) Dan.....	629
		Zmrhal, (Prof.) J. J.....	236
		Zorn, Anders L.....	259
Zetter, Error, Should be Zettler..	36	Zumbrook, L. H.....	450
Zettler, Emil R., Sculptor.....	36	Zybell, August.....	442





F
536
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v. 11

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