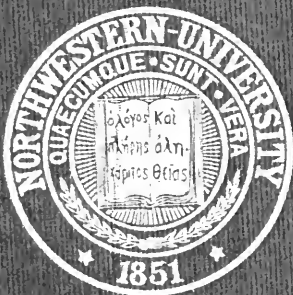


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THE  
FRIDAY, FEBRUARY 3, 1939.

## NORTHWESTERN PLANS BUILDING TO HONOR SCOTT

Evanston Edifice to  
Cost \$750,000.

BY AL CHASE.

Walter Dill Scott, who will retire next fall after nineteen years as presi-



Dr. Walter Dill Scott.

dent of Northwestern university, is to be honored with a \$750,000 memorial building on the Evanston campus. It will be erected by popular subscription and will be used as a student union building and community auditorium. It will be called Scott hall and will be a memorial to both Scott and his wife, Anna Miller Scott. A program to carry out this plan to honor President Scott will be launched at once by alumni, friends, and trustees of the university.

Since Dr. Scott announced his intention to retire a committee of prominent Chicago and north shore citizens has been considering an appropriate memorial to signalize his contributions to the Chicago community and the university.

### Decide to Erect Building.

The decision to erect Scott hall was announced last night by Harold H. Anderson, chairman of the committee and former president of the university's alumni association.

Scott hall will complete the women's east quadrangle, extending from University place to Emerson street along Sheridan road. It will be three stories high, of Wisconsin lannon stone, and will harmonize architecturally with the other quadrangle buildings.

According to tentative plans it will contain a 1,000 seat auditorium, restaurant, private dining rooms, recreation room, a library, and two lounges, one of which may be transformed into a ballroom for receptions and dances.

### Community Center Long Needed.

Since the turn of the century such a university-community center has been badly needed. During the last twenty years there have been a number of attempts to raise funds for such a building.

"Since Scott became president of Northwestern in 1920 the university has enormously increased its educational and physical resources," said Anderson. "The number of graduate students has increased since 1920 from 1,270 to 4,291. The libraries have increased their holdings from 198,000 to 587,000 bound volumes.

"The annual budget has risen from \$1,400,000 to \$5,230,000. The endowment has increased from \$5,625,000 to \$26,700,000. The university's assets have advanced from \$11,960,000 to \$47,600,000."

### Committee Members Announced.

The members of the Scott hall committee besides Mr. Anderson are: Bertram J. Cahn, Philip R. Clarke, Robert A. Gardner, Martin M. Gridley, George B. Everitt, Silas H. Strawn, and Professors James W. Bell, F. S. Deibler, Oliver J. Lee, Samuel N. Stevens, and Theodore Koch of Northwestern's faculty.

Others on the committee are: Harold J. Clark, president of the Northwestern Alumni association, Edwin O. Blomquist, Mrs. Edson B. Fowler, Mrs. Lloyd Harrold, Mrs. Richard B. Hart, and Mrs. George A. Paddock.

The committee hopes to complete its campaign by the middle of March and to hold ground breaking ceremonies on May 1, President Scott's seventieth birthday.

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*J. H. Christensen*  
1906

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### *Memorial to University's President*



It is planned to erect the above building as a memorial to President Walter Dill Scott, who will retire as president of Northwestern university next fall. Total cost of building and its endowment will be \$750,000, to be raised by popular subscription. Scott hall will round out the east women's quadrangle, extending from University place to Emerson street along Sheridan road, Evanston. It was designed by James Gamble Rogers of New York.

*Chicago Daily News*  
*May 31*  
**NORTHWESTERN**  
**IN 92D YEAR; HAS**  
**19,000 STUDENTS**

---

**College Started with Ten;  
First Building Was on  
an Evanston Swamp.**

---

Northwestern University, the second college founded west of the Alleghenies, began its 92d year today, with its 19,000 students and faculty of 1,087 a far cry from the first class of 10, taught by four instructors, that held sessions in a building on a reclaimed swamp in what is now Evanston.

It was May 31, 1850, that nine Chicago leaders met in a frame building opposite the city's courthouse and planned a university to serve the vast reaches of the Northwest. Seven months later, Jan. 28, 1851, the Illinois Assembly granted the university a charter.

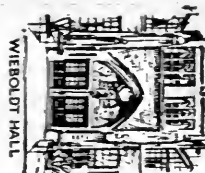
The first action by the nine founders was to buy a tract 200 feet square, now the site of the Continental Bank at La Salle street and Jackson boulevard, for a preparatory school, paying \$8,000. This plan was later changed, and the founders bought a section of lake-side swamp in Evanston, and in 1855 the first building, Old College, was erected there.

Besides the growth in personnel, the university now has resources of more than \$56,000,000, has 91 buildings on the Evanston and Chicago campuses, and more than 52,000 living alumni in all 48 states and 62 foreign countries. It is credited with developing Evanston, a community now rated as the fifth best in America for residential purposes, one of the 10 healthiest and one of the most beautiful.

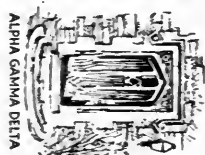
The nine founders were Grant Goodrich, city planner, Dr. John Evans, Orrington Lunt, Jabez Botsford, Henry W. Clarke, Andrew J. Brown, the Rev. Richard Haney, the Rev. R. H. Blanchard and the Rev. Zadoc Hall.



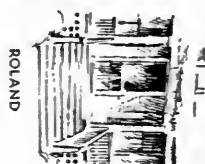
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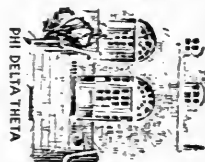
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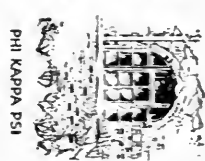
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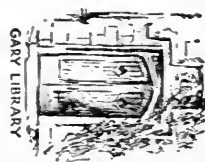
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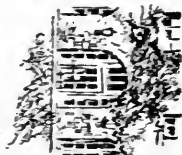
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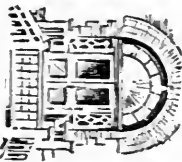
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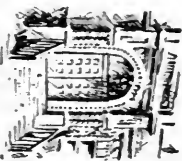
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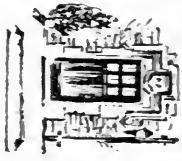
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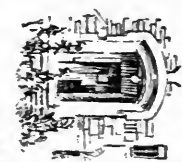
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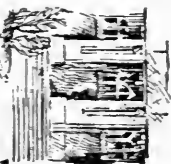
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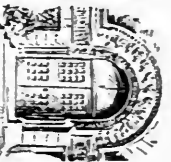
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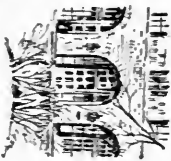
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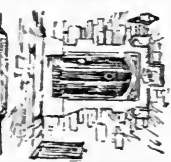
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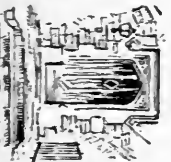
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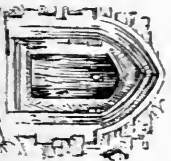
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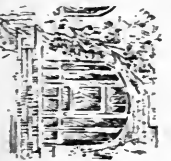
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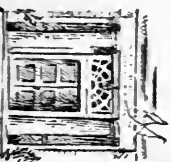
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JOHN EVANS

# Northwestern University

## 1855 A History 1905

Arthur Herbert Wilde, Ph. D.  
Assistant Professor of History in  
The College of Liberal Arts

Volume One  
Semi-Centennial Edition



The University Publishing Society  
New York U. S. A. 1905

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PUBLICATION OFFICE  
41 LAFAYETTE PLACE  
NEW YORK, N. Y., U. S. A.



## PREFACE

In November, 1855, the first students entered Northwestern University. This history commemorates the fiftieth anniversary of this event and aims to record the essential features of the life of the institution during the half century that has elapsed.

In the compilation of this record the Editor has had the generous co-operation of trustees, faculties, alumni, and students,—a modest recognition of their debt to the institution. There is much in the work that is personal and relative, doubtless somewhat of error. The Editor has not endeavored to secure uniformity of discussion. Each writer has told his story in his own way.

Respecting his own contributions to the history the Editor wishes to make due acknowledgment of the service rendered by Dr. Daniel Bonbright in suggestions made both as to form and content of those portions of the manuscript that he inspected. The Alumni Record compiled by Professor Charles B. Atwell has been of constant service.

The composition of this history has demonstrated the wisdom of greater care in the preservation of the materials for the history of the institution,—official records, correspondence, periodicals, photographs, etc. The University might well appoint a custodian of records or permanent historian to accumulate and preserve in some systematic

way those data that have permanent value for the archives of the institution.

This work is commended to the friends of Northwestern in the hope that it will stimulate interest and love for the University, and that it will be an authoritative basis for such continuations of the history as shall be made from time to time.

ARTHUR HERBERT WILDE.

Evanston, Illinois, May, 1905.

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CHAPTER I  
CHICAGO AND VICINITY IN 1850

MARY LOUISE CHILDS





**C**HICAGO may well be called a "city of Destiny." In the dim twilight of geologic ages the foundations of its prosperity were laid when the coal plants gave their life for its fuel; the great ice-plow forced its way southward bringing a burden of rich rock ground soil and leveling and smoothing its prairies; when the lakes were scooped from the rocks and fashioned to hold the waters estimated two miles in depth. The city marks the meeting point of unparalleled trade routes. From the northwest comes the wheat; from the north the iron, the copper, the lumber; from the south the corn and coal in superabundance and from the southwest the cattle to supply the voracious mouth of the stock yards. And Chicago is the distributing point for them all. Steamers and railroads are her handmaidens to send to the world these products, gathered in this "half-way house to transcontinental traffic." Robert Collyer has well said—"Nature called the lakes, the forest and the prairie together in convention and they decided that on this spot a great city should be built." Granted these conditions, can we show what manner of city had emerged by 1850? What were its facilities for trade; its educational advantages—or disabilities; how connected with the outer world; what interests were paramount in the city then; in brief, what justification had the nine men gathered in Grant Goodrich's office May 31, 1850, for believing the time was ripe to found a great university in the northwest and *this* the region to place it?

A rapid review of the men and measures of national fame in 1850 will help us. We need only recall the names of the giant trio Calhoun, Webster, Clay, compeers for the last time in the Senate; their colleagues, Benton, Douglas, Seward, Chase, Hale, Davis, Giddings, Horace Mann, Thaddeus Stevens in the House to remember this was one of the most momentous years in our history. The death of President Taylor and of Calhoun, the Compromises always remembered as Clay's last work; Webster's famous seventh of March speech and its direful consequences on his political career; California admitted as a free state; the bill granting nearly 3,000,000 acres of land for a railroad connecting Chicago and Mobile—a measure of vital importance to Illinois and harbinger of her prosperity,—and last, most noteworthy of all, the Fugitive Slave Law, freighted with such memorable consequences for our country; to name these alone shows us the vital importance of this year.

The common council of Chicago October 21, 1850, declared that the Act for the recovery of fugitive slaves violated the Constitution of the United States and the laws of God; the senators and representatives from the free states who voted for the bill, or “basely sneaked away from their seats and thereby evaded the question—are fit only to be ranked with the traitors Benedict Arnold and Judas Iscariot.” One of these resolutions requested citizens, officers and the police of the city to abstain from all interference in the capture of any fugitive. These resolutions

show a strong Abolitionist sentiment in the Chicago Council. But while one mass-meeting of citizens sustained the resolutions of the Council, a succeeding one was over-persuaded by the vigorous oratory of Senator Douglass who spoke three hours and a half and seemed to convince his audience, for they passed opposing resolutions without a dissenting vote that declared all laws of Congress ought to be faithfully executed. Douglas's main argument was, "the union must be maintained." He stood at the height of his popularity because he had just succeeded in getting from Congress the grant of land making possible the Illinois Central Railroad. Afterward Douglas boasted in the Senate his speech was the first public one "ever made in a free state in defence of the Fugitive law, and the Chicago meeting was the first public assemblage in any free state that determined to support and sustain it." A bad preëminence certainly! Let us remember for our comfort that Illinois sent more troops to the Union army during the Civil War in proportion to her population than any other state except Kansas, and that she was the first state to ratify the thirteenth amendment. It is worth noticing that the name of Grant Goodrich is among the seven who signed a call for another mass meeting in opposition to the Douglas meeting to discuss the question, "Is the Slave law constitutional, or should it be repealed?" the seven signers taking a strong affirmative on the question. It is well to see clearly Chicago's feeling on this burning topic of that day and remember what stand was taken at first, though

temporarily lost, on this question of tremendous importance.

In the Chicago Daily Journal, December 10, 1850, is an editorial called, "The Spirit of the Age," which says: "The railway is indeed the great epic of the age. We can scarcely glance at an exchange hailing from mart or hamlet that does not contain the record of railroads projected, railroads begun, railroads completed. The Song of Steam is in the Muse's Corner; pictures of locomotives are in the advertising columns; reports of surveys, arrivals, departures, dividends, collisions, running times everywhere." And yet in this year of grace eighteen hundred and fifty, Chicago possessed one short line about forty-two miles, connecting the city with Elgin—the advance guard of our present giant system of iron ways. And even two years later, there were but ninety-five miles of railroads operated in the entire state of Illinois, and less than 11,000 miles in all the United States.

This progenitor of our steam railroads was the first completed section of the Galena and Chicago Union, and had opened February 1 of this year with a grand excursion and banquet to two hundred directors and notables given at Elgin, and was the *first* railroad running out of Chicago east or west. In these early days railroads were built as public enterprises and not as money making speculations alone. William B. Ogden, Chicago's first mayor, as well as pioneer railroad man, and J. Young Scammon were a committee of two to induce the farmers to subscribe

to G. and C. U. R. R. stock. Many farmers came forward and subscribed, though they had to borrow the first instalment of \$2.50 on a share and get trusted "till after harvest" for the same. When it is remembered it cost five bushels of wheat and a journey of from four to seven days to Chicago with a load of grain to get that first instalment of the stock, none can doubt the public interest in the enterprise. This road after manifold vicissitudes was purchased and consolidated with the Chicago, St. Paul and Fond du Lac in 1859 (later renamed the Chicago and Northwestern). The Northwestern depot in the city stands on the site of the old Galena and Chicago Union station, Wells and Kinzie streets, the first passenger depot in Chicago. At this time—1850—the Michigan Central was running between Detroit and New Buffalo, a small town north of Michigan City, and connecting by daily steamer across the lake with Chicago. The newspapers of this year contain most interesting advertisements of this "remarkably short and safe route to New York City"—about four or five days—according to the weather.

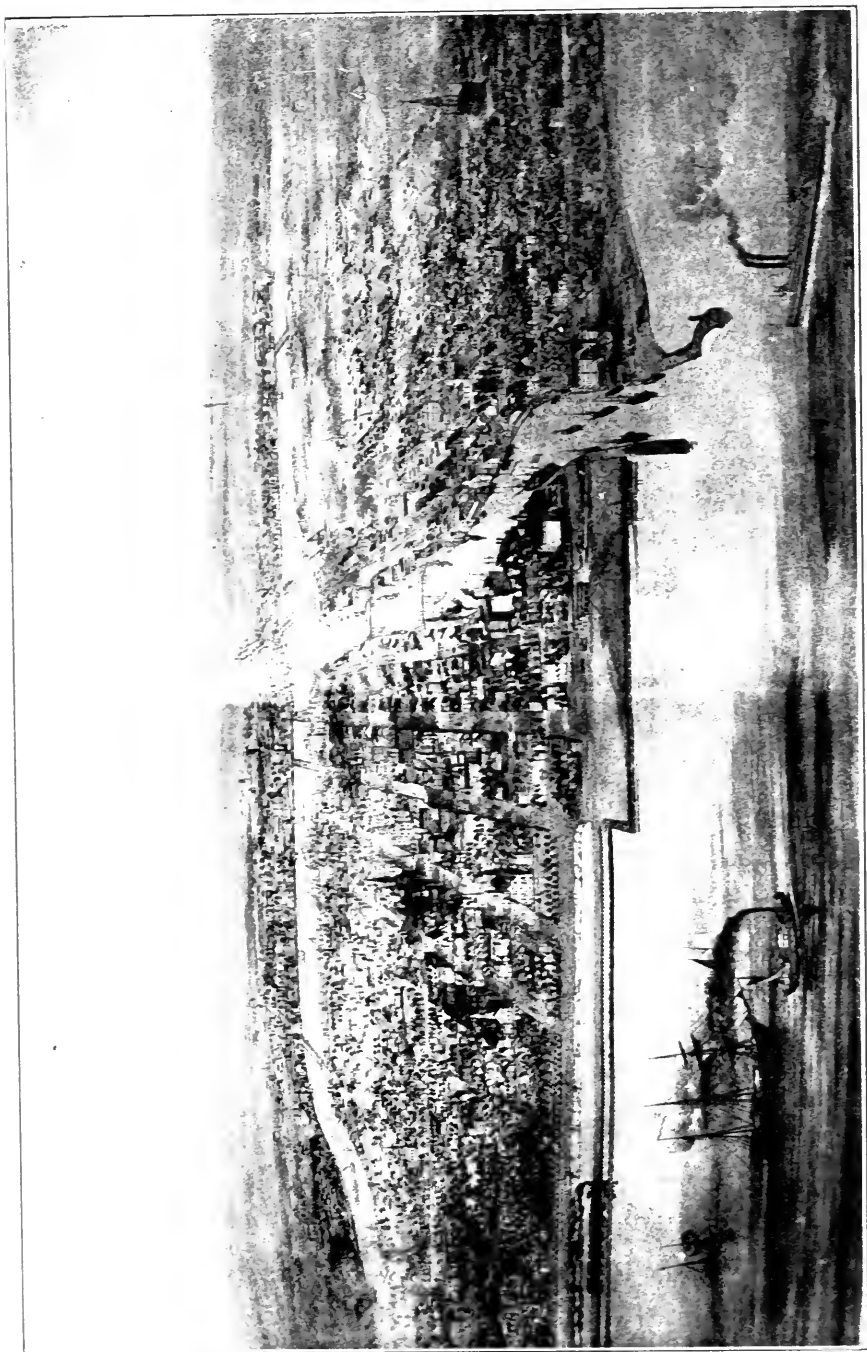
The Michigan Central labored long and earnestly to get direct railroad connections with Chicago. But the right of way was held by the Galena and Chicago Union for entrance to the city from east and west, and owing to rivalry and jealousy on the part of the directors of that road, no connection by rail with the east was made until February 20, 1852, and then it was the Michigan Southern and Northern Indiana—now Lake Shore and Michi-

gan Southern—that outdistanced the Central by three months and gained the honor of first connecting Chicago and this northwest with the east by bands of iron.

In January, 1848, the first telegram had been received in Chicago from Milwaukee, and three months later came the first through dispatch from the east via Detroit. By 1850 the electric telegraph was beginning to affect business operations by introducing new methods. About twenty-two lines per day comprised all news by telegraph reported for the Chicago Daily Journal for 1850, and telegrams were generally dated New York, 6 P. M.

Chicago's great routes for commerce in that year were the Illinois and Michigan Canal, connecting Lake Michigan and the Mississippi via the Illinois River and other canals, and the very valuable lake route from the east. Three years before it had been estimated by a government expert that this lake commerce was worth over \$100,000,000 per annum, as much as our entire foreign commerce and much more than our coast-wise trade. In addition to all the freight, 250,000 passengers were carried in 1845. This year of 1850 was the high tide of lake travel. Then a fleet of sixteen steamers plied between Buffalo and Chicago, two steamers a day leaving each port. The voyage occupied three or four days according to the weather. The average fare one way was \$10, including meals and berth; but sometimes passengers were carried as low as \$2 when competing lines cut the rates. The steamers were large, often holding 400 or 500 passengers, and were elegantly







equipped. The cuisine was excellent and a band of music helped to pass the time pleasantly each evening. From this time the lake passenger traffic declined because of competition from the railroads.

This lake commerce had increased by leaps and bounds since 1847, for in that year was held in Chicago the famous Northwestern River and Harbor Convention, the *first* great advertisement for our lake metropolis. In 1846 President Polk had vetoed the River and Harbor bill, stating as a reason the insignificance of the lake commerce. Western papers accused him of sacrificing all sections of the country to his pet project—the retention of Texas and the consequent Mexican War. Citizens of the West and Northwest, and those in the East who were interested financially in the commerce of the lakes were very indignant. To William Mosley Hall seems to belong the honor of originating the idea of a great convention at Chicago of delegates from all the Union to consider this great question of the imperative needs of harbors and light houses along our inland seas and rivers.

Such a convention was held July 5-7, 1847, in Chicago, and brought several thousand delegates from eighteen different states. The only complete records we have of its proceedings are the work of Mr. Robert Fergus, Chicago's veteran printer, who began work in the city 1840, and was the editor of the Fergus Historical Series, our best collection on local history in Chicago. The number recording the Northwestern River and Harbor Convention of

1847 is well worth reading. The sessions of the convention were reported for the New York Tribune by Horace Greeley and for the Albany Evening Journal by Thurlow Weed. Letters were received from numbers of noted men unable to be present, and some of these letters contain interesting expositions of the writer's views on western needs and expansion. Abraham Lincoln paid his first visit to Chicago as a delegate from Springfield to this convention. He had been elected representative to Congress the November previous and was the only Whig chosen from Illinois. Among others are letters from Clay, Webster, Benton, Cass, Van Buren and many United States senators, representatives and judges who could not be present. Horace Greeley reported 20,000 present, 10,000 of them delegates. Its meetings were held in a large tent on the Public Square and a series of resolutions were passed intended to arouse public sentiment all over the United States in behalf of adequate congressional appropriations for western rivers and harbors. Horace Greeley closed his report of the three-days' sessions as follows:

"Thus has met, deliberated, harmonized, acted, separated, one of the most important and interesting conventions ever held in this or any country. It was truly characterized as a congress of freedom, destitute of pay and mileage, but in all else inferior to no deliberative body which has assembled within twenty years. Can we doubt its results will be most beneficent and enduring?"

The meeting of that convention raised the value of Chicago property at once and was the starting point of its unparalleled prosperity until overtaken by the disastrous fire of 1871.

An interesting side episode was the first public speech made in favor of a national railroad to the Pacific coast, made by Mr. William Mosley Hall at the close of the convention when Mr. Greeley was chairman and unbounded enthusiasm was exhibited by the delegates.

It is worth our while to dwell at length on this convention, because it revealed to the country at large the vast importance of the newer states bordering the lakes and the Mississippi, and especially the great future Chicago was destined to have. These facts bore fruit in the organization of Northwestern University and gave the heroic nine who created the University justification for their hopes and plans.

We are trying to get a picture of what Chicago was like in this momentous year in the middle of the nineteenth century; what were its transportation facilities, its connections with the rest of the world, and therefore the reasons there were for the determination and faith of the patriotic little group gathered in Grant Goodrich's office that last day of May, 1850. Laymen were in the majority among the nine; there were only three clergymen to three lawyers, two merchants and one physician.

"There was then no institution of collegiate rank nearer than Knox College, Galesburg, Illinois." "For all

practical purposes the Northwest in the middle of the all practical purposes the Northwest in the middle of the last century was Illinois, Indiana, Wisconsin, Iowa and Michigan,—in fact, the states carved from the historic Northwest Territory except Ohio, and with Iowa added. The Conference of the Methodist Episcopal Church in these states proposed to minister to them in higher education through the new university. We, the heirs of their courage, want to know the grounds for the 'faith that was in them.' '\* They can only be learned by a careful study of Chicago and vicinity in 1850.

The files of the daily papers help us most in such study; a rapid reading of the advertisements especially reveals a store of interesting material. Each issue of the *Journal* for that year contains twenty-three columns of advertisements, largely of real estate and patent medicines, and *five* columns of editorial, telegraphic and city news!

The greatest artery of commerce then was the Illinois and Michigan Canal, one hundred miles long, between Chicago and La Salle on the Illinois River. Instead of being a tax on the state's resources it was earning over \$40,000 per annum. It was built and owned by the state. Daniel P. Cook, our second representative in Congress, for whom our county is named, succeeded in obtaining from Congress a large grant of public lands to build the canal, and by his efforts defeated the endeavor to allow a private

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\*R. D. Sheppard, *Historical Sketch* (Northwestern University), 1902.

corporation to build it, and to receive all benefits from selling the lands granted. The canal was opened in 1848 after twelve years of actual work, and thirty years of struggle and agitation. The state came into complete possession of it in 1871, when the trustees after a faithful service of twenty-five years, made over to the state a surplus of about \$92,000. Today we contemptuously call it a "tadpole ditch" and turn carelessly away from one of the important means by which our state was built up and its wealth largely increased. Chicago is due, so far as human means could determine, to the town platted by the Canal Commissioners in 1830, and the original impetus to its growth came through this same humble "mud ditch."

For the ordinary citizen, aside from his daily paper, his most important means of communication with the outside world is through the post office. Chicago's postal facilities in 1850 were a curiosity. Here is a characteristic daily item from the newspapers: "Eastern mail will hereafter be closed at 8 A. M., except when a boat leaves in the evening, when it will be closed at 8 P. M." There was a daily mail to Milwaukee except on Saturday. Stamps for prepayment of postage could be had on application, but were rarely used, as postage was collected on the *delivery* of a letter. Five-cent letter stamps were cut into halves and quarters to be used in payment of postage on newspapers. The long suffering editors advertised in Chicago that all letters addressed to them *must* have postage prepaid. Here is another bit of news from a daily paper

in 1850: "The amount of matter handled in the Chicago Post Office very considerably exceeds a *ton's* weight each day and hence some idea may be formed of our greatness as a people." (See census reports for 1900 for comparison). On December 6 of this year (1850) is the following item: "No eastern mail yesterday and none beyond Detroit today. The mail being transferred to land conveyance, several days will elapse before regularity in its receipt can be depended on." December 9. "Five mails from the east measured not by numbers but bushels and tons, have arrived and editors are happy. Two hundred bushels of papers are estimated."

It is well to remember that the population of Cook County in the year we are considering was about 43,000. Of course there was no Evanston then, either village or township, but Ridgeville township is set down for 443 people; New Trier, 475; Niles, 331. Chicago was a thriving little city of 28,000, less than a third larger than Evanston today.

Much has been said, much written concerning the marvellous rise in land values in Chicago. These speculations were based on the firm belief of a few daring, far-sighted men that the little port at the foot of Lake Michigan was bound to become a great city. But half a century ago no one even dreamed Chicago would touch the million mark, and a prophecy of its present population would have been jeered as the vision of an opium victim. Mr. Henry Brown in 1846 ventured the prediction Chicago would con-





BUCKEYE TAVERN



SNYDER FARMHOUSE



tain 200,000 people within the life time of persons then dwelling in the city. His statement was greeted with shouts of laughter in the old Court House where his address was being delivered. He estimated the population of Illinois would then be 5,000,000 and 200,000 seemed a sensible conjecture for Chicago. The state has realized his prophecy; the city has more than quadrupled his wildest dream. One man was offered in 1841 for his wagon and team, the block where Marshall Field's wholesale house now stands. But the mud was so deep and everything looked so forlorn, he said he wouldn't take the land as a gift and be obliged to live on it; he preferred going west till he found dry ground, and this he discovered on the Fox River, and has lived to regret his lack of foresight and to be honest enough to say so.

In 1851 the Marine Bank offered twenty acres of land running from Lake street to the lake, at \$5,000 per acre. Property purchased in 1845 for \$15,000 was worth, twenty years later, \$10,000,000. Also a piece of property bought for \$8,000 in 1844, was sold in 1852 for \$3,000,000. The block of land now the site of the new Chicago post office—a little over three acres—sold in 1833 for \$505. The United States government recently offered \$5,000,000 for the land alone. The lot at the northeast corner of Clark and Randolph streets sold in 1834 for \$60. The same land in 1899 was worth \$800,000.

Nor should we fail to notice the business sagacity of the trustees of Northwestern in purchasing the lot 200 feet

square, at the corner of La Salle and Jackson streets for \$8,000 in the early fifties. This lot was counted then quite remote from the business centre. Northwestern still owns it and the building upon it. The land alone is valued at \$1,750,000 now. In 1848 vacant lots 25 by 150 feet in the best part of Chicago's business centre rented for \$250 per annum, and the best four-story brick business blocks covering lots 25 by 100 feet could be rented for \$800 a year. Lake, Dearborn, and Water streets were the heart of Chicago's business in 1850.\* Instances might be multiplied, but these given are sufficient to increase our admiration for the level-headed business sagacity that insisted that Chicago and the North Shore was the magic spot to found a great university if one considered simply the financial side of the project. The half century has amply justified the decision by the wonderful rise in value of the University's real estate.

It seems strange to read the lengthy advertisement, nearly a column, devoted to certificates from farmers using the recently invented McCormick reaper recommending it to the hay makers of the West as a good machine. This same advertisement—the *Journal*, December 4, 1849,—says 1,500 reapers had been made that year, and nearly all sold, the tiny beginning of one of Chicago's industries that has built colossal fortunes for several families.

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\*These figures are from a report of the Chicago Real Estate Board for 1899; from the old Fergus Historical Series and from E. O. Gale's *Reminiscences of early Chicago*, published 1902.

To the world without, Chicago would not be Chicago minus the stock-yards, and so we must seek the statistics of that industry in 1850. The city directory for that year gives the capital thus invested at \$650,500; cattle slaughtered, 2,800; barrels packed, 97,500; receipts for the year, \$824,009. Armour's business alone is now estimated at \$40,000,000 per annum, to say nothing of the half dozen other corporations doing business at the Union Stock Yards.

There is much curious interest to be satisfied in a review of the salaries of Chicago officials in 1850. The mayor was paid \$1,000; clerk, \$750, with one assistant at \$500; city treasurer, \$700; superintendent of the water works, \$750; clerk of the market, \$550; while the salary of the chief engineer was raised to \$400 in this year.

The issue of the Journal, January 2, 1850, reports under City Items: "No cases before the mayor this morning. State-rooms in the watch to let. The wintry weather seems not unfavorable to nocturnal excursions, and rowdies in common with bears and other people keep snugly housed." Imagine a day in Chicago with no arrests and the cells in the Bridewell empty!

But how did the little city amuse herself in the middle of the last century? There were two theatres, the second, Rice's on Dearborn street, erected during this very winter. The Mechanic's Institute, Young Men's Association and the Chicago Lyceum all furnished good courses of lectures each winter, combining instruction and recreation.

The Mechanic's Institute that winter advertised a course of lectures by O. S. Fowler of New York on Phrenology, Physiology and their applications. "The first two lectures were free and a collection taken. Seats to subsequent ones 12 1-2 cents, or a man and two women .25!" An editorial in the Journal is to this effect: "Humanity condensed. Mr. Fowler lectured last evening in the City Hall to an audience so compact it is matter for wonder how they recovered their individuality; but for nearly three hours they listened without apparent weariness. Whatever may be thought of phrenology, Mr. Fowler assuredly understands it." Even as early as 1850 Chicago people were eagerly seeking some new thing and any novelty had an irresistible charm. Hence the interest aroused by this fad of that year, phrenology. This winter before the Lyceum was debated the question, "Is a man morally bound to marry?" "Let the ladies vote on that question and the negative would be no where!" comments the editor of the Journal. The ladies were universally favored in the prices asked at all amusements or lectures. The general admission was half a dollar for gentlemen and a quarter for ladies. Even the two singing schools advertised for the winter asked \$3 for gentlemen for the twenty-six evenings, and \$2 for ladies. A great many concerts were given, and from the newspaper reports were all well attended. An excellent illustration in the growth in musical taste in Chicago could be obtained from a compari-

son of the program of one of these concerts, and the program of a Thomas concert of today.

From the Journal of February 8, 1850, comes the following: "Last night occurred the Commencement of Rush Medical College (40 graduates): Mr. Fowler gave his fourth lecture upon Phrenology; the ball of the Young Men's Association came off at the Sherman House. Religious meetings were held in at least three of the churches, all well attended, and yet people enough left to keep the machinery of business moving as briskly as though all hands were at the helm. This is rapidly becoming quite a town!"

The issue of the preceding day for the same paper devotes over three columns out of its *five* for news and editorials to the territorial question as debated in the United States Senate upon Clay's Compromise Resolutions. This is the best evidence of the deep interest taken in Chicago over the slavery question, and also shows us how slow were the methods for transmitting news when a great debate in Washington was not published in Chicago till *nine* days later!

And now what of the North Shore and the suburbs of the city in that region? There had been a post office known as Grosse Point since 1846, and a few scattered pioneers in the log cabins in the region had gone over there for their mail—at first only one mail a month. There was also a post office called Dutchman's Point farther west beyond Niles Center, and this office seems to

have been continued even after Grosse Point was changed to Ridgeville, April 26, 1850, and a new post master appointed.\* The name Ridgeville was changed to Evanston, August 27, 1855, so the name in honor of Dr. John Evans, first president of the University trustees, has had just a half century of history.

Much of the region now included in Evanston was swamp, with here and there a grove of oaks and maples covering a knoll emerging from the surrounding mud and water. Such a grove was the present campus delighting Mr. Orrington Lunt, "the discoverer of Evanston," on his search for a site for the new university. Ridge avenue seems to have been the main wagon road and trail between Green Bay, Milwaukee and Chicago, with a branch road crossing the swamp near Rose Hill, to the slight rise of ground we know as Chicago avenue, and continuing northward to the present campus. This trail and road seems to have been used when the weather and mud permitted a nearer approach to the lake. Where Forest avenue now is there was another slight rise of ground, and the only available crossing from the Ridge road to the lake in ordinary seasons was at Church street. Davis street was the first plank road built within the present limits of Evanston. We leave to local antiquarians the question whether Ridge avenue or Chicago avenue was the original Green Bay Road. Such a question lies outside

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\*We have these facts from the records of the Post Office Department at Washington.



our present purpose—to find what this North Shore was like in 1850 when Northwestern had its birth. Certainly the road commissioners who first had charge of draining this region and made possible the platting of lots and building suitable homes along the lake shore westward deserve our profound gratitude.\* We strike no natural bluff or high ground in this north shore region south of Winnetka, and Evanston, Wilmette, Kenilworth, would be impossibilities without some process of artificial drainage. Aside from the trees and the lake, Dame Nature has thrown her children sharply on their own resources along this North Shore, and its present beauty and desirability for residence are due solely to human effort to render a swamp a healthful home.

We often fail to comprehend the density of the natural forest in those early days. Chicago's wood supply for nearly twenty years came from this north shore as far as Highland Park. No coal was used and boats and engines of all descriptions depended on wood for fuel. One of the older residents of Evanston says he has seen in a single day one hundred teams loaded with wood, passing along the Ridge road. Aside from the enormous amount thus cut and hauled to Chicago, the immense traffic in wood via

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\*Honorable Harvey B. Hurd, one of these first commissioners, still among us, read an exceedingly interesting paper on the Drainage of the North Shore—before the Evanston Historical Society in October, 1900, and the paper is given in the issue of the Evanston Press October 29. For an interesting map and sketches showing what this Chicago region was like geographically, see Bulletin No. I of the Chicago Geographic Society, entitled "The Geography of Chicago and its Environs."

the lake must be remembered. Small boats, called "wood-hookers," were built then, small enough to land almost anywhere along this North Shore and easily loaded.\* The lumber trade was *the* great trade of the north shore until reckless cutting denuded the fine forests of white oak and ash, and then came agriculture as a second principal occupation of the people. The city market for all this wood was the corner of Randolph and State streets, and thither every teamster from the North Shore brought his wood and offered it for sale. The coal-fields of the state were practically unknown then, and not until the Illinois Central began hauling soft coal from its newly opened mines, late in the fifties, did this wood trade begin to decline.

A most interesting survivor of Evanston's ancient forests is the old oak at the campus entrance. Experienced woodmen say it is at least five hundred years old. The entire campus is covered with the remains of an ancient wood, though most of Evanston's present trees have been planted.

Evanston was a great game region a half century ago. Deer, quail, prairie chickens, grouse, ducks, mink were plentiful, and many were the pioneers who eked out a scanty living gained by cutting and hauling wood, raising cattle or melons and vegetables for the city market, and by hunting and trapping.

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\*For derivation of the name, consult popular meaning of the verb *to hook*. A wood hooker engaged in such an enterprise usually operated in dark nights along the shore.

Although this history deals mainly with higher education, since the public schools are the feeders for the colleges and universities, a few extracts from the records of the school trustees of Ridgeville township for 1850 should be of interest and germane to our subject. The Evanston Historical Society possesses the record-book of these school trustees between 1846-1882, and many curious facts may be gleaned from a reading of these old minutes. The three trustees met irregularly at the Ridge Road House, Grosse Point, "at early candle light" to transact the school business of the township. The one log school-house was situated in the lot with the burying-ground, at the north-west corner of Ridge avenue and Crain street. The compensation allowed the teacher was \$2 per week, and he or she must engage to teach at least three months—or sixty-six days—under one contract. Of course the compensation included boarding around. The expenses for all school purposes, except the wood for fuel, for the year 1850, for the Township of Ridgeville were \$59.40.\* The first code of by-laws for the guidance of the trustees and teacher, adopted April 20, 1850, furnishes the following interesting items: "Teachers are requested to use exertions to have their scholars go to and return from school in quiet, orderly manner and make it a rule they do not play by the way, or bear tales of any of the transactions

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\*For contrast see the school treasurer's report for much the same locality for 1904-5: total expenditure about \$193,000.

in school or during intermission." "Teachers are required as soon after commencement of school as possible to make an estimate of the number of days required to board for each scholar and give notice to patrons of the school in writing." "All scholars attending school shall be required by their teacher to come with clean face and hands under pain of being expelled from the school." "Breaking or damaging school property or the fencing around the burial ground, or anything pertaining thereto, must be paid for by parents or guardians."

The gold fever was at its height in 1850, and we find this curious bit of testimony to that fact. "On motion it is ordered that the treasurer require W. B. Huntoon to renew his note of Eight dollars with new security as one of the old security has gone to California." This calls to mind that a party of fifty men started April 8, 1850, from Ridgeville township for California. Their route was to Chicago and westward via Council Bluffs, Iowa; thence to Fort Laramie, Salt Lake City and Sacramento. It is to be remembered that the population of the township was only 443 in that year. Consider, therefore, what it meant to take away fifty of the young vigorous men from this region. They were gone about one year and seem to have done well at the gold fields, though a few of the little party never came back to their families. Some of the old settlers living in Evanston have letters received from the

prospectors, and the postage collected on their delivery from Sacramento was forty cents.\*

Since "the roots of the present lie buried deep in the past and nothing is dead to him who would learn how the present came to be what it is," we cannot count useless the time and effort spent to understand this stirring year of 1850 for Chicago and the North Shore. The record gives much cause for rejoicing that we stand at the threshold of the twentieth century instead of at the middle of the nineteenth. What will be the record when Northwestern celebrates its centennial?

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\*Apropos of this subject, here is an advertisement from a Chicago paper for the same year. "A person going to pick up gold dust offers for sale 30 acres heavy timber-land on the North Branch 16 miles from Chicago, at \$4 per acre cash. Title perfect. Also corner lot in the original town near railroad depot (present Northwestern) for \$120 cash down." The land is worth a large fortune today and we may well doubt whether the person offering it so recklessly for \$240 cash down realized its present value in gold dust in the mines. But the fever of the gold hunter was in his veins and go he must.



## CHAPTER II

EDUCATION IN THE MIDDLE WEST BEFORE THE FOUND-  
ING OF NORTHWESTERN

WALTER DILL SCOTT





THE educational system of a people of a territory or of a period of history can be understood only in connection with their entire social development. The understanding of the school systems of our original thirteen colonies involves an understanding of the previous history of the colonists and their environments. We are unable to comprehend the formation of schools in the Middle West without a glance at the history of the early settlers. The "Middle West" is interpreted as embracing the vast tract once known as the Northwest Territory. This tract was subsequently divided into the states of Ohio, Indiana, Michigan, Illinois, Wisconsin, and Minnesota. In addition to this it is customary to include under the title of Middle West that part of the Louisiana purchase which was subsequently formed into the states of Iowa and Missouri, as well as that which forms the part of Minnesota west of the Mississippi River.

The first explorers and settlers of this vast domain were Frenchmen, but their numbers never seem to have been great and their influence upon later civilization was comparatively insignificant.

The real settlement of this territory began in the year 1788. At this date a group of 132 New Englanders, together with their families, reached the head waters of the Ohio, constructed a fleet of boats, one named the Mayflower, sailed down the river to the mouth of the Mus-

kingum, and there founded the first town of Ohio and named it Marietta in honor of Queen Marie Antionette of France. This colony was composed of members of the best families of New England. Among them were many who had fought for years in the Revolutionary War, and who were now going with their families to find a permanent home beyond the Alleghanies. In speaking of this colony Washington said it was the best body of emigrants the world had ever seen. But unfortunately for the territory these pioneers were not followed by other similar companies of New Englanders. In quick succession followed a colony from New Jersey which settled Cincinnati, a company of New York sharpers who attempted to settle Gallipolis, a colony from Virginia which settled in the very southeastern part of the present state of Ohio, and a band of Kentuckians who established themselves at Chillicothe. During the next two decades settlements were made along the Ohio and its tributaries by Frenchmen, Germans, and especially by emigrants from the Southern states. The central part of Ohio was soon peopled with emigrants from Pennsylvania who were for the most part of German or Scotch-Irish descent.

Not until after the opening of the Erie Canal did the New Englanders seek the new territory in large numbers. After the year 1825 we find emigration moving along exact parallels of latitude. The New Englanders made settlements in the northern parts of Ohio, Indiana and Illinois, and the southern part of Michigan. Emigrants from

the states of Pennsylvania and New Jersey moved across the border into the central part of Ohio and Indiana. Maryland, Virginia and Kentucky sent large numbers to the southern parts of Ohio, Indiana, Illinois and Missouri. It is to be observed that the southern part of Ohio, Indiana and Illinois was first settled by emigrants largely from the the South and that at a later period the northern section of these same states was settled by emigrants from New England. These two classes of emigrants were of decidedly different characteristics and came from diverse social environments. The New Englanders came from the very best families and were accustomed to schools which were in many instances under the control of the state and were supported and conducted by society in its organized capacity. Many of the emigrants from the South seem not to have been from the better families but from the poorer and more ignorant classes. At home most of them had been too poor to hold slaves but they desired to introduce slavery into the new territory. They had come from a district where schools were usually not supported by general taxation, but were creations of a church or private enterprise. They were very illiterate and refused to be taxed for the support of schools. It is of course true that the district along the Ohio received many of the best sorts of emigrants, such as the North Carolina Quakers who settled in Indiana and who, like the Kentuckian settlers at Chillicothe, were driven out of the South because of their hatred of slavery.

In all the settlements the colonists found themselves in the midst of numberless difficulties in every attempt to educate their children. There were no school houses, school teachers, school books or school organizations of any sort. Throughout all this territory a settlement seems hardly to have been made before efforts were put forth to start a school. In the absence of any available room all the householders turned out and joined in the common work of building a school house. Their only tools were axes, saws and augers, but these were sufficient and in two or three days a new school house was constructed out of standing trees. We have record of an instance in Illinois in which the school house was burned to the ground. Immediately the parents assembled and constructed a new building so that the school was continued three days after the fire. These log school houses were still to be found in all of the states of the Middle West as late as 1850| It seems difficult for us to imagine the crudity of such school houses, but they were the best the wilderness could afford. The school books were few in number and very poor in quality. We read of one school in Illinois which in 1835 had three spelling books for the thirty pupils.

There were not a few good school teachers in the pioneer days, but the accounts which have come down to us make us think that the qualifications of the teacher were in many cases very low. In some districts the ability to read, write, and "do sums" in arithmetic was sufficient.

Often the parents in a community appointed certain of

its members to direct the affairs of the school. A common way for the teacher to make sure of his pay was to draw up a contract stating what he would do, and the compensation which he expected, and then take this contract around and have it signed by all persons in the community who were parents or guardians of children of a school age. The following is a copy of such a contract which was used by a teacher in Illinois:

"Articles of agreement, drawn this 25th of May, 1833, between Allen Parlier, of the county of Washington and 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, 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 all lost time, except muster days, and will set up with twenty scholars, the subscribers to furnish a comfortable house, with all conveniences appertaining thereto, the school to begin 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."

As this contract would indicate, the school was under no external administration and received no support from taxation. About that time (1833) state laws were passed which organized the states into districts for school purposes. It was left to the vote of the individual community to decide whether it would levy a local tax upon all property in the community for the support of the public schools or not. In the more advanced districts this optional tax-

ation, made possible by state law, was taken advantage of, and the schools were brought under the management of school boards, and were supported by taxation. The more backward communities voted against such taxation, and did not take advantage of these permissive laws, and no thorough system of public elementary schools supervised by the state and supported by general taxation, was established throughout the states till after 1850.

In the year 1834 the school section of the township in which Chicago is situated was mostly sold. The following year an appropriation from the fund thus secured was made for the school which was being taught by Miss Eliza Chappel, in the First Presbyterian Church, situated on the west side of Clark street between Lake and Randolph. This was Chicago's first public school. There was an infant department to this school which was held in the same room with the rest of the school, and separated from it by means of a curtain. Later in the year 1834 a school was held in the First Baptist Church, on South Water street, near Franklin street, which became a public school. This school had been opened in 1833 by Mr. G. T. Sproat from Boston, as a classical and English school for boys.

The first building for a school in Chicago was erected in 1834. It was constructed by the generosity of Messrs. Hamilton and Owen and located on the north bank of the river just east of Clark street. The following year it became a public school and was taught by Mr. John Wat-



BARBARA HECK



TREVECCA COLLEGE.





kins. The number of private and public schools increased steadily, and in 1835 the whole number of public and private schools was seven. In 1840 the population of Chicago was 4,800, and the public schools were taught by four male teachers who received each \$33.33 a month for their services. School was kept five days and a half a week with "a recess of a few minutes" each half day. The amount of vacation allowed each year was only four weeks. By 1850 Chicago had a population of about 30,000, but its public schools could boast of a force of twenty-four teachers. Of this number four were males and twenty were females.

One of the chief factors in the formation of an efficient system of elementary schools throughout the Middle West was the attitude which the general government had taken towards the subject. In 1785 the Congress of the Confederation decided to reserve section 16 of each township of thirty-six sections throughout Northwestern Territory for the support of schools. In 1787 an ordinance was drawn up for the government of this territory. In this ordinance of 1787 appeared the following famous sentence: "RELIGION, MORALITY, AND KNOWLEDGE BEING NECESSARY TO GOOD GOVERNMENT AND THE HAPPINESS OF MANKIND, SCHOOLS AND THE MEANS OF EDUCATION SHALL BE FOREVER ENCOURAGED." In speaking of this ordinance Daniel Webster said: "We are accustomed to praise the law-givers of antiquity; we help

to perpetuate the fame of Solon and Lycurgus; but I doubt whether one single law of any law-giver, ancient or modern, has produced effects of more distinct, marked, and lasting character than the ordinance of 1787."

By this ordinance and by subsequent acts the national government placed millions of acres of fertile land in the hands of the different states for the support of schools. The national government, having made the grant, named the respective states as trustees of the fund and took no part in supervising the preservation of the land or the distribution of the funds secured from leases and sales. The states were made the trustees, and as such were compelled to take more than a passing interest in the public schools formed within their borders. If it had not been for these funds the formation of complete systems of free public schools would have been much delayed, even if they would have been formed at all. The settlers from New England favored state control of public schools, and the settlers from the South opposed it. The New Englanders favored the district as the unit for the direct control and for levying the taxes; the Southerners desired to have the county the unit. In the gradual development, the influence of the state fund strengthened the contentions of the Easterners, and helped to bring about our state systems of public compulsory schools with the district as the primary unit of authority, and the county as the advisory and superintending influence. The presence within the states of emigrants from so many different lands and from so many of

the older colonies made it possible that every form of school administration known to civilized man should have its advocate within each state. This advocacy of diversified systems kept the state fund from having an undue influence, for among pioneers of slender fortunes the presence of such a fund available for public schools was likely to hinder endeavor towards the establishment of any other kinds of schools, and thus to lead to a monopoly of education by the state. As it was, the state fund proved a blessing and not a curse. In the formation of state systems of public instruction all forms of private, ecclesiastical, and corporate educational institutions found their appropriate and useful position in supplementing the more general system of the state.

It was apparent to the more enlightened of the settlers that the provision for secondary education would offer many more difficulties than that of the primary or elementary grade. The rudiments of reading, writing, and arithmetic could, when necessary, be taught by the parents in the home, by the minister in the church, or by irresponsible travelers who might be induced to tarry a few months and teach in a log school house or in a deserted building of some sort. Such means were resorted to in almost every settlement in the absence of anything better. Although such make-shifts might be tolerated for primary instruction, something better must be provided for secondary education. The parents of the wilderness were ambitious for their sons, and desired that they should

be prepared to enter college and to receive the benefits of higher education.

Previous to 1820 there were but two public high schools within the borders of the United States, and these do not seem to have been so influential as many of the academies. These latter were to be found in large numbers in all the eastern and southern states. Whether the settlers had come from the east or the south, or from one of the European countries, they were all familiar with academies. Some of these were endowed, some were supported and controlled by ecclesiastical corporations, others by local boards and local subscription; some were founded and controlled entirely by private enterprise. Most of them were subsidized by state or nation; a few were supported in part by public taxation, but more often by public grants or by favorable charters. In almost none of them was tuition free for those who were able to pay, although the sons of indigent parents and of widows were ordinarily allowed free tuition. This great diversity was to be found at the same time in most of the oldest states, if not in the countries of Europe. Probably the first building devoted to school purposes in the Middle West was erected in Marietta, Ohio, in 1797. This was to be the seat of Muskingum Academy, the first academy west of the Alleghanies and north of the Ohio. This academy seems from the very first to have offered classical education sufficient to qualify the students to enter Yale College. It seems to have been founded by members of the Congregational

church, and its support and control were certainly dominated by that church. Very much more concern was taken for the founding of academies for secondary education than for schools of a more elementary character.

During each of the succeeding decades till the middle of the nineteenth century, scores of academies were established within the borders of the Middle West. In general the state took no active part in their establishment. The states were the custodians of vast areas of public lands which the national government had ceded them for the promotion of schools. This land was leased or sold by the state authority and the funds were used in many instances to subsidize academies which had been founded, or were to be founded, by private or corporate enterprise. The state seldom placed any restrictions upon such academies, but they were given full authority to use the funds as desired for the support of the schools. The Christian churches were unwilling to trust the instruction of their sons and daughters to the state, since the church was divorced from the state, and religious instruction could not be expected from schools supported and controlled by such an agency. We thus find the churches the chief agency in the establishing of academies. In many cases the Christians of a community of different denominations joined together in founding and supporting an academy. In most cases, perhaps, the schools were under the patronage of a single denomination. In not a few instances the citizens of a town pro-

vided a large part of the necessary endowment and then invited one of the Protestant denominations to supplement the fund and take charge of the school. Ordinarily the states were generous in granting charters to these struggling institutions, and the churches and citizens were loyal in supporting them, but they were seldom able to exist without tuition fees, and, even so, they were so crippled for funds that large numbers of them were not able to survive for more than a few years. No accurate record has been kept of such institutions, but Indiana, for example, seems to have had sixty in existence in 1850. Certainly the majority of that number has ceased to exist by the present time.

"Spontaneity is the keynote of education in the United States. Its varied form, its uneven progress, its lack of symmetry, its practical effectiveness, are all due to the fact that it has sprung, unbidden and unforced, from the needs and aspirations of the people. Local preference and individual initiative have been ruling forces. What men have wished for they have done. They have not waited for state assistance or for state control." These words of President Butler are especially pertinent when applied to secondary education in the Middle West. Governmental control tends to restrict, to hinder personal initiative, and to end in rigid conservatism. That this is true of education in general is evident and, as a proof, it is but necessary to mention that individual effort or private coöperation took the initiative in demonstrating the value

of all the following: Manual training, kindergartens, art schools and galleries, museums, libraries, reading-rooms, instruction in agriculture, Indian schools, negro schools, Alaskan schools, and the higher education of women. Indeed, schools were not made public until they had been shown to be possible by private enterprise. The rugged pioneer would not have been willing to have surrendered his independence in determining the sort of education which his children were to receive. The period from the founding of Muskingum Academy to the general establishment of high schools after 1850 was a period rich in experiments in secondary education. The public schools that were established at this latter date, received the benefit of the pioneer schools in secondary education. It would be difficult to say what the outcome would have been if instead of these academies there had been established from the beginning a system of public high schools with the necessary tendency to conservatism, and to the subjection to political influence. After the establishment of the public high school (about 1850) the academies were restricted and the majority of them ceased to exist. They ceased, not because they were not valuable, but because by their very value they had impressed upon the state the benefit of secondary education, and hence the state was willing to support such education and to model it after that which the private academy had already begun. The place of the academy by the year 1850 was thus a changed one. Instead of being the principal agency of secondary

education it was to become supplementary to the public high school. It was established largely by Christian denominations and the religious influence which it was supposed to exert on the youth of the land caused it to be especially cherished by its supporters. The freedom which it has in religious education, and which can not be exercised by the public high school seems to be sufficient ground why the denominational academy of former days should be continued as a valuable supplement to the public high school.

Although the early settlers of the Middle West gave more attention to the founding of academies than to elementary schools, their chief concern for education was for the colleges. The colleges of New England were modeled after those of England, and were modified to suit the conditions of provincial life. The colleges of the Middle West were founded in a large part after the pattern of New England colleges, but they were modified to the special needs of the situations under which they were established.

The funds for establishing these colleges were secured mainly from the land grants of the national government, and from the funds supplied by ecclesiastical corporations. As stated above, the national government had declared that "Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall be forever encouraged." In keeping with this ordinance the national government



proceeded to make generous grants for the support of "Seminaries of Learning." Within each of the states of the Middle West vast tracts of valuable land were ceded by the national government to the state. The different states were named as guardians of these grants, and of other grants of land, and of money which were made at later times.

Acting in the capacity of guardian of these funds the state appointed "trustees," or "regents" who should control the grants made by the national government, and who should also establish and control the university thus supported. These institutions were called "state" universities because they were controlled by boards appointed by the state, and because they were the beneficiaries of the funds granted by the national government to the states for the promotion of higher learning. The states would not have established universities at all if it had been necessary to do so by general taxation. Indeed the legislatures in some of the states were so apathetic in the managements of these grants from the national government that a large part of the funds was wasted. There was much opposition to state control and state support of higher education. This opposition was so great that none of the state legislatures appropriated a dollar to their support till they had been well established as "state" universities in the sense in which that term was used. The date at which the respective states made appropriations by general taxation for their universities is as follows: Ohio, 1881; Indi-

ana, 1867; Michigan, 1867; Illinois, 1869; Wisconsin, 1870; Minnesota, 1898; Iowa, 1866; Missouri, 1872.

In the state of Illinois the Legislature was distinctly opposed to granting charters to colleges which were under the control of ecclesiastical corporations. The difficulty of securing charters was so great that four colleges of the state united in petitioning the Legislature, and finally secured the charters in 1835. Certain restrictions were imposed on the colleges as to the amount of property they might hold, and they were strictly enjoined from ever allowing a theological professor to become a teacher, and from making any religious or denominational tests in selecting trustees or receiving students.

The Legislature of the state of Michigan was opposed to granting charters to any degree-conferring institution other than the state university. In 1849 the Legislature did grant the power to confer degrees to women to the Wesleyan Seminary and Female Collegiate Institute. At a later time this institution received power to grant degrees to men, and was changed to Albion College. Hillsdale College (under the name of Michigan Central College) was opened in 1844, but was unable to secure the right to confer degrees till 1850. At that time the state Legislature grudgingly granted to the institution the power "to confer such degrees and grant such diplomas as are usually conferred and granted by other colleges, providing the course of study pursued in such college shall be in all respects as comprehensive as that required, or shall be here-

after required, in the University of Michigan." The constitution of the state of Michigan prohibited the granting of special charters to educational institutions, and there was no general statute whereby a college could be incorporated. In 1865 persons interested in denominational institutions united their efforts and secured the passage of a general college law.

Thus at the time of the founding of Northwestern University the University of Michigan was the only institution in the state of Michigan which had the right to confer college degrees on men, although this right had been earnestly sought by several Christian denominations.

The states of Michigan and of Illinois were no exceptions, but it may be said in general that in the early days of education in the Middle West the state legislatures were often a hindrance to the cause of higher education. They mismanaged the school funds provided by the national government for higher education; they refused ecclesiastical corporations collegiate charters; in many ways they seemed to fear the conferring of power upon corporations which might be able to support institutions of learning; and they refused to support such institutions of higher education by state taxation.

In the following tabulation are presented certain data concerning all the colleges of the Middle West which were chartered and opened before 1850, at which time the trustees of Northwestern first met and looked over the educational condition of the Middle West.

The following data are given in succeeding columns: The date of receiving the college charter; the date of opening; the name of the institution; the geographical location; the religious denomination instrumental in founding the college; the year in which bachelor's degrees were first granted to graduates; the number in the first class to receive bachelor's degrees; the number of students to receive bachelor's degrees in 1850.

Chartered.	Opened.	Name.	Location.	Denominational	Control.	First Graduates.	Graduates in First Class.	1850.
1804	1809	Ohio University	Athens, Ohio	Non-Sectarian	1815	51	2	6
1800	1824	Miami University	Oxford, Ohio	Non-Sectarian	1826	12	12	7
1825	1825	Franklin College	New Athens, Ohio	Interdenominational	1836	1	1	14
1824	1825	Kenyon College	Gambier, Ohio	Episcopal	1829	6	6	7
1826	1827	Western Reserve	Cleveland, Ohio	Presbyterian	1830	4	4	16
1828	1828	Indiana University	Bloomington, Ind.	Non-Sectarian	1830	4	4	24
1832	1829	St. Louis University	St. Louis, Mo.	Roman Catholic	1834	2	2	12
1835	1831	Illinois College	Jacksonville, Ill.	Congregationalist	1835	2	2	3
1832	1831	Dennison University	Granville, Ohio	Baptist	1840	3	3	6
1833	1833	Hanover College	Hanover, Ind.	Presbyterian	1834	7	15	6
1834	1833	Wabash College	Crawfordsville, Ind.	Congregationalist	1837	4	4	14
1833	1833	Oberlin College	Oberlin, Ohio	Baptist	1837	3	3	0
1835	1833	Shurtleff College	Upper Alton, Ill.	Congregationalist	1838	4	4	11
1835	1833	Marietta College	Marietta, Ohio	Methodist Episcopal	1840	4	4	9
1837	1835	De Pauw University	Greencastle, Ind.	Methodist Episcopal	1840	1	1	6
1835	1836	McKendree College	Lebanon, Ill.	United Presbyterian	1839	2	2	5
1837	1837	Muskingum College	New Concord, Ohio	Roman Catholic	1843	3	3	11
1842	1840	St. Xavier College	Cincinnati, Ohio	Non-Sectarian	1843	2	2	6
1839	1841	University of Missouri	Columbia, Mo.	Non-Sectarian	1845	12	12	12
1837	1841	University of Michigan	Ann Arbor, Mich.	Non-Sectarian	1845	9	9	4
1837	1841	Knox College	Galesburg, Ill.	Presbyterian & Cong.	1846	2	2	0
1844	1842	Notre Dame University	Notre Dame, Ind.	Roman Catholic	1849	1	1	1
1843	1843	St. Vincent's College	Cape Girardeau, Mo.	Roman Catholic	1847	1	1	5
1842	1844	Ohio Wesleyan University	Delaware, Ohio	Methodist Episcopal	1846	1	1	3
1844	1844	Franklin College	Franklin, Ind.	Baptist	1847	1	1	3
1845	1845	Wittenberg College	Springfield, Ohio	Lutheran	1851	8	8	0
1847	1847	Rebbit College	Rebbit, Wis.	Cong. & Presb.	1851	4	4	0
1848	1848	Iowa College	Grinnell, Iowa	Congregationalist	1851	2	2	0

Previous to the year 1850, thirteen educational institutions were in existence in the Middle West, which are excluded from the tabulation as given above, because they were not chartered and giving instruction of professedly college grade before the year 1850.

Kalamazoo College, Kalamazoo, Mich., was chartered in 1833 as the Michigan and Huron Institute. It was established by the Baptists and received a charter under the name of Kalamazoo College in 1855.

Albion College, Albion, Mich., was chartered in 1835 as a Methodist academy. In 1849 it was successful in securing a charter under the name of the Wesleyan Seminary and Female Collegiate Institute. In 1851 this institute conferred the first bachelor's degree to be conferred upon any woman in the state of Michigan. In 1860 the institution was chartered as Albion College.

Hillsdale College was opened as a college in 1844 at Spring Arbor, Mich., under the name of Michigan Central College. It was established by the Free Baptists, but they were unable to secure a charter till 1850. In 1853 the institution was transferred to Hillsdale, Mich., and took the name of Hillsdale College.

The Iowa Wesleyan, Mount Pleasant, Iowa, was chartered by the Methodists in 1844 as the Mount Pleasant Collegiate Institute. In 1855 it was changed to a college under the name of Iowa Wesleyan.

Mount Union College, Alliance, Ohio, was opened as a

small Methodist Seminary in 1846. In 1858 it was chartered under its present name.

Baldwin University, Berea, Ohio, was opened as a Methodist collegiate institute in 1846, and was changed to a college in 1855.

Earlham College, Richmond, Ind., was opened as a Friends' College in 1847, but was not chartered till 1859.

Taylor University, Upland, Ind., was first chartered in 1847 as the Fort Wayne Female College, Fort Wayne, Ind. The instruction offered at Fort Wayne was not of college grade, and for many years it continued as a Methodist academy rather than a college..

Lawrence University, Appleton, Wis., was chartered by the Methodists as Lawrence Institute in 1847, and changed to Lawrence University in 1853.

The State University of Iowa, Iowa City, Iowa, was chartered in 1847, but was not opened till 1855.

Wisconsin University, Madison, Wis., was chartered in 1848. Instruction was not offered till 1850.

Otterbein University, Westerville, Ohio, was chartered as a United Brethren College in 1849, but instruction was not offered till 1850.

William Jewell College, Liberty, O., was chartered as a Baptist college in 1849, but instruction was not offered till 1850.

As indicated in the tabulation only five of the twenty-eight institutions for higher learning were established by "non-sectarian" agencies. Twenty-three of the twenty-

eight were established by specifically religious denominations. In certain instances it is not accurate to state that the institution was founded by "appropriations" from any particular denomination, although the auspices under which the college was founded were strictly religious and even ecclesiastical. As examples of this sort should be mentioned Oberlin and Knox colleges. State universities had not yet been established in Illinois, Minnesota and Iowa and no instruction had yet been offered by the University of Wisconsin. None of the state legislatures had yet made an appropriation by general taxation for the support of their respective state universities. In some of the states there was a very strong sentiment against state control of institutions devoted to higher learning. In at least one of the states, plans were formed for distributing the national land grants among the different denominations which had established or expected to establish, colleges within the state.

Of the thirteen educational institutions in existence in 1850, but excluded from the tabulation, eleven were denominational institutions and only two were non-sectarian. It is thus quite evident that the church was the dominant force in establishing colleges throughout this territory. It is no exaggeration to say of the college of the Middle West that it is the child of the church.

The founding of Northwestern University is but a manifestation of the religious zeal and of the faith in higher learning which was such a marked characteristic of the civ-



ilization of the period and of the states of the Middle West.

The twenty-eight institutions included in the tabulation were ostensibly doing work of collegiate grade before 1850, but certain ones of them at least were little more than secondary schools which hoped to be colleges or universities in the near future and so had assumed the name. The following is a quotation from the history of one of the more prominent colleges and universities appearing in the tabulation :

“Soon other colonists arrived and the work of clearing the primeval forest was heartily entered upon. A steam engine, bought with the college funds, was soon exerting itself upon a flour mill and a saw mill, the latter transforming the logs into shape for college buildings and colonists’ dwellings. A wooden building 35 by 40 feet in dimensions, and two and one-half stories in height, contained the entire college for more than a year, including the principal’s office and study, dining room, school-room, chapel, church, dormitories for young women on the second floor and for young men in the attic. In these quarters school was opened on December 3, 18—, with forty-four students—twenty-nine young men and fifteen young women, half of whom were from the east. The teachers (three in number) whom Mr. S.— had engaged in the east were not yet on the ground, and temporary charge was given to John S—, a student from — College.”

It is not necessary to speculate as to the curriculum in

such an institution. No matter how bright and how faithful the young college student may have been, the instruction which he was able to give the forty-four students must have been primitive in the extreme. In theory the curriculum was doubtless "modeled after that of the best Eastern colleges," but in reality the work must have been similar to that of one of the other of these twenty-eight institutions concerning which their historian writes: "The State University consists of sixty-six children in the common branches." Those interested in Northwestern have been accustomed to think of it as one of the first of the universities to be established in the Middle West when, in fact, there were these twenty-eight institutions in existence before the first plans were made for Northwestern. It will be noticed that most of these institutions were very small in 1850. This is indicated by the fact that the combined number of graduates of all these institutions in 1850 was but one hundred and fifty-seven. The founders of Northwestern did not intend to establish a university that would compete with the institutions of Ohio and southern Indiana (where most of the twenty-eight colleges were situated) but they saw the need in the city and vicinity of Chicago and in the great territory lying to the north and the west. In all this territory there had not been a single student graduated from any college previous to 1850. In respect to this vast territory Northwestern University was to be a pioneer university.

## CHAPTER III

THE METHODIST EPISCOPAL CHURCH IN THE MIDDLE  
WEST IN 1850, AND ITS RELATION TO EDUCATION

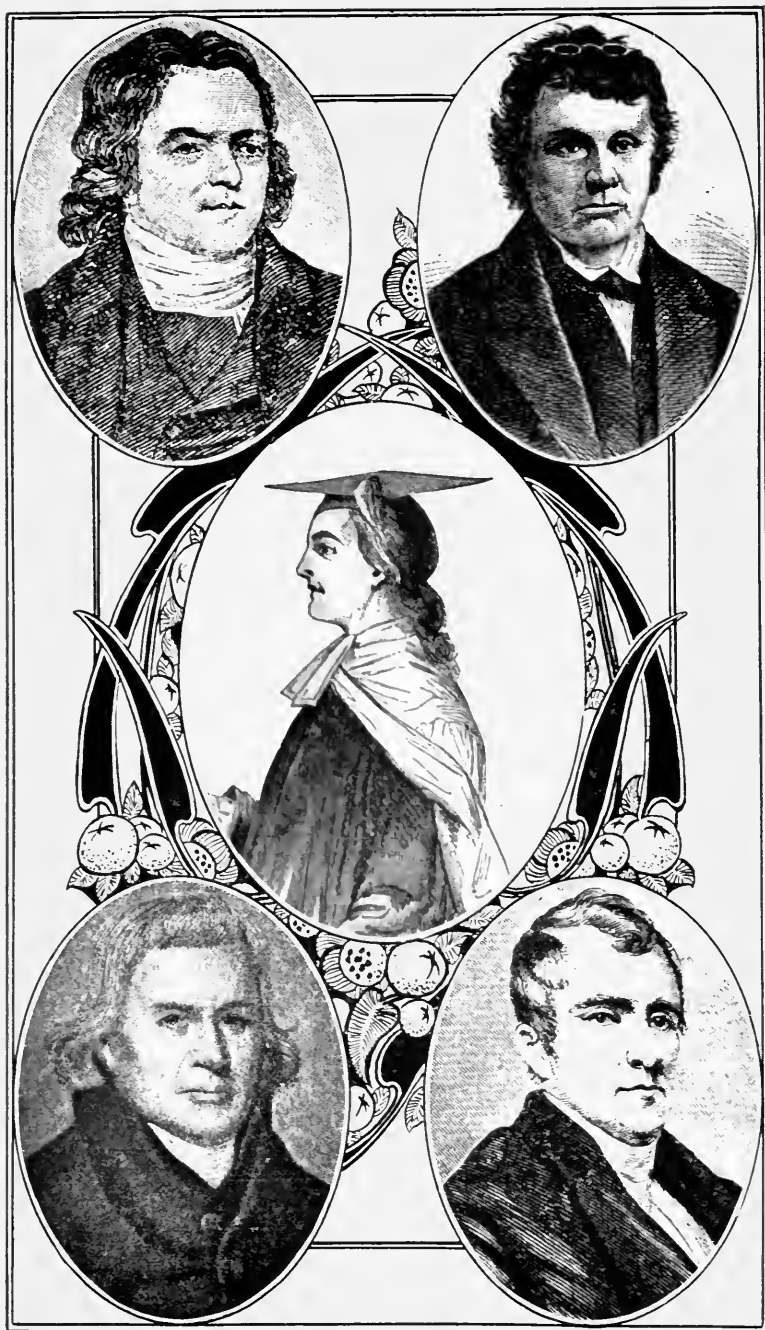
CHARLES MACAULAY STUART



**I**T is the just pride of Methodism that, from the beginning, she recognized in the work of the school room an auxiliary to the work of the church. It could hardly be otherwise. The founders of Methodism were of the educated class and were convinced that the school, though for some only an opportunity for idle and godless conduct, was the one gateway leading to anything like widespread and permanent influence in society. In the very year from which Methodism dates its formal organization (1739) the Kingswood colliers gave to Mr. Wesley and Mr. Whitefield what was for them an extraordinary sum, toward the establishment of a school in which the rising generation of Methodists might be properly trained. The question of schools under Methodist auspices was presented by Mr. Wesley at the first conference of the denomination in England and the report of the Committee on Education now constitutes part of the regular order of business at every conference of the denomination wherever held. In this country Princeton and Dartmouth colleges were beneficiaries of the Wesleyan enthusiasm for education, both colleges receiving aid from Wesleyans in England on the plea of Whitefield and Mr. Wesley.

American Methodism at its organization in 1784 proceeded among other things, to make provision for the educational care of its own youth, and of such others as desired that sort of care. Asbury upon his arrival in this country, some time before, had planned a school and had

actually secured contributions towards its foundation. Dr. Coke, however, to whom Wesley had committed supervision of the church in the United States, arrived in time to canvass the matter with Asbury, whereupon, finding that their views differed as to the character of the school, it was agreed to refer the project to the representatives of the church in general conference assembled. The conference (1784) sided with Coke, and a school of college grade was favored. To recognize the services of both men the institution was named for both, and as Cokesbury College its doors were opened to receive students in December, 1787. The announcement to the church was entitled: "A plan for erecting a college, intended to advance Religion in America," a form of statement which indicates very clearly that the "Fathers" of Methodism saw in education an aid, and not a hindrance, to the highest religious culture. The breadth and sanity of their educational views are also seen in the things most emphasized by the document. First, of course, is its emphasis upon religion. "Especial care," we are told, "shall be taken that due attention be paid to the religion and morals of the children." Further, it is said, "the first object," of the institution "shall be to answer the designs of *Christian* education, by forming the minds of the youth, through divine aid, to wisdom and holiness, by instilling into their minds the principles of true religion, speculative, experimental, and practical—and training them in the ancient way that they may be rational, spiritual Christians." When one



THOMAS COKE

JOHN WESLEY

PETER CARTWRIGHT

FRANCIS ASBURY

WILBUR FISK





reflects that today this emphasis upon a place for religious nurture is regarded as part of the "new" education one is able the better to judge the far and clear-sightedness of these pioneers in denominational education.

Again, these worthies were quite convinced that a "liberal" education was not incompatible with true piety. Under the "plan" the students were to be instructed in "English, Latin, Greek, logic, rhetoric, history, geography, natural philosophy and astronomy;" and further, when the finances of the college permitted, there were to be added courses in "Hebrew, French and German." But even so the discipline was more for character than culture. For, we are told, "in teaching the languages care shall be taken to read those authors, and those only, who join together purity, strength and the elegance of their several tongues. And the utmost caution shall be used that nothing immodest be found in any of our books." Even this was not all. "We shall take care that our books be not only inoffensive, but useful; that they contain as much strong sense and as much genuine morality as possible." With learning just for learning's sake these eminently sensible saints had small patience. Education was for them an instrument of life, and as such must minister to clean as well as to sound thinking, to pure as well as to strong feeling.

Once more, following, as they confess, the theories of Locke and Rousseau, play was prohibited in the strongest terms. Instead were offered for recreation the practical

arts of agriculture and architecture,—studies they declare, “of the greatest public utility, necessary for a new-settled country,” and therefore a means for promoting patriotism. For the benefit of such as might shrink from a suggestion of this sort as not comporting with the dignity of the higher learning, examples were cited from history of undisputed dignitaries who were not above a practical knowledge of building and farming to which latter art, moreover, the *Georgics* of Virgil, “one of the completest poetic pieces of antiquity” was devoted. Between the art of the class room and the practice of the plow “the students might delightfully unite the theory and practice together. We say delightfully, for we do not entertain the most distant thought of turning these employments into drudgery or slavery, but into pleasing recreation for the mind and the body.”

Religion, the humanities and the most necessary of the domestic arts,—these three and the greatest of these religion! Such was the educational creed of early Methodism. And yet the unique thing about the institution was not its curriculum but its place in the thought of the Church. The entire Church was convinced of the value of education and of the higher education. Asbury, indeed, was disposed to favor a school of academy grade. But his fellow workers joined with Dr. Coke in his scheme for a college, and the college became the pride of the whole people. When one remembers the times, the condition of the country, the meagre recourses, the sparse numbers,

the manifold and pressing demands upon every dollar in hand or expected,—one would want no better testimony to the enthusiasm of the people for education than their contribution of \$40,000 for the establishment and equipment of Cokesbury College. The money came from the people and, of course, almost altogether in small subscriptions. Asbury traveled incessantly over a wide area, and made the school his chief care; it was entirely characteristic of the man that in multiplied labors he never forgot the enterprise or its needs. During a very trying period he actually went from door to door through the streets of Baltimore begging money to support “the charity boys at the college.”

Ten years after its auspicious opening Cokesbury College was destroyed by fire. In the sharpness of his disappointment Asbury concluded that “the Lord did not call the Methodists to build colleges,”—a remark which was then, and long after, used to dampen the ardor of the denomination in its educational work. That the remark was the outcome of a passing temper is abundantly manifest in the fact that a second Cokesbury College arose withing a year and that Asbury gave the school the same personal supervision as in the case of the original college. When, however, the second building was destroyed by fire, there were many who found in the calamity a Providential confirmation of Asbury’s hasty remark, and thereafter, for a time at least, the educational work of the Church, so far as it concerned institutions of “higher learn-

ing," fell into abeyance. From this time Asbury returned to the plan of establishing schools of academic grade, none of which became permanent, but all of which did good service in providing educational opportunity in communities where but for these no school would have existed.

The founding of Augusta College at Augusta, Kentucky, is of interest as the school made claim to have been "the first institution of learning under Methodist control that accomplished the work as well as bore the name of a college." Its charter dated from 1822, and there is no dispute as to its claim to be "the only Methodist college then in existence with authority to confer degrees." Its chief interest at present, however, is this: that it furnished the model alike as to its foundation, organization, courses of study and administration for the institutions in the Middle West which came after it. The institution was started on the basis of a state grant; its organization was based on a charter received from the state, with trustees from certain annual conferences in charge of the property. Its courses of study practically followed the schedule of old Cokesbury and like Cokesbury emphasis came upon religious nurture. There can be no doubt that Augusta College became the model of succeeding Methodist colleges quite as much from the fame of its revival spirit as from any other excellence. The school had a notable list of presidents and professors, the more familiar names being John P. Finley, John Price Durbin, Martin Ruter and Henry B. Bascom. The spirit which obtained in these

years is indicated in a letter written by Dr. Durbin for the *Christian Advocate* in which he says: "Our college is prosperous. We have about one hundred students. I had long believed that a college could be made not only the nursery of learning, but of morals and religion. I am convinced of it more and more every day. I rejoice that we have in the west one regular college where our youth may be educated, and neither their morals nor their principles corrupted. And yet we do not teach them religion otherwise than we teach other men, namely, by preaching to them, and endeavoring to walk uprightly before them. I am clearly convinced that our youth should not be taught by any man who is not decidedly pious." It is quite manifest from these words that the second generation of Methodists had in no wise departed from the tradition which put religious character as the end of education and the church school as the most available auxiliary to that end.

Of the schools modeled upon the plan of Augusta College the most notable in the Middle West is McKendree College, situated at Lebanon, Illinois, whose organization dates from 1828. A charter granted by the state in 1835 with numerous restrictions was replaced in 1839 by one of more liberal tenor and content. Among the friends of the movement by which this later charter became possible was Abraham Lincoln. Curiously enough the early settlers in Illinois were not simply indifferent but actually hostile to schools of the higher grade. The churches were really the first to exhibit any interest in the matter and among

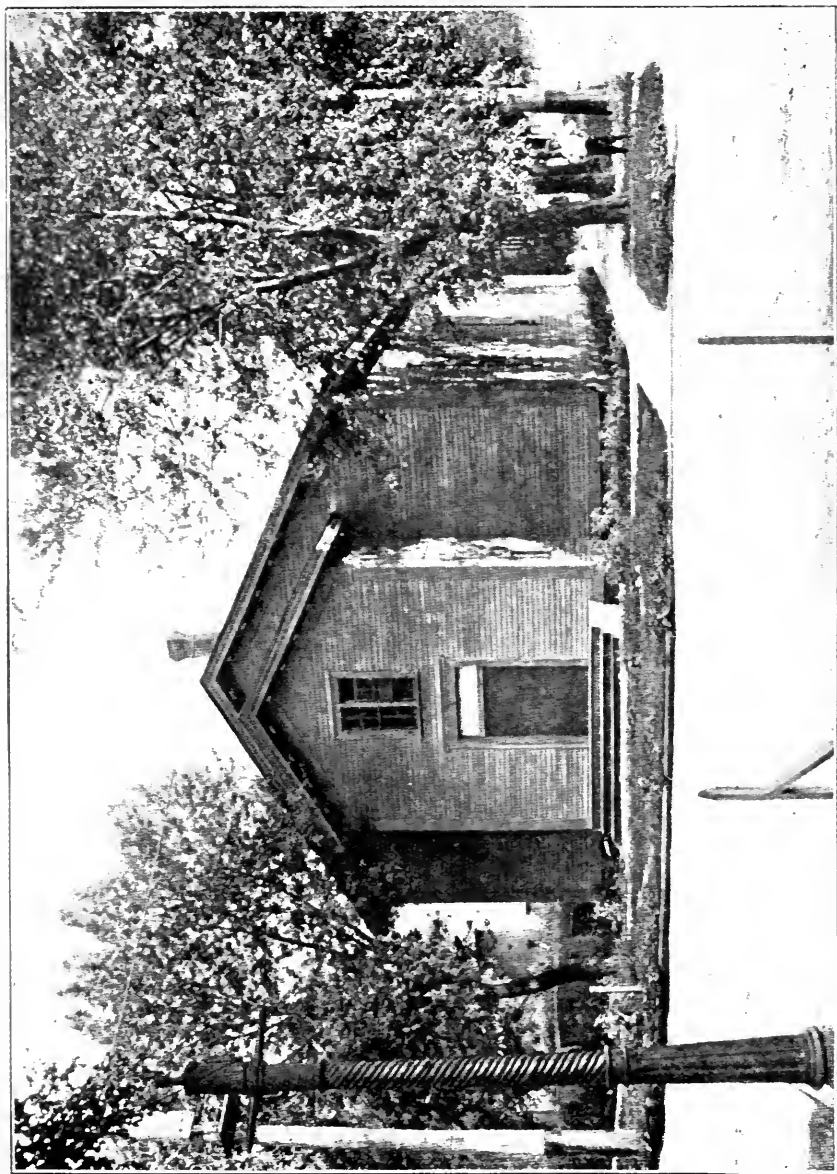
these none were more ardent than the Methodists. The Illinois Conference of 1824,—organized at that time and embracing all the territory west of the Ohio to the Pacific (excepting Missouri), and north to the British possessions, considered resolutions on the subject; and in 1827 the Conference was asked to consider a petition from certain citizens of Green County in behalf of establishing a conference seminary. The chief mover in this bit of enterprise was the now famous Peter Cartwright, to whom, with four others, the matter was referred for further consideration. As soon as it was learned that the Conference was favorable, even if only to the extent of appointing a committee on the subject, the people of Lebanon, a village with about 200 inhabitants, took steps to secure the location of the school at that place. Articles of association were drawn up, subscriptions solicited and, in less than six months after the adjournment of the Illinois Conference, \$1,385 were reported. The Illinois and Missouri Conferences were invited to unite in giving supervision to the school, but this they declined to do. The subscribers to the fund therefore came together and selected a board of managers under whom the project was carried to immediate completion. The two village school houses of Lebanon were rented for temporary headquarters and, November 24, 1828, the school was started. The articles of association had provided for "the erection of an edifice for a seminary of learning to be conducted as nearly as may be on the plan of Augusta College, Kentucky;" and the "constitution"

of the association set forth the nature of the educational work to be done both in the preparatory and college departments. As at Cokesbury and Augusta the curriculum in the latter department gave emphasis to "the higher branches of Mathematics, Natural and Moral Philosophy, and the Latin and Greek Languages." The school opened as Lebanon Seminary with two teachers,—E. R. Ames, afterwards Bishop Ames, and a Miss McMurphy. It is noted with a degree of just pride by the friends of McKendree that from the beginning the school has favored co-education and recognized the equality of the sexes, so far as concerns work and wages. Mr. Ames and Miss McMurphy were voted equal salaries, the amount being placed at \$25 per month for a session of five months. Bishop McKendree, upon coming to the state in connection with his work of episcopal supervision, visited the school and so far approved it as to make a handsome bequest in its favor, whereupon the school took his name and became McKendree College. The first class was graduated in 1841; there were seven students and all were "classical." The amount of Greek required was equal to that prescribed "at that time by the best American colleges." It is hardly necessary to say that the work of the school was greatly restricted for want of funds. Methodism could generally find money enough to found a school, but the problem of supporting it when founded was quite another matter. Asbury could collect \$40,000 for the establishment of Cokesbury, but from the day of its founding he had the

much more arduous task of steady solicitation for funds towards its support. There is suggestion in the fact that of the numerous institutions founded by Methodism between 1784 and 1819 not one of them became permanent. Cokesbury, Augusta, McKendree founded in faith, and established in enthusiasm, could never realize the thought and wish of their founders for want of funds. Cokesbury and Augusta passed away; but McKendree has maintained itself and is now at a point in its history where easier circumstances are promised and enlarged work made possible.

The most important item affecting Methodism in its relation to higher education was the action of the General Conference of 1820 in Baltimore. Early in the session a committee was ordered "to enquire into the expediency of digesting and recommending the outline of a plan for the institution of schools or seminaries of learning, within the bounds, and under the direction of the several annual conferences, or otherwise, as may be judged most advisable." The report of that committee which was adopted by the Conference contained three recommendations: First, that "*all* the annual conferences establish, as soon as practicable, literary institutions under their own control, in such way and manner as they may think proper;" second, that it be "the special duty of the episcopacy" to urge that recommendation upon the annual conferences; and third, that the constitutions of Wesleyan Academy and Wesleyan Seminary be sent to the annual conferences as models of





OLD FIRST METHODIST CHURCH, EVANSTON



what a proper school ought to be. Again, in 1824, the General Conference of that year adopted a resolution to the effect that annual conferences not already having a seminary be urged to "use their utmost exertion" to establish one; while by the General Conference of 1840 the annual conferences were permitted to order public collections for the educational institutions within their bounds.

Had the action of these conferences been based upon Asbury's idea of preparing schools wherever needed, and colleges only in certain districts, the history of Methodist education would have been quite other than it has been. But as one outcome of the action *all* the annual conferences were made to feel that the founding of a college was a matter of local pride. There came to be therefore a perfect epidemic of seminaries of learning; so much so, indeed, that the Bishop's address to the General Conference of 1840 and the report of that body's committee on education both noticed and condemned the unwise multiplication of schools with inadequate support and impossible methods of instruction. Says the report of the Committee on Education: "The interest now so generally manifested for the promotion of education constitutes the present age an epoch in the intellectual history of our race,—it scarcely requires encouragement, but loudly demands direction, and those who are intrusted with the guidance of the public feeling upon this subject should be careful not to waste those new born energies by dispersion, but should concentrate them upon the institutions most likely

to be extensively useful, until they are perfectly and permanently established." The existence of the educational activity in the denomination at this period of its development is most graphically shown in the following exhibit of institutions in connection with the annual conferences responsible for them:

New York Conference: Wesleyan University, (1831) White Plains Academy, (1824) and Amenia Seminary, (1835).

New England Conference: Wesleyan University, Wilbraham Academy (1824).

Maine Conference: Maine Wesleyan Seminary (1821).

New Hampshire Conference: Newbury Seminary, (1833) South New Market Seminary.

Troy Conference: Troy Conference Academy (1835).

Pittsburg Conference: Alleghany College (1833).

Erie Conference: Alleghany College (1833).

Black River Conference: Gouverneur High School.

Oneida Conference: Gouverneur Wesleyan Seminary (1837).

Michigan Conference: Norwalk Seminary (1833).

Genesee Conference: Genesee Wesleyan Seminary (1830).

Ohio Conference: Worthington Female Seminary, (1839) Augusta (Ky.) College, (1822) Blendon Young Men's Seminary, Canton Female Seminary.

Missouri Conference: St. Charles College (1833).

Illinois Conference: McKendree College (1828).

Kentucky Conference: Augusta College (1822).

Indiana Conference: Asbury University (1837).

Holston Conference: Henry and Emory College, (1838) Holston College.

Tennessee Conference: LaGrange College (1831).

Mississippi Conference: Elizabeth Female College, Emory Academy, Vicksburg Academy, Woodville Female Academy.

Alabama Conference: LaGrange College (1831).

Georgia Conference: Emory College, (1837) Georgia Female College, Georgia Conference Manual Labor School, Collingsworth Institute, Wesley Manual Labor School.

South Carolina Conference: Cokesbury Manual Labor School, Randolph Macon College (1830).

North Carolina Conference: Randolph Macon College, (1830) Clemmonsville Male and Female Academy, Greensborough Female College and Leesburg Academy.

Virginia Conference: Randolph Macon College, (1830) Female Collegiate Institute (1854).

Baltimore Conference: Dickinson College (1833).

Philadelphia Conference: Dickinson College (1833).

New Jersey Conference: Dickinson College, (1833) Pennington Male Seminary (1839).

In this list there appears to be a distinction between university and college,—the “university” implying associated professional and graduate departments. But it was not until considerably later that any provision was made for work other than that of college grade. From the list it will be seen that as a result of General Conference urgency all the conferences but one had a school of one kind or another under its fostering care. As most of them were utterly without endowment and, for want of funds, able to offer only the most meagre opportunity for study, the warning of the General Conference was altogether in point. The list also shows that the states and conferences of the Middle West were quite as ardent in their school building temper as those of the older and more populous states and conferences. To the General Conference of 1848 there were reported 42 institutions of all kinds; of these 16 were in the Middle West,—Indiana having 2, Illinois 3, Ohio 8, Michigan 1, Iowa 1, Kentucky 1: and of these several remain to the present day.

From this review it will be seen that the attitude of Methodism in the Middle West towards education was

determined by the tradition of the denomination from its beginning. The founders of Methodism, however they may have differed in other matters, were one on the necessity of education, and of an education under denominational auspices. Their dread was that education might be secularized, and that what ought to be an instrument of life might become a peril to human well being. Moreover the leaders of the church were agreed that the education offered by the church should be "liberal" in the best sense of that much abused word. Their idea of a church school was as far removed from denominational narrowness on the one hand as from godless learning on the other. One of the noblest and most characteristic declarations of Methodism on this point is from Dr. Durbin's report to the General Conference of 1848: "In order to accomplish all this (the exercise of a healthful influence upon the problems of national life), our schools must comprehend the whole circle of learning and be open to all. The wealth and intelligence of our people will require the most accomplished education. But if our schools were organized only for our own people, and afforded little more than instruction in our own peculiar views, they would contribute to make us a bigoted sect instead of an enlightened and liberal church; and they would afford us but little aid in extending the Kingdom of Christ in the earth. We must not forget the social character of our common Christianity, and we must seek to introduce it into the social life of the nation, and make it the ruling

element therein." Convinced that a Church which did not educate as well as evangelize would fail of extended or permanent influence, Methodism made the founding of schools one of her chief concerns; she may have erred by reason of excessive zeal; she may have multiplied schools beyond her school needs; she may have lacked in the sustained earnestness which would have kept alive many a school of her own planting; but she has kept alive a good conscience on all important matters, and out of her mistakes she has matured a temper of educational earnestness and sagacity which promises better things for the future schools of the Church.





## CHAPTER IV

### THE CHARTER OF NORTHWESTERN UNIVERSITY

H. H. C. MILLER



**A** MEETING of friends favorable to the establishment of a university at Chicago, under the patronage and government of the Methodist Episcopal Church, was convened at the office of Grant Goodrich, in that city, on May 31, 1850. There were present Rev. Richard Haney, Pastor of Clark St. church, Rev. R. H. Blanchard, Pastor of Canal St. church, Rev. Z. Hall, Pastor of Indiana St. chapel, Dr. John Evans, Grant Goodrich, Orrington Lunt, J. K. Botsford, Henry W. Clark and Andrew J. Brown.

After addresses by the Rev. Richard Haney and Dr. John Evans, the following preamble and resolutions were adopted:

"Whereas, The interests of sanctified learning require the immediate establishment of a University in the north-west, under the patronage of the Methodist Episcopal Church,

"THEREFORE RESOLVED, That a Committee of five be appointed to prepare a draft of a charter to incorporate a Literary University to be located at Chicago, to be under the control and patronage of the Methodist Episcopal Church, to be submitted to the next General Assembly of the State of Illinois.

"RESOLVED, That said Committee memorialize the Rock River, Wisconsin, Michigan and Northern Indiana Conferences of the Methodist Episcopal Church, to mutually take part in the government and patronage of said University.

"RESOLVED, That a Committee of three be appointed to ascertain what amount can be obtained for the erection and endowment of said institution."

In accordance with these resolutions, Dr. John Evans, A. J. Brown, E. G. Meek, A. S. Sherman and Grant Goodrich were appointed the committee to prepare a draft of the charter for the proposed university, and the committee was requested to report in two weeks.

On June 14, 1850, nearly all of the persons who were present at the first meeting convened at the parsonage of Clark St. church and the committee appointed at the previous meeting reported the following draft of a charter, which was unanimously adopted and the committee requested to present the proposed charter to the next session of the General Assembly for adoption. The charter is as follows:

A bill for an Act to incorporate the Northwestern University:

Sec. 1. Be it enacted by the People of the State of Illinois represented in the General Assembly, That Richard Haney, Philo Judson, S. P. Keyes and A. E. Phelps and such persons as shall be appointed by the Rock River Annual Conference of the Methodist Episcopal Church to succeed them in said office; Henry Summers, Elihu Springer, David Brooks and Elmore Yocum and such persons as shall be appointed by the Wisconsin Annual Conference of said Church to succeed them; four individuals, if chosen, and such persons as shall be appointed to succeed them by the Michigan Annual Conference of said Church; four individuals, if chosen, and such persons as shall be appointed to succeed them by the Northern Indiana Annual Conference of said Church; H. W. Reed, I. I. Stewart, D. N. Smith, and Geo. M. Teas and such persons as shall be appointed to succeed them by the Iowa Annual Conference of said Church; four individuals, if

chosen, and such persons as shall be appointed to succeed them by the Illinois Annual Conference of said Church; A. S. Sherman, Grant Goodrich, Andrew J. Brown, John Evans, Orrington Lunt, J. K. Botsford, Joseph Kettlestring, Geo. F. Foster, Eri Reynolds, John M. Arnold, Absalom Funk, and E. B. Kingsley and such persons, citizens of Chicago or its vicinity, as shall be appointed by the Board of Trustees hereby constituted, to succeed them, be and they are hereby created and constituted a body politic and corporate under the name and style of the "Trustees of the Northwestern University," and henceforth shall be styled and known by that name; and by that name and style to remain and have perpetual succession with power to sue and be sued, plead and be impleaded, to acquire, hold and convey property, real, personal or mixed, in all lawful ways, to have and use a common seal and to alter the same at pleasure, to make and alter from time to time such by-laws as they may deem necessary for the government of said institution, its officers and servants, provided such by-laws are not inconsistent with the constitution and laws of this State and of the United States, and to confer on such persons as may be considered worthy of such academical or honorary degrees as are usually conferred by similar institutions.

Sec. 2. The term of office of said trustees shall be four years, but that of one member of the board for each conference enjoying the appointing power by this act, and the term of three of the members whose successors are to be appointed by the board hereby constituted, shall expire annually, the term of each member of the board herein named to be fixed by lot at the first meeting of said board, which board shall in manner above specified have perpetual succession and shall hold the property of said institution, solely for the purposes of education, and not as a stock for the individual benefits of themselves or any contributor to the endowment of the same, and no particular religious faith shall be required of those who become students of the institution. Nine members shall constitute

a quorum for the transaction of any business of the board except the appointment of president or professor, or the establishment of chairs in said institution, and the enactment of by-laws for its government, for which the presence of a majority of the board shall be necessary.

Sec. 3. Said annual conferences of the Methodist Episcopal Church, under whose control and patronage said University is placed, shall each also have the right to appoint annually two suitable persons, members of their own body, visitors to said University, who shall attend the examination of students and be entitled to participate in the deliberations of the Board of Trustees and enjoy all the privileges of members of said board, except the right to vote.

Sec. 4. Said institution shall remain located in or near the city of Chicago, Cook County, and the corporators and their successors shall be competent in law or equity to take to themselves in their said corporate name real, personal or mixed estate by gift, grant, bargain and sale, conveyance, will, devise or bequest of any person or persons whomsoever, and the same estate, whether real, personal or mixed to grant, bargain, sell, convey, devise, let, place out at interest, or otherwise dispose of same for the use of said institution in such manner as to them shall seem most beneficial to said institution. Said corporators shall faithfully apply all the funds collected or the proceeds of the property belonging to the said institution according to their best judgment, in erecting and completing suitable buildings, supporting necessary officers, instructors and servants, and procuring books, maps, charts, globes, and philosophical, chemical and other apparatus necessary to the success of the institution, and do all other acts usually performed by similar institutions that may be deemed necessary or useful to the success of said institution under the restrictions herein imposed:

Provided, nevertheless, that in case any donation, devise or bequest shall be made for particular purposes accordant with the designs of the institution and the corporation

shall accept the same, every such donation, devise or bequest shall be applied in conformity with the expressed conditions of the donor or devisor;

Provided further, that said corporation shall not be allowed to hold more than two thousand acres of land at any one time, unless the said corporation shall have received the same by gift, grant or devise, and in such case they shall be required to sell or dispose of the same within ten years from the time they shall acquire such title, and on failure to do so such land over and above the before named two thousand acres shall revert to the original donor, grantor, devisor, or their heirs.

Sec. 5. The Treasurer of the institution and all other agents, when required, before entering upon the duties of their appointment, shall give bond for the security of the corporation in such penal sums and with such securities as the corporation shall approve, and all process against the corporation shall be by summons, and the service of the same shall be by leaving an attested copy thereof with the Treasurer at least sixty days before the return day thereof.

Sec. 6. The corporation shall have power to employ and appoint a president or principal for said institution, and all such professors or teachers, and all such servants as may be necessary, and shall have power to displace any or such of them as the interest of the institution may require, to fill vacancies which may happen by death, resignation or otherwise among said officers and servants, and to prescribe and direct the courses of studies to be pursued in said institution.

Sec. 7. The corporation shall have power to establish departments for the study of any and all of the learned and liberal professions in the same; to confer the degree of doctor in the learned arts and sciences and belles-lettres, and to confer such other academical degrees as are usually conferred by the most learned institutions.

Sec. 8. Said corporation shall have power to institute a board of competent persons, always including the faculty, who shall examine such individuals as may apply, and if

such applicants are found to possess such knowledge pursued in said institution as in the judgment of said board renders them worthy, they may be considered graduates in course, and shall be entitled to diplomas accordingly on paying such fees as the corporation shall affix, which fee however shall in no case exceed the tuition bills of the full course of studies in said institution; said examining board may not exceed the number of ten, three of whom may transact business, provided one be of the faculty.

Sec. 9. Should the corporation at any time act contrary to the provisions of this charter, or fail to comply with the same, upon complaint being made to the Circuit Court of Cook County, a *scire facias* shall issue and the Circuit Attorney shall prosecute in behalf of the People of this State for forfeiture of this charter.

This Act shall be a public act, and shall be construed liberally in all courts for the purposes herein expressed.

At the following session of the General Assembly this bill was enacted into a law and was approved by the Governor, A. C. French, January 28, 1851.

On June 14, 1851, a meeting called for the purpose of organizing Northwestern University was held at the Clark St. Church. There were present: Dr. John Evans, S. P. Keyes, Orrington Lunt, A. S. Sherman, E. B. Kingsley, Grant Goodrich, George F. Foster, Joseph Kettlestring, J. M. Arnold, Absalom Funk, J. K. Botsford, Dr. N. S. Davis, David Brooks and Andrew J. Brown.

The Act of Incorporation of Northwestern University passed at the previous session of the General Assembly was then on motion approved and accepted.\*

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\*When the bill came up for passage in the Senate, there were 20 yeas and 1 nay. The negative vote was given by Parker, who represented Vermilion, Champaign, Piatt, Moultrie, Coles, and Cumberland counties.—Editor.



The following resolution was adopted: "That the thanks of this Board are gratefully tendered to Hon. David S. Gregg, Secretary of State, for his kindness and promptness in furnishing this board with a certified copy of the Act of Incorporation of Northwestern University free of charge."

At a meeting of the Board of Trustees held September 22, 1852, the following resolution was adopted:

RESOLVED, That we ask the next session of the Legislature of Illinois, so to amend the charter of this institution as to allow the Northwestern Indiana Conference of the Methodist Episcopal Church to unite with those already participating in its management, and also for the establishment of primary and preparatory departments of this institution in different sections of the northwest; also for the adoption of seminaries and other institutions of learning now in existence as primary and preparatory departments of this University, on such terms as may be agreed upon between them and this Board of Trustees.

At the session of the Legislature which convened in January, 1855, an Act to amend an Act entitled "An Act to incorporate the Northwestern University," approved January 28, 1851, being the original charter, was passed and approved February 14, 1855.\* This Act is as follows:

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\*January 13, 1855, Mr. Judd introduced into the Senate a bill for the amendment of the original charter of the University. The bill was read the first time, and a second time by title, and was then ordered to be engrossed for a third reading. Mr. Palmer moved to strike out that part of the bill that prohibited the sale of liquors, and the question being taken, the vote was as follows: Yeas, 6; nays, 14. Mr. Gillespie offered the following amendment: "Provided, that so much of the act as relates to the sales of intoxicating drinks, within four miles, may be repealed by the General Assembly whenever they think proper." The

Section 1. BE IT ENACTED BY THE PEOPLE OF THE STATE OF ILLINOIS REPRESENTED IN THE GENERAL ASSEMBLY, that John L. Smith, Aaron Wood, Luther Taylor and William Graham, and such persons as shall be elected to succeed them by the North Western Indiana Conference of the Methodist Episcopal Church, be and they are hereby constituted members of the Board of Trustees of the Northwestern University.

Section 2. No spiritous, vinous or fermented liquors, shall be sold under license, or otherwise, within four miles of the location of said University, except for medicinal, mechanical or sacramental purposes, under a penalty of twenty-five dollars for each offence, to be recovered before any Justice of the Peace of said county in an action of debt, in the name of the County of Cook, PROVIDED that so much of this act as relates to the sale of intoxicating drink within four miles, may be repealed by the General Assembly whenever they may think proper.

Section 3. The said corporation shall have power to take, hold, use and manage, lease and dispose of all such property as may in any manner come to said corporation charged with any trust, or trusts, in conformity with trusts, and direction, and so execute all such trusts as may be confided to it.

Section 4. That all property of whatever kind or description belonging to, or owned by said corporation, shall be forever free from taxation for any and all purposes.

Section 5. This act shall be a public act, and take effect from and after its passage.

At a meeting of the Board of Trustees held June 13,

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amendment was agreed to. The bill was then read a third time by its title and was passed by the following vote: Yeas, 18; nays, 2. (Ill. Journal of the Senate under date Jan. 13, 1855). In the House the bill sent from the Senate was read for the first time on Feb. 7 and was passed on Feb. 13 by the following vote: Yeas, 51; nays, none (Ill. House Reports, 1855, pp. 295, 538).—Editor.

1855, the foregoing amendment to the charter was read and on motion accepted.

At the session of the Legislature beginning in January, 1861, the original charter was further amended by "An Act to amend an Act entitled 'An Act to incorporate the Northwestern University'" and was approved February 16, 1861. This amendment is as follows:

Section 1. BE IT ENACTED BY THE PEOPLE OF THE STATE OF ILLINOIS REPRESENTED IN THE GENERAL ASSEMBLY: That the annual conferences of the Methodist Episcopal Church which now or may hereafter be authorized to elect or appoint Trustees of said University shall hereafter elect only two Trustees each; who shall also be, and perform duties of, the visitors to said institution; and the place of the two Trustees last appointed by each conference is hereby vacated. The Trustees elected by such conferences shall hereafter hold their office for two years, and until their successors are chosen, the term of one, elected by each of them expiring annually. In case any conference having authority to elect Trustees shall now or hereafter be divided into two or more annual conferences, they shall each have authority to elect Trustees. On the request of the Board of Trustees made at a regular meeting, any such annual conference may elect Trustees as herein provided.

Section 2. Any annual conference electing Trustees as herein provided, having at any time refused to elect successors thereto or resolved to discontinue or refuse its patronage to said institution, shall authorize the Board of Trustees by vote of a majority thereof at any regular meeting to declare vacant the place of all Trustees appointed by such conference, and its right to appoint Trustees shall thereupon cease.

Section 3. Any chartered institution of learning may

become a department of this University by agreement between the Boards of Trustees of the two institutions.

Section 4. This act shall take effect and be in force from and after its passage.

At a meeting of the Board of Trustees held July 20, 1866, the Committee on Amendments to the Charter made their report through J. G. Hamilton, which, after some amendments, was adopted as follows:

RESOLVED, That this Committee recommend to the Board of Trustees to take such action as may be requisite to secure from the Legislature of the State of Illinois, the passage of the following Act to wit: An Act to amend an Act entitled "An Act to incorporate Northwestern University," and the several acts amendatory thereof.

Section 1. BE IT ENACTED BY THE PEOPLE OF THE STATE OF ILLINOIS, REPRESENTED IN GENERAL ASSEMBLY: That the name of the corporation created by Act of the General Assembly of the State of Illinois approved on the 28th day of January, A. D. 1851, under the name of the "Trustees of the Northwestern University" be and the same is hereby changed to "Northwestern University," and by that name shall hereafter be known, and in and by such name shall have and exercise all the powers and immunities conferred on said corporation by said act of incorporation, and all acts amendatory thereof.

Section 2. In addition to the number of Trustees heretofore provided for by law, the board may elect any number not exceeding twenty-four, and without reference to their several places of residence; and a majority of the whole board shall be members of the Methodist Episcopal Church.

Section 3. No greater number shall be required to constitute a quorum than has been heretofore required by law. Provided, that in all called meetings of the board, the object of the meeting shall be particularly specified in the notice to be previously given to each Trustee.

Section 4. This act shall be a public act, and in force from and after its passage.

The foregoing acts, approved January 28, 1851, February 14, 1855, February 16, 1861, and February 19, 1867, constitute the charter of Northwestern University under which it is now organized and acting.

One of the most important provisions of this charter, if indeed it be not the most important, is Section 4 of the Act approved February 14, 1855, which provides: "That all property of whatever kind or description belonging to or owned by said corporation shall be forever free from taxation for any and all purposes."

Prior to January 28, 1851, the University had acquired the real estate at the northeast corner of LaSalle and Jackson streets in the City of Chicago, on which the Illinois Trust and Savings Bank Building now stands, and also some real estate in the Village of Evanston, and subsequent to that date and prior to 1874, it had acquired other property in the Village of Evanston. In the latter year, a large part of the real estate of the University in Evanston was assessed for the taxes of that year, and the tax not being paid, these lands were returned as delinquent to the County Clerk and judgment entered thereon. An appeal from the judgment of the County Court was taken to the

Supreme Court of the State, which held that these lands were liable to be taxed, notwithstanding the provision of the charter above referred to, upon the ground that the Constitution of 1848, which was in force at the time the exemption clause of the charter was enacted, did not authorize the General Assembly to exempt from taxation property not directly used for educational purposes.

On July 8, 1875, a meeting of the Executive Committee of the Board of Trustees was held at the office of Grant Goodrich, in Chicago, to consider what action should be taken in view of the decision of the Supreme Court. There were present Orrington Lunt, William Deering, J. K. Botsford, Dr. N. S. Davis, T. C. Hoag, R. F. Queal, J. J. Parkhurst, Oliver Marcy and J. G. Hamilton.

On motion of R. F. Queal, the attorneys of the University were instructed to consult some additional counsel and then determine what action they would recommend to the Executive Committee.

At a meeting held August 14, 1876, on motion of Dr. N. S. Davis it was resolved that Wirt Dexter, Esq., one of the leading members of the Chicago bar, should be employed to take charge of the case decided by the Supreme Court of the State adversely to the University, and carry the same to the United States Supreme Court. Thereafter the case was taken by Writ of Error to the United States Supreme Court, and Hon. Matt H. Carpenter of Wisconsin was employed to assist Mr. Dexter in presenting the case to that court. The case was argued

by Mr. Carpenter and Mr. Dexter on March 26, 1879, and decided April 27, 1879. The case is entitled "Northwestern University vs. The People of the State of Illinois," and the opinion may be found in 99 U. S., page 387.\*

The court held that the Legislature had the power, under the Constitution of 1848 to grant the exemption found in the charter, and held that the original charter and the amendments thereto having been accepted by the University constituted a contract between the State of Illinois and Northwestern University, which could not be impaired by any subsequent act of the Legislature. In concluding its opinion, the court said: "We are of the opinion that such use and such holding bring the lots within the class of property which by the Constitution of 1848 the Legislature could, if it deemed proper, exempt from taxation, and that the Legislature did so exempt it."

No further attempt was made to tax any of the property of the University until the spring of 1903, when the Board of Assessors of Cook County assessed the property in Chicago known as the Illinois Trust and Savings Bank property. The Board of Assessors was induced to do this by the suggestion of its attorney, that inasmuch as the case decided by the Supreme Court of the United States was based upon a stipulation of facts, which did not cover the

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\*The news was telegraphed from Washington that the University had won the suit. In the evening the event was celebrated by the students by a bonfire and the firing of a mortar upon the campus. They later serenaded the different members of the faculty and of the board of trustees. Acting President Marcy and Mr. Orrington Lunt responded to the serenades in short speeches.—Editor.

present condition of some of the University property, it was important that the question of exemption should be again tested. The suggestion of the attorney for the Board of Assessors was doubtless made, in view of the following statement in the opinion of Mr. Justice Miller, viz., "It is possible, if that question (the question of exemption) had been fully investigated, and all of the facts necessary to determine it were before the court, it might not appear that all the lands subjected to taxation by the judgment of the Supreme Court were bought after the date of the amended charter or donated on the faith of that exemption."

The University by its attorney, Mr. H. H. C. Miller, appeared before the Board of Review of Cook County and file objections to the assessment made by the Board of Assessors upon the ground that all of its property was exempt under Section 4 of the Act of February 14, 1855, and the board of review so held. The action of the Board of Review in holding said property exempt was certified to Hon. James S. McCullough, Auditor of Public Accounts, in accordance with the provisions of Section 35 of "An Act for the assessment of property, and providing the means therefor, and to repeal a certain Act therein named." Approved February 25, 1898. The finding of the auditor was as follows:

"Inasmuch as the Supreme Court of the State of Illinois in the case of Northwestern University v. People ex rel, 80 Ill. 333, and in 86 Ill. 141, held that the property of



Northwestern University not used for school purposes was subject to taxation, and the judgment in said cause was reversed by the Supreme Court of the United States in *University v. People*, 99 U. S. 309, and there has been no action of the Supreme Court of this State on this question, since the decision of the Supreme Court of the United States, and it is desired by the Board of Assessors of Cook County and the owners of the property assessed, that the question of its liability for taxation be passed on by the Supreme Court, I, therefore, decline to approve the order of the Board of Review holding said property exempt from taxation, and hereby certify the foregoing statement of facts to the Supreme Court of the State of Illinois at its October, 1903, session, for a hearing and decision thereof by said court."

The record had been so framed as to present to the Supreme Court broadly the question as to whether any of the property of the University, whether acquired prior or subsequent to the Act of February 14, 1855, was liable for taxation. This record was filed in the Supreme Court by the Auditor of Public Accounts.

The State was represented by Hon. H. J. Hamlin, Attorney General, the Board of Assessors by Mr. John C. Richberg, and the Board of Review by Mr. Frank L. Shepard. The case was argued on behalf of Northwestern University by Mr. H. H. C. Miller and Mr. John P. Wilson. The case was decided December 16, 1903. It is entitled, "In re Assessment of Northwestern Univer-

sity," and the opinion may be found in Vol. 206 Ill., page 64. The court held that where the constitutionality of a statute has been upheld by a court of last resort, the question cannot be re-litigated in a subsequent suit between the same parties by assigning new reasons for holding the act invalid, which reasons existed when the decision was rendered; that section 4 of the Act of February 14, 1855, which exempted from taxation all property belonging to or owned by Northwestern University, is constitutional, and that under said section "all property of whatever kind or description belonging to or owned by," said University is exempt from taxation.

One of the most important provisions of the charter is section 2 of the Act of February 14, 1855, which provides that "no spiritous, vinous or fermented liquors shall be sold under license, or otherwise, within four miles of the location of said University, except for medicinal, mechanical or sacramental purposes under a penalty of \$25 for each offense, to be recovered before any Justice of the Peace of said County in an action of debt in the name of the County of Cook."

To this provision Evanston owes very much of its character as one of the most attractive and beautiful cities in the United States.\*

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\*The University has been uniform in its opposition to the invasion of Evanston by the drink traffic. Not only has it endeavored to safeguard the whole town by the amendment to its charter interdicting the sale of liquor within four miles of the campus, but it has inserted prohibitive clauses in its leases, and has exhibited active sympathy with those measures adopted by the municipality or by private associations of Evanston for the exclusion of the traffic. (Compare Records of the Trustees, Vol. IX, 38, 240, 294; XI, 131-2).—Editor.

In closing this sketch of the Charter of Northwestern University, it may not be inappropriate to give an extract from a minute which was spread upon the records of the University at a meeting held in the early part of 1853:

"In selecting the University site, and in establishing the institution, neither local prejudice nor a spirit of opposition to kindred institutions has had any place in the hearts of its friends, but rather a desire to meet adequately the growing want in the northwest for a University of the highest grade, adapted to the country, to its increasing prosperity and the advanced state of learning in the present age. Its location makes it central for the entire northwest, and the magnitude of the enterprise by developing the educational resources of the country on a large scale, and by stimulating a spirit of noble, generous rivalry, will benefit institutions of every grade and promote the cause of education generally, to an incalculable degree. We very frankly, yet we hope not ostentatiously, aver our design of making it an institution second to none, and worthy of the country in which it is located, and its name—The Northwestern University."



## CHAPTER V

FOUNDERS OF THE UNIVERSITY

JAMES ALTON JAMES



**N**O chapter of our national development is of greater interest than that which records the founding of institutions of higher learning. Real origins are difficult to determine, and here as always one must be content with a study of the men who planned and the effects which they partially realized.

May 31, 1850, will always be a notable date in the history of the Middle West. On that day, in a small office at 109 Lake street, Chicago, a company of nine men met to consider the establishment of a university in that city.

It may be asked what was the sufficient reason in the minds of the founders of Northwestern University for the establishment of another institution in the Middle West, a part of the country then very sparsely populated. Several colleges and academies had already sprung up in Illinois and vicinity. But the intellectual temper of the founders of Northwestern was not satisfied with the quality of any college west of the Alleghanies. For the education of their sons the choice in their minds seems to have lain only between the older institutions of the East and the new one which they would endeavor to establish on as broad and permanent foundations. Mr. Judson writes, "There is no literary institution of the grade and character of the one proposed, under Protestant influence in or within a convenient distance of the city. There are nine Methodist Episcopal churches in Chicago with nearly one thousand members. Two thousand children in the city look to this church for education. It would save \$25,000 to educate 125 students at home rather than send them away to another school; and \$25,000 is just what Northwestern University wants to start." Says Dr. John Evans, "It will cost \$1,000 less to educate sons at Northwestern University than at Yale or Cambridge."

The founders had an abiding faith in the future of Chicago. They were themselves men of public spirit, actively participating in the development of the city.

Dr. Evans was a successful physician and speculator in land.

Chicago was the strategic point for education as well as for material development. It would also become easier of access from a wide region than any other college town of the West.

Moreover, it seemed good to these loyal children of Methodism that their own church should institute the college at Chicago. This denomination had already founded several colleges in Illinois and Indiana, but it was believed that an institution at Chicago would have peculiar promise.

The motives, therefore, that co-operated to the founding of Northwestern were economy in expense of educating youth, the strategic character of Chicago, denominational loyalty, and adequate provision for the educational needs of the rapidly growing Northwest.

Another meeting was held on June 12 to consider the charter which had been prepared by the committee, and was presented by Dr. Evans. Having been adopted unanimously, the charter which provided for a corporation styled, "The Trustees of Northwestern University," was endorsed by the State Legislature, and was signed by the Governor. The first Board of Trustees named were A. S. Sherman, Grant Goodrich, Orrington Lunt, John Evans, J. K. Botsford, Joseph Kettlestrings, George F. Foster, Eri Reynolds, John M. Arnold, Absalom Funk and other members from the various conferences of the northwest.

On June 14, 1851, the first meeting of the corporation was held in the Clark Street church, Chicago. The act of incorporation passed by the Legislature was approved, and other preliminary forms of organization were completed. Dr. Nathan S. Davis was elected a trustee to succeed Eri Reynolds. A plan of operations looking to the establishment of the college of liberal arts was approved. This



provided for a president who was also to be "professor of moral philosophy and belles lettres." Three professorships were recommended, those of mathematics, of the natural sciences, and ancient and modern languages. A preparatory department was recommended to be located in the City of Chicago. With commendable foresight they decreed that no debts might be contracted or money expended without the means having first been secured. Christian education would today be more firmly rooted had their appeal of September 22, 1852, been more generally acquiesced in. Convinced that too great a multiplication of institutions crippled their influence, they earnestly recommended that the conference of the Methodist Episcopal Church in the northwest should concentrate their efforts in the building up of one institution of higher learning. Preparatory schools were to be located at points of vantage in the northwest, and seminaries already in existence were to be adopted as fitting schools for the University.

By August 1, 1851, the Executive Committee was ready to recommend a site for the preparatory department. Their choice was eighty feet of land on Washington St. in Chicago just east of the Universalist church, for which they recommended the payment of \$4,000 to the trustees of the Universalist church, one-half in cash and the balance in three years at six per cent. These items indicate that but little money was already in sight for the University. The sale could not be consummated on these terms,

and the offer was increased to \$4,800. But Dr. Evans and Mr. Lunt were requested to examine other lots; Dr. Evans was to circulate a paper for subscriptions. The result of the labors of these two men, assisted by their colleagues, was (1) the determination of the trustees to secure the lot situated at what is now the corner of LaSalle and Jackson Sts., the present site of the Illinois Trust and Savings Bank;\* (2) subscriptions were paid in so that by September, 1852, the accounts stood

Money received . . . . .	\$1193 01
Money paid . . . . .	1183 08
	<hr/>
Money on hand . . . . .	\$9 93

Certainly this institution had not in its origin the touch of Midas. Had it not been that the generosity of Dr. Evans and Mr. Lunt supplied the funds for the purchase of the Jackson St. lot, the University might have been denied this most lucrative endowment. The purchase was made of P. F. W. Peck for \$8,000. The lot was about 200 feet square and therefore larger than the Washington St. site.

In the annual meeting of the trustees the following year, Dr. Clark Hinman was unanimously chosen president. He seems to have been a man well fitted to carry out the plans the trustees had devised. The sum of \$200,000 was to be raised chiefly through the sale of scholarships,

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\*Still owned by the University.



FOUNDERS

GRANT GOODRICH

ANDREW J. BROWN

ALSON S. SHERMAN



one half of which was to be used for the purpose of instruction, and the remainder for the purchase of a suitable site and the erection of university buildings. Within a year some \$90,000 was raised in this manner.

Meantime the Committee on site, largely through the influence of Mr. Lunt, had recommended the purchase of 380 acres of land, on the lake-shore, eleven miles north of the Chicago court house. Several sites were examined, the committee travelling south to the Indiana State line, north as far as Winnetka, and northwest as far as the Desplaines country. The board was about to close with the owner of a site in Jefferson when the enthusiasm of Mr. Lunt drew them to the more elevated lands between the Ridgeville swamps and Lake Michigan.

Mr. Lunt must be permitted to relate in his own words the story of the "discovery" of Evanston:

"A friend said to me he was going to drive up the shore to look at some property, and asked if I would not like to accompany him. I accepted the invitation, and we drove nearly to Lake Forest. Coming back, late in the afternoon, he said he wanted to see a farmer (Mr. Snyder) who lived east of the ridge. He drove east about where Davis street now is, until he came to the old shore road, Chicago avenue, which had been formerly the main road, but which, owing to washing away by the lake, had been abandoned to the north. He drove south to Mr. Snyder's, and found him at home. While he was employed with him with his business, I took a stroll over to the lake through the wet land, and I well remember of walking over logs or planks on a portion of it.

"In looking south it was wet and swampy; looking north I noticed the large oak forest trees. The thought first struck me that here was where the high and dry ground began. Going through the woods to the lake shore and looking north, I saw the high, sandy bluff perpendicular as at present (this side of the water works). This only confirmed the idea, and when I came back I asked Mr. Snyder what kind of land it

was north and east of us. He said just the same as where we were—high, dry, and covered with trees. I asked who owned it, and wanted to look at it then, but it was so near night and seemed so far from the city, I gave it up, although, as I now know, it would have taken but a few minutes. On the way back I began to think possibly this might be the place we were looking for.

"It continued in my dreams of that night and I could not rid myself of the fairy visions constantly presenting themselves in fanciful beauties—of the gentle waving lake—its pebbly shore—the beautiful oak openings and bluffs beyond. The impressions it made settled it in my mind that I would not vote to accept the option for Jefferson until the committee should make another trip north. The Executive Committee were to meet that morning to close the trade. In accord with my request, it was laid over and a number of the Executive Committee went to examine. It was a pleasant, sunny August day. We drove into what is the present campus, and it was just as beautiful as now in its natural condition. We were delighted,—some of the brethren threw up their hats and—we had found the place.

"The only question now was, could it be purchased? I had met Dr. Foster, the owner, before we came, and asked what the land was worth. He said fifteen or twenty dollars an acre, but he would not sell it. The purchase of it was referred to the committee, Dr. Evans and Lunt, who immediately called and found Dr. Foster unwilling to sell. We told him just what our purpose was, to try for a location for our University, and this was something he should be interested in. He said he didn't care or want to sell it. He thought he might want to live there sometime. We said you will sell it for some price for such a purpose, and we want you to give us your best terms with a small cash payment, the balance on long time with six per cent. interest. He finally agreed to give us a price the next day. We called to see him and he said he would take \$25,000 for the 379 acres, (about \$71 an acre), \$1,000 cash, the balance in ten years as six per cent., with the privilege of selling 200 lots; the committee to become responsible over and above the mortgage for its payment.

"Personally my mind was made up at once as I knew we better pay \$100 an acre than have the other land given us. A meeting of the committee called and the proposed offer was taken to the committee and they accepted the proposition as made by him. I well remember when I called on Dr. Foster and notified him of the acceptance of his proposition that his countenance fell, showing he was not really pleased with the transaction. I had rather expected he would desire to hold a part of it.

"The trade was closed by Dr. Evans, who took the property in his own name and gave back a mortgage."

The sale was consummated by the agreement on the part of the board to pay \$25,000 for this property. After various names were discussed, Evanston was selected as the most desirable for the seat of the University-to-be. "In selecting the University site" the trustees declare with notable breadth of vision; "and in establishing the institution neither local prejudice nor a spirit of opposition to kindred institutions has had any place in the hearts of its friends, but rather a desire to meet adequately the growing want in the northwest for a university of the highest grade adapted to the country, to the prosperity, and the advanced state of learning in the present age. Its location makes it central for the entire northwest, and the magnitude of the enterprise by developing the educational resources of the country on a large scale and by stimulating a spirit of noble, generous rivalry, will benefit institutions of every grade and promote the cause of education generally to an incalculable degree. We very frankly, yet we hope not ostentatiously, own our designs of making it an institution second to none and worthy of the country in which it is located and its name—the Northwestern University."

The relations between the undergraduate and the graduate departments were clearly defined and a suitable plan of study for each was set forth. As a special feature of the scientific course chemistry was to be applied to the study of agriculture and the industrial arts. The institution was to be a university in reality as well as name, and the professional schools were to be provided for in the near future. These men did not sympathize with that sentiment too prevalent in the West which held for low standards of admission to college. They declared that the knowledge necessary for admission should be fully equal to that of any of the older colleges in the country, not excepting Yale or Harvard.

Public school education was not forgotten and land

was granted from time to time upon which buildings might be erected for this purpose. Three professors were selected with the understanding that the men appointed were to spend a year or more to travel in Europe, and to study in the best eastern universities. With their plans thus definitely set forth and with a property amounting to some \$250,000, the trustees in their meeting of June, 1855, decided that the formal opening of the University should take place at Evanston on November 1 of that year.

There is no necessity to give a narrative of the struggles incident to the early days. That there were days of gloom goes without the saying. As one reads the records of these years of founding he is impressed with the wise foresight, the steady persistence, the willing sacrifice, and the sublime faith in their plan manifest on the part of the trustees and faculty. A policy which was to tell on the whole future of the University was inaugurated in 1877. There were those who favored the establishment of a school of technology and courses of this nature had already been given. But it was then decided, that "An institution which has only money enough to employ a competent number of instructors should dismiss all other courses and teach one course well. Additional courses, unless well provided for, weaken the character of the institution."

At times unwilling assent was given to what was called the "educational absurdity" of asking the Professor of Nat-



ural History to teach Logic, and the Professor of Civil Engineering to "hear" the class in Rhetoric. These warnings were those of Acting President Marcy who in his annual report of 1876 also used words which we do well to ponder in these days of University expansion. He declared: "The number of students at a college is not a very reliable index to the character of an institution. As a business house may obtain a very large patronage on a small capital by sending out runners, employing cheap labor and selling an inferior quality of goods at low prices, so an educational institution by a management on similar principles may obtain for a time large numbers of pupils. We do not think it desirable to secure patronage by such means. We would seek that patronage only which is based on a reputation for good work whether it be large or small."

It is no easy task to define what constitutes the years of "founding." The first twenty-one have been somewhat arbitrarily selected. Evidences of the development of a policy which should determine the character of the University have been pointed out. Within these years there were other notable events connected with the life of the institution. During that period a law school was begun in 1859; in 1863 authority was given to locate Garrett Biblical Institute on the campus; the Chicago Medical College became an integral part of Northwestern University in 1867; and in 1869 the first permanent building, University Hall, was completed; young women were for

the first time admitted to the college classes; and the Greenleaf library was donated to the University. The assets of the University in that year were some \$750,000.

Fortunately the influence of the men who constituted the first board of trustees and the first faculty cannot be measured in years. A few men were conspicuous among the organizers of the University, whose advice was of inestimable worth on all questions of policy during the critical first quarter century. Some of these men were a significant part of the University for nearly forty years. Governor Evans was the first president of the board of trustees, and was retained in this position until 1895. He remained a member of the board until his death in 1897. His appointment in 1864 by President Lincoln to the office of Governor of the Territory of Colorado, necessitated his removal to Denver, but this change of residence did not decrease his interest in the welfare of the University. He negotiated the purchase of the property in Chicago upon which the Illinois Trust and Savings Bank has been erected; he was for several years editor of the Northwestern Medical and Surgical Journal; was the founder of the Methodist Book Concern and of the Northwestern Christian Advocate, and later founded the University of Denver. He is described as a forceful personality, a man of marked ability and great wisdom in counsel. His gifts in money to the University are only partially represented in the endowment of the chairs of Latin and of Moral and Intellectual Philosophy.

Orrington Lunt was the "discoverer of Evanston." No man was more closely identified with the history of the University from its founding. He was, from the first, a member of the Executive Committee, was vice-president of the board for many years and at the time of his death in 1897, was president of the board. For nearly forty years he was also secretary and treasurer of Garrett Biblical Institute. His services to the University cannot be estimated in money values, although he seems always to have been ready to contribute liberally. Having lost home and business in the Chicago fire, he turned his attention first to caring for the invested property of the University. It was said of him by one who knew: "I think Northwestern's success as a University is due more to him than to any other man, as it was through his judicious investments of her endowments that she was able to withstand the hard times when other schools and colleges were compelled to give up for lack of funds." His words to the young men and women of the University, on the day when he presented the library building, seem to indicate the secret of his own power. "Remember," he said, "that wherever you are, your chief effectiveness in life will be due to the high ground you take; that your weight in advancing any cause will be measured exactly in the end, by your standard of character. If leadership ever falls to you, you will indeed need all the inspiration you can receive here, and all the power and skill that arduous study can give. It is indispensable, if you would really serve your race, that you

should be fired with inspiration and energized with moral strength."

It is probable that the plan for a University first originated in the mind of Judge Grant Goodrich. "By his personal contributions, pledge of individual credit, united labors, watchful care and judicious management of the financial interests he secured the endowment of the University." It was chiefly through his influence, also, that the money was secured which made Garrett Biblical Institute possible. His name, too, will always be associated with the beginnings of Chicago. He came to Chicago in 1834, served as alderman the second year of the existence of that city; as a member of the school board he helped to lay the foundation of the public school system; and aided in organizing the first temperance society and the first Bible society in Chicago. Judge Goodrich was a friend of Abraham Lincoln, was one of his greatest admirers and advocated his nomination for president. The day following the discussion at Freeport between Lincoln and Douglas, Judge Goodrich declared to his friends: "Uncle Abe is the man of destiny. Douglas may get the Legislature and the United States Senate, but Lincoln will be the next president."

These three names have been selected from among those of the men who were the leaders when the foundations of the University were being laid. To this group there would naturally be added the names of Philo Judson, J. K. Botsford, Andrew J. Brown, Dr. N. S. Davis, Bishops

Simpson and Ames, and of Presidents Hinman and Foster, and of Professors Noyes and Bonbright. Without attempting to enumerate the names of the men who have contributed to the development of the University in its second quarter century, that of William Deering should be noted. Mr. Deering, now president of the board of trustees has, since the time of his election as member of the board in 1875, linked his name inseparably with that of the University.



CHAPTER VI

THE FIRST FACULTY

THE EDITOR





**I**T may be questioned why in this history the first faculty of Northwestern should be regarded as entitled to detailed discussion. But a superficial examination of the annals of the University will prove that to the self-denying devotion of the first faculty, no less than to that of the founders, are due the wise plans of development of the institution, and the conservation of its resources. Had the faculty refused to render services when full salaries could not be paid, the University must have been closed. Foster and Godman were attracted by larger opportunities in other fields, but Noyes and Bonbright remained loyally by Northwestern, giving constantly for its welfare more than they received, creating by their own breadth of spirit the largeness of opportunity that others might have thought it necessary to seek elsewhere.

This chapter will first discuss individually the character and services of those members of the first faculty who are not the subjects of separate and special reference elsewhere, and will then allude to the relations of the faculty as a body to the students.

Abel Stevens was one of the four members of the earliest faculty. At the time of his election he was secretary of the Tract Society of the Methodist Episcopal Church and editor of the National Magazine, a periodical of much interest. His pen was fluent, his thought vigorous. He had, moreover, a wide reputation as a pulpit orator. It is not to be wondered at that the trustees tried

to attach this man to their institution. They made overtures to him which were apparently not congenial to him. In November, 1854, he wrote that he could not accept the position tendered him, but suggested that Professor Haven of Michigan would be "the man for the post": "I have suggested him and several others in my letter to Dr. Evans." Dr. Stevens had been offered the chair of Rhetoric and English Literature. Evidently the trustees believed that he would come into some relation with the institution, for they continued to announce his name among the members of the faculty. But Dr. Stevens never came to the University. Doubtless his editorial position, one of far-reaching influence, was more to his taste than a professorship in a rudimentary western college. And yet Dr. Stevens's interest in the institution was genuine. He coveted for it a maximum endowment of \$500,000; then would it "stand shoulder to shoulder and eye to eye with Yale, Harvard, and Princeton." After his declination the trustees did not again make appointment to this chair of English until it was filled by the election of Professor Wheeler.

Robert Kennicott must have recognition among the early servants of the University. The present University museum is the monument of his labors, and those of Dr. Marcy. But his enthusiasm was limited by the privations suffered by him with the University.\* He was compelled

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\*By May of 1858 the University was indebted to Kennicott for the following amounts:

frequently to cease his work of collecting scientific specimens to write to Mr. Judson, financial agent of the University, for small amounts of money for the most essential current expenses. Nevertheless, the beginnings made by him were so creditable that the University might soon boast of the most complete museum in the West.

In the summer of 1847, at the Commencement of the Ohio Wesleyan University, Mr. Godman, then finishing a year of graduate study in German and Hebrew, had the satisfaction of meeting the Rev. Clark T. Hinman, principal of the Seminary at Albion, Michigan. The acquaintance formed at that time gave occasion later for closer association. Godman's was among the first names presented by Hinman to the trustees of Northwestern for a professorship. Having accepted the appointment to the chair of Greek Language and Literature, Professor Godman resigned a position in the East and employed the year 1854-5 in study and literary work. In May, 1855, he wrote to Mr. Judson consenting to travel for the purpose of selling and collecting scholarships to contribute to the endowment funds of the University.

Professor Godman is described to us as of "medium

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Bills rendered—

April 6, '57, for expenses.....	\$149 45
May 4, '57, for expenses.....	62 50
July 10, '57, for expenses.....	134 67
October 30, '57, for expenses.....	376 00
May 25, '58 for expenses.....	215 76
Salary for six months in 1857.....	540 00
	<hr/>
	\$1478 38

height, slight figure, broad, peaceful brow, mild gray eyes, benignant aspect, with the slightly abstracted bearing of a scholar, the incarnation of refinement.”\* One of the noblest traditions of the early days of the University is this spirit of refinement realized in the lives of Godman, Hinman, Noyes, Foster,—and surviving to this day in Dr. Bonbright.

Even before Professor Godman’s coming his enthusiasm for the University was apparent. He suggested to the trustees candidates for the vacant presidency, and plans of operations for the University. With Professor Noyes he prepared the first circular of information, and with him participated in other announcements of the opportunities offered by the University.

In November, 1855, Professors Godman and Noyes began instruction in the college. Both were admired by their students; both were devoted to all the nobler interests of the higher education. Noyes was the administrative officer; Godman was secretary of the faculty and librarian. The minutes of one of the early faculty meetings state that the faculty met in Professor Godman’s recitation room, Professor Noyes in the chair!

At the request of the Executive Committee of the University Professor Godman attended the session of the Iowa Annual Conference in the fall of 1856. His mission was that of informing the Conference that the Uni-

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\*Willard, *Classic Town*, p. 330.

versity was in operation and was ready to welcome more students. A little later Professor Godman in company with the Rev. Philo Judson was present at the Rock River Conference in the interest of the University. To Godman such service was more congenial than it was to Noyes. The former was himself a clergyman in the Methodist church; the latter was averse to those public solicitations in behalf of the institution that were regarded by the trustees as essential.

Professor Godman entered heartily into the social life of the community. His home\* diagonally across the street from Professor Noyes's was hospitable, presided over by the genial spirit of Mrs. Godman.†

Of imaginative temperament Professor Godman often exercised his poetic gifts. He read the poem at the formal opening of the Northwestern Female college, a composition described by one who heard it as marked by "good sense, sharp wit, and correct social philosophy."‡ Another production graced the dedication exercises of Rose Hill Cemetery. Miss Willard§ dates her love for Wordsworth from a lecture on this poet by Professor Godman. His prose contributions to the periodicals of the Methodist

\*Long known as "The Somers House"—still standing, though much altered, on the south-east corner of Sheridan Road and Chicago Ave.

†It was a melancholy event in the community when this good woman after but a brief residence in the new home was stricken with death. The privations of early Evanston told heavily on her delicate constitution. On the residents of the village she left an impress of intellectuality and refinement which has not yet been obliterated.

‡N. W. Chris. Adv. Jan. 9, 1856.

§Classic Town, p. 338.

church were not infrequent, and the field of his writing was a varied one.\* His occasional sermons were much enjoyed. Professor Godman was rather a man of learning, culture and refinement than of force. He possessed a highly developed sense of beauty, recognizing the artistic in nature, literature, and human character.

In 1860 Professor Godman resigned his chair in Northwestern to accept the professorship of Mathematics at Ohio Wesleyan University, his alma mater, a call which he regarded as imperative†

The scientist of the early faculty was Professor Blaney. He was born in New Castle, Delaware, in 1820. He was graduated at Princeton in 1838, salutatorian of his class, and from the Jefferson Medical College in 1842. In his studies he developed a special fondness for chemistry, in which his proficiency gained him immediate recognition.

In quest of a favorable place in which to begin practice as a physician, Dr. Blaney came in 1842 to Chicago. He soon coöperated in the founding of Rush Medical College, but continued the practice of medicine. Dr. Blaney's mind was brilliant and well-disciplined, his conversation

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\*For the Western Christian Advocate he wrote a series of articles on "Qualifications for the Ministry;" for the Northwestern Christian Advocate a discussion of the history of Bulgaria. "The Life and Character of St. Paul., etc.

†Professor Goodman remained at Delaware for four years as professor of Mathematics and a fifth year in the chair of Biblical Theology. Five years were then given to the pastorate, after which he was elected president of Baldwin University at Berea, Ohio. In 1875 he accepted the presidency of New Orleans University and in connection with this work, founded the La Teche Seminary (now Gilbert Academy and Industrial College). He now (1905) remains president emeritus of the institution and resides in Philadelphia.

vivacious, his temperament nervous, his energy, versatility, and ingenuity striking.\* He was peculiarly fitted for pioneer work in the sciences in the crude western country. He was actively interested in many of the societies established in Chicago for the promotion of science and of the general welfare. He founded and edited the *Chicago Medical Journal*. It has been stated† that he with Dr. Charles H. Quinlan was the first to distil chloroform in Chicago.

In less than ten years after his arrival in Chicago Dr. Blaney had become the most popular lecturer on scientific subjects in the city. He rose rapidly to repute as a physician and a practical chemist.‡

Dr. Blaney had been associated with Dr. Evans on the faculty of Rush Medical School. The latter was well acquainted with the man's fine quality as a scientist, and the trustees sought Dr. Blaney for the new University.§

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\*A pen picture of the man is given by one of his old students: "He was of average height and rather stout of body, had blue eyes, a high forehead and a baldness only partially covered by the shielding help of some side locks. He wore a full beard. He was suave and genial in manner and quite democratic in attire. He wore a soft hat, lay-down collar, and business suit, while the other professors at that time donned the regulation silk hat, high "side-board" collar, and Prince Albert coat."

†Moses Kirkland's History of Chicago, I, 500.

‡In 1853 the Mechanics' Institute advertised premiums for the best native wines and brandies; many samples of the liquors were brought together for the test. Dr. Blaney, within one hour of the time appointed for the inspection, invented a liquor, at a cost not exceeding twenty cents a gallon, that was adjudged by experts to be the finest and oldest of the collection. He never divulged the secret of its manufacture nor placed the product on the market.

§At the meeting of the trustees in June, 1855, a ballot was taken to fill the chair of chemistry. Blaney had ten votes and Fisk eight; but as there was no quorum, the election was declared null and void. But, though there was no further allusion in the records to his election, it must have been duly made, for he appears in the first annual circular of the University as Professor of Natural Sciences.

Dr. Blaney was the more ready to accept the invitation as he desired some rest from the increasingly exacting duties of his profession; moreover, he was deeply attached to a rural life. He came to Evanston and built for himself a residence on the Ridge.\* He had the finest garden in Evanston, one in which the owner himself delighted, and which he never wearied of exhibiting to his friends. He experimented with artificial fertilizers and secured abundant results. Flowers were his constant friends, in winter as well as in summer.

Professor Blaney was contemporaneously professor in Rush Medical College and in Northwestern University. For this reason and on account of the remoteness of his residence from the campus, he met the students but little outside the class-room; yet with those who had developed an interest in his department he made common cause, worked with them, and stimulated their zeal for scientific knowledge. He impressed his students with the thoroughness of his information in science. Visitors to his classes remarked with astonishment his mechanical ingenuity and dexterity. If he were in need of apparatus he contrived it, and then constructed it with his own hands.

Dr. Blaney was the first to outline a course in science for the college. The needs of his department were so clearly demonstrated to his colleagues of the faculty that they waived their requests for fuller equipment, especially in

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\*On the site now occupied by the mansion of Mr. James A. Patten.





JAMES V. L. BLANEY   RANDOLPH S. FOSTER   DANIEL BONEBRIGHT  
HENRY S. NOYES   WILLIAM D. GOODMAN



the library, that necessary apparatus might be secured for scientific instruction. Besides his work in science Professor Blaney gave instruction in French, being well versed in the language.

The war called Professor Blaney from his classes to the field. He served throughout the conflict in the medical department. At the close of the war he returned to his professorship at Rush Medical College, but not to active service at Northwestern.\* After serving the Medical College for several years, as professor and president, he resigned his position on account of failing health. He died in 1874.

Professor Marcy was his successor in the faculty at Northwestern.

Professor Daniel Bonbright was called to Northwestern in 1856. An alumnus of Dickinson College, his special interest was Latin. His high scholarship secured him an appointment as tutor in Yale College.†

\*His name was published in the University catalogue till 1869 as Professor of Chemistry, Emeritus.

†A story that has not been told enough in Evanston is the spiking of the cannon at Yale by Tutor Bonbright. There was much irritation in New Haven between the students and the people of the town. One evening a student attended the theatre, and in one of the intermissions stood up at his seat. The young men of the town ordered him to sit down, which he refused to do. This incident aggravated the existing animosity, and the youth of the town gave notice that no student was henceforth to attend the theatre. A day or two later, at the evening chapel service at the college, slips of paper were passed about among the students inviting all who would to appear that night at the theatre to show their contempt for the threat of their enemies. After the performance, as the students were returning to the college dormitories, town and gown engaged in a continuous fight, culminating in the fatal stabbing of a townsman by a student. The infuriated mob then secured a cannon from a neighboring arsenal and ran it to the college grounds,

In 1855 one of the trustees of Northwestern received the following letter from Dr. McClintock:

“CARLISLE, April 24, 1855.

“Dear Brother:

“I do not know whether it is the purpose of your Board of Trustees of N. W. Univ. to fill up all its professorships promptly; but I beg leave to offer one name for consideration, for the *Professorship of Latin*.

“Mr. D. Bonbright, formerly a student in Dickinson College and for some years past Tutor in Yale College, would accept the Latin Professorship, with the condition that he should have a year or two to spend in Germany before entering upon his duties.

“Mr. Bonbright is a Methodist—of the purest and clearest moral character—a student in the best sense of the word, and in all respects a young man of the highest promise. He is just 24 years of age.

“It strikes me that this kind of arrangement will just suit your plans. I hope it will fall in with the views of your board to secure Mr. Bonbright’s services; if not, you will miss a prize.

“The Rev. P. E. Judson, President Woolsey, of Yale, or

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prepared to fire against the walls of the dormitory in which the student was supposed to reside who had done the stabbing. Both the mayor of the city and President Woolsey of the college addressed the crowd, but to little purpose. But the diversion was sufficient to permit a young man to approach the gun and spike it without attracting attention. When the mob purposed to resume its attack on the hall after the addresses of mayor and president, it found its task impossible. There was nothing to do but to retire. The man who spiked the cannon, Tutor Bonbright, became the hero of the hour.

any of the professors, will give you further testimony as to Mr. B.

"I shall be happy to hear from you.

"Yours truly,

"JOHN McCLINTOCK."

It may be assumed that Professor Godman, too, who had married a sister of Dr. McClintock, would endorse a candidate supported by the latter. At all events, at the annual meeting of the trustees in June, 1856, Mr. Bonbright was elected to the professorship of Latin. The professor-elect requested that he be given leave of absence for study in Europe—one of the first of the long procession of American students to German universities. For two years he pursued his studies abroad. In July, 1858, the trustees requested Professor Bonbright to repair to the University on his arrival in the country. Having accepted his position when the outlook of the University was hopeful, the new professor on his arrival found a most discouraging situation. Financially the institution was prostrate. He has wondered ever since why he remained, when, too, his friends were urging him to accept a more promising environment in an eastern institution. Nevertheless Professor Bonbright's sense of loyalty attached him to Northwestern, and from 1858 to 1905 this same allegiance has been one of the inspirations of University life.

Like other members of the faculty, Professor Bonbright suffered with the University in its period of financial adver-

sity.\* He saw it in its crudest state and has remained with it to these days of its wider development.

Professor Bonbright has always possessed the characteristics of the enlightened gentleman, scholar, and diplomat. Had he applied himself to the profession of law and to the public service, jurisprudence would have secured a mind of finest fibre and the nation a servant who would have won honors for her at any of the courts of the world.

As an instructor, the work of Professor Bonbright will be an inspiration to his students to the end of their days. The life and spirit of the man have commanded their warmest admiration. One writes, "He did much more for me than to help me with lessons from a text-book. He helped me to a purpose to be a better man. He had the utmost respect for the students; we were always proud of him. . . . He was always the cultured, Christian gentleman." Another adds, "As I recall him, he was never particularly friendly with any student, but fair and impartial with all. He was ever dignified with every one, but his dignity was not of the chilly variety. His knowledge of the thing he taught was complete and accurate. He was disposed to be sarcastic at times with the unprepared or indifferent student, but his shafts were always well directed and carried no malice or meanness. He was always perfectly at ease in the class-room, calm and com-

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\*It appears that one-fifth of Dr. Bonbrights' salary was his total remuneration for the first year of service. Two-fifths of the first year's salary was still in arrears more than a year afterward.

posed, but quick to detect any infraction of class decorum. The one thing that distinguished him as a teacher was that he knew his subject so well that he could answer a well-propounded query instantly and fully in few words. No student more than once attempted to trifle with him. So incisive were his replies that they were always retorts, but they were always the retort courteous—at least in the first instance.”

The Latin language and literature became in his hands vital things. “Dr. Bonbright brought to his teaching a peculiar flavor of intimacy with the Latin authors which it is a rare privilege to enjoy. To read Horace with him was to wander with the old singer himself. . . . Through him, the Latin authors lived in almost visible presence before his pupils. He used to walk to the window, and, standing with his hands behind him, look out—I verily believe!—over the fields and plains of Italy; not the Italy of today, but the actual Italy where Horace lived. At such times I used to have a strange feeling that the spirit of the old poet had become re-incarnate in him. Latin in his hands was not a thing of moods and tenses, of endless forms and bewildering syntax, but a language that lived and throbbed under his vital touch. A translation was enlivened by a running commentary which the author himself might have made. Sometimes if even the “divine Horace” failed to rouse our unappreciative minds, the good Professor’s “All stand up!” at least brought us to a realizing sense of where we were. So the whole class

would rise, the lesson would proceed as usual, and presently we should be told to sit down. Such a proceeding never failed to wake up even the sleepest candidate for credit who was serving his time in that room. Always cheery and genial, bringing out always the rich and beautiful treasure from his abundant store, no pleasanter memories remain of any college class-room than of Dr. Bonbright's."

No student will forget the cogency of Dr. Bonbright's English, the incisiveness of his criticism, and his stimulating recognition of thorough work.

The professor had an innate repugnance to the superficial and to shams. Many a youth found to his sorrow that the Latin room was no place for the indolent or unprepared student. The pupil's mind seemed an open book to him. Ordinary tricks of the class-room were transparent to him. Says one, "He had a way of cutting the ground from under your feet that was very disconcerting, and sometimes very surprising." Another of his students relates, "Early in my work under him, I came one day to his class unprepared. I nervously awaited being called upon to recite, and, as the hour wore on, seemed about to escape. In my anxiety, I stealthily glanced at my watch to see how the race against time was progressing. I was detected instantly and was gently admonished as follows: "Mr. ——— the recitation will close promptly on the hour." That was all, but like Mercutio's wound, it served. Fortunately the hour passed without my being called. It



was so great a piece of luck I forgave, but did not forget, the rebuke, and ever afterward either 'cut' the Doctor's classes altogether or came ready to be called."

The qualities of mind and temper that appeared in the class-room have also distinguished Professor Bonbright in his relations with his colleagues, and in the administration of the University. In the discussion of important questions no one has pressed more insistently for the facts out of which the discussion had arisen or has ordered these facts in a more logical sequence. When the matter became clear to his mind, his judgment led him to so inerrant conclusions that when he announced his views they were regarded as the last word upon the subject. The younger men of the faculty have made proof of the kindliness of Dr. Bonbright's heart, and have grown wiser by his words of counsel.

Dr. Bonbright's practical wisdom has been of high service to the University. It was he who sketched in the rough the lines of University Hall, the architect working out the details. It was at his suggestion that the Snyder Farm (the tract south of Dempster St. toward the lake) was purchased—a most important investment for the University.

In the early decades of the University no social event was complete without the presence of the urbane Latin professor. In later years, when social life has made wider and more emphatic demands upon the whole University community, Dr. Bonbright has refused to sacrifice to it his

equanimity or the congenial repose of his home—a standing protest to the subjection of the individual to the behests of society. Yet no man has more readily or more sympathetically recognized the legitimate claims of the community upon him or more conscientiously responded to them; but with independence and self-command he has asserted the right to determine for himself the field of his interests and the employment of his leisure.

May his days upon the earth have their confines in the far distant future, and his spirit be refreshed with the memory of fruitful service.

The relations of the early faculty to the students are of much interest. The paucity of students permitted that intimate personal association of instructor and instructed that is impossible in the larger colleges of the present day. It is the testimony of the oldest students of Northwestern that during their connection with the institution, and since their departure from it, the friendship of the faculty has been an abiding and stimulating memory. No tradition of the University is worthier to be cherished for the future than this personal contact and association of faculty and students.

Before their coming, prospective students were invited to address the president or any member of the faculty for such information as they desired regarding the University. If they decided to enter the University, they were expected to be present the Tuesday or Wednesday before the opening of the term for examination for admission to

classes. Admission by certificate was not yet in vogue. Matriculation could not be completed (in 1857) until after one term of residence. Meanwhile new students were on probation.

Instruction in the lower classes was primarily by recitations, but seniors were taught for the most part by the lecture method. Lectures began at the following hours: 9, (9.45?) 10.30, 11.15; 2.45, 3.30. While classes met for three-quarters of an hour, examinations were continued for an hour and a half. Public declamations were appointed for Saturdays at 9 A. M., following which was the meeting of the faculty at 10.30.

Though the classes at the University in the first five years were very small, the faculty voted on October 13, 1856, "that a student whose credit in recitation falls below the average for the term shall fall out of his class to the next lower; if a freshman, his recitations shall be postponed for one year." A sophomore losing caste had the alternative of accepting freshman standing or taking the scientific course! One student who did no honor to himself in his classes was placed on probation and was required to board and lodge with a private family under the guardianship of a responsible citizen.

Students who lived in Chicago were expected to remain in Evanston over Sunday, and for these and all other students a Bible class was formed, taught by Professor Noyes. For several years prayers were conducted both morning and evening, but in 1861 the evening service was discontinued.

Both faculty and students were deeply moved by the events of the Civil War. When W. H. Seward was in Chicago in October, 1860, the students were excused from classes to hear his address. In May, 1864, students of age were permitted to enlist for one hundred days without losing their class standing, and when Tutor Linn joined the group of those going to the war, other members of the faculty divided his work of instruction among themselves. In November of the same year Professor Noyes was authorized to excuse classes to attend the Union mass meeting in Chicago.

The literary societies—Hinman and Adelphic—enjoyed the favor of the faculty. But these organizations were required to meet in the afternoon (three o'clock on Wednesday). The petition of Adelphic for an evening hour was denied; another request by the same society for a larger room was refused. A strawberry festival planned by Adelphic in 1865 was permitted, but the event was disapproved as an undesirable precedent. When, in 1866, both literary societies were permitted to hold their meetings in the evening, they were required to terminate their sessions at 9.30, the lights must be carefully extinguished, and the fire left in a condition safe against accident.

Discipline was not severe, but it was intended to correct the abuses of student life. In March, 1863, several cases of intoxication were strenuously reprimanded. One student (in 1864) was condemned to receive sixteen demerits for the second offense of card-playing. Two

years later study hours were announced as 9 A. M. to 12 M., 2 to 5 P. M., and all the evening after 7 o'clock. No student was permitted to leave Evanston without the consent of the president. But though these regulations are no longer in force, we have no evidence that they were regarded in the sixties as unreasonable or arbitrary. Probably they agreed well with the desires of the patrons of the University.

The students were required to recognize the faculty on meeting them and to wear a uniform cap. In the catalogue for 1861-2 and for several years afterward the following statement, or a variant of it, is to be found: "Young men at college have very little need of pocket money, and parents having minor sons at the University are advised to entrust their funds to some member of the faculty who will attend to the payment of their bills, and render an account thereof regularly, charging for the service a commission of three per cent. By this course one of the strongest temptations of the young to vice will be avoided."

The attendance of students in the first five years of the University did not overwhelm the institution. The registrations in college classes for these years were as follows:

1855-6, 10

1856-7, 21

1857-8, 22

1858-9, 29

1859-60, 36. 50 more were enrolled in the preparatory department.

How little the University received in tuition fees from these students is manifested by the accounts of Professor Noyes, the treasurer of the faculty. The revenues in 1856-7 by terms were as follows:

First term. But two students paid tuition, the others having entered on scholarships. Tuition was \$15 a term (1-3 of a year) ; incidental fees, paid by all, were \$2 a term. Four students paid room rent of \$5 a term.

Total receipts for first term.....	\$86
Second term. One tuition fee.....	\$15
Two fees for room rent.....	10
Other receipts .....	25
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Total for second term .....	\$50
Third Term. Total receipts were.....	40
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Total receipts for year.....	\$176
Of which the janitor received.	\$71 75
Postage .....	4 25
	<hr/>
	76
	<hr/>
Balance in treasury.....	\$100

“One of the disappointing factors in the work of the University in the early days was the want of good preparation in most students who came. The trustees and faculty were at first firm against doing preparatory work; but were compelled to undertake it.” The country schools had not yet established curricula that adequately prepared students for colleges. The University was com-

pelled to deal most delicately with the conference schools so that the shortcomings of the latter should not be made too evident, and the position of the former might not seem to savor of arrogance. But it was impossible for the University to do actual collegiate work with the crude material sent them from the schools. This, with the demand of purchasers of scholarships, impelled the trustees to open a preparatory school in the college building. This was at first under the general supervision of the faculty, but administered by others who managed it for their own financial profit. Later, however, the school was taken over by the University.





## CHAPTER VII

OPENING OF THE UNIVERSITY

THE EDITOR



**I**N 1855 the trustees began in Evanston the erection of the University Building at the northwest corner of (now) Davis St. and Hinman Ave. From the start this was regarded only as a temporary home for the college.\* Its foundations were not laid until the late spring or early summer, and in consequence it could not be ready for occupancy at the usual time in the fall for the opening of schools. It was November before it was used. It was a frame structure, "a superb building of three stories, having ten large airy rooms besides the chapel, in an elevated position," and "presenting a very neat appearance." Six of these large airy rooms were used as recitation-rooms, others were set apart for the museum (a department of much pride to the University), for literary societies, and two others in the roof for lodgers. The chapel was the room on the first floor at the right of the main entrance.

It may have been fortunate that students did not crowd to the University. A prejudice against student dormitories existed and so none of these had been erected for students. Evanston had been enjoying something of a "boom," and accommodations for strangers were at a premium. A visitor to Evanston in June, 1855, found every room at the hotel taken, and people sleeping on the dining-room tables,

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\*While the building was erected only as a preliminary structure, it has proved its utility to the present hour—first as the home of the college, then of college and preparatory department; later, after its removal and enlargement, the peculiar property of "Prep" till the completion of Fisk Hall. Now, as "Old College" it has renewed its youth, housing again only students of collegiate grade.

on cots between the tables and on shakedown under them. But few dwellings had been erected.

The opening of the college for instruction occurred on the fifth day of November, 1855. Apparently there was little thought in Evanston at the time of the significance of the event. So far as the writer can learn there were no formal exercises for the inauguration of the institution. There was no president to greet students or friends of the University. Dr. Hinman had died about a year before. No keys were presented by the trustees to any executive officer. No one charged the faculty and students to faithful performance of duty. There were but two men to constitute the faculty,—Henry S. Noyes, Professor of Mathematics, and William D. Godman, Professor of the Greek Language and Literature. Professor Blaney was not yet on the ground. Few students were in attendance. Less than a dozen townspeople were present at an event that for five years had been the objective of the trustees. According to Professor Godman,\* on the opening day "there was very little besides the examining and classing of students—only five were classed as Freshmen. My recollection is that Brother John Sinclair was present and offered prayer. Dr. Judson also was present. I think Mr. Danks who kept the hotel was there; and an eccentric man by the name of Wilbur. We had no ceremony; all that was laid over until the arrival of Dr. Foster."

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\*Letter to the editor, Oct. 29, 1904.

One of the first students (W. E. Clifford) adds that "Dr. Evans, Mr. Lunt, and (I believe) Hon. Grant Goodrich dropped in to see the start.\* The roll of students for the first year, as recorded by Professor Noyes, included the following:

Thomas E. Annis, Laporte, Ind.,  
 Winchester E. Clifford, Evanston,  
 Samuel L. Eastman, Newbury, Vt.,  
 J. Marshall Godman, Marion, Ohio,  
 Horace A. Goodrich, Evanston,  
 Melville C. Spaulding, Dubuque, Iowa.  
 O. F. Stafford, Indiana,  
 Hart L. Stewart, Evanston,  
 Albert Lamb, Elkgrove,  
 Elhannon J. Searle, Rock Island.

It will be noticed that all the students except two (Eastman and Godman) were either from Evanston or from places not far distant from the University. But Eastman was from the old town of Hinman and Noyes, and Godman was the nephew of Professor Godman. Clifford had been won by the enthusiastic eloquence of Hinman before the Rock River Conference; Goodrich was the son of Grant Goodrich, one of the founders of the University.

According to the testimony of two who were connected with the University during the first year (Prof. Godman and W. E. Clifford) the number of students

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\*Clifford, Letter to Dr. Marcy, Feb. 7, 1895.

present was not limited to the list left us by Prof. Noyes. Both state that there were nearer twenty students in attendance. Several came and went, unable to hold the pace set for the Junior and Senior years.\* Clifford arrived about ten days after the opening and Searle a little later. After the Sophomore examination Godman left to enter Ohio Wesleyan University, which was much nearer his home. Though the number of students was small, even at the greater figure, it was unexpectedly large.† It was considered a proof of the wisdom of the trustees in founding a college rather than a preparatory school.‡

The University was now in full operation. In the absence of a president, Professor Noyes served as administrative officer of the college. But a president was needed and at the annual meeting in June, 1856, Rev. Randolph S. Foster was elected to that office. It was unfortunate that Dr. Foster could not assume administration at once. The trustees consented to an arrangement which he thought to be necessary, so that for the academic year 1856-7 he would return to his pastorate in New York City and assume the duties of his University office in the fall of 1857. In their interest for classical culture the trustees deemed it advisable to fill the chair of Latin, and to this they elected Daniel Bonbright, then a tutor in Yale College. Though appointed in 1856, he did not begin work until 1858.

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\*Clifford, to Dr. Marcy, Feb. 7, 1895.

†N. W. Chris. Adv. Jan. 9, 1856.

‡Ibid.

The opening of Northwestern University was not, then the hasty accomplishment of a swiftly developed plan. Five years and a half elapsed between the first conference of the "Friends" of the institution and the opening of its doors to students. Two years more had passed before the organization was completed by the induction of President Foster. The University was conservative in its foundations and this tradition has been perpetuated in its later history. No great and unexpected munificence has enabled the institution to make progress by leaps, and it is to be doubted if the trustees would have approved an expansion in which they could not clearly see all the elements of permanence.\*

An interesting view of Evanston and the University community in 1855, is gathered from an account of the first anniversary of Garrett Biblical Institute, June 15th and 16th of that year. The public was "cordially invited to participate in the enjoyment of this moral, mental, and social entertainment."<sup>†</sup> A party coming to Evanston for this event left the cars and "with occasional stopping for flowers and hunting for strawberries, after a while arrived at the place of meeting." The company was met there by Dr. Dempster, Professors Goodfellow and Wright, and by Mr. Judson. An hour was spent in walking about

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\*A fuller discussion of President Hinman's administration is found in another chapter of this work. The narrative beginning with the "Opening of the University" is continued in "President Foster and His Administration."

<sup>†</sup>Chicago Daily Democratic Press, June 14, 1855.

the campus and then religious exercises were conducted by the Rev. George Rutledge of the Illinois Conference. The object of the assembly was then announced by Professor Goodfellow. Dr. Watson, editor of the *Christian Advocate*, was introduced and spoke for two hours and fifteen minutes, pleading for a thorough education of the ministry. The benediction and doxology closed the morning service. Dinner was then served to the visiting friends.

After dinner Bishop Simpson spoke of the importance of colleges and universities in their relation to the state, the church, and the world. "The light of letters and the discoveries of science would grow dim in the absence of our universities—as when the sun setteth, and useful discoveries become few and far between. It is therefore with feelings so far surpassing the grateful that I must pronounce them exultant, that I look upon the exquisitely beautiful grounds here, and reflect upon the uses to which they have been consecrated. Here, under the blessings of Almighty God, may the Northwestern University speedily arise, as the fruit of your praiseworthy benevolence and vigorous enterprise—arise in all the beauty and majesty of its material proportions and commodiousness and stand forever, fulfilling its sublime intellectual and moral mission to the world." The bishop was unanimously requested to print his address.

After the address of Bishop Simpson there were several short addresses by members of various conferences. The



occasion was an inspiring one; the day had been "sufficiently delightful to have done honor to Eden before the entrance of the tempter, or to have taken rank in the inspired annals of the world's chronology, and to have been known in the imperishable syllables, 'The evening and the morning were the *first* day.' " The guests returned to Chicago by the evening train. Later one wrote of the impression which the day made upon him in the following words: "We chronicle the fifteenth of June, at Evans-ton, as a palmy day in the annals of the moral and intellectual movements of Methodism in the Northwest. Some of us may experience as interesting a day—none of us will ever pass a day more fully rational, social, fraternal and spiritual, in its enjoyments until we commence life in heaven."\*

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\*N. W. Christian Adv. June 20, 1855.



## CHAPTER VIII

PRESIDENT HINMAN AND HIS ADMINISTRATION

1853-1854

THE EDITOR



CLARK TITUS HINMAN was the first president of Northwestern University, and in this the institution was singularly fortunate. President Hinman possessed those qualities of the pioneer that exalted him above difficulties. His career at Northwestern seems after fifty years to have been one of inspired enthusiasm. He laid himself to the tasks of his position with consuming zeal and fidelity, but his strength was prematurely spent, and, in the year succeeding his accession to the presidency, the University lamented his untimely death.

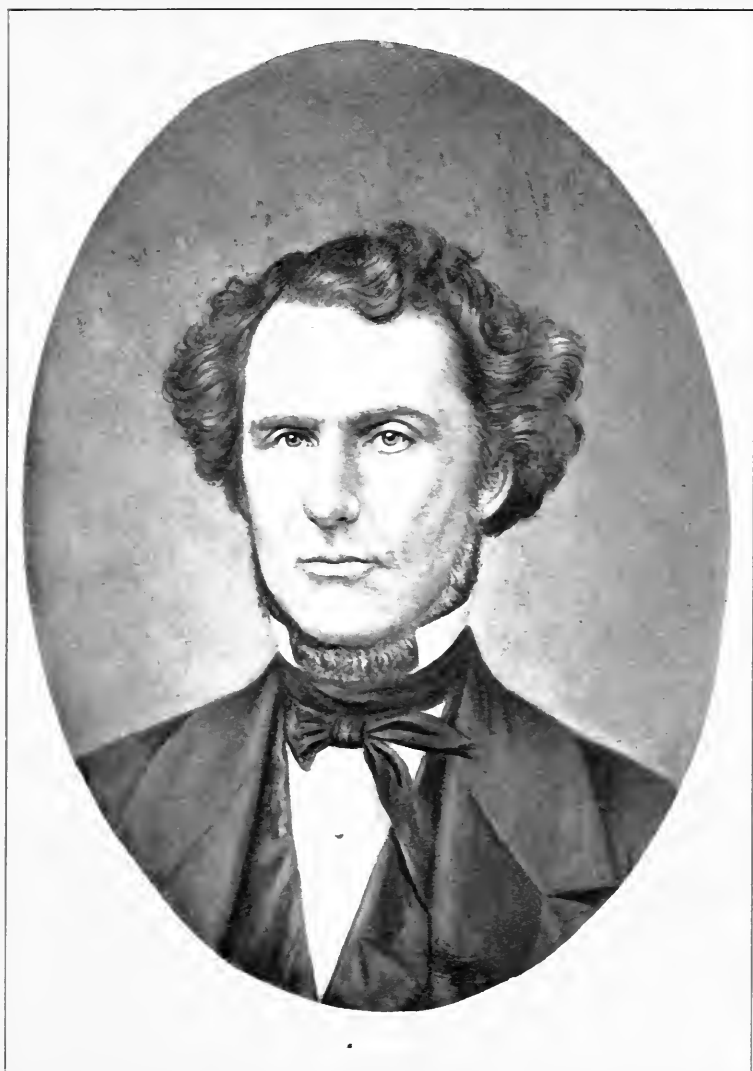
To us in this generation the early years of the University are rapidly becoming obscure. Beyond the brief and formal references to events included in the records of the trustees and of the college faculty comparatively little of detail may be made out. The actors have for the most part passed away, and with them much of the recollection of the origins and early development of the University. The brief administration of Dr. Hinman participates in the general obscurity.

President Hinman was young both in years and in spirit when he came to Northwestern. He was born in Kortright, Delaware County, New York, August 3, 1819. He came from a family known since the seventeenth century for its vigor and intelligence. His mother was a woman of rare endowments, notable among these being a gift for public speaking which she often exercised. Under the influences of his early environment Clark early recognized

the responsibility for right living and began the development of earnest Christian character. He prepared for college at Cazenovia, N. Y., and entered Wesleyan University at Middletown, Conn.

At Wesleyan, Hinman began to manifest his strength. His rank in scholarship was high. At a time when the Latin oration at either the Senior or Junior exhibition was given to the first in the class and the Greek to the second, Hinman delivered the Greek in his Junior year and the Latin in his Senior year. At Middletown Hinman came for a part of his career under the influence of Wilbur Fisk who made a deep impression upon the young man. As a student he had broad and yet solid tastes; he pursued the study of French when this was not a part of the required work. At commencement in 1839 he again appeared as one of the speakers of his class, discussing the subject of "Moral Grandeur."

After his graduation at Wesleyan, Hinman was called to an instructorship in the seminary at Newbury, Vermont, a school administered under the auspices of the conferences of the Methodist Episcopal Church of New Hampshire and Vermont. He continued as instructor at Newbury till 1844 when he became principal of the seminary. The restless activity of the man, so clearly manifested in Chicago in 1853-4, was in evidence at Newbury. Not content with his duties as instructor or principal, which in such a school are sufficiently exacting, he coöperated with two others in editing the Newbury Biblical Magazine, the



CLARK T. HINMAN





organ of the Newbury divinity school.\* As a teacher in the Seminary "he made a most favorable impression by his thoroughness in the class-room, by his singularly attractive personality, as well as by his ready and magnetic oratory. As a lecturer and preacher he had set before him lofty ideals and was steadily living up to them."† Here, too, he distinguished himself as an eloquent solicitor of funds. He was sent out as an agent of the Biblical Institute, collecting about \$7,000 in three months, in sums ranging from \$20 to \$500. This experience was to stand him in good stead when he became president of Northwestern. Hinman's personality left an abiding impression on the community at Newbury. His teaching and preaching were vivacious, earnest, and forceful. Here he married; hither he delighted to return to meet old friends, and it was to Newbury that he was journeying when death overtook him. This amount of detail regarding Hinman's connection with Newbury is not irrelevant if it be borne in mind that it was there that he received the training that fitted him for his work in the West, and there that Henry S. Noyes caught the spirit of the man who drew him also to the new University.‡

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\*This theological school was established at Newbury, was later transferred to Concord, N. H., and still later to Boston, Mass., where it was amalgamated with Boston University.

†Letter of Dr. Joseph E. King, of Fort Edward, N. Y., to the editor under date Dec. 20, 1904.

‡One of the first students of Northwestern (S. L. Eastman) was also from Newbury. Mr. and Mrs. John A. Pearsons, long and tireless friends of the University, were induced to come to Evanston by President Hinman. Mrs. Pearsons had "stood up" with the bride at the wedding of Hinman.

In 1846 the pioneer spirit of Hinman led him to resign his position at Newbury to accept the principalship of the Wesleyan Seminary at Albion, Michigan. Here again he found large room for his faculties of organization and administration. As a president "he was watchful, discreet, and forceful."\*

The financial status of both the Seminary and the affiliated Female Collegiate Institute was unstable. The school for women was his own project. Both institutions were placed on a permanent financial basis. Dr. Hinman,† now in close touch with the Michigan Conference, was chosen one of its early representatives on the Board of Trustees of Northwestern University.‡ While at Albion, Dr. Hinman had formed an intimate acquaintance with Dr. E. O. Haven, himself deeply interested in Northwestern and later to become a president of the University. They discussed the project of the new University several times before the actual inception of the enterprise, and after the first purchase of lands.§ Dr. D. P. Kidder also had an interview with Hinman in 1852 at Niles, Mich., conversing on the subject of founding a University at or near Chicago. A few days later Hinman wrote to Dr. Kidder after a meeting with the projectors of the University, remarking,

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\*Letter of Prof. Fiske, of Albion, to Dr. Marcy, July 4, 1898.

†He had received the degree of Doctor of Divinity from Ohio Wesleyan University in 1851.

‡The Trustees' Records give the names of D. A. Pilcher, Loren Grant, A. M. Fitch, and Clark T. Hinman as members of the Board from the Michigan conference for the year 1852-3. Vol. I, p. 15.

§See Stratton's edition of E. O. Haven's Autobiography, N. Y., 1883, p. 175.

"Your plans were generally carried out."\* It is quite clear that Hinman believed that Chicago or its vicinity was a much more strategic site for a great denominational school than it was possible for Albion to be. It is apparent, therefore, that in the early fifties Hinman was profoundly interested in the development of the new University. This interest must certainly have been known to the Board of Trustees, and this together with his record at Middletown, Newbury, and Albion, would make him a strong candidate for the presidency.† At all events at the meeting of the trustees June 23, 1853, Dr. Hinman was unanimously elected president—the first president—of the University.

To President Hinman have been ascribed several plans and projects that for lack of trustworthy information as to their sources have been attached to him rather than be left impersonal. From many points of view the early years of the University are its heroic age, and like other heroic ages, in some degree legendary. Thus, it has been stated that it was Hinman's proposition to transfer the seat of the University to the rural neighborhood of Chicago—to buy a farm, reserve a portion of it for college purposes and divide the remainder into town lots, a part of which should be sold to erect buildings, etc., the remainder to be leased and sold for the purpose of permanent endowment.‡ It is

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\*Strobridge, *Life of D. P. Kidder*, N. Y., 1894, p. 218.

†Miss Willard ("Classic Town," p. 285) calls Dr. Dempster the "procuring cause of his (Hinman's) coming to Evanston."

‡"Helop" in *Evanston Index*, March 2, 1878.

impossible to believe that this plan originated with Hinman, though the fact that the Evanston lands were not purchased till the October after his election may seem to give weight to the legend. But for some time previous to the consummation of the Evanston purchase the trustees had been reconnoitering the suburbs for a suitable site for the University. The conception of buying a large block of land, reserving some of it for college purposes and selling and leasing the remainder, is manifestly in harmony with the views of John Evans and Orrington Lunt as expressed later, and since there is no record in the minutes of the trustees that the suburban purchase was a recommendation of Dr. Hinman, the project must have emanated from the trustees rather than from the new president. Dr. Hinman's vision was not of that practical sort that would have contemplated the investment of a small sum of money in a wilderness, the increment and income of which should be a perpetual endowment to the University. Hinman's hope for the endowment of the institution was in the solicitation of funds from its friends and the general public.

It may be asserted perhaps, with more justice, that a new policy adopted by the University in 1853 was the suggestion of President Hinman. At first it was intended to lay the foundations of the University in the establishment of a preparatory school. Resolutions were passed by the trustees June 14, 1851, that a preparatory school be founded and set in operation as soon as possible. It was for this department that the first purchase of land in

Chicago was made. In the fall of 1852 it was still the preparatory school that was in prospect. But all of Hinman's work was directed toward the founding of a college or university rather than a preparatory school. Indeed the trustees so completely changed their point of view that they later stated in one of their advertisements that they had no preparatory school, but a real university in operation. June 23, 1853, the trustees voted that "it is inexpedient to erect a preparatory department in Chicago at the present time." Other institutions were expected to furnish preparatory instruction.\* It was only under pressure from various directions that in 1858-9 it became apparent to the trustees that they must open a preparatory department.†

President Hinman had the dreams of a prophet. Northwestern was to become the central university in the Northwest of the Methodist Episcopal Church, other institutions becoming academies or feeders to it. It should have an endowment that would make it distinguished at once among American educational institutions. One of the first students at the University, an enthusiastic admirer of Dr. Hinman, writes, "Harvard and Yale are coming near to the fulfilment of his prophecy. Cornell today is the almost perfect embodiment of Hinman's dreams."‡

President Hinman undertook at once the task of secur-

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\*E. g. Rock River Seminary. The trustees discussed (Jan. 11, 1854.) how this institution might be relieved from debt and joined to the University. TR, I, 33.

†See chapter in this History on the Academy, and Northw. Chris. Adv. Aug. 3, 1859, p. 123. Holders of scholarships demanded that these be available for preparatory instruction.

\*W. E. Cliford in Vidette I, 177.

ing an endowment for the University. While the trustees hoped to secure \$200,000, he set the limit at \$500,000. It was proposed by the Board to raise \$100,000 by the sale of scholarships and \$100,000 more by subscription. The value of a perpetual scholarship was set at \$100, and no sale was to be binding on either party until \$100,000 in scholarships were contracted for.\* He aimed to secure \$100,000 for the erection of buildings, including an astronomical observatory, a library, cabinet, apparatus and other University fixtures. Dr. Hinman was astonishingly successful in his canvass for funds; within one year from the date of his election he had secured \$64,600. He averaged \$1,000 a day for every day that he could devote to the canvass.† Most of these subscriptions were obtained in Chicago, but outside the city he had great success; in the town of Peru, Ill., thirty-one scholarships were sold.‡ His enthusiasm is recorded by contemporaries. In September, 1853, a young man§ read in the Chicago Democrat that Hinman would present the plans of the University to the Rock River Conference in session at the Clark St. church, Chicago. He decided to hear the address. There was standing room only. Hinman is described as of somewhat less than medium stature, and with a keen, alert eye. The speaker advanced holding the notes of his address in his right hand. Within five minutes the notes

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\*N. W. Chris. Adv. Nov. 23, 1853.

†N. W. Chris. Adv. Jan. 4, 1854.

‡N. W. Chris. Adv. Feb. 1, 1854.

§W. E. Clifford. See Vidette I, 164f.

flew backward over his shoulders and the orator became eloquent as he sketched the status of existing institutions and demonstrated the need for a new University. He was entirely possessed by his subject. The audience were "anon wrapped in the visions of the speaker, and then smiling at each other with glances of satisfaction." Evans, Lunt, Goodrich, and others were intently observing the impression made on the Conference. The young man resolved then and there that he would be one of the first graduates, and, if possible, be present on the opening day.

One of the first trustees\* mentions a short canvassing tour made in company with Hinman among the offices of business men of Chicago. Few could resist the persuasive eloquence of the president as he pictured the future of the University, its value to Chicago, and the worth of a perpetual scholarship in the institution, and this selling at the price of only \$100! At this time the Middle West was rapidly developing; railroads were building rapidly; business was expanding and money was in free circulation. Miss Willard alludes† to the ardent enthusiasm of Hinman as he endeavored to induce his audience to purchase scholarships. While Madame Willard desired to send her children to Oberlin, her husband "then and there became a devotee of Evanston."

President Hinman's addresses were not confined to requests for money. He elaborated plans and courses of

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\*Andrew J. Brown.

†"Classic Town," p. 284.

study and laid these before his auditors. Perceiving the magnitude of the enterprise committed to him he gave himself too liberally to the task. The physical energy that ought to have carried him to twice his years was consumed with such prodigality that in less than a year and a half from his election he had paid the debt to nature. We have a view of the ardor of the man in a visit to Newbury in the last year of his life: "After the lapse of over fifty years I can vividly recall the masterful and impassioned eloquence with which he held the large audience that had thronged the church to hear the young doctor from Evanston, whose brilliant promise Newbury had discovered only to lose him so soon at the call of a more ambitious institution. His slender form seemed to dilate as he warmed up to the mighty theme, "The Hiding of God's Power in Providence." His countenance seemed all aflame; he obviously and verily *saw* the pictures he set before us, and as he poured out climax after climax—a swift torrent of winged words—we all leaned forward spell-bound, our only fear that he would make an end."\*

The outlines of instruction in the new University were laid on a scale that for the time was broad and liberal, and in this work the president must have had a determining voice. While a law school was projected for early organization, no medical school was required on account of the excellence of Rush Medical School, with which Dr. John

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\*Letter of Dr. Joseph E. King of Fort Edward, N. Y., to the editor, Dec. 20, 1904.



Evans was associated; and the Garrett Biblical Institute satisfied all the demands for theological instruction. As it was evident that no immediate consideration need be given to the professional courses, attention was focussed on the organization of collegiate instruction. Three general courses of study were sketched,—the classical, the scientific, and the elective courses.

The content of the classical course was so well defined in the general mind that the records of the trustees make no comment upon it. The scientific course was to be “a more practical application of the natural sciences to agriculture and the industrial arts than is usual in most colleges.” It was hoped “to make this a distinguishing and improved feature of the University.” Six years were required to complete both the classical and scientific courses.

In the elective course or “Course of Selected Studies” one would be allowed to pursue such subjects as the student desired for as long as he chose, “provided he is prepared to enter the college classes of the studies selected and is not idle on the one hand or too grasping on the other.” The course was modeled on that current at Brown University and the University of Virginia. It was intended to be the heaviest single course in the University.\*

The scientific course and its practical application to the needs of the rapidly expanding western country is the best evidence of the progressive bent of the mind of President Hinman.

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\*Goodrich in N. W. Chris. Adv. July 12, 1854, p. 110.

The courses of study determined, plans were elaborated for a faculty. Fourteen departments of instruction were proposed which the University would set in operation as they were required and resources provided. The departments of instruction as projected were to be

1. Moral Philosophy and Logic.
2. Intellectual Philosophy, Political Economy and Philosophy of History.
3. Rhetoric and English Literature.
4. Mathematics.
5. Natural Philosophy, Astronomy, Civil Engineering, and kindred studies.
6. Greek Language and Literature.
7. Latin Language and Literature.
8. Chemistry and its application to Agriculture and the Arts.
9. Geology, Mineralogy, Botany, Zoology, and kindred studies.
10. German, French, and other modern languages and literatures.
11. Hebrew and other oriental languages and literatures.
12. The Fine Arts and Arts of Design.
13. Didactics, Physical Education and Hygiene.
14. Natural History, Comparative Anatomy and Physiology.\*

Young men were chosen for the new professorships, sev-

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\*Records of Trustees, I, 44. It was purposed, however, to subdivide the chairs as occasion required. (p. 46).

eral had accepted positions and were "expected to spend a year or more in study abroad and in the best eastern universities comparing their own methods of instruction and profiting by the society of the ripest scholars of the age."

As the endowment of the University permitted only a modest beginning, President Hinman selected but three others to constitute with him the first faculty. Henry S. Noyes was called from old Newbury to be professor of Mathematics; Abel Stevens, a notable scholar and leader of thought in the Methodist denomination was summoned to the chair of Rhetoric and English Literature; William D. Godman accepted the professorship of Greek; President Hinman was professor of Moral Philosophy and Logic. All these appointments were formally confirmed by the trustees at the June meeting in 1854. So much had been accomplished in the founding of the University by June, 1854, that the trustees then adopted a formal resolution of devout thanks to God for His favors. They had a university designed in the full American sense of the term, to include not only a college, but also professional departments. A law school would soon be organized.

President Hinman never resided in Evanston. He secured a lot on the west corner of what is now Sheridan Road and Hinman Avenue, but he never built on it. He persuaded some of his friends to remove from Chicago to Evanston as he himself expected to do. But such time as was not used in travel for the University he spent at his home on the West Side of Chicago.

The last work of Dr. Hinman was attendance upon the Iowa conference in the interest of the University. Thence he started on the long journey to rejoin his family then in Vermont. Although ill, he persisted in his determination, but succeeded only in reaching Troy, N. Y., where a complication of diseases made it impossible for him to proceed. A sympathetic clergyman took the dying man from the inn to his own house. Realizing the seriousness of his illness, Dr. Hinman expressed a desire to live for his family and to do a little good. Toward the end he became unconscious. Death came within four days. The body was borne to Newbury and over his grave at the Oxbow (Cemetery) now rises a shaft with this inscription:

“Rev. Clark T. Hinman, D. D., Founder and First President of Northwestern University, Evanston, Illinois. Died Oct. 21, 1854, aged 35 years.”

The sense of loss felt by the friends of the University is voiced by an editorial in the *Northwestern Christian Advocate* of November 1, 1854: “It may be selfishness, but we have honestly begrudged heaven its gain in view of our necessities—Oh God, hast thou a controversy with our Zion in Chicago!—Everyone of the thousands who have enjoyed the privilege of making the personal acquaintance of the Rev. Dr. Hinman will sympathize with this sense of personal bereavement and become a mourner at his untimely grave.” An old student declares that his loss was

felt as that of a brother.\* The University showed respect for his memory in February 1856 by deeding two lots to Dr. Hinman's heirs-at-law. They later proposed to erect a monument on the campus in his honor. For two years the University was without a president and a third elapsed before a president was resident at the University. Many who had purchased scholarships of Hinman refused or neglected to redeem their pledges, which thus became a total loss to the University. The college opened in November, 1855, with a faculty of two and a handful of students. The death of Hinman, with the approach and then the actual presence of the panic of 1857, made the outlook for the new institution in the fullest degree depressing.

Personally Dr. Hinman was engaging. Youthful, lithe, sinewy, active in form and movement, of ruddy countenance and symmetrical features, with black hair standing straight up, with pale face and keen dark eyes, he was dignified, courteous, kindly, and genial, with little reserve. He was ever ready to speak his thoughts, not always supported by clearness of judgment. Once he commented in a Greek class on a passage in which a character expresses regret for frequently speaking and never remaining silent; he said that he had more often regretted that he had not spoken.† As an orator he was inspiring. His thought was vigorous and philosophic, the movement of his mental

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\*An Iowa minister writes, "I have wept the loss of many friends—fondly cherished friends—but never with feelings so profoundly and irreconcilably afflicted as the Noble, Generous souled Hinman."

Letter of Rev. J. Brooks to Philo Judson, Nov. 23, 1854.

†Wells, History of Newbury.

operations magnetic, his diction elegant and sometimes gorgeous. His utterance was direct, instructive and persuasive, eliciting the intense interest of his audience. "Hinman combines the fire of the West with the refinement of the East—the impulses of the South with the look-out-for-the-main-chance calculations of the North."\* The man's nervous and spiritual energy was remarkable, but this co-existed with a lack of good judgment in some of the practical affairs of life. As he was regardless of difficulties, he was oblivious of his health. Some of his friends felt that he was not possessed of that sense of reality and of the present that would command the respect of practical people. It appears also that some highly eulogistic resolutions proposed by his friends of the Michigan Conference were tabled by the trustees. But it is probable that the University was all the more fortunate in a president who was endowed with prophetic fervor. His abilities were excellently supplemented by those of Goodrich, Lunt, Evans, Davis, Judson and others.

Northwestern knows nothing by experience of Hinman's skill as a teacher. A friend terms him an apt instructor, uniting in a happy degree the pulpit and the professor's chair. Conversions always occurred among his pupils. He was called to no task in which he did not surpass expectations.†

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N. W. Chris. Adv. June 29, 1853, p. 102.

†Jas. V. Watson, in editorial in *Northwestern Christian Advocate*, Oct. 17, 1855.

On the whole, friends of Northwestern can but coincide with the estimate placed upon the character of President Hinman by Dr. L. R. Fiske, ex-president of Albion College: "Few men dying at so early an age, or indeed filling out three score years and ten have made so profound an impression on the public as Dr. Hinman."





CHAPTER IX  
PRESIDENT FOSTER AND HIS ADMINISTRATION  
1856 (1857)—1860  
THE EDITOR



“E VERY place has its legendary and heroic period. It seems to me the name that best represents this period in Evanston chronology is that of Dr. Randolph S. Foster. Dr. Foster had left Evanston before we came thither, but the air was surcharged with his vitality. It was amazing to a stranger to note the charmed atmosphere in which his memory seemed to abide.” Thus writes one of the older residents of the town. Dr. Foster made his home in Evanston but three years, but no president of the University even in a much longer term of service made a deeper personal impression upon the community.

Randolph Sinks Foster\* was born in Williamsburg, Ohio, February 22, 1820. His parents were of a sturdy type. His father was a prosperous man in business; the home was one of piety and devotion to duty. Early attracted to the work of the Christian ministry, he was pressed into active service before his character was matured and his faculties had been thoroughly disciplined. He was sent to Augusta College in Kentucky, then the only Methodist college west of Connecticut, but he left college before the completion of his course to enter the active ministry. This haste was a profound regret to him in after years and he was wont to advise young men designing to enter the ministry to provide themselves first with an adequate intellectual equipment. But the effects of his mistake were off-

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\*For some of the biographical material of this chapter the editor is indebted to an article in the *Methodist Review* for Jan.-Feb. 1904, by Dr. M. S. Terry.

set in great degree by assiduity in study and the constant application of his faculties to the deepest problems of human thought. Philosophy and theological science became his chief delights and constituted the field in which he exercised his gifts as teacher and author. Calvin's institutes, Dwight's Theology, Ridgley's Body of Divinity, and the writings of Jonathan Edwards indicate the bent of his mind.

Foster took his first ministerial appointment when he was but seventeen years of age, and had success from the outset, developing special power as a revivalist. He served first in the Kentucky Conference, but rapidly rose to influential pastorates in Cincinnati and its vicinity. It was in Cincinnati, when pastor of Wesley chapel, that he first attained reputation as a theological writer. In rebuttal of certain attacks on Methodism he sent to the Advocate a series of articles on "Objections to Calvinism," which became at once a standard in the controversial literature of his own denomination.

In 1850 Foster was transferred to New York City. At about this time he published his most enduring work on "Christian Purity," a book chaste in style and spiritual in thought and feeling. He was at Trinity church in New York City when he was invited to become the president of Northwestern.

As a preacher Foster had made a deep impression, discussing the highest themes with dignity, with grasp of intel-



RANDOLPH SINKS FOSTER



lect, and with fervid imagination.\* In the ministry he acquired large knowledge of men and books. He left upon others the impress of a powerful personality, and of a life marked by a simple sincerity and spirituality. One writes of him: "Dr. Foster was one of the most genial of men, and had so deep and intense a heart that his friends—those who were chosen—delighted in the warmth of an exalting fellowship." He was ever impractical in pecuniary matters.

This was the man who was elected to the presidency of the University in June, 1856. In the canvass for an incumbent of the office two candidates divided the favor of the Board of Trustees—Dr. Foster and Dr. Haven of the Michigan Conference.† On the first ballot Foster had fifteen votes and Haven nine. On a motion to make the election unanimous there was but one dissenting vote.

Professor Godman writes (Aug. 31, 1904,) the following account of the election:

"There was a called meeting of the trustees of the University, to consider the election of a president. That was a notable body of men. Bishop E. R. Ames presided. The leading members whom I can now recall were Dr. John Evans, Judge Grant Goodrich, James G. Hamilton,

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\*It was impossible to give an accurate written report of his sermons, so much was conveyed by the delivery itself. At one time the notes of an expert stenographer were shown him as the report of his sermon. Foster asserted at once that he could not have said the things he read. It cost him long effort to prepare a sermon for publication that it might express his exact thought. N. W. Chris. Adv. May 7, 1903.

†This was Dr. E. O. Haven, president of Northwestern 1869-1872.

Orrington Lunt, and Andrew J. Brown of Chicago, and from Michigan came the following members of the Michigan Annual Conference: The Reverends Perrine, Fisk, and Ninde, the last afterward Bishop. The Michigan members were zealous in behalf of Dr. E. O. Haven, who at a later time so brilliantly presided over the University of Michigan. The only other name considered was that of Dr. Randolph S. Foster, then the distinguished pastor of Trinity M. E. Church, N. Y.

"Glowing and eloquent tributes were paid each of these great men by their admirers. I remember that Judge Goodrich, usually deliberate in speech, waxing warm, exclaimed: 'I am for Dr. Foster; "the game flies higher."' Dr. Foster was elected, the vote ultimately being made unanimous."

The trustees made provision—ample for those times—for the salary of Dr. Foster and placed a dwelling house at his service.\*

In July, 1856, Dr. Foster met the trustees and addressed them on the outlook of the University. The details of the speech are not recorded and may only be conjectured.

Dr. Foster was given leave of absence for the year 1856-7 to return to the pastorate of Trinity Methodist Episcopal Church in New York. He donated his salary for the year to the incipient library of the University.

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\*Long standing at the southeast corner of Chicago Ave. and Church St., but now removed, standing back of the original lot and facing Church St. In 1857 this house was valued at over \$4,600.



The history of the year 1856-7 is a sequel to that of the previous years. The trustees persisted in their policy of developing a college rather than a preparatory department. "No preparatory department is ever to be connected with it—it is in no sense to be an elementary school." And yet, this rather strenuous assertion made by a warm friend of the University is met in January of the following year by the establishment of the Evanston Seminary.\* The need for preparatory instruction in proximity to the University was satisfied only by the establishment of a school with such a curriculum. A committee of seven of the trustees was appointed in June, 1857, to have this matter in charge. Moreover the University was not to be local or sectional. "It is to be the University of the entire West."†

At their meeting, May 23, 1857, the college faculty offered two recommendations to the trustees whose adoption the stress of the times would not permit: (1) that professors' salaries be advanced to \$2,000, and (2) that a preparatory school be established. The latter recommendation is of special interest, indicating, as it does, a demand that the University had not intended to supply on its own campus. The faculty must have recognized the need of better preliminary instruction if their own work was to be maintained at college grade. Perhaps the faculty was cognizant, too, of that demand made by purchasers of scholar-

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\*N. W. Chris. Adv. Jan. 21, 1857.

†N. W. Chris. Adv. July 2, 1856. Iowa Wesleyan University strenuously objected to the exclusive spirit of Northwestern. Id. July 30, 1856.

ships for preparatory instruction, which became more and more clamorous until within a few years, the trustees were impelled to the establishment of an academy. At all events, in September, 1857, the Evanston Male Academy, with Warren E. Richmond as principal, was opened in the University building, a separate institution, but to some extent under faculty guidance.\* The trustees were not yet ready to establish their own academy.

At the annual meeting in June, 1857, the trustees were full of hope. One would look in vain for any suggestion of the commercial panic current throughout the country. The board discussed the expediency of establishing a law school, but the report of the committee was temporarily laid on the table, and the project was referred to the Executive Committee. It was decided to accede to the request of the faculty to fill the chair of Natural Science. Philosophical and chemical apparatus was to be purchased with the library fund. A preparatory school was projected (see above), this time to be located in the University building; a permanent habitation was to be provided later. The preparatory school was destined to be a long time occupant of the building.

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Thursday, June 18, 1857, was set for the inauguration of President Foster, the crowning event of commencement week. Classes were to be examined from Tuesday the ninth to the following Monday. The trustees had their

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\*N. W. Chris. Adv. Sept. 2, 1857.

annual meeting on Tuesday, and in the evening of the same day Dr. Bannister delivered an address. On Wednesday evening Dr. Eddy, editor of the Northwestern Christian Advocate, spoke before the Hinman Literary Society. Thursday morning was given to the inaugural ceremonies, the exercises being presided over by Dr. John Evans, president of the Board of Trustees. The invocation was pronounced by Rev. Mr. Miley of Brooklyn, after which the congregation sang the hymn "Before Jehovah's Awful Throne," to the tune of "Old Hundred." Prayer was offered by Bishop Ames. Presentation of the keys was made by Dr. Evans who formally installed the president and then delivered an historical address. Dr. Dempster, senior professor in Garrett Biblical Institute, gave the charge to the president, after which Dr. Foster delivered the inaugural address. A second devotional service closed the impressive ceremonies of the first formal inauguration of a president of Northwestern.\*

President Foster applied himself with complete devotion to his duties, and the response of students and townspeople to his efforts was so generous that his term of office in Evanston was said by him in later years to have been the happiest years of his life. The students felt the stimulus of a mind and heart that commanded their admiration.

In the organization of the work of the faculty, Profes-

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\*The addresses of Evans, Dempster, and Foster were to be published in pamphlet form, but the editor has not been able to find a copy of the pamphlet. The details of the inauguration are found in N. W. Chr. Adv. June 10, July 1 and 8, 1857.

sor Noyes was to serve as vice president and treasurer, Professor Godman as secretary and librarian. A regular order of business also systematized the work of the faculty. The president had a special interest in the University library. On the date of his election (June 25, 1856,) the committee of the trustees on the library recommended that \$1,000 be appropriated for the purchase of books for the beginning of a library, and that the same sum be appropriated from year to year, the selection of books to devolve upon the faculty. It was to the library that Dr. Foster desired his salary should be devoted during his year of absence, 1856-7. The University was able to announce in the summer of 1857 that the library contained 2,000 volumes, and that \$1,000 was annually appropriated for the purchase of books.† And yet the trustees had voted in June of the same year that the library fund should be applied towards the acquisition of "philosophical" and chemical apparatus. While the need for the latter was imperative, and the financial panic compelled the University to husband its resources, it must have been a poignant regret to Dr. Foster, Professor Noyes and Professor Godman to surrender the library appropriation. Fortunately, in June, 1858, a balance in the treasury in the "incidentals" account was applied by the trustees to the purchase of periodicals for the library. But at the same meeting of

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N. W. Chr. Adv. Dec. 9, 1857.

\*(1) Reports, (2) unfinished business, (3) miscellaneous business.

†N. W. Chr. Adv. Aug. 19, 1857.

the board the regular library appropriation was suspended for another year.\*

We have seen that President Foster was never a man to regard the details of finance. He lived in another world. In the dismal period from 1857 to 1860 he must have felt keenly the University's financial limitations. Financial failures of friends of the University, the impossibility of selling Evanston land at remunerative prices, the necessity of providing tuition at the lowest rates possible, the inability of its patrons either to make gifts to the University, or to aid it by the purchase of its scholarships—all these made the financial outlook depressing. It was found, too, that scholarships that had been sold were not redeemed.†

And yet in this very period a brave effort was made by the trustees to find means for the erection of a permanent building for the college. The building constructed in 1855 was inadequate for both college and preparatory school. Dr. Evans made another gift of \$10,000; and Mr. Judson one of \$1,000. Bishops Ames and Simpson promised to be responsible for \$2,000 if \$28,000 additional were secured by January 1, 1860. The Executive

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\*In March, 1860, the trustees appointed a committee to consider President Foster's tender of his library, cabinet, etc., to the University. The value estimated by him was \$1,151, but the University accepted them at a valuation of \$1,050, paying with land on Grove St., between Chicago and Sherman avenues.

†In Iowa were two causes for this: (1) the prevailing hard times and (2) the existence of local institutions, like the Iowa Wesleyan University, that claimed the allegiance of Iowa Methodists. Finally, the cost of collecting the funds in Iowa was so much greater than the amount received that Northwestern assigned to Iowa Wesleyan the unredeemed scholarships.

Committee was to commence the building when \$30,000 was pledged; but the condition was not met, and the pledges lapsed. Donors of \$5,000 were to receive the honor of naming a chair, the University setting apart \$15,000 from its resources to complete the endowment of the chair. Donors of \$10,000 would be given the credit of endowing the library, or the museum, etc. These are the beginnings of University Hall, a monument to the sacrifice of trustees and friends when dimes were as efficient as dollars are now.

In these times of stress the Executive Committee appointed regular quarterly meetings at each of which a financial report was required. But the pressure of the financial situation could not make the dreams of the future of the University seem illusions. The trustees never lost the vision of the University with its college, and its schools of law, medicine, and divinity. True, they had but the first of these, with the beginnings of a preparatory department; but a medical department was unnecessary while the University was in close sympathy with Rush Medical College, and Garrett Biblical Institute was in such harmony and coöperation with the University and was bound to it by such local and personal bonds that no additional theological department could be needed. The trustees satisfied themselves with proposing to these institutions that a relation be established by which their degrees should be conferred by the University.

That the trustees should at this time have considered

the addition of a law department is a high testimonial to their courage. In July, 1858, it was proposed to open a law school, but to do this, if possible, without expense. By April of the following year the department was organized and several appointments to chairs were made. Its development, however, will be traced in another chapter of this work.

The liberality of spirit and breadth of view of President Foster and his faculty are evidenced by their interest in the development of the scientific department. They recommended appropriations, apparatus, the collection of a museum when these meant the curtailment of the resources of other departments.

In July, 1858, President Foster was requested by the trustees to prepare a circular of the University. Possibly the annual circular or catalogue of the institution was meant, but Dr. Foster did not wait for this to lay before the public the advantages offered at Northwestern. In *Northwestern Christian Advocate*, which was often used by the trustees for official announcements, in the issue of July 28, is an advertisement of the University. The institution is said to possess an ample scientific apparatus, a museum well represented in all departments, and in some, the largest in the country. The price of board, room, fuel, light, and washing is \$2.50 a week. Parents instead of laying up their wealth should spend it on their children's education. "Many young men are ambitious to accumulate enough wealth to own a small farm, and many others

spending their lives in dissipation, might by using the advantages of education become a great influence on their time. Let ministers seek out thoughtful young men and urge them to an education. Let rich men and churches encourage promising young men. Preparatory instruction is now offered under the supervision of the college faculty. Many have been kept from Northwestern University by high expenses; lower rates will be in effect next year."

The cost of living presented in the above publication was somewhat lower than the figures given the year before in the same periodical. It was then stated that board and room were to be had for \$2.50 to \$3.50 a week, but the \$2.50 rate did not include fuel, light, and washing. At the same time the tuition fee was \$45 per annum, incidentals were \$6.00 per annum and library fee \$3.00. A few good comfortable rooms were available in the college building.\*

The conditions of living of the students was a matter seriously considered by the trustees. While they had objections to dormitories, they were concerned that the students should board under suitable conditions. At the annual meeting in June, 1859, a minute is adopted that additional facilities be provided for the boarding of students. Land should be leased to proper persons for the

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\*These prices may be compared with the fee paid by the students of the "Institute"—\$2.00 a week, which included board, room, and washing. The trustees of this institution furnished stove, mattresses, table, bedstead, washstand, and chairs. N. W. Chr. Adv. Aug. 12, 1857.



erection of a boarding-house to be under the supervision of the faculty. If this interest of the trustees could have come to fruition, more would have been done for college and university spirit than all other influences on the campus combined.

Dr. Foster's interest in the spiritual welfare of the students was constantly in evidence. His Sunday morning addresses at nine o'clock in the college chapel were faithfully attended by the college community and drew eager listeners from the village. The topics of these lectures were in the field of natural and revealed theology. Abstruse questions were made interesting by his transparent thought and clearness of exposition. It was possibly at one of these addresses that a hearer feared that the Doctor was sacrificing emotional power to logical thought, but a later sermon left a very deep impression of emotional power, the theme being joy over repentant sinners.

One of the students\* of the time writes, "His Sunday morning chapel lectures were simply wonderful. There was no theme however great that he would hesitate to discuss. He seemed to delight to dwell on the attributes of God, the creation, the universe and kindred topics. His grasp of such themes was marvelous, and he had a precision of thought and clearness of style rarely equalled. "When speaking he stood erect, his Prince Albert buttoned and one hand usually resting between its buttons, during the opening remarks, but as he warmed to his theme, espec-

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\*Isaac W. McCasky, '62, to the editor, Jan., 1905.

ially if it was one of those lofty ones previously referred to, he would cast his piercing eyes not to the ceiling, but through it, as though penetrating to the utmost bounds of space, and then would raise both hands with separated fingers as though he would clutch his sublime conception and hold it to our literal gaze. His tones and his words were all keyed to the same lofty strain, no elocutionary effect, no surplus of words, no stamping, no flexions of body, but an intensity of countenance, and a sententious earnestness of expression to be heard and witnessed in order to be in any full measure realized."

Dr. Foster was a teacher of peculiar power. One of his old students\* writes as follows:

"President Foster had a most serious, earnest cast of countenance, seldom indulging in a smile, but always kind, dignified, and true. He was always thinking, writing, and uttering profound religious and philosophical thoughts, with an earnestness which carried conviction. His eloquence reminded one of the forensic power of Bishop Simpson."

Another† writes "He taught our class one term 'Outlines of History.' I recall that he sought to impress us with the need of grouping the principal events of each century, so that we should readily be able to locate any prominent historical event. He seemed never to be content until he fully and thoroughly understood a subject himself;

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\*M. C. Spaulding, '60, in a letter to the editor, May 9, 1904.

†I. W. McCasky, '62, in a letter to the editor, Jan. 18, 1905.

he could not rest until his students had clear and well defined views of the subject he was teaching."

His ascendancy over the students was such that he governed without seeming to do so. His personality was of a sort to appeal deeply to young men.

The commencement programs of 1858 and 1859 are preserved to us. The former is of interest as indicating what a commencement may be without a graduating class; the latter, as the commencement of the class entering the institution in 1855. In 1858 the exercises of the commencement season began Tuesday the 22d of June and continued for nine days. From the 22d to the 25th the classes were examined; on Monday evening the 28th came the sophomore declamation and disputation; on the evening of the 29th the address by Rev. A. L. Brooks of the Third Presbyterian Church of Chicago; the annual sermon of President Foster was delivered on Wednesday morning at 11 o'clock, from the text, "Be strong and show thyself a man." On Wednesday evening original essays and orations of the juniors brought the festivities to a close. At the trustees' meeting Tuesday morning, the 29th, at 10.30, the encouraging feature of the session was the provision for the payment of the debt of the institution. So attractive a program as this may well have stimulated a visitor to urge a large attendance at the commencement events at Evanston, "our literary Mecca."\*

The commencement of 1859 was a signal event, an

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\*N. W. Chris. Adv. July 7, 1858.

epoch in the history of the University. The class that began with the University was now to be graduated; the institution itself was now on a firm base, the faculty and president were developing the curriculum, students were coming in increasing numbers. The program of commencement week was as follows:

Examinations of senior, junior and sophomore classes on Friday, Saturday, and Monday, June 24, 25, and 27.

Annual meeting of the trustees, Tuesday, June 28, at 10.

Preaching in the church, Tuesday evening.

Address before Hinman Literary Society by Rev. G. W. Quereau on Wednesday evening.

On Thursday the 30th at 10.30 the bacculaureate address of the President. At 2 o'clock commencement orations of the graduating class, followed by the conferring of degrees.\*

The University made the most of the occasion. Visitors from abroad were invited to the hospitality of Evanston homes. Even the examination of the classes was made an affair of interest. The drill of the classical students was sufficiently thorough and rigid to satisfy the most exacting, while Professor Noyes made astonishing demands on his students; those who passed in Geometry were required to write demonstrations of other problems upon

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\*Announcement of Prof. Godman, secretary of the faculty, in N. W. Chr. Adv. June 22, 1859.

the blackboard in the Greek language! It is little wonder that the visitors should have pronounced the examination in mathematics good. "Never was a better examination heard than that of Dr. Foster's class in logic." The wizard ingenuity of Professor Blaney astounded those who visited his classes; if he needed apparatus, he invented it and made it with his own hands! His class caught the enthusiasm of the instructor.

Professor G. W. Quereau, the speaker on Wednesday evening was the principal of Clark Seminary and Aurora Institute,—invited, perhaps, to bring the University into touch with this school. In the bacculaureate address Dr. Foster discussed in a serious way "Elements of Success and Sources of Failure." The commencement exercises of the afternoon, delayed a half hour beyond the time announced, presented a glorious company of graduates; each rewarded with "showers of bouquets." When this storm had passed over, the diplomas were delivered—A. B. degrees to Annis, Clifford, Eastman and Searle; Ph.B. degree to Kidder. This concluded an event of great interest to the University and the village of Evanston. The joy of the occasion would have been turned to profound regret if it could have been foreseen that this was to be the last commencement of President Foster at Northwestern. He had resigned before another June and returned to New York.

Delightful as were the relations of Dr. Foster with the University and its students, they were not less so in the closer circle of his friendships. He did not make his group

of friends too narrow. Old and young found him always the same kindly, dignified, and stimulating associate. Evanston of the time was so much like one great family, and the University at its largest but a small affair, that the president touched in some way most of the people of the village. His friendship was good fellowship. Dr. Foster "was not blind to the fact that the young needed entertainment and diversion; and often on a Friday evening his new and beautiful home would be opened to young men and women for social enjoyment. These evenings would often be enlivened by the introduction of charades, tableaux, and other like amusements. Occasionally the students of the University would be invited on a Friday evening to the parlors of the Northwestern Female College for a social evening with the lady students. It is remembered that on one of these occasions when diffidence seemed to hold sway, and 'wall-flowers' to predominate, President Foster tactfully terminated the painful situation by introducing young men and women and starting them in couples on a promenade through the halls and parlors until all were in the procession. Every few minutes the young men were required to drop back and cultivate the acquaintance of the next young lady. Soon the stiffness and backwardness vanished and an enjoyable evening followed."\*

Another writes, "Dr. Foster, as we young students used to look upon him, was an ideal character,—worthy of

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\*Letter of I. W. McCasky, '62, to the editor, Jan., 1905.

romance, of art, of fame. I never saw a teacher so beloved. . . . Though he had a scintillating intellect and the gift of eloquence in a remarkable degree, he was so simple-hearted that he shared his children's games, and even helped to compose and decorate those absurd little valentines that boys were wont to send out in those days. He would give us a sermon on the Christian evidences, such as no one else could approach, then go home and write a chapter in his unprinted novel or shed tears over a passage in "David Copperfield." . . . He was so genial and approachable that we all felt free to go to him with any subject on which we needed counsel, and was the life of every company in which he joined."\*

Dr. Foster gave himself to the community, many of whom he called by their given names. The life of the town was simple and it was not taken amiss if the president of the University did ask Mr. John A. Pearsons to paint his fence as commencement was coming very soon. The faculties of both the college and the "Institute" were often at Dr. Foster's house. One of these, Prof. Godman, mentions a weekly union faculty meeting in the president's study when many topics of profound interest were discussed. "Often humorous pleasantries enlivened our thoughts. Dr. Dempster and Dr. Kidder had been missionaries in South America and could interest us in the relation of their experiences." Weighty problems of philosophy, religion, etc., were fought over.

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\*Willard, "Classic Town," 291-2.

While Dr. Foster performed all the duties of his office with faithfulness, he had little taste for the drudgery incident to his position. The pulpit was his place of power and at last he took the opportunity to return to its agreeable functions. Doubtless he must have felt that he had given himself for the University as long as his own interests would permit.\* He disposed of his library and scientific cabinet to the University and accepted the invitation to the pastorate of the Washington Square church in New York City; he intended to be present at commencement but was unable. The president's last sermon in Evanston was remembered for years afterward for the deep feeling manifested by both speaker and auditors.

The charm of the personality of Dr. Foster was never forgotten by the people of Evanston. In after years he was an infrequent but a most welcome visitor.†

Dr. Foster's departure from Evanston brought him but temporary release from the functions of instructor and administrator. Occupying pulpits in New York and vicinity for eight years, he was elected in 1868 to the depart-

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\*He himself said that his resignation was caused by the fact that he must have money enough to get shoes for his children.

†Mrs. Elizabeth Marcy records in a graphic manner the reception given Dr. Foster when he returned to Evanston in 1866: "In 1866 he paid us a visit. Of course every one was on the qui vive, and the little old meeting-house, at that time the only public place in town, was crowded to hear him lecture. Mr. Marcy was away on a journey to the western coast, and I well remember writing him of the enthusiasm of the occasion. The audience cheered when Dr. Foster came in, and when he went out, when he rose up, and when he sat down, and I was borne down by the torrent of his resistless eloquence. This little episode of Randolph Foster's connection with our history is to my mind one of its most picturesque phases, and taken all in all is the most remarkable instance of personal magnetism I have ever known."



ment of Systematic Theology in Drew Theological Seminary, Madison, New Jersey. In 1870 he added to the duties of this chair those of the presidency and served in this capacity until 1872, when he was elected to the episcopacy.

In the midst of severe tutorial and episcopal service Dr. Foster found time and energy to contribute to theological literature. Some of his most ambitious works were produced after his removal from Evanston.

Full of days and honors the venerable teacher, preacher, and bishop passed away at Newton, Mass., on the first day of May, 1903. His memory will ever be a precious heritage to Northwestern.

What was the service of President Foster to the University? It was not in the acquisition of large gifts. The time was not favorable for this. It was not in the financial development of the University. This was a task to which he had not been called and for which he was probably little fitted. The success of the institution in maintaining itself financially through the desperate period of the panic, coincident with its early history was necessarily the work of the trustees. President Foster is not identified, as was Dr. Hinman, his predecessor, with any sustained financial policy. Rather, the service of Dr. Foster was the exalted one of stimulating the University to lofty ideals and noble purpose. To us, nearly half a century after the close of his labors in Evanston, it may well seem that the peculiar service he rendered the University was just that

which the period most required. Under him the institution increased in numbers and prestige.\* Philo Judson, one of the most ardent friends of the University, could rejoice that what many thought in 1853 a visionary experiment had proved its worth and permanence.

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\*One of the friends of the University wrote at this time, "May be the time will come not long hence when, like the beautiful Crotona of classic fame, this village will have its six hundred students." N. W. Chr. Adv. Nov. 10, 1858.

## CHAPTER X

ACTING PRESIDENTS NOYES'S AND WHEELER'S ADMIN-  
ISTRATIONS

HENRY SANBORN NOYES, ACTING PRESIDENT (OR VICE  
PRESIDENT) 1860-1866

THE EDITOR



THE glory and the glamour of the origin of the University are associated with the names of President Hinman and his co-workers among the trustees, but a large share of the details of organization fell to the lot of another, who never bore the title of president—Henry Sanborn Noyes. It was this man, unwearied in faithfulness, who more than any other carried the institution over the death of Hinman, the panic of 1857, the resignation of Foster, and through the Civil War, and the days of financial and administrative experiment,—an aggregate of burdens that only the sturdiest shoulders and stoutest heart could support.

Professor Noyes was rich in New Hampshire blood and grit. He came from a family who traced its English lineage back to the Norman Conquest. Its heritage of independent thought was notable. His immediate ancestors took possession of lands in New Hampshire, and he himself was born in the rugged village of Landaff, December 24, 1822, the oldest of a family of ten children. Under the influence of a home religious and intellectual in tone, his youth was shaped to the service of Christian ideals. His mind was naturally thoughtful and vigorous. Even in boyhood he was a precocious student, always happy in the company of an interesting book.

In maturer youth he entered Newbury Academy, Vermont, the best school of Northern New England, for preparation for college. It was Noyes's good fortune to attend the school when it was under the administration of Baker,

later bishop, and Hinman, soon to enter the Western country and become the first president of Northwestern. Noyes was deeply attached to both of these men, but especially to the latter. While at Newbury as a student, the thoroughness of his scholarship was recognized by an appointment there as instructor. He pursued his studies so extensively and faithfully that he entered Wesleyan University, at Middletown, Conn., with two years of advanced credit. He graduated in 1848, nine years after Hinman, having completed the work of the Junior and Senior years in a year and a half.\*

After graduation he gave himself at once to teaching, first at Springfield, Vt., and, in 1850 at Newbury. Here he became instructor in Mathematics and Greek,—an unusual combination, but one that was of much advantage to Northwestern when he was later called to its service and found himself thrust into the task of instructing students in unrelated departments. In 1853 he was appointed principal at Newbury. The friendship with Hinman continued after the latter's departure for Michigan and Chicago, and it was at Hinman's urgent call that Noyes, then principal of the seminary at Newbury, resigned his position and consented to become a member of the first faculty of the new University. Additional motives for leaving Newbury were a distaste for the administrative work of a school of 300 pupils, and the opportunity for more special-

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\*He did this on account of the financial failure of an uncle who had given him assistance.

ized work in the study and teaching of University subjects. It was a vain hope. Before he had entered upon his work in Evanston, Hinman had passed away, and the task of administration fell to Professor Noyes. Throughout his life he was denied the privilege, dear to every scholar, of the quiet and constant pursuit of his special studies. His clearness of intellect for science and talent for instruction would doubtless have secured appreciative recognition in the older and larger universities in the East, but he applied himself with patience and competence to the consuming details of administration in an embryonic institution of the West.

After the death of President Hinman the growth of the University suffered a temporary check. Dr. Hinman's rare magnetism and persuasive power had won a multitude of friends and supporters for the University. But the very ardor of the man threatened the undoing of the institution. Many who had purchased scholarships under the spell of his eloquence refused after his death to redeem their pledges, with the result that the high hopes of the institution were brought low.

Yet, with this sinister outlook, the trustees did not renounce the anticipation of a worthy successor of Hinman. Various candidates were suggested. Professor Godman nominated one friend and then a second, Philo Judson found a third candidate, while Professor Johnson, of Dickinson, in declining candidacy, suggested the name

of Professor Haven, of the University of Michigan—a suggestion that was later adopted by the trustees.

But while this correspondence was continuing, with now and then the emergence of a new candidate, Professors Godman and Noyes, already appointed, were preparing to assume their functions, and the trustees came more and more to recognize in the latter one who would give the educational work of the University the proper impulse.

Professor Noyes visited Chicago and Evanston in the early summer of 1855, and arranged with Professor Godman the requirements for admission. He advised the trustees to postpone for the time the announcement of courses of study and of the calendar for the whole year, but to publish consecutively in some of the Chicago papers the date of the opening of the University.\* In the autumn of 1855 Professor Noyes took up his work in Evanston. As the college building was not yet ready, and classes could not assemble, he undertook to collect money due on scholarships in order to replenish the depleted treasury. "Mr. Noyes travelled on horseback through the wet country west of Evanston and Chicago, collecting as well as he could; but neither village lots nor scholarships brought enough to meet the salaries."

In personal appearance Professor Noyes was tall—over six feet in height, erect, large head, high forehead, honest and kindly face, and clear, expressive eyes. An accident

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\*Letter of July 24, 1855, to Judson.



in early youth made him lame for life, so that he was obliged to use a cane.

"In personal character he was gentle, kind, patient: a man of few words but firm in keeping the end in view while apparently not antagonizing." While his mind clearly saw the pros and cons of a question he was yet ready in action. Loyalty to the University characterized every act and thought. He refused calls to positions that offered him more of leisure and emolument, sacrificing himself to a fine sense of duty. This self-renunciation had become a habit with him,—indeed, so much a habit that one of his old students has suggested as a summary of his life, "He pleased not himself."

Professor Noyes had also the saving quality of humor to relieve the tedium of his labor. One of his students relates, "On one occasion it was necessary to reprove some of the younger students for passing too much time at the shop of a certain shoemaker. After the usual morning chapel service he called attention to this fact, and said there was a sense in which the place referred to was a rival institution, as it, as well as the University, was conducted for the improvement of the understanding, but he wanted to give notice to those who were patronizing the other institution so assiduously that the University could not give credit for the time spent there, and he would kindly advise them to discontinue the work for which they could receive no credits and concentrate their efforts more upon the work which they had been sent to Evanston to do." He

was a capital story-teller. His cheerfulness persisted even in his later years of acute suffering; he was forgetful of self through a six years' conflict with disease. Dr. F. D. Hemenway, an intimate friend of Professor Noyes, describes\* him as frank, manly, high-minded, large-hearted, honest, intolerant of shams, sincere, modest and simple, of pure and elevated tastes—a combination of personal qualities constituting a most lovable character and one of deep and winning influence upon students. We are not surprised that many were brought closer to Christian ideals by the example of the teacher.

Professor Noyes's religious life was of a virile and independent type; he was liberal in theology and was not free from philosophical doubts on some of the tenets of evangelical faith, but he refrained from discussing these questions except with his most mature and intimate friends. He was at home in theological literature, taking special delight in the "Quarterly" while this was under the editorship of Dr. Wheadon. As elsewhere, he prized in theological discussion a straight-forward simplicity and plainness of language. It was this interest in theology that led him to become one of the incorporators of the Ministerial Educational Association for the assistance of Evanston students who had the ministry in prospect. For some time he was the secretary of the association.

After coming to Evanston, Professor Noyes purchased half a block of land just west of the southern end of the

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\*In funeral address, and in Vidette II., 62.

campus,\* and built a home for his family, which became freely accessible to students. "In all these years his rare and noble wife stood by him with courage and self-denial. She opened her home to faculty and students, advised, counselled, and restrained. She entertained guests with a grace and dignity that brought all to her feet. Together they labored as seeing that which was invisible, counting not their own lives dear unto themselves, that they might win a future for the school with which their lot had been cast."† The first years of life in Evanston were especially trying to Mrs. Noyes. Mrs. Godman, who had become a very dear friend, passed away in the first year, and her own little daughter in the second. The conditions of housekeeping were distressing in no small degree. Mrs. Noyes's own words are of much interest: "Housekeeping was difficult as there were no conveniences. Even the mail came only twice a week at first, brought by a man from Chicago on horseback. The first two winters were very severe. We landed in Evanston—Mr. and Mrs. Noyes, child, and nurse—near a small engine tank in a field, and went a mile up on "the other Ridge," as it was then called, for shelter. A month later we took a slightly built summer cottage for winter. There was no market, but a butcher came twice a week from Chicago. There were no paths, and, in places where streets were laid out, the deep mud

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\*The lot now occupied by the residences of Mr. W. A. Dyche and others.

†Letter of C. C. Bragdon, '65, to editor, Jan. 19, 1905.

bore the placard "No bottom." There was a deep ditch through the wet land between the East and West Ridges, with one crossing. For two years I went up and down the other Ridge for family supplies—eggs, butter, milk, etc. We took in all of Dr. Kidder's family because they otherwise must have stayed in Chicago until they could build; also other members of the faculty until they could find a place. We built in the first year where Dr. Dyche's house now stands, expecting a college building soon in University row. We had no streets or paths, and Mr. Noyes walked down town to his work,—all his working life there. The cheap wooden building was school and chapel for Methodists, Presbyterians, Congregationalists, and I think, Baptists, in turn, until they settled." Mrs. Noyes coöperated cordially in all efforts for the welfare of the student community. Nearly all the students came to know her, as they knew Professor Noyes, through frequent visits to the house on college business. No Thanksgiving festival passed without an invitation to the self-boarding students to her hospitable table. The illness of young men was relieved by thoughtful gifts from the Noyes home of remedies and nourishing food. The memory of this home was treasured by many a student after he had gone out into the world.

"Mrs. Noyes seemed to me more like Margaret Fuller than any one that I have met. She had unhackneyed views of life, lived at its kernel rather than in its shell; had a wide horizon and an eye that could see far up among the stellar spaces; in conversation she was the

bright particular star of any. She was an insatiable reader of the best in books; she worshiped justice, was a devotee of truth, and had a realizing sense of God. To spend an afternoon with her, for this we sometimes did in those leisurely, old-fashioned days, was an epoch in one's history. To her I owe the reading of Margaret Fuller's life and works, Niebuhr, John Stuart Mill, Emerson's English Traits, Carlyle's Life of John Sterling, and a score of books equally noble and inspiring.\*

In Newbury Mr. Noyes was marked for his aptitude for acquiring knowledge and for his readiness in communicating it, while yet he stimulated his pupils to use their own powers to the full. "The recitation of his classes meant business, and it was easy for him to hold the respect of those whom he taught."† Though he exchanged an instructorship in an academy for a college professor's chair, he had less opportunity in Evanston than in Newbury for the exhibition of his fine quality as a teacher. "How well I remember him hearing our Greek, noting everything with accuracy of a master, while he was writing business letters. We could never take advantage of his double work. But few ever wanted to take advantage of Professor Noyes. If some scamp thought he could, those large mild blue eyes would open upon him with a wonder that made him ashamed, and the boys would give that fellow a shake he didn't soon forget."‡ If in the Greek

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\*Willard, *Classic Town*, p. 328-9.

†History of Newbury.

‡Letter of C. C. Bragdon, '65, to editor, Jan. 19, 1905.

classes he was able to do two things at once, in mathematics nothing came between him and his students. Here the drill was thorough. Henry M. Kidder came up for examination for promotion while in active service in the war of '61, and found that his substratum of Northwestern mathematics carried him through with flying colors. Old students of the University can never be persuaded that any recent instructor has excelled, even if he has equalled, the capacity of Noyes, Bonbright, Foster, or Marcy. And yet Professor Noyes never had a fair opportunity to bring forth all the stores of his learning or all his ability as an instructor. Others with more leisure were able to apply themselves to the single work of their department with corresponding stimulus to their students. If Professor Noyes had not been a man of first rate calibre as a scholar and instructor, while yet he gave himself to the myriad duties of administration, his department must have failed to command the respect of his students. The pathetic thing is that when the University was emerging from its financial difficulties and a growing faculty was permitting greater differentiation in the work of instruction so that Professor Noyes might at last anticipate the consummation of his earlier desire to train men in his one chosen field of mathematics, his health was so broken that he could not enter into the heritage of his own labors, and "could only see and be glad." He maintained all the while a taste for the higher disciplines. His memory was so saturated with

the Greek of Homer that at least one of his students\* believed that he had committed the entire Iliad to memory. The same student relates that it was a common occurrence, when the professor was asked for a speech, to reply with a recitation of half a page of Homer. His address before the Hinman Literary Society in 1861 created so favorable an impression that the audience on the spot requested its publication, but the modesty of the speaker prevented a compliance with the request. That Professor Noyes should retain the fine edge of his scholarship under his mass of work is indeed remarkable.

The correspondence of Professor Noyes is characterized by the same elements of lucidity and dignity of statement. A fine tone of native manliness and culture pervades his letters, so that with these in hand, a stranger to the man could not go far afield in making an estimate of his character.

In November, 1855, the University opened. The meagreness of the event could have struck no one more forcibly than Professor Noyes. He had been graduated from a prosperous New England college, had just left a preparatory school of 300 students, and was now undertaking the task of teaching ten to twenty ill-prepared students in a variety of subjects. In addition he was applying himself to the labor of the general administration of the school. He must frequently have inquired within himself wherein he had bettered himself by exchanging Newbury for Evans-

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\*Mr. James Frake.

ton. But whatever misgivings he possessed were reserved to himself. He threw himself into the work, tasteful or distasteful. Least congenial to him were the occasions of public appearance in churches or at the sessions of the annual conferences that were a prominent part of the work of Hinman and were expected of Foster.

From the opening of the University in 1855 to the coming of President Foster in 1857, and for several years after his resignation, Professor Noyes was the administrative head of the University, latterly under the title acting president or vice president. To many it has seemed unjust that he should not have been accorded the full honors of the presidential office when he performed the functions of the position. Several reasons coöperated to this result: First, the fact, as already stated, that Professor Noyes was averse to that personal presentation on the platform of the needs of the University which was expected—and required—of the president of the University. The tastes of Professor Noyes were those of the student and teacher rather than those of the orator. Again, it was the custom of the educational institutions of the Methodist Church at that time to secure clergymen as presidents, for it was believed that they were better able than laymen to raise funds for the schools, and that they had a deeper interest in the religious welfare of the students—which was a main interest with patrons. Whatever may have been the ability of Professor Noyes for raising funds for the University, no professor or president of Northwestern ever carried in



his heart a sincerer interest in his students or commended to them a more virile Christianity. But he did not publish it on the housetop.

As an administrator of the business affairs of the University Professor Noyes was wise, far-sighted, scrupulously accurate, and abundant in labor. He did the work of several men. He was Professor of Mathematics but gave instruction in other departments; was executive head of the faculty; was treasurer of the same, collecting tuition and other fees, and buying and selling text-books. He was long secretary of the Executive Committee of trustees, and financial agent, selling lands, writing leases, surveying University property,—performing the endless details of University business. Vacations gave him opportunity to bring his financial records up to date.\* He found time to teach in Sunday School, to lead a student's class meeting, to serve as secretary of the "Ministerial Education Society" connected with the "Institute." He was, indeed, one of its incorporators. And yet, all these duties were well executed. His teaching was conscientiously and ably done; his records as secretary and treasurer are models of clearness both in form and content. His judgment was far-seeing. He refused to sacrifice the future and permanent advantage of the University to present profit even if the

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\*"Please to accept this hastily written note as an earnest of what I would do if I had the time at command. I am in the midst of vacation now it is true, but my "Journal and Ledger" are far behind, and my "accounts" have to share the attention now which they fail to receive in term time. I would have you know that Bookkeeping is a most unliterary profession." Letter of H. S. Noyes to Dr. F. D. Hemenway, Dec. 31, '61.

latter included the payment of arrears of his own salary. He might have thrown on the market lots of University land that would have made a temporary stop-gap in the institution's exchequer, but would have constituted a permanent and serious loss to the assets of the University. The loyalty and wise forecast of Professor Noyes at this point fairly entitle him to rank among the founders of the institution. As financial agent of the University he made the transfers of land; this required an exact delimitation of the boundaries of the lots. A common sight, on a Saturday afternoon, was a surveying expedition of Professor Noyes and one or more of his students. They operated the instrument while he with remarkable rapidity and accuracy performed the calculations. For years he knew the corner of every block in Evanston.\* To his skill as a surveyor was due the draining of the swamp that lay from time immemorial in the heart of Evanston. A box sewer laid on Davis St. from Hinman Ave. to the lake and a southern ditch carried through the ridge toward Rogers Park drew off the water that was never discharged by the ditch leading north through the campus.†

From 1860 to 1867 was the strenuous period of the service of Professor Noyes. He had served as treasurer of the faculty and as secretary of the Executive Committee. In 1860 he was appointed financial agent and elected vice president of the University. At the June meeting of the

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\*Mr. Jas. Frake.

†Now shrivelled up into the "Rubicon."

trustees effort was made to choose a president, and Dr. E. O. Haven, of Michigan, was elected, receiving fourteen of the twenty votes cast; but he declined the honor. The administration of the University again rested on the shoulders of the vice president. Apparently the trustees were satisfied that it should remain so, for no further attempts were made for several years to fill the presidential chair.

The financial status of the University in 1860 was not flattering. It was rich only in land and prospects. Land was the medium of exchange. With it was bought stock in the Chicago and Evanston Railroad, and with it were paid arrears of salary, though at a valuation set by the trustees. But town lots would not feed a family. Foster had accepted an appointment that was likely to be remunerative; Godman now did the same. Judson resigned as financial agent, seeing no means for collecting his own salary, and so the functions of this office, like others, naturally fell to Noyes,—and that too without additional remuneration. In 1862 Blaney, the enthusiastic professor of science, resigned his chair to enter the army. The example set by Blaney was followed by others. In 1864 about twenty students at one time asked for release from college work to enter the army, and Tutor Linn volunteered for service.

These were days when an abundant energy was needed simply to hold things together. Noyes supplied it. He continued the constructive work of the University. Amend-

ments to the charter were secured; the conferences were stimulated to greater coöperation; scholarships were offered to the school fund of Chicago; negotiations were entered into with the Rock River Seminary at Mount Morris that sought affiliation with the University; the University united with others for the construction of a pier into the lake; extended conferences were held with the trustees of Garrett Biblical Institute for the division of the campus. The vacancies in the faculty were filled by the appointment of Marcy to succeed Blaney, and Kistler to succeed Godman; Wheeler was added as Professor of English Literature and History; while the preparatory school was given a permanent basis by the appointment of a principal and assistants and the elaboration of a course of study; and, what was of great importance, plans now became definite for a permanent building for the University. University Hall is an enduring monument of the faith and financial skill of Professor Noyes.

So well was the business of the University administered that by 1863 the institution was financially "getting out of the woods." The indebtedness to John H. Foster for the Evanston purchase was liquidated; further projects for permanent buildings were discussed; the University agreed to erect one house in Evanston valued at \$1,000 for every nine dwellings erected by individuals; and for the first time in its history the trustees were asking themselves what was to be done with surplus funds in their

hands,—answering the question by purchasing United States 7-30 bonds.

In 1865, the trustees began to see that they were imposing on the strength and good-will of the vice president. They now appointed a scholarship agent and a treasurer. Even the students petitioned for a president, and in September, 1866, Dr. Fowler was elected, but only to decline. The pity is that these measures of relief came all too late. The health of Professor Noyes was already broken.

In 1866 Professor Noyes gave more serious indications of illness. He sought relief from his administrative duties, resigning as vice president in 1867. This was too late. He struggled against odds until the spring of 1870, when his health was so completely broken that he transferred his classes to others and later was given entire release from work to spend a year in Europe. Returning from his trip with renewed vigor and apparently strengthened health, he resumed his class-work, but in the spring of 1872 he was again compelled to surrender it. He died May 24, 1872.

The death of Professor Noyes evoked sincerest expressions of sorrow. Students, faculty, and trustees vied in tributes to the worth of the man. In the *Vidette* (the college paper) is a copy of the resolutions passed by the students on the event that had caused sincere mourning, "casting gloom over our loved institution and over the entire community. The students always received from him the kindest treatment, truest sympathy, assistance and

advice.”\* The resolutions of the faculty were spread upon the records of the trustees and adopted by the latter as their own expression of regard and sense of loss.† In 1872, the year of his death, it was proposed to erect an observatory in his honor, to be situated on the campus.‡ This proposition never came to fulfilment, but three years later the trustees honored the name of the deceased by attaching it to the chair of Mathematics, and in 1876 the chair of English Literature was also named in his honor.

Professor Noyes wished even his death, as his life, to be of service to the University. His will conveyed to the institution the surplus of his property left after providing very frugally for his wife and daughter.

A grateful recollection is that this man was not without

\*Adopted May 27, 1872. W. O. Peet, E. L. Parks, E. McClich, committee.

†“Whereas, Henry S. Noyes, Professor of Mathematics in this University from the first organization of the Faculty, in 1854, has been taken from us by death, and whereas it is fitting that some expression, necessarily inadequate, be made and recorded of our appreciation of his eminent ability and usefulness, therefore;

Resolved, That the life and labors, and character of Professor Henry S. Noyes form a large and valuable part of the history of the Northwestern University from the beginning till the present time; he was an accurate and thorough scholar, an earnest, faithful and successful instructor, a wise counselor in the Board of Trustees, a judicious and enterprising Financial Agent and Secretary, and in all his numerous and various relations to the University, discharged his duties with extraordinary fidelity and ability. He was, moreover, a consistent, devoted Christian, and has exerted an influence for good upon his associates and the students of this University that we cannot fully estimate, and that language is incompetent to express.

Resolved, That this paper be recorded in the Proceedings of the Faculty and that the President be requested to incorporate it in his annual report to the trustees, that it may be recorded in their proceedings, and that a copy of it be transmitted to the family of the deceased.

Trustees' Records, III, 35.

‡ Near the ball grounds. Evanston Index, July 20, 1872.

honor in his own country. While in the warmth of rhetorical expression it may have been said that there was no broad mind in the college from Hinman to Haven (a statement clearly in error in the omission of President Foster as well as Professor Noyes), and while even the benignant Haven discussed the work of Noyes in words\* that Professor Wheeler said "made his blood boil," it still remains that the warmest friends of Professor Noyes were those of his own day and neighborhood. It may be—and such a consummation is devoutly to be wished—that he will become known more and more fully and widely to all the friends of the University, and will secure that greater meed of honor that is due him; but in the end this favorable judgment can differ but little from the regard and respect paid to him while living by his friends and neighbors.

Time has only made greener the memory of Professor Noyes. Many, if summoned, would repeat the words of one of his students: "My relation to him while in Evans-ton and my memory of him since, I count among my special blessings." The University could perform no higher function for society than the appointment of such men to its chairs; no alumnus could carry from the institution a more salutary influence than the spirit of this man who has entered

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\*Memorial address.

“the choir invisible  
Of those immortal dead who live again  
In minds made better by their presence; live  
In pulses stirred to generosity,  
In deeds of daring rectitude, in scorn  
Of miserable aims that end with self,  
In thoughts sublime that pierce the night like stars,  
And with their mild persistence urge men’s minds to vaster  
issues.”

### DAVID HILTON WHEELER

ACTING PRESIDENT, 1868-9

#### THE EDITOR

Probably Northwestern has never had the service of a more gifted mind than that of David Hilton Wheeler. Dr. Wheeler came to the University in the full maturity of his faculties. He had already distinguished himself as teacher, foreign consul, and journalist.

Dr. Wheeler was born in 1829. After the completion of his studies at the Rock River Seminary at Mt. Morris he became instructor in Iowa Conference Seminary, now Cornell College, at Mt. Vernon, Iowa. In 1855-6 he was editor of a paper in Carroll County, Illinois, and served as County School Commissioner. He returned to Cornell in 1857, remaining there four years. The fall of 1860 found him campaigning for Lincoln in Iowa. His service was rewarded by appointment as consul to Genoa.



While still abroad the Austro-Prussian War of 1866 brought him appointment as correspondent from Italy for the New York and Chicago Tribunes. "He was among the first to contribute elaborate letters and articles upon European affairs for American newspapers." He remained in this work but a short time. After seven years of residence abroad, he wrote to Professor Noyes that he "wanted his boys to be Americans" and would gladly come to Northwestern and take the English department. In 1866 he was elected Professor of English Literature and History in the University.

Dr. Wheeler's ability was quickly recognized by the college faculty. Professor Noyes had laid down the acting-presidency of the University, but no president was yet elected. In 1868 Dr. Wheeler was chosen "Chairman of the Faculty," and so became virtually acting president of the University.

Himself broad and scholarly, the University under his influence gained in breadth and scholarliness. Study, reflection and observation gave him acquaintance with books as well as with men. He carried into the classroom enthusiasm for the subjects he taught. The vigor and freshness of his thought were engaging. Lectures were usually the form of his instructions; he relied upon the papers of the students for evidence of their assimilation of the subject matter of the course. To the interested student Dr. Wheeler was most helpful and inspiring. His pen was facile, his speech crisp and persuasive. He was a

man of 'rare and varied ability,'\* "an example of power without arrogance, of wisdom without presumption." Though deeply spiritual, he was undemonstrative in the practice of his religious faith.

Professor Wheeler associated himself in 1872 with President Haven in the editorial management of the Lakeside Monthly Magazine.

Perhaps the most signal event in the history of the University in the single year of Dr. Wheeler's administration was the completion of University Hall.

The election of President Haven gave Dr. Wheeler release from administrative functions. He applied himself to the duties of his professorship, serving the University for eight years. In 1875 he resigned to accept the editorial chair of "The Methodist." His talents and experience called him later to the presidency of Allegheny College, where his service is remembered with the deepest appreciation.

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\*See the resolutions of the faculty, October 3, 1876.

## CHAPTER XI

THE ADMINISTRATION OF ERASTUS OTIS HAVEN

1869-1872

HORACE MANN DERBY



**I**N a letter of July 6, 1860, written at Boston, Massachusetts, Dr. Erastus O. Haven acknowledged the receipt of a letter, dated June 30, 1860, in which he was informed that the trustees of the Northwestern University had elected him to the presidency of that institution. On March 1, 1861, he addressed a letter to Dr. John Evans, president of the board of trustees, stating that after long and careful consideration he had been compelled to conclude that it would not be best for him to accept the post. He considered it the best appointment of the kind in the gift of the church; but for reasons, mostly of a domestic character, "together with a hope that though in a less conspicuous and honorable position perhaps, as men view things, I may still accomplish as much for the general cause of God," he declined the offer.

Since the resignation of Dr. Foster in 1860, the University had been without a president. Professors Noyes and Wheeler had served efficiently as executive officers, but the demand became more and more insistent for the appointment of a head with full title and prerogative. On June 22, 1869, a committee of nine of the trustees was appointed on election of president. The next day the committee gave the following report: "First, the salary of the president shall be \$4,500.—Adopted. Second, Rev. Dr. E. O. Haven was nominated by Judge Goodrich, and was unanimously elected."

In his autobiography Dr. Haven says, "I was born in

Boston, Massachusetts, November 1, 1820." His father was "a genuine Yankee in the good sense of the word, resolute, alert, prosperous—a farmer, a store-keeper, a skilled user of machinery, and even inventor, a Methodist local preacher, and ever active in body and mind till his death, at the age of nearly seventy-seven. "His mother was an omnivorous reader; a woman who pinned her faith to no master; of stoical temperament, fearless of death, despising shams, faithful as the magnetic needle."\*

Dr. Haven commenced his career as an educator by teaching a district school at fourteen dollars and fifty cents per month. He graduated at Wesleyan University, Middletown, Connecticut, in 1842, and immediately became teacher of natural sciences at the Amenia Seminary, N. Y., to succeed Rev. Joseph Cummings, afterward president of Northwestern University. Dr. Haven joined the New York Conference in 1848, and was an eminently successful pastor till January, 1853, when he entered a new field as professor of Latin in the University of Michigan.† In 1856 he was chosen editor of "Zion's Herald," the leading Methodist weekly in New England, remaining at that post until 1863. During these years Dr. Haven was preaching continuously and lecturing widely. He was chosen State Senator in Massachusetts in 1862, and in 1863. His work was especially valuable against slavery and intemperance, and in the support of education. In

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\*Autobiography of Bishop E. O. Haven, pp. 22-24.

†He later exchanged this department for that of English Language, Literature, and History.

1863 Dr. Haven was called to the presidency of the University of Michigan. It was a gloomy and turbulent time for that institution. In the six years of his presidency financial relief was secured, the number of students was nearly doubled, and advancement made along all lines.\*

If the University of Michigan "was astounded and dismayed by President Haven's announcement of his intention to resign,"† on the other hand his election to the presidency of the Northwestern University was a cause for great rejoicing among the friends of that institution. Dr. Haven said it was hard to bid farewell to the University of Michigan, but he felt he could probably be more useful at Evanston. He had been interested in Northwestern from its beginning.

Dr. Haven's inaugural address was an able one. This is the gist of it: (1) Universities are essential to a genuine civilization. Libraries, learned professors, museums, etc., are not the only needs of a university. There must be a demand for it. (2) The efficiency of universities is not a theory but a matter of fact. The ruling minds of Europe and America were college men—Luther, Loyola, Bacon, Calvin, Wesley, Descartes, etc. (3) The State alone cannot and ought not to meet the demand for education. The Church has always sustained schools, and she can never free herself from this obligation. (4) There should be no antagonism between the classicist and the

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\*In this biographical sketch I have relied upon Dr. Haven's autobiography.

†Autobiography, p. 170.

scientist. No one study is absolutely essential to great power. Each has its claim to attention; all are profitable.

After the usual ceremony of inauguration, Dr. Haven betook himself heartily to the new work, and the beginning of the college year in 1869 was a new epoch in the history of the institution. Dr. Oliver Marcy says, "Dr. Haven's organizing power was immediately felt. During the first year he brought rapidly together the more immediately available elements of enlargement and strength."

Dr. Haven was an advocate of coeducation,\* and in the first year of his administration a young woman was for the first time admitted to the classes of the University. Dr. Haven says: "Evanston had already an organization of trustees to establish a Woman's College, but had not yet succeeded in obtaining any pecuniary foundation for it, principally, because there was a flourishing private institution of the kind in the village. I directed all my efforts to induce the proprietor of the private institution to surrender its influence to the University, and by public efforts and private solicitations brought about a union of the proposed Woman's College with the University, and obtained large contributions for the erection of an elegant building.† In January, 1869, the village of Evanston quit claim to the Evanston College for Ladies the park lying between Clark and Park streets, and Orrington and Sherman avenues. This park was to be used as a site for a building for

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\*It is reported to have been one of the conditions of his acceptance that women be permitted to study in the University.

†Autobiography p. 176.



the above college. In this year (1869), too, the Chicago Medical College became a department of the University. Dr. Haven says, "In a few days (after his inauguration) I recommended a plan whereby the Chicago Medical College was united with the University. This was then the only medical college in the United States that required a three years' course of graded study, with careful and repeated examinations. It consisted of a few able professors, with Dr. Nathan S. Davis at their head, who were resolutely determined to raise the standard of the medical profession.†

For the first time there was a suitable building for the accommodation of the college. University Hall was opened September 8, 1869.\* The opening of this new building and the inauguration of Dr. Haven marked an epoch in the history of the institution and of liberal education in the Northwest.

The Garrett Biblical Institute, soon to suffer severely from the Chicago fire, was brought into closer relation to the University. Its catalogue in 1869 and 1870 formed a part of the University catalogue. The University catalogue of 1868 and 1869 contains but twenty-two pages, while that of 1869 and 1870 has fifty-five pages. A comparison of the two shows a great enlargement of the work under the first year's presidency of Dr. Haven.

A Department of Civil Engineering was organized with

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\*The speakers were Governor John M. Palmer, Bishops Thompson and Simpson, and Dr. Haven. Dr. Haven spoke of the Hall as "the new and elegant University building."

Professor Julius F. Kellogg in charge. A chemical laboratory was established. The Schultze library of 20,000 volumes was purchased for the University, the gift of Mr. L. L. Greenleaf.

Dr. Haven's report to the Board of Trustees, June, 1870, is a long and able document, reviewing the history of the University from its foundation to the present (1870). Much progress had been made, and plans were being laid for the future. A proposition was made for the association of the Norwegian and Swedish Methodists with the University; also, for the association of the Evanston College for Ladies with the University. President Haven recommended that steps be taken to establish a Law Department. Every department had increased in numbers, and was in a prosperous condition. The report breathed with hope and courage, and closed with an appeal to all to work resolutely for the future welfare of the University.

During the stress of great activity for the University, Dr. Haven was preaching and lecturing frequently and writing for religious journals. The second year of his administration (1870-'71) was eminently prosperous. Not much that was new was undertaken, but there was a developing of things begun.

The Medical College had completed their new and commodious building. In an address before the Medical College in 1870, Dr. Haven enunciated some wholesome views regarding the medical profession. "Your profession," he said, "is as old as the clergy, and has its regular suc-

cession of doctors of medicine from early times. Doctors are the great prosecutors of science and free thought. The principles of your profession should be better understood by the public. When a true physician discovers a new remedy or the cause of any malady, he is not to enter the patent office to obtain an exclusive right to his discovery, nor send out a mixture in boxes and bottles with flaming advertisements to be swallowed by men, women, and children, without regard to constitution, age, or ailment. But he is to publish it as free as the air to all the profession. This is philanthropic and noble. A physician must be a gentleman. He should, I think, in the highest sense of the word be a Christian.\*

The College for Ladies had been chartered. Dr. Haven and Miss Frances E. Willard worked harmoniously and earnestly for the promotion of this institution. Mary F. Haskin, Mary B. Willard, Abby L. Brown, Emma B. White, Elizabeth M. Greenleaf, Mary F. Haven, Emily Huntington Miller, and Prof. Marcy were warm supporters. The corner stone of Evanston College for Ladies was laid July 4, 1871. Addresses were made by President Haven and Rev. J. M. Reid, editor of the *Northwestern Christian Advocate*. A hymn was written for the occasion by Mrs. Miller.

Prof. Marcy, speaking of Dr. Haven says, "his society was much sought by men of position and influence; each Sunday afternoon he gave an address in the college chapel,

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\**Northwestern Christian Advocate*, March 30, 1870.

to which the citizens crowded to listen;\* he was invited to lecture before other colleges, and before educational associations, and the presidents and officers of other colleges honored him with calls.†

The catalogue showed that the number of students had

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\*"These addresses, like all his addresses, evidenced a wide range of information and much study of his subject, and commanded the closest attention and marked interest of his listeners from beginning to close. He seldom *preached*; he always *talked*, and said something every time that he spoke. In stature he was rather undersized. His face was very thin, and his voice was somewhat like his face, but musical and pleasant to hear. Impassioned oratory was not characteristic of him, but his rhetoric was the purest, and his style so simple that no one failed to grasp his thought and carry it away as so much added treasure. I remember to this day things he said in his talks on the Lord's Prayer."

Apropos of the demands made on Dr. Haven for service outside of Evanston one of his students writes, "In my senior year I recited to him in rhetoric, and mental and moral philosophy. Frequently he would come into the class-room after an absence of some days, and after asking a few questions and getting a few unsatisfactory replies, he would launch into a lecture which would consume the rest of the hour, but would give the pupils more to take away with them than they could get out of the book in a whole day; then he would say, 'Gentlemen, I shall be obliged to be away the rest of the week. You will read the next so-many pages and each present a thesis (or a syllabus) on the subject the next time we meet.'"

†It may be of interest to give a brief summary of a lecture delivered by Dr. Haven in Philadelphia, Pennsylvania, on the subject, "Infidelity and the Bible." The "Philadelphia Press" says, "The course has embraced the leading divines and Christian thinkers of our country, but President Haven's essay must be regarded as the crowning one of the series." Dr. Haven said, "The fault of our theologians is that they rather avoid the scientific theories in which Christianity at present finds its chief antagonists. They avoid dangerous subjects, and only denounce their distinguished opponents. They who will not seek acquaintance with the science of living things, and are blind to God's creation, are fools. We repudiate a religion that cannot endure philosophy, and we repudiate both the religion and the philosophy that does not accept and delight in all facts. We discard scientific hypotheses that are not confirmed by facts. Metaphysicians may write ponderous volumes on the subject, and discourse learnedly about nihilists, realists, moralists, dualists, and cosmothetic idealists, the final conclusion of all of those who do not lose their common sense is that we believe in matter because we feel it, see it, hear it, taste it, and smell it."

increased in all departments. In the second annual report to the trustees everything was hopeful and pleasant. Dr. Haven says, "Evanston is becoming a place of residence for the education of children. The Preparatory School has been particularly flourishing. The Civil Engineering Course, established two years ago is a decided success." In conclusion—"It gives me pleasure to state that so far as I know all the authorities of the University have coöperated with great harmony and energy during the past year, and looking for the divine blessing, and profoundly thankful for past success, we shall enter upon another year with confidence and hope."

The third year (1871-'72) of President Haven's administration was a fruitful and happy one, though some misfortunes came—the Chicago fire, and the death of Professor Noyes. In 1871, October 8 and 9, occurred the great Chicago conflagration. The University lost but little property; but Garrett Biblical Institute was not so fortunate, losing a block of buildings in Chicago, its main productive endowment. Among those who went out to visit the churches and obtain aid for it was Dr. Haven. He presented its cause in Baltimore, Washington, and vicinity, and the people responded well; the institution was saved.\*

Dr. Haven's interest in the College for Ladies never flagged. Professor Marcy presented a plan to the Execu-

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\*This solicitation of funds was not solely in the interest of the theological school, but in behalf of all those Methodist churches and institutions that had suffered by the fire.

tive Committee of the Evanston College for Ladies for a conservatory of music in connection with the institution. It was adopted July 22, 1872.

The death of Professor Noyes was a cause of profound grief to the University. "Of modest and dignified deportment, accurate scholarship, broad sympathies, correct judgment, pure and elevated tastes, he was eminently suited to stand as a model for young men."\*

Arrangements were being made for the establishment of a Law Department. On motion of Dr. Haven a special committee of three was appointed to provide for instruction in the Department of Law for the coming year. Dr. Haven, Orrington Lunt, and L. L. Greenleaf constituted the committee. It was the purpose of the president to establish the Law Department of the University so that it might be opened by the first of the next October; but the arrangements were not completed till after Dr. Haven left the institution.

Three instructive papers upon the subject of "Amusements" appear in the "Tripod" this year from the able and ready pen of Dr. Haven. These papers are well worth the perusal of every young man and woman, of every minister of the gospel,—indeed, they are valuable reading to every one. Only a brief summary is here given.

(1). Amusement in the sense of spontaneous, healthful action, seeking only gratification, is right.

(2). Children during the formative period of both

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\*"Tripod," Vol. II, p. 62.—F. D. Hemenway.

mind and body, need more of it than adults, and the proportionment of amusement to labor, should be largest with them, and diminish with increasing age.

(3). Amusements themselves should be regulated by the great moral law of obligation to oneself, to society, and to God.

(4). Amusements should vary with our occupations, and be so chosen as to supplement our labor—supplying its deficiencies, and repairing the waste made by toil.

(5). Amusements of a doubtful character, or of a seeming tendency to evil, should be carefully, conscientiously scrutinized, and if indulgence in them deadens or dampens a spirit of devotion, or disinclines one to reverence and prayer, they should be abandoned or denied.

(6). At all times and everywhere, Christians should remember—and all ought to be Christians—the direction: “Whether, ye eat or drink, or whatsoever ye do, do all to the glory of God.”\*

Dr. Haven continued to preach and lecture extensively. The new main building of Simpson Centenary College at Indianola, Iowa, was dedicated in October, 1870, by Dr. Haven.†

Not only on the platform, but also in the editorial chair, Dr. Haven found congenial employment for his energy. The University Publishing Company was organized in Chicago, in 1871, with Dr. Haven as president. It was

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\*“Tripod,” Vol. II, p. 26.

†Northwestern Christian Advocate, Oct. 12, 1870.

organized with a capital of \$100,000, and was to do a general book publishing business. The Lakeside Monthly Magazine was purchased by the company and published thereafter by them.

As the time was approaching for the General Conference, the students and friends of the University were fearful lest they might lose their good president. The following article appeared in the *Tripod*: "‘Nolo Episcopari’ is a toast which the students and friends of the Northwestern University will probably offer to President Haven on the first appropriate occasion he honors with his presence."\* But though at this General Conference Dr. Haven was not elected to the episcopacy, he was appointed secretary of the Board of Education of the Methodist Episcopal Church. He was the first secretary, and before him lay a new and promising field for his organizing power.

In his third and last annual report to the trustees, in June, 1872, he did not refer to his election. The report showed an increase in the number of students. Referring to the death of Prof. H. S. Noyes, Dr. Haven recommended the policy, of calling "young and promising men to fill its chairs when vacant, giving them, at first, salaries considerably lower than the maximum; as they grow in years and experience let their salaries be raised. In this way the faculty will always have a proper proportion of men of various ages."

The Preparatory School was much improved. The

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\**Tripod*, Vol. I, p. 121.



building had been almost doubled in size, and was on a pleasant site on the University grounds. Dr. Haven still believed there was need for a college for ladies at the Northwestern University, and urged the continued close relation of the University and the Evanston College for Ladies. The report recommends that "all young women students recognized by the University be required by the University to register as members of the Ladies' College. They need care, home, and cheap board." He "would not have them left as they are at some institutions, without other regulations than those prescribed for young men." Meetings of the Executive Committee of the Evanston College for Ladies were held at the home of Dr. Haven in Evanston after he had resigned the presidency of the University. On June 24, 1873, the Evanston College for Ladies was transferred to the University. Although Dr. Haven had entered upon another field of duty, he was chiefly instrumental in bringing about this consummation.

The election of Dr. Haven as secretary of the Board of Education caused much anxiety to the board of trustees. In a public reception given him June 18, 1872, at Evanston, the citizens of Evanston and vicinity, and the faculty of the University rivalled one another in their expressions of appreciation and love for Dr. Haven. He was strongly urged to remain at Evanston at the head of the University. By motion of J. V. Farwell a committee was appointed to consider and report on the relations of the president to the University, and the office to which he had been called by

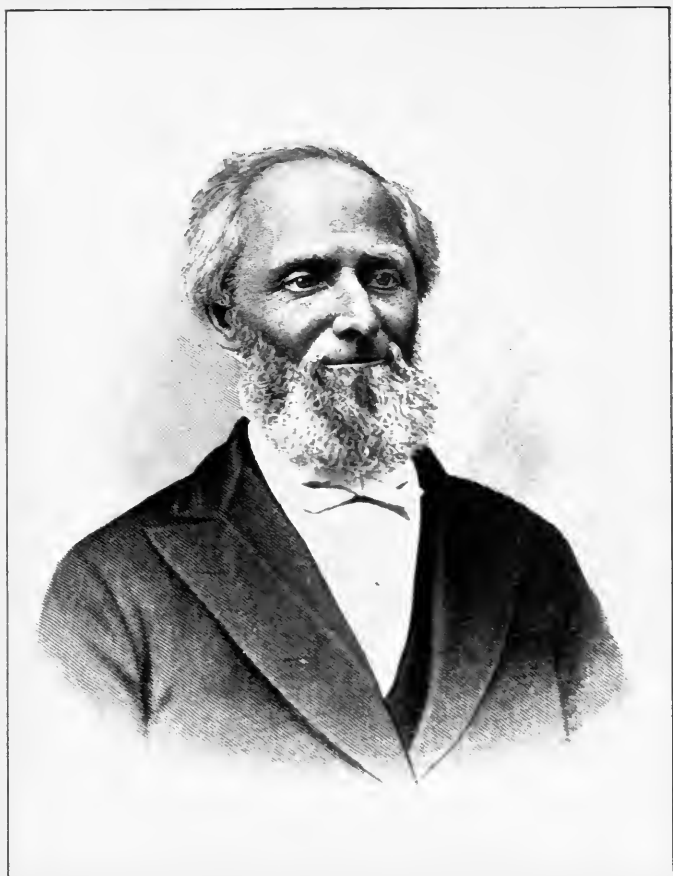
the General Conference of the Methodist Episcopal Church. J. V. Farwell, T. W. Harrey, S. McCarty, A. Wood and John Evans constituted the committee. They reported that while they recognized that Dr. Haven was the right man in the right place as secretary of the Board of Education of the M. E. Church, yet they unanimously requested Dr. Haven to continue his connection with the Northwestern University. Professor Marcy says, "It was a critical period with Dr. Haven. He withheld his resignation, hoping that means would be provided through which the University would be placed in a superior and independent condition. But seeing no prospect of immediately realizing these hopes, he chose the broader field of immediate usefulness to which he had been elected."\* In September he sent to the Executive Committee the following letter:

"Evanston, Sept. 12, 1872.

"Dear Brethren—Having concluded to accept the office of Corresponding Secretary of the Board of Education of the Methodist Episcopal Church, it becomes my duty to resign the presidency of the Northwestern University. It is painful for me to sever relations that have been so uniformly agreeable and pleasant. I rejoice with you, not only in the great promise of the university for the future, but also in its healthy and rapid growth in the past, and in its present usefulness and power. All its departments are, I

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\*Autobiography, p. 182.



ERASTUS OTIS HAVEN



believe, abundantly prosperous. It has a noble and faithful faculty, and the number of students is larger than ever before. It is only because I have high hopes that the Board of Education will be useful to the entire Church, and that having been called to engage in its work, it is my duty to do so, that I consent. It would not become me to detail what has been done for the University during the last three years. Suffice it to say, that it seems to me to have kept pace with the wonderful progress which characterizes that portion of the country in which it is located. May its future be as the past, only more abundantly!

"With sincere gratitude for all your kindness in the past, and earnestly praying for the divine blessing upon you officially and individually, I am, very truly yours,

"E. O. HAVEN."

At a special meeting of the Board of Trustees, held October 23, 1872, the following resolutions were adopted:

"*Resolved*, 1. That in accepting the resignation of Dr. Haven of the presidency of the Northwestern University we do so with sincere regret—a feeling which we believe is shared alike by trustees, faculty, students, and the community at large.

"2. That the administration of Dr. Haven has been marked by wise prudence and an enlightened progress; that in him the trustees have found an experienced educator who believes in the possibility of constant advance-

ment, the power of a profound thinker, the fidelity, dignity and modesty of a Christian scholar and gentleman.

"3. That the increased number of departments, with the large addition of students, and the successful policy indorsed and sustained by Dr. Haven in opening the college classes to women, attest the wisdom of his administration.

"4. That we believe Dr. Haven to have carefully considered the question of his resignation, and that he is impelled to leave by no want of interest in the University, but from a deep conviction that in his new field he can be more useful to the cause of education and religion, and in this he may be assured that our prayers and wishes for his success will follow him.

"5. That we regard with special gratification the statement that he may continue to reside in our midst; that in any event he will remain a member of the Board of Trustees, where his presence and counsel will always be most welcome.

WIRT DEXTER,  
R. F. QUEAL,  
RICHARD HANEY,  
Committee."\*

Dr. Haven says, "The three years which I spent in Evanston were to me full of labor and enjoyment." A glance back at these pages will show they were three years

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\*Trustees' Records, Vol. III, pp. 67-75.

full of labor.\* Dr. Haven was mild and urbane in manner. He always seemed cheerful, hopeful and equal to the situation. He was highly esteemed by the students. His lectures, sermons, and addresses were clear and simple, yet scholarly, instructive, and dignified. He was always heard with deep and general interest. . . . His thought was original and even daring. In speaking of the future activities of the redeemed he said, "Perhaps sometime we shall create. Why not?"

Dr. Haven was Evans Professor of Intellectual and Moral Philosophy. His manner of reproof to students is interesting. In his logic class there was at one time an unruly and overbearing student. "One morning on coming into Dr. Haven's class, instead of taking his seat, he went to the window, leaned upon the window sill, and uttered a silly remark with the intention of producing a laugh. The Doctor, with a firmness and severity in the tone of his voice that is thought impossible in such mild

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\*A brief summary of things initiated and consummated in the three years is here given. 1869-'70. Young women admitted to College classes. College for Ladies organized. A site secured for a building for the Evanston College for Ladies. The Chicago Medical College made a Department of the University. University Hall opened. Garrett Biblical Institute brought into closer relation to the University. A Department of Civil Engineering organized. A Chemical Laboratory established. Schultze Library of 20,000 volumes purchased. The Young Men's Christian Association organized.

1870-'71. New Building of Medical College completed. College for ladies chartered. Tripod launched. Old college building removed from Davis street to the campus. Corner stone for Evanston College for Ladies laid.

1871-'72. Dr. Haven goes East to secure financial aid for Garrett Biblical Institute. Life saving crew organized. Conservatory of music for the Evanston College for Ladies adopted. Arrangements made to establish a Law Department. University Publishing Company organized. Preparatory Building improved and enlarged.

mannered men, simply said, 'Mr. *Blank*.' " He meekly took his seat and behaved. Another instance occurred while he was presiding at a declamation contest in the old Methodist Church. "At the close of a declamation by a student who had incurred some one's ill will there fell on the platform a bouquet of burdock, cabbage leaves, and other unacceptable material. Dr. Haven at once sharply reprimanded the offender for the insult and the infringement of good order and concluded by saying, 'If any one repeats the offense we will proceed against him.' It was not repeated."

After careful study I think the following personal letter expresses the sentiment of the students under Dr. Haven. "My heart has always been full of love for President E. O. Haven and I always have a good word for him and his administration. I am proud that it was my good fortune to be in Northwestern and graduate under this great and good man. The beautiful example of daily life can never be forgotten by students who were fortunate enough to come in daily contact with President Haven. He was certainly one of the grandest men whom I have ever known, and, in my judgment, one of his strongest points as a leader among men was the fact that he could express the greatest thoughts in the simplest language. In the classroom we never found his store of information lacking, either in regard to the questions of study in hand or the current questions of the day. I would that our fair



country might have been blessed with more men like E. O. Haven."

Dr. J. M. Buckley says of President Haven, "the wisdom of his administration doubtless saved many a youth from expulsion, who, under a more rigorous or less considerate control, would have been disgraced and, perhaps, ruined. . . . It may be affirmed that every student who passed under his moulding hand was calmer, gentler, more disposed to refinement, religion, and a life devoted to clear thinking, right living, and pure feeling than under ordinary circumstances he would in all probability have been."\*

In 1874, after two years of service in the Board of Education, Dr. Haven was elected chancellor of the University of Syracuse, a position he occupied for six years till his elevation to the episcopacy. Unhappily in his new field his labors were short. He died in 1881. As teacher, preacher, lecturer, editor, administrator, man, he had served his church and his generation well.

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\*Introduction to Autobiography of E. O. Haven, p. 14.



## CHAPTER XII

PRESIDENT FOWLER AND HIS ADMINISTRATION

1872-1876

THE EDITOR



**B**Y vote of the trustees, October 23, 1872. Charles Henry Fowler became the fourth president of Northwestern. Born in Canada, his home from early years had been in Illinois, whither his parents removed in 1840.\*

He was an alumnus of Genesee Seminary and College, graduating from the latter in 1859. The immediate purpose of the young man was to enter the legal profession; he even began his studies to this end. But the call to the ministry was irresistible; he discarded his law-books, and entered Garrett Biblical Institute. Leaving this institution in due time, he at once received a responsible appointment to a pastorate in Chicago. His energy, efficiency, and eloquence won him speedy recognition in the circles of his own—the Methodist Episcopal—denomination. From one pastorate to another his services grew in force and public appreciation. It was soon believed by many that he had no superior as an orator in the Northwest. He was often suggested as a fitting candidate for the Episcopal office.

It was to be expected that in the event of a vacancy in the office of president of Northwestern University, the trustees should consider first the clergy of their own faith in Chicago. The opinion was still prevalent that ministers only were appropriate occupants of the office. The service of Dr. Fowler in four of the prominent pulpits of Chicago;

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\*Their son Charles then being three years old.

his acquaintance with the trustees; his knowledge, in some measure, of local conditions, increased by visits to Evanston and the University;\* the warmth of the loyalty of his friends,—all these made him the logical candidate at the trustees' meeting in October, 1872. President Haven had resigned to accept the secretaryship of the Educational Society; the same meeting accepted his resignation and elected his successor.

It is said that when Dr. Fowler came to Evanston to look over the ground and he cast his eye toward the campus and University Hall, he observed, "I think I can ride that horse." The remark was characteristic of the confidence of the man in his own powers. He was energetic, ambitious, and indomitable of will. As one has said of him, "He was the perfect personification of push and power." "Power," indeed, and success, the end to which power works, were cardinal points of his creed. These were facts that the president never wearied of bringing home to the students, and the force of his utterance impressed them deeply on mind and heart. His enthusiasm for success was contagious. But in his conception both power and success were the result of work. He himself was intense in his activity as preacher and administrator. Yet with this he was genial and witty. Students, especially of the upper classes, found him approachable and responsive. While Dr. Haven's

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\*He had been elected to the presidency of the University in 1866, but declined the honor. This event must have stimulated an interest in the University afterward. He was invited to deliver the Commencement sermon in 1868. He was one of the speakers at the inauguration of Dr. Haven in 1869.



CHARLES HENRY FOWLER





dignity separated him in some degree from the students, President Fowler often met some of them in personal and apparently cordial association. Some he called by their Christian names and with them he discussed in hearty openness their plans for college and the future. He purposed to learn the name of every student, and in this he was assisted by a memory of remarkable retentiveness. His students have not yet ceased to wonder at the feat of memorizing involved in the delivery of his inaugural address, when without a note he spoke for over two hours, as they sat with copies in their hands of the Chicago newspaper that had published the speech in full, some hours in advance of its delivery.\*

As a teacher Dr. Fowler was rather forcible than logical or profound,—was happier in his putting of things than solid in his erudition. His versatility, perhaps, made impossible an exhaustive knowledge of a limited field. As president he was Professor of Mental and Moral Philosophy. The two functions had been combined since the opening of the University. And so it was that Dr. Fowler's students were for the most part seniors. To many his teaching was a tonic. Others of radically different temperament failed to appreciate the work of his class-room. In his instructions on the platform or in the class-room he was faithful to the accepted teachings of his church. He was a stimulus to minds of religious bent; but those who

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\*Advance sheets of the speech had been furnished the Chicago papers at their request. One of them violated the confidence shown them, with the above result.

tended to agnosticism or free inquiry, or sought for faith through intellectual effort found the spirit of the president remote from their own channels of thought. He was so clear and confident in his own conceptions of religious truth, that mutual understanding was difficult.

In the college community Dr. Fowler was most effective as a preacher. His chapel talks and sermons, baccalaureate and other, were forcible productions of permanent influence upon his audiences. His addresses were full of wholesome lessons. In the pulpit the force of the man was most apparent. "His tremendous hyperboles, metaphors, and climaxes seemed to leave no foothold for opposition." His eloquence teemed with illustrations and imagery. Indeed, his manner was so personal and striking that young theologues were found cultivating the Fowler manner and method. On occasion the president's preaching became evangelistic. His effectiveness in revival services was notable. In 1874 the climax of a series of special religious services came in a sermon by Dr. Fowler on Naaman, the leper. As he pictured the sinking and rising of the Syrian in the waters, many students were deeply moved and more than a score made confession of their faith.

Both Dr. Fowler and his wife sought to come into close relations with the students. They entertained freely and cultivated a personal interest in their young friends. The president sought the confidence of the maturer students by conversing with them on questions of administration. So

successful was he in winning the esteem of many that to this day he stands to them as a great inspiration, one of the heroes of their youth. But Dr. Fowler, like other presidents, was not always understood by the students. A petition was at one time presented to him requesting the removal of one of the faculty. This action the students believed was for the good of the University and in harmony with the sentiments of the president. But he could not approve the methods of the petitioners, and denied the request, supporting the professor. Dr. Fowler has been the target for many a shot regarding the issue with Miss Frances E. Willard of the Woman's College. Miss Willard was warmly admired by both the men and women of the University. But it is not to be forgotten that the position of the president was that of the majority of the trustees and of the faculty, and that the matter was given full and sympathetic consideration. Another criticism of Dr. Fowler was his attitude toward mixed literary societies. The separation of women from the men's literary societies was the policy of the head of the Woman's College, Miss Soulé, who accepted her position on several conditions, one of which, confirmed by her experience in the East, was that the women should have their own literary organizations. It is not surprising that both men and women objected to the action, especially as the amalgamation of the Woman's College with the University had but recently occurred, and this union was supposed to secure the complete equality of men and women in the privileges

of the institution. The segregation of women into their own societies was regarded by them as an affront to their womanhood.

The inaugural address of President Fowler may be regarded as his educational creed.\* Universities were to teach all knowledge, without distinctions of complexion, blood, or sex. If universities were to teach all knowledge, and Northwestern were to claim the name of university, better equipment and instruction in the natural sciences must be provided. According to a statement in the University catalogue of 1873-4, "Courses for the application of science are equally honorable with the old culture courses." This was the root of the College of Technology, projected soon after the election of the president, and so far organized by June, 1873, that it had eleven professors and instructors. A subscription was taken for it at the close of the inaugural address. The grounds for the organization of a College of Technology are stated in the president's report to the trustees in June, 1873, as follows: (1) to teach practical science; (2) to educate men for teaching science; (3) to train men for original investigation. That such a college should be distinct from the College of Liberal Arts was judged advisable because of the necessity of employing different methods, the differences in subject-matter, and the general principle of the

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\*The program of the inauguration included an address by the president of the trustees, an address by President Fowler, a collation, addresses by invited guests and others, followed by the commencement exercises.

division of labor. The president, Professor Marcy, and Professor Carhart were appointed to work out the details of organization. Professor Marcy was appointed the Dean of the College. As the resources of the University were inadequate to the additional expense required, Dr. Fowler endeavored to solicit for the College of Technology \$2,500 to \$2,700 a year for three years, after which time he anticipated that the treasury of the University would be able to carry the expense. Courses in Engineering, Chemistry, and Natural History were outlined, the basic work for all three being the same in the first two years of the course. The College of Technology held its own special meetings and anniversary exercises. In the academic year, 1875-6, there were twenty students in the college. One of the more eminent names connected with the school was that of Lyman E. Cooley.

The College of Technology never fulfilled the expectations of Dr. Fowler. It led a lingering existence for a few years until, as Acting-President Marcy notes in his report to the Trustees in 1877, "the demand for technological studies has almost entirely ceased." This department of the University did not flourish to the same degree as the others. While the rest of the University increased in numbers and prestige, this school did not even hold its own. Had the College of Technology succeeded, its inception would doubtless have been regarded as an exhibition of far-sighted wisdom on the part of the president; but the increasingly critical condition of the treasury of the Uni-

versity made it necessary to retrench where curtailment would least be felt, and so the school of Technology was sacrificed.

Dr. Fowler believed in advertising the University. No catalogue had been issued in 1871-2. In 1872-3 a somewhat larger volume than ordinary was published, but in 1873-4 the 'great catalogue' was issued. This was a volume of 180 pages,\* describing all the activities of the University. It was printed in attractive form, with illustrations. Several of the preparatory schools most intimately connected with the University were included in the book. The volume is so radical a departure from the preceding catalogues that it may be assumed that the president had the supervision of its preparation.† One has said, "The genius and faith of the president spoke out of it from every page." Rather was it the expression of his desire for a proper advertisement of the advantages of life at the institution.

The new president came to the University without experience in educational administration. And yet his past history was believed to presage the opening of a new era for the institution. The university idea, as distinguished from the college idea, was everywhere gaining currency at this time. It was Dr. Fowler's ambition to transform Northwestern from a college into a university. The College of Technology was organized; the Law School was

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\*The catalogue of 1869-70 had 55 pp.; of 1870-1, 55 pp.; of 1872-3, 85 pp.; of 1873-4, 180 pp.; no issue for 1874-5; 1875-6, 117 pp.

†He was assisted by Professor Wheeler.

projected; the amalgamation of the Woman's College with the University was consummated; Dr. Fisk was appointed principal of the preparatory school. Certainly this is no mean exhibit for an inexperienced hand. If energy be an essential of administrative ability, Dr. Fowler in his new field of work possessed in large measure one of the fundamental elements of success. While he was president, there was always activity.

The preparatory school had been founded in 1859-60. Its work, small at first, made greater and greater demands on the attention of the University. Several principals had directed the work there before the period of Dr. Fowler's administration. During the first year of his administration Rev. George W. Winslow was the efficient head of the school. On his resignation in 1873 the president secured as principal Rev. Herbert F. Fisk, whose ability, character, and labors are too well known to insert at this point in this history. It argues well for Dr. Fowler's judgment that so excellent a man was selected for the school. The preparatory department forced itself to the front as one of the best schools in the Mississippi valley and for many years excelled in its attendance the College of Liberal Arts.

It was part of Dr. Fowler's administrative policy to bring the University into close relation with preparatory schools. The president desired to supplement the University's own preparatory department by other feeders to the institution. For many years Jennings Seminary at

Aurora and Rock River Seminary at Mt. Morris had been regarded as natural tributaries of the University. At one time the purchase of the Rock River Seminary was seriously contemplated by the trustees. The two schools were now referred to in the catalogue as preparatory schools of the University. Many high schools, too, adopted Northwestern as the University which they would encourage their students to enter. April 15, 1873, Dr. Fowler submitted a circular letter addressed to the principals of high schools proposing a scheme of union with the University for preparatory instruction. This was adopted by the Executive Committee. This seems to be the first thorough-going attempt of the University to establish what is now called the system of accredited schools.

From the earliest years of the University the foundation of a law school had been contemplated. Grant Goodrich, the originator of the University, was himself a lawyer and was in time elevated to the bench. Andrew J. Brown and Henry W. Clark, others of the original trustees, were of the same profession. Not until 1873 did the discussions touching the organization of the school come to fruition. In March of that year Dr. Fowler proposed to the Executive Committee of the trustees that the University should coöperate with the University of Chicago in the maintenance of a school of law. A contract was executed by the Board of Trustees. The school, in its origin a department of the University of Chicago, came now under the dual control of both universities and remained thus for



thirteen years—the Union College of Law, a name still dear to its alumni.\*

In 1873 the Evanston College for Ladies was united with the University. The College for Ladies having acquired the charter and property of the Northwestern Female College, a body of trustees was formed in close sympathy with the University. Much of their labor had been performed under the friendly advice and coöperation of President Haven and the trustees of the University. Frances E. Willard was the head of the Woman's College, and a large new building (the present Willard Hall) was in process of erection. The relations between the two institutions were so close, their administration so much in the hands of the same people, that amalgamation was inevitable. This fortunate result came to pass in the administration of Dr. Fowler.† The president was in full sympathy with the union. In his inaugural address he demanded that universities give instruction without regard to sex.

While there were many questions involved in the amalgamation that called for much patience and good judgment, the union was effected harmoniously. One matter, however, was not fully determined in advance. Under whose social administration were the women students of

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\*Financial embarrassment compelled the University of Chicago to default in its part of the contract. Northwestern University in 1891 formally assumed sole administration of the school.

†The details of the union will be found in the chapter of this History entitled "The Evanston College for Ladies."

the University to be—under one of the faculty of the College of Liberal Arts or that of the Woman's College, presided over by Miss Willard? The question was seriously discussed with some exhibitions of feeling on either side. As president of the University, Dr. Fowler was of course compelled to define his position. He maintained that all college students—men and women—must be under the jurisdiction of the Liberal Arts faculty. Miss Willard, unable to concur in this view, believing that the successful administration of the Women's College required a control of the social life of the women by that college, presented her resignation to the trustees of the University. The trustees received the resignation sympathetically and referred the whole matter to a committee consisting of Grant Goodrich, Mrs. Emily Huntington Miller, and R. F. Queal. This committee made a conciliatory report, urging that many of the problems arising from the union of the two institutions were of so novel a character that no precedents were available for their settlement. The committee sympathized with the position taken by Miss Willard,\* but believed that under the circumstances her resignation should be accepted. The report was adopted by the trustees. The great misfortune was that Miss Willard's services were lost to the institution; her resignation was soon followed by those of other members of the faculty of the Women's College. Miss Willard was succeeded by

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\*More details regarding this question from Miss Willard's point of view may be found in her "Glimpses of Fifty Years," pp. 231-244.

Miss Ellen Soulé who administered the Woman's College in harmony with the officials of the University.

More serious beginnings of graduate work in the College of Liberal Arts were made in this administration. For the first time it was announced in the catalogue (of 1873-4) that the degree of Doctor of Philosophy would be granted on certain stated conditions. Breadth of culture was designed, but specialization was encouraged. But, unhappily, the financial status of the University did not permit development in this direction. It was eighteen years before a similar announcement was repeated in the catalogue.

Another evidence of the breadth of view of the University at this time was the development of the Modern Language course in the College of Liberal Arts. In September, 1873, the college faculty appointed as committee for drafting the plan of the course Dr. Fowler, Professors Wheeler and Marcy, and Miss Willard. As outlined this course was to satisfy the demand for a curriculum giving a more direct preparation for the avocations than the older classical course was supposed to do. It was not intended to be a less arduous course; the instruction was to be thorough. But the modern languages were to be substituted for the ancient, the higher mathematics were to be elective, and additional emphasis was to be placed on subjects like English Literature. The course survived in the college curriculum until June, 1904, after which date, in accordance with appropriate legislation the degree of Bachelor of Letters ceased to be given.

Dr. Fowler infused into the University the spirit of his own energy. There was a notable increase in the attendance of students.\* It is noteworthy that there was a remarkable gain from this time in the number of students not preparing for the ministry.† The institution broadened and came nearer to the University ideal. In fact, its resources did not keep pace with its expansion.‡ Gifts to the University and increased productiveness of endowment did not balance the budget demanded by the extension of the activities of the institution along the lines of the president's policy. Though temporarily embarrassed, the trustees exercised economy, emerged from their difficulties and came later to find in several of the projects initiated by Dr. Fowler grounds for deep and permanent satisfaction.

President Fowler remained with the University less than four years. He came in the autumn of 1872; he resigned in May, 1876. He had accepted the editorial chair of the New York Christian Advocate, the most influential position of the kind in the gift of the church. While the University at this time could offer little encouragement to the ambitious designs of the president, the new office offered wide scope for his energies. He closed his work at North-

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\*The Academy gained 33 per cent.

†In this connection it is of interest to note that the students were now required to attend but one church service on Sunday, instead of two.

‡The liabilities of the University had increased from \$50,000 in 1870 to \$175,000 in 1875. Chicago Tribune, June 23, 1875. The trustees anticipated that 1876 would be the worst financial year for the institution since 1858.

western on the twenty-second of May, 1876. On the same day Professor Marcy was appointed acting president. Dr. Fowler's colleagues bore testimony to his "distinguished ability, unflagging energy, uniform courtesy and kindness in all their official and personal relations, and sincere regret at their separation."\* He gained new honors in his editorial position. His transition to the episcopacy was early and natural,† his service as bishop being, happily, not yet terminated.

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\*See Faculty Records, June 23, 1876.

†It was a common procedure to elect bishops from the heads of the more important educational institutions of the church or from the editors of its periodicals. Dr. Fowler was the third president of Northwestern to be honored with episcopal election—Foster, Haven, Fowler.



## CHAPTER XIII

THE ADMINISTRATION OF OLIVER MARCY, LL.D.

JUNE 1876—JUNE 1881

MAY 1890—SEPT. 1890

WILLIAM BERNARD NORTON





THE administration of President Marcy has been well called the period of "storm and stress." The good ship Northwestern had long since passed through the Narrows and was well out on the open sea. There was no longer danger of hidden rocks and shoals and neither captain nor sailor had any intention of returning to the harbor. It was only necessary to reef the sails, fasten down the hatchways and keep an eye steady to windward. There was no mutiny among those on board. The routine of perfect discipline was observed. Such progress as was possible was made while all waited with perfect confidence for a fair sky and a smoother sea.

The most outstanding event in the corporate life of the University in this administration, the famous tax suit, fully described elsewhere, may well be taken to illustrate the period as a whole. At no time during the seven years over which litigation drew its weary length did the possibility of an adverse decision ever jeopardize the life of the University. The most that can be said is that the encroachments on time and thought, the indecision concerning certain lines of policy and the disturbance of public confidence were all elements of annoyance and even distress. The thought of complete disaster and final overthrow was never entertained.

No better bird's eye view of the period can be obtained than by giving a few quotations from the reports made by President Marcy himself. "The collegiate year of '76-'77"

he says in his first report, "began under very unfavorable circumstances. A severe financial crisis had occurred in the affairs of the institution forbidding improvements in the means of instruction. The president left for another field of labor and the Board of Instruction was reduced by several members. Such violent changes were well calculated to excite distrust in the minds of patrons and students in regard to the future. To the faculty that remained was given the task of maintaining, with its reduced means, the character of the institution for good instruction. This was hardly possible. To place Logic in the hands of the Professor of Natural History and Rhetoric in the hands of the Professor of Civil Engineering and have the work well done could not reasonably be expected. We are glad, however, to be able to say that notwithstanding this educational absurdity, we have heard no complaints from the students. The faculty believe that in all the main branches taught, they have been able to maintain the former reputation of the institution."

In his report of the year '78-'79 President Marcy gives a general review of the past. Looking back on "those flush times," as he calls them, he says concerning the University "The rapidity of its growth attracted much attention. It was perhaps without a parallel." He named three advantages that had come to the University by reason of its expansion,—increased reputation, patronage, stimulation,—and then adds "The principal disadvantages of the rapid expansion are financial and from these we suffer badly."

In June, 1881, after five years of economy and high ideals he addresses the trustees concerning his administration and his hopes for the future. Declaring that this had been his own distinctly recognized policy, he affirms it to be his conviction that "the University needs no further expansion but it greatly needs perfecting in the lines of study which it now promises to maintain." "The time of financial depression," he says, "is passing away" and "this meeting the faculty hopes will constitute an epoch in the history of the University." Sustained by high ideals President Marcy was also sustained by hope. His report in June, 1880, speaks of a "pleasant buoyancy of feeling that has prevailed among the members of the faculties." "We have faith," he said, "in the University."

Concerning the general life of the student body in this period it must not be imagined that there was any lack, as there was no lack of material sunshine in the so-called "dark ages" of European history, of the constituent elements that make up the virile, ambitious, optimistic, inventive college man and woman of to-day. In fact the period will be found by a survey to have been a creative one.

It was in this administration that a college yell was first proposed, though the present 'Rah, 'rah, 'rah, 'rah U Northwestern 'rah, 'rah, 'rah, 'rah, 'rah was not adopted until several unsuccessful attempts at a euphonious combination of syllables had been made. The college colors, purple and gold, were officially chosen, the gold being afterwards discarded for the sake of simplicity. The three

combinations of musical talent, the glee club, the orchestra and the band, all had their rise, though not in every case an uninterrupted history. The College Christian Association was organized to give greater efficiency to religious work and to affiliate the University with like institutions throughout the country. The Life Saving Station was built and students given an opportunity for self-helpfulness as well as for public service. The first Field Day was held and foot-ball introduced, the Rugby rules being published in *The Vidette*. The first Northwestern College song book was published, J. A. Fisher, ex-'80, being the editor, and several of the students and alumni being contributors. Vol. I, No. 1 of the college paper, *The Northwestern*, was issued, the paper being formed by a combination of *The Tripod*, the original college paper, and *The Vidette*, which latter paper had its rise, and three years of vigorous life during this administration. The College Annual, the forerunner of *The Syllabus*, was proposed and a committee appointed on the advisability of publication, though the work did not reach consummation until three years later. The first alumni record giving individual addresses and occupations was printed in the columns of *The Tripod* and in the college catalogue. The class of '80 as freshman introduced the wearing of mortar boards and held the first Trig cremation which was both a cremation and a burial and a college event of great elaborateness. The name of the College of Liberal Arts was substituted for that of the College of Literature and Science, giving

more definite emphasis to the idea of culture as distinguished from mere knowledge. The first successful attempt at a summer school was made, Professor Henry Cohn, a disciple of the Sauveur method, conducting a school of languages, August, 1879, and reinforced the following summer by Professors Fisk, Carhart and Cumnock who gave courses in their respective departments. University Day had its beginnings, though the name was not properly used nor given until the entire University was represented, when President Marcy and Dr. N. S. Davis, Sr., on succeeding years, entertained the Seniors of the Law, Medical and Liberal Arts Departments together with the various faculties, preceding the social hour with a walk of inspection around the campus and through the college buildings. Additions to the college equipment were made by three of the classes. The class of '78 gave the skeleton of the whale, the largest class gift in the history of the University. The class of '79 purchased the University tower clock, and the class of '80 the tower bell, the presentation of the latter gift being celebrated with a parade, speeches and bell song.

Dempster Hall, originally the home of the Garrett Biblical Institute, but since used as a college dormitory, was accidentally burned one bitter night, January 7, '79. Membership in the Intercollegiate Literary Association, because of excessive taxation, was withdrawn, though not until Northwestern had won an honorable standing and generous commendations. The Junior Exhibition died a

violent death, killed by mock programmes and the general inventive wickedness of Sophomores, whose successors gave no promise of better things. Senior chapel orations, the echo of which seem still to reverberate down the corridors of time, were no longer thought necessary or desirable. The custom of reading out the standing of each student in chapel with its special mention, first, second, and third grades and the ominous silence of names omitted was still in vogue, but gave way a few months after the administration closed to written reports. In this period occurred such tragic events as the barbaric bear hunt and barbecue, the fierce struggle between the Freshmen and Sophomores for the possession of canes or hats, in part or entire, the famous civil trial of Peters vs. N. W. U., and on the gentler side, the visit of Daniel Pratt, G. A. T. ("Great American Traveler"), orator and poet, the incomparable warbling of the "Maid's Lament" by Harry Thomas of the Chicago Quartette, and the nightly serenades ending with that song of high compliment, "Vive le George Du-noon!"

These brief references to many persons and events, some of them more adequately described, as they deserve, elsewhere in this history, will awaken whole chapters of memory among those who were themselves actors in the scenes thus roughly sketched, and to those not thus favored they may serve as a few charcoal lines from which by the aid of the imagination and further investigation the finished picture can be filled out.



OLIVER MARCY





Our attention must now be drawn from this general survey and fixed upon the one central figure of the administration whose position as chief executive gives him official prominence, and whose conspicuous abilities, nobility of character and long continued service have won generous recognition from his honored associates, and reverent affection from a great host of devoted alumni,—Dr. Oliver Marcy, thirty-seven years professor, twenty years Dean of the College of Liberal Arts, Curator of the Museum, twice acting president.

Born in Coleraine, Massachusetts, February 13, 1820, the seventh of eleven children, Oliver Marcy came of a line of honorable ancestry, his immediate family being in full sympathy with religion and education, one of his brothers becoming a minister, another a teacher and later a college president. His father died when he was eight years of age, but with his mother's coöperation and his own efforts, chiefly as a school teacher, he worked his way through college. Taking his preparatory course at Wesleyan Academy, Wilbraham, Massachusetts, he was graduated from Wesleyan University, Middletown, Connecticut, in the class of 1846. While still an undergraduate he was called to teach in the Wilbraham Academy, and with the exception of a portion of the year 1851, when he taught natural sciences in Amenia Seminary, New York, he continued there until coming to Evanston, a period of sixteen years.

While a teacher at Wilbraham Academy he had as prin-

cial Dr. Miner Raymond, for many years afterward professor in Garrett Biblical Institute, and as associate teacher Henry W. Warren, who became one of the bishops of the Methodist Episcopal Church. Among the pupils of the young Professor Marcy was a student whose name will be forever honored in the annals of Northwestern University as professor, and for thirty years head of its chief preparatory school, Herbert Franklin Fisk. In 1847 Professor Marcy was married to Miss Elizabeth Eunice Smith.

In 1862 he came to Evanston and entered upon the duties of Professor of Natural History and Physics in Northwestern University. Having been elected at graduation, in token of his high standing as a student, to membership in the Phi Beta Kappa Society, new honors as well as increasing responsibilities came to him with the years. He was elected a member in at least ten learned societies, state and national, formed for the advancement of science. In 1865, in collaboration with Alexander Winchell he wrote a monograph on the "Enumeration of Fossils collected in the Chicago Limestone," which was read before the Boston Society of Natural History. In 1866 he was sent as geologist by the United States Government on an expedition to survey a road from Virginia City, Montana, to Lewiston, Idaho, an account of which was published in 1887. As a result of his explorations both the Smithsonian Institute at Washington and the museum at Northwestern were enriched by many valuable specimens. In

1873 the Chicago University conferred upon him the degree of Doctor of Laws.

By his colleagues Dr. Marcy was honored in many ways. He was elected vice president in 1865-1868, and subsequent to his retirement from his position as acting president in 1881 was made Dean of the College of Liberal Arts continuing in this position the remainder of his life. In the year 1888-89 he was granted a year's vacation with continued pay. In 1890 he was again chosen acting president of the University, serving from the death of President Cummings, May 7, to the election of President Rogers, September first. On February 12, 1898, at a banquet held in Lunt Library Building, the Alumni Association presented his portrait, painted in oil, to the University, a congratulatory address being made by Professor W. A. Phillips, and a poem read by Professor C. W. Pearson. He died at his home in Evanston, March 19, 1899, honored in burial as he had been in life. Among the several natural objects which bear his name two are especially significant and emblematic,—an oak (*Quercus Marcyana*) and a mountain (Mount Marcy). He was both oak and mountain in hardiness and majesty.

When Dr. Marcy entered upon the duties of acting president he was only fifty-six years of age, but even then his face was patriarchal. His hair was white, or nearly so, and his complexion fair. His countenance was serious and yet so easily and often did the sunshine of intelligent interest, kindly humor or genuine benevolence play over it

that the lines of severity were softened to simple dignity. His manner was more than courteous, it was courtly. As added years gave increased benignity and grace, he won the title as did Gladstone of "the grand old man."

Dr. Marcy possessed a well proportioned physique. He was of medium height and weight. There was a slight stoop to his shoulders, one shoulder being somewhat more elevated than the other. While there was dignity, there was nothing of heaviness in his carriage. His step was quick and his general manner alert. He always had the appearance of being well dressed, but with no suggestion of changing styles or customs. In the winter time his characteristic outer covering was a military cloak which added to the individuality and picturesqueness of his appearance. As was true of that other perfect gentleman of the old school, Dr. N. S. Davis, Sr., Dr. Marcy made it a practice to wear full dress at church. The custom, we believe, came from a reverent conviction that God's house and day were entitled to the best. His worship had in it the stateliness of those who wait on royalty. And was he not in truth in the presence of the King of kings?

While Dr. Marcy was in every sense a man of flesh and blood and carried the weight of human infirmities as do others, though in a less degree than most men, there seems to gather about his memory a peculiar halo. We can think of nothing less than the unconscious transformation which took place in the features of Ernest, so beautifully described by Hawthorne in his legend of "The Great Stone Face."

The cause of transformation, I was almost about to say transfiguration, was the same in both. "Ernest began to speak, giving to the people of what was in his heart and mind. His words had power because they accorded with his thoughts; and his thoughts had reality and depth, because they harmonized with the life which he had always lived. It was not mere breath that he uttered; they were the words of life, because a life of good deeds and holy love was melted into them. The poet, as he listened, felt that the being and character of Ernest were a nobler strain of poetry than he had ever written. His eyes glistening with tears he gazed reverentially at the venerable man, and said within himself that never was there an aspect so worthy of a prophet and a sage as that mild, sweet, thoughtful countenance with the glory of white hair suffused about it."

It would be impossible to appreciate Dr. Marcy as president unless we knew him as teacher. Undoubtedly by the alumni he will be remembered more distinctly and more generally as instructor than as chief administrator, for even as administrator he never ceased to be a teacher, and to this work beginning with his undergraduate days he devoted a full half century. In answer to my letters of inquiry concerning Dr. Marcy as a man, a teacher and a president, sent chiefly to the graduates of the classes of 1877-81 inclusive, I have received over sixty replies. With a very few exceptions they have contained tributes of the highest praise for Dr. Marcy as a teacher and, with no

exception, for him as a man. The sentiment expressed by so great a scientist as William North Rice whose father's house Dr. Marcy used to visit when a young teacher at Wilbraham Academy is indicative of an inspiration which he maintained as teacher all through his life. "If I have ever accomplished anything of value in science I feel that I owe it very largely to the influence of Professor Marcy." "The most inspiring teacher I ever had." "He was my ideal." "No man helped me as much as he." "I have loved Dr. Marcy as I have loved few men." **These are** expressions that could be many times duplicated from these letters of appreciation.

It is interesting to learn how Dr. Marcy became a teacher of science. It was at Wilbraham Academy and was a circumstance not of his own choosing. He began as a teacher of mathematics. One day his principal, Dr. Miner Raymond, desiring some one to teach the class in geology, without consultation, though not without reason, appointed Professor Marcy to the work. This move resulted in the resignation of Orange Judd, the regular teacher, and Oliver Marcy's enthusiastic awakening to a love for the natural sciences and especially for geology that never knew abatement. In order to fit himself for his new work which he soon prophetically saw had a significant and enlarging future, he walked to Amherst College twenty miles away to study in the museum being gathered there. This circumstance exhibits two facts that have found further illustration in the life of Dr. Marcy. He has

been repeatedly called upon to take up lines of work contrary to his own taste, but having taken upon himself any task he has given to it conscientious and painstaking attention. Since coming to Northwestern University Dr. Marcy taught at one time or another the following subjects: mathematics, geology, mineralogy, zoology, botany, chemistry, physiology, logic and Greek. "He occupied" as one former student said, "not a chair but a settee."

Once in taking a class in geometry Dr. Marcy introduced the subject with the following statement: "The faculty have imposed this study on me. I do not know much about it but I will do the best I can." The modesty exhibited in this confession as well as his willingness to serve, was a marked characteristic of Dr. Marcy. "Candid men of science," he was wont to declare, "are often obliged to say, 'I don't know.'"

The method of Dr. Marcy's teaching was chiefly that of lecturing, the students taking notes. He was not inclined to ask many questions but was always ready to have questions asked of him. Enthusiasm would, however, reach its highest point in his classes when he was dealing directly with nature, illustrated by some specimen in the mineral, animal or plant world. The consequent abandon on the part of Dr. Marcy to the discovery of the facts of science sometimes led him away from a strictly connected and logical discussion of the lesson in hand into the pursuit of the more remote but ideally more important truth. This gave, to be sure, an advantage to certain indifferent

students whose knowledge of the day's lesson was only superficial to conceal their deficiencies; but it likewise opened to many an earnest student an enchanting vista of hitherto undiscovered truth that inspired him to the highest self endeavor. Among Northwestern's graduates are several who have always lived in Evanston as their home. Some of them remember going to Dr. Marcy as boys with natural objects, common or curious, and always receiving from him kindly welcome and practical help. Students who became Dr. Marcy's assistants in the museum or laboratory work record with gratitude the confidence that he always seemed to place in them, in conversation and general attitude treating them as fellow workers and not as underlings.

To some teachers of keen intellect and quivering nerves dullness is intolerable and the lash of sarcasm the only adequate punishment. Of Dr. Marcy it may be said that his genuineness and kindness were perhaps seen to their best advantage in his sympathy with dull but hard working students. He quickly discerned between students who were trying and those who were shirking. For the latter whether idle, inattentive, or impertinent, he could use the lash, but for the former his patience was saint-like and his persistence absolutely tireless. In keeping with this spirit was Dr. Marcy's willingness to show any serious student attention no matter at what cost to himself. Dr. M. S. Terry has placed on record the following incident related to him by a former student: "Professor Marcy had



appointed a day to go out with a select class in the campus and in the neighboring fields to point out some peculiar forms of insect life, some specimens of plants and flowers and a few birds nests hidden in the trees. This particular student for some reason could not accompany the class, but, meeting the professor later in the day, he expressed his deep regret. 'And what do you think,' said he, 'Dr. Marcy marched me off in a way I could not resist, seemed to hear nothing of my protest against such a monopoly of his time, walked with me to all the places he had taken the class, and seemed to do it all as if it were a positive joy for him to take all that amount of pains for me.' "

That Dr. Marcy kept the students' welfare and not his own convenience foremost, may be further seen from this extract of his report as curator of the museum in 1872. "Feeling the importance of a practical knowledge of the microscope to educated men, and also the impossibility of studying organic structure successfully without its use, I procured at my own expense, four Tolle's student microscopes. It has required a greater expenditure of time on my part than would have been required to teach a class as formerly, but I believe the instruction much more valuable to the student."

That his ideals of a teacher were as heroic as the ideals of a missionary or a reformer may be seen from the impassioned sentiments expressed in his report as president in 1878. "A true professor would prefer to live in a garret and endure the social ostracism which may be the

consequence, than be compelled to so occupy his time with a diversity of things as to leave him weak before his classes and compel him to lose character among the students." Dr. Marcy's humor may be illustrated by the following incidents. One of the requirements in geology was the handing in of a certain number of minerals properly labeled. One student having come into possession of a set by purchase or inheritance that had done duty on a former occasion, handed it to Dr. Marcy for acceptance. The doctor duly inspected it and remarked, "I always mark that collection 70, Mr. ———."

Scientific names, as is well known, often puzzle the uninitiated in the matter of spelling as of pronunciation. It was not uncommon for a student to interrupt Dr. Marcy in his lecture with the question—"How do you spell that word Professor?" "Oh spell it with a 't' or an 's' as the case might be," the doctor replied, endeavoring to help the student at the critical point.

As an illustration of Dr. Marcy's appeal to student sympathy and his delight in any healthy expression of animal spirits when there was a proper occasion, the following incident, interesting from other standpoints as well, may be given. On the day in which the favorable decision concerning the historic tax suit was rendered, Dr. Marcy rode on to the campus with Mr. Orrington Lunt. As he came up to a group of students standing among the dead leaves he said, "Gentlemen, I have the great pleasure to inform you that the suit against the University for taxes

has been decided in our favor by the Supreme Court of the United States. You may build bon-fires." And, says Dr. Duston Kemble, class of '80, who was in the group and who relates the incident, "We did build them till the night shadows of the grove were changed into a blaze of glory. It was a memorable scene." The hurrah of a bon fire celebration he could enjoy, for the enthusiasm of feeling seemed natural and reasonable, but the five times repeated encores of "Roll on, Silver Moon," and the display of cartoons in the midst of an exhibition of dignified Juniors, in the full tide of serious oratory, seemed to him worse than vanity. It was a kind of humor that was beyond his understanding or sympathies.

Dr. Marcy judged by every test was a great teacher. He was full of information on many subjects. His conversations as well as his lectures were a perpetual delight because he could always find a point of contact with the listener. While life-long devotion to a specialty will undoubtedly give greater authority to the utterances of a scholar and extend his influence and his reputation farther afield, yet it is a question whether or not in the direct work of teaching a broader culture is not more useful. Dr. Marcy had so compassed the entire range of knowledge that he could with marvelous skill and exactness correlate truth in all its varied forms. By reason of his accurate knowledge of science he corrected the vain speculations of philosophy while by his intimate acquaintance with philosophy he escaped the illogical assumptions of materialism.

His knowledge of the classics, the cultivation of which, notwithstanding his scientific bent, he always advocated, made clear to him the nomenclature of science and moulded his thoughts as well into correct and chaste literary forms. It was a wish sometimes expressed on the part of Dr. Marcy that he might be relieved from the exacting duties of the class room—especially in his later years—and give himself uninterruptedly to original investigation and to publication. Upon the results of such a course it is not necessary for us to speculate, but had he done so he would at least have abdicated the throne of immediate power from which he daily wielded a commanding authority over minds in their most formative stage. Because of this generous breadth of culture the conclusion is not to be drawn that Dr. Marcy was not in a real sense a specialist as well. He was an expert observer of the facts and laws of the world of nature and more particularly in that field of research we call geology, was he a life-long student, teacher, investigator and writer.

The significance of Dr. Marcy's work as a scientist will be best appreciated when it is remembered how recent and how marvelous have been the developments in scientific knowledge and methods of study. "In 1805," says Dr. Marcy in an article on Museums, "when Professor Silliman took the chair of chemistry in Yale College, he packed the entire museum collection of the institute in a candle box and sent it to Philadelphia to be labelled by Dr. Shubert, he being probably the only man in America who could

name such minerals as quartz, mica and feldspar." Especially significant is his position as a teacher when we remember the combined violence and insidiousness of the attacks on revealed truth made by such industrious investigators and publishers as were Darwin, Huxley and Tyn-dall, men of undoubted genius reinforced as well by a popular style of address and literary gifts. While some pulpits were hurling anathemas at them before audiences made up for the most part of people who neither knew nor cared what these iconoclasts across the sea were teaching, Dr. Marcy was patiently, clearly and forcibly showing to a company of students to whom every advance in science was a matter of searching inquiry, the limits and bounds of their scientific theories; and in many an article and leading editorial, over his own and other names, in educational and church papers he persistently and steadily contended for the truth of the divine personality and immanence in the wonder world of nature.

Dr. Marcy has been called the Methodist Agassiz. It may not be possible to substantiate this claim for him as an original investigator, but in his aims and purposes and in the character of his personal influence there is a striking resemblance to Professor Agassiz as set forth by two of the latter's biographers, a blended quotation of which I give: "More, however, than almost any other leader in modern science Agassiz insisted upon a theistic view of creation." "He is not merely a scientific thinker, he is a scientific force; and no small portion of the immense influence he exerts is

due to the energy, intensity, and geniality which distinguish the nature of the man. In personal intercourse he inspires as well as performs, communicates not only knowledge, but the love of the knowledge." This also did Dr. Marcy, and this also is a true delineation of his character.

An acting president holds by the very title of his office a tentative position. He is only serving, presumably, until some one else can be secured, or until his administration is so endorsed as to place him in full control. Dr. Marcy undoubtedly felt in some degree this implied restriction. It became, he thought, his business to conserve the good in possession rather than to push out towards a good, doubtful because untried. His rule, however, was so long continued and the support of faculty, trustees and students was so cordial that he is not to be thought of as merely ex-officio but as de-facto the head of the University. Some have felt that the position of the president was wholly a burden assumed by Dr. Marcy as a duty, and laid aside as a release. This is only partially true. Dr. Marcy undoubtedly loved supremely the museum and the classroom, but his most intimate associates on the faculty believe that the work of the presidency was not distasteful to him, and that he performed his executive duties with great zest and even delight. Certain it is that by his sagacity and resourcefulness he dispelled any fears that may have been entertained of his lack of fitness as a man of affairs.

His deliverances as president were necessarily largely

concerned with the severe problems that grew out of the financial stringency. In a historical sketch he once gave of the University, occurs this statement: "The prosperity of the institution at any one time has depended more upon the amount of money which was available for current expenses than upon the president or the professors." He often pleads with the trustees for better apparatus, for enlarged appropriations, for a more secure endowment for professorships, but always with due regard for their wisdom and the unimpaired preservation of the property holdings of the University. He did not fret under enforced limitations as some ambitious spirits might have done. He had the intelligent equipoise of assured faith.

On more than one occasion Dr. Marcy set forth his ideals of the presidency and by various extracts from his reports and other writings it would be easy to show that he had clearly settled convictions and a well defined policy, but the following quotation from his report made in June 1890 when he was a second time acting president is full enough to suffice for any further discussion combining as it does so many fundamental ideas—his conception of the duties and qualifications of president and professor, and his attitude towards science, philosophy, the church and the Christian life:

"The chair of philosophy in this institution has been filled by the president. This is not necessarily so. . . . It is more necessary that a professor should be a man of profound learning than that a president should be. The

chair of philosophy is the most important chair in the college. It should be filled with the greatest care. The scepticism of the age does not arise from the *science* of the age, but from the *philosophy* of the age. Science is confined to phenomena and law; philosophy is the interpretation of phenomena and law. There can be no correct theology without sound philosophy. The relation of the institution to a great church demands that the occupant of the chair of philosophy be a man of acknowledged authority, a comprehensive scholar in the department, a man who will not dismiss Spencer, or Compté, or Baine with a sneer, but a man who knows their weak points and can expose them, and a man who knows their strong points and can answer them before his classes.

The *president* should be first of all a man of good executive ability. He should be a man, broad in his intellect and broad in his sympathies and broad in his culture. He is to be the president not only of the College of Liberal Arts but of the College of Law and of the College of Medicine and of several other colleges. It would be better if he were not expected to teach, so that he could identify himself with the interests of all the colleges and not be so especially identified with the College of Liberal Arts as has been the case with the president hertofore. The president of the Northwestern University must compare favorably in knowledge, dignity and general ability with the presidents of other institutions of like grade, with whom he will come in contact. He must be a man in whose judgment business



men will have confidence. He must be a leader, a leader among men who are accustomed to lead. His learning, character and bearing must command the respect of the ardent, exuberant, keen and critical, but often wrong-headed and misjudging young men and young women with whom he will have to deal and he must be able to lead them to right thinking, to right conduct, and to a high and noble character."

Concerning Dr. Marcy's attitude towards the Woman's College and women students in general there is much of interest that could be said. Expressed in a mild way by a member of the class of '78 there was in the minds of some "an undertone of thought that Dr. Marcy was not in full accord with co-education"; and expressed in a more characteristically student way—a la modern Syllabus—by the following lampoon.

"My name is Oliver Marcy,  
In my high museum walls  
Its there you find your bugs and snakes  
And everything else that crawls;  
Vertebrates, invertebrates, reptilian birds that ran,  
And every boy that learns of me  
Is a scientific man.

"But if the giggling girls should come  
To my biologic 'lab',  
To try to take elective work  
And fuss and laugh and gab,  
I tell them to get right out of my class  
As quick as ever they can,  
For I have nothing to do with aught  
But a scientific man."

In reply it may be said that it is the testimony of those closest to him that neither in the privacy of his own home nor in the familiar confidence among professors outside the faculty meetings, did Dr. Marcy ever express himself against the general policy of coeducation. That there were special phases of the question still open to debate, may be seen by his own official statement made in 1878, which was in part as follows: "Our own policy is not as sharply defined as it is desirable it should be, but we doubt if we or the public, or even experienced educators, are at present prepared to say what is the best provision for the higher education of women."

Mrs. Ellen Soulé Carhart, Dean of the Woman's College in '76, writes of him: "I recall no act or word of his which would indicate anything but courtesy and care for true womanhood. His opposition, if such there was, must have been confined to such girls as by frivolity or weakness of mind might in his thought injure the classic dignity or the scientific thought of the University."

Mrs. Jane Bancroft Robinson, Dean, '77-'85, pays a like tribute to President Marcy's spirit and ideals. "It has always been my fortune to be surrounded by the type of gentleman that feels called upon to apologize should he differ in opinion from a woman with whom he is conversing or dealing. Not so Dr. Marcy. 'The cool white light of science' was as well exemplified in him as in anyone of whom I know. He would flatly assert a fact without preface or apology, and with manner so absolutely imper-

sonal that you would know it was the fact he was disputing and not yourself."

"The fact that on at least two occasions coming within the range of my personal knowledge he gave financial assistance to young women who desired to pursue an advanced course of training which they would have been unable to obtain without his aid, would indicate that he stood ready without prejudice to help women to secure the best possible results when he judged them prepared to be aided by advanced training."

Dr. Marcy was a lover of art as well as of nature. He appreciated every refinement typified by woman. He was progressive, fair minded and chivalrous. In fact and in principle he stood for nothing less than equal rights for all, unless it was for a favoring lift to the weaker.

For a third of a century a Sunday School teacher, regular in his daily devotions at home, and amid the distractions of his scientific expeditions as his diary shows, punctual in attendance upon public worship, pronounced as a champion of theistic belief in science and philosophy, temperate, pure, honest, tolerant, kind, loving, unselfish, it need not be necessary to formally state that he was a Christian, and that his character bore a full cluster of the fruits of the Spirit, and that his love for the Church was after the similitude of Him "who loved the Church and gave himself for it." It was easy for him to hand down his crown jewels, the University and scientific truth, to those who are his heirs, for the motto which he selected for a coat of

arms was the one by which he lived, "Quod Verum Tutum," "Truth is safe."

Dr. Marcy, let it be said in conclusion, was a man of great modesty, yet there are those still living, both men and women, themselves leaders in education and the church, with mental calibre enough to judge who do not hesitate to say that in largeness and strength of mind Dr. Marcy was the equal of any man who ever occupied the chair of the president of Northwestern University.

## CHAPTER XIV

ADMINISTRATION OF PRESIDENT CUMMINGS

1881—1890

HERBERT FRANKLIN FISK



THE administration of President Cummings had peculiar characteristics, making it a marked epoch in the history of the University. It had been preceded by five years of severe financial retrenchment and of painful anxieties. It was followed by years of comparatively free expenditure and of rapid growth. The interval was a period of hopeful activity, of the thrifty husbanding of scanty resources, of gratifying though not rapid expansion.

The election of Dr. Cummings to the presidency occurred on June 21st, 1881. On the evening of May 25th, the president of the Board of Trustees, Hon. John Evans, of Colorado, had invited to dine with him at the Grand Pacific Hotel in Chicago a company of about thirty persons, most of them trustees of the University or members of the faculty, and had proposed a plan for paying the indebtedness of the University, then amounting to \$200,000. Toward the payment of the first half of the debt, he offered to give \$25,000 provided this amount should be raised within one year, and toward the payment of the last half of the debt at a later time, he offered to give an additional \$25,000. This program, with the generous coöperation of Mr. William Deering and numerous other trustees and friends of the University, was successfully completed. For five years the encumbrance of this debt had weighed heavily upon the University, and the anticipated removal of it gave to the incoming president and to

all the friends of the University a spirit of great hopefulness.

During the larger part of the previous administration, the resources of the University had been threatened with confiscation by the State, and taxation charges had accumulated to the amount of over \$40,000. In the courts of Illinois successive decisions had been rendered against the University, but on April 7th, 1879, the Supreme Court of the United States declared the provision in the University charter enacted by the Legislature of Illinois, February 14th, 1855, to be a valid contract. This amendment exempted perpetually from taxation "for any and all purposes all property belonging to the University of whatever kind or description."

Numerous other incidents marked the beginning of the new administration as a transition from a period of solicitude to one of confidence. For example, during the ten years ending with 1880, a certain interest obligation of \$6,000 was exactly balanced by \$6,000 rental income from the property that was security for the debt. In 1880, the income from this property was increased to \$8,000, and the interest was reduced to \$4,500.

These were some of the hopeful aspects of the University that preceded the beginning of President Cummings's administration. They made possible several advances in expenditure that strengthened the hands of the president and the faculty, and gave heart and hope to alumni and friends. Since 1876 no promise had been made of full



payment of salaries, and the small nominal salaries had been annually settled by a rebate of from one-tenth to one-fourth. Beginning in 1881, salaries were paid in full, but at that time and for the larger half of Dr. Cummings's administration, the maximum salary of a professor was \$2,000. In 1887, by the liberality of numerous friends of the University, the maximum salary was made \$2,500 instead of \$2,000, and the president's salary was advanced from \$3,000 to \$3,500.

During the last year of Dr. Cummings's administration, 1889-1890, it came to be known that a great increase in the resources of the University would signalize the spring of 1890 on the occasion of the revaluation of a portion of the productive property of the University, by which the income from that property would be advanced from \$8,000 to over \$50,000 a year. Thus the beginning and the end of this administration were alike attended by very considerable enlargement of the resources at the command of the University.

Conspicuous among the events of these nine years of more liberal provisions for instruction, made possible by a bettered condition of finances, was, first, the election, June 21, 1881, of President Cummings. On the same day, Professors Baird and Pearson were elected to the chairs of Greek and English, respectively. In September of the same year, John H. Long was elected to the professorship of Chemistry, and after his assignment to work exclusively in the city departments of Medicine and Pharmacy, in

September, 1885, Professor A. V. E. Young succeeded him in his work in the College of Liberal Arts. In September, 1886, Dr. R. D. Sheppard became professor of History; and on September 14th, 1887, Dr. George W. Hough became professor of Astronomy and director of Dearborn Observatory. These elections, in each case, signified enlarged provisions for instruction, not the filling of vacancies made by the retirement of previous instructors.

Coincident with Professor Young's entrance upon the work of his professorship was the erection of Science Hall, the cornerstone of which had been laid June 23d of that year. Professor Young had the satisfaction of devising the interior arrangements of the chemical laboratory, conforming them in part to the best models and introducing numerous felicitous devices of his own. The erection of this building, at a cost of \$45,000, was provided for by the liberality of Mr. Daniel B. Fayerweather, induced by the persuasion of his friend, Rev. Robert M. Hatfield, D. D., himself a benefactor of the University, a trustee, and at that time special financial agent. This, the first gift of Mr. Fayerweather to the cause of education, was followed by numerous gifts to many universities, the Northwestern University subsequently receiving from him by bequest over \$140,000.

Two other buildings were erected during this administration. Dearborn Observatory was the gift of Mr. James B. Hobbs, long a trustee and faithful friend of the University, and a hearty admirer of its president. The



DANIEL DONBRIGHT



OLIVER MARCY



JULIUS K. ...



SETH ...



...



...



...



CHARLES A. PEARSON



ROBERT BAIRD.



cornerstone was laid June 21st, 1888, and the building was dedicated June 19th, 1889. In the following year a dormitory for young men was erected, the gifts for which were solicited by Dr. Hatfield.

Within this period, the numbers in attendance in the College of Liberal Arts were few in comparison with the numbers of later years, the total number now (1905) registered in a single year, and the number of the graduating class, being more than four times the average of that decade. The smallest registration was in 1882-3, one hundred forty-nine; the largest, in 1888-9, two hundred eighty-six; averaging about two hundred. The smallest graduating class was in 1886, numbering thirteen; the largest, in the year 1890, numbering forty; the average number, twenty-seven. The value of the work, however, accomplished by an institution has a juster measure than the number of men and women that receive its instruction, in the character of those alumni, and in their social and public service. When attention is given to the public work done by the students of Dr. Cummings and his small faculty, the value of that decade of work goes far to justify the claim sometimes made for the higher relative value to the community of the small college, in comparison with the service rendered by the same college, when in later years its numbers and its resources are manifold larger.

Dean Warren of the Boston University, discussing in the January number of "Bostonia" the reciprocal obliga-

tions and influences of a college and its alumni, says: "The college that cares most for its essential work, the perfecting of men and women, will judge its worth rather by its results than by its resources;" and his characterization of the alumni of his own Alma Mater will fitly describe the alumni of Northwestern University: "Very few idlers;" "Working for their living, and really living for their work;" "Usually engaged in service in which college training is fully employed."

Within this period, the number of graduates was 244: of these 57 became educators, of whom 27 became college teachers; 33 others also taught for a period before entering upon another vocation; 54 gave themselves to business, 45 to the ministry, 42 to home-making, 33 to the profession of law, 13 to that of medicine. Every one is accounted for as one of the world's workers, and some among them are doing service in places of conspicuous honor and responsibility. Five have been trustees of the University, two have been presidents of colleges. If our enumeration were to include the classes graduating in 1891, 1892, and 1893 the members of which spent one or more years of college life under Dr. Cummings's presidency, three would be added to the number of college presidents, thirteen to the number of college professors, and thirty-three to the number of teachers.

This period of the University history was distinguished from later periods in the important respect that courses subsequently elective were then required, and this required

work brought all under the class instruction of the president. The office work then performed by the president included much supervision of students which, with the growth in numbers, has fallen to the Dean and to the chairmen of the faculty committees. Thus all graduates received from the president personal counsel.

The alumni of three colleges under Dr. Cummings's administration carry a lasting sense of gratitude for their personal indebtedness to him for the influence of class discussions and of personal interviews upon their decisions of vital questions and upon their habitual views of life and duty. At Genesee College in 1855, a quarter-hour conversation with the president changed the plans of a freshman who had decided to drop his Latin and Greek and substitute a short elective course for the regular one. That freshman became in 1872 president of Northwestern University, and in 1884 a Bishop of the Methodist Church. In 1889, a student entering Northwestern University with heavy conditions proposed to surrender his freshman classification and to go back to the preparatory school. "In what seemed to me a voice of thunder," he relates, "the president said to me, 'The first instance on record where a man who could be a freshman wouldn't. With no more spirit than that, I must predict that you will never go through college. I fear for your future.'" Probably Dr. Cummings underestimated the young man's vigor of will; perhaps the intensity of his protest intensified the young man's ambition. His reply was, "If you live, we

shall see." Dr. Cummings did not live to see the result; the young man spent a year in the Academy, but at the end of four years, in 1893, was graduated. He too has become a college president.

Dr. Cummings was a great man, and he greatly fulfilled the functions of every office he assumed. He was a great pastor, a great teacher, a great counsellor and friend. He was great in stature, in physical strength, and in endurance; great in industry, in vigor, and in persistence; great in conscientiousness, in courage, and in devotion; great in affection for his friends and in sympathy for the afflicted; and great in indignation and in the passionate expression of that indignation towards those whom he believed to be treasonable, injurious, or dishonest. These qualities were so strongly manifested as to attract the notice and admiration of those who knew him but for a little time and only from a distance, and he became to many students, long before they knew him in the intimacy of friendship, their hero, their ideal man. He was sometimes felt by students to be needlessly exacting, but they found him no less exacting of himself than he was of others, and from being impatient and resentful, they became submissive and grateful. Numerous were the instances in all his pastorates and in all his years of educational service, of tender sympathy for those in distress manifested in self-forgetful labors and unstinted generosity.

In 1859, and again in 1871, an epidemic of smallpox was prevalent in Connecticut, and in each year a student



in the University dormitories was taken down with this disease. In both these instances, Dr. Cummings not only provided promptly for skillful nursing, but personally ministered to the sufferer. Let one of these students now living, a clergyman in New England, tell the story of his distress and his gratitude to Dr. Cummings.

"I had passed the most miserable night in my life. A classmate came in, and I marked a strange inclination to keep at a distance from me, and to make a speedy excuse for leaving the room. Soon the physician called, and, after a little indirection, told me squarely that mine was a case of smallpox. Then I was left alone, and my disordered fancy was busy picturing myself carried out in the December cold to some forsaken place and left to die. Soon I heard steps in the hall and a rap at the door, and Dr. Cummings came in. His coming was like the sun's rising. After a little conversation, he said, 'I believe the doctor is deceived about your case, but if, after proper counsel is had, it turns out that he is right, don't be alarmed. You will remain in your own room, we will secure a good man to care for you, and so long as I am alive you shall not want for anything you need.' His words were better to me than all the drugs known to pharmacy, and under good medical care, with constant delicacies from the president's table, and with the favor of Heaven upon all, I was in a few weeks safely through with the smallpox, and ready to start upon my life work with lifelong gratitude to the kind and tender man who had shown himself a friend in

need. To furnish me for this work, his teachings and example had done more than any other agency."

Another alumnus of Wesleyan University gratefully remembers an instance of his unsparing labor in the service of his college and of the cause of education. In fulfilling an engagement he had made for the Sabbath following his own commencement at Middletown, he travelled fifteen hours by rail and seven hours by carriage to meet the appointment, arriving at ten o'clock on Saturday night; preached twice on Sunday, and gave a missionary address, and at four o'clock on Monday morning started back to meet home engagements with architects and contractors on one of the buildings that now crown that college campus. Such was the example of this great college president: "In labors more abundant, in journeyings often, in weariness and painfulness, in watchings often." What wonder that his pupils admired him with a reverence approaching veneration!

Perhaps it is due to the present writer's credit for sanity and moderation that his estimate of Dr. Cummings should be justified to the future reader of this chapter of history as not the language of eulogy, but of sober and discriminating judgment. This justification may be found in the sameness of phrase as well as in the harmony of sentiment with which those who knew him well have given utterance to their admiring appreciation.

A prominent American teacher, who always weighs his words in delicate balances, and whose felicitously expressed

judgments of men and women have won for him the reputation of being one of the justest and acutest critics, had this to say in a public utterance concerning Dr. Cummings:

"I saw Joseph Cummings every day for twelve academic years. I knew him as the undergraduate knows the college president whom he looks up to with awe and admiration, and I knew him as the youngest member of the college faculty knows the man who is at once his superior and his friend. I shall never forget my first impression of him. It was the same as many another man's; for no man ever entered Wesleyan University as a freshman, came into its chapel, and saw for the first time that noble form lift itself slowly to its full height without saying to himself, 'Ah, but he is a great man,' and those who knew him will bear me out in saying that the further knowledge of years only confirmed and strengthened that impression. He was a great man. Looking back over the past thirty years, it is my deliberate conviction that in most essentials of greatness, Joseph Cummings will rank among the great college presidents of New England in the last half century.

"He was a great teacher. Few men have possessed in greater degree that first requisite of success, the power to stimulate and enlarge the opening mind of youth. He had the mastery of that great art of asking questions and of making his pupils ask questions. Many a man will testify that in his recitation room the great problems of life and mind first presented themselves to his thought, and

that there he first learned to ask intelligently those great questions which no man can ever quite answer, but which no man can attain to the perfect stature of manhood without asking.

Under his teaching our mental horizon seemed to lift, a great range of truth unseen before to invite our search. He had the power to make us feel a kind of intellectual companionship, I should say rather, a kind of comradeship with him. If he was stern and lofty elsewhere, he unbent in the class room. He had no patience with pretentious blundering, with the feebleness that tried to hide itself under verbosity, and he knew how to prick, with some searching and usually humorous question, the illusion of that man who thought himself to be something when he was nothing. I can see him now as he sat there, swung half way around in his chair, push up his spectacles upon his forehead. His massive face would relax into a broad smile that was more contagious than most men's laughter, as he drove some unfortunate into a ridiculous *reductio ad absurdum*, or illustrated some truth or exposed some fallacy with an irresistible anecdote.

A college president should be to his undergraduates a kind of a demigod, and he was. He seemed to us to sum up and embody all that we vaguely conceived of tenacity, fearlessness, superb power of achievement; in short, of the heroic. And how he hated feebleness, and indolence, and weak-kneed hesitation, and weak sentimentality, and most of all he hated those vices that enfeeble and enervate; all

the small meannesses and contemptibilities that cannot go with a brave and sturdy manhood! He taught us that great lesson, that the first duty of man is to be strong. His whole life, indeed, was a sermon on that text, 'Quit you like men, be strong.'

And if some of us were harassed by poverty, as many were, and beset by difficulties that seemed unsurmountable, and were sometimes almost disheartened, this man could put new vigor into our spirit and new metal into our resolve. His life, his teaching, his very bearing said to us, 'Young man, you can do it, you can do it,' until, under the inspiration of that heroic example, when 'duty whispered low "Thou must,"' the youth replied, "I can." We thought him stern and domineering sometimes; sometimes we were mad at him for weeks together, but when the mood had passed, we knew that we had admired him all the time. We were ready to shout for him or to fight for him.

"And any man who was ever a student under Joseph Cummings will remember a few supreme moments when the personality of the man took on a kind of majesty such as few men can wear. Perhaps it was in the pulpit when he lifted up that Olympian figure to its full height, and, standing there like a tower, raised his hand with that peculiar gesture which those who knew him could never forget, and thundered forth some denunciation of meanness or sin, some impassioned exhortation to manly and strenuous endeavor, those were the moments when he

strung the chords of young men's souls to higher pitch for a lifetime. I well remember when I stood with my class to hear the closing words of his baccalaureate sermon. I do not remember the text; I do not remember a word that he said; but I remember the man as he stood there on that July Sunday morning, his face aglow and his frame aquiver with emotion, and seemed to pour out his Christian manhood into our youthful spirits. And I remember how the classmate and friend who stood by me that day, and who, only a few weeks ago, passed over to the 'great majority,' gripped my hand as we sat down together and whispered huskily, 'My, isn't he a hero?'

"Yes, and there is more. This man so stern, at times so harsh it seemed, had a heart as warm, a hand as soft, and a voice as gentle as a woman's whenever there was pain to soothe or sorrow to console. He did not care to waste sympathy upon weaklings, or to proffer needless aid to those who might better help themselves; but any man in Wesleyan University who was ever smitten by disease, or visited by bereavement, or any of those sorrows that seem so strange and crushing to young life, knew that there was no better friend than Joseph Cummings.

"President Cummings doubtless had his faults, but we do not remember them; and his faults were never the faults of a narrow, acrid, meagre nature. They were the faults of a great man. You might disagree with him utterly, but you would respect him, and you will venerate his memory. I think myself fortunate to have sat at his

feet as a pupil. I think myself fortunate to have stood by his side as a college teacher, although but in the humblest place. I think myself fortunate to be able to stand here today to pay my tribute, although all unworthy, to his virtues and his memory. He was a great man."

This judgment of Dr. Cummings may be thought by some reader to be warped by the partiality of a friendship developed by intimate association. Note then the words of others:

A member of the Northwestern University class of 1882 writes, "Dr. Cummings was a piece of gianthood, a king of men." Another member of the same class says, "It was a moment of intense interest when the newly elected head of the University entered the chapel for the first time. The anticipations of the students were not disappointed. He looked the born leader of men; his bearing won the confidence and the loyalty of the students." Another says, "In him were apparently blended the wisdom of a sage, the gentleness of a woman, and the firmness of a martyr." A member of the class of '85 says, "The influence of that great personality ever remains with me. How often I see that stalwart figure with his massive head, his flashing eye and genial, kindly smile ready to encourage a timid student! Then I often think of him as I saw him a few times, with lantern in hand, returning from work in the office late at night while we students were going home from some festive occasion. His picture hangs in my study to remind me that I must be true as he was true, hate falsehood as he

hated it, do my work squarely, and live unwasted days." A member of the class of '86 says, "Dr. Cummings kindled faith and noble purpose in us all, and his text to us at Commencement, 'Till I die I will not remove my integrity from me; my heart shall not reproach me so long as I live,' was the massive measure of his manhood."

A member of the class of '87 says, "He had little sympathy with triflers, but those who went to him to seek advice about problems which vitally concerned them, found him easily approachable and always sympathetic. In the class room, he led his pupils to a free discussion of the topic without forcing his own opinion upon them. His class was an open forum for the free expression of any ideas relevant to the question." Another member of '87, "I have always counted it one of the highest privileges of my life to have been in the University during Dr. Cummings's administration. I was most deeply impressed by the nobility of his character and the unfailing inspiration of his educational methods. His great power as a teacher and as an executive lay in his personal character. I loved him, we all loved him, with the pure enthusiasm of youth because of the purity of the large soul that shone from his leonine countenance. The emotional and intellectual sides of his nature were both developed to a rare degree, and held each other in balance. I remember his moral philosophy and Christian evidences recitations as hours of intense and joyous intellectual life, hours in which I got something infinitely more valuable and stimulating than the books could ever have giv-

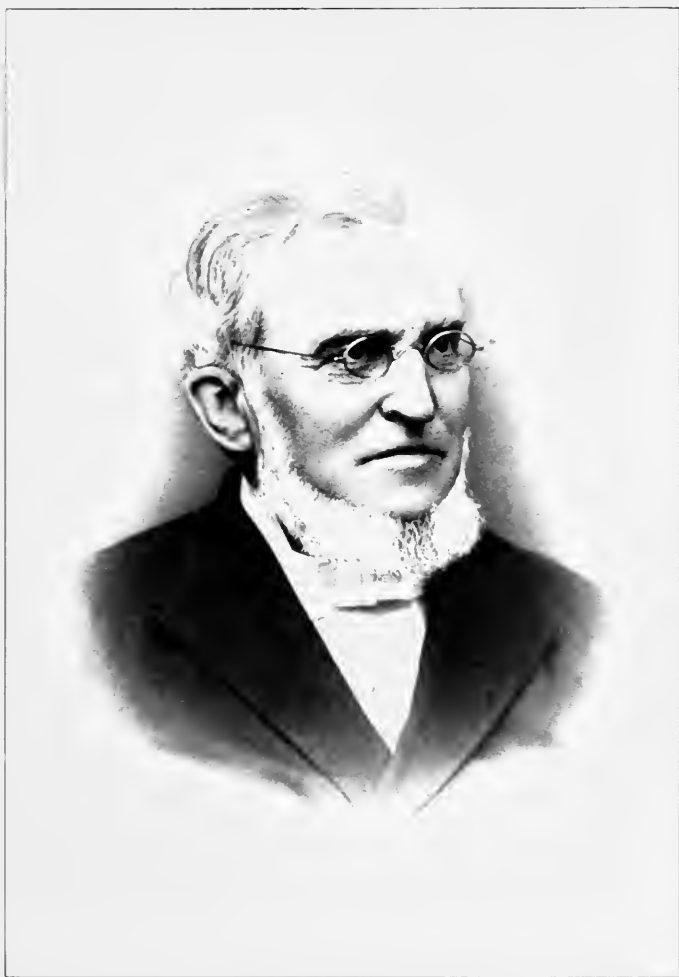


en me. He was a great educator in the true meaning of the word. He had a superb faculty for making his classes think and judge for themselves. I can still see his large, kindly face, topped by its shock of white hair, as he sat at his desk and 'drew us out', replying to some brilliant junior sophistry with a few quizzical words that extinguished it in laughter. We called him the Grand Old Man, and so he was." A member of the class of 1890 says: "The tendency of his whole life, silent or active, was in perfect harmony with one of his sermons preached in Evanston on the text, 'Go up Higher!' This is what he continually said, and is still saying by his life, to me."

A member of the class of '92 says: "Dr. Cummings died in 1890 when I was a Sophomore, so that I was never in any of his classes. He was always very kind to me, and I remember the feeling of personal loss when I heard the announcement of his death. I used to think he had an especially warm place in his heart for students who were earning their own expenses. For a time I worked for him as his stenographer, and I remember particularly the sheets of paper on which he kept the record of the 'conditions' of each student. The registrar was then unknown, and each student registered with the President. This business was a solemn and soul-searching affair, for the president was the personification of conscientiousness in enforcing the regulation that the students must register for back work before going on to advanced courses. With the rigid curriculum of that time, almost every student had

some conditions, and many seemed possessed with the desire to sail on into the Elysian fields of junior and senior snaps without troubling themselves about inconvenient freshman work which they seemed to hope would somehow miraculously evaporate and be forgotten of men and angels, if only the day of registering for the undignified lower-class studies could be staved off. But Dr. Cummings was an avenging Nemesis. While working in his office and helping with the registrations, I used to imagine that his chief purpose in life was to prevent any one from taking Ethics until he had finished Algebra. I remember one day when Fred T., now president of a Western university, came in to register. Nobody had ever heard of Fred's 'flunking' or having a 'condition,' but Dr. Cummings looked all through his list of conditions to find Fred's name. At last he said, 'I cannot find your conditions,' and when Fred replied, 'I haven't any,' a puzzled look of astonishment, almost of incredulity, came over Dr. Cummings's face as though he thought his eyes and ears were both deceiving him, but he was none the less delighted, and from that time on, he apparently regarded Fred as the ideal student."

When a man has lived a conspicuously useful life and an estimate is attempted of his personal qualities, and of the value of his labors, it is natural and not unsuitable to inquire who his forefathers were, and by what successive steps he advanced to eminence in reputation and in usefulness.



JOSEPH CUMMINGS



Joseph Cummings was born of Scottish parentage March 3d, 1817, in the Methodist parsonage at Falmouth in what was then the Province of Maine. The first of his ancestors to arrive in this country settled in that province about the middle of the eighteenth century. The son of a Methodist preacher, he was dependent upon his own earnings for the means of securing an education. His preparation for college was made at the Maine Wesleyan Seminary, Kent's Hill, and during this period, and while in college, he taught in district schools. It was while he was a student at Kent's Hill that he read "The Student's Manual," by Dr. John Todd, then a new publication, and in his last years he referred in conversation to the valuable formative influence of that book upon his habits as a student.

He was graduated from Wesleyan University in 1840 at the age of twenty-three, most of his college life being under the presidency of the saintly Willbur Fisk. The first three years after his graduation, he was a teacher of Natural Science and Mathematics in Amenia Seminary under the principalship of Davis W. Clark, who, in 1864, became a Bishop of the Methodist Episcopal Church.

It was within this period, on August 15, 1842, that he was married to Miss Deborah S. Haskell, of Litchfield, Maine, who survived him, having shared his labors and honors for nearly fifty years. She, with their daughter Alice (later, Mrs. Daniel Bonbright) dispensed a most gracious hospitality in the presidential home at Middletown

and at Evanston. After Dr. Cummings's death, she was made a trustee of Northwestern University, and until her death in 1900 served most efficiently on important committees. She was a woman of rare dignity and wisdom.

On the retirement of Principal Clark in 1843, he became principal, continuing in that office until 1846. He then joined the New England Conference, and was appointed successively to the pastorate of churches in Malden, and in Chelsea, and at Hanover street and at Bromfield street in Boston. In 1853 he was elected Professor of Systematic Theology in the Biblical Institute at Concord, New Hampshire, to succeed Dr. Dempster, who had resigned to become president of the Garrett Biblical Institute in Evanston. This office he declined, and continued in the pastorate until the following year, when he accepted election to the presidency of Genesee College, Lima, New York, succeeding in that office Dr. B. F. Tefft.

In 1856, he was unanimously elected to the editorship of *Zion's Herald*, then as now the organ of the Methodist Episcopal Church in New England, and he was urgently importuned by his intimate friends in letters, and by a visiting deputation of officers of the Publishing Association, to accept that office. Numerous were the considerations urged upon him: the congenial character of the work, the popular favor among pastors and people which supported the unanimous call of the association, the dignity and usefulness of the office, and the lighter burdens upon his health and strength. One of his friends wrote to him:

"A few years of editorship will prepare the way effectually for a position in the church, such as your friends expect to see you occupy." By all this pressure he was unmoved. He interpreted his duty as requiring him to work on in the more laborious and less attractive work of building up a young and feeble college. Dr. E. O. Haven, afterwards bishop, became editor of *Zion's Herald* at that time.

Two years later, Dr. Cummings was elected to the presidency of the Wesleyan University, and after long reflection of the Wesleyan University, and after long reflection he accepted the office, remaining for eighteen fruitful years. After resigning the presidency in 1875, he continued at Middletown until 1878 as Professor of Intellectual Philosophy and Political Economy. From 1878 to 1881 he was pastor of churches in Malden and Charlestown, Massachusetts. In his Charlestown pastorate he succeeded Willbur Fisk after an interval of nearly sixty years. It was under Willbur Fisk's pastorate in this church that Isaac Rich in his boyhood was converted and became an active member of the Methodist Episcopal Church. In later years he was a devoted friend of Dr. Raymond and of Dr. Cummings, and it was chiefly by their influence that he was led to make those liberal gifts to the Methodist educational institutions at Wilbraham, Middletown, and Boston, which have rendered invaluable service to the cause of education.

While pastor of the church in Charlestown, Dr. Cummings was called at the age of sixty-four to the

presidency of Northwestern University. He had spent eleven years of his life in the pastorate, several terms in public school work, six years in secondary education, and twenty-four years in college administration and instruction. Here for nine laborious years he toiled unremittingly, though at times burdened with ill health. In 1887, on the celebration of his seventieth birthday, his friends provided for the expense of several months' vacation, which he spent with Mrs. Cummings in European travel. During the following three years, a feeble action of the heart threatened his life, and he often expressed himself as feeling uncertain when he went to his office whether he would live to return to his home. He continued his daily recitations until only ten days before his death, when he consented to remain at home and to leave his classes to others. In his last illness he said: "You see how good I am now that I cannot help myself."

On the morning of May 7th, 1890, he rested from his labors. At his funeral in the First Methodist Episcopal Church of Evanston on May 9th, the pastor of the church, Dr. Sylvester F. Jones, spoke of him as an ideal college president. Dr. Bennett of the Garrett Biblical Institute, spoke of his fidelity, his integrity, his unselfishness, and of his greatness as an educator. Dr. Ridgeway, of the Institute, led the congregation in prayer, and the benediction was pronounced by the venerable Dr. Raymond. On June 17th following, a memorial service was held in the church at which addresses were made by one of his Wesleyan



University pupils, Dr. James M. King, and by one of his Northwestern pupils, Rev. R. I. Fleming. A granite monument in Rose Hill Cemetery marks the place of his burial. It bears this inscription:

“FAITHFUL UNTO DEATH”



## CHAPTER XV

HENRY WADE ROGERS'S ADMINISTRATION AND THE  
INTERREGNUM OF DANIEL BONBRIGHT

1890—1900

WILLIAM ALBERT LOCY



**T**HE administration of Henry Wade Rogers as president of Northwestern University, covered a period of ten years, 1890 to 1900. This was one of the most important decades in the history of the University.

It was a period of transition and change, difficult to estimate in its results until we are farther removed from it, and the full measure of President Rogers's service to the University will be better appreciated with the lapse of time.

His able predecessors had stood the brunt of pioneer development, and through their efforts good foundations had been laid, and had been added to, so that the University was budding into recognition in the educational world. The far-seeing policy of the Board of Trustees had naturally been a conservative one; the property of the University had been increased and all her financial affairs had been managed with wise discretion. The time had arrived for a new step, and a man of exceptional qualifications was needed for it.

The rapid advances in methods and equipment of higher education in this country had created the necessity for new measures of University development in Northwestern. This made the situation a perplexing one to deal with from the outset, and the new president was placed under different conditions from any of his predecessors. The time had come for broadening the policy of the management of the institution, and the energetic efforts of Mr.

Rogers to bring this about sometimes resulted in making him misunderstood. By nature, he needed a sympathetic appreciation in order to accomplish his best work, and, although he did not at all times have this in full measure, the University prospered under his management. During the ten years of his administration there was a steady advance: a unifying of the interests of the institution, a strengthening of its faculty of instruction, a broadening and deepening of its curriculum, the raising of standards of admission and graduation, and a growing recognition of its place among universities.

On taking up the duties of his office he found the University a loosely joined federation of schools, under separate boards of trustees. Through his guidance they were united into an organized whole. He found in the College of Liberal Arts at Evanston a small college, he left it the literary department of a well organized University.

Henry Wade Rogers was born in New York State in 1853, and on assuming the office of president was 37 years of age. He graduated in the arts course in the University of Michigan in 1874, and gave his attention immediately thereafter to the study of law. After practicing in New Jersey and Minnesota he returned to the law department of the University of Michigan, in 1883, as Professor of Law. Here he was associated with the eminent jurist, Thomas M. Cooley, the dean of the school. On retiring from the latter position, in 1885, Judge Cooley designated Mr. Rogers as his successor in office, and for the next five

years—until his election to Northwestern—he was the dean of the large and flourishing law school at Ann Arbor. It was in large part the ability shown by Dean Rogers in his management of the law school that attracted the attention of the Northwestern University trustees to him. His entire educational history had been one to commend him to their favorable consideration. Under his management, the law department prospered and extended its influence. The attendance in that department was nearly doubled during Mr. Roger's term of office, and when he resigned it had become the largest attended law school in the United States.

Previous to his election to the position of dean, he had contributed to the literature of the law, besides periodical publications, his "Illinois Citations" (1881) and "Expert Testimony" (1883).

Mr. Rogers had earned a reputation for scholarly ability, sagacity and energy. While his official position led him to give great attention to the improvement of legal education, his interest in the general problem of higher education was a broad one. His knowledge of general university matters was also great, since he had directed one of the departments during a period of great development in the University of Michigan. His interest in Methodism had been shown by public addresses, and in the prominent part he took as a layman in the affairs of the Church. Everything considered, his fitness for the position was so evident

that he was elected by the trustees to the presidency of Northwestern University in September, 1890.

The institution had suffered a great loss by the death of President Joseph Cummings, in May, 1890. The temporary management of its affairs passed into the hands of Dr. Oliver Marcy, a member of the faculty who had previously (1876-81) served the University as acting president. But it is widely recognized among educators that an institution of this kind should not be long without a permanent head. The presiding officer of temporary appointment is under the disadvantage of not expecting to remain in office long enough to bring to maturity any new measures of university development, and, therefore, aims principally at good administration of routine affairs, without formulating plans for future development. The permanent head, on the other hand, has a definite plan to follow, and by the election of Dr. Rogers the institution was placed again in the line of definite growth.

He was inaugurated on February 19, 1891, with impressive ceremonies, at the First M. E. Church in Evanston. His inauguration was a matter of more than local interest, and was followed by a banquet in Chicago on the same evening, at which a number of prominent educators and leading men of the city were present.

His opening words at the inauguration showed the spirit in which he assumed his new duties. In response to the address of Orrington Lunt, investing him with the office and giving him the keys of the University, he said: "I



reverently accept the trust you repose in me through these insignia of office." His attitude towards his work was always a reverent one, and a high sense of duty was one of his marked characteristics.

In the inaugural which followed, the new president struck the note of modern views. It was an able discussion of the principles underlying higher education and university development. Space does not permit a full quotation of this admirable address, but brief extracts from portions of it will serve to show the trend of his ideas, and also to indicate some features of his educational policy.

His address was throughout a plea for a liberal view of university development, and for founding in Northwestern University the means for a complete and generous education. It was a thorough analysis of the conditions of growth that must be confronted by boards of trustees and faculties of instruction under their direction.

He first pointed out by apt illustrations, that universities were Christian institutions; that 104 out of the first 119 established in the United States owed their origin to the Church. The others were established through the recognition on the part of public leaders and statesmen of the "intimate connection existing between the intelligence of the people and the welfare of the State."

Washington's discernment in this direction is well indicated in a statement from his first message to Congress, to the effect "that there is nothing which can better deserve your patronage than the promotion of science and litera-

ture. Knowledge is in every country the surest basis of public happiness." In his last message, he calls attention to the subject, and tells Congress that the desirableness of establishing a National University has "constantly increased with every new view I have taken of the subject." And he goes on to say, "The assembly to which I address myself is too enlightened not to be fully sensible how such a flourishing state of the arts and sciences contributes to national prosperity and reputation."

The general relation between the University and the people is shown again in the words of President Gilman, that: "To be concerned in the establishment and development of a university is one of the noblest and most important tasks ever imposed upon a community or a set of men."

In regard to the educational endowment at Northwestern, he emphasized the need of increasing it to provide for needed additions and a more rounded development. But, accepting the situation as it is, he says, "In the meantime we must develop our course of study to the extent of our income; we must show ourselves progressive and carry on our work in a liberal spirit."

Next he takes under discussion the scope of university education, by asking "What is to be the nature of the teaching and the scope of the work which shall be carried on?" He indicates that it should be broadly Christian but not sectarian.

As an illustration of the idea at the basis of a university he quotes Gladstone's statement that it is 'to methodize



HENRY WADE ROGERS



perpetuate and apply all knowledge which exists, and to adopt and take into itself every new branch as it comes successively into existence.' The universities are founded in the 'principle of Universal Culture, and are intended to include every description of knowledge, that rising above mere handicraft can contribute to train the mind and faculties of man.'

As applied to the local institution, Mr. Rogers asks: 'Should not we concern ourselves with the question, what are the shortcomings of this University as measured by this standard?' "Are we keeping our University in the foremost ranks of modern discovery? Are we taking up the new branches of knowledge as they come successively into existence? Are we meeting the demands which the changed conditions of modern life make upon us? Are we continually harmonizing the knowledge which we have inherited from previous generations with the knowledge which this generation has acquired, or are we simply guarding ancient truth?"

These are practical and pertinent questions, and upon them Mr. Rogers bases a plea for making the University meet the needs of the times. Its work must be brought into relation with our modern work, and 'developed along the lines of modern thought and activity.' 'We must recognize the fact that within the century our civilization and manner of life have been transformed, our conditions marvelously changed, and that this change demands of our universities corresponding changes in curriculums of

study.' This must be done while preserving what has proved itself best in the older courses. We must open to students the new paths to liberal culture, and also provide liberally for the old. He then proposes science courses of equal strength and dignity with the older classical courses. He advocates the extension of the University work to include courses in civil, mechanical and electrical engineering. "It is in my judgment," he says, "desirable that there should be established here, as soon as the funds are provided for it, a college of civil, mechanical and electrical engineering." It is to be remembered that this insight into one of the local needs of educational interests antedated the establishment of the Armour Institute. The realization of the timeliness of the suggestion came to others, and provision for this kind of education was made in Chicago. He advocated also the establishment of courses in Political Science and the Science of Government. This suggestion soon bore fruit in the introduction into the University for the first time of a department of political and social science.

Having disposed in his discussion of the courses of study, he turned his attention to the teaching body. "It is," he says, "the men who fill professors' chairs that determine the character of the University. A University should summon to its service the best men that it can command." Specialists of recognized standing in their various departments should be selected, and they should have time for

original research. This is of importance in making the University known, and in its reflex action on all the work.

"A University in which professors merely teach classes realizes only a part of the purpose of its being. The University is a place where instruction is imparted, but it is also a place where the boundaries of knowledge are enlarged, where original investigation and research are to be carried on and the sum of human knowledge increased." He points this out as the most dignified and honorable of University work. "In carrying on original investigation the University best commends itself to the whole body of the people, and puts itself in touch with the entire community. Its professors are no longer mere teachers of a class, but they are in the largest sense the benefactors of their race and the instructors of mankind." It is only men who engage in this kind of work that advance the fame of the university in the educational world.

In utterances of this nature Mr. Rogers indicated his position in reference to the selection of men to assist in the development of the University. During his administration the faculty at Evanston was more than doubled in numbers, as were also the faculties of instruction in the professional departments. It is to be said that the standard of his selection of professors, and the expressed requirements as to their activities, did more than any other factor in bringing the University into general recognition. His ideas were infused into the University atmosphere and had great influence.

In reference to the choice of studies he advocated a qualified freedom of electives, which helped to liberalize the work. "I am," he said, "in favor of allowing the student a wide latitude of choice in the selection of his courses."

He emphasized the library as the center of University life, asked for its extension, and dwelt upon the great need of a library building. Happily, this latter recommendation was soon realized in the erection of the Orrington Lunt Library building (1895).

He expressed himself in favor of coeducation.

He entered a protest against the further multiplication of universities and colleges in this country, pointing out that it is to the detriment of the interests of higher education. We should strengthen those already founded. "What is needed is not more colleges, but colleges better endowed, not fiat universities, but universities in the proper sense."

Just as his inaugural address serves to make us acquainted with his general ideas of University development, so his annual reports to the trustees supply a very good picture of his work year by year. In 1891, he inaugurated the practice of printing the president's reports, and, fortunately, we have in them a full record of the affairs of the University. By combining them we can read the history of his administration of ten years. Although by no means all of his measures of University development found their way into the annual reports, nevertheless, taken together, they show the public history of his endeavors to



advance the interests of the University. Therefore, what follows will be largely based upon these reports.

In order to properly appreciate the results of President Rogers's work we must get an idea of the condition of the University as a whole at the beginning of his work. The College of Liberal Arts, at Evanston, represented the center around which were clustered the other departments of the University. But these other departments—the professional schools in Chicago—were a part of the University in name only. They were: the Union College of Law, the Chicago Medical College, the University Dental College and the Illinois School of Pharmacy. These schools were under separate boards of trustees, and their property was held and administered separately. He advocated and brought about the union of these separated parts into an organic whole, under the management of a single board. The property was united and the expenses of the entire University were paid from a single exchequer. In this new combination, as a matter of course, the different departments could not have the same freedom and independence as they enjoyed previously. Questions of adjustment to the University as a whole had to be met, and individual preference sometimes subordinated to general University interests. Although this feature gave rise to some perplexities, the amalgamation of the departments was very advantageous to the University.

The separate schools of the University had been in the habit of holding their commencement exercises separately,

the professional schools holding theirs in Chicago, each by itself, and the College of Liberal Arts at Evanston. This was changed early in his administration and the practice established of holding a common commencement in the Auditorium in Chicago. The form of commencement exercises was also improved. It had been the practice to have students speak at commencement. That was abolished, and, instead, a man of national reputation was invited to deliver a commencement address. The use of the cap and gown by all members of the faculties, and by the graduating class at commencement was also introduced.

A very large gain in attendance was made in all departments of the University during his administration. He says in his report for 1900: "In any University the department known here as the College of Liberal Arts should take the leading place." Ten years ago the Academy enrolled nearly twice as many students as any other department. The number enrolled in the Academy at that time was 597, while the number in the college was only 253. This year the College of Liberal Arts enrolled 614, and the academy 507. The college now leads all departments of the University, and has done so for many years."

In the report referred to the president made a summary of the progress of the University which shows fairly and conservatively what had been accomplished. In introducing the same he said: "It may be of interest to briefly review the condition of the University, and note the advance made during the decade now closing. The friends

of the institution will find much in the history of the past ten years to gratify their pride in the University, and encourage them to new effort in its behalf. In the contemplation of the many and pressing needs, which need to be provided for, there is danger sometimes of overlooking the things for which gratitude is due. In reflecting upon what was the condition ten years ago, and what is the condition now, we may find reason for greater courage and greater determination to meet the problems of the present." The report shows that the net value of the property of the University had advanced in that period from about two millions to more than five millions of dollars. The treasurer's report also showed that tuition receipts had advanced from \$66,977 in 1889 to \$171,429 in 1899. During the same period there had been made permanent improvements to the amount of \$457,000.

The gifts made to the University during the period under consideration aggregated the sum of \$659,580.

The attendance of students in all departments connected with the University, as stated in the catalogue for 1889, was 1692. The number enrolled in all departments in 1899 was 2,971, making an increase of 1,279 for the period of ten years. This was a normal increase, based on the drawing power of the instruction in the University. The president was always opposed to expansion for mere numbers, or on any other basis than high quality of work. He said in one of his reports that "The reputation of the University, as an educational institution, depends, not on

the number of departments we have, but on the character of those departments."

The extension and improvements made in the courses of study offered in the College of Liberal Arts is very noteworthy. In 1889 the total number of courses offered in the College of Liberal Arts amounted to 33 1-3 year-courses; in 1899 this had been increased to 177 year-courses, a gain of 374 per cent. for the decade. During this period, also, the curriculum of studies had been modernized as well as extended and moulded into the form of that of the best institutions. To this is due much of the recognition which the University attained among educational institutions.

President Rogers came into the institution at a critical period. All interests of higher education were rapidly advancing, and institutions of learning were progressing at an unprecedented rate. Northwestern University could either be developed along educational lines or stand still relatively. It is the history of some educational institutions that, having gained a recognized position, they do not grow as rapidly as similar institutions, and in course of time their relative standing becomes altered. It is much to the credit of Mr. Rogers's work that Northwestern University not only preserved its relative rank during this period of remarkable growth, but that it outstripped many of its competitors, so that its rank in the educational world was considerably advanced.

Among other features of improvement that must be

credited to his administration, a few may be selected for particular mention. He both liberalized and broadened the horizon of the University. It did not grow away from the Church, but became a more fitting representative institution of the Church. He broadened and enriched the atmosphere of the University so that it more fittingly represented the highest educational movement. He raised the standard all along the lines, in the professional schools as well as in the College of Liberal Arts.

His selection of permanent members of the faculty was particularly happy. He insisted on having scholars and producers, and they were selected on a basis of fitness for their duties. In this way he called into the University a number of younger men of promise, and through the influence of their work the University became better known.

One feature of his annual reports is suggestive. It was his custom in a brief summary manner to make note of the published work and addresses before learned bodies of members of his faculty, thus acquainting the Board of Trustees not only with the increase in attendance and the general condition of the affairs of the University, but also with points of general interest in reference to the work of the instructing force. This gives a better picture of the activity of the University than when such statements are omitted. It is not personal, but a representation of the intellectual activity of the institution, and is therefore of general interest to the trustees.

In his work he lifted the social status of the teaching

faculty. It is always difficult to develop a suitable recognition of the intellectual life in an atmosphere of great commercial prosperity; the commercial standards are likely to prevail, and mould public sentiment. But, it is to be said of Dr. Rogers that he succeeded in establishing a better recognition for the position of the professional intellectual worker than had before prevailed in this community.

As regards matters of discipline, his administration was good. During the early part of his work in Evanston hazing and cane rushes were indulged in to such an extent that it brought very unfavorable comment from the public press. Dr. Rogers took a firm stand in regulating these matters, and caused to be inserted into the matriculation blank of the University a pledge on the part of students to refrain from cane rushes and other forms of hazing. And it is a notable fact, that for the past ten years, and more, Northwestern University has been singularly free from hazing and other objectionable behavior on the part of its student body.

In his report of 1898-99, the president comments on the moral tone of the college as follows: "I know of no institution among the colleges in the country where the moral tone of the student body is superior to that which prevails here, and where there is less occasion for the exercise of discipline. We have a self-respecting student body." In another place in the same report he says, "The religious life of the student community has never, during my knowledge of the life of the institution, been as satis-

factory as at present. In the report submitted last year statistics were given showing that the number of our students who are members of churches is unusually large as compared with other institutions."

Besides the cultivation of a high moral tone, encouragement was given to physical exercise among the students. Athletic sports were encouraged, the Sheppard Athletic Field was provided, at a considerable outlay of funds, for the use of students, and an instructor was appointed to have charge of physical culture.

It is one of the regrettable results of recent college administration, that the executive head is taken away from the students. Dr. Rogers came into the University when the type of college president was changing. Earlier the college president had been brought into close touch with the student body, and sustained in a measure a paternal relation to the students. But, from necessity, all this was changed, and the attention of the president was directed away from the student body to the larger interests of the University. On this account, Dr. Rogers did not have wide personal acquaintance with the students, and, being the first representative of this type of president in Northwestern University, the students did not manifest for him the great personal veneration that the other form of administration tends to foster.

Among other advances, he introduced graduate work into the University. This is a feature distinguishing between

the college and the university, and which at present is of growing importance in the university world.

Fellowships also were established during his administration, to give encouragement to the pursuit of advanced studies.

It is to be said that Dr. Rogers recognized with great insight the needs of the University. He so completely anticipated our present needs, that, under his guidance, was formulated the needs of the University substantially as they exist today. It was, for illustration, in the time of Dr. Rogers that the most needed buildings on the Evanston Campus were designated as: (1) a Gymnasium, (2) a building for Natural History, to include a Museum, (3) a Chapel, (4) a Students' Commons and Club House. It is generally conceded that these are the buildings most needed at the present time. During his administration the Lunt Library, Fisk Hall, Swift Hall, the Music Building and an addition to Willard Hall were constructed in Evanston. In Chicago, the buildings for the Medical School were erected, and new quarters were provided for each one of the other professional schools.

The Northwestern University Settlement Association was organized, and received such aid and encouragement as he could find time to give it. At one time he acted as its president. Before his retirement from the University, the funds had been given which made possible the erection of the present building. In this, as in other works, he was ably seconded by Mrs. Rogers, whose efficiency and tact



were constantly in evidence. Her grace of manner, her intellectual activity and her enthusiastic service in the advance of general university interests will long be remembered in Evanston.

The growth of the professional schools in the way of establishing higher standards, and securing more effective equipment, kept pace with that of the College of Liberal Arts. In the case of two of these schools the marked advance was due particularly to the efforts of Dr. Rogers. The Dental School in 1890 amounted to little, having about fifty students; in 1901 it was one of the largest dental schools in the United States and had over six hundred students. The faculty and course of instruction in the law school was completely reorganized. Its standards were advanced and its course made one of three years instead of two. Its library was also very greatly improved. The course in the Medical School was extended to four years. The School of Music was reorganized and made a credit to the University.

His effective work in educational matters brought recognition in various quarters. He was made Chairman of the World's Congress of Jurisprudence and Law Reform at Chicago in 1893. He was Chairman of the College Section of the Illinois State Teachers' Association. He was frequently called upon to deliver addresses before educational bodies, at the commencement exercises of colleges, etc. He also took part in the discussion of various questions of large public importance. During his term of

office as president, he also found time to contribute articles to high-class periodicals such as *The Forum*, etc.

It was a characteristic of Dr. Rogers that he was not self-seeking, but unselfishly devoted to the interests of the University. After ten years of service, he became convinced that he had accomplished his particular part in the development of the University, and that its interests might be more rapidly advanced by a new president. He therefore resigned in June, 1900.

His dignified letter of resignation comports well with his other communications to the board. It is as follows:

"William Deering, President of the Board of Trustees.  
Dear Sir: I hereby tender my resignation as president of the Northwestern University. This position I have held for a period of ten years, and during that time I have done what I could to promote the efficiency of the University and advance its standing among the educational institutions of the country.

"All that I had hoped to accomplish has not been attained, but I have the satisfaction of knowing that the University is in excellent condition. The time has now come when in my judgment it is best for me to retire. I therefore ask that my resignation be accepted, to take effect July 15.

"In thus terminating my official relations, I desire to express my grateful appreciation of the kindness you have always shown me in all my personal and official relations.

"It is impossible that I should not continue to feel an

intense interest in the University, and I certainly hope that its future growth and prosperity will be all that can be desired.

“Yours respectfully,

“HENRY WADE ROGERS.”

As soon as his resignation became known, he received overtures from one of the large universities of the East, which, recognizing his talents and work, invited him to become a professor in its law department. Within a few weeks he had accepted the position of Professor of Equity and Corporations in Yale University, and, in 1903, became Dean of the department of law.

He served Northwestern University as president for a longer period than any one else who has held the office. He builded well so far as he could build, and the good results of his administration will long be felt. He left the University in good condition for his successor. He carried it successfully through a critical period of reconstruction, and brought it to the threshold of a new advance. The work of his successors was thus rendered easier, and the University was developed up to the point of beginning another epoch in its history.

THE ADMINISTRATION OF DANIEL BON-  
BRIGHT

ACTING PRESIDENT. 1900—1902

## THE EDITOR

President Rogers resigned his office at the annual meeting of the trustees in June, 1900. The University was not long without an administrative head, for on July 19 it was voted in the meeting of the Executive Committee that Dr. Bonbright be placed in charge of the University.

No wiser choice could have been made. The appointment was the natural effect of the long, judicious and fruitful service of Dr. Bonbright to the University. His nobility of character, his familiarity with the history and traditions of the institution, and the maturity of his judgment gave him in a peculiar degree the confidence of the trustees. This confidence expressed itself not only in the selection of Dr. Bonbright for the executive office, but also in the hearty readiness with which the trustees in their various meetings concurred in his recommendations.

The years had passed lightly over Dr. Bonbright. Advancing age had brought nothing of physical or mental debility. The two years of his service as acting president were a period of energetic and well directed activity. Never did the breadth of the man appear to better advantage than at this time. The problems of administration that came to him were attacked with penetration and solved with rare discretion.



DANIEL BONBRIGHT



Dr. Bonbright's attention was more particularly given to the Evanston departments of the University. The city departments were effectively administered by their deans in close relation with the acting president and with the business office of the University.

Prominent among Dr. Bonbright's recommendations to the trustees at the annual meeting in June, 1901, were the establishment of more intimate relations with other non-state colleges, and with academies and high schools that might become feeders to the University. A system of scholarships in the Freshman class of the college available for students of highest standing in graduating classes of high schools and academies was recommended to the trustees and adopted by them. More scholarships for upper classmen in the college were advised. A suitable dining hall for the men was mentioned as one of the most necessary factors in college life. Dr. Bonbright raised the question also whether the University had not come to the point where it was expedient to limit the number of women students to those who could find residence within the halls provided for them.

By advocacy or suggestion advances in development were proposed which proved to be initial steps in progress afterwards accomplished. Among these were the unification of the courses of study in the college curriculum, with corresponding limitation in the forms of degrees at graduation; the restoration of courses in engineering, discontinued in 1876 for lack of adequate means; and the more liberal support of the existing chairs of instruction.

The period of Dr. Bonbright's administration was momentous for the University. The Tremont House property was acquired for the professional schools; Grand Prairie Seminary at Onarga, Illinois, became the property of the University; new deans were appointed in both medical schools and in the law schools; the first Founders' Day banquet was held at the Auditorium in Chicago; Chapin Hall was added to the halls for residence of women.

Probably no executive officer of the University ever surrendered his administrative functions with an intenser desire to be free from them than Dr. Bonbright. They were alien to his nature and had been accepted only from a high sense of duty. The election of President James early in the year 1902 permitted his predecessor to retire to the quieter and more congenial service of the class-room.

A second time the trustees honored Dr. Bonbright with their confidence in inviting him to serve as executive officer of the University after the resignation of President James. But this time, though he was appreciative of the trust reposed in him, his judgment compelled him to decline the honor. The Executive Committee entered in its minutes an expression of profound regret that Dr. Bonbright could not accept the task committed to him. Yet they are assured that in him they have a power that is always making for the nobler ambitions of the University and none the less potently because it is not moving within the limitations of an administrative office.



## CHAPTER XVI

EDMUND JANES JAMES AND THOMAS FRANKLIN HOL-  
GATE AND THEIR ADMINISTRATIONS

THE ADMINISTRATION OF PRESIDENT JAMES  
1902—1904

WILLIAM ANDREW DYCHE



**E**DMUND JANES JAMES was elected president of Northwestern University in January, 1902; he entered on his work in March of the same year and resigned unexpectedly on the 31st day of August, 1904. His administration was active, intense and fruitful, yet, because of its short term, a review of it is difficult; indeed his quick decision to resign made it likely that many of the best things he did for the University will never be recognized as the result of his work.

College presidents who have stamped their own ideas on their institution and become leaders have had long terms of service. If President James was able to do either of these things, even to a small degree, in his thirty months residence with us, he must be recognized as possessing qualities of greatness.

Before writing of his administration it may be well to glance at his earlier history. He was born at Jacksonville, Illinois, May 21, 1855. His father and grandfather were Methodist preachers. When eighteen he entered Northwestern as a freshman, spending the college year of '74 and '75 at Harvard. From there he went to the University of Halle, where with unusual distinction he gained the degree of Doctor of Philosophy. From 1877 to 1879 he was principal of the Evanston High School, and the next three years served the High School at Normal, Illinois, meeting with marked success. In 1883 he revisited Germany; returning to become Professor of Finance and Public Education and

Director of the Wharton School of Finance and Economy at the University of Pennsylvania, where he remained twelve years. While in this position he organized its graduate school, which was one of the first in the United States. During this period he again visited Europe as the representative of the American Bankers Association to study "Commercial Education," of which he is to-day the leading authority in the world. In 1896 he was elected Professor of Public Administration and Director of the University Extension Department at the University of Chicago.

In the spring of 1902 he again took up his residence in Evanston as president of that University, which less than thirty years before he had entered as a freshman. I have often heard him say that by reason of his Methodist ancestry and his student days in Evanston he would rather be president of Northwestern than of any other university. I regret his ambition was satisfied with so brief an administration. The brilliant achievements of his earlier history justified the friends of Northwestern in believing that great results would follow his administration. Each day of his service strengthened their faith.

His inauguration in October, 1902, was a noteworthy gathering of college presidents and professors. To him it was a tribute of respect and admiration; to the University an evidence that its heroic struggle for the cause of higher education had won for it a high place in the hearts of its sister institutions.

President James at once displayed evidence of leader-



EDMUND JONES JAMES



ship in his work with the various faculties of the University, and it soon became clear that he understood the needs of the institution and its possibilities, better than many who had been studying them for years. He gained the confidence and loyal support of every faculty; he completed the work, which his predecessor, Henry Wade Rogers, began, of making each of the colleges feel that it was a real part of the University; he developed the true University spirit.

So great was the confidence in his advice and generalship that men old in service as instructors in law and medicine sought his opinion and often yielded their judgment to his. This was true of every department of the University.

He was especially brilliant in the work of promotion and publicity; he seemed to take great enjoyment in it and the University benefited from his services in this respect. He worked with his faculties and trustees without creating friction; he gained the confidence of alumni and students; he earned the good will of the residents of Evanston and was rapidly winning them as loyal supporters of the University. They gained from him some idea of its usefulness and its future possibilities, and became proud of it. In this work his services were of marked value.

I have never known any one to surpass him in the gift of brief, clear, and forceful statement. This is one of his strongest qualities. In private and on the rostrum he speaks quietly but with convincing force; in debate he is

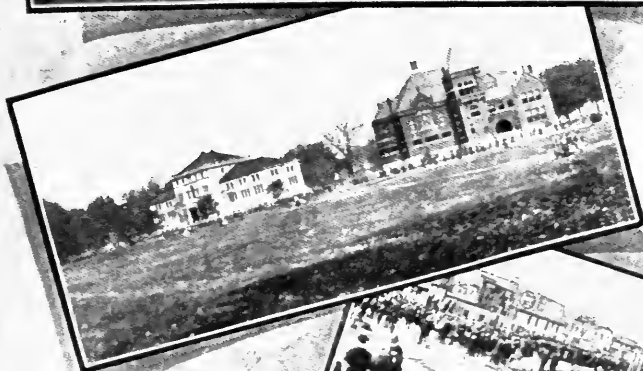
vigorous, but if opposed, is so fair that he never gives offense. He is of judicial mind, and though advocating some policy he would have the University adopt, he always points out its dangers as well as its advantages; he never misleads. These qualities win for him the confidence of his trustees.

Dr. James is a strong believer in religious education; he maintains that a University affiliated with a strong religious denomination has the widest possible field, its usefulness being limited only by the wisdom of its officers and its financial resources. Thus he strengthened the faith of many of us and encouraged us to work for better and greater things. Possibly this was his greatest service to Northwestern.

He looked far into the future; his vision to my mind was true; he worked for to-day and to-morrow; he saw the changing conditions and tendencies of the educational world, and was not content to let the future take care of itself. Thus his plans were large and many. I sometimes feel that his wide horizon and his great eagerness to plan for the years ahead were, from a practical standpoint, a source of weakness. Possibly, if he had not had so many things in mind, each of which was beyond criticism, he might have been better satisfied with the fruits of his labors.

When he resigned he left the University much stronger than he found it. Each department was better organized than ever before in its history; indeed his administration produced without friction a complete and much needed





PRESIDENT JAMES INAUGURATION CEREMONIES



re-organization in several departments. Those of us who were closest to him and knew his ambitious hopes for the University, believed that his presidency did much for its future. We regret that he is not here to share in the enjoyment of the new resources coming to the University, for which we feel some credit is due him and his work. We hope that in his new field of labor he will realize all his noble ambitions.

## THOMAS FRANKLIN HOLGATE

ACTING PRESIDENT, 1904—

### THE EDITOR

Another interregnum followed the resignation of President James. For a time a feeling of dejection possessed many in the faculties of the University. The energy of President James was not only lost to the University but was transferred to a sister and competing institution. But new confidence came as each of the departments of the University made progress under the effective administration of its dean. That the University might maintain its administrative efficiency the trustees at their meeting September 27, 1904, appointed as acting president Thomas Franklin Holgate, dean of the College of Liberal Arts. Dr. Holgate had held the office of dean for two years. He came to its functions with a mind already prepared by long study of questions of college administration. With his accession, the office of dean came to have a fuller sig-

nificance in the life of the college, and in the discharge of its functions Dr. Holgate had frequent occasion for acquiring more or less detailed knowledge regarding other departments of the University.

In the presidential office Dr. Holgate has not merely maintained the status quo. Constructive legislation of importance has been adopted by the trustees. The Institute of Germanics, attached since its foundation to the University and somewhat restless under the arrangement, has become a distinct organization, not connected with the University, but in cordial relations with it. A policy has been outlined for periodical leave of absence of members of the faculty of the College of Liberal Arts for study and travel abroad. The beginnings have been made of a system of pensions to be bestowed on those instructors who have long served the University, and are retired from the performance of their customary functions. Especially efficient have been the endeavors to systematize the financial administration of the college in itself and in its relations with other departments of the University.

Dr. Holgate has been deeply interested in the welfare of the college young men. He has coöperated sympathetically in the purchase of a permanent home for the Young Men's Christian Association and has manifested a warm interest in any means proposed for the moral and social benefit of the student community.

Dr. Holgate's administration has been wise, broad, and yet conservative. In him the trustees will have an efficient

administrative head until the presidential office is permanently filled.



## CHAPTER XVII

ADMINISTRATION OF NORTHWESTERN UNIVERSITY

THOMAS FRANKLIN HOLGATE





THE administration of the University, like that of all educational institutions deriving their support from sources other than taxation, has two very distinct aspects,—the educational and the financial. These are fully recognized in the assignment of duties to the several administrative officers, and in the distribution of responsibility, though they cannot of course be completely separated.

Final authority in all matters rests with the Board of Trustees. This board consists of forty-four members, of whom thirty-six are elected by the board and eight by certain conferences of the Methodist Episcopal Church, the duties and responsibilities of all members being the same. The thirty-six trustees elected by the board are divided into four equal groups, the members of each group being elected at one time and for a period of four years. The eight elected by conferences are chosen each for a period of two years, one being elected by each of four conferences annually.

The officers of the board are a president, a first and second vice president, a secretary, and a treasurer. These are elected from year to year, and perform the duties of their offices without remuneration.

The board holds four regular meetings annually, in October, January, April, and June, and special meetings at the call of five members. The reports of the administrative officers for the fiscal year are presented at the October

meeting, while the election of officers and of new members takes place at the June meeting.

Standing committees of the board of trustees are appointed for each of the several departments of the University, to which are presented all matters relating to their particular departments for consideration and recommendation before being taken to the board for action. At least once a year each committee makes a complete survey of the work of its department and reports to the board.

Certain powers are delegated by the board, first to an Executive Committee, and second, to the faculties of the several schools. The Executive Committee is given the full authority of the board between sessions, with the exception of power to enact by-laws, establish a department of instruction, or to elect a president or a professor, these functions being reserved by the charter for a meeting of the full board, at which a majority of members is present. It holds monthly meetings, and transacts all of the detailed business of the University. To the faculties of the several schools is committed the control and regulation of discipline in their respective schools, subject to the approval of the board. The faculties prescribe the conditions of admission and courses of study, adopt regulations affecting the residence and conduct of students, and make recommendations for degrees. They legislate on all matters affecting the scholastic standing of the University subject to the approval of the Board of Trustees.

The chief administrative officers of the University are



THOMAS FRANKLIN HOLGATE



the president and the business manager. These are elected by the Board of Trustees and have general supervision and administrative power over matters pertaining to their offices, the president bearing responsibility for all matters, both educational and financial, at least as regards expenditures; the business manager supervising all matters commercial.

The president is, in particular, the head of the educational departments of the University, and of each of them. It is his duty to see that all rules and regulations prescribed by the Board of Trustees or Executive Committee for the government of the University are faithfully observed. He nominates to the board for election all officers of instruction, and sees that each is doing a proper amount and satisfactory quality of work. When present he presides at the meetings of the faculties, and is the medium of communication between not only the faculties, but likewise the individual members of the teaching staff, and the Board of Trustees. His responsibility is not limited by statute and his authority is restricted only by good usage and the veto power of the board. He is not expected to commit the University to any policy which has not been previously approved by the trustees, or to contract for the expenditure of money beyond the specific budget appropriations. It is his duty to exercise such general executive powers as are necessary for the good government of the University and the protection of its interests.

The business manager has general supervision over all

the commercial affairs of the University, subject to the approval of the board. He considers and reports on all matters of investment, negotiates real estate transfers and rentals, has supervision over all receipts and expenditures, and is the financial and business exponent of the board. He places all orders for purchases and approves all bills before payment. His office is the depository for the records of the board and for all documents relating to commercial transactions.

The faculty of the several departments consists of all members of the teaching staff above the rank of tutor, and is the legislative body for the department. It elects its own secretary who keeps the records of its transactions and conducts correspondence relating to all matters of a legislative character. Meetings of the faculties are held at stated intervals and the educational policy of the University is shaped by their deliberations.

For each department there is elected by the Executive Committee, or by the board, a dean whose duties are defined in general rather than in specific terms. He is the presiding officer of the faculty in the absence of the president, and is responsible for the administration of his department. He interviews students and considers their individual interests, presents to the faculty items for legislative action, sees that regulations are enforced, and makes a formal report of the work of his department at the end of the academic year. Each department has in addition a registrar, either elected by the faculty or appointed by

the board, who keeps the records of students, and conducts all correspondence relative to students' records, either for admission or subsequently.

In the College of Liberal Arts special attention is given to the needs of individual students, and to facilitate this each student on his admission to college is assigned an adviser. To his adviser he goes for counsel on any matter relating to his college life, and especially for assistance in arranging his course of study. The adviser is expected to acquaint himself with all the conditions surrounding the student, and to direct him so that he will make the best use of his time in preparation for later life.

For the consideration of questions affecting more than one department of the University, and which consequently no single faculty is competent to treat, there has been established what is known as the University Council, made up of the president, the deans of the several departments, and one representative elected by each faculty. The council meets at the call of the president, and to it, among other things, falls the responsibility of nominating candidates for honorary degrees.

The fiscal year of the University closes on June 30th, and the all-absorbing work of the president and business manager during the closing months of the year is the preparation of the budget. In general it may be said that the business manager concerns himself with the estimates of income from various sources and of expenditures for the maintenance of buildings and grounds, and the protection

of the property of the University, while the president is more immediately concerned with the items of expenditure for educational purposes.

From the record of investments and by an estimate of attendance in the various departments the business manager makes out his statement of expected income for the year; and with the assistance of the superintendents of buildings and grounds, he prepares his statement of expenses for material purposes. The difference between the amounts of these two statements represents the sum available for educational purposes.

The preliminary steps in the preparation of the educational budget consist of gathering from the several heads of departments of instruction an estimate of the needs of the departments for the coming year, including the salaries of instructors, laboratory purchases and supplies, and the incidental expenses of the department. These are placed in the hands of the dean of the department who revises and tabulates them, passing them over to the president with his recommendations. When the president has all such reports together they are further revised and collected into form to show the detailed estimated expenditure of the University, and of the several departments for the work of instruction for the ensuing year.

This statement, together with the statement of income prepared by the business manager, is then laid before the Finance Committee of the Board of Trustees for consideration in detail, revision and approval. The budget as thus



prepared is then transmitted to the Executive Committee or to the Board of Trustees for final action. When the items of expenditure have been finally approved, purchases on account may be made. All purchases are made on requisition originating with the head of a department of instruction which has an appropriation at its disposition, or by some other officer of the University. These requisitions must be signed by the officer originating them, and countersigned by the dean of the department, and also by the business manager. Bills for goods purchased must likewise be approved first by the person receiving the goods, second by the dean of the department, and finally, by the business manager before being presented to the auditor, whose approval is necessary before payment.

The accounting in the business manager's office has recently been completely remodeled, and has been put in a very complete form. Monthly statements which show the full financial condition of the University and the transactions of the preceding month are sent to all officers of the board and to the deans of departments as far as they relate to the several departments.

The administration of the several departments is practically uniform, except that in the Medical School and the School of Pharmacy there are remnants of their early administration. In the Medical School there is elected from the faculty an Executive Committee of nine members which passes upon all matters of legislation and finance before they are submitted to the full faculty or to the

University trustees. The fact that this school maintains a semi-independence and manages to a large extent its own finances makes the selection of a small body, such as the Executive Committee, for the consideration of details, almost a necessity.

In the School of Pharmacy likewise there is an Executive Committee, but in this case it consists of prominent druggists who are interested in pharmaceutical education. The functions of the committee are to advise on all matters relating to the school, including the course of study and the financial management.

On the whole the administration of the University may be said to be fairly compact, though of necessity it is conducted from several centers. The wide separation of the several departments makes the work of the president's office peculiarly difficult, since he must maintain an office at Evanston and one in Chicago. Apart from this fact, the work of administration in this University differs little either in plan or detail from that of other institutions of equal proportions.

## CHAPTER XVIII

### THE EXECUTIVE COMMITTEE OF THE BOARD OF TRUSTEES

FRANK PHILIP CRANDON



**T**HE Board of Trustees of Northwestern University consists of forty-four members. To this board is confided the government of the corporation, the decision of all questions of policy, and the administration of its fiscal affairs.

So large a board is, however, too unwieldy to act efficiently and promptly in the multifarious questions which are constantly arising in connection with so large an institution. It cannot be promptly convened, nor can it deal with business affairs with sufficient deliberation and detail to ensure adequate consideration and wise decisions of the questions which are constantly presenting themselves for adjustment. Hence the necessity for an Executive Committee.

The by-law providing for the organization of this committee, after indicating how it shall be constituted, defines its authority in the following language:

"It shall meet at such times and places as shall be convenient, and shall carry out the instructions of the board of trustees. It shall have all the powers and perform all the duties of the board of trustees when the board is not in session, except as otherwise provided in the Charter."

Though it is thus invested with large discretionary powers, it is still under some limitations. Among the things which the Executive Committee may *not* do, is to appoint

a president or professor, confer degrees, or establish chairs or departments in the institution.

The committee is appointed at the annual meeting of the Board of Trustees, and while the service required of it has been onerous and exacting, it has ever been discharged with a fidelity that has known no wearying, and with an intelligence and efficiency that have been vindicated by the substantial success of its methods throughout the more than fifty years of its existence.

Its membership has varied at different times from seven to seventeen, and in the selection of its personnel, the question of local residence has necessarily been an influential consideration. It has often happened that emergencies have arisen in which prompt and frequent meetings of the committee were imperative, and in these cases a scattered membership would have proven an embarrassment if not a disaster.

Among the men who at one time and another have served on this committee, there are many whose names are familiar to every one who is acquainted with western Methodism, and many of them are known and honored throughout the entire Methodist denomination. In personal character, in ability and in loyalty to the interests of the Church and its educational institutions, they take the highest rank. A roll of those who have served in this capacity will be especially interesting to all persons who are at all familiar with the last half century of Methodist history.

## EXECUTIVE COMMITTEE

## NORTHWESTERN UNIVERSITY

1851—1905

	Term of Office	Present Members. Years Service.	Past Members. Years Service.
John Evans	1851-1894	....	43
Grant Goodrich	1851-1857	....	6
A. S. Sherman	1851-1853	....	2
N. S. Davis, Sr.	1851-1857	....	6
Wm. B. Ogden	1856-1857	....	1
Geo. F. Foster	1851-1857	....	6
Jabez K. Botsford	1856-1883	....	27
Orrington Lunt	1853-1897	....	44
Jas. G. Hamilton	1858-1891	....	33
Rev. P. Judson	1858-1860	Again 1873-1876	5
Geo. C. Cook	1861-1876	....	15
H. S. Noyes	1864-1870	....	6
Thos. C. Hoag	1864-1894	....	30
Wm. H. Lunt	1867-1875	....	8
D. H. Wheeler	1867-1869	....	2
John V. Farwell	1867-1868	....	1
Robt. F. Queal	1869-1876	....	7
Erastus O. Haven	1870-1873	....	3
Emily H. Miller	1873-1876	....	3
Dr. C. H. Fowler	1873-1876	....	3
Wm. Deering	1875-	30	
Oliver H. Horton	1876-1884 & 1895-	18	
Mary B. Willard	1876-1880	Again 1884-1885	5
Oliver C. Marcy	1876-1881	....	5
Josiah J. Parkhurst	1876-	29	
Nathan S. Davis	1876-1880	....	4
Catherine E. Queal	1880-1881	....	1
Henry A. Pearsons	1880-1884	Again 1885-1888	7
Philip B. Shumway	1881-1886	....	5
Rev. Joseph Cummings	1881-1890	....	9
Frank P. Crandon	1883-	22	
Rev. R. M. Hatfield	1884-1891	....	7
David R. Dyche	1884-1893	....	9

John B. Kirk	1886-1899	....	13
Aaron N. Young	1889-1891	....	2
Henry W. Rogers	1890-1900	....	10
Jas. H. Raymond	1891-1900	....	9
Geo. H. Foster	1891-1900	....	9
Wm. A. Dyche	1894-	11	
Henry H. C. Miller	1894-	11	
John R. Lindgren	1897-	8	
Henry H. Gage	1897-	8	
Robt. D. Sheppard	1899-	6	
Milton H. Wilson	1899-	6	
Nathan S. Davis, Jr.	1900-	5	
Jas. B. Hobbs	1900-	5	
Daniel Bonbright	1900-1901	....	1
Edmund J. James	1901-1904	....	3
James A. Patten	1902-	3	
Chas. T. Boynton	1902-	3	
Chas. P. Wheeler	1902-	3	
Geo. P. Merrick	1902-	3	
Thos. F. Holgate	1904-1905	1	

The record of the acts and doings of the Executive Committee constitute a large and an important part of the history of the University. It has been, and apparently it will continue to be the *right arm* of the corporation, exercising the power, determining the policy, and directing the energies of the institution, and prescribing within what limitations its activities shall be exercised.

It must also provide the ways and means for all the operations of the University.

In the beginning, Northwestern University was little more than a name and a hope. Its resources were made up principally of the purpose of a few splendid men to found an institution in which advanced education might be secured under Christian influences and surroundings, of





WILLIAM A. DYCHE



what little money they could themselves contribute to the enterprise, and their pledge to themselves and to each other to give time, thought, prayer and what money they could get, to the accomplishment of their ideal.

Such was the material which entered into the composition of the first Executive Committee of the Board of Trustees of Northwestern University.

For the most part the founders of Northwestern University had very little money, but they were men of affairs and of large experience and sagacity in business enterprises. They realized that the first and altogether indispensable need of a University, is an adequate endowment. In those days men of large wealth were few, and the era of Rockefellers, Carnegies and Morgans had not yet dawned. But while it was impracticable to secure for Northwestern an endowment that could be immediately available, these men were convinced that if they were able to make on behalf of the institution wise real estate investments, that the advance in the value of the property would in future years, become an important factor in the wished for endowment fund.

Some money for the making of such investments was contributed. More was borrowed and the investments were made. Most abundantly have the results vindicated the business wisdom and foresight of these fathers of the institution, and very much the largest portion of the present endowment fund, amounting according to the most recent estimates to more than \$4,000,000 is the direct result of

these early real estate investments. These results however, depended on the wisdom of the methods adopted by the Executive Committee for handling and caring for the investments. Often since it was adopted, the policy of the committee has been assailed and has had to be defended. The institution has passed through many years of stress and trial. Again and again have the Board of Trustees in their annual meetings suggested the sale of University real estate as a means of relief from pressing obligations. That such a policy was successfully resisted by the Executive Committee is cause for congratulation.

The possession of the important revenue producing properties in Chicago and Evanston are the fruition of the committee's management of those real estate enterprises which were undertaken in the University's interest. During the years that the policy above indicated has been pursued by the Executive Committee, the institution itself has experienced a most gratifying growth and development. Long ago it ceased to be "only a name or a creation of the fancy." Its position among the institutions of learning is well toward the front rank, and is firmly established. During these years of progress it has from time to time been needful to provide funds for new buildings, new equipment, libraries, laboratories, instructors and all the various et ceteras connected with University life. Generous friends have now and again come forward with liberal contributions for these different purposes. The income from the University's investments increased in amounts and reg-

ularity of payment. But even so, it has not always been practicable for the Executive Committee to meet the demands of a constantly increasing annual budget.

At times the most skillful management of the University's resources has been inadequate for the requirement of the institution. No economy that was compatible with maintaining the standard of work for which Northwestern University stood, seemed to be practicable within the limits of its income, and in spite of the efforts of the committee to the contrary, the cost of administration continued to exceed the income of the corporation. To meet these deficits, loans were made, and when Dr. Cummings became president of the institution, and consequently a member of the Executive Committee, the University's balance sheet showed an indebtedness of more than two hundred thousand dollars. At the request of the committee, the Doctor instituted a canvass for funds, and within a year he had received pledges for one-half of the deficit. Then Dr. Hatfield, also a member of the committee, started on a campaign for subscriptions to cancel the second half of the indebtedness, and his success was equal to that of Dr. Cummings. The result of these efforts was inspiring, and in both instances the University received one hundred per cent. on the amount of the subscriptions which had been secured.

In each instance the result was made possible by the generosity and coöperation of the other members of the committee. Conspicuous among the contributions received

were those of Governor Evans, Mr. Deering, Mr. Orrington Lunt, Dr. Sheppard, and many others, which though smaller in amount were not less generous on the part of the contributors. The indebtedness of the institution was paid. Its endowment funds were intact, and again the policy of the management was vindicated.

At varying intervals the committee has undertaken similar but less pretentious campaigns for funds, and none of them have failed. They are now asking each other and the friends of Northwestern everywhere, to increase the endowment by a million of dollars, and so much of this sum has been pledged that the strongest hopes are entertained that the effort will be successful.

It is worthy of record that during all the years since A. D. 1880 (and the writer's personal knowledge of University affairs, does not ante-date that year) and through all the vicissitudes of business, in years of panic as well as in years of prosperity, in storm and in sunshine, the business obligations of the University have always been promptly met. Sometimes the ship has been "sailed very close to the wind," and in some exigencies when other resources were exhausted, the generous aid of a member of the committee—Mr. William Deering—has smoothed the waters on a troubled financial sea. But in every event it has turned out that neither the long monthly salary list, nor the general commercial demands against the institution, nor its interest account, have ever been in default.

Tested by either of two standards—1st—by the pro-



EXECUTIVE COMMITTEE

FRANK PHILIP CRANDON

ROBERT D. SHEPPARD

PHILO JUDSON

THOMAS C. HOAG





tection of the University endowments from encroachment, either in response to the promptings of competition or the anxiety for expansion (sometimes called development) on the part of the departments of instruction, or, 2nd—by the maintenance of the commercial credit of the University, the financial administration of the Executive Committee must receive the approval of all competent judges.

In the control which it has exercised over the educational work of the institution the action of the committee will probably meet with approval or censure according to the standpoint of the critic.

Expressions of impatience with the committee's decisions when it has negatived some specially desired expansion, which in itself was doubtless meritorious, but which the funds at the disposal of the committee would not warrant, have been common enough and emphatic enough to render the terms—"commercial," "old fogy," "parsimonious," "non-progressive," "antediluvian," by no means unfamiliar. Some of these criticisms are not likely to be forgotten, as when in a special instance the committee would not consent to a particular plan of "development" which one of the presidents proposed, and he was asked if he could suggest how the money for carrying out his scheme was to be procured, he testily replied: "That is not my affair. It is my business to load this craft down to the gunwales. It is the business of the trustees to see that she does not sink." Evidently the trustees decided

that the best security against the sinking of the craft was in lightening the load, which policy was adopted.

Occurrences of the sort just noted have been rare and have their amusing as well as their serious side. For the most part the Executive Committee has received the heartiest sympathy and coöperation from the officers of the department of instruction, and while there has often been regret that the work of the different departments could not be expanded, all have agreed that it is best to keep the craft afloat.

It would be difficult to suggest any service which is more essentially unselfish than the work which is performed by the Executive Committee. It is concerned with a situation where oftentimes it is not practicable to make adequate compensation to those who have served the University; where one is forced to disappoint reasonable expectations and laudable ambitions, and where even the wisest and most disinterested action or decision is liable to misinterpretation and condemnation. The compensations which it affords are the satisfaction of knowing that the interests of an important and beneficent institution have been faithfully protected and promoted, that any really valuable service which may be rendered to it will perpetually endure, and that even if it be in a small way, one has helped to make possible the success of an enterprise which shall be a continuing blessing to the world.

There is moreover a large reward in being associated with those who find themselves animated by the same

motives, who sympathize in a common purpose and who direct their efforts to the attainment of a common result, in whose conception life's value is to be estimated by achievement rather than by indulgence, and to whom, fidelity means more than approval, and the conscientious discharge of a trust is its own abundant compensation.

Right royally has the Executive Committee of the Board of Trustees of Northwestern University discharged its every obligation, and if the institution shall always be served with equal disinterestedness and fidelity, it will have cause for continuing congratulation.



## CHAPTER XIX

THE BENEFACTORS OF THE UNIVERSITY

THE EDITOR



THE wealth of Northwestern has had two main origins: (1) wise investments made by its trustees, and (2) the gifts of its friends. The value of its lands both in Evanston and Chicago has increased a hundred fold or more. Exemption from taxation has enabled the institution to hold its property until substantial returns could be secured for its sale. But the beginning of its resources was in the gifts of a few men determined to provide in the vicinity of Chicago an educational institution with standards equal to those of the East. These donations have later been supplemented by wise, timely, and generous benefactions.

No small amount of the bounty bestowed on the University has been given to meet its liabilities. The University has had recurrent periods of stringency when the benefactions of its friends were urgently required. In the first years of the institution the need of funds was, of course, appreciated. But after the charter was granted in 1851, the trustees were able to await the opening of the University to students till there were sufficient funds in sight to operate it. But once opened, with students on the ground, the University must continue and its expenses must be met.

Within two years of the admission of students a financial panic, the direst in its results of any hitherto known in the country, fell upon Chicago with other parts of the land. While from August, 1854, to August, 1857, over \$18,000 had been contributed to the University, and in the calendar

year 1857 \$5,501 had been donated (including a gift of \$3,500 by Dr. Evans), in 1858 the University received but \$525, and in 1859 \$155.\* There was a revival of donations in 1860, but with the coming of the Civil War money flowed into other channels and it was not till 1867-8 that the University again profited by more frequent and larger gifts. A little later, from the early seventies, for about ten years, the financial situation of the institution was acute. The Chicago fire of '71 was followed in 1873 by the assumption of a heavy debt in the acquisition of the Woman's College. Added to this was the expense attendant upon the expansion of the University, especially in the administration of Dr. Fowler, which, too, was coincident with the commercial panic of 1873. The tax suits, too, came on. From 1876 to 1885 the University made a mighty effort to free itself from debt.

The year 1876 fell upon the University as the worst since 1858. Salaries were cut 20 per cent. Friends of the institution were invited to buy its land and so make some of its resources immediately productive. Happily, Dr. R. M. Hatfield was secured to canvass for subscriptions to pay the debt and by his devoted service, aided by a gift of \$25,000 from Dr. Evans, \$100,000 was raised. But this did not end the gifts to the University. From 1876 to 1885 (including the canvass of Dr. Hatfield) more than \$200,000 were subscribed, of which amount Dr. Evans

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\*These figures are from the reports of the Treasurer and Business Manager, published in 1904.





ROBERT M. HATFIELD



gave \$25,000, Mr. Orrington Lunt more than \$31,000, and Mr. William Deering over \$62,500. The rest of the sum was distributed among many scores of friends of the institution.

Again in 1893 and later the University felt the general financial stringency. As in the seventies, the pressure from the outside came at just the time when the University had ambitious plans of extension and expansion. Unfortunately just then, too, the Grand Pacific Hotel closed and made the LaSalle St. land in Chicago unproductive. But the situation was later much relieved by the lease of the property to the Illinois Trust and Savings Bank.

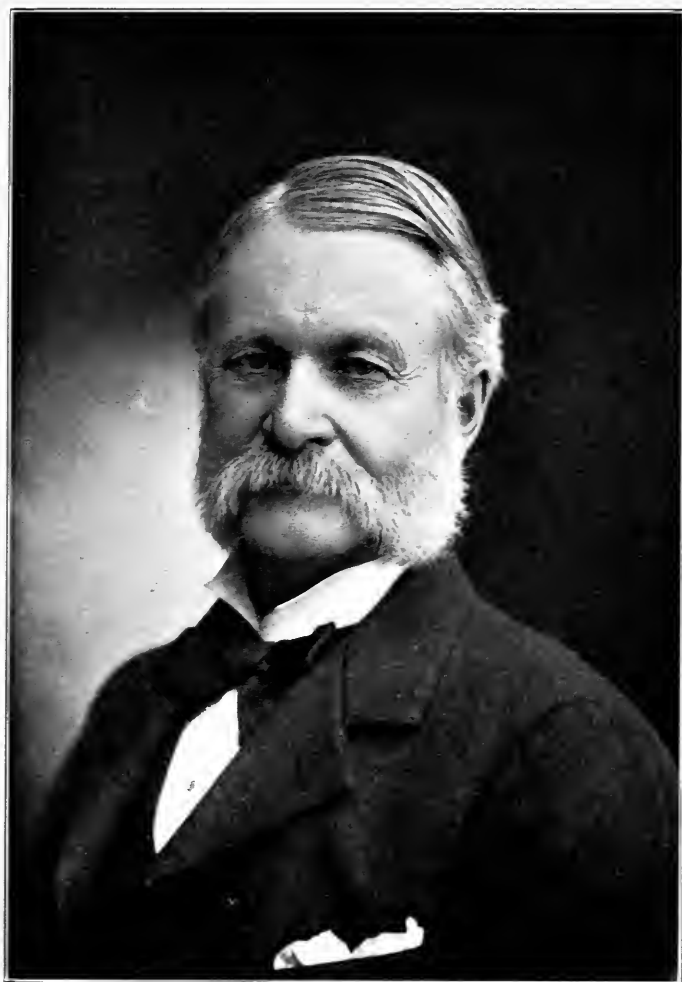
Since 1901, however, the debt of the University has been again largely increased by the expense attendant upon the purchase of the old Tremont House in Chicago, and its remodeling into the Northwestern University Building. Purchased at \$500,000, it was to be renovated at a cost of \$75,000. But the latter expense increased till it reached over \$286,000. This with the demands made upon the treasury of the University by the rapid growth of the institution under the presidencies of Dr. Rogers and Dr. James creates a demand for a new effort of the friends of the University to maintain and increase its efficiency by removing the debt.

The trustees have a true sense of the situation. The future of the University can be properly secured only by a sounder financial basis. A million-dollar fund was proposed in 1904 as the next step forward. Already (May,

1905), \$800,000 of the amount has been subscribed and the University is hopeful of early securing the balance. As before, the donors to this fund deprecate publicity.

While the University has profited generously by the gifts of those who would relieve it of debt, it has been the recipient of many a benefaction provided for permanent equipment. Of such were the gift by Mr. Lunt of the Library Building bearing his name, and of the Wilmette lands for the endowment of the library; the professorships founded by Dr. Evans by the donation of two sums of \$50,000 each; contributions of Fisk Hall, to the University Building in Chicago, to the Medical School by Mr. Deering; the erection of Dearborn Observatory by Mr. James B. Hobbs, of Science Hall by Mr. Daniel B. Fayerweather, Swift Hall by Mr. Gustavus F. Swift; the purchase of the library on jurisprudence for the Law School by Judge Gary; gifts and gratuitous service by Dr. N. S. Davis, Sr., and others of the faculty of the Medical School. Add, too, a long list of other donations, fully as useful, if not as large in amount.

There has been no parade about the gifts to the University. The generosity of many donors has been equaled only by their reticence. Mr. Fayerweather buried in the corner stone of Science Hall the secret of his name, a secret revealed only by his death and the admission of his will to probate. The donor of Fisk Hall and other large gifts to the University says nothing of his benefactions, and prefers that others would remain as silent regarding them.



JAMES BARTLETT HOBBS



Mr. Lunt's whole life was one of the quietest and most liberal beneficence. Few students are aware that it was Mrs. R. M. Hatfield's munificence that provided the solid and dignified furnishings of the Reading Room of Lunt Library. Hundreds of other donors would have still remained unknown had not the full statement of the financial relations of the University been recently published by its business manager.\*

The benefactors of the University have been men of liberal views. In the earlier history of the institution, if one were permitted to dictate its financial policy, no one might lay better claim to the right than Dr. Evans, largest giver, and president of the Board of Trustees. And yet when the issue was drawn very plainly regarding the policy of selling or leasing Evanston lands, the majority were not of his mind. A smaller man would have separated himself from his associates, predicting, perhaps, the ruin of their enterprise. Governor Evans still gave allegiance to the institution. Like others, he gave the administration his confidence, deeming the interests of the institution larger than his own. Mr. Deering's gifts have been directed to any quarter in which they were most needed: at one time to the Academy, at another to the Medical School, again to the Northwestern University Building, to Willard Hall, to the Campus, to the debt of the institution.

Gifts to the University have earned large interest. The wisdom of the trustees has turned the resources of the

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\*Report to the Trustees, 1904.

University to the largest possible advantage. Economy and foresight have characterized the business administration. The wonder is that so much has been accomplished with so little. May not the University, then, hope that in it the words of Scripture may be fulfilled: "To him that hath shall be given," and that faithfulness in the administration of what it has received may constitute a justification for increasingly greater and more numerous benefactions?

Northwestern has never been free from the necessity of most careful economy in the administration of its resources. No individual donor has carried the institution by steady and lavish munificence. To most of the hundreds of friends of the institution support of the University has been a work of love and sacrifice. There are not thirty persons who have each donated as much as \$5000 to the University.\*

Who, then, are the benefactors of the University? A few—only a few—wealthy men, whose enlightened generosity lays every alumnus and friend of the University under heavy obligation; trustees, whose donations, if not always large, were as large as possible and were constant; members of the faculties, whose subscriptions may be neither many nor great, but whose services to the institution have been

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\*The list is as follows (without giving the amount of their donations, which may be found in the 1904 report of the business manager): Jabez K. Botsford, Nathan S. Davis, Sr., William Deering, Daniel B. Fayerweather, Elbert H. Gary, Mrs. R. M. Hatfield, Otis Hardy, Norman W. Harris, T. W. Harvey, Mrs. H. L. Haskell, H. N. Higinbotham, James B. Hobbs, Ephriam Ingalls, Amanda A. Lewis, John R. Lindgren, Orrington Lunt, James A. Patten, D. K. Pearsons, The Rea Bequest, Robert D. Sheppard, Charles E. Slocum, Edward Swift, Gustavus F. Swift, The University Guild, Catherine White, Milton H. Wilson.



rendered with little regard to pecuniary return; alumni and townspeople who were loyal to the University either in love to alma mater or as a fit expression of public spirit.\*

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\*Fuller discussion of the subject matter of this chapter is made unnecessary by the detailed and interesting report of the business manager and treasurer of the University to the trustees, published in 1904.



## CHAPTER XX

SOCIAL LIFE IN THE EARLY DAYS

EMILY HUNTINGTON MILLER



IT would be a difficult, if not an impossible thing, to present from individual impressions the spirit of social life in the University to-day. Society is no longer a unit, but broken up into a multitude of groups; and its aspect, as in any community, will differ with the point of view held by the observer, or the special development noted.

But looking back to the early days of the University, one finds, among the witnesses who shared and helped to create its social life, a practical unanimity of sentiment. To some extent most of them agree in the opinion expressed by one of their number—

“I am reminded of the sentence with which the writer of an encyclopaedic article on Owls In Ireland introduced his disquisition: ‘*There be no Owls in Ireland.*’ ”

Social life as an end certainly did not exist in those first strenuous days, when the University was Evanston, and the noble ambition which dominated every other purpose, and united all her citizens in a bond of brotherhood, was the hope of building up a great Christian institution that should be an opportunity, an invitation, and an incentive to a multitude of young men whom the older universities could never reach.

Naturally, in the days of its small beginnings, when faith and courage and energy were taxed to the utmost, many things seemed of more vital consequence than any special provision for the social instincts. But the greatest charm of that early fellowship was its purely instinctive

character: the shining out of a spirit of friendliness that took little thought for any formal expression.

Making reasonable allowance for the mellowing effect of distance, and for the happy illusion through which memory shows "the days that are no more," there is still sufficient testimony to the idyllic character of that early life to justify the declaration of one who shared it:

"No doubt there were hardships and deprivations and necessary crudities, but, as I look back upon it, it seems to me like Eden, in its peace, and simplicity, and good-fellowship; people of every denomination worshipping together, in one church, and living like one family; old and young meeting in friendly intercourse by hearth and fireside, and counselling together for that which most concerned us all, the welfare of the students, and the prosperity of the University."

There seems no more effective way of presenting the salient features of a society that was only impressive because of its spirit, than by employing the old class-meeting methods of that day, and calling up individual testimonies.

The University owes to its comparative youth the happy possibility of summoning a few such witnesses, even for its very earliest times, though year by year the calling of the roll brings fewer responses, and much that might have illuminated this record has passed beyond our reach.

The writer is especially indebted for valuable material to Mrs. Harriette S. Kidder, whose clear and comprehen-

sive recollection of the time is fortunately supplemented by her diary, and who to-day, in her eighty-fourth year, is a beautiful example of spiritual and mental vigor.

"Of course I knew largely what was passing in Evanston in its earliest days, and was deeply interested in all that concerned it. It seemed to me there never was a better opportunity offered to build up a model community. As the families that settled there came from different localities, and were strangers to each other, they were ready to respond to any movement that would bring them into closer social relations. I was deeply impressed with the idea that in this rural place we need not take for our standard all the customs that were perhaps best suited to city life, and a more mixed society. Since we were generally intelligent Christian people, we might be really fraternal in our social relations. So, for myself, I made it a rule to call upon every new family that came to Evanston, and to invite them, as opportunity offered, to a place at my table, and a share in our social intercourse.

"Many of us who were connected with the University went to Evanston because of our deep interest in the training of the young people who were to be drawn there by these schools, founded for their benefit, and we felt that, away from their own home influences, congregated in clubs, or scattered through the village, they needed to be brought under the influence of *our* homes, and such home-association as we could give them. As their number was for several years comparatively small, we could invite them in a

social way, providing rational entertainment, and thus a strong bond of union between students and citizens was formed that was valuable to both parties.

"The instructors of the young men who were to mingle among the people as ministers of the gospel, felt it specially important that they should share the social life of the community, as a necessary part of the training for their work. So there were gatherings in the homes of the professors, bringing together in a social way, students, teachers, trustees and citizens. At these gatherings, after a substantial supper was served, there was singing, sometimes short talks, and always prayer before separating. In all the social gatherings of that day we met early, and generally left before eleven o'clock. I doubt if any community ever enjoyed a more delightful social life. The six or eight families of the professors often took dinner together in each other's homes, and, as each of us had frequent visitors whom we wished others to enjoy they were introduced into our social circle in this neighborly way. This simple form of social life was a striking feature of our community for several years, and people outside of our church, who had only known more formal society, and more elaborate entertainments, seemed greatly to enjoy this friendly sort of home visiting."

Dr. Daniel Bonbright, whose memories cover the whole existence of the University, adds some vivid touches to the picture of its early days.

"In those first years, when the University counted in its



catalogue scarcely fifty students, collective social life could hardly be said to have existed. There were, to be sure, two literary societies, and Greek letter fraternities in germ. These, in their way, must have been centres of association, but I doubt if they counted for much in the life of the student body as a bond or spur.

"There were no athletic games: public entertainments of any sort were rare and unimpressive. I recall the *Cantata* of Queen Esther. It was gotten up by the Sunday School as an event of pomp and circumstance. One can judge, from this example of the extraordinary, what must have been the average quality of the social satisfaction of the epoch.

"The families of the faculty were thoughtful of the students, as were also a good number of families in the village. One may hear from the older graduates grateful reference to hospitalities and cheer which they enjoyed from those sources during their student life. But housed as the students were at hap-hazard, in a community itself scattered and struggling, there could have been among them but feeble collective consciousness, and sense of a mutual life. I suspect there was little escape from lonely isolation, save in the self-forgetfulness of hard work, a recourse more in honor in that primitive age than in these piping times of merry-go-round, cigarette, and song.

"As for social life in the faculty itself, including that of the Biblical Institute, there was nothing characteristic which would not be implied by its constituent elements.

The families were nearly all from New England, and brought with them the qualities of their birthright. They were people of education, intelligence and Christian sobriety. As your letter reminds me, cards and social dances were not yet; neither were Browning Clubs nor other idolatry. I remember only one coterie: I forget what I called itself. It was composed of gentlemen from the faculties of the University and Institute. They met, perhaps, once a fortnight, for the discussion of questions in religious philosophy. But they took their separate convictions too seriously for controversy. In the interest of good-will and harmony it was found safest to disband. The immediate occasion of the disruption, I believe, was the introduction of some explosive speculation by Dr. Dempster on the subject of the '*Eternal Now*.'

"But the peaceful unity that prevailed both in the schools and in the community around them is illustrated by the fact that the entire Protestant population worshipped together, Sunday after Sunday, in the same church. Methodists, Baptists, Episcopalians, and the rest, they all listened to the Gospel proclaimed from the same pulpit; each, as in Apostolic times, hearing the word, as it were in his own tongue, wherein he had been born."

Probably no individual is more closely associated with memories of the University days in the thought of a great majority of its graduates, than Dr. Oliver Marcy. One can scarcely recall the older or the newer Evanston, the shaded streets, the class-room, or the campus, without see-

ing his fine patrician face, and his dignified figure with its impressive bearing of genial courtesy. The Marcy home was generously opened for the hospitalities of the University, and many of the early classes could testify to the readiness with which their attempts at class entertainment were helped out by placing its resources at their service.

Mrs. Marcy has furnished some recollections, beginning with the time of their coming to Evanston in 1862, a date at which it must have required a vivid imagination to speak gravely of the existing school as a University.

"When we came to Evanston things were in a very primitive condition, though about seven years before there had been a 'boom' in the settlement of the town. Dr. Kidder had built a commodious house, near what was then the centre of the town, and his family had occupied it five or six years. They were leaders in hospitality, and no one came to town who was not soon made the recipient of their cordiality. Garrett Biblical Institute was well established, but though Dr. Dempster was its official head, there was no doubt Dr. Kidder's open doors were the magnet that drew the student body as well as others who came to town, for Evanston itself is indebted in no small degree to the University for its early social life.

"I think it had been the habit of Mrs. Kidder to entertain, and she continued the practice so that, sooner or later, every member of the schools then in operation had been included. Some of the young men who underwent this initiation into society, were of course not exactly up to date

in matters of etiquette, and while appreciating the courtesy, sometimes dreaded the ordeal; but the hearty good-will with which they were received by old and young soon removed any sense of discomfort.

"The 'Female College' was then in the hey-day of its popularity, under the management of Professor Jones, who did his part to make it conspicuous in social happenings, making the most of his anniversaries, and inviting the '400' with a very liberal inclusiveness.

"Bishop Simpson lived here at that time, the greatest of our living preachers, a most genial and lovable man in his prime. Governor Evans was with us the first years, but soon left for Colorado. They were quite distinctive features of Evanston society in those early days. Mrs. Evans was a woman of superb presence, and the daughter, Josephine, a favorite among young people. Her wedding, which took place on the lawn between the house and the lake, was a notable event of the time.

"On the Ridge were Mr. Hurd, Mr. Kedzie and other families of position and character, who gave entertainments as they had probably been accustomed to do, and helped to maintain the cordial spirit of friendly interest and coöperation between the town and the University, although in that day no such distinction was ever thought of: we were all 'University people.'

"Mrs. Bragdon at that time struggling with the effort to 'college her boys,' did not forget that her calling and election had been the care of the churches as a minister's

wife, and interested herself in a sisterly way in every social scheme or kindly project.

"The history of our social life would be incomplete without reference to Professor Bonbright, who from the beginning watched over these interests in a most tactful manner, and without whose presence in those days no social function would have seemed complete. He not only made himself agreeable, but, in some sense, responsible, that the University influence should be brought to bear even in its social affairs, and nothing overlooked that might contribute to tone and popularity. I remember the brotherly way in which he used to discuss with me matters great and small, making the most valuable suggestions in his courteous deferential manner that always carried conviction with it.

"A score of worthy names arise in my memory of those whom the University might well delight to honor, because of their early ministry to its social well-being, but they had their reward in 'having served their day and generation,' and most of them have 'fallen on sleep.' "

Mr. Andrew J. Brown, the secretary of the University's first Board of Trustees, and now the only surviving member of that board, brought his family at an early date to the little community and took an active interest in its development. Mrs. Brown adds to the history of the time some reminiscences.

"I should like to begin with my first impression of the village, that in 1866 formed the nucleus of the University, and was scarcely in thought separated from it. We were

sitting upon the piazza at Dr. Bannister's, just at twilight, and the sweet sound of a hymn came to us. It was the hour of family prayer, and the melody was soon mingled with that from another home, until from the whole circle of firesides went up the voice of praise and prayer, the spirit of social fellowship giving a new power to individual worship. These two characteristics, Christian devotion and Christian fellowship, were the strong and impressive features of University life at that day.

"Though the number of students was comparatively small, we soon found there were many lonely young men in town, and it was our practice for many years to invite to our tea-table on Sunday as many as chose to join us. There were many families where the students were most hospitably received, besides their own class gatherings and receptions, and our ingenuity was sometimes taxed to the utmost to provide amusement for young people who might not indulge in card-playing or dancing. But however strong may be the protest against church rules to-day, I do not think there ever was a happier time than when we were all held to their strict observance.

"We had at that time a most delightful society. Governor and Mrs. Evans had a beautiful home on the Lake Shore, always open to the young people. Dr. and Mrs. Bannister, Professor and Mrs. Godman, Professor Bonbright, Professor Blaney and his charming family, Colonel and Mrs. Eaton on the Ridge, the Pearsons with their unfailing interest in the students, Bishop Foster and his

family so genial and gracious in their hospitality, Mr. and Mrs. Greenleaf, and Dr. and Mrs. Marcy—it seems invidious to mention names where the spirit of hospitality was universal. We were one great family whose highest aspiration was to build up this school, which was to rival Harvard in its literary standard, but set above all other learning, that knowledge of God which is the beginning of wisdom.”

It would be interesting as well as enlightening if one could set beside these testimonials from what might perhaps be considered the governmental side of social life, the unbiased confessions of the party of the second part, now happily removed from the pressure of fear or favor, and learn exactly how things looked from the student point of view. It would perhaps be instructive to know whether the young man of that day felt the deep necessity of recreation, and yearned, though in a half conscious, unenlightened way, for foot-ball and track athletics.\* One would like to discover what relief they themselves contrived for the social instincts, and what were the delights of class-socials

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\*An interesting reminiscence of this period of the history of the University is that of Melville C. Spaulding of the class of 1860 who relates the origin of athletics in the college:

“When we had about sixty students in the old building (‘Old College,’) I solicited 10c. each from the students—on the co-operative plan—and with the \$6.00 in hand, created an out-door gymnasium (the first), the uprights, parallel bars, etc., being placed in the northwest corner of the college lot, and much use was made of the simple apparatus. This diminutive beginning or “Commencement”—outlay \$6.00—sounds strange when contrasted with the proposed \$50,000 gymnasium.”—(Letter to the editor, May 9, 1904).

and kindred dissipations. Such things there must have been even in the days when the simplest entertainments gave pleasure, and the young people were not burdened with bills for flowers, music, and carriage-hire at their social parties.

One would like, for the benefit of coming generations, to know how it was done, and how it was found practicable to maintain a rational balance between the pleasures of life and the serious duties of University work. But a mist seems to have gathered over the memories of those who might testify, and nothing definite is available. One of them indeed declares:

"In the days which I remember, it seems to me few persons had any respect for social functions as a part of any earnest life. I remember that President Foster had receptions, and Professor Noyes, Dr. Kidder, and others had 'evenings'—especially for married 'Bibs'—and that all the town seemed to swing about the students. But, so far as I know, the students themselves did nothing but grind and haunt the Female College."

Co-education, with its far-reaching complications, had not yet presented itself to trouble the placid counsels of trustees and faculty. Possibly some wise women already saw its star in the east, but they dreamed only of a related college after the pattern that Radcliffe has since so successfully adopted. But the feminine nearness, even in purely unsympathetic institutions, is too intimately related to Dr. Dempster's "*Eternal Now*" to be lightly ignored.



The friendly homes that welcomed the students held daughters to whose presence they owed their attractions and humanizing influence, quite as much as to the hospitable tea-table, and the courtesies of more formal receptions. And the home society was amply supplemented by the Northwestern Female College, from whose incongruous title the Woman's College inherited its designation of "Fem Sem." The students were ready to avail themselves of its friendly overtures for all established ceremonials, and, it may be surmised, found further opportunity in its halls and laurel groves, for which human nature was the only authority consulted.

The University from the very outset took its students as a trust, and made itself responsible for them in a measure far beyond the mere furnishing of opportunity for learning. In the days of its poverty nothing made this possible but the bond of sympathy and mutual interest between the University and the community outside of it. It is not easy to say how far the influence of an individual or an institution may have been effective in the shaping of community life, so many obscure and apparently unrelated forces go to determine its character. But looking back to those earliest days it seems reasonable to claim that Evans-ton owes much to the direction given its development when the University, laying its own foundations, laid those of the village also. Social fraternity, civic responsibility, and that broad religious sympathy which is far nobler

than toleration were fruits of the spirit springing naturally from seed sown in that day of small things.

The deep religious spirit that was so marked in its beginnings when one church sufficed for the whole community found its natural outgrowth in later years, when the denominations had gathered each one into its own fold in practical Christian unity. Its spirit of brotherhood still survives in a disregard of social distinctions; its teaching of civic responsibility long held citizens of all persuasions to alliance for the public good irrespective of party politics, and the unwritten law which made brain and culture the stamp of its aristocracy rather than money and birth, has never been revoked.

It was inevitable that with the expansion of the little rural village into the suburban city, its residents should become absorbed in diverse interests, and the prosperity of the University cease to be the ever present motive and ambition. The growth of the University itself from feebleness to strength tended to this change of sentiment, since the personal interest one might feel for a small body of students and instructors, with whom individual acquaintance was possible, could not exist when, in place of a little coterie of friends, one had to consider that vague impersonal thing—an institution.

But while it would be impossible to restore the simplicity and unity of that early social life, it is most desirable for both town and University that the bond of sympathy

between them should in every way be guarded and strengthened.

And in closing this chapter it may not be out of place to say that to accomplish this end, and reëstablish this active interest in promoting University interests with a generation to which the earlier history is only an uncertain tradition, was the purpose for which the University Guild was organized, and which it seems in some encouraging measure to be attaining.



# CHAPTER XXI

## GRADUATE STUDY

HENRY CREW



THE history of graduate study at Northwestern University is brief; but when viewed against its proper background the record is seen to be also honorable.

This background may perhaps be described as follows. The proper function of a university is two-fold. Its natural duty has been, in all ages, to discover as well as to disseminate the truth.

From the earliest times, men who have had the requisite ability, energy, scholarship and taste for research have attracted to themselves certain other and younger men, and with these have formed the pioneer corps in the army of scholars. Never, at least since the renaissance, has the intellectual world been without an efficient body of this type. At times, it has been recruited from the monastery and the university; at times from professional life and from royal academies. At certain periods its ranks have been better filled than at others; but the corps has never been destroyed.

The effective inspiration of these young men has always been the result of close contact of mind with mind, especially through the method of conversation, the method which Socrates employed with success in the case of his eminent pupil, the method which to-day is used with equal success in such centers as the Cavendish Laboratory at Cambridge and the Mathematical Seminary at Göttingen.

During the century just closed, Germany may perhaps be

said to have led the world in systematic research. The younger men were here students in the universities, enrolled principally in the philosophical faculty. This group of young men, listening to lectures and working under the immediate supervision of certain investigators upon certain special problems is represented in America to-day by what we call "graduate students."

The history of graduate study in America during the nineteenth century is somewhat naturally divided into two periods by the year 1860, when the degree of doctor of philosophy was first granted this side of the water.

Previous to this date numerous American students had found opportunities for graduate study in Germany. As types of these may be mentioned Edward Everett who made the doctorate there in 1807, and George Bancroft in 1820. B. A. Gould studied under Gauss at Göttingen in the '30's. Gildersleeve left Princeton in 1849 and went to Germany for work in literature and linguistics. Dr. Bonbright, then a recent alumnus of Yale, spent the years 1856-8 at Berlin, Bonn, and Göttingen.

The second period of graduate work in America is practically coterminous with the history of Northwestern University. In 1860, Mr. Sheffield provided the Scientific School at Yale with a new building and an endowment fund. In the year following, this institution granted to three of its own graduates the earliest American Ph.D. Fifteen years later Mr. Gilman, one of the charter members of the Sheffield Scientific School, began his courageous



experiment at Baltimore as president of the first faculty in America devoted exclusively, or even primarily, to graduate instruction.

In 1875 there were only 399 graduate students in America, while at present the annual attendance averages about 6,000, of whom approximately two per cent. each year receive the doctorate. The annual exodus of our alumni to German universities continues unabated, so far as actual numbers are concerned. Among the influences which have combined to produce this remarkable growth none have been so potent as the example of Johns Hopkins University. For a full quarter-century it has received from all the larger universities of our country the "sincere flattery" of imitation.

We pass now to the foreground of our picture—Graduate Study at Northwestern. Viewed in the setting of the preceding sketch, our history is confessedly meagre. It is, however, highly respectable. Indeed it must be a matter of no little pride and interest to everyone connected with the institution that its management, from the very beginning, anticipated the needs of the advanced student. On page 6 of the first catalogue, 1856, the undergraduate courses are described in general terms, to which is added the following paragraph:

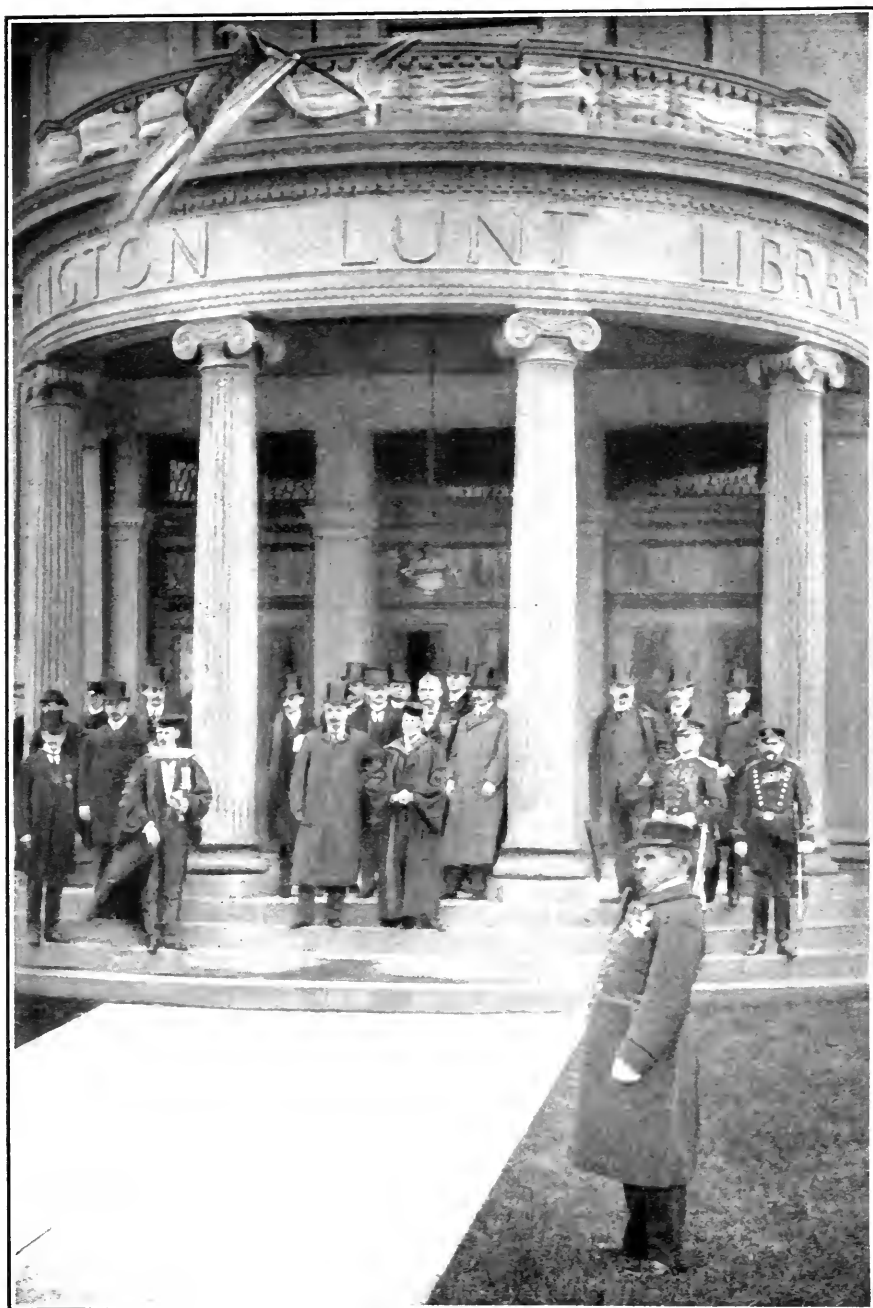
"In continuation of the above there will also be a course of University Lectures proper to meet the wants of those students who may desire to extend their studies beyond the regular graduating course."

The first catalogue to mention the master's degree is that of 1860-1 where (p. 22) the M. A. is offered to graduates of three years' standing on the condition universally current at that time, namely, the maintenance of a good moral character. Curiously enough the M. Ph. is not mentioned as a possibility, although B. Ph. is granted. The fee for the master's degree at this period was five dollars.

Resident graduate study was first provided for in 1869, the conditions being set forth in the following paragraph from *Catalogue 1869-70*, p. 35; "Students who have completed one course of study can remain, as resident graduates, and complete any other course and receive the appropriate degree. Graduates of other colleges can have the same privilege." The "other courses" here referred to are evidently the courses in Civil Engineering, and in Science, which were then offered in addition to the course in Arts.

The academic year, 1869-70, is marked also by the introduction of the degree of Master of Science, which "is conferred on Bachelors of Science who spend another year in the University and pursue such a course of study as may be approved by the faculty, and pass examinations in the same." "The degree of Master of Arts is conferred on Bachelors of Arts on the same conditions." *Cat. 1869-70*, p. 39.

We have here side by side two alternative conditions for the Master's degree, namely, either one year of *bona fide* graduate work, or three years of graduate standing accom-



PRESIDENT ROOSEVELT'S VISIT IN 1903



panied by the customary "good moral character." The latter alternative is shortly modified so that candidates for the Master's degree who have received the bachelor's degree later than 1874 "must furnish satisfactory proof of having pursued professional or other advanced studies." *Cat. 1873-4, p. 131.*

The increasing and widespread regard for graduate work which began to appear about this time—some two years before the opening of Johns Hopkins University—was due, among other causes, to students having returned from Germany and to the recovery of the nation from many of the depressing effects of the then late Civil War. In the life of Northwestern this interest in higher work is distinctly reflected in the following paragraph from the catalogue of 1873-4, p. 132; "Graduates who have pursued a course of advanced study under the direction of the faculty on examination and presentation of satisfactory thesis, will receive the degree of Doctor of Philosophy. In these Post Graduate Courses breadth of culture is designed. But students will be allowed to specialize in Philosophy, Literature, Politics, Philology, History, Mathematics, or Natural History."

It appears little short of a misfortune that the financial condition of our University at this period did not permit the faculty to pursue farther the ideals set forth in the above announcement. But the fact is that all consideration of work leading to the doctorate is dropped from the next succeeding catalogue and does not reappear until

eighteen years later, when introduced by President Rogers. The disappointed hopes of an ambitious faculty may be easily imagined.

In the meantime, however, the requirements for the much abused Master's degree were distinctly improved, as witness the following from the catalogue of 1886-7, p. 42; After the year 1890, the Master's degree will not be conferred in course but upon examination."

The academic year, 1891-2, is marked by the introduction of conditions for the Master's and Doctor's degree, which are essentially identical with those in force to-day (1904) in this and other institutions of the first rank. From this it will be evident that our history of "graduate work"—in the modern acceptance of that phrase—dates from 1892.

During the twelve years that have elapsed since then only a few slight changes have been made in the nominal requirements for advanced degrees; but the character of the work demanded by the faculty to satisfy these requirements has kept even pace with the rising standards of scholarship found in all the leading American universities. The average thesis required of the candidate for the Master's degree to-day is a distinctly more scholarly and important piece of work than that expected ten years ago. *In absentia* study has been persistently discouraged, and for many years has been limited to our own alumni and practically to those alumni who have specialized in the department in which they apply.

For the Master's degree, the essential conditions to be met are the following:

1. The possession of a Bachelor's degree fully equivalent to that of our College of Liberal Arts. This rule has been adhered to with great rigidity. Alumni of other colleges have always been welcomed as graduate students; but they have been admitted to candidacy only after satisfying the full requirement of our bachelor's course, and after completing, if necessary, an undergraduate major in some chosen department.
2. Resident study of one year—thirty semester-hours—devoting at least one-half the time to a major subject.
3. The preparation of an approved thesis on a topic relating to the candidate's major subject.
4. An examination on the major subject by a committee of three members of the faculty, selected from related departments.
5. Since 1895, a concession of three-fifths of a year's work has been made to candidates from our own professional schools in consideration of the advanced character of their studies.

For the Doctor's degree the conditions are distinctly more severe both in point of quantity and quality of work. Three years of resident work along some particular line is demanded, together with a thesis which shall be an important contribution to human knowledge. These fundamental

requirements are hedged about by the usual minor ones insuring breadth of training, reading knowledge of modern languages, etc.

In its general oversight of graduate work as well as in the enforcement of the above requirements, the faculty has always acted largely through its Standing Committee on Graduate Study.

Two circulars concerning graduate work have been issued, one in 1895 and another in 1902.

As early as the spring of 1895, our graduate students, prompted partly by the advice of President Rogers and partly by a certain unity of purpose in their work, formed a Graduate Club and were soon after received into membership in the Federation of Graduate Clubs whose brief existence began at the University of Pennsylvania, January 3, 1896.

Since this time the life of our Graduate Club has been rather intermittent, at times dropping completely out of existence for an entire year, to be completely reorganized at the beginning of the following year. The meetings of the club have been held, as a rule, once a month, the program being devoted sometimes to a paper on a special investigation, sometimes to a discussion of a very general subject, while at other times the program has been purely social.

The following publications which are either wholly or in part contributions from graduate students will serve to



indicate roughly the activity of the College of Liberal Arts in this line.

#### BOTANY—

1. Gloss, Mary E. (M. S. '97), MESOPHYL OF FERNS,  
Bull. Torrey Botanical Club 24, No. 9 (1897).

#### CHEMISTRY—

2. Hall, Vernon J. (Ph.D. '96), A STUDY OF IRON AND ZINC HYDROXIDIES IN PRECIPITATION,  
Amer. Chem. Jour. 19 (1897). Thesis presented for the degree of Ph.D.
3. Gloss, Samuel D. (M. S. '01), THE MOLECULAR WEIGHT OF ORTHORHOMBIC, MONOCLINIC AND PLASTIC SULPHUR IN NAPHTHALINE AND PHOSPHORUS BY THE FREEZING POINT METHOD,  
Jour. Phys. Chem. 2, Oct. 1898.
4. Linebarger, C. E. REACTION BETWEEN ZINC SULPHATE AND POTASSIUM HYDROXIDE,  
Jour. Amer. Chem. Soc. 17, 358, 1895.
5. Patten, H. E. (M. A. '96), CHROMIUM HYDROXIDE IN PRECIPITATION,  
Amer. Chem. Jour. 18, July 1896.
6. Patten, H. E. A STUDY OF MAGNESIUM AND MANGANOUS HYDROXIDES, AND OF

BARIUM SULPHATE WITH RESPECT TO  
THE PHENOMENA OF ADHESION AND  
SOLUTION,

Jour. Amer. Chem. Soc. 25, Feb. 1903.

ECONOMICS—

7. George, John E. THE SALOON QUESTION IN  
CHICAGO,

Amer. Economic Assoc. (Economic Studies)  
Vol. 1.

8. Embree, Frances B. (M. A. '97) THE HOUSING  
PROBLEM IN CHICAGO,

Jour. Pol. Econ. Vol. 8.

9. Kerr, W. D.

To appear shortly in Wisconsin Labor Bull.

GEOLOGY—

10. Burchard, Ernest F. LIGNITES OF THE MID-  
DLE AND UPPER MISSOURI VALLEY,

U. S. Geol. Sur. Bulletin 225 pp. 276-288  
(1904).

GERMAN—

11. Hochbaum, Elfrida (M. Ph. 1899) jointly with Pro-  
fessor Hatfield, THE INFLUENCE OF THE  
AMERICAN REVOLUTION ON AMERI-  
CAN LITERATURE, American Germanica 3,  
338-385, 1899.

## MATHEMATICS—

12. Gates, Fanny C. (M. L. 1895) SOME CONSIDERATIONS ON THE NINE POINT CONIC AND ITS RECIPROCAL,  
Annals of Math. 8, 185-188 (1894).
13. Basquin, O. H. Collaborator with Professor White, NUMERICALLY REGULAR RETICULATIONS UPON SURFACES OF HIGHER DEFICIENCY THAN 1,  
Bull. Amer. Math. Soc. 3, 116-121 (1896).  
THE CONSTRUCTION OF REGULAR RETICULATIONS UPON A CLOSED SURFACE, *Ibid.* 4, 376-382 (1898).

## PHILOSOPHY—

14. Lockwood, Frank C. (Ph. D. '96) EMERSON AS A PHILOSOPHER,  
Methodist Review Sep. 1896, pp. 702-721.  
Thesis presented for Ph. D.
15. Royse, Clarence D. (M. A. 1903) THE PSYCHOLOGY OF SAUL'S CONVERSION,  
Amer. Jour. Religious Psychology and Education I. 2 pp. 143-154.
16. Professor Coe's two recent books, THE SPIRITUAL LIFE (New York, 1900) and EDUCATION IN RELIGION AND MORALS (Chicago, 1904) were to a considerable extent wrought out in his Seminary for graduates.

## PHYSICS—

17. Basquin, O. H. (M. A. 1895) DEVICE FOR PUTTING WAVELENGTHS ON SPECTRUM PLATES,  
Astrophysical Jour. 1, 166-167 (1895).
18. Basquin, O. H., jointly with Professor Crew. ON THE MAGNESIUM BAND AT 5007,  
*Ibid* 2, 100-103 (1895).
19. Basquin, O. H., jointly with Professor Crew. ON THE SPECTRUM OF CARBON,  
*Ibid* 2, 103-105 (1895).
20. Basquin, O. H., jointly with Professor Crew. ON THE SOURCES OF LUMINOSITY IN THE ELECTRIC ARC,  
Proc. Amer. Acad. Arts and Sciences, 33, 337-349 (1898).
21. Basquin, O. H. (Ph. D. 1901) THE ARC SPECTRUM OF HYDROGEN,  
Two Plates. Proc. Amer. Acad. 37, 161-174 (1901). Thesis presented for Ph. D.
22. Porter, Royal A. (M. S. 1902) THE INFLUENCE OF ATMOSPHERES OF NITROGEN AND HYDROGEN ON THE SPECTRA OF IRON, ZINC, MAGNESIUM AND TIN,  
Astrophysical Jour. 15, 274-281 (1902).
23. Baker, John C. (M. A. 1902) jointly with Professor Crew. ON THE THERMAL DEVELOP-

MENT OF THE SPARK SPECTRUM OF  
CARBON,

Proc. Amer. Acad. 38, 397-406 (1902).

24. Knowlton, A. A. (M. A. 1903) jointly with Professor  
Crew. MAP OF THE NORMAL ARC  
SPECTRUM OF CADMIUM,

Published by Northwestern University, 1903.

ZOOLOGY—

25. Bigelow, M. A. (M. S. 1896) ON THE EARLY  
DEVELOPMENT OF LEPAS,

Anat. Anzeiger, Jena. Bd. XII, 1897.

26. Jones, Walter C. (M. A. 1899) EMBRYONIC  
DEVELOPMENT OF THE SYMPATHETIC  
NERVOUS SYSTEM,

Jour. Comp. Neurology, Vol. 15. No. 2, 1905.

27. Hill, Charles (Ph. D. 1899) PRIMARY SEG-  
MENTS OF THE VERTEBRATE BRAIN,

Anat. Anz. Jena, Bd. XVI (1899).

28. Hill, Charles. DEVELOPMENTAL HISTORY  
OF PRIMARY SEGMENTS OF THE VER-  
TEBRATE HEAD. Zoolog. Jahrb. Bd. XIII  
(1900).

Thesis presented for Ph. D.

29. Hill, Charles. Two Epiphyses in a Four-Day Chick,  
Bull. N. W. Univ. Med. School, Nov. 1900.

30. Bedford, Edgar A. (M. S. 1903) THE EARLY  
HISTORY OF THE OLFACTORY NERVE.

Jour. Comp. Neurology, Vol. XIV, No. 5,  
1904.

31. Lehmann, Harriet (M. A. 1903). ON THE EMBRYONIC HISTORY OF THE AORTIC ARCHES IN MAMMALS.

Anat. Anz. Jena Bd. XXVI, No. 15, 1905.

32. Lehmann, Harriet. DEVELOPMENT AND TRANSFORMATION OF AORTIC ARCHES IN MAMMALS.

Zoolog. Jahrb. Aug. 1905.

33. Sabin, Charles G. (M. S. 1905) THE DEVELOPMENT OF THE SUBCLAVIAN ARTERY IN BIRDS.

Anat. Anz. Jena, Bd. XXVI, No. 11, 1905.

It must not be imagined that the graduate work of the respective departments is represented in any complete or satisfactory manner by this list of publications. Some contributions of a very high order have not been printed. This is notably true of the departments of Chemistry, Economics, Greek, History and Zoölogy.

In History special studies have been made of the "Evolution of the Constitution of the United States," and of the early history of "American Diplomacy." In Economics the questions of municipal government and of certain industrial conditions have been investigated with great thoroughness. Many phases of the embryology of the

nervous system have been worked out in the zoölogical laboratory.

The attendance upon advanced courses is, perhaps, fairly indicated by the fact that during the years 1892-94 the average number of graduate students in the College of Liberal Arts was 25, a number which has gradually increased until during a corresponding interval, ten years later, 1902-04, the average number reached 54.

Within the period 1892-1903, the University has conferred the doctorate upon five students and the master's degree upon 215. The names of these graduates and of their primary subjects are to be found in the Graduate Circular published in November, 1902.

The foregoing figures will serve to indicate the conservative attitude which Northwestern has maintained in the matter of granting higher degrees. The faculty has recognized, from the start, that its equipment has never been much more than sufficient to handle the necessary undergraduate instruction. At the same time, the staff has never been without men of accurate scholarship and wide experience in the academic world, men whose ideals were not only high but intelligent, men who were not wanting in the courage to stand up for these ideals if not by recommending worthy candidates for degrees, then by refusing to recommend unworthy candidates.

No sketch of graduate work at Northwestern, however brief, would be complete without mention of the genial and scholarly, but powerful, influence of two members of the

faculty. One of these first brought to our institution the experience and the associations of a foremost American college and the ideals of accurate scholarship gained in more than one German university.

Through the entire history of the College of Liberal Arts he has quietly moulded its standards with a fine Greek sense of proportion, and, in its recent history, as chairman of the Graduate Committee, as acting president, and as trusted adviser of every administration has insisted upon a high standard of graduate work,—Dr. Daniel Bonbright.

The other name prominent in this connection is that of the man who during the last decade of the century just closed succeeded in the face of tremendous odds—in transforming this institution from a college with one or two affiliated professional schools into an actual modern university, a man of wide outlook who believed that a university has other functions besides teaching, a man who did much to encourage investigation along all lines—President Henry Wade Rogers.

No university of the first rank has ever been built from bricks and mortar; it is quite as impossible to build such a structure out of books and apparatus. The foundation and the principal building material of such an institution is men.

If this be true of the college it is a thousand fold truer of the graduate school.

The endowment of research in America has already



reached that ample stage at which the trustees of various funds are having the utmost difficulty in finding men capable of wisely using the income.

It is believed therefore, by many friends of this university that its graduate work will develop only—

1. When more free time is allowed for research to those members of the present staff who have the requisite taste and ability.

2. When the funds are ready to employ a number of men—the group need not be large—who hold commanding positions in their respective lines of work, and

3. When these men are not held responsible for the number of students in their classes, but are accountable only for the high character of their output.

In short, endowment is needed more for men than for material. The doctor's degree has become in a very true and peculiar sense the teacher's degree. No institution can hope to impress its ideals upon the world more efficiently than through the alumni whom it honors with the doctorate.

It is to be hoped, therefore, that in the near future, this phase of the work—the preparation of the twentieth century teacher—a mission as high as any upon which the university can enter—will receive substantial encouragement from its enlightened friends.



## CHAPTER XXII

### ACCREDITED SCHOOLS

CHARLES BEACH ATWELL



THE relation of the College of Liberal Arts to academies and high schools has been jealously guarded and conservatively promoted since the founding of the University. At first there were few private schools and practically no public schools in the Northwest which could properly meet the requirements for preparation for the standard college course. The original act of the legislature of the State of Illinois to establish and maintain Common Schools was passed July 12, 1849 only two years before the charter of the Northwestern University was granted. This common school act was repealed and an act to establish and maintain a System of Free Schools was passed February 16, 1857. No public high schools appear to have developed under the first act except one in the city of Chicago in 1856. Under the second act Union Graded Schools appear in considerable numbers replacing many private academies and seminaries which had sprung up all over the state. W. H. Powell, state superintendent of public instruction, states in his biennial report of 1858 that two-thirds of the private academies and seminaries in the state had thus been replaced in the two years immediately following the enactment of the law. In July 1872 the school law was again revised and provision was made for the public high school, especially the township high school. In 1873 one hundred and six public high schools were listed in the reports of the State superintendent of public instruc-

tion; in 1874 there were one hundred and sixteen. In 1900 the number had increased to three hundred and eleven, with an enrollment of 38,758 pupils. Of this long list of schools two hundred twenty-four offered a four years course of study and seventy-four of these were on the accredited list of Northwestern University. When one takes into consideration that the majority of these schools provide courses of study equivalent to the preparation for at least one college course, it becomes clear how intimate would be the relation of the high school to those colleges whose doors should be unbarred to high school graduates.

This development of the free school system and its relation to the college had been foreseen by state superintendent Powell who wrote in his biennial report of 1858, "The youth of the State as a body will henceforth receive their preparatory instruction for entering college in the Public High Schools instead of at the academies and seminaries. The public schools will then be recruiting grounds of the colleges which will render them objects of interest to those connected with the latter on selfish grounds alone."

The faculty of the College of Liberal Arts of Northwestern University recognized from the start the necessity of thorough preparation on the part of its entering classes. To this end a preparatory school was established by the University almost at the outset and its supervision placed in the hands of a regular member of the College faculty. For many years this school furnished to the College the



PRESIDENT ROOSEVELT'S VISIT IN 1903





majority of its freshman classes but there was always a considerable number of new students coming each year from outside academies and high schools and this number has increased year by year until the great majority of the entering classes now come from outside schools. At first and for many years all candidates for admission were received upon the same basis and obliged to pass examinations at the college upon the work of the required preparatory course, in accordance with the custom prevailing at eastern colleges. A certificate of work satisfactorily done and of examinations passed under the supervision of a high school principal availed nothing. This rule prevailed until the coming of President Charles H. Fowler (1873) under whose administration an attempt was made after careful-deliberation, to bring about a closer relationship between the college and high school to their mutual advantage. The announcement of this change of custom and rule appears first in the catalogue of 1873-74 and reads as follows:—

## HIGH SCHOOLS

After careful consideration of the educational wants of the Northwest, it has seemed to the authorities of the Northwestern University that the greatest want of this region is THE UNIFICATION OF ITS EDUCATIONAL APPLIANCES.

It is agreed with many principals and instructors of high schools that such relations should be established between the Northwestern University and the High Schools of the Northwest, that the studies pursued in the latter

would lead directly to the advanced scholarship of the former.

It frequently happens that young men desiring a university education are discouraged from taking a complete High School Course because it seems to diverge from the line of studies required for admission into the University. And some, taking the high school course, are by the same cause diverted from the University. The relations between these can be so adjusted *as to save the time of the student and unify our educational forces.*

Certain facts sustain this proposition:

1. The work of all teachers is one. We teach in different rooms but we all *teach*. We have one field, mind; one instrument, truth; one end, civilization.

2. Universities and High Schools are mutually dependent. Neither can live without an atmosphere; whatever concerns either, concerns both.

3. Many of the students in the High Schools desire and purpose to pursue extended courses of study for culture, or special courses for professional knowledge and use, that are furnished only by the University.

4. Since the preparation for this University may be accomplished in High School, many young men, once unable to maintain themselves away from home so many years, *can now postpone their separation from home influences, and can also reserve their scanty means for the coveted University Course.*

While the University adheres to and pursues its policy of requiring advanced scholarship, both for and after matriculation, yet experience and acquaintance with preparatory work accomplished in High Schools give confidence in the thoroughness of that work, and induce the following enactment, viz.:

*The University will receive the students of all first class high schools UPON THE EXAMINATION CERTIFICATES OF THE PRINCIPALS, and give the students credit for the work they have done; and will furnish conveniences for making up back studies for any of its courses.*

Blank Certificates will be forwarded upon application to High Schools whose pupils wish to take advantage of this arrangement.

It is difficult if not impossible to show to what extent and in what ways this policy of admitting freshmen upon certificate affected the College at this time. The registration of the College shows a marked advance during the life of the rule and a marked falling off when the rule was rescinded. But other influences were at work at the same time such as the opening of the School of Technology and its continuance until 1876. In 1876 the enactment was modified to read "The University will admit students to the freshman class upon the examination certificate of the principals of first class high schools, so far as such certificate covers the studies required for admission to the course intended to be pursued, but a certificate of studies required for advanced standing will not exempt the student from examination in those studies."

This accredited relationship was of short duration. In the catalogue for 1877-78 we learn that candidates for admission from high schools are advised to bring from the principal certificates giving in detail the amount and grade of their preparatory work. "Said certificates will receive due credit in determining the proficiency of the candidate. They will in no case, however, exempt him from examination in the more essential portion of the studies required. The examination will be supplemented by a special exam-

ination of the entire freshman class at the middle of the first term."

Thus after about five years trial of what was practically the unlimited accrediting of good high schools, the faculty of the College returned to the old system of entrance examinations in essential subjects supplemented by the customary mid-term examination of Freshmen. This custom remained the rule until 1890-91 but gradually there had come to be a list of approved high schools the certificate of whose principals would be accepted in lieu of most examinations. This list contained the names of some forty or fifty schools and was kept in the desk of the president.

Soon after the advent of President Rogers and on his initiative, standing committees were established by vote of the faculty for the purpose of systematizing and expediting much of the work of the administration in the college. The Committee on Accredited Schools then appointed revised the president's list of high schools, excluding all whose work had been found weak or deficient. The announcement concerning the admission of high school students in the catalogue of that year was as follows:

"Candidates for admission are requested to bring from their teachers certificates giving in detail the amount and grade of their preparatory work. These certificates will receive due credit in determining the proficiency of the candidate.

"Graduates of accredited academies and high schools who present certificates showing satisfactory standing in

studies required for admission to the College will be admitted without examination but such certificates will not be accepted for studies pursued in the College courses.

"Students admitted by certificate are not considered matriculated until they have maintained satisfactory standing in their classes for one term."

The absence of reference to entrance examinations and the emphasis placed upon satisfactory standing in the daily work of the class-room are the notable features of this scheme. It was further stated that "a list of those fitting schools which may then stand accredited by the Faculty of the College of Liberal Arts will appear in the catalogue of the college year 1892-93. Other schools may be accredited for one or more courses. The list of these will not be published." Thus it appears that the systematic accrediting of high schools and academies on the part of the College faculty began in 1891-92. The conditions under which a secondary school might be placed upon the accredited list of the College were published in the Catalogue of 1891-92. These conditions have not changed since that date excepting that the applications were formerly sent to the president's office instead of the Committee on Accredited Schools. The catalogue announcement is as follows:—

### ACCREDITED SCHOOLS.

High schools and academies may be placed on the accredited list of the University by action of the Faculty,

upon the recommendation of the Committee of Accredited Schools. This relation implies that the certificates of the school properly attested will be accepted at their face value toward meeting the requirements for admission.

Superintendents or principals desiring to have their schools placed on the accredited list should make application to the Chairman of the Committee on Accredited Schools, who will provide for a proper inspection. The following information will be expected in the letter of application:

- a. The names of all teachers, with a statement both of their preparation for teaching and of their experience in that work.

- b. The latest printed catalogue or annual report of the school, containing an outline of the course of study and a list of the text-books used.

- c. A careful statement of the methods pursued in teaching Mathematics, Languages, and Sciences.

- d. The amount and kind of scientific apparatus and the extent of library facilities accessible to students.

The schools which are placed on the accredited list, will continue to be accredited for three years, unless the Faculty within this period becomes satisfied that such changes have occurred as make further inspection desirable.

Under this plan it became the duty of members of the committee on accredited schools to provide for the personal inspection of schools making application for the accredited relation. The inspection consists of determining:

1. The personal qualities and preparation of the teachers for their work.

2. The spirit and discipline of the school.

3. The character and equipment of the laboratory work.

4. The character, size and usefulness of the library.

5. The thoroughness of the work done by the teachers and pupils in the class-room.

In 1897 Professor J. A. James became chairman of the committee and the work of correspondence and inspection has been under his efficient direction from that time until the present. For one year, 1902-3, Mr. V. K. Froula, a graduate of the College and an experienced teacher was employed by the University as official examiner. He visited many schools, not only those upon the accredited list but especially those not fully meeting the requirements for admission to the College and he did much to promote a close and cordial relation between them and the University.

It is now quite the common thing among all the colleges in the central west to admit new students upon the certificate of the principals of accredited schools and the plan seems to be mutually advantageous. Since 1900 efforts have been made to bring about practical uniformity in the requirements for admission and a greater economy of labor and expense in the work of high school inspection among the colleges and secondary schools of the north central states. A committee of the North Central Association of College and Secondary Schools reported at the seventh meeting of the Association in 1902 a plan which has since been put into operation whereby an honor list of strong and thorough schools has been approved and published. These schools are accredited with all the universities and colleges of the north central states including Northwestern

University. The commission having in charge the inspection and approval of schools under this arrangement is made up of delegates from the colleges and an equal number of high schools. The representative from Northwestern University is the chairman of the faculty committee on accredited schools.









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