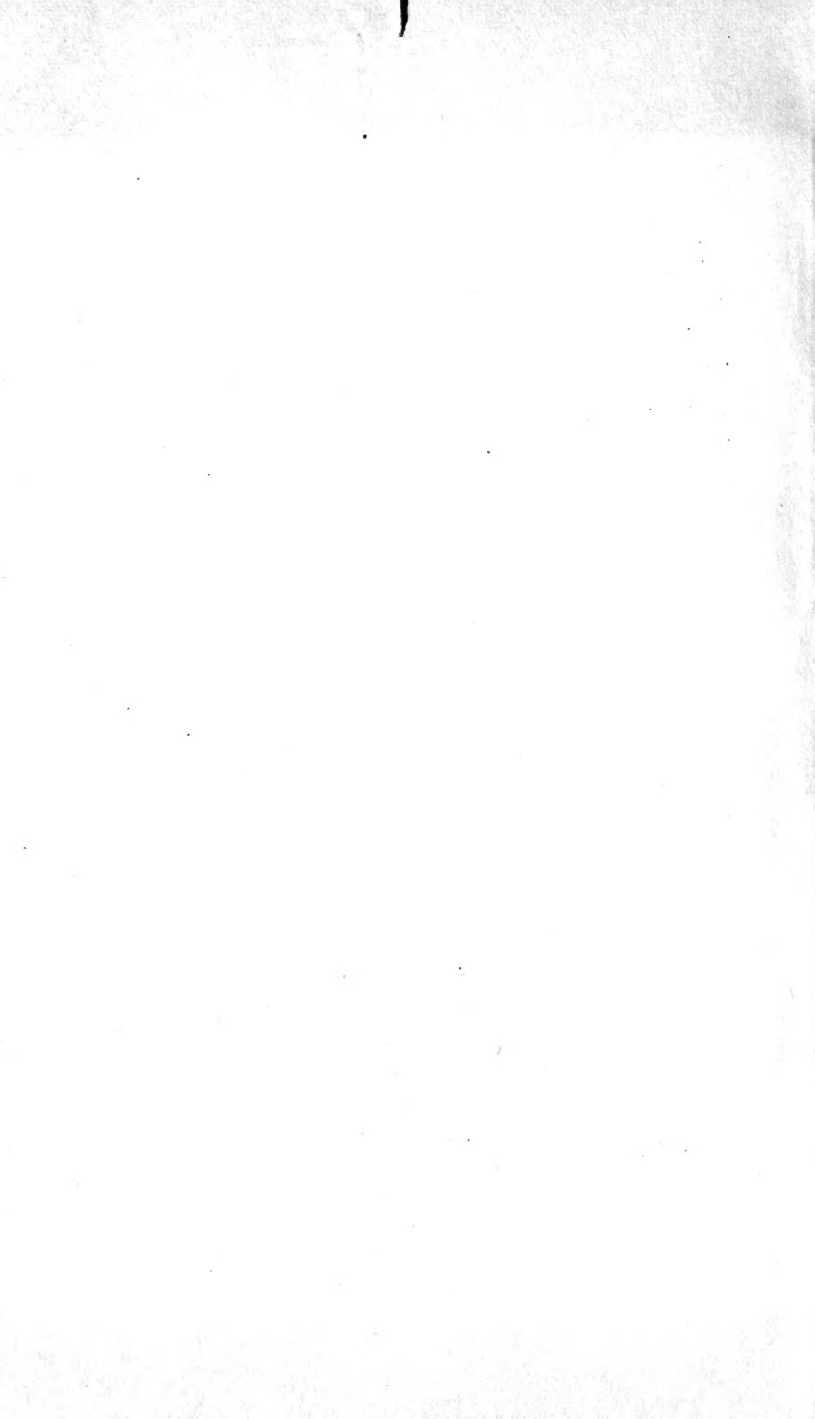




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THE ANNIVERSARY WEEK AT BLOOMINGTON.

THE
AGRICULTURAL CONVENTION;

ANNUAL MEETING OF THE

Illinois Natural History Society,

AND

COMMENCEMENT EXERCISES

OF THE



STATE NORMAL UNIVERSITY.

Chiefly Compiled from the Reports of the CHICAGO PRESS AND TRIBUNE
and CHICAGO TIMES.

NATURAL
LIBRARY OF THE UNIVERSITY OF ILLINOIS
HISTORY SURVEY
LIBRARY
CHICAGO, JULY, 1860.



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TO THE PUBLIC.

The friends of the State Normal University, at Bloomington, at the close of a most important year in its history—the completion of its new building—believed the occasion one of much interest to the State and the general cause of public education. They have been in a most gratifying manner strengthened in this belief by the public interest as attested by the two leading journals, of opposite politics, in Chicago, both of which gave, throughout the late anniversary week, elaborate daily reports, from special reporters present at Bloomington.

In these reports of the *Press and Tribune* and *Times*, so much is stated and so fully, on points made the frequent subject of inquiry of persons from abroad, strangers to the institution, that it has been decided to compile selections from these reports, in the present form, as furnishing a circular to be used in answer to the inquiries referred to, as well as to perpetuate and extend more widely the interest awakened by the late anniversary week which marks the close of the third year in the history of the institution.

The anniversary week referred to, opened Tuesday, June 26th, with the annual meeting of the Illinois Natural History Society. It is the aim of the Society to carry on this work within our borders until it is completed, and to establish a Museum of Natural History, at the State Normal University, comprising every species of plants, birds, shells, fishes, insects, quadrupeds, minerals and fossils, found in Illinois, together with such collections from various parts of the world as will assist our youth in gaining a knowledge of the general studies of nature.

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By establishing the Museum of the Natural History Society at the State Normal University, it becomes directly available for the purposes of instruction. And since the students in attendance are from all parts of the State, they will each have an opportunity of studying the Natural History, not only of his own, but all other sections of Illinois. The scientific survey now in vigorous operation may, therefore, be regarded as a direct auxiliary to the educational and agricultural interest of the Prairie State.

The convention of agriculturists and friends of agricultural education, met on Wednesday, 27th, to discuss, in accordance with the call, the subject of establishing a State Agricultural School. The session was an interesting one, and will be productive of good, though no immediate action was decided upon.

To this succeeded the Examination of the Normal School, on Thursday, and the Commencement Exercises on Friday. These in their turn, are set down in the reports appended.

THE ILLINOIS NATURAL HISTORY SOCIETY.

[From the CHICAGO TIMES of June 28th.]

This is anniversary week at Bloomington. The State Normal School has its commencement exercises, and sends forth its graduates to do duty for the State. The examination of the several classes, the commencement exercises proper, and the address before the literary societies by President Hill, of Antioch College, are the order of the day for Thursday and Friday; while the Natural History Society, and the Agricultural education interest fill up the measure of Tuesday and Wednesday. The general interest in these various objects is calling together representatives from all parts of our State, crowding the hotels of Bloomington, and calling into requisition the hospitality of its citizens.

Some two years since, at a meeting of the State Teachers' Association, it was suggested by Cyrus Thomas, of Southern Illinois, that a society be formed for the purpose of collecting information relative to the natural history of the State of Illinois. This suggestion resulted in the formation of the present society, the objects of which are two-fold. First, to make a scientific survey of the State, collecting and arranging all the facts of its natural history, in the different departments of Entomology, Conchology, Palæontology, Geology, Herpetology, Botany, Ornithology and Ichthyology; and also to collect and classify "specimens" fully in each department; to do, in this last respect, for all the departments of natural history, what the Audubon Club of your city are accomplishing in the department of Ornithology.

Secondly, after having acquired such information about the State, to make such acquired knowledge subserve educational purposes, by giving it back to the State again, through the channels of her common schools.

Thus, in both its aspects, the Society is well entitled to assume for itself the title of the "*Illinois* Natural History Society."

The specimens gathered by its means, are to be arranged and

classified in the museum to be prepared for that purpose, in the noble edifice of the State Normal School, a building which reflects honor upon our State. In a few years, the collection of specimens thus made, constantly enlarging, will be a source of just pride to the citizens of Illinois. It is proposed by means of this museum, properly managed with reference to such purposes, to awaken a love and zeal for scientific pursuits in the students of the Normal School, which the yearly graduates of that institution, will in turn communicate to the scholars under their charge in the common schools throughout the State. Who can foretell the incalculable benefit such a plan, beneficently aided and thoroughly prosecuted, will confer upon the State, awakening and quickening in its future men that craving for knowledge and unselfish love for science, which is self-satisfying, gives companionship in solitude, and eliminates from the heart the greed for money, and the selfish ambitions for place which now mark the individuality of our nation.

To accomplish the objects of the Society, needs time, money, and co-operation. The aid needed, will no doubt be rendered by our men of enlarged, liberal views, when the existence of the Society and its objects become generally known. The urgent need of the Society at present is, a well selected, and full scientific library. It is proposed to locate such a library at the State Normal School, and deliver the books to the members of the Society, at different points in the State, where they are needed for the objects of the Society, to be kept for a certain length of time. These books are urgently needed for the purpose of a careful and accurate classification of the specimens. To do without them, would be like a lawyer getting along without any library.

The session of the Society this afternoon, was spent in discussing a future plan of operations, and in listening to the informal reports of the committees having in charge the different departments. None of the committees were fully represented, many members not yet having arrived. The various committees are to prepare elaborate reports, intended for publication in the proceedings of the society, giving a full and complete statement of the information received in the various departments, for the benefit of the public. The reports made this afternoon were oral, and consisted of conversational statements, and any abstract of

them would but do injustice to the committees. I shall, therefore, only state such general features as would strike a bystander.

The first feature attracting my attention in the statements to the Society, was the testimony borne by all of them, to the general interest taken in the furtherance of their objects, and the hearty co-operation of all to whom the Society had applied for co-operation.

[FROM THE PRESS AND TRIBUNE.]

The State of Illinois is rich beyond description in the treasures of animate and inanimate nature. The great distance between our northern and southern limits, affords a large number of species of plants, trees, and animals. Bounded and intersected by large rivers, our Geology and Zoology are easily determined.

This is the second annual session of the Society, and although comparatively in its infancy, much has been already achieved, and sterling advantages reaped to science, and the co-operation secured of numbers of the lovers of natural sciences throughout this State. The numbers and standing of those present at this time, are a guarantee of an interesting and important session.

The Society met Tuesday, June 26th, at Phoenix Hall, at 3 o'clock P. M., Prof. Turner, of Jacksonville, the President in the chair; J. W. Powell was chosen Secretary; Rev. Mr. Eddy of Bloomington, opened the session with prayer.

The Superintendent, C. D. Wilber, in his report of the year, presented a brief history of the Society, and what had been accomplished during the year. He reported that about one hundred and forty names were now comprised in the list. That a library of valuable, and some of them costly volumes, between two and three hundred in number, had been secured.

He acknowledged, in behalf of the Society, the liberality of our State railroads during the year, in furnishing passes to himself and assistants, without which encouragement, the Society having no means, the expense of traveling would have largely restricted and diminished the labor accomplished.

He said it was now time to secure greater advantage to the Society, by establishing commissions in the several departments of Natural History.

The Superintendent also said it was desirable that the Society fit up and fill a museum and department of natural science at the

forthcoming State Fair, at Jacksonville, where, he had been informed, the managers of the Fair have provided liberal accommodations in a building 24x50 feet in size.

Mr. Wilber said that he deemed that at this point, it was both proper, and for personal reasons necessary, that he should resign his position as Superintendent for the Society, as the work could be as well carried on by the Secretary as in other Societies.

B. D. Walsh, of Rock Island, was called on for a report on Entomology. He said he could only say that he had in the year named about five hundred species of the insects of Illinois. He could also donate to the Society a box containing classified species of the order of *coleoptera* or beetles.

Rev. Mr. Eddy, of Bloomington, moved a vote of thanks to Mr. Walsh. Carried.

J. W. Powell was called on for a report on Conchology. He said he had collected shells in various streams in Iowa, Illinois and Michigan, at various points. He said he had met with much good feeling and encouragement among the people. He deemed it would not be difficult to collect full suits of our shells of this section. They exist in great abundance, and some of them most beautiful in form. He referred to a lack of systematic research and of text-books to build up in the minds of the people their study and its love.

The report on Palæontology was given by Mr. McChesney, of Springfield. He had explored Illinois, and partially adjoining States, collecting specimens representative of the different geologic systems. Had identified several hundred of the species representing our system, and have named about one hundred new specimens. He should present to the Society, to be placed in the museum, duplicates in this department.

Mr. James Shaw, of Mt. Carroll, was called to report on Geology. In Carroll county, bordering on the mineral region, an opportunity was offered for studying the three groups—Hudson, Niagara, and Galena groups. An interest was awakened in the county, by the visit of Prof. Wilber, in the fall of 1859, and his lectures. Quite a number in that section have been busy collecting fossils. He referred to the richness of that region in fossils, in the Niagara group. In the Hudson river group, we find large Trilobites, or rather three casts and spines. Of all these spec-

imens, a large amount can be collected. Of these specimens they should be ready to contribute largely to the museum of this Society. We have formed a Society there auxiliary to this. We hold monthly meetings, and aim to advance the science by every means in our power.

Of the same commission on Geology, C. D. Wilber reported. He began his researches in this State, on Fox river, at Oswego. And this has become the treasure house of naturalists. He was convinced that the basement story of this State was well stocked. In the various coal fields, quarries, etc., etc., he had collected a large number of specimens. He believed the collection, in all, of Insects is 15,000; in Botany, 8,000 species of plants, added to various other collections by the members of the Society, the aggregate would reach 60,000. In making collections, it had been done with a liberal hand by himself and others, for the advantage of exchange for other specimens with various Societies at home and abroad.

In Conchology, Mr. Walsh reported that Dr. Velie, of Rock Island, had an admirable collection of birds, to which he was continually adding. They were excellent.

In Ichthyology, it was reported that Dr. Adams Nichols, of Quincy, and Dr. W. H. Githens, of Hamilton, Hancock County, were putting up fishes in alcohol. In reptiles, less was being done, but collections were being made in Southern Illinois.

Rev. Mr. Eddy said, last year he chanced to be lodged in Hannibal, Missouri, and found there stowed away, a full sett of the Natural History of New York, a valuable work, and now out of print, which he had purchased for fifty dollars, for the Society.

The Chairman deemed this a fortunate matter for the Society, as the price of these setts has ranged from one hundred to one hundred and fifty dollars.

The following Committees were chosen to present the order of business for the second day:

Committee on Library.—E. R. Roe, E. C. Hewett, H. J. Eddy.

Museum.—R. H. Holder, Ira Moore, G. Thayer.

Printing Reports.—N. Bateman, J. P. Reynolds, Wm. E. Keefer.

Officers.—S. Wright, A. Eddy, K. H. Fell.

Commissioners.—Dr. Adams, Lewis Ellsworth, J. B. Turner.

State Fair Museum.—P. G. Gillett, W. S. Edgar, M. P. Ayres.

Programme.—Hamilton Spencer, C. E. Hovey, J. W. Fell.

Constitution—J. McChesney, L. H. Potter, C. D. Wilber.

Auxiliary Societies—James Shaw, B. D. Walsh, Dr. Cutcheon.

Resolutions—C. T. Chase, C. R. Overman, C. D. Bragdon.

The Society then adjourned till 8 o'clock P. M.

In the evening an able and instructive address was delivered to the Society and a large audience of citizens, at Phœnix Hall, by Prof. Turner, of Jacksonville, the President of the Association.

SECOND DAY'S SESSION.

There had been numerous arrivals in the interim since the previous session, and the Society opened its second day's proceedings with larger numbers and a good outside attendance.

The Society met at Phœnix Hall, at 9 A. M., Wednesday. Prof. Turner, the President, in the Chair, and the reports of Committees were taken up.

Prof. McChesney, of Springfield, on Committee on Constitution, proposed several changes in the Constitution that had been agreed on, chiefly that of abolishing the office of General Superintendent and devolving its late duties on the Secretary, and the addition of the office of Librarian. The changes were adopted, as also another fixing the annual assessment at one dollar.

Mr. Bragdon urged that the assessment should remain subject to the vote of the Society.

Mr. Roots thought the sum should stand fixed in the Constitution, that all might know what was expected of them in the Association.

Mr. L. Dunlap said two dollars was as small a sum as the Society could get along with.

Mr. Galusha sustained the adoption of the lesser sum named.

Mr. McChesney was in favor of fixing the sum at one dollar.

Mr. Wilber was confident from his experience that the assessment of one dollar would best further the purposes of the Association.

The annual assessment was fixed at one dollar.

The reports of Committees were then deferred.

Mr. Walsh, of Rock Island, was called upon for a paper on

“INSECT LIFE.”

He said: “Were a foreign army to invade our shores, our law givers would vie with one another in large expenditure and preparation to oppose the invaders. No one would think of objecting. And yet the ravages of such an army would be insignificant in comparison with an army of insects. Ten years ago the wheat crop of the United States amounted to ten million bushels; it was now twelve times that amount. Now the insect enemies of the wheat plant—the midge, chintz bug, etc.—annually destroy, it cannot be questioned, one fourth of the amount, or thirty million bushels, which, at the low price of seventy-five cents per bushel, would give an annual damage of over twenty millions of dollars. Taking all our crops, the annual damage to them in the United States, from insignificant insects, must reach the sum of one hundred million dollars.

And this is going on and increasing, annually covering more and more territory. The army of the enemies of the crops has been moving from the seaboard to the lakes, and from the lakes to the Mississippi and Missouri.

Twenty years ago the bark louse was unknown on the apple trees west of the lakes; five years ago they were a novelty in Michigan. So, too, the Hessian fly, the midge, and other insects have been increasing the extent of their ravages westward.

From the northwest, out of Minnesota, an army of grasshoppers are coming down upon us, having already reached Northern Illinois.

Now where are the officers, in number, and where the “army appropriations,” in amount, to meet and fight this army of insect invaders? What has been done by our legislators in the matter.

Some years ago Congress employed an entomologist, a Mr. Glover, to visit the South and report on some of the insects injurious to the great crops of that section. I do not know how much was paid him, but this is all that Congress has ever done from the revolution down to the present time.

The State Legislatures, it is true, have done more. Massachusetts gave employment to Dr. Harris; the State of New Jersey employed its Entomologist, Prof. Jack; so also, the State of Michigan, temporarily. New York has been literally the Empire State in this direction. For years past she has paid an annual salary of \$1,000 to the learned and indefatigable Dr. Fitch, a sum just about sufficient to pay his bookseller’s bills. Of this office, Hon. Daniel S. Dickinson once in a harangue said, the services he (Dr. F.) had rendered were worth \$25,000 annually to the State.

Now, taking all these sums by the general and State Govern-

ments since the Revolution, they would not, all told, exceed \$20,000, or an average of \$250 per year. And this against an annual destruction of crops by insects of \$1,000,000 to the entire United States. Was ever such folly and blindness? Would our people thus be content to oppose an invading army by voting \$250 to Gen. Scott, and lesser sums to a few other officers?

They manage these things better in Europe. In Russia and other continental states, Entomology in its rudiments is made a portion of common school education. In the Agricultural Schools a regular Professor of Entomology has a place, and this branch is made his own, with no other 'ologies added. When one considers that the insect world numbers over 400,000 species, it would seem to be a sufficient theme and branch for one man.

In France, this is made a special matter of Government attention. For instance: no sooner do caterpillars appear in any one of the Cantons than orders are issued to the peasants to "uncaterpillar" their trees, and it is done. The same Government, to protect the country against the ravages of locusts, pays a bounty of so much per bushel for the bodies and eggs of these insects.

This shows that Emperors and Kings do not think it beneath them to protect their people from these little minute enemies. But perhaps some skeptical persons may question if anything can be done. Let us take the single instance of Sweden, where once the royal dock-yards were being ravaged by bores—the larva of the *Lymexylon Navale*—which destroyed a large amount of the timber, rendering it unfit for naval purposes, causing an annual loss of millions of dollars. The King called on the great Linnæus to examine into the matter and devise a remedy. He did so, and gave it much study. He found the fly, whose larva did such damage, laid its eggs in the timber, in June; and the remedy proposed was to immerse the timber in water; and this was found to be effectual.

I agree with Dr. Fitch of New York, that there is no noxious insect that may not be opposed and counter-worked, and for this task, study and long series of experiment are needed.

There are, according to Dr. Fitch, sixty noxious insects, the enemy of the apple tree alone, in New York. Now, can a few laborers and students in science cope with such an army?"

The speaker would deprecate the inference that the insect world were useless and should be done away with. He referred to numerous familiar instances where insects added, indirectly, to the comforts and luxuries of life; as the bee, the silkworm, and others. He thought, indeed, that the direct benefits were less than the direct injuries. They did much, however, to keep down one another. He referred, in detail, to the beneficial labors of the so-called cannibal species of insects, which constitute, it is

estimated, one-fourth the whole number. Much may be done in keeping down the noxious insects by protecting and encouraging the propagation of the cannibal species.

The next paper was read by Dr. Everett, of Dixon, on the "Geology of a section of Rock River."

Dr. Roe, of Bloomington, followed, in a paper entitled "Some features of the Drift Formation in Illinois."

The remainder of the morning session was occupied in a discussion and comparison of observations on recent tornadoes. It was participated in by Mr. Shaw, Prof. Turner, Prof. Adams, Prof. McChesney, Dr. Roe, and others. No definite theory was advanced, however.

Dr. Everett thought it would be well and of advantage in giving a direction of inquiry and investigation, if a series of questions were made out, suggesting and calling attention to such incidents and conditions as might be a guide in systematic research by observers.

No definite plan was arrived at previous to adjournment of the session.

An interesting and able paper was presented by Dr. Adams, of Jacksonville, on "A Plan for the Study of Natural History."

Cyrus Thomas, of Murphysboro, presented a report on Illinois Mammals, with a classification and description of fifty-six species. He also presented to the Society eight cases of insects.

Dr. Frederick Brendel, of Peoria, presented a paper on the peculiar growth of the Water Lily, (*Nelumbium Luteum*,) illustrated with drawings upon the blackboard.

[From the CHICAGO TIMES.]

B. D. Walsh, of Rock Island, delivered a very pleasing and spirited address upon the subject of "Insect life, in its relation to the interests of agriculture."

Mr. Walsh, from careful data, estimated the damage done by insects to our crops at one hundred millions of dollars. It was the opinion of naturalists that this might be entirely prevented.

It would require time, careful experiments and devotion of science to that purpose. This required appropriation from our government, which hitherto had been very niggardly. Striking instances were detailed where benefits had come from researches fostered by governments in Europe.

The matter of the lecture was highly interesting, its tone popular, and the enthusiasm of the speaker infused life into it. It would do great good delivered through the country.

Mr. Walsh is the most enthusiastic of all entomologists. A queer bug is a greater treasure to him than a large nugget to a Pike's Peak man. It is very strange that of those who devote themselves to the pursuits of natural history only very few follow entomology; but for those who do, it has a fascination that nothing can quench.

A paper was read by Dr. Oliver Everett, of Dixon, upon the geological formation of a section of Rock River valley, which was most fully illustrated by reference to a carefully prepared map, and to specimens of the various formations strewn over the large platform, which were handled by the lecturer with the partial care and fondness one might evince for a favorite child. The retiring, unobstrusive, engaging manner of Dr. Everett, gives the bystander a most favorable impression of sterling qualities. He bears the reputation among his co-laborers of an extremely accurate and patient observer, and is regarded as a most valuable acquisition to their body.

Dr. E. R. Roe, of Bloomington, contributed a paper upon "Some features of the Drift-formation in McLean County," dating back the geological history of this county to the early period of the great drift. He also reviewed the abundant and conclusive evidences to be found here, that at a period subsequent to the drift, great and mighty rivers, now unknown, had rolled their vast waters in a southwesterly direction through this land.

Dr. Samuel Adams, of Illinois College, made, in a pleasant, clear style, an oral statement of his views upon a "Plan for the Elementary Study of Natural History." He inculcated the synthetic teaching of the system as more clearly, definitely and intelligently fixing in the mind of the student its analysis.

James Shaw, of Mt. Carroll, gave a detailed and interesting account of the various matters of interest connected with the late tornado. This has been so thoroughly made known to the public that we do not report it, though many facts were given by him which we have never seen in any previous account.

A general discussion ensued, more particularly directed to the electrical phenomena attendant upon tornadoes. Can electricity

be regarded as the cause of the tornado, or are its phenomena merely attendant as upon any storm, only increased by the violence and proximity of a tornado? Can any one of the physical results, prostrations of buildings, etc., be caused by electrical action in any way, either by direct transference of the fluid, or by induction, as in the pith balls of the school rooms?

It was stated by Mr. Shaw that a peculiar effect seemed in the late tornado to have been produced upon iron. Violent effects were produced upon stoves, when other things were slightly disturbed.

Prof. J. B. Turner gave a very interesting oral detail of the effects produced by the tornado which occurred ten miles south of Jacksonville, Ill., in May, 1859, which we give, as not having been so directly before the public. This tornado was one of great force and terror. It not only prostrated trees, houses and fences in its path, killing and wounding many persons and animals, but it seemed singularly and unaccountably to break and tear in pieces, to utterly demolish and destroy every thing it touched near the center of its path. Its track covered an area of some ten miles in length and one-half to three-quarters of a mile wide as the theatre of its greatest fury and power. Houses, men, trees, animals, and even two-horse wagons were whirled aloft high in the air and literally shivered to pieces. The weaker parts of wagons were not only broken, but the tires were torn off, cut in two, and straightened out *straight*, or crumpled into strange shapes and thrown with great fury to the ground: other parts were shivered almost to atoms, and in one instance even the hub was broken square in two by the violence of the wrench in stripping the tire and other parts from the wheel. Rails and other timbers were not simply blown away, but literally made into kindling-wood, so as to be unfit for any other use. Persons were stripped of their clothes, and even the fowls in many cases had all their feathers stripped clean from off them. Most of the fowls treated in this manner were found dead, as well as the other animals that were in the center of the path of the tornado, but some of them still lived. The only persons known to the narrator who were in the very center of the track of the tornado and escaped alive were Mr. H. M. Cowell and his hired man. Mr. Cowell is a plain, uneducated farmer, of honest and unpre-

tending character, and a man who has no philosophical or metaphysical theories of any sort to repel or defend; indeed, he never read a book of any sort in his life, and, in the opinion of the narrator, is wholly unable to read or write, though a man of good character and good sense. This was stated by the narrator to show the kind of man whose account was to be taken of the appearances inside of the tornado.

At the time of the appearance of the tornado cloud in the southwest, at five o'clock, P. M., May 26, 1859, Mr. Cowell was plowing in the field, at some distance from his house, with an old steady pair of farm horses. He saw the frightful, balloon-shaped cloud approaching directly toward him very rapidly from the southwest, while a steady wind was then blowing directly against the cloud from the northeast. The advancing cloud was of a distinct balloon or funnel shape, and then appeared to him from his position peculiarly bright and luminous, not at all black or dark in any of its parts, except at its base or bottom. The top part of the cloud particularly appeared to be in terrific agitation, much like the foam on the top of a large boiling cauldron. Greatly alarmed at the threatening and singular appearance, he at once attempted to drive his horses and plow to the house, which was about a quarter of a mile distant. In doing this his course in the field lay for some distance in the same line with that of the approaching storm; that is, to the northeast. He had not proceeded far before there seemed a lull in the northeast wind and a dead calm. The horses suddenly took fright, and refusing to advance, commenced rearing and plunging in their traces. Their manes and tails and all their hair "stood right out straight," as he expressed it, and they only jumped up and down without advancing. The iron on the harness, traces and plow, in his language, "seemed all covered with fire." He felt a violent pulling of his own hair which left "his head sore for some days," and the hair itself rigid and inflexible. He tried to unhitch the traces but something seemed to prevent him; he felt a violent twitching of his hands; but finally succeeded, and mounting upon one horse he succeeded in making him advance, though his fright and his rearing and plunging and the peculiar appearance of his mane and tail continued till he got out of the direct line of the storm, which was for some minutes. He then turned from and

out of the line of the storm toward the house. Then this appearance wholly subsided, and he turned to the stable, put his horses in, and ran towards his house. He had got almost to the house before the wind began to blow. Then it almost instantly hurled house and all away with it. But as the cloud passed over, as soon as he came within it, its whole appearance was changed. Instead of being bright it was pitch dark, so dark that he could see nothing at all, till he came to the center, when it was light again, making the impression on his mind that the dark part of the cloud was a mere shell, like the outside section of a tunnel. Mr. Cowell distinctly states that while he was for those few moments riding in the direct path of the storm, the light was so brilliant that he could not endure it with his eyes open, and for the most part kept them shut; while the cloud behind in the horizon still appeared as before, yet there was no wind, no thunder, and no noise whatever except the murmuring sound of the advancing tempest, which of itself was not audible at first. He thinks he thus rode in the direct path of the storm about fifty yards before he turned to go to the house. As he departed from the center of the whirl, he experienced these phenomena less and less sensibly, and before he reached the stable there was nothing of it.

Mr. Cowell's hired man, Mr. Alex. Campbell, who was at work in another part of the field not far distant, in passing also to the house, went directly across the track of the storm which Mr. Cowell had crossed obliquely. He was also as much frightened at the light and the shocks he experienced, and shut his eyes as much as he could and ran, and soon passed through it.

Mr. Cowell states that others experienced similar effects who were near, though not in the center of the whirl.

When the terrific whirl struck the house, which was a little at one side, as supposed, of the exact center of the storm, it swept everything before it, even tearing up the brick foundation of the chimney for a foot below the surface of the earth; stripping all the feathers off from some of the hens and turkeys, as perfectly clean as if picked for the table. Some, though badly plucked and made entirely blind, still lived. But no thunder at all was noticed, and no great noise whatever was heard while in the center of the dark cloud, though the roar to those a little distance without was terrific.

The narrator stated that one John Ray reported that the Vernon church, surrounded by an osage orange hedge, was taken up, with its brick foundation, and all together set over the hedge, which was not bruised by the passage of the house, and not a brick of the foundation was left inside the yard. The house was set down again, and left quite whole.

The narrator said that Dr. Ford, of New York, reported other instances of tornadoes, in which persons had their clothing entirely stripped from their backs.

How much, said Prof. Turner, of all these strange and almost incredible reports, was due to alarm, or mistake, or misapprehension, he had no means of knowing. He only reported the substance of the facts as reported to him, and quite a little pamphlet might be filled with details, equally incredible, reported by numbers of persons of undoubted veracity, the above being only given as samples of the strange facts that are so reported.

But in May, 1860, a whirlwind of less note passed over the so-called Hillsboro farm, the residence of Prof. Turner himself, tearing down the fences, tearing the roofs completely from the larger buildings, sweeping away the smaller ones, etc., etc. He had carefully and accurately examined this ground during all the time the superintendence of the needed repairs was going on. And he especially noticed that the old rotten glass windows in the brick house, on the windward side as well as on *all sides*, were *left perfectly whole and sound in their places*, not one being blown out or broken, although the sash of some five or six of them was so rotten that a child could have pushed them inward with its thumb and finger; while the doors of the house and barn, all stout and strong, were blown inward with such violence as even to tear off heavy iron hinges, and to tear out heavy pieces of oak timber, and the entire L of the house and roof and gables, were swept away from the same building, and the same exposure.

Prof. Turner said that on no theory he had ever before admitted, could he account for this very singular fact, as well as the facts reported by Mr. Cowell and others. And he would inquire if ever any one had heard of the windows of a house in tolerable repair being blown in by a tornado while the building was left standing, or if it was common, as in this case, to tear the strong parts of the house, and leaving the weak and even rotten

windows, and wood on such, unharmed? If so, what was the cause? He asked: Did it not appear self-evident that mere *pressure* of any sort would burst in the frail windows of a house far sooner than any other part of it? And yet the reverse had certainly occurred in the instance narrated by him and coming within his own experience.

The discussion was renewed with new vigor upon the close of Prof. Turner's clear statements, and many questions asked with regard to facts observed at tornadoes, which were not answered. This led Dr. Everett, of Rock Island, to suggest that the Society prepare a series of questions, calculated to bring out all the facts connected with the phenomena of tornadoes. So far as I could glean from the discussion, the following are the principal circumstances toward which attention should be directed, viz: the appearance of the clouds in the heavens, remote and near, and the direction in which they are moving, before, during and after the passage of the tornado; the direction and force of the current of the winds, in the distance, and near the surface, and such shiftings of the same as may occur; the dryness or moisture of the atmosphere and of the ground before the passage of the tornado, and the height of water in the wells, springs and rivers; the presence or absence of lightning, and its violence and continuousness; the rumbling noise made by the tornado; the course of the tornado, whether it follow lines of drought or moisture, and how its course is affected in passing streams or bodies of water, whether diverted from a straight line; the presence or absence of rain, and its continuousness and degree of violence; width of the course of the tornado; luminousness of the tornado-cloud before, during and after passage, and whether any difference in appearance from the outside to center of whirl; electrical phenomena, whether sparks of fire standing on iron, or any numbing sensation; whether tornado has a whirling effect, sending objects in different directions; or whether moving straight forward and having merely effect of a straight overpowering wind; whether tornado has a more destructive effect on iron materials than others, and how it relatively affects glass; whether tornado has a more destructive effect on strong substance offering resistance than on weak, in same place and exposure. I hope your readers will now feel posted up to know what to look for in the next whirlwind.

All of the lectures or reports which have been orally made to the Society will be written out at length, and together with the papers read, will be printed in the report of the annual transactions of the Society, for the benefit of the public.

The Society each year appoints certain of its members to take charge of each of the departments of natural history, and pursue investigations in that branch, and it is understood that the first person named in each division is to take charge of that department for the ensuing year, and at the end of the year to present a report of the results attained.

It might be difficult for some to understand the strong hold science has upon her votaries, and how a love and craving after knowledge may so burn within the soul that in its pursuit will be sacrificed all that the many hold dear—comforts, home, family, ambition, wealth; yet this is the record of most men of science, and tells the story of many who labor with and for this Society and esteem it a labor of love. An enjoyment, that the world knows not of, is their reward. Their mind, filled with other thoughts, has no regrets for what of reward the world might have bestowed upon them in another path; and if sometimes privation comes too near and presses too hard, their unflinching zeal deprives it of all but the momentary pang. With few to sympathize in their pursuits, they are “never less alone than when alone.” The glories and beauties that nature is ever unfolding before them so fill the mind that it cannot turn morbidly inward or restlessly linger among selfish desires.

“The earnest naturalist is pretty sure to have obtained that great need of all men, to get rid of self. He will not be tempted to sit at home dreaming over impossible scenes of pleasure, or to go for amusements to haunts of coarse excitement, if he have in every hedge-bank, and woodland, and running stream, in every bird among the boughs, and every cloud above his head, stores of interest which will enable him to forget awhile himself, and man, and all the cares, even all the hopes of life, and to be alone with the inexhaustible beauty and glory of nature, and of God who made her.”

THIRD DAY'S SESSION.

The Society met at 9 A. M., Thursday, to hear Reports of Committees. Dr. Roe, of Bloomington, reported the following:

REPORT OF COMMITTEE ON LIBRARY.

1. That it shall contain all available works on the Natural Sciences, Home and Foreign Surveys, Manuals, Works of Reference in the several departments, Miscellaneous Works, not strictly scientific, Maps and Charts, etc.

2. That the Commissions appointed in the several departments, in the service of this Society, be requested to furnish a list of such books as are needed in this work.

3. That this library be held exclusively for the use of the members, and that the Commissions and Agents of the Society shall be permitted to borrow the books for a short period of time.

4. It shall be the duty of the Librarian to arrange the books of the Society, to make and keep a catalogue of the same, to keep a record of the books drawn from the library as directed by the Society, and report to the Society at its annual meeting.

5. That the Society devote all moneys obtained by donations and memberships to this important object, except so much as are necessary for expenses.

E. R. ROE.

The Committee on Commissions or Division of Labor for the ensuing year reported as follows:

Botany—Dr. George Vasey, Ringwood; Dr. Rauch, Chicago; E. Hall, Athens; M. S. Bebb, Salem; Dr. F. Brendel, Peoria; Dr. S. B. Mead, Augusta.

Geology and Mineralogy—C. D. Wilber, Bloomington; J. W. Foster, Chicago; M. L. Dunlap, Champaign; Dr. Oliver Everett, Dixon.

Palæontology—J. H. McChesney, Springfield; Dr. M. Davis, Oswego; J. P. Reynolds, Salem; James Shaw, Mt. Carroll.

Conchology—J. W. Powell, Wheaton; Dr. Lucius Clark, Rockford; Dr. E. R. Roe, Bloomington; M. S. Bebb, Salem.

Entomology—B. D. Walsh, Rock Island; Cyrus Thomas, Murphysboro; Wm. Le Baron, Geneva.

Herpetology—Robert Kennicott, West Northfield; U. D. Eddy, Bloomington.

Ichthyology—Dr. Adams Nichols, Quincy; Dr. Wm. H. Githens, Hamilton.

Mammalogy—W. P. Gearhart, of Murphysboro, and Cyrus Thomas, of same.

Ornithology—R. H. Holder, Bloomington; Dr. Velie, Rock Island.

Meteorology—Dr. Samuel Willard, Bloomington; J. B. Turner, Jacksonville; F. L. Capen, Chicago.

The following is the Report of the Committee on—

AUXILIARY SOCIETIES.

Resolved, That we encourage the formation of auxiliary Natural History Societies in the counties, schools, colleges and towns of this State, whose object it shall be to develop the Natural History of their localities, and to awaken an interest in the study of Natural Science.

Resolved, That for the purpose of creating and extending the taste for the subject of Natural History, of stimulating those interested in the collection of specimens in the various departments, and of further promoting a system of exchanges, the Illinois Natural History Society offer to auxiliary Societies the following premiums:

1. For the largest and best collection of *fossils*, illustrating the Geology of any section, an exchange of Fossils illustrating the Geology of the State, containing at least double the number of species presented by the competitors.

2. *Botany*.—For the largest and best Botanical collection, illustrating the Flora of any section, an exchange illustrating at least the genera of the State.

3. *Mineralogy*.

4. *Conchology*.

5. *Entomology*.

6. *Herpetology*.

7. *Ichthyology*.

8. *Ornithology*.

} At least double the number of varieties.
Like Premiums to be offered.

Resolved, That the competitors for the above premiums shall have their collections on hand at the next meeting, and present them as the property of the Society, and that the Society shall appoint a committee or committees to make the awards above-mentioned, and that the premiums be prepared and sent to the auxiliary Society to which they may be awarded at the earliest opportunity, the Committee being judge in any case whether the collection is worthy of the premium offered.

Resolved, That the officers of auxiliary Societies be Honorary Members of this Society, who may co-operate with the Society and be entitled to all the privileges of membership except the right of voting.

JAMES SHAW, }
B. D. WALSH, } *Committee.*
A. M. GOW, }

The Committee on Resolutions, by C. D. Bragdon, Chairman, reported the following—

RESOLUTIONS.

WHEREAS, The dignity and position of this organization, as well as the utility of its work, depends largely, perhaps primarily, upon the *collection and record of facts*, as well as specimens, illustrating the same, therefore—

Resolved, That we recommend that working members, commissioners, and others co-operating, keep a detailed diary of their observations in their respective departments, and report a condensed summary of the same to the Society, to be placed on file and published in its reports.

Resolved, That it is expedient that we hereafter refuse to hear or accept verbal reports from the different commissions or officers of this Society.

1. *Resolved*, That the Natural History of the country is of sufficient importance to all interests to warrant every effort on the part of educationists, everywhere, to promote its more general study, and the diffusion of a knowledge of it.

2. *Resolved*, That as auxiliary to this work, we recommend the organization of Natural History Societies, and the collection of cabinets, in counties, towns, and public and private schools, to co-operate with this Society; and we hereby pledge to such our co-operation and assistance.

3. *Resolved*, That we recommend, in the education of teachers, a careful attention to their qualification to teach, practically, the Natural Sciences in all our schools.

4. *Resolved*, That we hail with gratification, and commend every effort on the part of authors and publishers to simplify Natural Science, and adapt text books to the needs and capacity of pupils in our common schools.

5. *Resolved*, That the work of the Illinois Natural History Society is so far identical with the industrial interests of the State, as to render it not only politic, but imperative that the Executive Committee of this Society adopt measures to secure their further co-operation.

6. *Resolved*, That a scientific survey of the State, in all the departments of Natural History, for the purpose of securing a more general knowledge of its agricultural and mineral resources, is a matter of vital importance to the people of Illinois, and worthy legislative action in furnishing means to do it economically and successfully.

7. *Resolved*, That this Society is largely indebted to the railroads of the State, for facilities afforded its working members in the prosecution of their work, and for this recognizance of the practical utility of the work of the Society on the part of these corporations.

8. *Resolved*, That we hereby express our appreciation of the services, and endorsement of the action of Superintendent WILBER, and the *working members*, in their efforts to promote the interests of this Society, and the diffusion of a knowledge of Natural History among the people of the State.

Dr. Vasey presented a catalogue of the Illinois Flora, with 311 recent additions, making, in all, 1,363 species now found within our State limits. Of the number of recent additions, Dr. Brendel has furnished 83; M. S. Bebb, 37; Dr. S. B. Mead, 58; and Dr. Vasey, 133.

The following are the Board of Officers of the Society for the ensuing year:

OFFICERS.

PRESIDENT.

J. B. TURNER, Jacksonville.

VICE-PRESIDENTS.

DR. OLIVER EVERETT, Dixon,
 DR. SAMUEL ADAMS, Jacksonville,
 DR. EDMUND ANDREWS, Chicago,
 HON. NEWTON BATEMAN, Springfield,
 DR. FREDERICK BRENDEL, Peoria,
 HON. A. S. MILLER, Rockford,
 D. H. BRUSH, Carbondale,
 J. F. JACQUESS, Quincy,
 M. S. DUNLAP, Champaign.

SECRETARY.

C. D. WILBER, Bloomington.

TREASURER AND CURATOR.

R. H. HOLDER, Bloomington.

LIBRARIAN.

IRA MOORE, Bloomington.

EXECUTIVE COMMITTEE.

C. D. BRAGDON,
 A. M. GOW,
 JAMES BOOTH,
 C. T. CHASE,
 DR. GEO. VASEY.

The following is the Constitution of the Illinois Natural History Society, as amended and adopted at the late session:

CONSTITUTION.

ART. I. This Society shall be called the Natural History Society of Illinois.

ART. II. Its field of observation and research shall comprise Geology, Meteorology, Botany, Zoology, Comparative Anatomy, and Vegetable and Animal Physiology.

ART. III. The officers of this Society shall consist of a President, nine Vice-Presidents, Treasurer, Secretary, Librarian, Curator, and Executive Committee, to be elected annually.

ART. IV. It shall be the duty of the President to preside at all regular meetings. In his absence one of the Vice-Presidents shall preside.

ART. V. The Treasurer shall receive all monies of the Society, such as fees of membership, donations, &c., and disburse the same as directed, upon the written order of the Executive Committee.

ART. VI. The Secretary shall keep a record of all proceedings of the Society; shall file all papers read before the Society; shall visit different portions of this and other States; make collections of specimens; attend to exchanges with

various societies; establish a system of co-operation, and labor to incite a general interest in the study of Natural History.

ART. VII. All specimens shall be labeled, registered and deposited in the Museum of the State Normal University.

ART. VIII. Any resident of the State of Illinois may become a member of this Society on the payment of five dollars, if elected by a majority of the members present at any regular meeting; *provided*, the names of candidates for membership shall in all cases be presented on the recommendation of two members of the Society.

ART. IX. Each regular member shall pay an annual assessment of one dollar, after the first year of his membership.

ART. X. The Executive Committee shall consist of five members, to be selected by the Society. This Committee shall take charge of, and act upon all matters referred to them by the Society.

ART. XI. The Curator shall receive and take charge of all collections and contributions of specimens, and arrange them in such place as shall be provided by the Society.

ART. XII. All regular meetings of this Society shall be held in the city of Bloomington, on the day preceding the Annual Examination at the Normal University.

ART. XIII. This Constitution may be amended or changed by a two-thirds vote of the members present at any annual meeting of the Society.

[FROM THE CHICAGO TIMES.]

The lecture by Prof. J. B. Turner, President of the Illinois Natural History Society, delivered on Thursday evening, and of which I promised you a hasty sketch, was delivered before a large and attentive and interested audience. His subject was "Mind, Force and Matter." The lecture was closely logical, and not intended for a popular lecture,—so called; but was received with great favor. The doctrine of the discourse was that there are but three forms of known being or existence: *Matter*, the source of *Form*; *Force*, the cause of *Motion*; and *Power*, the origin of *Force*.

Under the single term, Force, was included all the so-called imponderable agents, such as light, heat, electricity, etc.; and under the term Power, all the voluntary agents, such as men, animals, etc. Each of these are governed by their own exclusive and peculiar laws—matter and force by the natural laws of necessary causation; and power, or mind or will, by the supernatural laws of free volition.

An argument was derived from the Baconian law of causation, and from analogy, to show that matter, in its elements or atoms,

as well as force in its essence, are both uniform and simple, and not compound as commonly supposed; and that all appearance of complexity or diversity, both in matter and force, are merely *phenomenal*,—just as the same elements of water are now solid ice; now a fog or a rainbow; and now fiery and explosive steam: all of which changes are effected by the agency of one simple force, namely, the force of heat. In like manner all force derives its distinctive name merely from its *phenomenal effects*, (as force of heat, light, electricity, etc.) and not at all from its essential essence.

From this view, the simplicity of matter in each distinct department, and the true doctrine of phenomena, as well as necessary causation and free volition, and the true limit and proper aim of all knowledge and philosophy was inferred.

The speaker concluded his lecture by an eloquent and feeling reference to the objects and pursuits of the Illinois Natural History Society.

“To inquire and examine fearlessly and critically, into these and all other natural phenomena, is one of the ends and aims of this Association. In what weakness and fear it began its being, and amid what toil, and poverty, and want it has thus far continued to struggle, there are some of you well know. And if its working officers and members have not literally worked for nothing, and lived on sawdust pudding, and slept standing, they have come so near it as to utterly spoil the remark as a figure of speech.

“And what have they done? What done! We had better ask what they have not done that it is possible for men to do, struggling against such odds and such necessities;—over fifty thousand specimens already collected; a fine museum already founded; a corps of scientific Zouaves—equal in the battle of the rocks, and the flowers, and the bugs, to any Napoleon combined against the Austrians—already organized and drilled, under a superintending drill master and general of forces, who has got a ‘will’ in his name and a ‘will’ in his soul, and a will to do, to dare and to suffer, in a good cause: name or no name, soul or no soul, pay or no pay. What coal mine or rock pit is there in the State with which he is not already more familiar than with his own bed-room? and what man of science is not already as well known and as dear to him as an own brother?

“Then come our other friends and co-laborers, scarcely, if at all, less able, efficient and devoted, though more circumscribed in their effort by family and professional duty. What tree, or shrub, or plant, or flower, or leaf have our Brendels, and Meads, and Vaseys failed to notice and record? How fare the rocks and fossils and shells, in the hands of our Everetts, McChesneys, Powells, Shaws, Bebbs and their comrades? Did ever a bug, or a gnat, or a fly escape from Father Walsh? If so, Thomas and Le Barron are sure to catch them. And to friend Holder all the birds sing their scarlet songs and display their fairest plumage; while that nightingale of natural science, the son of the old Doctor, still sings and carols sweetly to us from his cool and shady covert in the far North.

“Friends, why should not this Society, with such success, and such talents, and such laborers in its behalf, even though homeless and penniless, be in good heart? Is it not the poor, ragged, frugal and hard-working boy that ever makes the man? Who, now, are the two prominent candidates for the highest office in the gift of the civilized world? The one is the poor orphan and the other the poor rail-splitter. So may it be with our Association. Nurtured in poverty and want of all things, it shall yet rise through usefulness to glory, for such is the order of nature and of God. To this end all power and all force tends; and to this law all nature and matter must submit.

“Go on, then, my friends, with the thanks for the past and good hope for the future. Who, among us, in that past hour of our weakness, the natal hour of our Association, thought then that as much would be actually achieved in ten years as has already been done in two? and that, too, though the times have been seemingly all against us.

“It is true that we owe obligations to many friends, both as individuals and as associations; to the hospitable citizens of the place; to the guardians of the Normal School here; to our great State associations, agricultural and horticultural, now represented here; to the editors of the State, and to many others who cannot be mentioned, for they have all given us a hearty God speed, and a helping hand whenever they could. We also owe our especial thanks to the gentlemanly conductors and guardians of our various railroads, whose generosity and patriotism ever leads them

to favor a good cause, quite up to, and sometimes even beyond, the extent of their real ability. Nor should we forget that noble corps of teachers, the Illinois State Teachers' Association, at one of whose annual meetings the first idea of this Society was suggested, and so many of whom have co-operated and sympathized with it in all its labors and trials.

“But the speaker owes to you, on the other hand, an apology as well as thanks, in leaving again the office with which you have seen fit to favor him for the past two years, in your hands. I frankly told you in the outset, that I could personally do but little for you; and unexpected events have rendered even that little far less than I intended; so very little, in comparison to what others have done, that I could not let this occasion pass without distinctly adverting to it; but that little has been done cheerfully—most cheerfully—and I only now crave your pardon that it has not been more.

“Go on, then, my friends, with good heart and good hope. Use power! grasp force! control matter! And thus, as thus mortal beings only may, serve man and glorify God.”

THE CONVENTION ON AGRICULTURAL EDUCATION.

[From the CHICAGO TIMES.]

Pursuant to a call issued jointly by the Executive Committees of the State Agricultural and Horticultural Societies, a large number of Agriculturists, from all sections of the State, assembled in Bloomington on Wednesday.

The Convention was organized at 2 P. M., at Phœnix Hall, James N. Brown, of Sangamon, being chosen President.

Messrs. S. B. Chandler, of St. Clair Co., Van Epps, of Lee Co. and Vansdell, of Union Co., were chosen Vice-Presidents, and John P. Reynolds, Samuel Edwards and O. P. Galusha, Secretaries.

Capt. James N. Brown, as President, on taking his seat addressed the convention as follows :

GENTLEMEN—I scarcely know how to return my sincere thanks to this intelligent audience of my fellow-citizens, for the distinguished honor conferred upon me, by selecting so humble an individual as myself, to preside over a Convention assembled to consider a subject of so vast and vital importance to the citizens of Illinois. The subject of education should be first in the heart of every American citizen, for upon the intelligence of the public mind is based our freedom. We have met for the purpose of interchanging views and sentiments in regard to the feasible steps to be taken to advance the industrial educational interest of our State; and I trust, that to-day, a ball will be put in motion that will not rest till the object of the Convention is nobly achieved. I hope to see inaugurated here, a system by which the practical benefits of thorough agricultural education may be secured for the home of every farmer in Illinois. We have a nucleus for such an object in the noble institution which the wisdom of our legislature has here founded; and I hope, and do not despair, to live to see the day when the State Normal

University shall send her teachers to every common school in our State, to benefit our children with that education which brings an honest pride to the heart of the parent. I can say to the Convention that their object has my best and warmest wishes, and shall have all of my humble influence in forwarding that which is fraught with so much interest to our children's children.

[FROM THE PRESS AND TRIBUNE.]

The names of members of the Convention having been enrolled, C. B. Denio, of the committee signing the call, said no different plan or programme had been prepared to present to the Convention, but it was to be left for a free discussion and interchange of views on the subject. C. T. Chase, of Chicago, who had been appointed to visit and examine plans and operations of agricultural schools elsewhere, gave some account of the schools he had either visited or concerning which he had obtained information.

REPORT.

I first visited Cincinnati, with a view of visiting the Farmers' College in that vicinity, but on learning from several intelligent gentlemen of the city that it was strictly a literary institution, and made but little pretensions even to teaching those branches which have a decided bearing on agriculture, I did not visit it, but proceeded to Washington, and had a very satisfactory interview with Prof. Jos. Henry and Prof. Baird, Secretary and Assistant Secretary of the Smithsonian Institution. These gentlemen manifested much interest in the movement in this State, furnished me with what information they were in possession of, and tendered the co-operation of the Institution.

The State of Maryland has an Agricultural College at Bladensburg, seven miles out of Washington. This institution went into operation nine months ago, under the direction of a Board of Trustees. They have a professor of Mathematics, of Chemistry, of the Ancient and Modern Languages, and an Entomologist who is pursuing his investigations there, and preparing a text book on the subject. This gentleman lectures before the school at stated hours each week. There are about sixty pupils in attendance, from twelve years of age upwards. The College was established by act of the Maryland Legislature, March 5th, 1856. \$25,000 was raised by private subscription, and the State made a permanent appropriation of \$6,000 annually for the endowment of the Institution. A farm of 428 acres of land was purchased, and a building erected of 120 feet by 54 feet, five stories high, at an expense of about \$25,000. The accommodations are considered sufficient for about 120 boarders. There are a farm-house and

out-buildings on the place, occupied by the Register of the Board of Trustees, who is the business manager. An annual endowment of \$2,500 per year for three years has also been made by a wealthy gentleman. The Institution is laboring under some pecuniary embarrassment—difficulties of a serious and unfortunate nature have arisen between the Trustees and the Faculty, respecting the detail of its management, which have somewhat impaired its efficiency. The pupils are all required to work several hours a day. It was evident that the work which they did was not generally agreeable to the pupils, and that it cost all it came to. The course of study is not yet well defined, but it will be seen from the ages of some of the pupils admitted that it must necessarily be preparatory for such as are quite young. Efforts appeared to be used to make it as *agricultural* as the circumstances would admit of. Time will be required for its development.

In the vicinity of the large cities of the East, there are a number of Farm or Reform Schools, designed for the rescue or reformation of children whose exposure to vice or destitution have rendered them the especial subjects of public regard. The practical workings of these schools are exceedingly interesting and their results beneficial, but they do not come within the range of our present investigations. Several benevolent institutions, endowed by private munificence, are also in progress, but are, as yet, only in the formative state.

The Eastern colleges of the highest standing have, within a few years past, established an elective or scientific course, in which Natural History is given prominence, and several other branches related to agricultural pursuits are taught.

I may here remark, that at these institutions the scientific course is regarded as subordinate or inferior to the classical course. The professorships are not generally so well endowed, and although equal devotion may be obtained, in the professors employed, it is not easy to command as high grade of talent, cultivation and practical experience in such positions, nor can they have an equal chance to display their ability. Neither is it to be expected that time honored literature will at once yield to youthful science her belt and crown without a struggle.

In view of this fact, the friends of science have encouraged the establishment of scientific schools separate from colleges, on a basis peculiarly their own. The Lawrence Scientific School, of Cambridge, and the Polytechnic College, of Philadelphia, are examples of the kind, and are institutions of high grade. The latter proposes soon to engraft upon its programme an Agricultural Department.

MICHIGAN AGRICULTURAL COLLEGE.

In the Constitution of the State of Michigan, adopted August 15, 1850, we find the following clause: "Sec. 11. The Legislature shall encourage the promotion of intellectual, scientific and agricultural improvement; and shall, as soon as practicable, provide for the establishment of an Agricultural School."

Twenty-two sections of swamp lands were appropriated for the purpose. By an act of the Legislature, February, 1855, provision was made for the sale of the lands and the establishment of an Agricultural College, the expenses not to exceed \$56,300. In 1857, \$40,000 additional was appropriated for carrying on the College two years, and last year a further appropriation of about \$40,000 more was given. The act of organization provided that the College should be located within ten miles of Lansing.

A farm of 676½ acres of land was purchased, about 3½ miles from Lansing. This tract was covered with a dense forest of heavy, first growth timber—a few acres only being cleared. Lansing is situated fifty miles from the Michigan Central Railroad.

Two buildings, 100 by 50 feet, 3 stories high, were erected, one for a college and the other for a boarding-house. The Professors lived at Lansing, 3½ miles distant. The accommodations were sufficient for 50 pupils, yet the applicants for admission at the opening of the third term were 200. The students were required to labor each day. They were allowed a dime an hour for their services. In his report, April, 1855, the President says, "we now have evidence to expect that the students will perform, during the same period of time, nearly as much agricultural labor as the average of full grown laborers throughout the country; though perhaps that is entertaining a very sanguine expectation." Fair residences for the Professors, and various out-buildings have been erected, and stock imported and purchased.

A four years' literary course of instruction was adopted. Among the higher studies pursued, some attention was devoted to surveying, leveling, etc., experimental, agricultural and analytical chemistry. Although the accommodations were sufficient for less than 60 pupils, 120 were received.

The summer of 1858 was exceedingly unpropitious for this institution. The farm was new and stumpy. They had undertaken to raise a considerable amount of grain, but the weather was unpropitious, early and late.

During the summer, 100 acres of heavy timber land were cleared and logged, stumps extracted, tile laid through quicksands, in all which labor the students participated. They also had charge of the stock, the buildings, and waited on the tables. In addition to this, it was attempted to establish a grand University, in which the entire general range of human knowledge was to be taught.

It is scarcely necessary to remark that under all this, the Michigan Agricultural College was in deep water, and had not touched bottom.

A thorough organization has since taken place—only one of the original Professors being retained, and strong hopes of ultimate success are now entertained.

A large number of the students and the President were compelled to leave the Institution in consequence of sickness, and many who remained were invalids. At one time, but about thirty were in the field. The discouragement was almost equally severe for several weeks, and extended with more or less severity over a period of three months.

IOWA AGRICULTURAL COLLEGE.

A bill passed the legislature of the State of Iowa, in 1858, authorizing the establishment of an Agricultural College. A large prairie farm has been purchased and a Board of Trustees appointed. They have chosen from their number a Secretary, who devotes his time to the interests of agriculture in the State, attends the fairs in his own State and in other States, procures valuable seeds, recommends implements, stock, etc., for introduction. The buildings are not yet erected. It is believed that the State will not change its policy in this regard, but on the return of prosperity the plan will be put into execution.

In the State of New York, an Agricultural College is ready to go into operation next fall. It is projected on an extensive scale, and its friends are very sanguine of its success.

In Pennsylvania, a Farmers' High School has been in operation over a year and a half. It is located at Bolesburg. A portion of each day is devoted to manual labor, which the students are said to enjoy. It is as yet not as thoroughly scientific and agricultural as is intended, but augurs well of success.

In other States the initiatory steps have been taken for a similar object, to which the report makes reference somewhat in detail.

It yet remains to speak of the course of agricultural lectures at Yale College, in the month of February last. Its object was a novel one, its results a rare success. I need not detain you with a history of this; it is familiar to us all. But very few persons outside of the State attended, and yet it paid. The effect was most happy upon that region of country. Bringing together so many men of high qualifications, from different sections of the Union, and hearing their addresses, the results of observation, experience and study, as well as the private conferences in a social way, were highly gratifying to the projectors of the plan. We feel, here in this remote region, the effects stimulating us onward in hopes of better things; and here let me ask, if successful in it, why would not such a course be successful in Illinois?

Mr. McChesney, known to be deeply interested in agricultural education, and to have devoted himself for years to that department of science intimately related to agriculture and the arts, was called upon, by motion, for information, who stated briefly but with great clearness, the importance and magnitude of the enterprise under discussion, the place it should occupy in the hearts of the people, the necessity of wise and judicious measures for the accomplishment of ends in view, and his belief in the certain success of the project, if thus wisely managed.

He then stated that an enterprise was about inaugurated in the city of Chicago, for an Agricultural College, in connection with the University of Chicago, which he wished to mention, that the Convention might know what had already been done; and to prevent misapprehension as to his own motives, he would also state that he had the offer of a position in that University, which he would probably accept, and that while the Professorship tendered him was in another department of the institution, he would be expected to take some humble part in the management of the Agricultural Department. The institution has a commodious building completed, six professorships already filled, a liberal endowment, and will soon start an experimental farm at a convenient distance from the city. Lands have been offered by the liberality of citizens in two or three directions from the city, and will be accepted at some one of the points on the line of some railroad.

Good soils, of several varieties, can be secured on a farm of 200 acres, at any one of the points under consideration. The farm will be put under the management of the best agricultural tutors of the country. Professorships appropriate to an agricultural college of the very highest order, and students received next fall.

He made these statements without any wish to have them control the actions of the Convention; and expressed a hearty willingness to co-operate to the utmost of his ability with any other institution of that kind that might be established.

Prof. Turner, of Jacksonville, B. G. Roots, of Tamaroa, J. W. Morris, of Bloomington, and J. B. Van Epps, of Lee, and others, continued the discussion, which consumed the residue of the afternoon session.

The Convention, in a subsequent closing session, continued its discussion, and adjourned after adopting a series of resolutions, recommending the subject to the people of the State.

[From the CHICAGO TIMES.]

The session of this Convention has given me sincere pleasure. One who remains in Chicago all the while, knows but little about the resources of the State, and the kind of men there are in it. The Convention was composed of a noble looking body of farmers; and I was astonished to meet so much intelligence and far-sightedness, and such deep interest in the true welfare and interests of the State. I find that to know anything about the people of Illinois, one must know its farmers. It is marked by nature, as one remarked in the Convention, upon the face of Illinois, that the agricultural interest is, and must always remain, its great first interest. I was surprised to find so strong an under-current of deep and hearty interest felt by the farmers in the advancement of agricultural education. Such a feeling and interest is one that cannot be forced upon or talked into the people of a community, but to possess permanency or value must spring naturally from themselves. It has been notoriously difficult, almost impossible, to conquer the prejudice already existing among the mass of farmers against what they call "book-farming," and to make them *feel* that an agricultural education would profit them as farmers. And, therefore, this Convention is wonderful when regarded as a meeting of farmers, from all over the State, to consult as to the best way of organizing a system of scientific agricultural education. The most earnest interest animates them, as is manifested by the response of so great a number to the call for this Convention. It was stated that once before had the idea of agricultural education been agitated, and though not popular at the time, yet so strongly did the idea fix itself in the minds of many, that there were instances where men had made provisions in their wills for the advancement of such an object. Every one who spoke joined in testifying to the interest felt in the subject by the farmers. One stated that Lee county would gladly give, for the purposes of such undertaking, their college building, not now used, erected at a cost of \$25,000, and \$25,000 in money. And a letter was read to the Convention,

written by some gentleman in Urbana, who had not been able to be present, that that section would contribute for the purpose a building erected at a cost of \$100,000.

But while there was manifest this desire and craving for the diffusion of agricultural knowledge and education, yet the notions of the individual members of the Convention seemed to be crude and undigested. There seemed to be lacking any clear definite idea of what an agricultural education consisted in, and how it was to be obtained, and what specific results were to flow from the establishment of an agricultural college; or of the manner in which such an institution must necessarily be conducted. Lacking a clear idea of their object, they lacked clear ideas of how to attain it. It would seem to me that a clear simple statement of the constituents of an agricultural college—of the knowledge to be gained at an agricultural college—with an account of the various professorships of such a college—the manner of the prosecutions of the studies—the studies themselves, the length of the course, and the practical benefits resulting from such a college; it seems to me that such a statement, simply and clearly made and abounding in illustrations, widely circulated throughout the State, through the agency of the county agricultural societies, would be the easiest and most effective way of fostering the present interest in the subject, giving it a distinct aim, and guiding it to a directed and definite end.

Previous to the adjournment of the People's Convention, held to consider the feasible means of introducing and supporting a proper system of agricultural education, the following sensible resolutions were adopted, having been reported by the Committee appointed for that purpose, whose names are given in a former letter :

WHEREAS, The true wealth and glory of all States depends upon the development of the real manhood of its citizens; and whereas, the great majority of the citizens of this State are, and must ever be tillers of the soil and the present means for the education of the children of our industrial classes so as to best fit them for the duties of their several callings, and the still higher duties of American citizenship, are, at best, but very defective; therefore,

Resolved, That the time has now fully come for the endowment and organization of such additional institutions, departments, or courses of public instruction, as will more fully meet the wants of the industrial classes of the citizens of this State.

Resolved, That this Convention hereby request the executive Committees of our State Agricultural and Horticultural Societies to appoint a committee, whose duty it shall be—1st, to memorialize Congress to grant to each of the States of the Union such aid as was contemplated in the bill called the "Morrill Bill," which passed the House and Senate at a recent session; 2d, to memorialize and urge upon our State Legislature, to renew their petition to Congress for the same substantial aid; 3d, to urge the establishment by the State Legislature of a school or department of agriculture, under the general direction of a board appointed conjointly by the same State Agricultural and Horticultural Societies, for this purpose; 4th, to provide courses of lectures on agriculture and horticulture similar to the course at the last session in Yale College, to be delivered at such times and places as they shall deem most fit, and to take all measures needful to secure these results.

Resolved, That in our opinion a prominent place should be given to natural history and agricultural and industrial art in all our institutions of popular education, and especially in our normal and common schools; and that it should be the first care of the State to raise up a corps of able teachers, competent to instruct in these departments in all our schools.

Resolved, That we rejoice in all efforts made in our State, in whatever quarter, to realize these results; and that we will encourage and aid all such efforts in any way which a wise use of our means will allow.

Resolved, That we especially approve of the efforts being made in our Colleges to meet this great want of the age.

Resolved, That this Convention would respectfully recommend to the presidents and officers of our county and local agricultural, horticultural and mechanical associations, to call a meeting of their respective boards or societies to take into earnest consideration such measures as they may deem most expedient, and to co-operate with the State Societies and with this Convention for the attaining the above-mentioned ends.

Resolved, That we recommend to the directors of each school district to call meetings in their several districts to discuss the subject of education, and to consider what further means of education they most need.

Resolved, That we recommend to all our fellow-citizens in the selection of their candidates for public office and trust, ever to keep these interests properly in view.

If these resolutions are promptly and energetically carried into effect, there will result a complete organization which *cannot fail* to be fruitful of effect. We particularly commend the seventh of the above resolutions; for, to meet success, this move-

ment must spring, not from a few eminent men, but from the *farmers themselves*. They must discuss among themselves, at their own houses, in their own way, and every locality for itself, "what further means of education they most need." When they once begin to do this, when they see and feel that there are poorly worked farms which might with proper knowledge be cultivated to better advantage and larger results; when they once meet to talk about these things, that very moment the whole work is accomplished. For, this feeling, once excited in the breasts of the farmers, will not rest quiescent, but will spread like the fire on their own prairies, and next year—let your reader mark the prediction—will behold a body of men who will not be put down, demanding and resolutely determined on having a great school to promote the interests of agriculture in our State, and who will move heaven and earth to accomplish that result. Persistency and organization will accomplish anything; and to gain the objects of the Convention held at this time, it is only necessary that there be carried out the methods of organization pointed out in the above resolutions; for, in regard to persistency, this movement is in the hands of men who cling with an indomitable energy to whatever they take hold of, and never were known to let an enterprise "go by the board" while there remained a drop of life in it.

The objects contemplated by the Convention in founding an agricultural school, should not be misunderstood. Such a school is not intended or expected to take "nice young gentlemen" from our cities, and transform them into tip-top farmers after a brief training. Their farming would be "book farming" with a vengeance, and would result in a necessary miserable failure. Such a school is intended properly for the sons of farmers, who are practical farmers at the start, and know how and when to plow and rotate their crops, and already are able to take charge of a farm and manage it as respectably as their neighbor. It is believed there is a fund of knowledge about farming, based upon careful, repeated, and long-extended experiments, of which the mass of our farmers are ignorant; that in farming, as in other occupations, there are certain best things to be done, and certain best ways of doing them, and that an agricultural school properly conducted, is the only practical medium for the communication

of this knowledge. No one farmer can find out all these things for himself, for his life is too short, and these experiments too various and too costly for him to try and test them by his own experience. Farmers' sons would spend their time at such an institution in honest hard work, reaping that which students at colleges seldom or never do—all the advantages placed within their reach; for their past life would enable them to appreciate and grasp quickly all matters pertaining to farming, and they would seize every improvement as something of use on the farms they were going right back to. On returning to their farms, these men would not only be benefitted themselves, but become honored centers of blessed influence in their neighborhoods. I cannot, perhaps, better illustrate my meaning than by quoting an instance given by Charles Kingsley in one of his recent lectures in England. He says:

“A friend of mine, and one whom I am proud to call my friend, succeeding to an estate, thought good to cultivate it himself; and being a man of common sense, he thought good to know something of what he was doing. And he said to himself: ‘The soil, and the rain, and the air, are my raw materials; I ought surely, then, to find out what soil, and rain, and air are. Vegetable substances are what I am to make; and I ought surely to know what it is that I am making. The raw material does somehow or other become manufactured into the produce—the soil into the vegetable; and I ought surely to know a little about the processes of my own manufacture. Chance and blind custom are not enough for me. At best, they can but leave me where they found me—at their mercy. Science I need; and science I will acquire.’ What was the result? After many a mistake and disappointment, he succeeded in discovering on his own estate a mine of unsuspected wealth—not of gold, indeed, but of gold’s worth—the elements of human food. He discovered why some parts of his estate were fertile, while others were barren; and by applying the knowledge thus gained, he converted some of his most barren fields into his most fertile ones; he preserved, again and again, his crops from blight, while those of others perished all around him; he won for himself wealth, and the respect and honor of men of science; while those around him, slowly opening their eyes to his improvements, followed his

lessons at second-hand, till the whole agriculture of an important district has become gradually but permanently improved, under the auspices of one patient and brave man, who knew that knowledge was power, and that only by learning nature's laws and obeying her, can she be conquered by man."

There must ever be remembered in this connection, that which your readers in Chicago are apt to lose sight of, that the great interests of Illinois are agricultural; or, as pithily expressed in the preamble to the above resolutions, "the great majority of the citizens of this State are, and must ever be tillers of the soil;" and that any aid extended to founding a systematic agricultural education is lending a helping hand to the development of her chief source of wealth and prosperity.

ANNIVERSARY OF THE STATE NORMAL UNIVERSITY.

[From the CHICAGO TIMES, June 29th.]

The day has been profitably spent in paying attention to the examination of the classes in the State Normal University.

As I took my seat upon the platform, and faced the eager and hopeful countenances of those before me, my mind could not but recur to the days when I, too, was a student, and looked up from my seat to the platform with as eager a countenance, though, perhaps with not so hopeful a heart. And as the different classes were examined, old associations thronged in upon me, and there came vividly before me feelings with which I had gone over the same branches, and I could see the old school-books, with the ever-occurring blots, and the whittled benches of my school days, and for the moment, sad regrets came to me, as I realized that the pleasant days of school life had passed away, never to return again, and that the only school now vouchsafed to me, was that hard one whose stern and severe lessons are taught by the bitter and unwelcome experience of life. Thinking of my old school life, I could but feel, as I always do in listening to the examinations of our present common schools, the superiority of the educational advantages now enjoyed, in comparison with those which were current in the ten or fifteen years ago of my student life. These advantages consist in the thoroughness of the present training; the clear understanding of principles given; the definiteness of knowledge obtained; and the numerous appliances in the way of systematized text-books; trained and well-fed teachers; completely commodious buildings, adding to the beauty of any place where located; and the necessary school apparatus, maps, and improved school furniture. And it is gratifying to every citizen to know that these advantages are in their best organization fully placed within the reach of every one through the channels of our common schools. It is the general testimony

of all, whose attention has been directed to the subject, that the training and education secured in our common schools, is vastly superior to that to be gained from any private seminaries or academies of learning. The thoroughness with which the common school system of our State has been elaborated, organized, and carried out, is the just pride of every citizen.

Our State Normal University is justly regarded as the noble crown and diadem of our common school system in this State.

The exercises of Thursday A. M., commenced with the singing of one of those old, simple, plainly marked chorals, which are the only things fit to be sung by assemblies. The department of singing has been under the charge of Mr. Cady, of Root & Cady, and the success of his efforts fully sustain his reputation, and testify to the merits of his system.

The exercises in reading were marked by that distinctness of utterance and delicate feeling of emphasis, which characterize the reading exercises in our normal schools.

At private seminaries, the examination of classes are usually conducted in a way calculated to humbug the public, the classes being drilled for the express purpose of "showing off" at examination, and aware of the ground to be gone over. The contrary was the case here, the course pursued being such as to put to the severest test the capacity of the scholars and the teachers. The Board of Education, having been presented with a list of the studies pursued by the classes during the year, and the teachers to whom the charge of such classes had been given, *at the opening* of the examination, selected those classes which would be examined during the forenoon; and pursued the same course during the afternoon. The classes examined during the day were those in Latin, Arithmetic, Physical Geography, Ancient History, Botany, and English Literature. They were all conducted in a manner and spirit creditable alike to scholars and teachers. My attention was called to these features in the examination of the classes in Latin, the intimate acquaintance with the full description of all circumstances connected with the proper names in the lessons; the knowledge of the English words derived from the words in the lesson; and the attention paid to the laws regulating accent, quantity and syllabification. I never heard a clearer explanation of the principles and applica-

tion of arithmetical rules. The class in Physical Geography attracted me, from the peculiar interest of the subject, and from the fact that during that part of *my* life spent in school academies and college, this had not been in the course of studies of any of them, while it is now, by means of our common schools, studied throughout the land.

At the close of the morning's session, in passing out of the building, my attention was called by Dr. Rex, one of the Board of Education, to what an agriculturist would call the model and experimental farm of the University, a class of thirty or forty children, residents of Bloomington, under the competent charge of Miss Brooks, whose ability in conducting a school is so great, that we regret the University are about to lose her services. This school is a perfect little gem, and its examination at the close of the afternoon session, was one of the marked features of the occasion. It is intended to be in every respect the model of a perfect school, so as to keep constantly before the attention and notice of the students an example of the manner in which a school should be conducted and managed in all respects. The members of this class presented to their retiring teacher, Miss Brooks, at the close of the exercises, a beautiful writing-desk, to remind her of the esteem and affection she had gained in the hearts of her class. It was presented in a neat manner by one of their number, and appropriately acknowledged on behalf of the fair recipient by the Principal of the University.

The impression left upon my mind by the exercises of to-day, is that the State Normal University is doing a noble work for the State in giving a really solid, substantial and thorough education and training to those who are to become the future teachers of her schools.

[FROM THE PRESS AND TRIBUNE.]

Much has been written concerning the State Normal School, yet it has been put before our readers necessarily hitherto in a scattered and desultory manner. Now that the noble enterprise stands so nearly completed, a sketch of its history and what it has accomplished will properly preface the proposed reference to the exercises of the week.

The State Normal University, for some years previous a topic of earnest discussion among the friends of popular education in

Illinois, owes its existence, in its present form, to a bill which passed the Illinois Legislature in the winter of 1856-57, by which fourteen persons, named therein, were created the "Board of Education," of which the Superintendent of Public Instruction is made an *ex officio* member, which Board was endowed with full power to establish and control the institution in accordance with the provisions of the bill.

The first meeting of the Board of Education was held in May, 1857. Their earliest action was taken in the direction of arriving at a choice of location. After an investigation and examination of the bids put in by several points in the State, the pretty city of Bloomington, the center and County Seat of McLean county, was fixed upon, the city and county having offered, in cash and in land, subscriptions amounting to \$141,000.

Bloomington is worthy a brief preliminary reference, both in its own behalf, and as in thus being made the prominent seat and fountain-head of Popular Education in Illinois. It is now a city of about eight thousand inhabitants, and possesses all the aspects of a thriving and prosperous community. Long blocks of stores and business structures, several neat, and some of them handsome and substantial, churches, eight steam driven manufacturing establishments, well kept hotels, and, scattered throughout the city proper and the town plot, trim looking and in many cases elegant private residences,—these all, with excellent public schools, besides three institutions of learning of the higher class, are each an indication that the entire surroundings and influences adjacent to the Normal School are eminently happy.

And when one stands in the midst of this busy little city, it furnishes a most striking proof of the marvellous growth of this section in common with other points in the Northwest—the circumstance that there still lives here a gentleman, not an aged man, James Allin, Sen., who about the year 1828 owned this whole tract, on which stands the city of Bloomington. Numbers of other citizens who are yet hale and hearty, and in the possession of more than a comfortable independence, were here at the time of the first land sale in 1830. Such are the marvels of the West.

The Normal School having been here located, a site was selected for the proposed edifice a little north of the city on a high and commanding swell of the prairie, surrounded by the one hundred

and sixty acres of its grounds and model farm, all immediately adjacent to the intersection of the main branch of the Illinois Central with the Chicago, Alton & St. Louis Railroad.

A large share, or \$70,000 of the subscriptions of the county and city was in swamp lands, at the time, 1857, promising to realize ready proceeds as the exigencies of the building in its progress might require. This prospect, however, the financial crisis defeated at that time, and left the Board of Education in a position which promised no immediate results in the direction of a permanent structure.

They went hopefully at work, however, and after a report from a special commission, Messrs. Rex and Hovey, who were deputized to visit kindred institutions at the East, the plans and drawings of the Normal University buildings were executed by G. P. Randall, of Chicago, under the supervision of C. E. Hovey, of the above commission, and then and now the Principal of the school. The corner stone of the edifice was laid, with appropriate ceremonies, on the 29th day of September, 1857—made an occasion of much interest and large attendance. The work was, however, interrupted for a time by the pressure of money matters. How well and notably the friends of the enterprise have filled this interval, will be a matter to which will be devoted the required space elsewhere in these reports, in a description in detail, the now completed and noble building deserves.

There was, however, no delay or tardiness in organizing the Normal School, though at first and until now, the present period of graduating its first class, the occupant of hired quarters in Major's block in the heart of the city of Bloomington. The Normal School opened in these quarters, October, 5th, 1857, with nineteen students, of which six were males. The number however went speedily up to forty-three for the first term. Since that time the school has been in regular operation, and continually laying more broad and deep its foundations for that usefulness it is now confidently expected it is soon to enjoy in quarters of its own.

EXAMINATIONS AT THE NORMAL UNIVERSITY.

[From the PRESS AND TRIBUNE.]

Thursday was one of exceeding interest to the numerous friends of education gathered at Bloomington, on this the third anniversary of the State Normal School. In my last letter I gave a brief review of the enterprise from its inception to the present time. To write fully the history of the successive stages of its progress through all the intermediate stages and phases—first a mere purpose in the minds of a few zealous friends of popular education; next in a bill passed by the Legislature; then as generously welcomed by this noble little city; and so on, step by step, until from being merely in the future, the State Normal School of Illinois has come to be a living, breathing actuality, with a splendid building, the finest ever erected for such a purpose in the United States—such a history, could it be written, would be a record of a stern and protracted struggle with mountain difficulties and obstacles, and an overcoming of all, by the force of dauntless zeal and indefatigable will.

It has been done. From being a mere architect's plan, a coveted castle in the air, the splendid building stands completed, and is to be to-morrow occupied for the first time, on an occasion worthily made a gala day and festive occasion by the citizens of Bloomington.

But an edifice, however costly, is worth nothing if it lack a soul. The casket, after all, is secondary to the tenant. I shall write of the building anon. Meanwhile, *What of the State Normal School?* Is it worthy of the structure it is to occupy?

A large audience have all this day been preparing to answer this question, in so far as the careful and protracted annual examinations to-day closed could indicate the same.

On the 23d day of June, 1857, as already stated, the State Normal School went into operation in this city, leasing for the pur-

pose the upper stories of Major's block, giving them a large upper hall, the same, by the way, that was occupied by the State Republican Convention in 1856. On the second floor are six smaller apartments, used as model school rooms, recitation rooms, etc., etc.

Charles E. Hovey has been from the first at the head of the management of the school, associated with whom, at the present time, are Ira Moore, Professor of Mathematics; Edwin C. Hewett, Professor of Geography and Natural History; Lewis H. Potter, Professor of Languages; C. M. Cady, Professor of Music, and Miss Mary M. Brooks, Teacher of the Model School.

Many disadvantages have been experienced by the school and instructors by cramped and in many respects unsuitable accommodations, and by the demand implied in and fastened upon its supervisory management to keep moving forward the coveted and indispensable project, now accomplished, of a suitable building.

The teachers, Mr. Hovey most especially, may be almost said to have toiled with building implements in one hand and the text book in the other, and carried the constantly wedded cares of securing the desired end of intellectual training and qualification for the teacher's profession among the students, and of providing, during a season of pecuniary embarrassment, the material aid for the progress of the structure. Both have been done, and well. I shall describe the one in connection with the first exercises to take place within its halls to-morrow. Yesterday showed the School to be worthy of their new building.

In Major's Hall yesterday about one hundred students of both sexes were thus gathered, of whom eleven, the first graduating class, are to receive diplomas to-morrow. Brought in from throughout the borders of our State, their appearance and intelligence would do credit to any section of the State, and from first appearances, to such visitors as were for the first time there present, it was manifest that the welfare of the Institution is in good hands, in the important respect of class and character of its students. Nor were first impressions defeated by the events of the day.

I was glad to see among the spectators on the platform, his Excellency, Gov. Wood, Hon. Jesse K. Dubois, Hon. Newton Bateman, of Springfield, State Supt. of Public Instruction, the entire State Board of Education, Capt. J. N. Brown, Lewis Ellsworth and a large number of well-known and prominent citizens

of our State. It furnishes a pleasing and significant token of the fast hold the cause of popular education has taken on the hearts of our people when such, as many of those present, turn aside from important duties of State and private life, for a day among students.

The exercises were opened at 9 A. M., by devotional exercises, conducted by Mr. Hovey, the Principal. These exercises were brief, beautifully simple and impressive, and worthy of introduction in all our Schools.

A chapter of the New Testament was first intoned after the manner of the Church service, the Principal and the entire school in concert reading alternate verses. Then followed the brief, unsectarian, yet purely religious exercise of the Lord's Prayer, repeated in concert, every head bowed throughout the same.

The class in Virgil, consisting of some ten or twelve students, were then called out and exercised under Professor Potter, in selections taken at random from the two first books of the *Æneid*. This was a thorough and generally a commendable exhibition. The students were made in turn to assume the teacher's post and question one another. No chance was afforded for collusion, and for benefit from any "cramming" process, and there seemed to be need of none.

This exercise was succeeded by a short recess, after the wise Normal School regulation of only *fifty* minutes confinement at a time, instead of *ninety*, the rule when we pressed the school form as a pupil. A large class in Mathematics were then submitted to a very thorough drill by Professor Moore, the students manifesting the results of careful training to the end of quickness and precision of calculation.

Again followed a brief recess, after which a class was called out for examination in Physical Geography, from the nature of the pursuit, and the evident zest with which the students had pursued it, one of the most interesting exercises of the day.

Professor C. M. Cady, of Root & Cady, of Chicago, in a way both business and professional, identified prominently with musical culture in this State, during the forenoon exercises twice led the entire school in well-executed singing. This branch of instruction is not a mere form, but the students of both sexes are diligently and carefully trained to sing, and to teach in singing.

Vocal music should be carried into the schools and become a regular part of the exercises, and this is eminently the practice and precept of the State Normal School.

The intermission was one hour and a half, and the hall was filled again at half past one in the afternoon, and exercises in Botany, Ancient History and Literature occupied the afternoon. But of these I can make no extended separate mention. The last named is a branch of study of value and interest, as giving the student familiarity with, and classification of, the world's modern poets, novelists and literateurs of the higher grade.

I had more than once during the day been won from the exercises in the upper hall, by the sweet sound of childish voices, in perfect unison and tune, rising from the apartment on the second floor occupied as the *Model School*. There I found, and not for the first time during my visit, about thirty young lads and misses, with their teacher, Miss Brooks, forming altogether one of the happiest and most united little communities imaginable. Nothing was straight-laced because this was Model School, not one of the little folk was in a straight jacket because this was "examination day," but all moved off, each child apparently as responsive to their teacher's voice and look, as organ keys to the touch of a skillful player.

How the little folks read in concert, and sang in concert like a tree full of canaries, and how they mounted huge questions in geography, and went at the maps as a pastime, and how they, at the close of the exercises of the afternoon, filed up into the hall and took their places on the platform—a bright parterre of happy faces, and how they went through their exercises until old faces among the audience forgot their wrinkles, and frosty pows fairly nodded with delight, tears bedimming more than one set of "eyes unused to weep" through the sweet softening influence of happy childhood; behold, is not all this, and more, fast and indelible in the memories of the lookers on during this anniversary of the Normal School.

Thus prepared by the exhibition of her works in the proficiency of these little ones, the audience were fully in sympathy when little Miss Fanny Graves came forward, and in a neat little faltering but clear address, presented to Miss Brooks—who now resigns her charge—a beautiful writing desk as a gift from her pupils.

COMMENCEMENT AT THE STATE NORMAL UNIVERSITY.

[FROM THE PRESS AND TRIBUNE.]

Friday witnessed the first Anniversary of the State Normal University, the completion of its curriculum of three years' study by the graduating class, and the Commencement Exercises and its attendant features, in the noble building just completed.

I gave you in my last, some reference to the Examination Exercises of Thursday, in Major's Hall, the final connection and last appearance of the Normal instructors and students in those hired apartments, thus far occupied, now to be dismantled by the transfer of books, desks, maps, etc., etc., to ample and commodious quarters and permanent home in the new building.

This structure, a noble brick edifice, stands, as I have already stated in previous letters, on a fine swell of the rolling prairie, about a mile and a half north of the road. It has been erected during the period of great depression in money matters, which has fallen heavily upon this in common with other sections of the State. Its cost was a little over \$100,000, and it is pronounced by all an excellent product for even that liberal sum. Certainly it is the finest Normal School edifice in the United States.

In the somewhat of detail this reference deserves, the credit of architecture and general superintendence should be given to Geo. P. Randall, Esq., of Chicago. Messrs. Mortimer & Loberg, of Chicago, were the original contractors for the masonry, but on the necessary suspension of the work, at the coming of the crisis in money matters, they surrendered the work. T. D. Rounds, of this city, has since carried the masonry to completion.

In devising inside plans for the University edifice, it was necessary to determine, in advance, the principle on which the school should be organized. Three systems were considered, which may be distinguished by the terms, College, Graded, and Lancasterian. Should the College plan be adopted, then a chapel and

class rooms, no matter whether adjacent or not, would alone be required. If the Graded system prevailed, separate rooms for each teacher, with study desks and all the appurtenances of an independent school, would be necessary. The Lancasterian plan would require a large assembly or study room, with adjacent class-rooms.

It was evident, on reflection, that the College plan would not do, and just as evident that the Graded plan was best adapted to the Model School, while the Lancasterian possessed some advantages for the Normal. It was, therefore, determined to combine the two, and to construct a more complete edifice than any now existing on this continent for a similar purpose. It was necessary to provide for the Normal School, the Model School, the Janitor, a Library, a Gallery of Fine Arts, a Museum of Natural History, and for such other adjuncts as might aid the general purpose of the University.

The basement story is mainly above ground. Here is the Janitor's house, consisting of a parlor, kitchen, cellar, three bedrooms, etc.; a storage-room; a laboratory; a chemical lecture-room; boiler or furnace-rooms; boys' and girls' play-rooms, for the Model School, to be used in stormy weather (32 ft. 6 in. by 48 ft. 4 in.); corridors and stairways.

The first story is 15 feet high in the clear, and contains the reception room, Principal's room, teacher's room, text-book and apparatus room, wardrobes, and four Model School rooms, two of which are 32 feet square, and two 25 feet 6 inches by 37 feet 6 inches. These rooms are intended for a Primary, Intermediate, a Grammar, and a High School, and will accommodate fifty pupils each. Students enter the building at the east and west ends, and visitors at the south front. The first floor is reached by four flights of stone steps.

The second floor is devoted to the Normal School. In the center is placed the assembly room, sufficiently ample to seat 300 students. On either side of it are four large recitation rooms, and at one end are two of smaller dimensions, making ten in all. These rooms have been so arranged that 300 students can pass from the assembly room to the class rooms, or *vice versa*, in two minutes' time, and without at all interfering with each other. This story is 16 feet high in the clear.

On the third floor, 20 feet high in the clear, is located Normal Hall, large enough to hold 1,000 people. On one side of it is the Museum of Natural History and the Library; on the other, the Gallery of Fine Arts, the drawing-room and the ante-room for the Hall. This story is reached by four broad stairways, as is also the second story; affording the amplest means of ingress and egress.

The building is so planned that it may be heated by stoves, furnaces, or steam.

The "design" that is to be followed in the improvement of the grounds of the University, was prepared by Wm. Saunders, Esq., of Philadelphia, and exhibits not only the proportions of the fifty-six acres composing the immediate site of the edifice, but the proposed walks, garden, grouping of trees and shrubs, together with the St. Louis, Alton & Chicago Railroad at the south. The Illinois Central Railroad crosses the Chicago, Alton & St. Louis Railroad a little to the east of the grounds. The building is in full view of both these great thoroughfares.

T. H. Soper, of Chicago, has made an excellent job of the joiner-work, painting, etc. White, Thomas & Co., the plastering, and Greenbaum Sons, the plumbing and tin roof. The entire work will bear the closest inspection, and compare handsomely with any public building in the State.

The citizens here feel a just pride in the completion of an enterprise they so liberally welcomed, and have been for the week past astir for bringing about of liberal preparations of hospitable purpose and intent, in the shape of a collation in Normal Hall, immediately to follow the Commencement Exercises of to-day.

All has passed off as per programme. A fine rain had laid the dust, and restored freshness to the face of nature, and by nine o'clock the road from town toward the University was a busy scene, with vehicles of all classes, and numerous pedestrians, which movement resulted in a goodly gathering that filled the spacious hall of the Normal School by the time appointed for opening the literary entertainment of the forenoon.

The audience was of a class largely and liberally, both in character and numbers, to attest the interest and pride of the citizens of our State in this noble enterprise. Substantial farmers from various sections of the State, had remained after the close of the

late Agricultural Convention, to witness the first "Commencement Day" in the Normal School. Prominent citizens of McLean county and the city of Bloomington were there. Our State Officers were represented in the presence of Hon. Jesse K. Dubois, Auditor, and Hon. Newton Bateman, Superintendent of Public Instruction, both interested spectators of the exercises of these two days past. There were numerous clergymen of this section, and nearly the entire State Board of Education.

The Principal, Charles E. Hovey, presided, and the following was the order of exercises, which gives, in addition to the names and part taken by each student, the county represented by each on the roll of the school:

ORDER OF EXERCISES.

THE LORD'S PRAYER.

- "Horace Man,".....Enoch A. Gastman, McLean County.
 "The Fine Arts in the School Room,".....Mary F. Washburn, McLean County.
 "The Agriculturist,".....Edwin Philbrook, Fayette County.

MUSIC.

CHORUS FROM "MASANEILLO"—Away, away, the Morning freshly breaking.—*Auber.*

- "What Poverty has done,".....Silas Hays, McLean County.
 "The Worship of the Past,".....Elizabeth J. Mitchell, McLean County.
 "Amusements,".....Peter Harper, Peoria County.

MUSIC.

SEMI-CHORUS—Male Voices—The Ship of Union. Words by Longfellow, Music by Geo. F. Root.

- "Our Calling,".....John Hull, Marion County.
 "The Wealth of a Nation, in its Men,".....Frances A. Peterson, Lee County.

MUSIC.

FOUR-PART SONG—Never forget the dear ones.—*Geo. F. Root.*

- "Hereditary Opinions,".....Sarah M. Dunn, McLean County.
 "Positive and Negative Men,".....Jos. G. Howell, White County.

MUSIC.

GRADUATING CLASS SONG—Arranged by C. M. Cady.

We walked, the morning sun beneath,
 Glad wand'ring side by side,
 Our hopes entwined, a pleasant wreath,
 Bright friendship's smile our guide,
 With heart and hand united sped,
 United still in heart,
 We now, toward separate pathways led,
 Perchance forever part.

We part ere yet the noon grows hot,
 Or threatening storms appear,
 While yet "the evil days come not,"
 To cloud each joyous year.
 Our feet shall tread in different ways,
 Thro' sun and shade we'll roam;
 Yet every path thro' varied maze,
 May lead to one blest home.

And when in evening shade we stand—
 Our wearied earth toil o'er—
 Still longing for the unknown land,
 For morning evermore—
 Oh, may we to our God, the Light,
 Uplift our gaze afar,
 Beholding thro' the darksome night
 The bright and morning star.

GRANTING OF DIPLOMAS.

Prayer, by Rev. Alfred Eddy, of Bloomington.

It is no place here, nor have I the disposition to follow through the list for critical reference to the merits of the parts of the exercises, though I have listened to numerous college commencement exercises less worthy of honorable mention. The corps of working teachers of our State is certainly the richer in the accession of these eleven, who, in a neat and appropriate address by S. W. Moulton, Esq., of Shelby county, President of the State Board of Education, were each presented with diplomas bearing the following :

DIPLOMA STATE NORMAL UNIVERSITY.

This certifies that _____ has completed the full course of study and practice prescribed for students in this Institution.

C. E. HOVEY, Princ'l.

Given at the University, Bloomington, June 29, 1860, by order of the Board of Education of the State of Illinois.

S. W. MOULTON, Pres't.

NEWTON BATEMAN, Sec'y.

The students of the Normal School, as stated, receive free tuition, one from each county and one from each representative district being entitled to this privilege. Each, on entering, signs the following

STUDENT'S PLEDGE.

"I hereby declare my intention to become a teacher in the Schools of this State; and agree that for three years after leaving the University, I will report, in writing, to the Principal thereof, in June and December of each year, where I have been, and in what employed."

These graduates will find ready engagements in their teacher's work, and would that there were a thousand more "of the same sort" ready, equally well fitted by thorough Normal School training, for the great mission that is theirs.

There have been about forty different members of the class now graduated, the residue and larger share of which have remained for longer or shorter periods, from a single term to nearly the entire course, connected with the Institution.

But meanwhile, the exercises have closed, and something else has succeeded, the busy clatter of plates and dishes from the upper hall tells of what nature. It is filled with a crowd busy with the abundant fare provided by the generous ladies of Bloomington.

To this repast succeeded a "feast of reason" in a series of sentiments and responses, in which were successively called up gentlemen present, citizens and from abroad. It was a pleasant and creditable affair throughout, and fitly closed the day.

The Normal University remains closed for eleven weeks, to reopen September 17th. A point has passed in its history which bounds its infancy, and brings it, on the opening of its fall term, into full and vigorous usefulness.

COMMENCEMENT EXERCISES.

[From the CHICAGO TIMES.]

Crowds flocked in to-day to witness the Commencement Exercises of the State Normal University. The heavy rains of yesterday prevented as full an attendance as there would otherwise have been, but a spacious hall in the beautiful new edifice of the University, was filled to overflowing;—at least 1,500 were present. The exercises were opened in the usual manner of Normal Schools, by singing and the offering of the Lord's Prayer by the teachers and students in concert, the clear enunciation of which, in chastened, subdued tones, gave an impression of solemnity to an exercise which too often degenerates into a mere formality.

The singing, under the excellent, practical training of Mr. Cady, and in a hall so adapted for musical purposes, was one of the features of the day. The speeches were all plain, practical and full of common sense. The compositions of the young ladies, who generally bear away the palm on such occasions, were most excellent.

After these exercises the Diplomas of the University, conferred upon the members of the graduating class, were officially presented by S. W. Moulton, President of the State Board of Education, who, in a few terse, appropriate remarks, urged upon them the conscientious performance of the duties owing by them to the people of the State. The eager, trembling hands extended to receive these diplomas testified the importance of the moment giving to them that honorable certificate of merit, for which they had toiled steadily through three long years. At the close of the exercises, the whole assembly betook themselves to another room in this spacious building, to partake of a bounteous cold collation, provided in honor of the graduating class and the guests, by the ladies of Bloomington.

After the collation, toasts were given, and responses made, in the most happy manner. The most happy feeling prevailed, and those interested in the success of the enterprise felt, from the indications of the day, that God had been with them. Thus ended a proud day for Illinois, fruitful of advantage to every soul within her borders: the day of the inauguration of her State Normal University. The impression made upon my mind by the attendance upon the exercises of yesterday and to-day, is, that the system of instruction is most thorough; no attempt has been made throughout the whole to favor any student or to exhibit any to advantage, but each stands or falls upon his or her individual merits. A striking instance of this conscientiousness was shown in the manner in which the exercises of to-day have been prepared. Those who have participated in the commencement exercises of the regular colleges, well remember the careful drillings and professorial aid and advice extended to the participants, in order to exhibit the institution in a creditable shape. A marked difference has been shown in the treatment of the students here. Just as the exercises were about to commence, Mr. Hovey, the Principal of the Institution, stated that the special subjects had been assigned as set down in the programme, but that the various speeches and compositions had never been seen by any of the teachers, who were as ignorant of any thing that was to be produced, as any one in the audience. The Institution has evidently been busy in *working*, not in getting ready "to show off."

HISTORY OF THE UNIVERSITY.

Very few of the people of this State, unless they have been here, have any just conception of the worth and character of this Normal School enterprise, or of the ability with which it has been pushed forward to its present enviable position; and therefore a brief sketch of the enterprise, together with the difficulties it has encountered and overcome, may be valuable for reference. Some six years ago, the teachers of the State of Illinois, feeling the necessity of mutual co-operation, and the need of fostering a sympathy binding them together as a body, procured the incorporation of a society called the State Teachers' Association, for the purpose of removing the feeling of isolation weighing upon them; of securing unity and concert of action; of regular and stated meetings, comparing experiences as to the most efficient methods of teaching, and of drill exercises;—in short, of doing everything calculated to prepare them, as a body, for the faithful performance of the great work entrusted to their charge.

This Association, thus composed of active teachers, appointed a committee, called the Teachers' Board of Education, who should have general oversight of the cause of education in the State, consisting of the President of the Association, and nine others taken from their own number. In July, 1856, this Board—C. E. Hovey, of McLean County, then being President—met at Bloomington, and adopted, among other resolutions, one seeking for its object the organization of a State Normal School. Here was the birth of that enterprise which has eventuated in such noble results. When the Association met at Chicago, in December of the same year, S. Wright, of Marion County, being then President, a most active interest was felt, and the matter was discussed with unusual earnestness. Every member was impressed with the absolute need and want of an institution devoted to the training of teachers. The result of their action was the appointment of a delegation, with the President as its chairman, whose business was to proceed to Springfield, lay the matter before the members of the legislature, and secure the passage of some kind of a bill for the establishment of a State Normal School.

Aided by the experience of other States in the organization of similar institutions, especially of Michigan, New York and Mass-

achusetts, and the efficient co-operation of the acting State Superintendent of Public Instruction, a bill was prepared and introduced into the Senate, where, after being duly discussed, it was passed by a very large majority. It, however, met with vigorous opposition in the House, many being desirous of establishing a different educational institution; but by the energetic aid of such men as Dr. Goudy, of Christian County, (whose efforts in this cause should endear him to the heart of every lover of education,) S. W. Moulton, of Shelby County; C. B. Denio, of Jo Daviess County; Wesley Sloan, of Pope County, and others, the bill finally passed by a majority of one.

This bill incorporated a State Board of Education, consisting of fifteen, (including the State Superintendent of Public Instruction as an *ex-officio* member,) representing the various interests and localities of the State, and who were all prominently before the public as true and active friends of the cause of popular education. In the interim, in order to gain time, the Board held informal meetings, and appointed committees to acquire information with reference to location and other topics pertaining to the interest of the cause, and which might be laid before the Board in the succeeding May, which, under the charter, was the time for holding its first legal meeting. By the charter, the location was to be made at any accessible point, where the greatest inducements should be offered. Among other localities, Batavia, Washington, Peoria and Bloomington, were the foremost competitors, each offering superior inducements. It would be impossible for any but an eye witness to appreciate the intense excitement and interest about this matter of location, arising from the advantages to be derived by that place where the institution should be located. After a due deliberation upon the various and delicate considerations appertaining to this subject, it was decided to locate the State Normal University in the vicinity of Bloomington. The county of McLean contributed to the erection of the necessary buildings, \$70,000 in lands, at their then appraised value, and an additional amount of upwards of \$41,000 in lands and money was given for the same purpose, almost wholly by citizens of Bloomington. This fund would have erected such buildings and made such improvements of the land which is the immediate site of the building, as were contemplated at the time of location. The moneyed crisis, which has crippled the energies of every

interest, public or private, so depreciated the value of the lands given, as to have sorely embarrassed the enterprise and amply justify the Board in seeking for further aid. Before breaking ground for the building, in order to secure the latest improvements of such institutions, the Board sent two most efficient members of their body, George P. Rex, of Pike county, and C. E. Hovey, of McLean county, to visit the Normal School buildings throughout the country. As the result of their labors, a structure was planned, unsurpassed in its facilities. The greatest credit is due to Mr. Hovey, to whose immediate supervision may be attributed the combination and consolidation, in the most admirable manner, of all possible conveniences and facilities needed in such a building. To Mr. G. P. Randall, of Chicago, the architect of the edifice, for the admirable architectural design of the building; and to T. H. Soper and S. D. Rounds, for the excellent mechanical execution of the work. The erection of the building was begun in the fall of 1857, at which time the foundation was laid, and a large quantity of material placed upon the ground, but owing to the financial revulsion, the work was suspended for more than a year. It was again resumed in the summer of 1859, and has been pushed forward with vigor until the present time.

The building is said to be the best for its purpose in America. Imagine yourself in the midst of a large hall, 70 by 80 feet, and proportionately high, lighted from the North and South, and bounded eastward by a stairway hall, ten feet wide, through which, by two flights of easy stairs, the room is approached, and across which are four capacious class rooms; and bounded westward by a similar stairway hall and suit of class rooms, and you have the grouping of the rooms on the Normal School floor of the State University. This grouping of the class rooms around the assembly or study room, with ample means of ingress and egress at separate doors, enables a school of three hundred pupils and teachers to be shifted from room to room without confusion, and in the same time that a single class could be moved. The double stairways, on either side of the main hall, one for the gentlemen and one for the ladies, furnish ample means of escape in case of accident or fire. Passing down these stairways, and on to the principal floor, you will find two halls running quite through the build-

ing, crossing each other in the centre at right angles, and terminating in the middle of the sides and ends by vestibules, outside doors, stairs, etc. The students enter at the east and west ends, near which are their dressing rooms, which, by the way, are a noticeable feature of the edifice. They are large, fitted up with wash bowls, hat hooks, mirrors, boxes for rubbers and slippers, and are located close by the entrances, so that students, in muddy weather, can exchange their soiled boots for slippers, before they have passed far enough into the building to soil the floors. Visitors enter at the south front, and immediately on passing the vestibule, find the public reception room on the right. On the north side of the building, on this floor, ranged side by side, are four model school rooms, intended for fifty pupils each, and for the four grades—Primary, Intermediate, Grammar and High.

Passing down one more flight of stairs, you find yourself in what is termed the basement, although it is high and mostly above ground. Here are the Janitor's house, chemical, lecture and laboratory rooms, gymnasium, water closets, coal and furnace or boiler rooms.

If you will now go back to the second story, or Normal school room, and ascend still another flight of stairs, you will be greeted with the sight of one of the finest halls in the State—it is high, airy and ample. In this story are the debating rooms of the Philadelphian and Wroughtonian Societies, the Gallery of Art, the Museum of the Illinois Natural History Society, and the Library. Ascend one more flight of stairs, and you reach the floor under the roof, some eighty feet from the ground, and will discover two immense water tanks, running nearly across the building, and capable of holding 160 tons of water. Pass on, and you will reach the bell-tower and observatory, affording a fine view of the city and adjacent prairies. The tower is surmounted by a dome, elevated forty feet above the roof.

The building yet lacks of completion the heating apparatus, the painting and the hanging of the doors and blinds. There will also be needed a considerable quantity of desks and settees for its proper furnishing.

The immediate site consists of sixty acres of rolling prairie, which it is intended to ornament with every tree which will grow in this latitude. The grounds have already been carefully platted,

and the tree planting begun. The carrying out of this idea, of course, must be the work of time. The whole arrangement is eminently creditable to the State, and is well worth a journey to see. Thanks to the executive ability of the accomplished Principal of the University, and the hearty co-operation of the Board of Education.

The objects to be attained by this great enterprise, are succinctly stated in the fourth section of its charter of incorporation, as follows :

“SEC. 4. The object of said Normal University shall be to qualify teachers for the common schools of this State, by imparting instruction in the art of teaching, in all branches of study which pertain to a common school education—in the elements of natural sciences, including agricultural chemistry, animal and vegetable physiology—in the fundamental laws of the United States and of the State of Illinois, in regard to the rights and duties of citizens, and such other studies as the Board of Education may from time to time prescribe.”

The school has been in operation three years, and to-day was graduated its first class of ten scholars, whose names and residences I have given above. Some forty students entered with the class, who have left and are now scattered through the State teaching, but will return to complete the course in subsequent classes. The number of students now in attendance number over one hundred. Most of these are compelled to rely almost wholly upon their own exertions for support. They are generally matured, and many of them have had previous experience in teaching. From these facts it may be inferred, as is the fact, that these students have a *purpose* in life. They are fitting themselves for honorable occupation; and to obtain for that purpose the training of this school, are obliged to make personal sacrifices. It cannot be said with regard to them, that the State is educating those who are able to educate themselves.

The course of study pursued, requiring three years for completion, consists of a careful review of the common branches; of the philosophy, history and methods of education; of the higher English branches; of the natural sciences; and Latin as an optional study. There are already four permanent professorships established, and another one authorized by the late meeting of the Board.

I have thus endeavored to lay before your readers, at length, the history, objects and achievements of this teacher of the teachers, for the reason that the information is difficult to obtain in a condensed and connected form, and very much of it lies only in the memory of individuals.

[FROM THE PRESS AND TRIBUNE.]

A week passed at the flourishing little city, the county seat of McLean Co., has but strengthened previous impressions as to the character of that place and those traits on the part of its citizens which have given it a solid and substantial growth.

The past week, daily records of which have appeared in our columns, has been one of importance to Bloomington, and to the State at large. It cannot be doubted, and indeed we must believe it will appear most desirable, that Bloomington, as the seat of the Normal University, will also be the center of other kindred yet independent matters of interest, as indicated by the large attendance on the several occasions of this week, ending with the Commencement of the University.

The cause of Agricultural Education, for a long time past in discussion among leading minds in this State, has received a direct impetus from this gathering, and something will result from it in the direction desired. Undisheartened by lack of complete success elsewhere in other States, there was manifested a disposition in that Convention, irrespective of politics or parties, to profit by the experience of others, and realize for Illinois, whose chief source of greatness must ever be intelligent agriculture, the establishment of an institution, or department of an institution already established, which shall be the seat and fountain head of experiment and investigation tending to increase the profit and guard the interests of the agriculturist.

The Natural History Society, too, had a most important and valuable session, the best yet held by them. It has become a fixed and prominent fact, and the apartments devoted to its use in the new University building, will prove one of the most attractive features of the same.

The reference to the Normal University has already been so extended that little needs to be added. It would do less than

justice to facts, however, did it not give special mention and credit due to Charles E. Hovey, Esq., the Principal of the University, whose indefatigable zeal and energy have, the while nothing has been neglected in the inner management of the Institution, given such a notable and noble result as the completion of this splendid edifice, though in a period of financial distress which rested with almost crushing weight upon all enterprises of this nature, especially in the West.

The University building, on its noble swell of prairie, a little over a mile north of the city, is already the nucleus of quite a number of dwellings, the Professors' houses and boarding-houses. The residents of Bloomington have a just pride in this educational enterprise which their liberality has invited to their city, and has since generously advanced and cherished.

CONCLUSION.

It is a noticeable fact, showing the tone of morals and even religion in the University, that every member of the graduating class is a member of some church; and a majority of them have become so since their connection with the school. That the tone of religion is unsectarian, liberal and catholic, is evidenced by the fact that the Baptist, Methodist, Presbyterian, (old and new school,) Congregational and Christian Churches are all represented in this first graduating class. There is no distinctive religious teaching in the Institution, and the catholic may as safely be educated here as the protestant. It is a State Institution, and very properly the rule is that the conscience of no citizen or student shall be tampered with or violated.

The social element, while encouraged and cultivated, will be parentally guarded, and the manners and morals of the students continue to receive the first attention. In furtherance of this general idea, the new University building is so constructed as to bring both sexes together in the assembly and class rooms, where they will be under the eye of the teacher, but provides separate entrances, dressing rooms, stairways, etc., so that except in presence of some of the Faculty, they may be entirely separate.

The social gatherings of the students are expected to be hereafter at the residence of the Principal, at such times and so often as the officers of the Institution shall deem expedient.

Students are not allowed to board or room at places unapproved by the Principal.

Ample means are provided for physical culture. In addition to the gymnasium or play rooms, in the building, the students, or a large proportion of them, will board one mile and a half from the University, thereby enforcing regular and sufficient exercise.

The Course of Study, requiring three years for completion, consists:

1. Of the History, Philosophy and Methods of Education;

Mental and Moral Philosophy; the Constitution of the United States and of this State; and the School Laws of this State.

This chair is held by the Principal.

2. The English Language and Literature. L. H. Potter.
3. Mathematics. Ira Moore.
4. Geography and History. E. C. Hewitt.
5. The Natural Sciences. J. A. Sewell.
6. Vocal Music. C. M. Cady.
7. Graphics. S. P. Glover.

Such assistance is furnished the teachers in the several departments as the exigencies of the school may require, but the leading teacher is held responsible for the success or failure of his department.

The departments of Vocal Music and Graphics require but a comparatively limited amount of time, and therefore the teachers are not resident Professors, as in the case of the other teachers. Latin and the Higher Mathematics are optional studies, and it is in contemplation to put German and French on the same basis.

The regular time for the admission of students is at the beginning of the Fall Term of each year, and no student is admitted for a less time than one year.

The following is, in substance, the official circular of the Principal:

Admission.—Students seeking admission to the University should make application to the School Commissioner of the county in which they reside, and are required—

1. To be, if males, not less than 17, and if females, not less than 16 years of age.
2. To produce a certificate of good moral character, signed by some responsible person.
3. To sign a declaration of their intention to devote themselves to school teaching in this State.
4. To pass a satisfactory examination before the proper officers, in reading, spelling, writing, arithmetic, geography, and the elements of English grammar.

Extract from the Normal University Act.—“Sec. 7. Each county within the State shall be entitled to gratuitous instruction for one pupil in said Normal University, and each representative district shall be entitled to gratuitous instruction for a number of

pupils equal to the number of representatives in said district, to be chosen in the following manner: The School Commissioner in each county shall receive and register the names of all applicants for admission to said Normal University, and shall present the same to the County Court; or, in counties acting under township organization, to the Board of Supervisors; which said County Court or Board of Supervisors, as the case may be, shall, together with the School Commissioner, examine all applicants so presented in such manner as the Board of Education may direct, and from the number of such as shall be found to possess the requisite qualifications, such pupils shall be selected by lot; and in representative districts composed of more than one county, the School Commissioner and County Judge, or the School Commissioner and Chairman of the Board of Supervisors, in counties acting under township organization, as the case may be, of the several counties composing such representative districts, shall meet at the Clerk's office of the County Court of the oldest county, and from the applicants so presented to the County Court or Board of Supervisors of the several counties represented, and found to possess the requisite qualifications, shall select by lot the number of pupils to which said district is entitled. The Board of Education shall have discretionary power, if any candidate does not sign and file with the Secretary of the Board a declaration that he or she will teach in the public schools within the State, in case that engagements can be secured by reasonable efforts, to require such candidates to provide for the payment of such fees for tuition as the Board may prescribe."

Course of Study.—The course of study, requiring three years for completion, consists—

1. Of the thorough mastery of the elementary or Common School branches, including teaching and drill exercises.
2. Of lectures on education and educational systems; of the theory and practice of teaching; school discipline; the school laws of Illinois, and physical education.
3. Of a course in the higher English and Mathematical studies, and in the natural sciences, with lectures.
4. Of so much of the Latin and German languages as shall be deemed necessary to the full understanding of our own.

The school year extends from September to July—forty weeks.

The regular time for the admission of students, this year, is Monday, September 17th, and always the second or third Monday of September in each year.

Expenses.—Tuition is free. Board in good families can be had for \$2.50 per week, exclusive of wood, lights and washing; some students board themselves at a much lower rate.

Location.—The Normal University is located one and one-half miles north of the city of Bloomington, at the junction of the Illinois Central and the Chicago, Alton and St. Louis Railroads. There are, at present, but few residences in the immediate vicinity of the University, but preparations are making for a large increase.

The grounds are laid off in liberal lots, and several thousand street shade trees are already planted. It is proposed to continue this ornamentation until every street is fully supplied with trees, in anticipation of the erection of dwellings. Five fine residences are now in process of erection, and some of the more wealthy and landscape loving citizens of Bloomington are preparing to build around the park. Few places offer equal inducements to persons seeking a quiet, beautiful residence, combined with the noblest educational facilities. Half a century hence, and elms, hardly less worthy than those which have rendered New Haven celebrated, will stretch their giant branches over the streets of this place, along which they are now planted. The University *arboretum* will then have reached maturity, forming a thing of beauty and of study. In it will be found, in groups, every tree which will grow in this latitude. Sixty acres, thus covered, will be worth a pilgrimage to see.

The following information is being furnished to you for your information and use. It is based on the information available to the Bureau at this time. It is not intended to be a final report and is subject to change without notice. The information is being furnished to you for your information and use. It is not intended to be a final report and is subject to change without notice.

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