

growth, not as a sudden creation of a magic palace, but as the slow-coming result of hard work on a good plan. I think I may say, they, and their associates, were much in earnest. They had faith. Theirs was the glowing expectancy with which Romulus and Remus began to build, about the shepherds' huts upon the seven hills near the Tiber, the walls which afterwards sheltered imperial Rome.

In the quarter of a century of its existence, by the silent processes of a natural evolution, the Normal University has grown to be an important radiating centre of educational thought. Its graduates have gone abroad over the State, but loyally return from time to time to pay their tribute of affection and esteem. For them and for myself, I tender that tribute to-night.

ADDRESS OF RICHARD EDWARDS, LL. D.

When men are to be urged forward to the achievement of some high purpose, when the deeds under discussion are as yet unperformed, he who addresses a public assembly has need of skill in arranging his facts, and eloquence in uttering them. At such a time, the purpose of the speaker is to arouse his hearers into the right kind of activity, to awaken within them the required enthusiasm. But this is not our task to-day. Not of the future, but of the past, are we to speak on this anniversary. We need the spirit and bearing, not of the ecstatic seer, peering into the hidden depths of the time to come, but of the calm and truthful historian, reviewing the records of years gone by. And it is a positive luxury to feel that for once we are not to address ourselves to legislators, from whom an appropriation is expected, nor to a crowd of indifferent people whose torpid interest in education, or at least in the Normal University, it is necessary to kindle into life. Not that we have cause to complain of the way in which the appeals of the past have been met, either by citizens or law-makers. Both have dealt generously with this institution in the quarter century which ends to-day. Its friends have been grandly true to it, both in Springfield and throughout the State. But there is a refreshing sense of relief in the thought that we are discussing things accomplished, and not things hoped for. And the aim of this paper shall be to present as plain and impartial a statement as possible of the most significant facts in the history of the institution during the period—nearly fourteen years—of the writer's connection therewith.

That connection began on the seventeenth day of March, 1862, when I took the place on the faculty which had just been vacated by Mr. John Hull. My duty was to hear the classes in mathematics, and to give instruction in the Theory and Art of Teaching. At this time, Mr. Perkins Bass, a member of the Board of Education, was acting

as temporary principal. On the twenty-fifth of June in that year, the Board, by a unanimous vote, elected me to the principalship of the institution, and my acceptance was sent in on the next day. The connection thus established was continued until January 1, 1876.

It is certainly no exaggeration to say that, in 1862, the prospects of the institution were gloomy. In the first place, it was a time of depression for all schools. The chief occupation of the people was war. Ambitious men and patriotic men—those who were seeking their own profit and glory, and those who were unselfishly seeking the good of the country, were for once engaged in the same outward pursuit. Home interests were for the time, in a state of suspended animation. Even business was neglected. The millions of the republic stood appalled in the presence of a terrible danger,—a danger the like of which had never before appeared. And the year just named will be remembered as the very gloomiest in all that perilous time. Military disasters had darkened the prospect. Bull Run had been the scene of two desperate defeats. Mr. Seward's ninety days had come and gone so many times, that the count of them began to be monotonous, and yet the rebellion was not crushed. Instead of that, it seemed mightier than at the beginning. Good reasons there seemed to be for expecting that several European governments would soon acknowledge the Confederacy as a nation. Under such a terrible pressure, men's minds dwelt almost entirely on one subject—the great question of preserving the nation's life. So that a discussion of educational topics—of schools and the means of sustaining them—seemed an impertinence.

And in regard to this institution, there were some special reasons for anxiety. Its faculty had been broken up by enlistments into the army. A large number of its students had also entered the service. In collecting the fragments that remained, and in organizing them into an effective school, the gentleman already named, Mr. Bass, had exhibited great energy, and no little skill; yet the minds of many continued to entertain grave and perplexing doubts. I remember that some of us talked very pluckily, but at the same time, felt a weakness in the knees that was not reassuring. And perhaps the principal cause of solicitude remains yet to be mentioned. It was the financial outlook. Great difficulties had been experienced in securing funds for the erection of the building. It is not strange that in the process debts should have been contracted. The Board, in their report dated December 20, 1860, state their liabilities at \$65,000, and ask from the Legislature an appropriation of that amount, for the meeting of all obligations. The money was voted with the expectation that by the payment of that sum the institution would be left free of debt. But the result failed to justify this expectation. Claims to the amount of \$42,000* or thereabout, were proved up against the University, after the last

*\$10,000 of this was afterwards paid from the sale of swamp lands.

appropriation was entirely exhausted. Some of these claims were prosecuted in the courts, and judgments obtained. The defence had been offered that the building and fixtures were State property and therefore not liable to be taken on execution. But the courts decided otherwise, and a decree of mechanic's lien was issued in favor of one, at least, of the parties, empowering him to sell the building. Many incidents of that trying time recur to the mind. I remember attempting one day to bespeak the forbearance of the party holding the decree just mentioned. I strove to point out to him the great harm that would be likely to follow if the property should be sold, but the appeal made little impression upon him. He answered with much more of energy than of politeness or reverence of sacred things, and declared that he would sell the entire concern at any moment, whenever a purchaser could be found. His only difficulty arose from the fact that nobody wanted the elephant. Another, not financially interested, volunteered the cheerful remark that he hoped soon to buy the house for a corn crib. Another still, the principal of a private school in a county not far distant, foretold very confidently the approaching collapse of the Normal, and showed how his institution would come in for a share in the estate of the deceased. This kind of talk was very common all over the State. There seemed to be a confident expectation, very generally entertained, that the days of the Normal were numbered, and that soon the place that knew it should know it no more.

In view of all these discouragements, we took what still seems to me as the wisest course. It was resolved to ask for no more money at the beginning. For the time being, the current expenses, we knew, were provided for. The debt was therefore left untouched. It was resolved to concentrate every effort upon the work of instruction. The adverse gales were blowing, and the waves were dashing upon the good ship, and it was thought the best protection against the storm would be to make her thoroughly sea-worthy. I think we may say that no labor was spared. Every man, and every woman, cheerfully did what he could, and all he could. Nobody shirked a task. Nobody tried to escape hard work. Every one made the common cause his own. In the class rooms of the University, full hours were put in. But this was not all. Opportunities for outside work were utilized. Instruction was given at teachers' institutes. It was solemnly resolved that whatever could be done for the general advancement of education in Illinois, should not fail of being done, and that thus the school should vindicate its right to be. In all parts of the State, north, south, and middle, the members of the Normal faculty were to be found, cheerfully rendering such service to the teachers of the schools as they could. Nor should it be thought that this distant labor diminished the efficiency of the teaching at home. The work of classes was laid out with care for the time of the teacher's absence. And as the memory

rises before me, I am strongly impressed with the belief that the hours of night were largely utilized for the purposes of travel. As far as possible, efforts were made to save the precious daylight for teaching.

Another instrumentality was used for extending the benefits of the institution to the teachers of the State. This was the State Teachers' Institute, whose sessions were held in the University building during the long summer vacation. The first session was held in September, 1863. It was attended by only fifteen teachers, and continued for four weeks. At the tenth annual meeting of the State Teachers' Association, held in December, 1863, this institute project at the Normal was commended to the notice of the teachers. Partly in consequence of this encouragement, another meeting was advertised for August, 1864. The number in attendance was 127. Prominent educationalists not connected with the Normal, were engaged as instructors, but most of the work was done by the regular faculty of the University. In 1867, another session was held, attended by 255 teachers; another in 1868, attended by 248; another in 1869, attended by 291. In 1870, 242 were present; in 1871, 215, and in 1872, 300. After that year, the meetings were devoted more exclusively to the study of science. In all these meetings, with perhaps but a single exception, the instructors labored voluntarily and without compensation. The time given to this work was the regular vacation allowed to members of the faculty after forty weeks of school work.

These labors were soon rewarded by very cheering indications of progress. The number of students at the University rapidly increased. The public sentiment throughout the commonwealth grew more and more favorable to us. The village of Normal began to be settled up with people who valued education enough to bring here their boys and girls, and to rent or purchase homes near the institution. In the principal's report of December 14, 1864, I find the following: "At present, we are suffering, for the moment, from a circumstance that seems to result from the high esteem in which the school is held by the community. So many persons have come into the neighborhood to reside in order to secure the benefits of the model school to their children, that real estate has about trebled in value during the last two years; and notwithstanding the unprecedented number of tenements recently erected, rooms for the use of students are as scarce as ever." I remember that one clear, moonlight night, about this time, a gentleman alighted from the train at what he had been told was Normal. No man was more familiar with the place as it had been two or three years before than he, but so great had been the changes, so numerous the added houses, that just as the train was moving out, he rushed wildly back upon the platform of the car, and consented to stop only upon the strongest assurance from the conductor that this was indeed his old home.* Of course, it ought not to be claimed that all the

*In June, 1862, the village contained about twelve houses, great and small.

financial prosperity that came to the village towards the close of the war, was due solely to the success of the school. Much of it no doubt arose from the general prosperity of the country. But the fact that so much of the general good luck came to this spot, was no doubt owing to the energetic life which had been developed within the school. One of the consequences of the returning prosperity was, that in February, 1865, the last dollar of our debt was canceled by an appropriation from the Legislature. From that day we breathed more freely. For the first time in its history, the institution owned itself, and had need to ask the people for nothing more than the means of paying its current expenses.

The progress of the institution during the period of which we are speaking may be indicated by the number of names on the catalogue for the successive years. These numbers in the Normal and model departments, respectively, were as follows:

For the year ending June, 1862, in the Normal, 152; in model, 133
 For the year ending June, 1863, in the Normal, 205; in model, 226
 For the year ending June, 1864, in the Normal, 304; in model, 279
 For the year ending June, 1865, in the Normal, 282; in model, 411
 For the year ending June, 1866, in the Normal, 270; in model, 502
 For the year ending June, 1867, in the Normal, 327; in model, 580
 For the year ending June, 1868, in the Normal, 413; in model, 630
 For the year ending June, 1869, in the Normal, 462; in model, 318
 For the year ending June, 1870, in the Normal, 429; in model, 328
 For the year ending June, 1871, in the Normal, 464; in model, 255
 For the year ending June, 1872, in the Normal, 460; in model, 317
 For the year ending June, 1873, in the Normal, 437; in model, 293
 For the year ending June, 1874, in the Normal, 450; in model, 316
 For the year ending June, 1875, in the Normal, 467; in model, 312

From 1868 to 1869, the table shows a falling off in the model school from 630 to 318. This was due to a change in the status of that school. At first it was ungraded, having for its pupils the handful of children resident in the village, with a few others from other places. As the number of these residents increased, and as the school became better known, the attendance from both sources was greatly enlarged. The public moneys belonging to the local school district were paid over to the University authorities, and in return the children of the district were taught in the model school. But by the year 1867, there had been such an enormous increase in the population of the town, that it became impossible to continue the arrangement. On the seventeenth day of December, 1867, the board voted that at the end of the year, the connection with the school district should be terminated. By this action, the attendance upon the model school was diminished by something more than three hundred.

I pass on to note some of the most important results attained during the fourteen years of which we are treating; and I mention,

first, the development of the model school. In 1862 it had been in part reorganized by my predecessor, Mr. Bass. Two grades had been established in it, the high school and the primary. At the head of the former was Mr. Charles F. Childs, who had been called to that position from St. Louis. The primary was under the care of Miss Livonia E. Ketcham. This arrangement continued until June, 1863, when both these teachers resigned their places. Mr. Childs' place was filled by the appointment of Mr. William L. Pillsbury, a then recent graduate of Harvard College. As principal of the primary school, Miss Marion Hammond, of St. Louis, was appointed about the same time. Soon after Mr. L. B. Kellogg was employed as an additional instructor. This last appointment was the germ from which sprung, in 1866, the grammar school grade. Until the autumn of this last-named year, the principal of the high school had general supervision of all the grades. After that time the grades were independent of each other.

The moving purpose in establishing the model school was to furnish to the Normal pupils an opportunity for practice in teaching. But, by the act incorporating the University, it is required that its maintenance shall not involve the Board in any expense; that is, the model school must pay for itself. The only way in which that result can be accomplished is by collecting tuition fees from its pupils. For some years it had been somewhat freely charged that the teaching imparted in it was of a poor quality. Mere pupil-teachers, so it was argued, could not, in reason, be expected to do as thorough work as well-qualified, regularly-employed, instructors. The natural effect of that objection would be to discourage parents from patronizing the school. As the readiest way of breaking its force, a number of gentlemen from Bloomington and elsewhere—persons well qualified for the work—were invited to give the school a thorough examination, and to report upon its condition and the character of its teaching. Two days were spent in the rooms, listening to the work, and a report was made, which effectually turned the edge of all that criticism.

One principal object aimed at in the management of the model school during these years, was the thorough fitting of boys for the best colleges of the country. This, it was thought, would help to give character to the institution in all its grades. A high reputation for sound scholarship, it was believed, would induce students to come, and would help to maintain good order among them after they were assembled. It was with this idea that the services of Mr. Pillsbury were secured. By some of the members of the Board it was thought that a man of stouter muscle than the pale student which he appeared to be, was required for the exigencies of the situation. They feared that the stalwart boys of rough exterior and boisterous ways would prove too much for him,—that his authority would be despised and his influence neutralized. But the result was quite the reverse of all this.

Closely connected with the model school is the training department. This has grown from very imperfect beginnings. Originally the pupil-teachers had very little supervision. The principal of the University was almost as much occupied in teaching as any of the other instructors. The principal of the high school had fully one man's work in the higher classes under his care. The regular instructors in the other grades were equally laden with duties. Systematic and efficient oversight of the fifty or sixty persons entrusted with classes in the three grades was a thing almost impossible to bring about. At first, the attempt was made by the principal of the University. Certain hours in the day were devoted to this work. As far as possible, the recitations were so arranged that his vacant hours came when the largest number of young people were engaged in teaching. Meetings of the pupil-teachers were appointed for the afternoon, after school hours. A record was kept of the classes and their work. Besides this record, each pupil-teacher was required to keep a diary, giving an account of every recitation, setting forth its subject-matter, the method employed in conducting it, the difficulties experienced, and the successes and failures encountered. In my report for December, 1873, I find a somewhat complete statement of the course pursued at that time and previously, in the matter of training the young teachers. But the great need of something better had been recognized. I had been all along convinced that this work required the full time and energy of one well qualified person. This idea had been repeatedly presented to the Board, but could not be carried out on account of the expense. At length, by the appropriation of 1874, the means seemed to be furnished. In June of that year, Prof. Thomas Metcalf was taken from the chair of mathematics, and installed in the newly-established department of practical didactics, or training. It was preëminently the right thing to do, both as to the proposed service, and the man to perform it.

The methods of professional instruction which prevailed during this period were introduced in the spring of 1862. The members of the class which had reached its third term in school, listened to a course of conversational lectures upon the Theory and Practice of Teaching, which they were required afterwards to reproduce, with such additions and variations as they wished to insert. These papers were examined by the instructor, corrected, and returned to the writers. At a later point in the course, several weeks were given to the history of education, and the biography of eminent educators. Besides this there were lectures upon the philosophy of education. About the year 1873, these lectures were discontinued, and in their place, that charming and lucid treatise, which has so won the hearts of the young people, Rosenkranz's *Pedagogics*, was substituted. This book, I understand, is still used, the authorities doubtless fearing that an attempt to put it out would provoke a rebellion.

In June, 1869, the Board adopted the plan of issuing certificates to such students as had completed the work of one or two years. This action was taken on account of the fact that a large number of the students were employed as teachers in the public schools before completing the entire course and securing diplomas. These teachers, claiming to represent the University, had nothing to show in confirmation of their claims. One consequence was that the community had no way of discriminating between the worthy and the unworthy, or between him who had mastered many studies and him who had mastered only a few. Each of the certificates contained an exact statement of the amount of work satisfactorily done by the holder.

Another department that has been developed and established upon a permanent basis during these years, is the museum, with its connected scientific work. In 1862, there was a very fine collection of specimens, considering the time it had taken, but it was owned by a private association—the Illinois Natural History Society. By their action as a corporation, all its work was done, and all its officers elected. At that time, the office of curator was filled by Prof. C. D. Wilber, who, we must not forget, had rendered very valuable service in making the collection. But it seemed desirable to unite this important interest under the same control as the school. In the year 1867, an appropriation of \$1,500 a year was made by the Legislature for the salary of a curator, and \$1,000 a year for additions to the museum. Prof. John W. Powell was elected by the Board of Education to the office of curator, and the election was ratified by the Natural History Society. This was the revival of an interest which had slept since the retirement of Prof. Wilber, in 1862, or thereabout. Prof. Powell shed luster upon the institution by his Rocky Mountain expeditions, and continued his connection with the museum until June, 1872, when the present faithful and efficient curator, Prof. S. A. Forbes, was elected. The divided jurisdiction which had hitherto obtained in this department, came to an end in June, 1871, when the Natural History Society made over its rights in the premises to the Board of Education. Thus all the interests within this building were placed under one management, and the purposes thereof were harmonized and unified. The development of this important department of the institution would of itself present an interesting history, and it is a history that ought to be preserved as a part of the permanent records, but in this sketch it is not possible to present it in full. The proper person for that duty is the curator himself, who is familiar with all the steps, and able to set them forth in their true order.

Reference has already been made to the fact that the courts had decided that the Normal University was a private institution, belonging to the Board of Education as a corporation. The appropriations of money made to it seemed to be regarded merely as grants or gifts. The State was held not to be liable for the Board's debts. The

property was not shielded from the demands of creditors by the sovereignty of the State. In some respects this was a disadvantage. Not, of course, in that it compelled the University to pay its debts. ⁸⁵This, to an individual or a corporation, is not a drawback but a benefit. But it was an injury to the school to be thus shut out from the popular sympathy, to be severed from the great system of education for which the State feels a responsibility, and for whose wants, therefore, the Legislature is under some sort of obligation to provide. To remedy these evils, the first section of the act of February 28, 1867, ordains that "The State Normal University, established by an act approved February 18, 1857, is hereby declared a State institution, and the property, personal, real, and mixed, in the hands, and standing in the name of the Board of Education of the State of Illinois, is the property of the State of Illinois, and is by said Board held in trust for the State." Since the passage of that act, the Normal, with all its appurtenances, has been as much the property of the commonwealth as the State House or the great seal.

From the time of its establishment, the institution had received as an annual appropriation from the State, twenty-three twenty-fourths of the interest on a certain fund, called the college and seminary fund. The principal of that fund consisted of the proceeds, in part, of the sale of certain lands, given to the State by Congress, in the act admitting it into the Union. The revenue from this source amounts to \$12,444.99 per annum. As our operations—the number of students and teachers—increased from year to year, it was reasonable that the expenses should also increase. This was, after some delay, recognized by the Legislature. In the appropriation bill, approved March 10, 1869, an addition of \$9,000 per annum was made to our ordinary revenue for the next two years. Another appeal we were constrained to make to the Legislature, on account of the fact that in early years our appropriations had fallen behind in point of time, to the extent of some months. That is, every installment of money voted to us was used in part retrospectively. This irregularity was not corrected until 1873, when an appropriation of \$6,915 was made to bring up the arrears.

It is said that when Dr. Johnson was reminded of the fact that the trees in Windsor Park were growing rapidly, he answered in his blunt way that they had nothing else to do, and therefore ought to grow. The same might be said of the beautiful grove now surrounding this building. But we can remember the time when there were no trees here, with the duty of growing incumbent upon them; and the converting of the bare prairie into such a noble forest as the eye rests upon here to-day was no slight undertaking. It involved a considerable expenditure of money. In 1867, \$3,000 was appropriated to this purpose. Mr. Jesse W. Fell was appointed to superintend the work. It was done with his accustomed energy and skill. The winds

were mighty and the situation was exposed. Many of the trees had to be reset; some of them more than once. I remember that this was true especially of the row of tulip-poplars just in front of the building. But Mr. Fell's intense love of trees carried him successfully through all the trials, and after a labor running through four years, he made his final report in 1871. It ought not, however, be thought that nothing had previously been done in the way of ornamenting the grounds. The line of trees along the margin of the enclosure were growing before my coming here. There was also a nursery of young evergreens which were utilized in the final planting.

The heating apparatus, as it was originally put in by Walworth, Hubbard & Company, was accepted by the Board in June, 1863, and was thought to be sufficient for the wants of the school. But as the number of students increased, and all parts of the building came to be continually used, two serious defects began to appear. First, the heating power of the apparatus was found to be insufficient, and secondly, the ventilation turned out to be worth very little. In the coldest weather it was found impossible to raise the temperature above fifty degrees Fahrenheit, and the condition of the air, when the windows could not be opened, became at last absolutely unendurable. Efforts were made to secure an appropriation for a new apparatus. It appears that in 1871, the sum of \$4,000 was voted to us; but this was found utterly inadequate. This fact was made plain by a thorough canvassing of the whole subject. Another appeal was made to the Legislature of 1873, asking for an additional sum; but the request was not acceded to. In the emergency, the Board resolved to save the needed sum by curtailing other expenditures. This was done, and in the long vacation of that year a new boiler was put into the basement, and the present machinery for ventilation put up, at a cost of \$8,500.

Among the lesser changes which took place may be mentioned this, that in June, 1866, it was ordered by the Board that the principal of the Normal University be hereafter officially known and called "president," and that the principal male teachers thereof be known as "professors." This was an accession of honor which had not been sought by the instructors, and I am not certain that they have all learned to appropriate it as yet. But the change was introduced into the catalogue from that time forth.

At all times since the school first went into operation, there has been criticism upon it and its work. It has often been charged that the graduates and pupils have done no appreciable amount of teaching, and that what they have done has been of an inferior quality. As early as 1866, statements to this effect had been somewhat industriously circulated in different parts of the State. In order to meet them, it was thought best to issue circulars of inquiry to the most prominent educators in Illinois, respectfully asking answers to the following four questions:

1. Have any of the graduates or pupils of this institution been employed as teachers in the schools of your vicinity?

2. What degree of success has attended their labors in teaching and governing?

3. In what repute is the University held by the people in your portion of the State?

4. According to your best judgment, is the University a benefit to the State, and is the outlay of money required to support it a judicious and profitable expenditure?

To this circular, thirty-eight answers were received, all of which, with the names of the writers, were published in full in the biennial report of the State Superintendent, and also in a separate pamphlet. Of these answers, Hon. Newton Bateman, in the report already referred to, says that they contain "a mass of testimony in relation to the standing and success of the graduates as teachers, which must be regarded as in the highest degree gratifying to the friends of the University, and a satisfactory proof that it is achieving the ends for which it was established. * * * They (the letters) are from every portion of the State, and reflect the unbiased opinions of their various writers, founded upon personal knowledge and observation. With a unanimity and emphasis that is certainly remarkable, they affirm the superior ability, skill, enthusiasm, and success, of the graduates of the Normal University." These answers, thus warmly endorsed by the State Superintendent, were very helpful in maintaining and extending the reputation of the institution. Other inquiries of similar character have been since addressed to educational officials and others, with a view of exhibiting the amount of good which the school is doing. By a resolution passed by the House of Representatives, February 18, 1873, the State Superintendent was directed to obtain from the county superintendents the names of the graduates and pupils of the Normal University teaching in the different counties. By the returns made to this inquiry, it appeared that one hundred and twenty graduates, and three hundred and eighty-nine other pupils, were thus employed. They were teaching in eighty-six different counties. But it was easy to show that these numbers were far below the truth. This subject will be found discussed with some thoroughness in my reports to the Board of Education, presented in June and December, 1873.

The first specific appropriation for a reference library was made in December, 1862. The sum of \$500 was voted at the beginning, and it was provided that \$200 a year should be used in replenishing and enlarging it. Large purchases of books had been made before this, but they were chiefly of text-books for the use of individual students, to whom they were loaned. In this way, every student was furnished with every book that he needed to use in preparing his daily recitations. But this practice was found to be, in many respects, bad. In the early stages of the institution, when the attendance was small,

this policy may have seemed wise; but when the numbers were greatly increased, the conditions were entirely changed, and the supplying of the students with all their books became an intolerable nuisance, entailing upon the institution an immense expense, and causing the teachers vast labor and trouble. But the abolition of the practice was gradual. As a general rule, books continued to be loaned until they were worn out.

In the war for the union of the States, the University bore an honorable part. The first principal became the colonel of the famous Thirty-third Regiment of Illinois Volunteers, and was promoted to the rank of brigadier-general. Many of the students had also entered the service. In all this there was a fitness. Institutions of learning are the natural homes of patriotism, as well as of other generous sentiments. Young men in pursuit of knowledge have always been distinguished by their sensitiveness to these higher appeals. In the report for December, 1866, I find the following statements:

Of the teachers and pupils of the University who entered the army, there were, as far as known, commissioned officers, thirty-four; non-commissioned officers, forty-two; privates, eighty-nine; rank unknown, ten; rank and regiment unknown, thirty-six; total, 211. The report closes with the hope that in the future a more complete list may be made out. Whether this has been done, I am not able to say. It must be remembered that the history of these enlistments belongs mostly, though not entirely, to the period preceding that of which we are now speaking. I remember that in the spring of 1862, the city of Springfield was thought to be in danger of an attack from the confederates. The rumor had been circulated in Bloomington and was quickly brought to Normal. The commotion was intense. A meeting was held in the northwest recitation room, and it was resolved to meet the foe in a manner worthy of American citizens. Farewells were impressively spoken, and I am sure that some tears were shed, but the whole turned out to be a false alarm, and the next day witnessed the return of the fiery youths to the dull routine of ordinary school duties. They had shown their willingness to serve their country, but their services were not then required. Many other events might be detailed, but it does not seem wise to take the time for them. A few may, perhaps, be simply mentioned without expansion or comment. For several years, the president of the University had no responsibility for the keeping of account books, or the disbursement of money, except a small amount known as the contingent fund. In 1869, a new set of books was opened, and in December of that year, the president was put in charge of them, and required to countersign all orders upon the treasurer. In June, 1873, the blanks, pay-rolls, and duplicates were adopted, which, I suppose, are still in use.

Several attempts were made to allow the Bloomington and

Normal horse railway to pass through the grounds, but the permission was not given until December 18, 1867. Even then, some of the members of the Board were doubtful of the wisdom of the measure.

Of the men and women who have been employed as teachers in the institution, I can give only a bare list of names. In the Normal Department, during my incumbency, there have been (naming them in the order of their appointment) Edwin C. Hewett, Joseph A. Sewall, Margaret E. Osband, Thomas Metcalf, Albert Stetson, Fannie L. D. Strong, Emmeline Dryer, Martha D. L. Haynie, John W. Powell, John W. Cook, Letitia Mason, Henry McCormick, Myra A. Osband, Rosalie Miller, Harriet M. Case, Stephen A. Forbes, Bandusia Wakefield.

As principals of the high school, there were Charles F. Childs, William L. Pillsbury, Mary E. Horton, Eliab W. Coy, Lester L. Burrington. Assistants in the high school, Lyman B. Kellogg, Oscar F. McKim, Melancthon Wakefield, Bandusia Wakefield, Thomas J. Burrill, John H. Thompson, Ruthie E. Barker, John R. Edwards, Martha D. L. Haynie.

Principals of the grammar school, E. P. Burlingham, John W. Cook, Joseph Carter, Benjamin W. Baker. Assistants in the grammar school, Mary Pennell, Lyman Hutchinson, W. S. Mills.

Principals of the intermediate school, Olive A. Rider, Martha Foster. Principals of the primary school, Livonia E. Ketcham, Marion Hammond, Edith T. Johnson, Lucia Kingsley, Martha E. Hughes, Gertrude K. Case, Jane P. Carter.

The members of the Board of Education during this period were Samuel W. Moulton, John P. Brooks, Perkins Bass, Newton Bateman, Walter M. Hatch, William H. Powell, George P. Rex, J. W. Schweppe, Henry Wing, William H. Wells, Simeon Wright, Thomas J. Pickett, J. W. Shehan, William H. Green, Calvin Goudy, Joseph Medill, John H. Foster, Walter L. Mayo, Charles P. Taggart, Benajah G. Roots, Thomas J. Turner, Kersey H. Fell, Thomas R. Leal, Jesse H. Moore, Elias C. Dupuy, Jesse W. Fell, Nicholas E. Worthington, Winfield S. Coy, George C. Clarke, Enoch A. Gastman, Charles F. Noetling, Edward L. Wells, Joseph Carter, Samuel M. Etter, J. C. Knickerbocker, H. Harrison Hill, Richard S. Canby. The treasurer was Charles W. Holder during all my connection with the institution. The janitors were Frank Nolle, and our good, honest, efficient friend, Peter Ketelson.

One of the most noticeable facts connected with the history of the Normal has been the permanency of its officers and teachers. While the controlling boards of other State institutions have been repeatedly legislated out of office, and other bodies created to succeed them, the Board governing this school has never been disturbed, but has gone on in the even tenor of its way. And in its very membership there



has been unusual continuity. Hon. Samuel W. Moulton was president of the Board from July, 1859, to June, 1877, with a short interregnum. Hon. W. H. Green has been a member since about 1860. Dr. Calvin Gowdy was for many years a most faithful and efficient member, and the present president, Mr. Roots, has been for many years a most useful helper. Indeed, he was so before his appointment on the Board.

The transcribing of these lists, both of teachers and of members of the Board, has awakened a flood of precious memories. On the part of the instructors, I recall unflagging industry and faithfulness, and an ennobling faith in high ideals. Their work and their spirit have gone into the very bone and sinew of this great school, and have made it the grand thing it is to-day. All over this honored commonwealth, their influence is felt. They have been permitted to lay their hands, in a most effective way, upon the forces which affect its destiny. The Illinois of the future will be a different and a nobler entity, by reason of what these teachers have done for it.

And of the gentlemen, who, without fee or reward, have given of their time and their thought and influence, to build up here a power for the mental improvement of these mighty communities, to open here a fountain whose streams have helped to cover the land with the beauty and fruitfulness of culture, what shall be said? Nobly have they wrought. They have labored for permanent and not temporary ends. If this building should to-day be consumed in the flames, if the voice of instruction should be here forever hushed, their labor would not be in vain. Like good seed, the influence here planted would continue through the ages to reproduce itself, to the nourishing of mind and heart. And if this were a fit place for the expression of personal feelings, I might long engage you in listening to my grateful recital of the generous support and encouragement which I received from their hands.

Nor must I forget to say a word concerning the members of the Legislature, with whom I have had so much to do. I wish to say that my recollection of them is most pleasant. Many favors, many courtesies, have I received at their hands. On the whole, they gave us a liberal support, and I gladly express to them my thanks on this occasion, the last, perhaps, in which I shall ever publicly speak of the subject.

And the graduates and pupils of this school, how well they have carried out its spirit! How effectively have they recommended it to the good will of the citizens of Illinois! In a very important sense, they have made the Normal a success. Upon the flood of their successful teaching, the good ship has thus far floated, and weathered all the gales, and thus it must always be. The teachers may be faithful, the Board may be wise, and the Legislature may be generous, but all will go for nothing unless the out-going students are efficient in

meeting their responsibility. Every friend of the Normal ought to be proud of the good service rendered by the boys and girls who have migrated from its halls into the school houses of the land.

As a general indication of the progress made by the school during the period which we have been considering, allow me to quote a paragraph from the president's report of December 15, 1875: "The progress of the institution for the last fourteen years may be shown by several facts. For the school year 1861-2, the number of pupils catalogued in the Normal School was 152. The number for 1874-5, was 467; a gain of 207 per cent. The number catalogued in the entire institution during the former year, was 285; during the latter year it was 779; a gain of 171 per cent. The amount annually appropriated by the Legislature at that time was \$12,445.99. For the current period it is \$27,200; a gain of more than 118 per cent. The income from the model school at that time cannot be determined from documents within my reach, but for the year 1862-3, it was \$1,778.20. Last year it was \$4,488.04; a gain of 152 per cent. It will be seen that the gain from appropriations, large as that is, falls far below the gains in the number of pupils, or in the income from the model school. There has also been vast progress in respect to the number of our pupils found teaching and superintending, especially in positions of importance. The total number known to be teaching last year (1875) was 777. Of those employed in Illinois, ten were county superintendents, two were instructors in the Southern Normal University, two were professors in the Industrial University, one was a teacher in the Peoria County Normal School, and two were members of this Board (State Board of Education). Besides these, there were many superintendents and principals of high schools. Of those in other States, there were two county superintendents in Iowa, four principals of schools in St. Louis, one of them a branch high school, and the others large grammar schools; one principal of the city high school in Hannibal, Missouri; one teacher in the State Normal School in Castine, Maine; one city superintendent in Denver, Colorado; one principal in Milwaukee, Wisconsin; one high school principal in Warsaw, New York; two professors in the State Normal School in Terre Haute, Indiana; one professor in the State Normal School, San Jose, California; two professors in the State University, in Fayetteville, Arkansas; one professor in the State Normal School, in Cape Girardeau, Missouri; one city superintendent in Little Rock, Arkansas."

The paper just read in your hearing refers exclusively to the period of my own connection with the institution. It has been so limited by the suggestion of the committee of arrangements for this day. But I believe that on all proper occasions I have been prompt to express my appreciation of the work done by my predecessors in office, and I think I may claim to have missed no opportunity of

saying a good word for the school since leaving it. And perhaps I can not close this long paper in any better way than by a reiteration, in one word, of these sentiments, and by professing anew my personal loyalty to the Normal University, past, present, and future. May its power increase, and its friends be daily multiplied.

ADDRESS OF EDWIN C. HEWETT, LL. D.

Twenty-five years ago this summer, I made a journey to Illinois on a somewhat important errand. One year before I had made my first visit to this State; I came on what was not altogether a "voyage of discovery," but it was something like one. At any rate, my first visit gave occasion for the second, 1857, from which I returned to New England accompanied by a young woman. We had formed a kind of copartnership, which still continues. During this visit I heard considerable talk about the new Normal School, which was about to go into operation. I had no suspicion, however, at that time, that the establishment of this State Normal School was a fact of any special significance to me, personally; my home was in New England; it had always been there, and I had no thought or expectation that it might not always remain there.

Another year passed away, and through the kind offices of friends, I had been spoken of to President Hovey, as a proper person to fill a place in the faculty of the new institution, then entering upon its second year. After some correspondence, extending over a period of a few weeks, I received a formal offer of the position. The salary, \$1,200 per annum, did not promise an increase sufficient to tempt me much; but I had had some experience in the Normal School work, and decidedly preferred it to the work of a grammar school, in which I was then engaged. The result was that I closed with the offer, and the month of October found me a resident of Bloomington, and a teacher in the State Normal University. The connection thus formed has never been severed. I came here a young man, but I am reminded in many ways that I am a young man no longer. Whatever may be the ultimate period of my life, or whatever other work in the providence of a good God I may be called to undertake, it can hardly fail that, when my life work is finished, I shall find that the largest, the most important, and most characteristic part of it has been done here.

Nor does this probability, looked squarely in the face, cause me a single regret. I regret, indeed that I have not been able to do my work here better; but to have given my efforts, such as they were, to the shaping of this institution in its early days, its days of struggle and doubt; to have participated in its subsequent prosperity, and to have shared in the triumphs that have been set before you by a more