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*Some of the Influences Which
Led to the Founding of the
Normal University*

A PAPER

By J. H. BURNHAM

Class of 1861

*Delivered at the Founders Day
Banquet, Feb. 18, 1909*

SOME OF THE INFLUENCES WHICH LED TO THE FOUNDING OF THE NORMAL UNIVERSITY

Fifty-two years ago today the Legislature of Illinois passed a bill which legally founded the Illinois State Normal University. We are met this evening to do honor to the members of that Legislature, and to all of the other actors and influences which united in bringing about the action of that Legislature. In the fulness of our hearts we are even willing to do honor to the Legislative lobby which exerted its powerful influence to bring about that final liberal vote, which at one stage of the lobby's labors we are told consisted of a bare majority of one.

The influences which resulted so successfully commenced acting in the remote past. Possibly they originated in some intellectual monastery in the dark ages, for that there were many such, the great success of the Christian Brothers' schools in Europe gives us some of the earliest proofs of the benefits which follow an application of Normal methods of teaching teachers how to teach.

As early as 1561 in England, and 1684 in Rheims, France, we are told there could have been found enthusiastic advocates of improved methods of educating teachers, and I do not need to tell this audience that as early as 1754 Frederick the Great aided powerfully in establishing those far-famed seminaries for the education of teachers for Germany's public schools. The history of European Normal training is familiar to you all, but you will pardon me for introducing an important account which I have never yet seen in the common historical records.

I have inherited from my grandfather a bound volume of the Massachusetts Monthly Magazine for the year 1795. This magazine, like all publications of those times, gave its readers the very latest European news, which news had traveled not under the waves by ocean telegraph, or over the waves by wireless, but by the slow and tedious sail vessel buffeting against the waves of the stormy Atlantic.

The dark and bloody times of that awful French Revolution were just over and the National Convention had passed into the hands of energetic, enthusiastic, cultivated leaders of the best public opinion. With all of the faults of that frenzied Convention its members at times enacted some of the grandest laws the world has ever seen, and in spite of its bloody actions, this Convention was really a powerful factor in the cause of human liberty. The reign of terror, after the passage of this act, never again became the terrible engine of the preceding years. In the April number of this Magazine for the year 1795 I find this heading in capital letters: "NORMAL SCHOOLS. ACCOUNT OF A NEW IN-

STITUTION IN FRANCE." "The word NORMAL which has been applied to the newly established schools in France is drawn from the dictionary of geometry. It expresses probably a level, but in the figurative sense it announces that in these schools all knowledge relative to arts, sciences, belles letters, etc., will be taught to every citizen whatever branch he may choose to apply to. In order to obtain this grand object the Convention wished the teachers and professors should be formed, and these schools are thus established to qualify teachers for the whole Republic."

The magazine then says:

"The following are the statutes resolved on by the representatives of the people with the Normal Schools of Paris on the 15th of January, 1795," and I will quote from the statute as given:

"Article third. The principal object of these conferences shall be reading and examination of the elementary schools of the Republic.

"Article fifth. The sittings of Normal schools shall be employed alternately in unfolding the principles of the art of teaching, as explained by the professors, and in conference on these principles among the professors and pupils."

A list of the studies to be taught then follows which is very similar to the studies pursued today in our own Normal schools, and it is added:

"The second sitting of the Normal School took place on the 22nd of January."

A careful reading of Article three and Article five will show that the French National Convention in its Normal and public school act gave the world almost identically the normal idea upon which our Normal schools are acting today, which is, teaching our teachers to teach. Perhaps it will be proper to state that in 1795 the French people were magnetized and blinded by the idea of National and military glory, and that within a very few months this new born normal school idea was buried under Napoleon's magnificent plans for European control.

Carlyle in his French Revolution says: "Gone are the Jacobins, into invisibility; in a storm of laughter and howls. Their Place is made into a Normal school, the first of its kind seen; it then vanishes."

Looking backward it seems as if France then stood at the parting of the ways; the way to Peace and a magnificent future prosperity appeared to follow from their new public school and normal school law; the road to suffering, sorrow and despair certainly was followed by giving way to the blandishments of a Napoleon.

In spite of wars with France and with other powers Germany nobly succeeded in demonstrating to the world the great value of free schools for its children, and of training schools for its teachers, so that by the end of the first quarter of the 19th century, the educational importance of Normal schools was clearly seen by the American friends of free schools, and steps were being taken for founding such schools in Massachusetts and other states.

You do not need to be told the old, old story of the establishment under Horace Mann by Massachusetts, in 1839 of the first State Normal School, or of the successive steps which led to the popularity of the Normal school idea wherever free schools had been started.

As late as 1830 there were only three states which actually had free school systems, though there were many states which gave more or less public money in aid of schools. Conditions varied from absolute free schools, down through the different grades of semi-public and semi-private schools to those which were purely private, maintained entirely by subscription.

Attempts had been made in the Illinois Legislature to pass a genuine free school law, but our school laws always lacked executive power and force until the passage of the act of 1855. As far as Illinois is concerned this free school law of 1855 was, in my opinion, actually the founder of our Normal.

Dr. Samuel Willard of Chicago has written a most excellent history of the rise and progress of early education and free schools in Illinois. He was one of the early teachers of this institution in 1859, fifty years ago, and I shall never fail to return thanks to him for the rich stores of information he brought into the classroom. He has lately retired from the teaching profession in Chicago and is now engaged in active literary work of a very high educational character. In the state school superintendent's report for 1882 and 1883 he gives a very entertaining and valuable history of early education in this state from the earliest days to the adoption of the free school act of 1855. He shows the varying and changing conditions brought about by the incoming of the different streams of immigration, and points out very clearly to what particular strains of population we owe the most valuable features of the free school law.

In the State Superintendent's report for 1885 and 1886 Mr. W. L. Pillsbury of the University of Illinois, formerly a teacher in this institution, takes up the subject of early education in Illinois before and after 1855, and clearly illustrates the same by copious quotations and references to early publications and public documents. These two lengthy educational papers cover the history of

education in this State so perfectly that they should be republished with some additional modern information, and sold to friends of public schools. Such a volume in this year of educational revival, when an important new school bill is before the people, would no doubt prove to be of great help to those who are endeavoring to arouse a greater public interest in the cause of education, and would be a very valuable permanent addition to all of our public libraries. Mr. Pillsbury furnishes us with full accounts of several of the early state educational conventions, beginning with that of February, 1833, at Vandalia. On December 4, 1834, a very large and powerful convention was held at the same place which set in motion influences, which no doubt have lasted to the present time.

The compiling of dry historical material is too dreary and monotonous for use on this occasion, and I shall do little more than mention that the pulpit and the press of Illinois generally united in vigorously impressing the importance of free schools upon the people of this state, and I cannot refrain from informing you that Mr. John S. Wright of Chicago, editor of the *Prairie Farmer*, was the one great leader from 1842 to 1850 in the good work of arousing the public to the crying need of better school laws, better teachers, and above all, free schools for everybody. He was the first to declare publicly in unmistakable language for a teacher's or Normal school; he continually kept this idea before his readers, and may be well called one of the great pioneer founders of the Normal. These founders now began to be heard from more and more frequently. They attended several State educational Conventions, they called county and neighborhood meetings, plead for free schools, for better school laws, for better teachers, better colleges, and for a State Normal School.

Illinois has great reason to be proud of its moral, political, commercial and educational progress during the years between 1850 and 1860. This period may well be called the Development Era of Illinois. Its agricultural development, its commercial progress and its increase in population during this period was almost marvelous, and we shall see that its progress in educational ideas was fully abreast of its development in other directions. The great State Educational Convention of December 26, 1853, at Bloomington, in the early part of this period, was such a remarkably practical and successful convention that it merits our special attention. The call for this gathering was signed by thirty persons, twenty of whom were college presidents or professors. Less than half a dozen of the signers were what would now be called public school men, as able public school instructors at that date were few and far between. Up to the time we are now considering most of the leading advocates for Normal and free schools were connected

with colleges, academies, or private schools and it is a sorrowful reflection that in the tremendous development of free and Normal schools since 1853, it has happened that private schools, academies, and the smaller colleges have lost a very large proportion of their relative standing; in other words, have seen their own particular branch of business greatly damaged, and yet we ought to consider these same private school managers as among the ablest of the early unselfish founders of the Normal, and they were powerful assistants in the work of the times.

This Convention met in the old Methodist church, still standing at the southwest corner of East and Washington streets. The members were entertained by the people of Bloomington, and it was an enthusiastic body of able, earnest men, aided by a few noble women. This was the last of the famous educational State conventions and was by far the most successful of all. The public mind was fully prepared for the five unanimous requests of that body. It urged the appointment of a State School Superintendent, and within two months a special session of the Legislature authorized such an official. It organized a State Teacher's Institute before adjourning, which one year later resolved itself into our State Teachers' Association. It originated the Illinois School Teacher, which was immediately published at Bloomington. It urged the Legislature to establish a Normal School, advocated a bill for free schools, and the Legislature in 1855 passed the essential features of our present free school law in response to the request of this famous Convention, reinforced by a general public demand. A State Normal School soon followed, and thus all of the five requests of that illustrious body were speedily crystallized into the permanent law of the rapidly developing state of Illinois.

While the public mind was thus being deeply stirred by our educational revivalists, another formidable educational movement was paralleling its every line of action, and in fact gave the first a most tremendously powerful reinforcement. I refer to the movement led by Prof. J. B. Turner in favor of a State Industrial University. On February 9, 1854, a little more than six weeks after the educational Convention adjourned, Prof. J. B. Turner addressed in Bloomington a representative audience on the following topic: "Education as Connected with the Establishment of an Industrial University, Normal and Common Schools." Prof. Turner was a powerful and eloquent advocate, one of the great minds of the day. He had already a very influential following organized under the name of The State Industrial League. It finally secured the liberal land grant from Congress, which, on July 2, 1862, was the means of establishing the present agricultural colleges in the different states, our Illinois State University at Urbana

being perhaps now the most vigorous of all. A County Industrial League was organized in Bloomington at this February meeting, Jesse W. Fell being elected director from McLean County. Mr. Fell, who was a remarkable organizer, was laboring at this time to bind together the friends of the Industrial College and the friends of Free and Normal Schools, and from my reading of the records of that period, and from my remembrance of Mr. Fell's oral explanations, I am firmly of the opinion that but for the harmony insisted upon by the friends of both of these popular educational movements, neither would have been successful for several years. When the proper time came at the State Teachers' Association in Chicago in 1856, Prof. Turner said to the Teachers' Association (Dec. 20, 1856), "It is time, my friends, that you had your Normal School whether we ever get our agricultural department to it or not, so let us all take hold together and try to obtain it in such form as you may on the whole think best." The teachers did go ahead and in a few weeks succeeded in their efforts, as was shown by the passage February 18, 1857, of the Normal School Bill, while the friends of the State Industrial University did not succeed in securing their Institution at Urbana until after the Civil War in 1867.

Supposing our Normal had not been founded until after the close of that lingering Civil War! Does any one suppose it and its surroundings would have been the same as we are now witnessing?

I have alluded to the discussion in this immediate vicinity of the much talked of subject of Normal schools which must have been greatly stimulated by the presence in Bloomington of the great State Educational Convention of 1853 and by the organization of the McLean County Industrial League six weeks later, but I will give one more illustration of McLean County's zeal and enthusiasm in the great cause, which also shows the condition of the public mind in other parts of the State.

On February 14, 1854, barely a week after Prof. Turner's meeting, Mr. C. C. Bonney, then Superintendent of Schools at Peoria, afterwards one of the great legal lights of the Chicago Bar, delivered an address before the Adelpian and Philomathean Societies of the Wesleyan University, which was so timely and instructive, that he was urged to furnish the same for the press. At the head of the committee of Wesleyan students who made this request I find the name of Adlai E. Stevenson, now well known to fame. Mr. Bonney, whose name should stand high on our Founders' roll, replied to Mr. Stevenson's committee that shortness of time would prevent him from fully complying with the request, but made a brief statement for the *Pantagraph*, giving his main points, which were:

First, Establishment and support of a State Normal School for the education of teachers for the common schools.

Second, To add agricultural chemistry to the studies required by law, with other studies.

Third, Annual teachers' institutes.

Fourth, Adoption of a graded school system.

Fifth, Free public schools.

I present this for the purpose of showing the condition of the public mind in 1854, just before the passage of the free school act of 1855, and also to indicate that here at Bloomington and vicinity could be found audiences delighted to listen to the thorough discussion of educational topics. Is it too much to say that audiences like those which existed here and in Mr. Bonney's home town of Peoria and in many other localities, were also preparing to be enrolled among the founders of Normal?

The State Teachers' Association at Peoria in 1854, again at Springfield in 1855, and in Chicago in 1856 took vigorous action in favor of the immediate establishment of a State Normal School as you are doubtless all aware. The Association in 1856 employed Simeon Wright on a liberal salary to visit schools, deliver educational addresses and make reports to the Illinois Teacher, and to use his best endeavors to advance the cause of education. He very ably performed these duties, and during his travels never neglected to urge the cause of a State Normal School. His acquaintance among the educational people of the State and his knowledge of the politicians of both parties, with his winning and genial personality proved to be of very great importance at the following session of the Legislature, and it is our duty to remember the two Wrights, John S. Wright, the writer, editor of the Prairie Farmer in the forties, and the enthusiastic Simeon Wright, for whom one of our literary societies was named. Both men were very important characters in their day whose names deserve to be among the foremost in our cherished list of the Founders of Normal.

I can only barely refer to the great moral and political discussions of the period between 1850 and 1860. The State of Illinois with the rest of the Nation, was alive to the question of temperance, and in June, 1855, came within about 5,000 votes of placing the famous Maine liquor law on its statute book. McLean County then gave a majority of 600 in its favor and in 1854 and 1855 Bloomington was strictly a prohibition city.

The important National compromises of 1850, which were then supposed to settle the slavery question for all time, were rudely disturbed in May, 1854, by the passage of the Kansas-Nebraska Bill, and our State was violently agitated from that time to the beginning of the war in 1861. Railroad construction, home building,

and land improvement, progressed rapidly side by side with the discussion of temperance, slavery and education, and out of the turmoil, agitation, and soul conflict, the State of Illinois awoke to a realization of its majesty and power which it has maintained unimpaired to the present time. The period was emphatically one of intellectual activity and these controversies stamped upon the people of the State of Illinois a character of which its inhabitants may well be proud. Here is an illustration of the ideas prevailing in the public mind at that time. On a banner in one of the great political processions at Ottawa in 1859, during that famous Lincoln and Douglas debate, was the following couplet which in a condensed form gave voice to what it would require whole pages for me to properly emphasize:

“Free Territories and Free Men,
Free Pulpits and Free Preachers,
Free Press and a Free Pen,
Free Schools and Free Teachers.”

The poetry and meter may not be perfect, but the words call up ideas which were being freely discussed on all sides.

While intense political activity continued until the close of 1860 and the great patriotic activity followed in 1861, it is not my intention to pursue these topics very far, and I have referred to them solely to illustrate the different important subjects then before the public mind, and we must consider it remarkably fortunate that out of all of the ferment and agitation of the times, the one particular subject in which we are all interested was carried to a wonderfully satisfactory consummation.

The Legislature of this State met very soon after the State Teachers' Association held its meeting December, 1856; and the Normal Bill, after careful watching and active lobbying passed the Legislature February 18, 1857, and was signed by Gov. Bissell on the same day, which was the final day of the session. It passed the House by a vote of 39 to 25 and the senate by a vote of 16 to 4 after an exceedingly animated campaign. The Legislative contest appears to have taken place not so much over the general question of teaching teachers how to teach, as on the financial features of the law, which appropriated the income of the college and seminary fund, then about \$10,000 per annum, to the permanent support of the new institution, and one reason it was called a University was to remove objections to this use of the State's College and Seminary fund. Had it been called a Normal school simply, there was quite a probability of legal difficulties. Another reason was because Prof. Turner and his Industrial League vigorously urged upon the friends of the Normal the addition of agricultural training to the ordinary school curriculum. Fifty years' experience

appears to have shown us that teachers for our rural schools, which are in such a vast majority, absolutely need some such an agricultural training as was originally proposed, and the new Normal, the Normal of 1909, with its Domestic Science, Art and Manual Training departments in the new building, is rapidly adapting itself to ideas which appear to have underlaid the development of this institution from the beginning.

The first Board of Education appointed in the Normal bill, the sole survivor of which is said to be Hon. John R. Eden of Sullivan, who celebrated his 85th birthday on the third day of this month, were the responsible founders of Normal. This body, consisting of fifteen members, was divided as nearly equal as possible between the two political parties of the State, and it soon entered upon its important duties by advertising for bids for the location of the new institution.

The citizens of Peoria county had become deeply interested in the question of location, owing to the enthusiasm of C. C. Bonney, the educational lecturer, and the influence of the Illinois Teacher, edited by Charles E. Hovey, of Peoria, and published there for several years.

We do not need to explain that the people of McLean county also entered into the contest with remarkable enthusiasm under the able management of Jesse W. Fell, aided by other competent assistants. The McLean County Board of County Commissioners voted to appropriate \$50,000 to be obtained from the County's swamp land grant, and private individuals offered \$50,000 more, but the exact amount was known at the time to but few of the leaders. Meantime Peoria county was making arrangements to capture the prize and was also withholding full information as to the amount of its subscriptions.

Mr. Jesse W. Fell became so nervous over reports from Peoria that about one week before the time set for the opening of bids he drove over to Peoria and attended an evening meeting in the Court House, where a public effort was being made to raise additional money. He quietly took a back seat with his cap turned over his eyes to keep his acquaintances from recognizing a "chiel amang them takin notes". The enthusiasm and liberality displayed so alarmed him that he left the meeting, drove at once in the night the forty-five miles to his home in what was then North Bloomington, where, after taking a hasty breakfast he immediately proceeded to stimulate McLean county to greater liberality. A meeting of the Board of County Commissioners was hastily and privately summoned, \$20,000 more was appropriated, and by working night and day \$20,000 additional was immediately subscribed by Mr. Fell and his zealous associates, making a total of a little over

\$140,000 to be offered for the location of the Normal. The circumstances of Mr. Fell's all-night ride from Peoria to Bloomington in his determined effort to secure the school for McLean county have never before been publicly stated, owing to the great modesty of this noble friend of our much loved Normal. When I wrote the history of Bloomington and Normal thirty years ago, Mr. Fell compelled me to leave his own name out of this account.

When the bids were opened Peoria's offer was considered to be worth \$80,500, while that of McLean county was \$141,000, and the great contest was ended.

Chas. E. Hovey was one of the leaders of the Peoria forces and when defeated, at once transferred his good will to the winner in the struggle. He was a candidate for the position of president of the new institution, and was confronted by a most formidable candidate in the person of Hon. Horace Mann of Massachusetts, then the greatest living American advocate and supporter of Normal schools. Prof. John F. Eberhart, the veteran educator of Chicago, who spent much of his time and strength in advancing the interest of the Normal, has furnished historical information on this point which to my knowledge has never before been published, but which will well bear to be considered at this period of our history.

He tells us that Mr. Jesse W. Fell, ever watchful and vigilant in anticipating the needs of the new institution, after learning that Horace Mann would accept of the position at a salary of \$2500 per year, which had been offered, then a remarkably high salary for an educator, interviewed a majority of the Board of Education and found them favorable to the election of Mr. Mann. He was about to be elected, when some well posted politician remembered that about five years before, Mr. Mann, then a member of Congress, had assailed Daniel Webster and the Compromise of 1850 in such stinging and eloquent terms that he thereby earned the enmity of a very large proportion of the conservative element in our National politics. His brilliant record as an educator was highly satisfactory, but there were a few members of the Board of Education, a body selected with a view to an equal political balance, who were doubtless correct in estimating that with the great Lincoln and Douglas contest looming up in the near future, and which became a gigantic struggle in less than one year, it was manifestly unwise to elect such a radical Massachusetts Free Soil Republican to the important position of President of the first Normal institution west of the Allegheny mountains. Mr. Charles E. Hovey was well known to be a Republican, but as he had no record as a political agitator, there was no objection on that score

to his election, which soon followed, and in the light of subsequent history the choice appears to have been a wise one.

The construction of a new building was equally important with the educational development of the new institution, and as events proved, it is very probable that Mr. Hovey's management of the financial difficulties which were encountered after the panic of 1857, was of the most momentous importance to the success of our Normal.

Speculation as to the probable fate of the Normal had the other choice been made is now utterly useless, but we may feel almost certain that had the construction of our first building been delayed for any cause until after the Civil War, the Founders of Normal would have been an entirely different set from those we are now contemplating, and the North Bloomington of 1857 would not have been the Normal of 1909.

I do not need, after this little speculation, to indicate that Charles E. Hovey deserves one of the highest places among our Founders. His almost Herculean labors in surmounting the financial difficulties of the period, at which time his own individual efforts in borrowing money, endorsing notes and encumbering his own property, brought about the final completion of the Normal building, deserve to be borne in perpetual remembrance.

Something like this was very beautifully and forcibly expressed by Gen. Chas. E. Hovey at our 25th Anniversary in 1882 when he said: "But it would be a misnomer to say that the Normal University owes its establishment or conduct afterwards to any one man or set of men. It was the outgrowth of the ideas and wishes of a majority of the people of Illinois, formulated and uttered by a large number of persons, and by at least two influential State Conventions. Prof. Turner and the Industrial League blazed the way, but they did not found the Normal University. The State Teachers' Association followed and secured for it a hearing, but the Association did not found it. Father Roots tells you that Simeon Wright was the man who did the business; and I think myself his services were indispensable, but it would hardly be correct to say that he was the Atlas of the enterprise. Each was a link in the golden chain, but only a link."

This paper ought to be something beside a mere compilation of well known Normal history and it should not be necessary to say that on October 5, 1857, the first Normal School west of the Allegheny mountains, was opened in rented rooms in Major's Hall in Bloomington, where it remained three years, when it immigrated to North Bloomington, now Normal, and entered upon its historic career in a structure then considered to be the largest and best equipped Normal School building in the whole world.

My connection with the Normal commenced during its first year and since 1861 I made my home in Bloomington. I am perhaps the only one here who has known all of the presidents of Normal from the beginning down to the present time.

There was the bold and energetic Hovey; the quiet and scholarly Bass; the magnetic and impassioned Edwards; the industrious and painstaking Hewitt; the brilliant and hardworking Cook; the affable and zealous Tompkins; and we have the analytical and comprehensive Felmley. These industrious and thoughtful presidents and their thoroughly competent and capable faculties all deserve to be classed well towards the top of our list of influences acting upon the Normal University.

The public, and it may be added, educators in general, possessed very vague ideas concerning the proper course of study for a Normal School and our new institution wisely started with a three year course, one year more than that of any other Normal school then in existence in America. As a matter of fact the early pupils of the institution realized that its fate would in a large degree depend on their own success or failure. They must have been possessed of zeal and enthusiasm in the cause else they would not have been present as pupils, and it is perhaps correct to include these pupils, and more especially their instructors, among the founders of Normal. I believe that both teachers and pupils realized their great responsibility, although they were never quite certain whether they were to receive the favorable or adverse opinion of the watchful public.

The early Normal pupils were not the only student Normal founders. They have been followed by others and by still others aside from the literal Normal students. We must include the model school, the former model high school, the later high school, the practice and training schools the thousands of undergraduates of all departments, the thousands of attendants upon the summer schools, the members of the Philadelphian and Wrightonian Societies, the literary clubs; in short, a great multitude of persons now reckoned by thousands, all of whom deserve to be called founders of Normal in a greater or less degree. These are to be followed, let us hope, by other founders of Normal from now until the end of time. Statistics should be avoided, and yet it is charming to be told that about 1900 have taken the full Normal and high school course and that the large class which is too frequently forgotten, the undergraduates of the institution, numbers fully fifteen thousand more. We must not forget that more Illinois people form their judgment of the Normal from their knowledge of the undergraduate than from any observation of the graduates, and it is fortunate that this very large class reflects so much honor upon the

institution. It is one of the wisest provisions of your present course of study that it brings the undergraduates of simply one term's experience into more or less of a close contact with the theory and practice of learning how to teach.

Clark Carr's charming "Illini," and Winston Churchill's very valuable "Crisis," have furnished the present generation with much of the current knowledge of the political conditions of this State and Nation for the years between 1850 and 1865. In their hands the historical novel has become of very great educational importance.

I believe that some master of romantic historical writing, perhaps some one like our own William Hawley Smith, may in like manner illuminate the Development Era of Illinois, the period between 1850 and 1865, and give us a delightful book which will not only illustrate the many influences which led to the establishment of this institution, but will also introduce its patriotic record to the present generation.

Then may be told the story of how President Charles E. Hovey raised the Normal, the 33rd. Ill. Infantry regiment, how he was followed by nearly all of the able bodied young men of the school, one hundred and twelve volunteers in all, how he became Brigadier General and why his name became permanently attached to the Grand Army Post at Normal.

If needed, I can myself refer the novelist to several daring military exploits performed by Normal students, and to enough tender romantic incidents to furnish the ground work of facts for such a volume, and it will then be shown that the Normal stay-at-home young ladies were not uninterested spectators during that memorable struggle. How could it have been otherwise when in 1860 there were in this institution, just sixty-one young men and exactly sixty-one young ladies, and when at least one young ladies' Seminary sent to the Normal Soldier boys a library of printed matter besides an unknown number of sentimental letters?

The military and patriotic history of that Normal regiment is a record which is permanently attached to this institution, and it can not be duplicated in the history of any of the State's younger Normals. These later Normal schools, will to a certain extent always be glad to point to our written pedagogic history, as it furnishes an earnest of what they may reasonably expect to duplicate in the course of time.

The written history of Normal is an accomplishment to which its former and present pupils may well point with pride. Its twenty-fifth anniversary in 1882 was commemorated in Cook and McHugh's very valuable volume. The most interesting features of

the early days of Normal were there given at full length, and this book should be carefully read by every student of the institution.

The fiftieth anniversary in 1907 was the crowning event in the history of the institution. The Jubilee History then published, besides reciting some of the most important events of the memorable fortieth anniversary, gives us a remarkably well prepared history of the half century just ended, with an admirable individual record of all of the graduates from the beginning, which is a monument not only to the industry of the compilers, but to the Normal graduates from 1860 to 1907. I was deeply interested when I learned that no less than ninety-one of these have been, or are now, presidents or professors in other Normal or training schools in the United States. Can any one compute the immense influence thus exerted upon the educators of our land? Do not these influences extend far beyond our own limits and entitle these and other graduates as well as our undergraduates to be called founders of other Normals? In addition to the four other Normal schools in Illinois, founded as a result of the successful career of this institution, our newer western States are full of other Normals, and the imagination becomes bewildered in attempting to contemplate the important influences thus exerted. Where will these influences end?

I also made the discovery that our graduates are reported to have written or published no less than 112 volumes, mainly text books, or books of great educational importance. Many of these text books are used all over the United States and are standard works of great value. Who shall estimate the ultimate influence of these publications reaching out and in, far and near, to the unfolding hearts of millions of readers and pupils?

I am altogether too matter of fact and unimaginative to develop this part of my topic perfectly, and am not well enough informed to properly illustrate the theories of Normal training which have been followed in this institution, nor to comprehend the grand future about to be developed through the later and newer branches just beginning to make their impress upon your curriculum.

The philosophy of your methods of training and the probable influence to be hereafter exerted by the present course of study can well be left to others upon this and future occasions, and I must reluctantly conclude what appears to me a very incomplete paper, and which leaves conspicuous openings for future development and future descriptions of the founders of Normal on future Founder days.

The first part of the document is a letter from the Secretary of the Board of Education to the Board of Trustees of the University of the State of New York. The letter is dated October 10, 1894, and is addressed to the Board of Trustees of the University of the State of New York, Albany, New York.

The letter is a formal communication and is written in a professional and courteous manner. It discusses the progress of the Board of Education and the various matters that have come before it during the past year. The letter is divided into several paragraphs, each dealing with a different aspect of the Board's work.

The first paragraph discusses the Board's general policy and its efforts to improve the quality of education in the State. The second paragraph discusses the Board's work in relation to the various schools and colleges in the State. The third paragraph discusses the Board's work in relation to the various departments of the State. The fourth paragraph discusses the Board's work in relation to the various commissions and committees that have been appointed by the Board.

The letter concludes with a statement of the Board's confidence in the future of the State's education system and a request for the Board of Trustees' support and cooperation.