paper wherein Bakewell alleged he had made his donation contingent on the teaching of agricultural chemistry, and the warranty deed which he and his wife signed, conditional only upon the Normal University's remaining where it was then located. Again the Board rejected Bakewell's petition, little dreaming that the case would ever rise again, and eventually lend shape and substance to the curriculum.47

Since 1862 the high school had been an integral part of the Normal University's program. Its graduates had received diplomas and participated in the festivities of Commencement. To attract students to the normal department, President Cook had instituted a two-year course open to high school graduates. In 1895 a four-year course was set up with Latin and German for students who were anticipating further work in college. Soon attendance in the high school greatly exceeded the primary, intermediate, and grammar departments of the Model School. The record of University High School graduates at Harvard, Yale, and Princeton, where the wealthier citizens of Bloomington were wont to send their sons, spoke well for their training, but the high school itself was of little direct service to the normal department. Occasionally a student graduated from both the high school and the normal department and received two diplomas at the same Commencement, and sometimes after graduating from the normal department a student would return and take courses in the high school. Some normal students of their own choosing took Latin, Greek and German in the high school classes. In fact, the revenue from the tuition of high school students exceeded the salaries paid the three high school teachers whose time was chiefly given to teaching languages. On the other hand, forty-four percent of the total instruction received by the high school students was given by the regular normal department teachers, whose classes were already overcrowded. Many felt that their classes suffered from the presence of so many "juveniles."

In 1894 the Board limited the enrollment in the high school to 150 and raised the tuition to thirty-nine dollars. President Cook discussed the matter of the high school with Governor Altgeld when he laid before him the school's proposed budget for 1895-

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1897. Altgeld was favorable to the request for a gymnasium but insisted that the Normal University have only two classes of people in it, young men and women who would agree to teach, and those children necessary to make up a model school. He would permit no children in the institution who were not absolutely essential for that purpose.44

Governor Altgeld did not attend the meeting of the Board, but the letter he sent made clear his position.

It is not the business of the state to run neighborhood high schools. What the state does want at Normal is the very highest grade of a Normal University that can be established. To accomplish this it is necessary to concentrate. Only in this way can the highest point of excellence be achieved. Teach everything it is necessary to be taught in a perfect Normal University.

As you are aware, this is not a new idea, but has been the policy of this administration from the beginning and I shall now have to insist upon its being carried out and that without any attempt to compromise.44

By vote of seven to six the Board concurred with the governor and the high school was abolished.

It had long been a rumor that Governor Altgeld was going to do away with the high school, but it was not a rumor that students or alumni wanted to believe. They thought the high school a well-established institution and were proud of its graduates. Charles Capen, member of the first graduating class in 1865, had gone to Harvard, where he had taken both a bachelor's and a master's degree, then studied law at Wesleyan and was now on the Normal School Board. Arthur Edwards, class of 1869, had taken bachelor's and master's degrees from Princeton and was now teaching English literature. William Bury and William Duff Haynie, class of 1871, had both graduated from Harvard and were now practicing law in Chicago. Edmund James James, a graduate of 1873, who had taken a Ph. D. from Halle in Germany, was Director of the Wharton School of Finance at the University of Pennsylvania. Frank Hall Thorp, class of 1883, had taken a Ph. D., cum laude, from the University of Heidelberg and returned to

44 Governor John P. Altgeld to John W. Cook, Springfield, June 1, 1897. Ibid., June 19, 1897, p. 11.
45 Ibid.

teach chemistry at Massachusetts Institute of Technology. Dr. Charles McMurry, currently a member of the Normal University faculty, had graduated from University High School before going on to Germany for advanced study. A roster of successful Bloomington businessmen included graduates of University High School, Dickey Templeton, banker and civic leader, Jacob Bohrer, lawyer, and Nelson McCorkmick, physician.  

It did not seem possible that anything so "catastrophic" could happen. In the 1895 Index the author of the high school editorial had facetiously posed the question, "What would the normal students do if there were not high school classes in Latin, Greek, and German for them to enter?" Political economy taught by Professors Manchester and Felmley was likewise attracting many of the "pedagogs."

The governor's ruling evoked much comment. The Daily Pantograph in a long editorial commended the faculty on the fine work it had done in the University High School and regretted its closing. Former President Richard Edwards regarded the closing of the school as a calamity to the entire community. B. E. Smith, superintendent of schools for the town of Normal, said that the town would now be compelled to build its own high school. David Felmley, while regretting the closing of the school, justified the governor's action on grounds of economy. He said that despite the tuition paid by the students the high school had never paid its way. Salaries paid to teachers always exceeded the amount paid in tuition, and the presence of the high school students had contributed greatly to the overcrowded conditions.

The students pondered the matter. They determined to let the public know how they felt about it. Carefully a group began to lay plans for a demonstration to be staged the night before Commencement. The Pantograph reported that "at midnight the quiet town of Normal was thrown into a fever of excitement unparalleled in history." There was "a gruesome scene full of spectral horrors," not unlike the "horrible ghost scene in Hamlet." At 11:30 p.m. about fifty students assembled on the south side of
town where they dressed themselves in black shrouds and masks. Soon a procession of dark figures bearing torches, picks, and shovels began moving to the sound of muffled drums broken now and then by the shrill blast of a bugle. Four silent figures carried a coffin, and four others bore a straw stuffed image of Governor John Peter Altgeld astride a rat. The procession proceeded north on Broadway past Professor Manchester's and Professor Felmley's homes and over to the campus. Curious faces peered from behind the curtains, and some of the more venturesome dressed and headed for the campus, where they knew some mischief was afoot. The electric current had been shut off. At one o'clock the bell on Old Main broke the silence. Slowly it tolled at the weird procession formed a circle at the south entrance of the building. Two figures solemnly dug a shallow grave and the coffin was deposited. A masked orator stepped forward and delivered an eulogy on University High School. He assailed John "Pardon" Altgeld, Governor of Illinois, as the assassin. Someone pointed to the figure of Altgeld. Cries rang out. "Hang him!" "Burn him!" The dummy was soon hanging from a nearby tree. Loud cheers and hisses rang out. As the flames lighted up the scene and revealed a gathering crowd of townspeople, the masked figures quickly dispersed in the darkness.

The fury of the students must have calmed considerably by 1896, as the Index for that year was discreetly dedicated to "The Honorable John P. Altgeld, A Friend of Education." If the University High School was abolished in name, it was not abolished in fact. Students who wished to continue their studies were permitted to take courses in the normal department's enriched curriculum and amass credits if not a diploma. Few students in the normal department availed themselves of the opportunity to take Latin, Greek, and economics or mathematics beyond arithmetic, and instruction remained on the high school level. The school was no longer advertised as a preparatory school whose graduates were readily accepted by eastern colleges. The catalog now merely stated that the practice department, a necessary adjunct of the normal department, consisted of twelve grades. Thus, says Professor Charles Harper in the Development of the Teachers College, the high school became a functional part of the practice.
school, and with the increased demands for high school teachers, the Normal University began to place an emphasis on practice teaching on the high school level.

At the turn of the century more and more of Normal University's graduates went on to the great universities and colleges. In his lectures to the student body President Cook was constantly urging the students upon their graduation to take college training. To interest students in higher education, he conducted for several years a spring field trip to the University of Illinois. The students and their faculty clasperous made the trip by train and streetcar, carrying box lunches. They visited classes, listened to a specially arranged lecture, and made a tour of the campus. Distinguished graduates of years past acted as lodestones, and soon little colonies of Normal University graduates were found at Harvard, Michigan, and Swarthmore. In 1866 five graduates of Normal University were attending Harvard, and when Charles DeCarmo became president of Swarthmore, graduates of Normal University followed him. Frank G. Blair, later state superintendent of public instruction, and another of Cook's innumerable protegés, was among the number. When he won the Pennsylvania Inter-Collegiate Oratorical Contest in 1866 as much joy and excitement pervaded the Normal University as if "Old Normal" had won the honors. These fine scholars paved the way for further recognition of Normal University graduates. Through Professor Edmund James arrangements were made by which Normal University graduates might go to the University of Pennsylvania and after two years receive the degree of Bachelor of Philosophy. By 1867 it was possible for graduates of Normal University to enter junior classes at the University of Illinois. Graduates of the four-year normal course or the two-year course for high school graduates could obtain bachelor's degrees at the end of two years, while graduates of the three-year normal course could obtain the Bachelor of Science in two years.

When the General Assembly appropriated $40,000 for a fire-