

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

eloquent tongue than mine; to have taught, for a longer or shorter period, every one who has gone as a graduate from its halls,—at least from the Normal Department,—leaves no room for regret that I have here spent some of the years of my youth and the best strength of my manhood.

I think there is little need that I should spend much time in relating facts of history concerning our institution. The story of its early days—its founding, the struggles through which it passed, the courageous self-sacrifice of its friends—has been given you better than I could give it; and it needs not to be repeated. My predecessor in the presidency has told you, with an eloquence that few can command, of its growth and prosperity in the years that followed its early struggles. The funny things connected with its history are to have a permanent place in the book now preparing, and you will all read them there.

When I came to the head of the institution, in January, 1876, it was firmly established; it had passed more than eighteen years of vigorous and successful life; its methods of work had crystallized, at least so far as such a thing is desirable; its character and aims had come to be well understood by a large part of the community; nor had it failed to have settled a large body of traditions such as grow up around every institution of learning. I had not to build the ship, nor to launch it, nor to mark out its voyage, nor to assign the duties of its officers and crew. It was already in full, successful and confident progress. Other men had labored, wisely and well, and nothing remained for me but to enter into their labors, and to carry them forward as best I might, on the lines of progress already clearly marked out.

It has been said that a time of peace and prosperity affords but a barren field for the work of the historian. Thus the historical part of this discourse may be soon dispatched. 1876 was about the middle point in the period of severe business depression through which our country has just passed. Our institution, in common with all others, had felt the effect of this depression. It was shown conspicuously in a considerable falling off in the number of its students. "Hard times," so-called, have a two-fold tendency to diminish the number of those who seek instruction in a Normal School. In addition to the difficulty of obtaining the money to pay current expenses at such an institution, a difficulty which it shares in common with all other schools, it has a peculiar influence to encounter from the following fact: When a diminution of revenues, and increased difficulty in collecting taxes, make it necessary that municipalities should diminish expenses, they are quite likely to be unwise in selecting the point of contraction. As the private individual is more likely to sacrifice his newspaper or magazine than his beer and tobacco, so our communities seem to be more ready to cripple their schools

than to curtail expense for some other things that might be better spared. The heaviest item of expense for schools is the salaries of the teachers; moreover, this item of expense is one whose magnitude is fully known and appreciated by "Thomas, Richard, and Henry." Hence, the pruning knife of economy is likely to be felt here sooner than anywhere else. As a result, teaching becomes a very much less attractive field for prospective labor, and fewer will be found who are ready to incur expense in preparing themselves to enter this unpromising field. I think the reasons I have given fully account for the falling off in the number of students to which I have referred. For, with the return of better times, and a tendency toward a restoration of teachers' salaries, our numbers began to increase, and have continued to do so. Our enrollment in the Normal Department for the last winter term reached 369, an appreciably higher mark than had ever been reached before.

I am well aware that the excellence, efficiency or benefits to a community which belong to an institution of learning cannot be gauged by the the gross number of its students; but a large attendance is certainly presumptive evidence of efficiency and resulting benefit, and with many, perhaps most people, hardly any other test is applied.

Moreover, there are those in the Legislature and elsewhere, who are disposed to estimate the work of the school, simply by numbers, and at the same time to take into the account the number of graduates alone. Tried by this test, we suffer severely; for in fact, but about one-tenth of those who enter the Normal School take its diploma. Our course of study is more extended than that of most Normal Schools. We insist rigidly on our rule of requiring each one to reach a fixed standard of attainment in any study before he is allowed to pass that study. Many of our students, as some of you well know, are dependent upon their own exertions for means, and, before their course is complete, they are obliged to go out and teach. They may leave us with a full intention of returning to complete their course, but, if successful in their teaching, they are sorely tempted to remain in the school room instead of returning here to finish their work. Perhaps it may also be said that some do not appreciate sufficiently the advantages of a completed course and an enrollment among the alumni. From all these causes, it happens that the number of our graduates bears but a small ratio to the whole number of our students. I have hoped that, as the years go on, this state of things may change somewhat. I think it will; and still, much as I should rejoice to see a larger number of our students attain a place among the alumni, much as I regret to see that many do not seem to estimate the value of our diploma as highly as I think they should, I would not entertain for a moment the proposition to lower our demands in order to increase the number of our graduates. I do not

want to see our diplomas any cheaper. Rather let the diploma mean as much as it does now, even if it must continue, as it has so long, that a large part—probably the largest part—of our influence on the schools of the State must continue to be exerted by our undergraduates.

The six and one-half years since January, 1876, have been years of harmony and prosperity. But very few changes have occurred in our faculty, nor have our relations to each other been marred by quarrels or bickerings such as afflict many faculties. Very few cases of severe discipline of students have arisen. I think they may all be counted on the fingers of one hand, and still have a finger or so to spare. Our interruptions by sickness of either teachers or students have not been very serious in any case, and but one out of the whole number of teachers and students in all departments, has died during that time. I commend this fact to the consideration of those timid people who fear that we are killing our people by hard work.

Our institution has never shown an undue haste in taking up new plans of educational work. We have never been over-anxious, I think, to forsake the old and well-tried for the new and experimental. I trust that we have not been unwilling to "prove all things," at least all things that were worth proving, but our strong tendency has been to "hold fast that which is good." Hence, there have been few radical changes in our plans and methods of work during the last six and one-half years. Three somewhat important changes are worthy of a passing notice. During President Edwards' administration, we had come to feel that our training work, the actual practice work of our students in the instruction of classes in the model school, was failing to do justice both to the pupil-teachers themselves and also to the young people who were placed under their care for instruction, and it was believed that this failure arose from the fact that their work was not always wisely planned nor properly supervised. The reason that this was so, was found in the fact that, with their multiplicity of other duties, no member of the faculty was able to give this work of planning and supervising the attention it required. Hence, in 1874, the office of training teacher was established, and our oldest professor was relieved from the duties of his chair and inducted into the new office. The wisdom of this step has been sufficiently demonstrated.

But another evil was found to exist, which a new device was necessary to remedy. Of course, we could not put classes into the hands of our pupils for actual instruction, until those pupils had had the benefit of our training for a few terms. But it was found that quite a large per cent. of our pupils remained with us but one or two terms, and left without ever having undertaken this practice-work. Nor had they received direct professional instruction or practice of any kind—nothing beyond what was incidental to the daily move-

ments of the school and to their pursuit of the several branches of study in the class room. Hence, a lady competent to instruct young children philosophically, and also prepared, at the same time, to expound the philosophy of her work to others, was sought out and put in charge of the primary room, with the title of assistant training teacher. It was then ordained that all who entered the Normal School should spend one hour a day, during the first term, in observing her work with the children, or in listening to the exposition of her philosophy of the work that they had seen done. Moreover, they must keep a careful record of what they observed, and of what they were taught, and be examined in regard to the results. Thus arose the study called "Observation," among us, a study not popular with many at first, but against which I have heard no complaint now for a long time. Furthermore, many now ask to be allowed to pursue this work beyond the limits of our demands upon them; and generally such as prefer this request are among our brightest, best-prepared, and most promising pupils.

Secondly, our laboratories for the study of the natural sciences have been enlarged, improved, and much better supplied with apparatus than formerly. A quite important change has followed in our methods of teaching those sciences. In all of them, the work consists of experiments, to a much greater extent than formerly. Not simply nor chiefly seeing experiments performed by the professor, but the actual making of the experiments by the pupils themselves. In this way, we feel that we have come more into harmony with the theory and practice of the best modern teachers of science, and the results are correspondingly gratifying.

About three years ago, feeling that something might be done to bring more of the teachers of the State to share in the benefits of the Normal University, and at the same time to bring about a closer union between our institution and the body of actual teachers in the State who had never received instruction here, I proposed to our Board that we should cut down the regular work of our school year from thirty-nine weeks to thirty-six, and introduce a special term for actual teachers, four weeks in length, to be held in the month of August. My proposition met the approval of the Board, and the first such term was held in August, 1880. About two hundred teachers were present, a majority of whom had never been here as students before. These teachers, representing an immense aggregate of experience, took hold of the work with much enthusiasm, and expressed themselves highly pleased with what had been done for them. The next year, about thirty more came, and the term was equally successful. The third teachers' term is now in progress. The increase in attendance is a little greater this year than it was last, and the results promise to be quite as encouraging. I feel that the movement is fairly accomplishing the two-fold purpose I had in view when I proposed it to the Board.

The Illinois State Normal University has now completed a round twenty-five years of life and work. During the first four years, under the administration of President Hovey, aided by Moore, Potter, Sewall, and your speaker, together with others whose term of service was shorter, its foundations were firmly laid, the work received its impetus, and its scope and character were determined. After three years of hard nursing in old Major's Hall, in Bloomington, this spacious and commodious structure, erected in the face of difficulties that a man less full of pluck, persistency, and sublime audacity, than its first president, would not have overcome, was ready in the fall of 1860, to receive the school. Here, for one year, the work went on under the same managers, before the tempest-tones of war called the president, most of the teachers, and of the male students, to the field. Then followed a year of transition under the able management of Perkins Bass, aided by two of the helpers of his predecessor, together with some others. The times were troublous, the difficulties were great, but the work of the school was held firmly to the course already marked out, and in the model department, the high school work was well started under the guidance of the lamented Childs.

Before the year closed, a man came upon the stage here who was to play a conspicuous part at the head of affairs for the next thirteen years and a half. Early in President Edwards' administration, came Professors Metcalf and Stetson, and soon after, Mr. Pillsbury succeeded to the place of Mr. Childs, whom St. Louis had recalled. The story of President Edwards' administration, and of the succeeding one, I need not tell again.

During these twenty-five years, members of this faculty, men and women, have here invested the best of their powers, and of themselves, for periods of five, ten, fifteen, twenty years. No other Normal School on the continent has had, or has now, such an accumulation of teaching experience in its faculty. During this time, more than 5,000 young men and women have entered as students in the Normal Department, of whom 386 have received our diploma, and thousands of others have gone forth, bearing the training received here for longer or shorter periods, to take their places in the school rooms of the State.

What have been the results? I have no figures that will express them, nor can they be expressed in figures. But I am sure, after all allowances have been made, that a grand success has crowned our efforts—a success that has given the institution an enviable reputation, not only in our own State and in the neighboring States, but on the other side of the Atlantic, as well.

If I am asked to give the specific reasons for this success, I shall name the following as chief, in my opinion: First, the singleness of aim in all that has been done, viz., to fit young persons for the work of teachers in the school room. "This one thing" we started to do

in 1857, and this one thing is the aim from which we have never swerved to the present day. Second, I would name the faithfulness, thoroughness, and singleness of purpose with which the men and women who have taught here have done their work. Third, I would include the fidelity with which such an overwhelming majority of our graduates and under-graduates have gone forth to redeem the pledges made to the State, by the devotion of their powers and their acquirements to the doing of the work for which they were trained here. Nor must I forget to mention, in this connection, the wisdom and faithfulness which have been shown by members of the Board of Management, some of whom have served in this capacity almost as long as the veterans among the members of the faculty.

If I were asked what peculiarities of the teaching here have done most to give our pupils the strength they have, and to crown our work with the success that has followed, I should not hesitate a moment to name two. First, the fact that our main strength has been given to the elementary studies. We believe in reading, arithmetic, and map-drawing, and we have some faith in spelling, as a worthy subject of school study, especially for teachers. It is at the foundation of the structure where the best work is needed, but where too often the poorest work is found. Second, I should name the intelligent thoroughness with which these foundation subjects have been preserved. We believe that work rightly done on the elementary studies can be made as efficient for training the mental powers, the essential part of an education, as any work in the whole field of scholastic pursuit. Our faith on these two points is no new thing, but a survey of the work done here for twenty-five years and the results of that work make that faith stronger to-day than ever before.

Yes, the Normal University has succeeded. The evidences of this fact are abundant and convincing. The past is secure. No mistakes of the future can obliterate it. Whatever of disaster may be in store for this grand enterprise, nothing can destroy what has already been done, nor annihilate the influences that have gone forth from this point as a center.

But our enemies are not all converted, nor are they all dead yet. From time to time, here and there,—often in the very places where we should least expect them,—are heard the same old questionings, assertions, and objections, and this being the case, perhaps I cannot better fill the remaining pages of this paper than with a brief presentation of the reasons why Normal Schools should exist, and should be supported at the public charge.

I shall assume that the necessity of free public schools for the education of the whole people is settled. I believe it is settled in the minds of the great American public in Illinois and elsewhere. Questions of detail may still arise. Questions of the scope of the studies to be pursued, of the best methods of doing the work, etc.,

but I do not believe that our people will ever consent to discuss seriously the question of the utility and necessity of the free public school.

Now, it is clear that the value of a school depends upon the character of its teacher vastly more than upon anything else; yea, than all other things combined. If the teacher is good, the school will be good, whatever else may be lacking. If the teacher is worthless, the school is a total failure, although everything else may be of the best. Furthermore, it would seem to be clear that persons who are to do the best work as teachers must receive a special training for that work. As much as this is conceded for the proper doing of the commonest mechanical work. No man will send his old boot to be mended to any one who has not been trained to mend boots, although, perchance, the same man will put the training of his children into the hands of some green boy or girl who has never given one half-hour to learning how to do the work. Is the training of the future citizen, of the young immortal, at the critical, formative period of his life, so much simpler than the repairing of a broken boot? Experience in this country and in others, has fully shown that teachers trained in the philosophy and practice of their profession will not be forthcoming in sufficient numbers unless special schools are established on purpose to give that special training; hence, the necessity for Normal Schools. Normal Schools have been in existence in Europe almost one hundred and fifty years. They have existed in this country for about forty years. Now, the exact work and methods of a Normal School have never been settled, and perhaps they will not be settled for a long time to come, if ever; but the aim or purpose of a Normal School is simple and single, viz., to prepare prospective teachers for their work. Any school which has this for its sole aim, and does work which accomplishes this purpose to a reasonable degree, is a Normal School. Any school which aims at something more or less than this, or at something different from it, is not properly a Normal School, no matter how much incidental help for his future work the candidate for teaching may get there.

Recently, a whole brood of so-called Normal Schools has been spawned here in these western States, which have no right to the title, simply for the reason I have given. They do not make the preparation of teachers their special and single purpose. By their own published circulars, they are shown to be Normal Schools no more than they are "business colleges," or "schools of telegraphy," or "classical schools," or "music schools," or what not. They have chosen this word Normal rather than some other one out of half a dozen equally appropriate, to say the least, simply because those who have wrought in real Normal Schools have done such work as to give that word a greater cash value than any of the others, and so have made it worth "appropriating." Nor would it be an easy matter, if

indeed it were possible, to keep a school dependent on popular patronage for its support, strictly and exclusively to the work of a Normal School; nor would it be easy to insist in such a school upon the work being done in such a way as best to accomplish that purpose; hence, a reason why Normal Schools should be established and supported and controlled by the State.

Prof. Payne, of Ann Arbor, in a recent article, urges the "enforced preparatory training of a prescribed kind for the few who propose to assume grave responsibilities, and to perform duties of extraordinary difficulty and importance." He says: "The only practicable safeguard against empiricism, against an ignorant and culpable trifling with the highest and dearest of human interests, is a training of a prescribed kind and degree for all who would assume such grave responsibilities and duties." Can such training as he here demands for teachers, be reasonably expected except in an institution established by government, under its control, and supported at its expense? Wise leaders of public thought have said "no," and hence they have advocated the establishment and support of State Normal Schools.

If, then, the value of our public schools depends upon their teachers, if these teachers require a special kind of training, if those having this required training are not forthcoming in sufficient numbers without government assists in their preparation, and if governmental authority and support are necessary in order that a school should give this training in the best way, it is clearly the duty of the State to establish and support such schools.

But, let it be clearly understood that government does this in order to further its own purposes, and for nothing else. Such schools may confer great benefits upon those who are instructed in them, but that is not the reason for their existence; they are in no sense to be regarded as charitable institutions. The money spent for such schools should be regarded as spent in the interest of public economy. Whatever is invested in our public schools is thrown away, if all the teachers are worthless. In whatever degree anything improves the efficiency of the teachers, just in that ratio it gives worth to the money expended for the schools taught by those teachers. Our State spends about \$7,500,000 annually for its public schools; if, then, the work and influence of its two Normal Schools make the teaching in the State one per cent. better than it would be without them, then it follows that their cash value to the State is \$75,000 per year. Whether their influence, direct or indirect, does make the teaching in Illinois one per cent. better or not, I will not assert; I merely say that, if it does so, they pay to the State an annual interest at the rate of more than fifty per cent. on the annual investment of less than \$50,000 to support them.

And how much does this annual expenditure really burden the tax-payers? I made a careful calculation a few years ago, based on

official data, and I found that a man that pays tax on \$3,000,—and such a man, as we rate property for taxation, would be worth about \$10,000,—this man pays less than twenty cents yearly towards the support of both these schools. This is a little less than the cost of two moderately good cigars! Can any one wonder that some of our economical politicians would be glad to blot us out, not, of course, because they love us less, but because they love the tax-payers more!

It is possible that some one might grant all that I have said, and yet ask: Why should not the State insist that the teacher should get his necessary preparation at his own expense? Why educate teachers at the public cost any more than lawyers, or physicians, or ministers? Are not the interests of the public health, the public morality and religion, and public justice, quite as important as the interests of public education? Without any attempt at discussing the last question, it is sufficient to say that the State puts itself into no such relations to these interests as it does to that of public education. It does not, by its constitution, appoint a State officer to have the oversight of these interests. It does not put its hand into the pockets of its citizens, willing and unwilling alike, and take out millions of money to promote these interests. Hence, it is not under the same obligations to do everything necessary in order that these interests may not suffer, and to provide whatever means may be requisite in order that the money it has taken from its people by force, and invested in its own way, be not squandered.

But we are still told sometimes that these young people will not teach, even after they have been prepared to do so at the public expense. However, recent careful statistics which so clearly prove the falsity of this charge in respect to all our students, save a very few, have caused this statement to become much less frequent.

One of the funniest points made by our opponents is, that whatever need there may once have been for State Normal Schools, they have now accomplished their work; they have outlived their usefulness. When it is remembered that about 20,000 teachers are needed for the schools of Illinois, and that the average period of their teaching is about three years, this statement appears very much like a huge joke. It would seem that the necessity for Normal Schools will cease at about the same time with the necessity for cradles and cribs, and not much sooner.

But we still hear it said occasionally, that our Normal School is a local institution, that McLean County derives most of the benefit from it. It is hard to understand how any one can talk thus, if he will take our catalogue, and observe how the residences of our students are scattered literally from Dunleith to Cairo, and from the Wabash to the Mississippi. I find by consulting the catalogues of the other Normal Schools of the country, that there is scarcely another one of which the charge could not be made with more force than of our own. If we are

in good repute at home, that can hardly be set down against us; and it might be urged that the princely gift of McLean County to this institution entitles her to some favors. But it will be found that, under the rules of our Board, the only special privilege granted to candidates from McLean County is this: If they come to enter the Normal Department without appointment, they are required to show, on examination, that they are prepared more than forty per cent. better than candidates from other counties.

Friends, I have made no attempt to seize upon the poetry of this occasion, nor have the speakers who have preceded me. The temptation was strong to dwell upon the memories that this celebration is so well calculated to awaken, or to give free wing to fancy, and attempt to picture the glories that shall attend the completion of another quarter of a century, or to speak words of eulogy and of kind remembrance of those whose feet have grown weary by the way, and who have laid them down to their rest before reaching the meridian. We have attempted none of these things. We have given you the plain prose, but, I close by expressing the hope that some of the poetry may be reached before the day is ended.

ADDRESS BY W. L. PILLSBURY, A. M.

The growth of Illinois from 1850 to 1860, in population and in wealth, was immense. In the development of its material resources it made progress as great. Improvements in farm machinery, opening up coal mines and building great railroads, multiplied the number and enhanced the value of our farms, increased our farm products, and made markets for them accessible, and started us on the road to become what we now are, the greatest agricultural State in the Union, and what our friend, Mr. Jesse W. Fell, whose absence to-day we so much regret, says we shall be,—the seat of the greatest manufactories of the world. But the growth of that decade is not all recorded in the census reports and the transactions of the State Board of Agriculture. There was a growth of ideas as well. It is true that certain black laws, of which we hear much in every political campaign, were put upon the statute books of the State about that time; but it is also true that the same time gave birth to the movement and trained the man through whose agency all black laws have been swept from the statute books of this and all the other States.

We go, too, to 1855 for our first free school law, for the law that established common schools upon taxation of property, providing for the first time a State tax and a feasible and effective plan of local taxation in their behalf. And, following close upon this free school law of 1855, we find its corollary, the act of 1857, establishing the Illinois State Normal University to train teachers for the free schools. Hence, then, from this fruitful decade, this stately building on the