

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.

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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

prairie, this renowned school of teachers; hence these alumni, and this auspicious meeting.

But the whole of this subject, fortunately, does not belong to me. Gen. Hovey, last night, and Dr. Edwards, this morning, in eloquent words, have told you of the struggle for free schools and the Normal School, of the men and the arguments that prevailed, of the making the bricks in these walls,—not perhaps without straw but without what is more needful in these times,—money. They have told how the University grew and matured under their wise care, and Dr. Hewett has told you in fitting terms, of both its earlier and its later days, of which he has been so great a part. It is for me to speak more especially of the model school, that has grown up beside the Normal School from the beginning.

I have said that the law establishing the State Normal University was a corollary of the free school law of 1855. In like manner a training school, or a model school, is an essential part of a complete Normal School. I shall not elaborate this statement nor attempt to prove it before this audience, for I am sure that you all concede that it is true. There has been, and still is, a difference of opinion on the question whether this auxiliary of the Normal School should be a *model* school, or a *training* or *practice* school. It has been said on the one hand, that the purpose should be “to place before the pupil-teachers a correct model, a thing to be looked at, studied and imitated,” and on the other hand, that the purpose should be “to send the pupil-teachers to the school to experiment and acquire practical skill in teaching.” Doubtless much might be said on this question that would not be entirely out of place here, but I prefer to present the history, and to add only a few conclusions.

The purpose in the beginning here seems clearly to have been to establish a school to be observed and studied; and hence the name by which it has always been known—THE MODEL SCHOOL. The first allusion to the model school which I find in the proceedings of the State Board of Education, is in the report of a committee consisting of Messrs. Rex and Hovey, who had been appointed by the Board at its second meeting, “to visit the various Normal and high schools of the East, and report to the Board upon the subject of building, internal arrangements, etc.” The Board adjourned from May 7 (this was in the year 1857) to June 23, and at the adjourned meeting of the Board, the committee, having meanwhile made the trip East, under the “etc.” part of their instructions, I suppose, presented a careful outline of their “views upon the nature, object, organization, course of training, gradation and management of Normal Schools.” In that report the committee say: “The third step is that indicated above; namely, to give practical skill by actual service under instruction in the school of practice, or model school. They should here be taught that there can be no real success in practice without a rational

theory to which such practice can, at every step, be referred. They should be made to see and to feel that there must be a reason for every process in education, as well as in medicine, or engineering, or mechanics." [Proceedings State Board of Education, June 23, 1857, p. 10.]

At this same meeting of the Board, Mr. Hovey was elected principal of the Normal University, that was to be. At the next meeting of the Board, held August 18, it was resolved that the first session of the Normal University should begin on the first Monday in October; "also that the principal, should it be necessary, be authorized to employ a principal teacher in the model school." [Proceedings State Board of Education, August 18, 1857, p. 14.]

Pursuant to this resolution, Miss Mary M. Brooks,\* who had been a primary school teacher in the Peoria schools, was appointed principal of the model school, the purpose being to begin with a class of primary pupils. In the report of the State Superintendent of Public Instruction, 1857-8, p. 392, I find the following, written by Gen. Hovey, in December, 1858, a little more than a year after the school opened:

"The model, or experimental school, is a necessary adjunct of a training school for teachers, and it was therefore determined to establish the primary grade at once. Miss Mary M. Brooks, a young lady of remarkable fitness for the place, was appointed principal.

"At first the success of the school was not very flattering, there being only seven pupils during an entire term, and one of these was received gratuitously. The second term opened with ten, and closed with fourteen pupils. But on the morning of the first day of the third term, every seat was filled, and over fifty applied who could not be received for want of room. So long as there was room in the Normal School for a class of twelve pupils of the intermediate grade, they were received and taught partly by the Normal students, and the proceeds of their tuition applied to the payment of the salary of the model school principal, and such assistants as it was found necessary to employ. This class, now grown into eighty pupils, has passed into the hands of Mr. G. Thayer. The receipts for tuition in the model school during the first year amounted to \$439.50, and were wholly applied to the payment of teachers. The members of Section A have spent considerable time in this school as observers and teachers, and the members of the other sections or classes will, in turn, do the same."

It is, perhaps, fortunate, that the model, rather than the training school idea prevailed in the start, for had all the Normal School been permitted to assist in the nursing, I fear the infant might have perished in its cradle. Its trials would have been as terrible as those of that freshman class of one, to which Holmes says the sophomores

\*See letter at close of this article.

and faculty of Harvard once devoted their attention for a year. But, happily, the child passed safely through the perils of infancy and has shown a lusty growth.

Perhaps I should say in passing, that Mr. Gilbert Thayer, who is mentioned by General Hovey in the extract above, was at that time keeping a private school in a building on the north side of the square in Bloomington, about where Fitzwilliam's store now stands, and that the connection between his school and the model school was never more than merely nominal. Mr. Thayer was never regarded as a teacher of the University. The model school continued on the same course for three years, until, with the Normal School, it removed to this building. It was mainly a school for observation, of the primary and intermediate grades, and the instruction was given by Miss Brooks, who received some help from two or three students who were called assistants. Miss Brooks left at the end of the third year, and the school began in this building with three new teachers, and some higher classes were started.

The year 1861-2 gave the model school for the first time a high school department. At the beginning of the second term, or about the first of January, 1862, Mr. Charles F. Childs, who came from the principalship of the Franklin school, in St. Louis, was made principal of the model school, and the high school was organized by him.

The school at this time grew rapidly, partly because of the increase in population of the school district in which the University is situated, the pupils of which attended the model school, and partly by an influx of pupils drawn by the reputation that the school already began to have. This growth in numbers, there being only two teachers in the school, changed very materially the relations between it and the Normal School. In the three lower grades it became more closely allied to a training school. How far this change had progressed, and the way in which the work of the pupil-teachers was done, and how it was made valuable to them by direction and criticism, is very clearly shown by the following, which I find from Dr. Edwards, in the State report of 1861-2, written December, 1862:

"One of the most prominent features of the Normal University is the model school. It is precisely what its name implies,—a model by which the students of the University may be guided in the teaching and discipline of their own schools. It is placed under the charge of instructors whose methods and skill in teaching and governing may be held before the uninitiated as the best known. The influence upon the minds of those about to go out as teachers, of having constantly before them a school of superior character, whose every movement they are required to inspect, and whose progress they may note, is certainly very great; but when in addition to this they are themselves required to conduct classes in such a school, and according to its high model, their work being carefully inspected and criticised by the regular teach-



Wm L Pillsbury



ers of both the Normal and model schools, we cannot fail to see that an opportunity for improvement in the art of teaching is offered by it such as is furnished by no other instrumentality. A plain statement of the method pursued in reference to the practice of the Normal students in the model school, will best illustrate the utility of this part of a teachers' seminary.

“At the beginning of each term, such members of the higher classes in the University as are designated by the principal for practice in the model school, have classes assigned to them for the term. Each student so designated has charge of one class in one study, and is therefore employed in teaching one hour in the day, the remaining time being appropriated to other work. For the progress of his class during the term, each pupil-teacher is held responsible, the principal and other teachers making from time to time such suggestions as the case seems to demand. As frequently as possible, however, the class, under its teacher, goes through an exercise before the faculty and the body of pupil teachers. This exercise is intended to be a fair sample of an ordinary recitation; or, if allowed to differ from that, it is in order to illustrate more fully some principle or method considered important. After a reasonable time employed in the exercise the class is dismissed, and the method and manner of the instructor are fully and freely discussed by all present,—their merits and demerits pointed out, and improvements suggested. In these discussions many principles are set forth and illustrated, and thus fixed in the minds of all present; practical suggestions are made just where they are most needed,—in connection with actual work; the objections that arise in any mind are presented, and, if unfounded, are answered; so that everything proposed is tried by the most natural and proper tests. It will be seen that in these exercises and discussions, the advantages of both theory and practice are combined in a very desirable and efficient manner. Without the practical illustration presented in the exercise, the general principles enunciated in the discussion would not be appreciated nor remembered; and without the discussion, the peculiarities of the exercise might be unobserved, or understood only as isolated facts, and their uses and relation to other facts remain unperceived.

“The model school, as here organized, is a very important auxiliary to the Normal University. But to make it efficient, it must be under the charge of skilful and earnest teachers. In this way there is presented to the Normal students a practical illustration of the teaching in any grade to which they may be called.”

Many of you here present recognize the faithfulness of the picture. From the great increase in numbers, beginning in 1862, until 1874, there was no considerable change in the relations between the Normal and the model schools. For a part of the time the model school had been over-run with pupils, and four principals, one for each

department, and an assistant in the high school and the grammar school had been found necessary. But with the discontinuance of the connection with the district school there came relief; the grammar and intermediate departments were consolidated, and the school has continued thus organized up to this date. But these changes had brought no essential modification in the functions of the school as a model or training school. The instructors of the University, both in the Normal school and model school, had been more and more crowded with work. The duties of the president had multiplied. There was no one who could do more than snatch, from pressing duties, a little time to look after the work of the pupil-teachers, and they did not receive that careful and continuous supervision which is essential both for their profit and to the welfare of the pupils taught. The evil, which plainly existed, was met by the appointment of one of the teachers of the Normal school to the exclusive duties of a training teacher, and the principals of the primary and grammar school were styled, in addition to the title of principals, first and second assistant training teachers; and the change in name indicated a corresponding change in a part of their duties,—a change which, it should be said, had to some extent already taken place.

Under the direction of Mr. Metcalf as training teacher, the work of the pupil-teachers has been most carefully systematized, and the training teacher or one of his assistants is constantly at hand to advise, to direct, and to note the faults and excellences. A further step has been made which carries us back to the idea of the model school. The pupils of the entering class each term visit, for observation, one hour a day, the class in charge of the principal of the primary department. The principal takes pains to explain her methods and the philosophy of them to her observers; the whole is discussed, and subsequently the pupils preparing to teach are examined upon the work.

Viewing, then, the model school as an adjunct of the Normal school, we see it occupying these three positions: First, a model school for observation, with only a primary department; next, the transformation having come about from an increase in the number of pupils, a school with a high school department, which was a model school, and lower departments, which were training schools; and, finally, the high school remaining a model school, the lower grades containing a training school for the pupil-teachers, so far as to have all the benefits that we may reasonably seek in a training school, unless we say that its pupils are mere subjects to be operated upon, and a school of observation for entering classes; while, at the same time, all is so carefully and so skilfully supervised that it is still a model school.

It appears to me that in this, as often in other matters, the truth has been found between the extremes, and I give it as my judgment that under the present regime, prevailing for the last eight years, the



model school is more nearly, than ever before, accomplishing its part in furtherance of the legitimate purposes of the University. "But," some one will say, "this may be true enough so far as the grammar and primary grades go; but why have a high school department?"

When I became principal of the model school in 1863, Dr. Edwards said to me that he wanted the high school developed upon a liberal plan and with a high standard to be attained. I believed he was right theoretically, then; and as I read the results, there has been no conflict between them and the theory. Such an auxiliary school of a Normal school should be a model school. Would you have a headless model? Again show me a public school, I care not whether it be a city high school or a country district school, in which the teacher, or the school board, thinks that the teacher may be finished off and turned out with a diploma, and with about all the education they will ever need,—a public school that does not have constantly in view fitting boys and girls to acquire further education, either by their own unguided efforts, or in another school,—and I will show you a teacher and a school board that fail to comprehend what education means, and a school that fails to educate in the noblest sense of the word. And so I would have in our model school a high school in which fitting boys and girls for the college and the seminary and the scientific school shall be more prominent than preparing them to graduate. This I consider the main argument for our model high school. The idea of something beyond should be constantly presented by precept and example to those who are to become teachers of our youth. But I consider that there is, aside from this, abundant reason for its existence, inasmuch as it is unquestionably the high school in view that does much to fill up the grammar school; and because the principal of the high school has always been able to reciprocate, in a large measure, for the instruction of his pupils in Normal school classes, by receiving Normal pupils to his own classes.

So far I have spoken of the model school, and have given its history, viewing it as an adjunct of the Normal School. But it has had a history of its own,—a history that is apart from that which I have given. It has had a corps of teachers of whom, and of whose faithfulness and skill and ability and loyalty to the University, much might be said. But time forbids, and I can only ask you to pause a moment for a word of tribute in memory of some of those who have fallen.

Mary M. Brooks, the first principal of the model school, was a teacher of some experience, and of rare skill and power in teaching, winning and training children. She had a wonderful grasp of the principles of primary education; and it is the uniform testimony of those who were teachers or pupils in the Normal School during the three years of her principalship, that she filled her position most creditably, and that she made the school in her charge a model school in reality as well as name.

Among the six young men present that October morning twenty-five years ago, when the first session of the University began, was Joseph G. Howell, then about nineteen years old, the youngest of them all, I believe, who had come two hundred miles and more, from near Carmi, in White county, to prepare himself to be a teacher in the public schools. He continued a pupil for three years, graduating in the first class, and was immediately thereafter made a teacher in the model school, and at the beginning of the second term of the year, 1860-61, became principal. The catalogue for the year has this note: "From defects in the records, resulting from the hurried departure for the war of the principal of the model school, it is impossible to publish a correct list of the names in that department." And a later catalogue having a list of those who became soldiers says: "Joseph G. Howell, Company K, Eight Illinois Infantry; killed at the siege of Fort Donelson." These brief words tell of the quick response to the nation's call, and the swift-following death of as noble a youth as ever laid down his life for right and country. I have learned from his classmates that he was the son of a Presbyterian minister; that he was a young man of unusual mental power and promise; that he was by common consent the foremost man of his class. He was earnest and patient and ambitious; but he was always a genial companion, and his heart was filled with ready sympathy for every friend.

During his brief career as a teacher he won the hearts of all his pupils, as well as their respect, by his manliness and his ability. When the first call for ninety-day men came, he enlisted, the first from the University, a private under Captain Harvey at Bloomington, and was mustered in, April 25, 1861, at Springfield. His regiment, the Eighth, under Colonel Dick Oglesby, was the second in number of the War of the Rebellion (the first six were the numbers for the Mexican war); but it was organized the same day as the Seventh, which took the first in number, and Colonel Oglesby, of the Eighth, it was agreed should outrank Colonel Cook, of the Seventh. When the ninety days were up, Howell reenlisted at once, helped to reorganize company K, and was made first lieutenant. In the fight at Donelson, Colonel Oglesby was in command of a brigade, and Lieutenant Howell was detailed to act as a staff officer. While on duty he was shot in the eye and fell dead.\*

\*At this point, the speaker was interrupted by Dr. Hewett, who said he wanted to relate a little incident. Said he, "In the summer of 1861, Howell returned on a brief furlough, to visit Normal for the last time. One morning, as I was coming up the southeast walk towards the University, I met him returning from a farewell visit to his little friends in the model school. The sun was shining fiercely, but he was walking bare-headed, his soldier's cap in his hands filled with flowers that the little ones had given him. He paused and spoke a few words, then passed on, carrying tenderly the love-tributes of the children. It was the last time I ever saw him alive."

[It was an interesting fact that one of the little girls who contributed the flowers was present, in the person of Mrs. Flora M. Hunter, the dean of the Wesleyan College of Music.]

His memory belongs to the whole University, but a more fitting place for some memorial of him would be in No. 12, where he taught. I have in my hands five dollars that may be used for that purpose, and if there are those of his classmates or friends who will increase the amount, the recollections of his life may be preserved as a precious memory, to teach our youth a lesson of noble devotion and patriotism. The day after Mr. Howell's enlistment, he resigned his position as principal of the model school, and recommended, for his successor, Mr. J. H. Burnham, of the graduating class. His wishes were carried out. The summer session had been in operation about one week, and Mr. Burnham finished the term of twelve weeks, and graduated with his class by having his teaching in the model school counted as an equivalent for the studies of the last term.

As I have already said, about the first of January, 1862, Mr. Charles F. Childs came from the public schools of St. Louis to the principalship of the model school. A man about thirty-two years of age, a graduate of Antioch College while Horace Mann was its president, and a teacher of considerable experience, he had already a well-established name in the profession. Gen. Hovey had, in the outset, substantially outlined the plan of the model school, and Miss Brooks had most ably seconded him in developing that plan for the lower grade of the school. To Mr. Childs belongs the credit of the first organization of the high school. Under him the school rapidly won a reputation that has continued, and that has brought here the hundreds of pupils that have thronged the model school, coming from all parts of the State. Mr. Childs was an untiring student, and he made the model school a working school, for he had wonderful power in impressing himself upon all with whom he came in contact, and especially upon the young. He was a live man, abreast with the spirit of the times, and filled with a noble ambition to win a place and a name that should last. He left the model school at the close of the school year 1862-3, and became principal of the St. Louis high school. He staid there until his death, in February, 1866. I had hoped to make this meager sketch fuller, but have been unsuccessful in my search for material.

A little later, March 29, 1866, a memorial exercise in his honor was held in the hall above, and I am permitted by the author to read a few stanzas from a poem prepared for that occasion.

While sluggards slept, he bravely sought to gain  
The goal to noble workers ne'er denied,  
Who leave the noxious vapors of Life's plain  
For Fame's far summit towering in its pride.

The tireless Teacher! whose unbending will,  
Forever active in the quest for truth,  
Played on his pupils' hearts with matchless skill,  
And roused to worthy deeds the minds of youth.

Scorner of meanness, hater of pretense,  
 Bold to avow convictions all his own,  
 He pierced deception's veil with keenest sense,  
 And dared, when conscience bade, to stand alone.

Though sculptured pile, above his silent dust,  
 With tongue of marble ne'er his fame should tell,  
 The souls he stirred and waked to manly trust  
 Will keep the record of his labors well.

It is fitting, perhaps, that I should say a word of the high school. The catalogue has shown usually but one teacher of the school, or at most two. That has been to some extent misleading; for, as you know, the pupils of the high school have been freely admitted to all the classes of the Normal School; and thus, instead of one or two teachers, the school has constantly had a full corps of able instructors, having many special qualifications as teachers in their particular departments. Taking this view of the case, I have no hesitation in saying that it would be difficult to find in the country a secondary school that has offered to its pupils a broader or a richer course of study. I think the result of this has been apparent in the pupils of the school.

I want here to note an error in the catalogue. It shows from 1862 to 1871, but a year's course in Greek. It should show a three years' course. No pupil has ever graduated from the classical course of study without doing three full years' work in Greek.

But what shall I say to-day for the nearly five thousand pupils who have frequented the model-school rooms during the quarter of a century whose limit we mark to-day? One thing should not be left unsaid. No account of the teachers sent out from the University would be complete that left them out. About half of the graduates have taught, and have averaged about three years apiece, and the under-graduates of the school who have taught have been numbered by the hundreds.

The pupils of the model school, since it grew to respectable numbers, have always had a wonderful love for it, a great *esprit de corps*. The school, though down stairs, and not the University nor the largest interest in it, has always been jealous of its own good name and no mean competitor of the Normal School for society and University honors.

It is too soon to expect great things in the history of the world of the pupils of a school begun but twenty-five years ago as an a b c school, and whose first class was graduated since the close of the war. But they are already to be found among the rising men of the professions, among the merchants, the mechanics, and the farmers. Many of the girls are worthy matrons now. If I mistake not there is abundant promise for the future; and to that I think we may safely leave the harvest.

In closing, I will only say that I am sure no school has ever had more loyal pupils than those of the model school, and that the Normal University has to-day no truer or stauncher friends than are to be found among those whose names have been enrolled upon the registers of the primary school, the grammar school and the high school below.

NORMAL, ILLINOIS, August 27, 1882.

MY DEAR SIR:

Soon after I came to the State in 1854, a young woman timidly introduced herself to me at my school room in Peoria, as Mary Brooks, from Brimfield. She was about the usual height, of rather large frame, a little gaunt, or poor in flesh, with a head to delight an artist, and a face so sincere and winning as to greatly impress, I will not say fascinate, the beholder. She was a Vermonter by birth, but her parents had settled in Illinois some years before. She said she wanted to engage in teaching and desired to pursue preparatory studies with me. She developed rapidly, serving as a pupil-teacher and as a full teacher in Peoria for about two years. Children loved her at sight, and the love was returned. It was genuine, and I think quite involuntary on both sides. Neither could help it. She had, or seemed to have, an intuitive knowledge of a child's mind at different stages of development, and a genius for inventing methods to aid its growth. I call this power intuition, genius, but I do not mean that it came to her without effort. She was a hard student of books and of nature. When a model school was determined upon as an incident and annex to the Normal University, the Board of Education, on the advice of the principal, invited Miss Brooks to take charge of it. Her class was composed of children. It was intended at that time chiefly as a model, and not as a school of practice for pupil-teachers. I shall not soon forget how Mary and her little friends got on together in their cramped and unsuitable room under a corner of Major's Hall, nor how the most learned man of the Board, Dr. Bunsen, used to sit for hours, sometimes whole days, watching Mary's work, as pleased as any of the children, and apparently unconscious of the lapse of time. The management and methods of the model school during this period, would repay study, if available. I do not know that they were ever described in print, and I cannot undertake to describe them now. After three years of successful labor, the first teacher in the model school resigned, to become Mrs. James M. Wiley, and died January 9, 1868, leaving two children, George and Katie.

Very truly,

CHARLES E. HOVEY.

To W. L. Pillsbury, Esq.

#### THE CELEBRATION.

As early as May, 1881, preparations were begun for a quarter-centennial celebration in 1882.

By correspondence, it was ascertained that a much larger number could attend in August than at the time of the annual commencement, in May. Arrangements having been perfected, the exercises began on the evening of August 24. After a cornet solo, by Charles Lufkin, General Hovey, now residing in Washington, D. C., delivered the address found in the preceding pages. The weather was very unfavorable, but the speaker was greeted by a large and enthusiastic audience, many of whom had been identified with the early history of the school.

On Friday morning the assembly room was crowded to its utmost capacity by a happy throng of old students, pioneer workers in educa-