

PROCEEDINGS
OF THE
BOARD OF EDUCATION

OF THE
STATE OF ILLINOIS.

REGULAR MEETING:

HELD AT NORMAL, DECEMBER 16TH, 1874.

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1875.

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DECEMBER 16TH, 1874.

NORMAL UNIVERSITY,
NORMAL, ILLINOIS, December 16, 1874. }

THE BOARD OF EDUCATION OF THE STATE OF ILLINOIS convened at ten o'clock A. M., Wednesday, December 16, 1874.

PRESENT—Messrs. Gastman, Goudy, Noetling, Roots, Wells, Worthington, Coy, Clarke, Green, Moulton, Carter, and Bate-man—12.

ABSENT—Messrs. Leal and Mayo—2.

On motion, President Edwards appeared and read his Semi-annual Report, as follows:

To the Honorable Board of Education of the State of Illinois.

GENTLEMEN: During the year ending June, 1874, eighty-two counties in the state were represented in the Normal University by state scholars, as follows:

Adams	4	Coles	5	Fayette.....	3
Bond.....	2	Cook	4	Ford	4
Boone.....	10	Crawford	1	Fulton	4
Brown	3	Cumberland	2	Greene	8
Bureau.....	5	DeKalb	10	Grundy	3
Carroll	3	DeWitt.....	7	Hamilton	1
Cass.....	5	Douglas	3	Hancock	3
Champaign	7	DuPage	1	Henderson	2
Christian	6	Edgar	4	Henry.....	4
Clinton.....	3	Effingham.....	3	Iroquois	9

Jersey.....	3	McHenry.....	5	Scott.....	2
Jo Daviess.....	1	McLean.....	69	Shelby.....	5
Kane.....	3	Menard.....	1	Stark.....	1
Kankakee.....	2	Montgomery.....	4	Stephenson.....	9
Kendall.....	1	Morgan.....	5	St. Clair.....	4
Knox.....	4	Moultrie.....	6	Tazewell.....	8
Lasalle.....	11	Ogle.....	5	Union.....	1
Lee.....	7	Peoria.....	4	Vermilion.....	5
Livingston.....	14	Perry.....	4	Warren.....	2
Logan.....	8	Piatt.....	9	Washington.....	3
Macon.....	10	Pike.....	5	White.....	1
Macoupin.....	8	Pope.....	5	Whiteside.....	6
Madison.....	10	Putnam.....	4	Will.....	5
Marion.....	7	Randolph.....	3	Williamson.....	1
Marshall.....	1	Richland.....	1	Winnebago.....	2
Mason.....	7	Rock Island.....	1	Woodford.....	8
Massac.....	1	Sangamon.....	7		
McDonough.....	1	Schuyler.....	3		

REPRESENTATION FROM OTHER STATES.

Indiana.....	3	Iowa.....	5	Ohio.....	1
Virginia.....	1	Kansas.....	1		
Wisconsin.....	2	Missouri.....	3		

Whole number of counties.....	82
Whole number of state beneficiaries.....	448
To this add number in Model School.....	316
Total in University for year.....	764

During the present term, the Normal University has contained 530 pupils, distributed as follows: In the Normal Department, 315; in the High School, 79; in the Grammar School, 90; in the Primary School, 46. In the recent examination for the admission of new pupils there were 172 candidates. Of these, 148 were admitted, seventy-five of them on certificates of appointment and first-grade teachers' certificates, and seventy-three on examination. The number examined was 106, of whom seventy-three were admitted, and thirty-three rejected on account of imperfect literary qualification. So that the rejections were $31\frac{2}{3}$ per cent. of the number examined. By this care in sifting, the grade of scholarship has been much improved. It ought to be added that some of those received on certificates are afterwards found to be poorly qualified. The cause of sound learning would be promoted by a more thorough examination on the part of county superintendents.

During the present term, sixty-nine counties are represented by state beneficiaries, as follows:

Board of Education.

Boone	3	Jo Daviess.....	2	Piatt	6
Brown	4	Kane	1	Pike	6
Bureau.....	7	Kendall	1	Pope	1
Carroll	1	Knox	2	Putnam	5
Cass.....	2	Lasalle	15	Randolph	2
Champaign	3	Lee	1	Richland	1
Christian	4	Livingston	10	Rock Island	1
Clinton.....	2	Logan	12	Sangamon	3
Cotes.....	2	Macon	11	Schuyler	2
DeKalb	6	Macoupin	4	Scott	1
DeWitt.....	2	Madison.....	8	Shelby	3
Douglas	1	Marion	6	Stark	2
Edgar	1	Marshall	1	St. Clair.....	6
Fayette.....	2	McDonough	1	Stephenson	8
Ford	1	McHenry.....	1	Tazewell	4
Fulton	4	McLean.....	52	Union	1
Greene	3	Menard	3	Vermilion	3
Grundy	3	Montgomery	1	Wayne	1
Hancock	1	Morgan	3	White.....	1
Henderson	5	Moultrie.....	2	Whiteside	5
Henry.....	3	Ogle	6	Will	6
Iroquois	9	Peoria	2	Winnebago	3
Jersey.....	5	Perry	4	Woodford	3

OTHER STATES REPRESENTED.

Indiana	4	Missouri.....	2	Pennsylvania	2
Iowa	4	New York.....	1	Wisconsin	1
Kansas	1	Ohio	3		

Total number of counties represented this term.....	69
Total number of other states.....	8
Number of students from counties.....	297
From other states.....	18
In Model School.....	215
Total in University.....	530

IMPROVEMENT IN ORGANIZATION.

The present organization of the school is much better and more complete than heretofore. In past years, there has been a lack of general supervision. It has been the practice to assign to the president, or responsible superintending officer, a number of classes and a considerable amount of other specific work. The result has been that general supervision, including a full and accurate knowledge of all the movements in every part of the building, was impossible. Events almost vitally affecting the interests of the institution were constantly occurring at such times that the president could take no proper notice of them. Little things were daily happening which, if they could have received attention at the time, might have been so adjusted as to cause no harm, but which, neglected, became potent forces for

evil, disturbing the harmony and undermining the discipline of the institution, and requiring, in the end, an unpleasant degree of severity. It is not too much to say that it is work enough for one man to superintend this great school, without attempting any specific duty. This sentiment was suggested by the first head of the institution, when its pupils numbered but little more than one-third of what they do now. See 3d Rep., page 108.

But, by the recent action of the Board, these evils have been largely remedied. The special supervision of pupil-teachers has been intrusted to Professor Thomas Metcalf, a man whose fitness for the work is more than conceded by every one who knows him. This was perhaps the most distracting duty formerly devolving upon the president, and at the same time, on account of the constant interference of other duties, the most difficult to perform with satisfaction.

GRADES.

The State Normal University is a company of 530 pupils, divided into two broadly-distinguished groups. One group (and much the larger one) consists of those who occupy the position of state beneficiaries, and as such have signed a pledge to become teachers in the schools of Illinois. On this condition their tuition is furnished to them gratuitously. These constitute what is called the Normal Department of the University. In this department the young men must be at least 17 years of age, and the young women 16. The other group consists of those who, notwithstanding the intention of many of them to become teachers, prefer not to bind themselves by a pledge; or, in cases where there is no such unwillingness, of those who are either too young, or not sufficiently advanced in studies, to enter the Normal Department. Of these is composed the Model School, which is divided into three grades. First is the High School, which furnishes a thorough fitting for the best colleges, as Yale, Harvard, or Princeton, or an equally thorough preparation for business. Next is the Grammar School, which aims to do in the best way the work of such a grade. And third is the Intermediate and Primary School, in which the most genial and effective culture is provided for the little ones.

FUNCTION OF THE MODEL SCHOOL.

In the economy of the institution, the Model School is subsidiary to the Normal Department. It is not maintained for its own sake, but for the sake of furnishing an opportunity for observation and practice in teaching to those who are preparing for that work. At the present time fifty of the Normal pupils are employed for one hour each day in conducting classes in its different grades. Fifty others give an hour each day to observing the work of the first fifty. When the middle of the term is reached, these two squads exchange duties, the observers taking the place of the teachers, and *vice versa*. Every teacher keeps a diary of his daily work, in which he inserts an account of the work of each recitation, noting the points considered in it, also all notable cases of success or failure on the part of both teacher and pupils, and, as far as possible, the causes thereof. Every observer keeps a record of his visits, and of all that he sees that is worthy of observation. He notes the work done and the manner of it. He points out excellences and defects, and suggests the causes of both, and shows, as far as possible, how the latter may be avoided. Every week a meeting is held of teachers and observers, at which the diaries and reports are read, or as many of them as the time will allow. Four terms of such teaching and observing are required of each pupil before graduating.

This whole work is under the supervision of Professor Metcalf, assisted by Miss Gertrude Case. All the time of these two accomplished teachers is given to this duty. By personal observation of the teaching of individuals, by private inspection of diaries and reports, by private interviews with the pupil-teachers, and by the use of the weekly public meetings already referred to, they seek to enlighten the young teachers in respect to the philosophy of their work, and to improve the character of the teaching.

PROFESSIONAL INSTRUCTION.

Such, very briefly stated, is the method of practical training furnished to the students of the Normal University. There is, however, other professional work, occupying at least three terms. During the third term in the course there is a series of

conversational lectures on the Theory and Practice of Teaching. In these lectures there is a free interchange of thought between the instructor and the members of the class. But the results of the whole are gathered up and preserved in writing by each student.

During the fourth term there is a fourteen weeks' study of psychology, as a preparation for a correct educational philosophy.

During the seventh term of the course there is a study of educational history and biography. This includes some note of all the principal systems of education that have prevailed both in ancient and modern times; also, some knowledge of the lives of the world's teachers in different ages.

A brief course of lectures is also given, during the same term, upon the philosophy of education. Or, in stead of that, some treatise on pedagogics is studied and used as a text-book. The work of Dr. Karl Rosenkranz is now used.

Nor does this exhaust the amount of professional work done in the institution. Besides these more formal helps, there is furnished to every pupil a constant professional training in the educational aspect in which every subject taught is presented. In the teaching of arithmetic, it is not the science of numbers alone that is presented, but along with that is imparted much of the philosophy of teaching that science. It may be said that a good teacher always imparts something of his methods, and something of the philosophy of his work; but in the Normal School this tendency is much more positive than in any other. The Normal instructor has constantly before him the idea of making good teachers of his pupils. By this idea every process is colored, every direction is modified. It is not enough that the pupil knows the thing taught—the teacher is never satisfied until he sees that it so lies in the mind of the learner that he can successfully impart it.

ACADEMIC INSTRUCTION.

So much for what may be called professional work. But this is by no means all that the institution undertakes. Nor does it hope that the time is soon coming, or will ever come, when it shall be confined to professional work. It also imparts positive knowledge, and rejoices in the opportunity of doing so.

This is not in accordance with the theory of Normal schools entertained by many good friends of education. In a subsequent part of this paper a few suggestions will be offered by way of a respectful and candid discussion of this point.

1. In the direction of positive knowledge, the University aims to give the pupils whatever they lack in the common branches, so called. No one is admitted into the Normal Department without sufficient literary attainments to secure a second-grade certificate in the most advanced of our counties. Many come in holding already first-grade certificates. These are admitted without examination. But very few of these have that full, thorough, self-reliant acquaintance with the common branches that is so necessary to give the teacher entire independence and the perfect control of his own powers. Especially is this true in reference to all matters relating to language. Many of our pupils are woefully deficient in spelling, though otherwise respectably prepared. Many more are unable to read English with any thing like a proper expression, or with any adequate apprehension of nice shades of meaning. It is very apparent that most of our public schools are lamentably deficient in their teaching of language, practical and theoretical. When we reflect that the English tongue furnishes in itself a "liberal education," and that an unskillful and slovenly use of it is disastrous to any accuracy of thought, we can not do otherwise than deeply regret this state of facts. The Normal University considers it a worthy service to do all that is possible to remedy this evil. Accordingly, it does not consider its dignity at all compromised by a thorough daily drill in spelling for such as need the training. It requires, also, two terms of reading, with rigid practice in thought analysis, and a careful attention to vocal culture and expression.

And the same general course is taken with all the common-school studies. The aim is to make the pupil strong, exact, and ready in each of them, to familiarize his mind with their use, as the hand of the mechanic is familiarized with his tools, so that when the school work comes on, time need not be lost, and energy dissipated, in groping after implements that ought to fall spontaneously into the hand.

2. Besides this completing of the common branches, so called,

there is a full furnishing for such as desire to become teachers in High Schools. This includes advanced work in mathematics, the natural sciences, and the Latin, Greek, German and French languages, besides a more extended course in the English. The mathematics is required, and the same is true for the most part of the sciences. But the languages, and some part of the sciences, are optional. In order to accomplish the optional studies, the student usually finds it necessary to extend the time of study to four years. The required studies are, in most cases, mastered in one year less.

Among the subjects taught in the institution, the natural sciences hold a prominent position. With the museum of natural science, and its thoroughly-classified and catalogued contents, entirely and easily accessible to every student that wishes to study them; with the ripe attainments of Dr. Sewall, and the intense enthusiasm of Professor Forbes, to direct and to inspire the student; it is believed that the Normal furnishes an excellent opportunity for acquiring a thorough and practical knowledge of these sciences. As a consequence, the interest that has been awakened in the classes on these subjects is very marked. No other class of studies is, on the whole, more popular. In none is the desire for instruction and progress more eager. For a further explanation of this branch of the work, you are respectfully referred to Professor Forbes's report.

Recently, a vigorous effort has been made to meet the educational demands of the time by a more thorough and scientific attention to drawing. The methods of Professor Walter Smith, of Massachusetts, are now thoroughly introduced, in their elementary stage, and good results are confidently looked for. The services of a lady thoroughly trained in these methods have been secured, and already a good degree of interest has been aroused among the pupils. Of the importance of this subject, viewed from an educational standpoint, it is unnecessary to speak: it is apparent, and will doubtless be conceded by all.

SOCIAL COMPOSITION OF THE SCHOOL.

The mass of the students in the Normal University come from the middle walks of life. Its 3,258 beneficiaries, reckoning from the beginning, have been of parentage as follows:

Children of farmers	1,474
Those taking care of themselves.....	375
Children of Widows	259
" " Mechanics.....	219
" " Professional men	216
" " Merchants and agents.....	185
" " Public officers	41
" " Bankers.....	11
" " Railroad men.....	9
" " Hotel-keepers.....	8
" " Insurance agents.....	6
" " Butchers	6
" " Clerks.....	6
" " Steamboat men	2
" " Livery-stable keepers	2
" " Editors, jewelers, and auctioneers, 1 each.....	3
Unknown	436
Total.....	3,258

Most of those put down as children of widows, and most of those put down as taking care of themselves, were also children of farmers. The same is probably true of those marked unknown. A recent census shows that nearly three-fourths of the present state beneficiaries are children of farmers and mechanics. In its social standing, therefore, the school reflects the sound common sense and healthful morality that characterize that portion of our population. As a consequence, we observe a general disposition to industry and a right use of time. College tricks are absolutely unknown. All the vigor and energy of youth is turned into the channel of study. The steam is applied to the regular machinery, in stead of bursting forth in irregular and destructive jets. Study seems to afford a genuine pleasure, too. It is no perfunctory process. There is the most constant evidence of exhilarating cheerfulness. A look over the assembly-room will satisfy any one of the truth of this statement. It will exhibit a group of eager, busy, active, industrious people, who evidently take delight in the pursuit of knowledge.

Much of this devotion to work is doubtless due to the fact that a large majority of the young people come to school because of their own strong desire for knowledge, and not because they are sent by anxious parents. Nearly one-half (142 out of 309) of the Normal pupils board themselves, for the reason that they can not afford to pay the full price for board. Many others attend school for a year, or even a term, until their funds are exhausted, and, after replenishing their purses, by

teaching or other work, return to their studies and remain until all is spent again. In this way many an industrious young man or woman has, little by little, mastered the entire Normal course, and secured a thorough preparation for a useful life.

One of the chief characteristics of the Normal pupils is the glowing enthusiasm that marks their work, both as pupils and as teachers. This is a mighty help in achieving whatever of success they attain.

AIMS OF THE INSTITUTION.

The Normal University takes for its aim this simple purpose, namely: to render to the people of Illinois the best and most practically valuable service. Given the actual condition of education in the state, it has asked itself this question, purely and simply: What line of labor will best and most effectually improve the schools? What can be done to make the instruction more thorough? How can the teachers be stimulated to seek more respectable attainments? What can be done to raise the grade of qualification and character among the aspirants for pedagogic honors? What can be done to make the teachers of the state more learned, more skillful in imparting instruction, more worthy of the respect and confidence of the people? Taking this idea for a guide, the institution at once found an ample field for its operations. Thousands of schools in the state were ill-taught; thousands of teachers were poorly qualified; and these thousands had possession of much of the field, and would keep it. A dislodgment of them was not to be thought of. Improvement of the schools required the improvement of these teachers, or of as many of them as could be reached.

Now came the question: "In what respect do these teachers need improving? Are they defective only in modes of teaching and managing? Is it ignorance of the philosophy of education alone that prevents their success? Shall we cure the evil by teaching them the principles of pedagogics?" More than this was found to be necessary. These teachers, first of all, needed to be taught the subjects on which they were to give instruction. There was ignorance of the elements of knowledge. Instruction in the "three Rs" was demanded. The habit of thoroughness in elementary work needed to be acquired. Indeed, the crying evil of our schools was and is and will be

superficiality—a seeking for the appearance of learning without a proper regard for the substance. Now, what was the duty of an institution established by the state and supported by the state, but to meet the actually existing evils, and to do all in its power to remove them?

ARE THESE AIMS REALIZED?

This the Normal has done as best it could. Since the organization, in October, 1857, 3,258 persons have been admitted into the Normal Department. Of these, 241 have completed the course and received the diploma. During the same period, the Model School, in its different grades, has received about 2,930, of whom 22 have received diplomas as graduates of the High School. About 25 per cent. of the pupils of the Model School became teachers. The pupils of the Normal Department are largely composed of persons already teaching, who would continue to teach, whether their attainments were improved by attendance upon the Normal or not. Thus it appears that 6,188 persons have been, for a longer or shorter time, instructed by the faculty of the institution, and subjected to its discipline and moral influence. Of these, about 4,000 must have become teachers for a longer or shorter time. We have not exact statistics upon this point, for it is simply impossible to procure reports from all who have gone out as teachers. But that the vast majority have been true to their pledges, there is not a shadow of doubt. The desire to teach is every where prevalent among the students while at school. As they go out, they find themselves fitted for little else. Each of them naturally gravitates towards a school-house. And this tendency has been strengthening in late years. Twelve years ago there were frequent applications for admission by persons who did not intend or wish to teach. Now it may be said that such an application never comes, except from candidates for some grade of the Model School. As has been already stated, 4,000 persons have in all gone out from the institution with the intention, or under the obligation, to teach. The assertion is that a vast majority of them have carried out the intention or obligation. Is this assertion doubted? If an issue is raised upon this question, it would seem that the burden of proof is upon the doubter. The *prima-facie* evidence is certainly in favor of its truth. The out-

going Normal students are pledged to teach. It is their duty, as honorable men and women, to carry out the pledge. As far as known, with very few exceptions, they do it. What have we to overthrow the presumption thus raised. Merely the assertions of persons who confessedly know little about the matter, or know of one or two, or a dozen, exceptions to the statement. Let these exceptions be reported. Let a list be made of all that can be found. Let the aggregate be subtracted from 4,000, and let us see how large a diminution of the number it will cause.

This method is suggested because of the almost insuperable difficulties in the way of securing complete statistics on this point. It is safe to say that, even with the most perfect instrumentalities developed by long experience, no college in the land is able to give an account of the whereabouts and occupation of all the students that have gone forth from its halls.

HOUSE RESOLUTION OF FEBRUARY 18, 1873.

In accordance with a resolution adopted by the House of Representatives, February 18, 1873, Dr. Bateman issued a circular to the county superintendents, asking for the names of such teachers in each county as had been educated in the Normal University at Normal. In response came the names of 120 graduates, and 489 non-graduates, making a total of 609 of our past students then teaching in the state. They were doing service in eighty-six counties, as follows:

Adams	7	Edgar	2	Kane.....	6
Alexander.....	3	Effingham.....	5	Kankakee	2
Bond.....	2	Fayette.....	6	Kendall	1
Boone.....	2	Ford	7	Knox	3
Calhoun	1	Fulton	8	Lasalle	5
Carroll	7	Franklin	5	Lee	11
Cass.....	11	Gallatin	1	Livingston.....	19
Champaign	25	Grundy	6	Logan	27
Christian	10	Hamilton.....	1	Macon	23
Clark.....	5	Hancock.....	2	Macoupin	9
Clinton.....	6	Hardin	1	Madison.....	14
Coles	8	Henderson	2	Mason	5
Cook	17	Henry	6	Marion	5
Crawford	1	Iroquois	10	Marshall	9
Cumberland	1	Jackson	1	Massac	2
DeKalb	8	Jefferson	2	McDonough	1
De Witt.....	6	Jersey	7	McLean	75
Douglas	4	JoDaviess	4	Menard	4
DuPage	4	Johnson	3	Mercer	10

Monroe.....	1	Pulaski.....	1	Warren	5
Montgomery.....	1	Putnam	9	Washington	1
Morgan	3	Randolph	7	Wayne	1
Moultrie.....	1	Sangamon	7	White	2
Ogle	9	Schuyler	1	Whiteside	2
Peoria.....	11	Stark	2	Will	3
Perry	3	St. Clair.....	16	Williamson	4
Piatt	9	Stephenson.....	10	Winnebago.....	7
Pike	17	Tazewell.....	21	Woodford	10
Pope	5	Vermilion	2		
		Total			609

THESE NUMBERS FAR BELOW THE TRUTH.

There is not a shadow of doubt that this report, creditable as the figures are, was far below the actual number of our students employed as teachers in the state during that year. The truth of this statement will appear from two considerations.

First, as is well known, it often happens in the rural districts that the summer and winter schools are not taught by the same person. Many ladies who teach in summer are not employed in winter, and *vice versa*. It is almost certain, therefore, that in February, 1873, when these numbers were returned, many of our female students who had taught during the year were just then not teaching, and therefore not counted.

But many of the reports are evidently understatements. Indeed, not a few profess to be incomplete, which of course means that they fail to give all the names. A large number of the county superintendents declare that the report sent in is the most accurate they could furnish under the circumstances. Some report none from counties where several were known to be teaching. One says that he inquired of the township treasurers in his county, and failed to find many teachers from Normal. Only a few seem to have much faith in the accuracy of their own reports. One only speaks of keeping a register of the names of his teachers, and of the institutions at which they were educated—the latter, by the way, not being required by law of the superintendents.

It may also be urged that in these reports no mention is made of the thousands of teachers from the Normal University that have done service in the state in years past.

It is assumed, therefore, as good sense seems to require, that the Normal University accomplishes the work for which it was

intended, in so far, at least, that the mass of its pupils become teachers.

But the influence of the institution is not confined to the immediate labor of its pupils. Many a graduate, and many another who has gone out as a teacher, has become the centre of a healthy educational influence, which has been of great value to the region in which he has labored. County superintendents, in many cases, direct young teachers to spend days, or weeks, in the schools of such as these for observation. Thus the institution reproduces itself indefinitely in the work of its pupils. In teachers' institutes, in school conventions, in educational circles every where, the thoughtful, industrious Normal pupil shows himself to the advantage of his fellow teachers, and to the help of the cause.

NEW IDEAS INCORPORATED THUS FAR.

The history of the Normal University has been the history of a continual progress. Without eagerly grasping at every new semblance of an idea, without feeling that it needs to agonize after novelties in order to commend itself to the good opinion of intelligent educators, it has, nevertheless, adopted every change that seems wise and useful. Comparing the present status of the training department with what it was twelve years ago, it would scarcely be recognized as the same institution. Then the Model School was conducted mostly by the regularly-paid teachers. Few of the Normal pupils had opportunity to do practical teaching. And such was the general feeling among them that the duty was avoided whenever it could be. Instances are remembered in which only the threat of expulsion was sufficient to induce pupils to take classes. Little by little this work has grown. The Model School, from a small ungraded group of little children, has grown to a system of thoroughly-organized grades. In early times, the amount of supervision given to it was small. Its usefulness was consequently limited. Now, one of the ablest and most experienced members of the faculty gives his time to supervision and nothing else, and he is assisted in this duty by a lady of rare geniality and skill with children. In early times, but a handful of the Normal pupils had practice in teaching. During the present term, from 80 to 100 will have charge of classes, and will be under the instruction and personal

supervision of closely-observant overseers. Heretofore the custom has been to continue each pupil-teacher in charge of his class for a term. This method has some advantages. It makes the situation entirely natural. Upon these apprentices, by this policy, comes precisely the responsibility that comes to the teacher in real life. His class is his own. At the end of the term his work may fairly be measured and judged; for he has had a reasonable time in which to accomplish something. There is a reality about the teaching done under these circumstances that makes it a valuable experience. It is no sham fight. After it, the young teacher may feel that he has been under fire—that he has had a genuine taste of the trials and responsibilities of the teacher's work.

But under a more complete and more perfect supervision, it is thought that satisfactory results can be reached in less time. It has been accordingly determined to give each pupil one-half a term only of teaching, while a part of the remaining half is devoted to careful observation of other teaching, and an intelligent criticism of what he sees. Thus it is hoped to awaken more thought in the pupil-teacher. The observations and reports will compel a detailed consideration of every significant thing done in the class-room. Mere general views will not suffice in these papers. The writers must descend to particulars. They must show, with some precision, the actual successes and failures, the actual difficulties of every recitation. General statements are easily made. General principles, so called, may be readily and flippantly uttered. But only patient and continuous attention to details will fully equip one for a successful teacher. And such attention is almost compelled by the required reports. Each one, too, compares his own work with that of others.

PRESENT METHODS NOT A FINALITY.

These methods of training teachers, with the accompanying plans and adjustments, are here only on trial. It is not assumed that they are necessarily the best. The institution is honestly and sincerely seeking for the truth on this subject. No *a-priori* theory of training is accepted as final. This science of didactics is assumed to be built on induction, and to be now in the process of building. And so, with open eyes and attentive ears, the

instructors have put themselves into a receptive mood, hoping, by the exercise of a teachable spirit, to learn something that will be of use in the future. Is not this the proper attitude to assume at this point of educational history? Who is prepared for very many dogmatic utterances respecting methods of teaching? What "system" has so fully established itself in the minds of men as to be beyond criticism? How many thoughtful men and women are sure that even the kindergarten is an unmixed good? Who is ready to affirm that all instruction should be imparted by the "developing" process—that neither teacher nor book should ever dogmatize? Who is prepared to show how much emphasis ought to be laid, in school, upon mental culture, and how much upon the imparting of useful knowledge? Who is willing to say that the young teacher should be required to reproduce in his work any "system"—the best that was ever contrived? Who can point out the precise limit at which the man's individuality must give place to the demands of some authorized "method"? At what point shall the personal convictions of an intelligent and honest practical teacher be replaced by the teachings of Froebel or Pestalozzi, or of any lesser light that assumes to cast its glimmering ray over the educational landscape? Shall the training method so "finish off" the young professional that he never thereafter can go wrong, or, shall it labor by thoughtful suggestion to awaken his own personality, and to quicken his own judgment? And if something of both ought to be done, where shall the line be drawn? Where shall the one leave off and the other begin? Much stress has been laid upon the order in which facts and principles are given to the mind. Is there any danger that this shall be overdone? Is it ever useful, for fear of violating the philosophical order, to restrain a child from the learning of any fact or principle that is attractive to him? To what extent shall a pupil be required to get his knowledge from original investigation? Shall he be required to discard all that comes through testimony? Shall the child be debarred from reading an interesting book about the elephant, or the anatomy of the flea, or the habits of fishes, because science ought to come at first hand? And if not, where is the line to be drawn? In short, on this educational problem, are we not to-day vastly more in need of facts than of theories?

ESPECIALLY IN NORMAL WORK.

And if this is true of the educational problem in general, it is most emphatically true of the "Normal problem" in particular. What ought a normal school to do? Hundreds are ready to answer, but if each is allowed to propose his plan, there will be found as many different ones as there are parties to offer them.

EARLY NORMAL SCHOOLS AND THEIR TEACHERS.

The original movement in behalf of normal schools in this country was a grand step. It was conducted by men of power and of culture. Fine abilities, thorough and extended scholarship, indomitable industry, a glowing enthusiasm, and an unruffled moral courage—these were the qualities that gave the movement success. Some of these men, though possessing many elements of greatness, are at present little known by their names. But they are known by the fruits of their deeds. They were content to labor, and left the talking to others. Among these are Nicholas Tillinghast, of Bridgewater, Mass., Cyrus Pierce, of West Newton, in the same state, and David P. Page, of Albany, New York. These were men of no ordinary mould. They belonged to no rings. They were candidates for no office. Of scheming and worldly policy they knew absolutely nothing. They worked for a high end only. They were men of inexorable truthfulness, too. Hard workers they were. Indeed, their industry was excessive. But their position seemed to demand more work than men ought to do. In their day the normal school was an experiment, and an experiment conducted under very unfavorable circumstances. Funds for it were very meagrely doled out. Tradition was against it. Many cultivated men were hostile to it. It was an innovation—the introduction of a new agency into the educational field—and the graduates of colleges, for the most part, saw no necessity for any such new agency. The battle was a severe one. At the start the odds were terribly against the two or three normal schools then in the country. But these men wrought as if for dear life. And it was for life—for the life of the idea of normal training. Every body knows the result, though few know the cost, in labor, of the victory that has been won. Nor must we forget the character of that labor. It was not such work as

politicians do. It was not of the nature of buttonholing, or "wielding influence," or bringing "forces to bear" upon men. Nothing of this. It was work in the study and in the school-room. It was unwearied labor to make the normal school worthy. There was no effort at show. In the classes of these men there was little to dazzle or impress a committee of legislators. But all was thorough. All was pains-taking, all was upon honor.

Of course, the result was that the normal school became a permanent thing. When men put their lives thus into any worthy enterprise, there is good reason to hope for success. The normal school has become popular. General Eaton reports 103 as existing in the United States in 1872.

QUESTION AT ISSUE IN THE EARLY BATTLE.

In this early battle, which raged from 1839 to 1854, or thereabout, the argument against normal schools was that special training for teachers was not necessary. The colleges and high schools, it was claimed, could do, and were then doing, all that was needed to make good teachers. Men of culture, thoughtful and good men, contended that if one knows a thing well and thoroughly, he is as much prepared to teach it as he ever can be. If he is not able to impart the knowledge he really possesses, the inability must be regarded as a natural disqualification, for which there is no cure. The claim of the normal school, that it could do something towards imparting skill to those who did not naturally possess it, was regarded as a piece of charlatanry—as a promise that could not be performed. On this ground was the normal school vigorously assailed. It was denounced in educational conventions, by speeches and by formal resolutions. And all this when nearly all the influential members of such bodies were graduates of colleges.

ATTACK FROM A NEW STANDPOINT.

What a change have twenty years brought about! Doubtless there are still some who oppose the institution for the original reason, namely, that special instruction is not needed by the teacher. But that class does not at present seem to be very obtrusive. A new race of antagonists appears on the field. So

overwhelming has been the effect of the normal school upon the public sentiment of the country—so sweeping has been its success, that its most active and determined foes at present seem to be those who think it is not normal enough—seem to be those who are converted, and more than converted, by its influences. The complaint is no longer that it claims to render some help to the young teacher in the way of improving his skill, but the grievance is that it consents to do any thing else. The attacking host, having found the line invincible, have turned its flank, and are now falling upon its rear. The Massachusetts Senator, when the attitude of his beloved state was assailed as unjust and ungenerous towards sister states, points to Lexington, Concord, and Bunker Hill, and exclaims, with a just pride: “The past, at least, is secure.” So the American normal school, whatever betide it, even if it be crippled and dwarfed, or utterly annihilated by the assault of foes or the wiles of pretended friends, may in its feebleness and desolation, or on the very verge of death, adopt the thought of the orator, and say: “Whatever happens, the achievements of the past forty years can not be gainsaid.”

TWO EXTREMES.

This discussion, as we have seen, presents two extreme views. According to one of them, neither the normal school nor any other ought to give any instruction in the art of teaching. According to the other, the normal ought to do nothing but give such instruction. Both parties, as we have seen, contain honest and cultured men. Both parties have urged their opinions with persistency and ability. In view of such conflict of doctrine, what shall a plain man do? Amid such discordant teachings, to what conclusion shall he come? It is certainly not unnatural, when bewildered by such diversity of theories, to fall back upon the ancient and respectable maxim: “*Medio tutissimus ibis.*” The wisdom of ages is thought to be expressed in this phrase, and let us suggest it as at least worthy of consideration here.

ACADEMIC INSTRUCTION OUGHT NOT TO BE EXCLUDED.

For several reasons, it would seem unwise to exclude from the normal school all academic instruction. In the first place, it would be impossible to secure the right kind of students for a

school purely devoted to pedagogics and methods. Consider the present status of schools and teachers in Illinois. Divide the latter into two classes—those who are well qualified as far as academic knowledge goes, and those who are not. There are vastly more schools in the state than there are teachers of the first of these classes. Every person well furnished with a large and thorough knowledge of the branches to be taught, and endowed by nature with a reasonable knack at instructing and governing, is sure of abundant opportunities to teach, and of good pay for his work. Will such a one, finding that he knows all that is required of him, and much more, and finding also that his inborn tact gives him an easy advantage in governing and teaching—will such a one give up a lucrative engagement and spend time and money in learning an art in the practice of which he already excels? More culture he may desire, a better education he may pause to get, but it will be a culture that enlarges his field of actual knowledge, an education that puts him in possession of new treasures in science and art. Such persons as these, if they desire to improve themselves in methods of teaching, or to study the philosophy of education, will be quite content with what they can get from books. A volume is not so costly as a term at school.

And for what purpose will those belonging to our second class—persons destitute of the requisite literary qualifications for teachers—for what purpose will they seek schooling? If they are honest, they will, first and foremost, strive to make good their literary defects. Their first great task is to secure a respectable stock of knowledge. As a matter of fact, however, these parties often find it more agreeable to their pride to assume that their defect is a want of professional knowledge—that all they need to do is to master the art of teaching. And, if a school were to be established for the sole purpose of giving instruction in the science and methods of teaching, the applicants for admission into its halls would be largely of this class. Along with them would perhaps come an occasional straggler from among those who possess sufficient knowledge, but no natural skill in teaching: only an occasional straggler, however, for most of these would be likely to find more appropriate or more congenial fields of labor. Thus the normal school

would become an institution for teaching people to do precisely that thing which they are by nature unfitted to do, or that thing for the doing of which they have not made the requisite preparation. It would be a school for teaching the art of flying to those who were made for walking, or to those who come unprovided with wings.

Another and stronger reason for retaining these studies is that they are needed in illustrating the professional instruction. Methods of teaching that are daily put in practice have to the learner an air of reality that is wanting where the illustrations are only occasional. And, besides, many repetitions are necessary to impress any principle firmly and fully upon the minds of most persons. The normal-school pupils go away with a vivid impression of the methods pursued in their daily recitations, but with only a confused notion of methods that have been merely explained to them, and that have been illustrated a few times only, and by a special effort. This extends so far as to include matters of discipline. An advantage accrues from making the discipline in the normal school somewhat the same as the pupils will need to maintain in their own schools. When the responsibilities and perplexities of real life come upon the young teachers, they will put forth the power that has been ground into them by many repetitions, and not that which has been merely addressed to their intellects.

Again, the normal school ought to do much for its pupils in the way of building up robust, genuine character, and for such a growth the study of mere methods of teaching is too meagre a diet. Upon every pupil that goes out from it the normal should put its mark. Each mind should bear the clear impress of the institution. But it should be upon his spirit, and not upon his external movements. It should appear in his purity of purpose, his willingness to labor, his intellectual and moral honesty, and not in the sleight-of-hand that he exhibits—not in the particular processes that he employs. It is worth more to a young person to give him a tendency and an aptitude for discovering good methods for himself than it is to give him mere outward drill in the best method ever used. Mental strength is of more value than mere dexterity. For if it is properly aroused and set in motion, it will, in the end, achieve a manifold

dexterity. It is not a few golden eggs that the young teacher needs: it is the hen that lays them in all the required abundance.

And it is submitted that this training in mere methods has not in it enough of substance to produce the robust manhood and reliable womanhood that ought to be characteristic of teachers. The work is comparatively superficial as it has usually been presented in the exclusive training-schools. It is too much a matter of imitation, and not enough a matter of profound thought. And this is necessarily so; for, although the philosophy of education demands the profoundest reach of thought, yet the pupils in a normal school are not prepared to grapple with it in its profundity. Accordingly, they are turned out from the training-schools mere pattern-followers—mere workers with a method not their own. It is here admitted that the patterns are good, but the point made is that in learning to imitate them there is insufficient intellectual and moral training. The soul is not stirred from its depths. The work does not tax the highest and best powers. The inmost philosophy of the work is too deep for minds so undeveloped, and, as a consequence, they spend themselves in dabbling with externalities.

But with the elements of science and language it is quite otherwise. In the mastery of these young minds find a full opportunity for honest, thorough and original work. Geometry or botany offers to a student hard work in original investigation, but it is work that he can do, with sufficient industry. He is not obliged in these studies to talk about far-reaching principles, which he grasps only in words. And, in default of grasping the thought, he is not compelled to satisfy himself with a mere phrase to be memorized. Dr. Rosenkranz says, of the science of pedagogics, that on account of its profundity and complexity there are more charlatans among its would-be professors than in any other class of persons. This was spoken of Germany. What would he have said had he lived in America? And, even if the pupils are equal to the work, they remain too short a time to be thoroughly influenced in their moral character.

In short, it is feared that the attempt to eliminate from normal-school work all academic instruction would result in superficiality; that unless positive knowledge is imparted here, it will by many young teachers be acquired no where; that

the illustration of methods would be less clearly impressed upon the students' minds when given simply as illustration, and only once or twice for all, than if the pupil is made a daily witness of good teaching by an accomplished instructor, with surroundings entirely natural, and himself the victim; and finally, that the influence of the normal school, in building up a strong and substantial character, is greatly enhanced by directing the hard work that taxes the pupil's energies.

All of which is respectfully submitted.

RICHARD EDWARDS.

Mr. Gastman offered the following resolution, which was adopted:

Resolved, That the Secretary be instructed to publish President Edwards's report with the proceedings of this meeting, and also in his biennial report to the Governor, as furnishing the statistical and other information which the State Superintendent and the Board are required by law to embody in said report; and that President Edwards be requested to prepare a synopsis of his report, and the Secretary cause 500 copies of said synopsis to be printed for distribution.

Mr. Clarke offered the following resolution, which was also adopted:

Resolved, That 500 extra copies of said report, in full, be printed and distributed for the information of the people.

Mr. Gastman, of the Committee on Teachers, presented the following report:

The Committee on Teachers would respectfully report that at the beginning of the present year Professor Metcalf was transferred from the department of mathematics to the principalship of the training department; that Miss Harriet M. Case was transferred to the vacancy thus caused, and that Miss Rosalie Miller, a graduate of the Westfield (Mass.) Normal School, was employed, at a salary of \$850 *per annum*, to take the position heretofore occupied by Miss Case.

E. A. GASTMAN, } Committee
E. L. WELLS, } on Teachers.
C. F. NOETLING, }

The report was adopted.

Proceedings of the

Mr. Carter, of the Committee on Buildings and Grounds, made the following report of expenses incurred in repairs on the building, in pursuance of resolution passed at the last meeting of the Board, and it was adopted:

Board of Education of the State of Illinois

1874.

To R. Edwards Dr.

July 25,	To amount paid	John Betts.....	\$ 15 00
" 25,	" " "	Joseph Carter.....	42 00
" 25,	" " "	Louis Stephenson	25 00
" 25,	" " "	John Bradley	12 37
" 29,	" " "	E. K. Crothers & Parker.....	103 97
" 30,	" " "	John Deigman	10 00
" 30,	" " "	Mat. Deigman.....	10 00
" 31,	" " "	Thomas H. Watson.....	10 00
Aug. 3,	" " "	S. A. Corbett.....	10 50
" 6,	" " "	Joseph Carter	18 00
" 6,	" " "	Louis Stephenson.....	16 75
" 8,	" " "	Mrs. Ellen Bender.....	5 00
" 10,	" " "	John Betts.....	21 00
" 11,	" " "	John Bradley.....	6 75
" 15,	" " "	Mrs. Ellen Bender	7 50
Sept. 8,	" " "	Charles Ketelson.....	50
July 25,	" " "	Charles Ketelson	4 00
" 25,	" " "	John Robins	10 20
" 25,	" " "	Mat. Deigman.....	15 00
" 25,	" " "	John Deigman	15 00
" 25,	" " "	Thomas H. Watson.....	15 00
" 25,	" " "	John W. Evans	137 27
" 21,	" " "	A. Phillips	27 75
" 18,	" " "	John Bradley.....	13 50
" 18,	" " "	Thomas H. Watson	7 50
" 15,	" " "	Joseph Crawford	7 50
" 18,	" " "	John Dodge	7 00
" 18,	" " "	John Betts.....	15 00
" 18,	" " "	Mat. Deigman.....	12 50
" 18,	" " "	John Deigman	12 50

Total\$614 06

Mr. Roots offered the following preamble and resolution, which, on the motion of Mr. Wells to that effect, were adopted by a rising vote:

WHEREAS, The approaching close of the official term of Hon. Newton Bateman, as Superintendent of Public Instruction and *ex officio* Secretary of this Board for fourteen years, will terminate a long-continued

and actively useful period in the life of one of the state's most able and honored public servants;

Resolved, That we send with Dr. Bateman, into whatever field of labor he may be called, an expression of our highest confidence in his zeal, integrity and ability as a public man, as an educator, and as a citizen.

Dr. Goudy, of the Auditing Committee, presented the annexed report, which was adopted:

The Auditing Committee reports that it has examined the "Contingent Fund" report, and accompanying vouchers, made by President Edwards, and finds the same correct.

STATEMENT.

To amount of disbursements, as per 41 vouchers..	\$292 36	
" " due Mr. Edwards, as per last report...	38 22	
		\$330 58
<i>Per Contra.</i>		
By amount of appropriation by Board of Educa-		
tion	\$250 00	
" " advanced by Mr. Edwards, to balance	80 58	
		<u>330 58</u>

WM. H. GREEN,	}	Auditing Committee.
C. GOUDY,		
W. S. COY,		

Dr. Goudy offered the following resolution, and it was adopted:

Resolved, That the sum of two hundred and fifty dollars be placed at the disposal of President Edwards, to be used as a "contingent fund" for the ensuing six months.

Judge Green, of the Auditing Committee, presented the following report, which was adopted:

To the State Board of Education:

Your Auditing Committee would respectfully report that they have examined the annexed bill, and find the same correct.

WM. H. GREEN,	}	Auditing Committee.
W. S. COY,		
C. GOUDY,		

Board of Education of the State of Illinois

To N. Bateman Dr.

Dec. 16, 1874, For express charges, and other expenses paid by him for and in behalf of said Board, to this date...\$7 50

Proceedings of the

Judge Green, of the Auditing Committee, also presented the subjoined report, which, on motion, was adopted:

The Auditing Committee, to whom was referred the report of C. W. Holder, Treasurer of the Board of Education, with its accompanying vouchers, have examined the same and find it correct, and recommend its approval.

W. H. GREEN, }
 C. GOUDY, } Auditing
 W. S. COY, } Committee.

The following is an abstract of said report:

June 23, 1874,	To cash balance on hand at last report.....	\$2,458 72	
Feb. 1, 1874,	To cash received from Geisor	103 68	
Feb. 17, "	" " from State Treasurer	7,246 78	
Sept. 22, "	" " " Model School...	800 00	} \$14,486.32
Oct. 10, "	" " " State Treasurer..	7,239 54	
Nov. 25, "	" " " Model School...	800 00	
		<u>18,648 72</u>	

Contra.

By cash disbursed on 35 orders.....	\$16,193 61
Dec. 15, By cash on hand.....	2,455 11
	<u>18,648 72</u>

Judge Green, from the Auditing Committee, reported that they had examined the following bill, and found it correct, and recommend that it be paid:

Champion Bros., for oil, glass, etc.....\$28 28

W. H. GREEN, }
 C. GOUDY, } Auditing
 W. S. COY, } Committee.

Whereupon, on motion, the Board adjourned till half-past two o'clock P. M.

DECEMBER 16TH.

The Board met at two o'clock P. M.

Mr. T. R. Leal, member from Champaign, entered his appearance.

On motion of Dr. Goudy, the following resolution was adopted:

Ordered, That the President and Secretary of the Board be, and they are hereby, authorized to draw orders on the Auditor of Public Accounts for the third and fourth quarterly installments of the appropriation for the ordinary expenses of the Normal University at Normal, each installment being the one-fourth part of the aggregate amount of the whole of the annual interest on the college and seminary fund, together with the sum of sixteen thousand dollars, as said installments become due and payable, as provided by sections 1 and 2 of "An act making an appropriation for the ordinary expenses of the Normal University at Normal," etc., approved April 25, 1873; and that the Treasurer of this Board, C. W. Holder, Esq., is hereby authorized to receive and receipt for said moneys.

Thereupon, on motion, the Board adjourned.

(Signed) S. W. MOULTON, President.

NEWTON BATEMAN, Secretary.