Development of the
TEACHERS COLLEGE
in the United States

with special reference to the
Illinois State Normal University

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CHAPTER IV

Richard Edwards

The outbreak of the Civil War disrupted the Normal. With the head of the institution and over two thirds of the faculty and male students in the army, we might expect the school to languish. This it did not do, for in the spring of 1862 there came to the Normal School faculty the man who was not only to reorganize it, but to reenergize it and bring it to just such a position of national importance as the founders had dreamed. Richard Edwards became head of the institution in September of 1862 and remained in that position for over fifteen years. His ideas and policies were continued without substantial change under his successor, E. C. Rewett. (1876-1890). The Illinois State Normal University became to a peculiar degree, the shadow of this man. Under his guidance it became perhaps the largest, best known and most influential normal school in America. In fact it attained such a prestige and dignity, that it became quite orthodox for normal school administration, curriculum, and method; and as such, was the model upon which many of the western normals were founded.

It was under President Edwards that the New England normal school influence became fused with that of the West to the lasting benefit of both. Edwards has sometimes been regarded as merely one of the early graduates of the Bridgewater, Massachusetts Normal who came to Illinois and transplanted there the methods and subject matter which he had learned in his student days under "Father Tillinghast." But he was much more than a pupil of Tillinghast and did much more than transplant New England on the Illinois prairies. Edwards in his own right was a founder and originator of normal schools in America. He was one of the original band of pioneers who fought the early battles for normal schools and deserves to rank with Pierce, Page, Tillinghast, Colburn, May, Connant, Crosby and Phelps. He could say with Horace Mann, "How vividly do I remember the time when this cause emitted its first glimmering twilight ray! Now its glorious orb is ascending toward the meridian." Before he came to Illinois he had founded normal schools in two different states: one at Salem, Massachusetts and the other at St. Louis, Missouri. As president of I. S. N. U. in 1862 he was the "only American who had been at the head of three different normal schools in three different states." He had made a contribution in the East before he came West to exert the fullness of his mature ability.

1 W. T. Phelps to Richard King, July 30, 1869, The Edwards MSS.
2 John W. Pilcher, Dept. of Normal Schools to Richard Edwards, Nov. 31, 1862, Edwards MSS.
THE TEACHERS COLLEGE

Richard Edwards was born in Cardingshshire, Wales on December 23, 1822. When he was eleven, his parents moved to America and located in northern Ohio. By the time he was eighteen he had acquired a very meager education, consisting of a few terms at the district school at Paimyra, and a single term in the high school. He now became a carpenter and in his leisure time continued his self education. In 1843 he became a teacher of a district school and while working in this capacity was seized with an ambition to go East, which he did the next year. He secured a school at Hingham, Massachusetts and was thus able to earn enough to enable him to graduate from the Bridgewater Normal. He spent a year in the Rensselaer Polytechnic Institute at Troy, being employed the last six months as a pupil teacher. In 1848 he spent a short period as a civil engineer in a subordinate capacity for the Boston Water Works. In the same year he was employed by Mr. Nicholas

Richard Edwards, President of I. S. N. U. 1862-1876

1 Edwards, Ellen, Life of Richard Edwards, Edwards, M.D.

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RICHARD EDWARDS

Tillinghast as assistant in the normal school at Bridgewater. The other assistant was Dana P. Colburn, afterwards principal of the Rhode Island Normal School.

Here at Bridgewater Edwards spent five years of hard labor. The chief oversight of the school often devolved upon him, due to the failing health of the principal. He also did a great deal of work in the State institutes, then under the direction of Dr. Barnes Sears, Secretary of the Board of Education. At Bridgewater, young Edwards added much to the "efficiency of the school and devised and arranged almost wholly, the methods of teaching geography for which that school has been distinguished." Many of his students looked to him almost as much as to Tillinghast as the head of the school. While Edwards was here he made two friends whom he greatly admired. One was the Reverend Thos. Hill, soon to become president of Harvard, and the other was Horace Mann. Both friends rendered Edwards substantial services on more than one occasion.

It was in September of 1854 that Edwards undertook the serious work of starting the Salem Normal School. Many of the teachers and citizens of Essex County held to the good old maxim that a "teacher is born, not taught." In battling for the Normal in this conservative old county, the young principal learned much of the ways of the public and of teachers. The County Association of Teachers was against the new school because the members felt it would turn out highly trained teachers who would rapidly replace all not normal trained. A resolution was introduced in 1854 to the effect that public support for normal schools was without justification and should be withheld. Here was just the situation for a display of that fire and eloquence for which Edwards became so famous in Illinois; and he gave them a blustering philippic. He informed the teachers assembled that only yokels did not know that the normal school was no longer in the experimental stage in America. He went on to say that nowhere outside of Essex County could such a resolution be entertained by a body of teachers, and he advised the teachers if they would avoid making themselves contemptible in the eyes of their own fellow citizens, to give their attention to the discussion of themes not quite so dead. He suggested that even in Essex county where the hostility to every movement of the State Board of Education has originated and been most intense, the act of the tide of public opinion was at that very minute decidedly in favor of training teachers for public schools.

1 Ibid., p. 184, also Salem Teacher, XLI 1855, p. 290
2 Letter to Edwars from Richard Edwards, April 3, 1855, Edwards MSS.
3 Letter to Callie to Mrs. Rebecca Edwards, February 18, Edwards MSS.
4 Letter to Callie to Mrs. Rebecca Edwards, May 9, 1855, Edwards MSS.
62

THE TEACHERS COLLEGE

This address put a quieter on open opposition from the Teachers' Association and soon Edwards had made enthusiastic converts among the most bitter opponents. At the close of the first year, three additional assistants were necessary and the school had enjoyed a course of lectures from Arnold Guyot and Louis Agassiz. When Edwards left Salem it was the largest normal in Massachusetts.

Horace Mann, now in the westerns field himself, repeatedly urged his friend to come West where the opportunities were greater; and after three years at Salem, Edwards was induced to come to St. Louis as the first principal of the City Normal.

Mr. Mann had gone to St. Louis in the spring of 1855 to attend a state educational convention and help form a state association. While there he was impressed by the educational boom and high salaries. He wrote to Edwards: "The world does move. This city has not only voted $2500 for the principal of their high school, but the same sum for the salary of a principal of a normal school and they give me 'carte blanche' for both." 9

On October 28, 1857 twenty-three young ladies were examined for admission to the St. Louis Normal School. Before the year was over there were seventy students in all attending full time, and also sixty of the teachers of the city schools were taking classes on Friday afternoons.

Here again were all the tasks of organization of a normal school and Edwards began to feel his power and try out his wings. The curriculum at first was quite modest including only: Theory and Practice of Teaching, Arithmetic, Grammar, Geography, Elocution, and Reading. Six essays were required from each pupil upon professional subjects. Reading included more than is usually understood by that term, and "the importance of the English language was impressed." 10 But the Normal School, which in its inception was regarded by many as rather a doubtful experiment, soon proved the value of its thorough methodical training in the "annual efflux of well-educated, zealous, professional talent" which went into the St. Louis city schools. 11

By 1859 it boasted of a one-year and a two-year course, offering: 1. Arithmetic, including mental and written and modes of teaching; 2. Geography, physical, topographical and political with the construction of maps, practice in drawing them and modes of teaching; 3. English Grammar and modes of teaching; 4. Reading, including execution, drill upon the elementary sounds of the language, critical examinations of the selections read, and modes of teaching; 5. Hu-

9 Horace Mann to Richard Edwards, June 18, 1855, Edwards MSS.
10 The Report of Richard Edwards, Principal of the St. Louis Normal School, 1857
11 Annual Report of St. Louis, 1858, p. 25.
RICHARD EDWARDS

man Anatomy and Physiology with modes of teaching; 6. Theory and Art of Teaching by conversational lectures and discussions followed by essays from the pupils; 7. Vocal music and modes of teaching; 8. Drawing and Peasanship and modes of teaching; 9. The German Language; 10. Practice Teaching in the Normal School and also in a model experimental school. For the two-year course Higher Mathematics, Astronomy, Mental and Moral Philosophy, Latin and French were added. 12

I mention this course of study because Edwards was already becoming recognized as a leader in the movement for a wider curriculum for normals. His work in Salem was of note along this line, and by 1859 we find Wm. F. Phelps, head of the New Jersey State Normal at Trenton, looking over the entire field to secure four essayists for the program of the first National Normal School Convention, turning to Edwards for a paper on "The Course of Study, Its Length, and the Subjects Embraced in It." 13

We must note that Edwards, as early as 1859 was considered a leader and almost an oracle in the normal school field. In the organization of a National Normal School Association, Edwards had been a leader. In August of 1856 at a meeting of normal school instructors at Albany, he had delivered the opening address in which he urged a permanent national organization. The Association of Normal School Teachers was then formed with Mr. Phelps of New Jersey as president and other officers representing different states. It was attended by thirteen persons from New Jersey, New York, Connecticut, Rhode Island, Massachusetts, New Hampshire and Toronto, Canada. 14 Edwards was chosen secretary and in that capacity was given the great task of pushing the enterprise.

In the famous first National Normal School Convention, the old American Normal School Association was making a large effort to push the cause of normal schools on a national scale and to give an impulse to the movement in the states where normal schools did not exist. Governor Boutwell and Horace Mann were to be present and this meeting was certain "to tell in behalf of American normal schools." 15 Edwards was busy at St. Louis and could not attend the meeting, but the committee in charge insisted that the very least they could expect or accept from him was the preparation of a paper on the above mentioned subject. This, Edwards supplied. He was in great demand at this early date for addresses and institutes. He spoke often before State Teachers' Associations and was called upon by several educators of national repute to help them out of difficul-

12 Catalog of the St. Louis Schools, 1858
13 Wm. F. Phelps to Richard Edwards, May 22, 1858, Edwards MS
14 Richard Edwards to Wm. Edwards, May 24, 1858, Edwards MS
15 Wm. F. Phelps to Richard Edwards, June 14, 1858, Edwards MS
THE TEACHERS COLLEGE

ties. Thus Henry Barnard sent a idea for assistance, to help him in a particularly difficult institute situation in June of 1859,11 and Horace Mann sought his advice on matters of school administration.12

Let us examine some of the early ideas held by Edwards, which earned for him the reputation of being perhaps the most outstanding thinker in his field. We should study these ideas carefully as they are basic to developments within Illinois State Normal University for more than a generation. The first of these ideas which Edwards expressed repeatedly in public addresses but more constantly by his every act was the notion of consecration. He wrote: "No function of a normal school is more important than the awakening of the right spirit among its pupils. The whole institution must be pervaded by a glowing enthusiasm, and an earnest and indomitable devotion to the great work for which the pupils are preparing. Every soul must be thrown out, warm with life. The meanest and most ordinary duties connected with this great preparation must be invested with an importance that will exact from them the rank of heroic deeds."13 This is Edwards' greatest contribution, and we shall hear much of it in this account. His straight-forward honesty, hatred of sham and impatience with triflers, he may have gained from Nichols Tillinghast and Bridgewater days, but the infectious enthusiasm, the fire, the power to call forth the devotion of youth to a great purpose was all his own.14

While Edwards had the rather narrow New England concept of the scope and purpose of a normal, yet he was struggling almost against his will and certainly against his Bridgewater training, for a larger concept. These are his words: "Theoretically only the science and the art of teaching should engage the attention of the students in such a school. It is a professional institution, and should properly only be held responsible for professional work ... But our theme relates to American Normal Schools, and we have therefore to do, not so much with this abstract idea, as with the kind of institution adapted to the wants of our community. And let us remember institutions are not to be maintained as ends, but only as means, and indeed, that every institution should be so adjusted to these wants as to aid in the improvement of the race, and in the increase of human happiness; and if any institution fails to do this, and becomes only an artificial, theoretical thing, divorced from the interests and sympathies of the community in which it is established, then it is a shell without the kernel, a form without substance, a petrifaction.

11Henry Barnard to Richard Edwards, June 24, 1859, Edwards MSS.
12Horace Mann to Richard Edwards, Sept. 20, 1859, Edwards MSS.
13Edwards, The St. Louis Normal School, The Reign of the Principal, p. 59
14Article by David Feeney in The Village, Vol. XX, No. 25, May 1st, p. 12
RICHARD EDWARDS

merely from which the living soul, if there ever was one, has departed." 28 The ideal of keeping the Normal School closely in touch with the needs and interests of the State was strong in Edwards and became a guiding principle in his management of the Illinois State Normal University.

He also believed the Normal was responsible for leadership in the community. "In respect to scholarship and many other things, it is one of the functions of every school to lead and bring up public sentiment. It should not be merely an index of what this sentiment is and how far it has advanced, but a beacon set upon a hill, yet not so high but that its rays may illumine the regions of every day life." 21

Edwards did not have a clear concept of the nature of professionalized subject matter. He felt that a normal school should be strictly vocational, and he knew that a teacher should be a person of wide culture. He also believed that the type of culture needed by a teacher was not, and possibly could not be furnished by either high schools or colleges. The resulting conclusion from these considerations was a compromise. Theoretically it was admitted that the Normal should confine itself to professional courses but that in practice this could not be done. The definition of professional had not been sufficiently widened to include all necessary knowledge. But in spite of his narrow view of professional studies Edwards was willing to go so far as to say that if the Normal schools were to prepare fully for high school teaching, and he saw no reason why they should not, their curriculum must be equivalent in general culture to that of the four-year college with professional courses besides. 22

If pupils were to be taken, as they were in 1859, from grammar school graduation or its equivalent, it would require at least an eight year course to get them ready for the best high schools. Imagine, if you please, at this early stage in normal school development when a year or a year and a half was as much training as the normals of the East offered, hearing this young prophet speak calmly of eight years of work beyond the grammar grades. Of all the normal school men who heard Edwards' paper read, perhaps Hovey alone was able to appreciate this expansive frame of mind.

To show that Edwards was not a visionary, his minimum essentials for the preparation of an elementary teacher may be cited. His selection here is well balanced, shorn of the pedagogical lingo of the day and distinctly in advance of any program being offered.

It follows: 1. Human Anatomy and Physiology, especially the latter, and the laws of health including rules in respect to diet, exercise.

28 Proceedings of the First Normal School Convention, 1859, p. 79
21 Ibid., p. 12
22 Ibid., p. 18
ventilation, dress etc.; Gymnastics and Orthoeomic exercises, having for their object the development of muscular power and vigor, grace of movement, and physical health generally; 2. A careful and critical review for the purpose of illustrating method of at least some of the studies which the pupil is afterwards to teach, and a correcting of any defect in necessary knowledge exhibited by the student; 3. The Science and Art of Teaching including or presupposing moral and moral philosophy, and including also, practice in teaching; 4. A critical and careful study of the English language and some of its best literature, with practice in composition; also elocution and phonetic analysis. Notice that health education and general command over the English language, written and spoken, are seized upon as essentials in teacher training.

Edwards was well known and was a welcomed visitor in Illinois as early as 1858. Bateman wrote him in February of 1858 for an abstract of his lecture on "Normal Schools" to publish in The Illinois Teacher. He went on to say: "It will give me great pleasure to receive any communications or suggestions which you can offer for the benefit of our Normal or the cause in which we are engaged. Please do what you can for us." In fact Edwards had made a very favorable impression on the teachers of Illinois, and had addressed them on "Normal Schools" at their December, 1857 meeting. C. E. Hovey, J. B. Turner, and W. H. Wells a committee of the Illinois State Teachers' Association, had been so enthusiastic about this address that it was printed separately and distributed among the members.

Fortunately for the Illinois State Normal University, its principalship became vacant just at a time when Edwards was becoming dissatisfied with the Missouri situation. The misappropriation of the school fund by the southern party in power in 1861 seriously crippled the St. Louis school although the normal school was still maintained in conjunction with the city high school, both positions being held by Edwards. Yet the situation was far from encouraging. Edwards was not happy and felt he could not do his best work under the severe criticism which he received from southern sympathizers for his abolitionist views.

Hovey desired Edwards for principal and Hovey was a power. Although he was a college man and felt a certain prejudice against the normal trained men of the East, he recognized in Edwards a man of ideas and power. Hovey, in command of a regiment in southeast Missouri kept his hand on Normal School affairs and in

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26 Ibid., p. 377
27 Ibid., p. 378
RICHARD EDWARDS

April, 1862, he wrote to Edwards: "I am glad you determined to go up and see the Illinois Normal School. You will have a good hearty support should you desire to remain and the principalship of the institution. In fact, should it be necessary to secure what you want, I will come up to the next meeting of the Board, or Mr. Wright will, to see that things go right. We want you at the head of this institution, with your whole heart in the work. For some reason I have learned to believe in you. I believe in the Illinois Normal University—I would like to see you together." 21

Edwards also had support on the faculty of the new institution from E. C. Hewett, a former pupil at Bridgewater, who urged upon Edwards the importance of the Illinois situation. He writes: "While it is pretty difficult to read the future, especially with its present equally appearances, we cannot doubt of the permanency of our institution, and that it is destined at least in some measure to occupy the exalted position its friends have hoped for it; a position which shall make its principalship a more desirable post than the head of any similar institution in this country. And, permit me to say in all frankness, that you are the very man I want to see occupy the post at that coming time, both because I believe your qualifications and experience are eminently fitted to aid us in reaching that point, and because I believe this is a field in which success would satisfy your laudable ambition." 22

Edwards also had a strong friend on the Board in the person of W. H. Wells, Sup't, of Schools of Chicago. He too felt that Edwards was large enough for the position and wrote: "As soon as the office of principal became vacant, my mind turned at once to yourself, as the man before all others for the place if you could be obtained.—Your success in situations precisely similar has been so marked and uniform, that I have confidence that you would do for the institution what no other man could do.—This is a critical period in the history of the institution, and I have an abiding feeling that your appointment as principal is of vital importance at this time. We have the best Normal building and fund in the Union, and as one of the Board of Education I feel the pressure of responsibility to do all in my power to make the experiment an eminently successful one. It is because I believe you can do more than any other man to aid us in the accomplishment of this object, that I desire to see you at the head of the school." 23

It was highly desirable that Edwards realize that he was especially appreciated and that there were great expectations of performance. The position was presented as being worthy of the man.  

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21 E. C. Hewett to Richard Edwards, Apr. 14, 1862, Edwards MSS.  
22 E. C. Hewett to Richard Edwards, May 13, 1862, Edwards MSS.  
23 W. H. Wells to Richard Edwards, Apr. 23, 1862, Edwards MSS.
THE TEACHERS COLLEGE

Edwards at length became very anxious to prove his merits and justify the great expectations, so on June 26, 1862, he wrote to the Board of Education of the State of Illinois: "I cheerfully accept the appointment you have done me the honor to tender me; and I invoke the cooperation of the members of the Board in my attempts. Feeble though they may be, to make this school what it ought to be, The Best Normal School On the Continent." This was no idle flourish to Richard Edwards, but was a serious expression of purpose.

In his fourteen years as President of I. S. N. U. and in his later years as author, lecturer and Superintendent of Public Instruction, Richard Edwards made a most profound impression upon the educational life of Illinois and perhaps the nation. At any rate he gave the institution he headed a national reputation, and for himself attained the goal of being the best normal school man in the country, if not its first educator. He was an inspiring teacher, a splendid leader, and a public speaker of rare power. His ringing voice, his faultless enunciation, his burning eyes, his passionate zeal, his rare choice of words and above all his depth of conviction always impressed his hearers with the idea that they had heard a truly great man. He spoke often and never failed to give a polished, finished performance whether it was before a backwoods county grange or before Boston's elite. He addressed state associations in Rhode Island, Massachusetts, New York, Kansas, Nebraska, Missouri, Michigan and Wisconsin, and in every case he added materially to his reputation as a Normal school president and a public speaker. At crucial times for the cause of education when inspiration was needed, the flaming eloquence of Edwards was requisitioned. Thus Michigan sent for him in 1872 when a warm controversy on the Normal School question was due in the legislature and a teacher of some note and a good deal of spirit had said in a series of published articles that "in a state where there are good public schools, Normal schools are worse than useless." Nebraska in its first State Institute would accept no other as the proper person to assume the responsibility, make the Institute a success and jump fearlessly into the great and delicate task of elevating the standard of education.

A great many institutions of learning felt that if they could secure Edwards as their head, their financial and educational problems would be over. Among the offers which interested him for financial reasons or because there was a challenge in them, might be mentioned the presidency of the San Francisco Normal, the superintendency of the Board of Education of the State of Illinois, July 1862, p. 7.

"A. Edwards to President Edwards, Nov. 13, 1872. Edwards MSS.

"H. F. Vermilion to Richard Edwards, Jan. 16, 1874. Edwards MSS."
tendency of Brooklyn, N. Y. public schools, chancellorship of the
University of Nebraska, presidency of Doane College, Nebraska,
presidency of Central Kansas College, Nebraska, presidency of
Antioch College. In the same class might be mentioned the call to
the pastorate of a church in Princeton, Illinois where the great
Owen Lovejoy had seen service. Edwards was an idealist through
and through and could be reached by an appeal in which a "cause"
could be sanctified.

The temptation to go to Antioch College is a case in point.
Antioch had fallen on evil days since the time of the presidency of
Horace Mann; even President Hill of Harvard fame could not re-
vive it. Yet it was heavily endowed and possessed of splendid tra-
ditions. Its trustees came to realize that its ap-
pointed place was in the education of leaders. They rather sud-
denly discovered that the success of the college had always been
due to this function. They intended now to establish a free normal
school in connection with the college and make this line of work
the most important of all. When the question of president was
brought up before the trustees there was a unanimous expres-
sion of opinion that Edwards was the only man for the task. The tra-
ditions and memories of Horace Mann were almost too much for
Edwards and he nearly accepted the position against his best judg-
ment.

Edwards was much honored and came to be recognized as the
Nester of normal school men. Harvard conferred upon him the hon-
orary degree of Master of Arts as early as 1883 and its president
announced him to be the most "successful exponent of the theory
of the normal school in America." Another of Harvard's dis-
tinguished teachers, Dr. Peabody, pronounced him "the first edu-
cator in the West, and perhaps I ought to say, the first educator in
America." In commenting upon this pronouncement, Edward C.
Hale says, "As Dr. Peabody is not lavish in compliment and as a
good many people think he is the first educator in the country, you
may value this opinion." 30

Edwards was State Superintendent of Public Instruction of the
State of Illinois, for forty-six years an active leader in the Illinois
State Teachers' Association, president of the American Normal
School Association 1885-6, made thirteen addresses before the
N. E. A. in addition to a considerable number of discussions and
was prolific in his production of articles for practically all of the
educational journals from 1885-1876. When in 1876 the N. E. A.
THE TEACHERS COLLEGE

after considering the normal school movement from many angles wanted it summed up, they turned to Richard Edwards as the only man capable of doing "The Normal Schools of the United States; Their Past, Present and Future." The State of Illinois honored Edwards by making him State Superintendent of Public Instruction in 1887. His contributions in that office were the revision of the school law after sixteen years of legislative patch-work, arousing people to the need of public high schools, recognition of educational institutions in the certificating of teachers, his notable educational reports, and his one hundred and seventy-nine educational addresses in various parts of the state. His strong stand in favor of compulsory attendance legislation prevented his re-election. He was too much of a crusader, too idealistic, too puritanical, too outspoken for a politician. In this connection it is interesting and a bit amusing to consider the Edwards-for-Congress boom in 1876.

The Republican party had somewhat damaged its prestige and power in the congressional elections of 1874. It needed in 1878 a candidate, or many of them who would be free from even the suspicion of being the tool of a ring or clique—candidates who would bring new accessions of strength and who would be instinctively recognized by all as first class men. Repentant Republicans of Bloomington especially needed such a candidate; so with some fear and misgivings they took up Richard Edwards. The Bloomington Pantagraph started the boom,16 and it was taken up and attracted considerable attention in all parts of the district and State.17

But Edwards was a preacher, a temperance man, a friend of negroes, a Yankee, a college man and hence unavailable. E. R. Roe of Springfield put it quite well in a letter to the Bloomington Pantagraph of March 24, 1876: "I desire to enter my protest against the nomination of President Edwards for congress. He can't be elected! He is too good a man—at least fifty years behind the times. He should have lived when nature's noblemen were sent to Congress: when a great heart, a cultivated mind, pure patriotism, honesty in all things, broad statesmanship and a noble manhood were required in the people's representative. What does he know about rugs and cliques? He can neither play poker, barter the subordinate officers, nor pull political wires. He is only a model man who would honor his district, his state and his party could he be elected. But he lives too late." Although this was quite facetious, yet Edwards himself was soon convinced that he was not

17 The Wisconsin Enquirer, March 15, 1878.
“available” and withdrew from the race. In vain did his supporters point out that the “best man in the district is not too good to send to Congress but that the very best man that could be found was just the one who was most available.”

In vain was it pointed out that Owen Lovejoy had been called from the very pulpit occupied by Edwards to represent this district in Congress twenty years before. And was not the moral clear that it was safe to trust the people with a first class nominee of genuine brains and true courage? And was not Edwards fully the equal of Lovejoy in ability, culture and moral worth, and not inferior even to him in “that magnetic power of the true orator, to convince, attract and win a cold and hostile audience”? In vain it was foretold that he would sweep the district like a hurricane and keep his seat in the House until the State demanded him for a place in the Senate.

Edwards was not a politician although an active citizen. His abolitionist tendencies and his championing of the rights of negroes were known when he was elected to the presidency of the Illinois Normal University. He was chosen in spite of his ideas. Indeed one of the most powerful southern Illinois Democrats on the board summed up the situation in these words: “I voted for you under very positive assurances that Richard Edwards was no abolitionist. But a very slight acquaintance with you satisfied me—or at least induced me to believe—that you were not a politician. And I thought as long as you voted only abolition votes, and taught abolition doctrines in your own family but strictly withheld such views from your students, that I would be content. I do not want to know your politics—if you have any.”

Many times protests were vigorously registered to Edwards’ stand on the negro. A particular address on the occasion of laying the cornerstone of the Indiana State Normal School at Terre Haute in 1867 contained some striking sentences on the equality of the races. There was plenty of reaction. An editorial in the Wabash Valley Times of Paris, Illinois is typical. “One Richard Edwards, Principal of the State Normal School at Bloomington delivered an address one day last week on the occasion of laying the cornerstone of the Indiana Normal School. Of course this representative of Illinois (Radical) intelligence went to the celebration with the negro on his heart, negro in his head and a huge bunch of negro wool in his teeth. When laying the foundation of our educational institutions what higher theme can employ the pen, or engage the attention of the orator that that of the negro. After much thought
and careful investigation this learned white sneak has abandoned all hope of his family ever climbing up to an equality with the negro. This slander of the white race by this Puritan beast of Bloomington deserves rebuke at the hands of the State of Illinois."  

Another rather ridiculous attack of this nature was directed against the Edwards' Readers. Edwards was a master teacher of reading and his readers were the next step in the evolution from McGuffey. The selections were nearly all new and many were from contemporary authors. They were free from that senseless repetition which was so characteristic of readers, as to make the work almost a distinct literary style. The readers were neat and attractive with many illustrations by Thos. Nast. The "thought analysis" questions were sound although rather labored. The work on phonetic analysis, articulation, etc. was terrible in its perfection. These readers were adopted fairly generally throughout the Middle West and even found their way into some New England schools. After a great fight, they replaced a well-entrenched set in Chicago. They did this on their merits against the opposition of vested interests, the Chicago Tribune, and the Chicago Times.  

But the most serious objection to the Edwards' Readers in many communities was that they were "radical and preached the equality of the races." It was held that they were gotten up by the political tricksters of the Republican party for the purpose of inciting into the minds of youths the doctrine of negro suffrage and for general political purposes. It was shown that prominent abolitionists such as Greeley, Beecher, Sumner and others were loudly applauded in these pernicious books. And to clinch the argument there was an extract from a speech of Governor Yates. A meeting of indignant citizens was held at Nokomis, Illinois to protest against the introduction of these readers. The county superintendent joined in the cry, and in an open letter held that it was "an attempt to prostitute our schools to the propagation of the most extreme radical view of political and social equality among the races."  

Edwards was attacked as a Yankee and had to endure many bitter thrusts. He was aggressive and received attention, and to be effective he had to become an "Illinoisian." Two factors contributed to his success. First, he was not a born New Englander, and second, he was obviously fighting not for himself but for the school he represented. A member of the Board of Education expressed it well: "Thank God that you had the luck not to be born

17 "The Chicago Times," Oct. 6, 1866; Mar. 13, 1866.
21 "Chicago Times," Oct. 6, 1866; Mar. 13, 1866.
RICHARD EDWARDS

nigh unto Plymouth Rock. There are one-fourth of the people of this State who have a prejudice against New England ... Many believe that the Normal is but a nursery, a hotbed, for the easy growing of New England religious, political, social, economic, and financial ideas." 48

The Normal school movement was not only a spontaneous, native growth in the Middle West, but its promoters were jealous and anxious for it to be local, and above all, not to be an imitation. Edwards did not need the warnings he often received, but I fear some members of his faculty did. On a narrow level this jealous local attitude is ridiculous, but on a broader plane it is stimulating and constructive. W. H. Wells of Chicago, a New Englander himself, thus phrases the aspirations of the Middle West: "You have the most important educational position in America and I rejoice to know you are equal to the trust. We have learned much from the old Bay State and her worthy confreres of the East, and we still receive lessons of them with all docility and gratitude, but Illinois will henceforth teach as well as learn, and in the future history of public education in the United States, I confidently believe that Illinois will ever be found proudly conspicuous in the foremost rank." 49

Edwards had won the hearts of many with his initial stroke, using the expression, "I intend to make of it the best normal school on the continent." This was a clear call for vigorous action and continued cooperation. The Board responded, the Legislature listened, the State Superintendent of Public Instruction cooperated, and the students toiled. Edwards himself set the pace. He was happy in the work. "I am pleasantly situated here," he wrote. "I do not think there is another position anywhere that would afford me so good an opportunity for usefulness as this does. The institution is well known all over this great state, and I have every reason to think it is very highly regarded. I visit different portions of the State often to attend institutes and educational meetings and as I have taken some pains to prepare myself for that kind of work, the effect of my peregrinations seems to be good. I enjoy my position and labors very much." 50

For ten years, 1862 to 1872, the momentum of growth and progress was remarkable. Bateman called it "glorious" and "thrilling." 51 C. Goody, one of the most level headed men on the Board expressed the feeling that was in the air. "The destiny of the Normal is now upward and onward. This is a fixed fact—no longer
THE TEACHERS COLLEGE

an experiment. And allow me to say in all candor, that the high standing and indomitable energy infused into the Institution by yourself has had much to do with its present popularity and grand success. Your attendance at Institutes and other popular educational meetings too has accomplished much for the good of the Institution.

I look with some degree of awe at an array of over half a hundred carefully prepared addresses on educational topics, which have come from the pen of Richard Edwards, some published, others not: but all are before me, written so exactly, tied so precisely and margined so accurately. Accompanying them is a list of places at which each was delivered. I realize the difficulty and yet the necessity of attempting to present in some way the basic principles of his educational thought with reference to the normal school movement. We will see in some detail how his ideas worked themselves out in practice. But at this point I wish to present briefly five steps in his mature thinking. Five basic ideas to an understanding of the Teachers Colleges in America are here stated. They are: 1. Normals are preeminently schools of the people. They aim to place before the poorest child as thorough and useful education as the wealthiest can purchase. 2. There is as clear a field and function for a Teachers College as for a College of Medicine and there is as much a science of Education as a science of Medicine. 3. There is professionalized subject matter and it is appropriate for a teacher training institution to take subject matter from any field and adapt it to its purpose. 4. Beware of finality in education. The personality of the teacher can never be replaced by method. 5. The Normal School must serve the immediate needs of the community. It must never wander away from, or get above these needs.

Now with these principles in mind let us find examples of their enunciation. On the first, "These are preeminently schools of the people. To maintain a Normal School at the expense of the State is to use a portion of the public funds for the direct benefit of every citizen. The teachers whom it educates, are to go forth into the remotest and most secluded school districts. Its natural effect is, by improving the qualifications of public school teachers, to make these schools as good as the best, and thus to place within the reach of the poorest child as thorough and useful an education as the wealthiest can purchase for money." 44 This coincides with the time in Edwards' career when he was much concerned

RICHARD EDWARDS

with democracy and equality. These were the stirring days of Beecher and Sumner.

In support of the second principle, let me quote: "Now we are free to confess that some of the talk has been trifling unsubstantial—that an occasional apostle has hastened with more zeal than knowledge—that some of the professors have chipped the shell a little prematurely... But there is in the nature of things, a foundation for a profession of teachers. Compare the science of Education, with other sciences in this respect. Take the science of Medicine. Have we not well-defined, universally acknowledged and practically important principles as well in the Teachers College as in the College of Physicians? And as the science of Medicine now is with its various schools and numerous inams, have we not about as many of them that are universally acknowledged in the science of Education?"

To illustrate the third idea from Edwards: "Wherein and how does a normal school differ from any other well-conducted institution, in which the same subjects, in the main, are taught? First, we answer, it differs in aim. Using to a great extent the same instruments as the other schools, namely, treatises upon science and languages, it nevertheless uses them for purposes very diverse. In the normal school, the whole animus of both teacher and pupil is the idea of future teaching. Every plan is made to conform to it. Every measure proposed is tried by this test. This begets an esprit de corps and kindles a glowing enthusiasm among the pupils."

The fourth fundamental conclusion was often expressed by Edwards but in no better form than this: "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. No a priori theory of training is accepted as final. Who is prepared for very many dogmatic utterances respecting the methods of education? Who is willing to say that the young teacher should be required to reproduce in his work any 'system'—even 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 teacher be replaced by the teachings of Froebel or Pestalozzi, or 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

THE TEACHERS COLLEGE

suggestion to waken 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 on 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 the 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 a child be barred from reading an interesting book about the elephant, or the anatomy of the flea, or the habits of fishes because science ought to come first? And if not, where is the line to be drawn? In short, on this educational problem, are we not today vastly more in need of facts than theories?" 37

To the minds of many, the word Normal had just such a connotation as is here feared. Rule of thumb "methods," educational fads in the form of "systems," numerous devices but no content, all of these grew quite naturally out of the fact that these schools had to produce a technique of teaching if they were to make "professional" mean anything when attached to the concept of teaching. Edwards made a continuous fight against method in an empty head and against educational fads, crazes and fashions. The Illinois State Normal University became orthodox in its field because of this attitude. In the seventies, the feeling among educators in the United States was fairly general that Normal was safe, solid and sound. It was thought that technique was emphasized just as far as it was safe to do so, and that a new educational procedure would not sweep Edwards off his feet. 38

In illustration of the fifth item in the educational contribution of Richard Edwards, I shall again quote. "The Normal School has commanded a public approval and secured the public confidence by conforming itself to the evident needs of the people. It has looked forth on these communities, and noting what work was most neglected, and therefore most needed to be done, it has applied itself to that work. It has not confined itself to mere theoretical professional instruction. It found thousands of teachers at work who were not qualified in the subject matter of school instruction, who daily attempt to teach. And it undertook among other things to make up their deficiencies. With something of the professional, it has done a vast amount of academic work. This has not been the characteristic of all normal schools, but of the mass of them,

38 E. K. Knight, Remarks on Normal in Jen. Cook, April 7, 1872, Cook Curriculum.
RICHARD EDWARDS

this has been true. They have done largely whatever their hands have found to do. And they have found much to do, that to many has seemed greatly out of place within their walls. But whether philosophical or not, this readiness of the normal school to take on mixed work has made it acceptable to the people and extended its influence. Whatever of influence the average normal school possesses it has attained by work of this kind. Its laurels have all been won in this field. 69

Edwards grasped this idea firmly and made it widely accepted. The Middle Western normal school had no theory which could limit its work. It was there to meet the needs of the community, and as those needs changed, it must change, and as those needs expanded, it must expand. Here was laid down a fundamental conditioning principle in development of institutions for teacher-education in America. It is that standardization is extremely difficult, but that growth and change are extremely easy.

These ideas which are basic to the philosophy of the teachers college movement in America are products of the Middle West. To a large degree they were worked out independently in Illinois, Missouri, Iowa, Kansas, and other states. They were not original with Edwards, and at least two of them he accepted with reluctance; but he did accept them, crystallize them, dignify them, preach them and define them. In this sense he created a new institutional concept. He institutionalized in the United States a type of teacher-preparing agency which is today the State Teachers College. This is exactly the meaning of the story of the Illinois State Normal University in the period 1862-1880. Certain fundamental trends in teacher training, through the prestige and influence of the Illinois State Normal University were becoming institutionalized.

Edwards' life-long friend, Albert G. Boyden, pays him this tribute: "You have had a wonderful influence on my life. You have had a long and brilliant career, and have fought with great power for good ... I rejoice in the great and good work you have accomplished in the more than three score years of your vigorous life in the educational field." 69

Thus Richard Edwards lived to enjoy the gratitude and praise of two generations. Rarely do we see such a fine example of a green old age. For the last thirteen years of his life he lived a little over a mile from the Normal University. He retained his enthusiasm and his rest of life, and was just busy enough to be happy! How fortunate! How few of our great leaders in the field of Education have been able to round out so peacefully and completely their life's work.

69 Address and Journal of Proceedings of the National Educational Association, 1876, p. 12
Albert G. Boyden to Richard Edwards, Apr. 2, 1890, Edwards MSS.
Enjoy your independence! Have a safe and happy day celebrating America’s birthday.

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CARA CEKANAN PENGHARAP

Pada umumnya, cara cekan anxiety pengharap adalah sebagai berikut:

1. Mencari bantuan dari profesional kesehatan mental.
2. Melakukan terapi atau konseling.

Namun, perlu diingat bahwa setiap orang memiliki situasi dan kondisi yang berbeda, jadi penting untuk berkonsultasi dengan profesional kesehatan mental untuk menentukan cara yang paling tepat untuk mengatasi cekan anxiety pengharap.
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