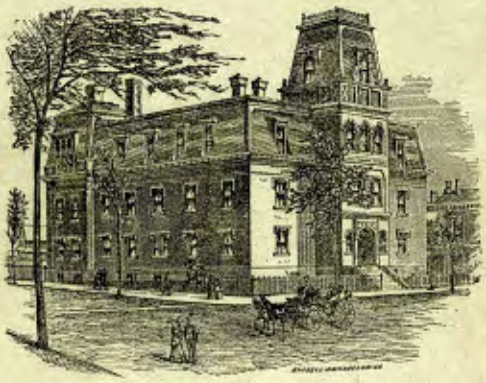
PROCEEDINGS

AT THE

Quarter-Centennial Celebration

OF THE

STATE NORMAL SCHOOL,



AT SALEM, MASS.

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OBSERVER STEAM PRINTING ROOMS.
1880.

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PROCEEDINGS.

At its Eighth Triennial Convention, held May 29, 1878, the Salem Normal School Association unanimously voted to celebrate, by appropriate exercises, the coming Quarter-Centennial Anniversary of the School. At the same time a committee was appointed, with full powers to decide upon the time most convenient for such celebration, and to make all necessary arrangements. Accordingly, in April, 1879, the committee issued the following circular :—

STATE NORMAL SCHOOL,

SALEM, MASS., April 12, 1879.

To the Past Members of the State Normal School at Salem :

In accordance with a resolution adopted at the last Triennial Convention of the Salem Normal School Association, the first Quarter-Centennial Celebration of the School will take place on Thursday and Friday, July 3 and 4. During the afternoon and evening of Thursday, informal social meetings of the several classes will be held in Normal Hall. On Friday, at 9 o'clock A. M., the Normal Association will assemble in the Chapel of the South Church, for the transaction of business. Public exercises, beginning at 10½ o'clock, will take place in the South Church. An Oration will be delivered by Rev. Richard Edwards, LL. D., of Princeton, Ill., the first Principal of the School ; a poem will be read by one of the graduates ; songs written for the occasion by graduates will be sung ; and a report on the condition of the School will be made by the present Principal.

At the close of the public exercises, a collation will be had at Normal Hall, to be followed by brief addresses from distinguished guests, and by literary contributions from graduates of the School.

The celebration, in all its features, promises to be pleasant and profitable ; and it is earnestly hoped that a large number of the past members will show, by their presence, that they still hold their School in kindly remembrance.

EXPENSES. The celebration will, of course, involve considerable expense. Funds will be needed for Printing, for the Collation, and for various incidentals. To secure to all an early notice of the gathering, and to ensure a speedy and economical collection of the requisite funds, the Committee of Arrangements have agreed upon the following plan : To issue this general circular early ; to appoint in each town and city in which the number of Normal pupils has been large, one or more persons to distribute circulars and to receive contributions ; and, in addition, to appoint one member of each entering class to communicate with such of her classmates as are not likely to receive a circular from the local distributers.

It is very important that the money contributed should be sent, on or before May 31, to those from whom the circulars are received. The amount which each one should contribute must be left to her ability and generosity. All are invited to contribute from one dollar upwards. The entire expense will probably average nearly two dollars a person. The Committee hope that many will be able and glad to give more than that sum for so extraordinary an occasion, in order that the Committee may, without loss, accomplish their purpose to furnish each comer with a ticket to the collation, without regard to the sum she may have been able to contribute. It is also hoped that many of those past members of the School who shall be unable to attend the celebration, will kindly manifest their regard for the School, and their interest in the anniversary, by adding something to the treasury of the Association.

QUESTIONS. Will each person to whom this circular comes have the kindness to answer promptly these questions ? 1. Shall you probably attend the coming celebration ? 2. Shall a place at the collation be reserved for you ? 3. Would you like to avail yourself of the free entertainment over night which is to be provided for those who live at a distance from Salem? 4. Have you taught school since you left the Normal School ? Where ? How long ? Are you now teaching ?

The Committee of Arrangements will spare no efforts to render the approaching anniversary a delightful occasion,—one to be thoroughly enjoyed and pleasantly remembered ; and they confidently

solicit the prompt and hearty co-operation of all whom this circular shall reach.

Committee of Arrangements.

DANIEL B. HAGAR, Chairman.
MRS. MARTHA K. CROSBY, Chairman of Finance Committee.
MISS MARY E. GODDEN, Secretary.
MISS HARRIET L. MARTIN, Treasurer.
MISS ELLEN M. DODGE,
MISS CAROLINE J. COLE,
MISS MARY N. PLUMER,
MISS ALMIRA P. GOSS,
MISS JANE M. GRAY,
MISS MARY A. VARNEY,
ISAAC J. OSBUN.

The response made by the members of the Association was prompt and gratifying, and the committee wish here to express their hearty thanks for the cordial support given them.

Experience had taught that perhaps the pleasantest part of such a meeting is that obtained independently of the formal exercises that custom and the dignity of the occasion seem to demand. Therefore, arrangements were made for a social meeting at Normal Hall on the afternoon and evening of Thursday, July 3. That this met the wishes of most, the full attendance on Thursday showed. By noon many had assembled, and the time was pleasantly spent in personal interchange of welcome and congratulation until 3.45, when a call for a brief business meeting was given by the President of the Association, Miss Georgianna A. Boutwell, of the class of July, 1861.

The meeting was opened with prayer by Rev. Mary H. Graves, of the class of February, 1860. After the usual class meetings had been held in the different rooms, Rev. Richard Edwards, LL. D., first Principal of the school, said grace at an informal tea, over which Miss Dike genially and efficiently presided.

The older classes were particularly happy in being able to welcome Mr. and Mrs. Edwards, and the first assistant teachers of the school, Mrs. Martha Kingman Crosby and Miss Elizabeth Weston.

It was thought that it would be a pleasing reminder of old days if some who were absent in far-away places, and those who were engaged in special work, would contribute to an extra number of the Normal Mosaic, which should be read on Thursday and Friday. The result was successful, and showed that Woman's Right to work has been fully granted.

Thursday evening was spent in the reading of this Mosaic and in social chat. We give below these contributions, some, for lack of room, being printed only in part.

The following letter was received from Miss Annie M. Wells, of the class of July, 1870.

HUGUENOT SEMINARY,
WELLINGTON, SO. AFRICA, May 26, 1879.

Dear Friends:—Some seven years ago the life of Mary Lyon, the founder of Mt. Holyoke Seminary, was read by Rev. Andrew Murray, a pastor of one of the Dutch Reformed churches here. He felt at once that such schools as the one at South Hadley, were needed here, for, though there were schools for the boys and young men, there were no good schools for the daughters of the land.

Previous to this, at a ministerial gathering held here at Wellington, a proposal was made to establish a monument in honor of the French Refugees, or Huguenots, who settled chiefly in this vicinity, and in this way our seminary received its name Huguenot.

Mr. Murray became so much impressed with the thought of the needs of the land, that, acting on his own responsibility, he wrote to America asking for teachers to begin a Mt. Holyoke in South Africa. Two of the graduates of that seminary responded to the call. In November, 1873, they landed in Cape Town, and were warmly welcomed by the Rev. A. Murray and other interested friends. January 19, 1874, the Huguenot Seminary was opened, with 36 pupils, in a building that had been refitted for the purpose. The pupils came from families of Dutch, English, and French descent. Many of the young ladies were those who had left school before, but were glad to have the opportunity of continued study, and they gave a certain tone to the school from the beginning. Still the work was elementary, the studies pursued including only the common English branches and Dutch. Arithmetic beyond the elementary rules had been considered unnecessary and too difficult

for young ladies, so that the pupils were usually quite backward in that, though, perhaps, fairly started in other things.

Early in February letters were sent asking for two or more teachers for a Preparatory Department, as the work was growing so rapidly. In response to this call I came with two others, one of whom shortly after began work in Stellenbosch, a village about forty miles distant by rail, and the seat of the Theological Seminary of South Africa. Our party reached Wellington the last of November, 1874, about a year after the arrival of the first teachers, and we were quite delighted to find so much that was home-like in the Seminary, to which we were warmly welcomed, amid so many things new and strange to us.

It was not until the next July that the new building was ready for occupation, and then I was transferred to the Higher Department, or New Seminary, as we sometimes say by way of distinguishing between the two. The Seminary has been connected with government in a measure from the first, a certain sum being granted towards the expenses of the school. Each year some young ladies have passed the Examination for the Elementary Teachers' Certificate.

It has been difficult to lead our scholars to feel that this elementary examination was not the ultimatum of a good education, instead of the starting point only. We hope, however, in time to be able to require that all shall have passed this examination or have its equivalent before entering the Higher Department. Our progress has been slow, and yet as we look back to the beginning we can see that progress has been made. The close of the first five years of work, December, 1878, gave us our first graduating class of four members, all of whom had been with us from the beginning. Two of them have commenced a school in the Orange Free State, somewhat like this, and the other two are teaching, one of them assisting in the work here. Many of those who have been with us a shorter time are teaching also, some in small schools on farms and some in larger fields. We have been represented in this way by more than sixty at different times.

Our course of study includes, besides the common English branches, History, both ancient and modern, Botany, Physiology, Natural Philosophy, Chemistry, Rhetoric, Astronomy, Geology, English Literature, and Mental and Moral Science. We have also classes in Latin, German, French, and Greek, and we expect soon

to add Latin to our regular course. True, so short a time given to the study of any one of these branches can give one only an outline which may be filled out by future study, but we feel that it is worth much that our pupils should have glimpses at least of the wonderful truths that science reveals, that they may learn to read the Divine thoughts written for us in the stones and plants and starry heavens.

We hope after a little while to have a Normal Department connected with our Seminary, and even now we have a class of twelve of the older pupils meeting for a half hour each day for an object lesson, given either to the class, or by one of their number to a class of children from the day school near by.

Two who have been with us are engaged in mission work among the Kaffirs in the Transvaal, and another is considering the question of giving her life to this work, for a very earnest call has recently come to us.

[*Extract from a letter by Miss Ellen A. Cummings, of the class of Jan.*, 1877.]

BEAUFORT WEST, SOUTH AFRICA,
May 9, 1879.

Dear Friends :—The circumstances under which I entered this field of labor were rather unfavorable. As I was the last of the ten teachers who came with the Rev. Mr. Murray, it was my lot to be sent to a place decidedly anti-American. Not only was there prejudice against American instructors, but there had been poor management on the part of the previous teacher and many declared that they would not again patronize the school. For these and other reasons, I had but nine pupils at the beginning, Oct. 29, 1877.

My pupils are entirely Dutch, and at first did not like the new way of learning, but now they show a great deal of enthusiasm in almost all their studies ; at first we did not understand each other, although they all could speak English quite well, and I found that I must choose very simple words whenever I spoke to them. I remember, when I began my work here, I used occasionally to read an amusing story to them ; after finishing I would look up expecting to see them all laughing, but only long lines of sober faces—with an expression of wonderment as to what I was laughing at—met my gaze. Now some of the older members of the school can write for themselves stories quite as *amusing*, though not perhaps as correctly constructed, as those I used to read unappreciated.

Arithmetic has quite a charm for them ; the novelty of putting problems upon the board and then making themselves conspicuous by explaining them, pointer in hand, at first led them to like the study, and now they seem quite proud that they understand so well. They have improved very much in Reading, and most of the first and second classes can read intelligibly and with expression, pieces in readers as difficult as those used at the Salem Normal School. They are much interested in Drawing, and many of them have exhibited much talent in this direction ; map-drawing they like, and they can draw quite accurately all the large divisions of the globe and locate the principal rivers and places, without reference to the book.

I would say in closing, that I find in the work here a pleasure and a satisfaction that I never had in America ; and, looking for God's blessing upon the work, I am sure of success.

Respectfully yours,

ELLEN A. CUMMINGS,
ORANGE GROVE SCHOOL,
So. Africa.

[*Extract from "Reminiscences" by Mrs. Olive Fairbanks Tiffany, of the class of July*, 1862.]

Dresden possesses an inestimable treasure in its Picture Gallery, one of the finest in the world. The gem of this whole gallery is Raphael's Sistine Madonna. Alone in its lonely room, with a special guardian to attend it, lest some visitor should inadvertently injure it, the Madonna beams upon us and makes the spot holy ground. Raphael painted this in his best period, for the principal altar of the Black Friars' Monastery of San Sisto in Piacenza, where it remained until seen with enthusiastic admiration by Augustus III., when still a Crown Prince, on a journey to Italy in 1711 and 1712. He then formed the resolution to possess himself of it, but not until forty years later did he succeed, through the agency of the painter Carlo Casere Giovanni, in obtaining it. Giovanni had the picture taken down from the altar, and then discovered that the upper part of the canvas had been turned back.

The picture was carefully restored by Palmaroli in 1827, at which time the part that had been turned back was lifted and so the glory of the angels unfolded, and the picture restored to its original size.

At the end of April or the beginning of May, 1754, Giovanni

himself brought the Madonna to Dresden. King Augustus, impatient to see again the long-expected picture, had ordered its immediate unpacking and exhibition in the Palace. When it was brought into the Throne Room, there was a momentary hesitation as to placing it in the best light, which happened to be just where the throne stood; the king himself with his own royal hand pushed the throne aside, exclaiming,—"Make way for the great Raphael."

Every moment one spends before the picture makes him better, fills him with nobler and purer aspirations. The Holy Mother and Divine Babe, borne on a cloud of ether, beckon him away to a life that shall find its full fruition in the cloudless realms of Day, eternal Day.

Well might one die content to have left such a work to bless men of all ages.

[*From a Letter by Miss Caroline L. Hunt, of the class of February, 1857, now a teacher in the Girls' High School, San Francisco, Cal.*]

The California State Normal School was originally located in San Francisco, but was afterwards removed to San Josè, and then it became necessary for the city to provide some way of training the army of young teachers who were needed for our rapidly increasing schools. A Normal class was formed in connection with the Girls' High School, of which no girl can become a member unless a graduate of our High School, or some other institution of equal rank. A year is spent in special Normal work, and the results have been very satisfactory. Three classes have been graduated, the last one numbering forty.

The Cosmopolitan schools form quite a prominent feature of our system. There are four grammar schools in different sections of the city, where special teachers of French and German are employed, and the pupils give one hour per day to those languages. Each pupil must take one of the languages, and any one may take both who elects to do so. These schools are great favorites with our naturalized citizens, who are anxious that their children should be able to speak the language of their fathers. Of course there are among the pupils some children of American parents, but the number is comparatively small.

The salaries paid are liberal, and in one respect, at least, California is ahead of Massachusetts, for she pays equally men and women doing the same work. The principals of the High School, last year,

received $4000; of Grammar Schools, $2400, and of Primary Schools from $1200 to $1800 per year, according to the number of classes. The assistants in the High Schools, if teaching Junior classes, receive $1500; Senior or Middle classes, $1800; vice-principals, $2100 per year: the assistants in primary and grammar schools, from $600 to $1000, and the vice-principals, $1800.

[*A Paper by Miss Susan M. Jordan, of the class of July*, 1866, *who has had experience in teaching Deaf-Mutes.*]

THE DEAF.

In early times the idea generally prevailed that deaf-mutes were possessed by some evil spirit; consequently they were shunned by all. They were not allowed to hold property or to marry without especial permission from king or emperor. In opposition to all this stands the careful training which the deaf-mute of to-day may receive.

As the centuries wore on, some pious monk—with the spirit of a Dr. Howe—trained here and there a mute, but no general instruction was given until within a few centuries, and even then it was almost invariably in the language of signs, which, while it trains the mind of a deaf person, leaves him greatly restricted in his means of communication with the world. There were isolated cases where articulation was taught, but no very considerable progress was made in it until the time of Heinicke in Germany. Since his time it has been the universal method there. The early schools of this country, of which the "Asylum" at Hartford was one, adopted the French plan and have continued to make purely arbitrary signs their chief means of conveying instruction.

About twenty years ago, the subject of deaf-mute teaching received considerable attention in eastern Massachusetts, and out of this thought grew a little school at Chelmsford, where pupils were taught literally to speak on the German plan. By this plan the pupils are led to talk as we talk, and to understand what we say, by lip-reading, that is, watching the motion of our lips when we talk. Their voices may not be as sweet as ours, but no music ever sounds sweeter to a mother's ear than the voice of her hitherto mute child. Later this school was removed to Northampton, and there for a number of years I taught.

So many have said to me, "How do you begin?" that I fancy some one is saying that now, so I will answer the question. We first train the child in simple gymnastics until he will attempt to do just what we do; then, placing a piece of soft paper on the hand before the open mouth, we give the sound of the letter *h*. The paper will be blown away, and the child will, perhaps, give the sound of the letter in his attempt to imitate the teacher; if not, the teacher must persevere until he does, be it one week or three. The sound of the letter *p* is next taught in a similar manner. As the *sound* of a letter is taught, the written letter is shown as the sign for that sound. The vowels are taught by placing the hands of the child on the throat and chest of the teacher. *Papa* and *mamma* are commonly the first words taught, because they are, perhaps, the easiest words to teach. A very bright boy will sometimes learn several words and letters in a week, while some children are months in school before speaking one word; but in the end, a deaf-mute child may be taught to talk so that any one can understand him, and to read the lips so that he can readily make his way in conversation.

In more recent years, institutions similar to the one at Northampton have sprung up in other places, and classes have been formed in nearly all the old sign-institutions. At the present time, I think, Bell's Visible Speech is being tried in some of these institutions with wonderful success.

Whoever works for these poor unfortunates, whatever his mode of teaching, is not less a missionary than he who works for the heathen in foreign lands.

[*Taken from a Letter by Miss Sarah A. Brown, of the class of February*, 1857, *now Superintendent of Schools, Douglas County, Iowa.*]

LAWRENCE, KANSAS.

Twenty-two years have passed since I graduated from those Normal halls! I would gladly enter them again for another year's work. One needs to stop occasionally and look around, or the world gets ahead of him. There are new studies to be pursued and new methods to be learned. I think I should enjoy a year there now, as well as I did in '56, but my hands are full of business and I must wait for more leisure.

The years spent in Kansas have been very pleasant ones. It is

good to grow with a state, to be identified with its interests, to have been a sharer in its joys and sorrows, its triumphs and its trials, to help, even in ever so humble a way, to mould its institutions, to feel the life-blood throb in its young veins, to mark the improvements made from year to year, and to grasp the hands of so many friends, warm and true, whom the struggles incident to the settling of a new state have bound so close together.

Last November I was chosen Superintendent of the schools of this county. Several women have held the office in this state and also in Iowa and Illinois, but it is a new thing in this county. There are eighty-three districts of which I have the care. Since I entered on my duties in January, I have visited about sixty schools, riding in my buggy more than six hundred miles.

Kansas, like all other new states, has felt the hard times of the past few years ; her people have been obliged to economize and the schools have suffered. A class of young and inexperienced teachers have been employed because they would teach for low wages. We hope, with the revival of business, a few years of good crops, and a better prospect for the future, that these things will improve.

In August we have a County Normal Institute, which will continue four weeks. These institutes are held over the state. They have been beneficial, but at the same time they have not done the good they ought ; but this year we intend to spend our strength on methods of teaching, and arrange the work for the next year so that it shall be more systematic. We shall also raise the grade of certificates, and in these ways we hope to raise the standard of our schools.

Our State University is in a very flourishing condition, and promises to be one of the finest schools in the West. It has an earnest and efficient corps of teachers and over three hundred students in attendance. Last year the graduating class consisted of three young ladies. This year there are five ladies and seven gentlemen. In our High School the graduating class last year consisted of seven girls, and this year of nine girls and one colored boy ! At this rate women will have to occupy all the places of trust and honor, and will have no competitors in the field.

[*A short Poem written by Miss Catherine D. May, of the class of January, 1868, in remembrance of Miss Isabel C. Tenney, a former teacher in the school, who died in April, 1877.*]

IN REMEMBRANCE.

I. C. T.

O rosy cloud, that float'st away
By western sunbeams warmly kissed,
Who e'er would deem thy bosom gay
Were only dark and chilling mist ?

More fair, ye days of life divine,
When tints the world Love's rosy fire,
And time unheeded makes no sign,
And answered seems the soul's desire.

But never cloud knew half such gloom
As darkens round earth's loveliest spot,
When, turning silent from the tomb,
The loving knows the loved is not.

Ah, cloud, thou art but fleeting dew !
Ah, Form, as vanishing as cloud !
Thy glories, sun, thou wilt renew,
And Love, immortal, knows no shroud.

[*Extracts from a Memorial of Miss Mary A. Davis, of the class of January, 1861, who died in the spring of 1879,—written by Miss Mary E. Andrews, of the class of January, 1862.*]

TO THE MEMORY OF MARY A. DAVIS.

Miss Davis began her work as a teacher in the country district school near her home in Lee, N. H. When she was twenty, she came to the Salem Normal School. She brought a vigorous, clear-sighted mind, great integrity of character, studious habits, and an affectionate, sympathetic heart which endeared her to all.

* * * * * * * *

In 1862 she went into the Bunker Hill school, in Charlestown, where she remained five years. Beginning in one of the lower grades, she passed from one class to another, till she was the master's assistant. She was thus the teacher of some of these children for several years. Here she became the life-friend, the helper of many young men, who all speak of her as an unwearied teacher,—one whom they could not fully appreciate till they were no longer

boys, but one whom they always obeyed, loved, and revered. One of these pupils, writing after her death, says : " I wish to add my testimony to the lovely character of her whom I shall always remember as the ablest and kindest of teachers, and the dearest of friends. I recall to mind her *many*, *many* kind attentions to me when I was her thoughtless pupil, and little dreamed that her daily care would influence my after years."

Another says :—" Her abhorrence of lying has made a life-long impression on me, and I seem to hear her voice now, saying as it did then, ' Be honest because it is right.' "

* * * * * * * *

Her constitution, which was naturally delicate, now began to give signs of exhaustion, and she was obliged to give up all work and return to her home in Lee. For some time she was unable to do anything. When she recovered sufficiently to teach again, she went into the Normal School in Farmington, Me.

* * * * * * * *

" I know her better and better as I grow older," writes one of her Farmington pupils. " She was without a tinge of anything that could be called masculine, and to know her was to know what is best in manhood and womanhood."

* * * * * * * *

She left Farmington after two years of hard work, beloved and regretted by all, never to teach again. She now became a confirmed invalid. * * * I remember seeing her many times when she was undergoing severe treatment in one of the Boston Hospitals, serene, cheerful, and patient as in health, and brightening others with her little deeds of kindness and helpful trust. Hard places in many sufferers' lives here were made easy by her. When she returned to Lee, little if any better, she entered on the last and perhaps most useful and beautiful part of her life. In her home she planned and labored for the whole home circle. The meaning of life now became clearer and deeper, her ambitions for herself and others changed to some extent, and her whole nature seemed softened and sweetened by her sufferings.

* * * * * * * *

" She lived as in the presence of the Lord," says her sister, " and added religious faith to her moral righteousness." Her labors extended beyond her home to her town, and it is no exaggeration to

say that the whole town of Lee is better for her life there. She forwarded the educational movements of the town in many ways; she selected suitable books for the library and gave her criticism of them. She entered so fully into the plans of others that one of her fellow-citizens says: "Her help was my only hope in new plans that I had formed for improvement in our community." It is impossible to estimate her loss. She was an active temperance woman by precept and example, and interested herself in every question that concerned the public good.

In these last years she felt a deeper love and a greater charity for the morally weak and erring than ever before. Her pastor says she was a "soul-helping spirit." The aim of all her efforts was something spiritual and useful. "There was a majesty in her manner and a grandeur in her life which silently proclaimed the nobility of her character."

[*A Paper contributed by Miss E. R. George, of the class of July, 1852, now a teacher in the Nashville Institute, Tenn.*]

WORK AMONG THE FREEDMEN.

Work among this people, once begun, becomes "a labor of love," a pleasure as well as a duty. Perhaps the word pleasure is not the right one; there is an enthusiasm, an eagerness to teach those who are themselves, in most cases, so eager to learn. We forget ourselves, forget the shut-up life we lead (for the people of Nashville, with a few noble exceptions, do not care to associate with those who labor among the colored people), forget everything but that we have before us young men and women very much in earnest, inquiring, intelligent, but also many of them very ignorant upon entering school, and needing all the help the teacher can give. Among them, as among all students, are the idle and the inefficient, but the number of these is greatly reduced from several causes. The especially inefficient never reach the schools; most of the pupils are old enough to know the value of their time, and some of them have struggled too hard to gain a few terms in school to waste many moments while there. These young colored people, who care for an education, look forward to the school as the great goal of their hopes; while some come from good homes with fathers and mothers to care for them, others have no homes, or come from the poor little cabin where, perhaps, the mother is toiling over the wash-tub that her girl or boy may stay a little longer in school.

The kind charity of friends at the North helps many to remain in school who could not possibly do so otherwise. God's blessing on such givers ! No one can calculate the far-reaching influence of such aid. I believe the students at our school would compare well with white students having the same opportunities. What can be said of Nashville Institute is, doubtless, true of the other colored schools of Nashville, Fisk University and the Central Tennessee College, and of colored schools of similar grade elsewhere.

But there is a reverse picture, dark and sad—the condition of the colored people outside and away from the schools. There is great poverty among them, poverty the result not of idleness, but of oppression. "They work themselves and their children almost to death," writes one of their missionaries, "but high land-rent and exorbitant bills take the whole of their earnings ; they frequently find themselves in debt to their employers." The same missionary adds, "Not one of the families I have visited has been able to save a dime ; some of them are almost destitute of clothing." With this poverty and oppression, there is often great ignorance and degradation. So lately emerged from the darkness of slavery, its habits and customs still cling to the freedmen ; the moral nature is weak, the conscience uneducated.

How can they be helped ? Only by leaders who shall go among them and kindly and wisely teach them the way. These leaders must more and more, every year, be drawn from their own people. To educate such preachers and teachers is the work of the colored schools. Great, indeed, is the need of this people, and the colored school, with its ever widening circle of influence, is the place from which their best helpers must finally come. A member of Nashville Institute, now a missionary among them, writes : "A colored person coming here to labor intelligently, with a heart filled with love to the Master, will do more good than any white person can."

That the freedmen are not by nature unfit for positions of responsibility and trust, the history of the past would prove, were it necessary, but it is not ; from the colored schools have gone forth those eminently fit for such positions. During the terrible pestilence that swept over the south last summer, among the brave men who risked their lives for the sufferers were two physicians, graduates of one of the colored schools of Nashville,—Dr. Key of Mason and Dr. Bass of Murfreesboro'. Both of these men were fully

black. Dr. Bass went to Chattanooga among the sick, was cordially received by the other physicians, and labored with them as an equal. On his return to Murfreesboro', although, according to the custom of the South, one of his color would not have been permitted to sit in any railroad car except the smoking car, or on the same floor with the white people in any public assembly, a delegation was sent out by public authority to greet him.

We all remember the anecdote told by the poet Whittier in his poem, "Howard at Atlanta." The message sent by the little black boy, "Massa, tell 'em we're risin'," is yet echoing through the land, and Richard Wright, still in his youth, has been a member of the legislature, and is now a high-school master in one of the southern schools. The words of the little boy were a prophecy of the future man, the legislator and teacher, and also of the destiny of his people. They *are* rising. They are passing slowly and through much suffering (as every people has passed to liberty) to the dignity of freemen.

By the memory of their wrongs in the past, by the misery and degradation among their ignorant and poor, by the injustice that they still suffer, they appeal to us for help. By so much that is noble and true that they have shown in their natures, by the promise that they hold out in their schools, by their faithful labors as missionaries and teachers, they assure us that this help will not be in vain or misused.

[*A Word from Mrs. Prof. Robinson (Mary M. Nudd), of the class of February*, 1866.]

Fondly, tearfully, I turn back in memory to "the dear old days" that never may return, and I feel like preaching a sermon to the dear girls who now frequent that blessed place from which it seems to me, I have come a long way,—a long, crooked way. I would beg them not to look forward too much, but to make each day stand out alone and responsible for itself, lest in looking for the coming they inadvertently lose the present, and find when they get through dreaming, that

"The mill will never grind
With the water that has passed."

MEETING IN THE CHAPEL OF THE SOUTH CHURCH.

On the morning of the following day, July 4, at 9 o'clock, the Association assembled in the Chapel of the South Church. The Rev. Mary H. Graves conducted the devotional exercises, which closed with the Lord's prayer, in which all joined. A Song of Greeting, written by Miss Elizabeth T. Larkin, of the class of July, 1857, was then sung.

SONG OF GREETING.

We gather, we gather from mountain and plain,
As streams all united flow down to the main;
We've heard the glad summons and joyfully come
To our dear Alma Mater, our once happy home.
From life's dusty highways and harvest fields wide,
All saudalled and girded, we turn us aside
To greet dear home faces, and welcome the new
Who've entered our household, the tried and the true.

Why speak of the absent? They're one with us still,
Nor need we seek others their places to fill;
To faith's clearer vision they sit with us here,
United in spirit, the loved and the dear.
They beckon us onward, and bridge o'er the years,
That lie bathed in sunshine or watered by tears,
To that sweet reunion, where Jesus, our King,
To the blessed home mansions His loved ones will bring.

O years swiftly fleeting, the record ye hold
Will be blotted and tarnished, or written in gold,
According as self or His glory holds sway,
Who searcheth and trieth, and knoweth our way.
O Lord of the harvest and Lord of the heart,
Refine us and cleanse us in every part;
Baptize us each one with Thy Spirit, yea Thine,
Ere we enter again on a work so divine.

This was followed by an Address of Welcome, by the President, Miss Georgianna A. Boutwell.

ADDRESS OF WELCOME.

Friends:—It is my pleasure, as well as my duty, to welcome you to-day. As we meet here, memory takes many of us back through the years that have passed since the establishment of our school, and it seems proper that we should note some of the changes that have taken place, changes that have affected and will affect our welfare. Our school was opened in September, 1854. At that time the higher education of women was in its infancy. In 1846, the first Normal School building erected at public expense was completed. On that occasion, Mr. Mann made these prescient remarks: "I consider this event as marking an era in the progress of education, which, as we all know, is the progress of civilization on this Western Continent and throughout the world. It is the completion of the first Normal Schoolhouse ever erected in Massachusetts—in the Union—in this hemisphere. It belongs to that class of events which may happen once, but are incapable of being repeated. Coiled up in this institution, as in a spring, there is a vigor whose uncoiling may wheel the spheres."

During the past twenty-five years the opportunities of gaining a higher education have been greatly increased. In our own state two colleges have been founded for our exclusive benefit, and Boston University opens its doors to the sexes on equal terms. Even Cambridge, mindful that "the wheels of education are rolling, and they who will not go with them must go under them," is slowly and, I am afraid, grudgingly admitting us to its benefits. First, we entered through the back door with fear and trembling, lest at any moment it might be closed upon us. Now, the front door is open a crack, not fully and freely, but far enough to show us the light within, which some time, and that time not far distant, must shine upon us. I well remember my feelings when I left this Normal School and realized that what could be obtained here was the most that Massachusetts, the state in which I took such pride, was willing to do for her daughters. I think it was due to this experience that I became interested in the woman's rights movement, and it is with a feeling of thankfulness that I welcome the changes that will enable our successors to avail themselves of the best educational advantages in the state and in the country.

We have spent many years in the work of teaching, indirectly influencing by our faithfulness, by our capacity, the whole sentiment of the state as regards the fitness of women to judge upon

educational matters. To-day, Massachusetts, through her legislature, calls us to higher duties and responsibilities. We are asked to use actively by vote, our influence in selecting the persons who shall have in charge the duty of directing and controlling the more than fifty-five hundred public schools within her borders. It would seem to me as if here and now a few moments could be properly spent in considering what our duty is and how it can best be performed. I feel that it is clearly our duty to vote upon the school question, and that this decision can be justified without reference to individual opinion upon the general subject of woman suffrage. We are the wards of the State, educated at her expense and approved by her as especially fitted for educational duties. Our life-work has furnished us more than ordinary opportunities for becoming versed in the traditions and practical workings of our school system. As a rule, no one is asked to perform an act by any considerable number of persons, unless the time has come when the act required is needed. There can be but one valid reason for refusing to do any duty required of us, and that is lack of ability; all other reasons are mere excuses. If we have made right use of our opportunities, who of all the body politic should be better qualified to exercise this trust than ourselves? What excuse can we make to our consciences if we, who have spent two, ten or twenty-five of the best years of our lives in studying and working upon school matters, refuse the State the benefit of our experience? The State asks our help, our aid. Shall we not respond, sure that all these changes tend to advance the work which we have so much at heart,—the right education of the youth of our land?

Each succeeding year demands more of us in our work. New studies are required in the schools, and those of us who have not taught constantly, find ourselves left behind in the rapid march of improvement. At the present moment, art-culture and sewing seem to be the all-important additions. But there is one study, political science, which my own observation in life leads me to feel is of great importance, that so far as I know, is almost wholly neglected. In this term, political science, I include the structure of the government and the methods and machinery employed in carrying it on. In our school-work, so far as we are concerned in the education of boys, we have a three-fold duty to perform,—to educate them in such a manner that they shall become worthy members of the social, political, and business worlds. Right instruction for the last

two must necessarily include training for the first, but, so far as I know, the task of fitting our boys to become intelligent members of the political world, is almost never undertaken by teachers.

Under our present form of government, all the boys in this country, whether rich or poor, intelligent or ignorant, will at some future time become citizens of the Republic, certain by their votes to decide the great questions of war and peace, labor, finance, education, and all other matters which affect the destinies of mankind. There is no other interest in life, which is so sure of receiving the attention of all, as politics. What adequate training does the school furnish for the duties of citizenship? While I would refrain from teaching party politics as from teaching sectarianism, I would teach political principles and history as carefully as I would moral principles. Neglect in teaching the elements of the machinery of this government is not confined to women teachers. A short time since, a worthy graduate of Harvard asked, during the campaign which resulted in the election of General Butler to the national House of Representatives, if he were likely to secure his election as Senator, not even knowing that a United States Senator is never chosen by popular election. Such ignorance is inexcusable, and the fault is not with the young, but with those teachers who, by lack of instruction, make such ignorance possible.

Teachers, you have in your charge the youth who, in their maturer years, will shape the destinies of this Republic. So train them in the moral principles of government that they will use their powers worthily.

My friends, we come not here to-day with mere words of praise. We bring ourselves, our work, our laurels, be they but a single leaf or a full crown, and lay them at the feet of our Alma Mater. May we not cherish the hope that our teachers, as they greet us one by one, will feel that their time has not been wholly wasted, and that our successes are theirs, and that they are in a measure compensated for the unwearied teaching and care which they bestowed upon us? And when we separate, as soon we must, may we feel strengthened and encouraged by the sympathetic interest we have found here: and, as the years pass on, may we have many more pleasant reunions.

In the spirit of the address, at its close, Mrs. Crosby took occasion to remind those present of the recent action of the Legislature,

entitling women to vote for the school committee, and urged upon them the duty of exercising their new right.

The remaining time at the chapel was spent in the transaction of business. A question was raised in regard to the expediency of holding the next regular Triennial Convention. It was, however, settled by a vote of the Association that this should be held, in accordance with the decision made at the last Convention, in '78. A motion was made and carried, that the committee for the Quarter-Centennial Anniversary be authorized to print a full report of the proceedings.

The Association then adjourned to the South Church.

PUBLIC EXERCISES.

The public exercises opened at 10½ o'clock, with a Song of Greeting, written by Miss Sarah G. Duley, of the class of July, '58.

SONG OF GREETING.

Loved Alma Mater, with tenderest greeting,
Gladly thy children from far and from near
Come at thy bidding, and joyous the meeting
At thy dear shrine in this noon of the year.

Bright are these hours of friendly reunion;
Sweet sound the voices familiar of old;
After long parting how blest is communion;
Years but add lustre to friendship's pure gold.

Hushed are some voices and vacant some places,
No earthly morrow their presence may bring;
Light, not of earth, has illumined their faces;
Mortal ear hears not the songs they now sing.

Let us press onward with faith and devotion,
Till, blissful thought, we may join their bright band,
When, in his wisdom, God grants us promotion
Unto the school in the beautiful land.

Mr. O. B. Brown, formerly connected with the school for several years as teacher of music, kindly presided at the organ during the singing at the church.

The Rev. E. C. Bolles, Ph. D., of Salem, read selections from the Scriptures, and the Rev. E. S. Atwood, of Salem, offered prayer.

The present Principal of the School, Daniel B. Hagar, Ph. D., then presented his Report, covering the twenty-five years of the history of the institution.

REPORT OF THE PRINCIPAL.

Just forty years ago yesterday, the first Normal School in America was opened at Lexington, Massachusetts, with three pupils, under the charge of a most worthy man, the Rev. Cyrus Peirce. The school was generally looked upon as an experiment of doubtful issue. To-day, the number of Normal Schools and of normal departments in Universities in the United States is more than one hundred and fifty, and the number is constantly increasing. Massachusetts now maintains five Normal Schools and a Normal Art School. Boston has its own Normal School. Beginning forty years ago with three pupils, the system of normal schools in this Commonwealth now confers its advantages upon more than twelve hundred pupils in a single year.

The school, whose Quarter-Centennial Anniversary we are now engaged in celebrating, is the fourth in the order of establishment in this State. The resolves, providing for the establishment of a Normal School in Essex County, were approved by the Governor, Emery Washburn, on the 16th of April, 1853. The State Board of Education, influenced largely by the Hon. Charles W. Upham, then Mayor of Salem, and by the liberal offers which, under his lead, were made by the city, decided, at a meeting held June 2, 1853, to locate the school in Salem.

The city furnished the site formerly occupied by the Registry of Deeds, valued at five thousand dollars, and having received from the State six thousand dollars, assumed the remainder of the cost of the building, about seven thousand dollars. The Eastern Railroad Company contributed two thousand dollars towards the enterprise.

The work of removing the old building began on the 3d of September, 1853. The new building was dedicated to its uses on Thursday, September 14, 1854. Governor Washburn presided at the exercises and ex-Governor Boutwell, a member of the Board of Education, delivered the address.

The work of the school was at once entered upon. Seventy-two young ladies constituted the first class, forty-eight of whom gradu-

ated. It may be interesting to note here that, so far as reports have been received, thirty-eight have married, nine have died, nine, at least, are still teaching, and that the average time of teaching by all from whom reports could be obtained is thirteen and one-third years. Five of them have taught in high schools ; four, in normal schools ; one, in a college ; and the rest, in the common schools.

The original school building, which was sixty-seven feet square and two stories high, and was distinguished for the plainness of its architecture, was improved, in 1860, by the raising of parts of the roof and the construction of rooms for a library, cabinet, etc.

Owing to a considerable increase in the number of pupils connected with the school, it became necessary to enlarge the building. For that purpose, the State Legislature, in 1870, made an appropriation of $25,000. The work of enlargement was begun in July, 1870, and was completed in June, 1871. The results are shown in the present attractive and commodious building.

The earlier graduates of the school, as they pass through the various rooms, will notice many improvements in the arrangement and equipments of the several departments. They will see that the library and the cabinet have been much enlarged ; that the drawing department has been furnished with numerous casts and models, which have proved of great practical value. They will see that the school has a chemical laboratory, well furnished, in which every student is supplied with the means of performing practical work in chemistry, with pleasure and safety. They will note considerable additions to the means of illustrating natural philosophy; and they will find, if they take the trouble to climb the stairway leading to the summit of the tower, a fine telescope which was manufactured expressly for the school by the world-renowned telescope-makers, Alvan Clark and Sons, of Cambridge, Mass., and it will be gratifying to them to know that the means of procuring this valuable instrument came from the voluntary contributions of many graduating classes.

Teachers. The whole number of different teachers employed in the school from its establishment to the present day, is forty-six. There have been three principals. The first was Richard Edwards, a graduate of the Bridgewater Normal School, and an agent of the State Board of Education. He served with marked success from September, 1854, to September, 1857. He then removed to St. Louis, to take charge of the Normal School in that city.

Thence he was called to Bloomington, Ill., where for many years he labored with distinguished success as the President of the Illinois Normal University. I am sure that we all join in welcoming back to the scenes of his early labors, the Rev. Richard Edwards, LL. D., the orator of the day.

The second Principal was that eminent scholar and philanthropist, Professor Alpheus Crosby, over whose death we have not ceased to mourn. He commenced his labors in the school in October, 1857, and he devoted himself to its interests most faithfully and efficiently until the resignation of his charge in September, 1865, a period of eight years. To him, more than to all other persons, the school is indebted for its valuable general library and for its cabinet and museum. His memory will be ever gratefully cherished.

The present Principal began his services September 6, 1865.

Of the forty-three assistant teachers, thirty-four have been regularly employed, and, of these, twenty-three have graduated from this school; two, from the Framingham Normal School; one, from the Westfield Normal School; and one, from the Boston High and Normal School. Of the nine special teachers, four have taught drawing; three, music; and two, elocution.

Of the twenty-five lady teachers, thirteen have married, five have died.

Of the present corps of assistant teachers, ten are graduates of this school, one is a graduate of Denison University, and one is a graduate of the State Normal Art School. It gives me pleasure to bear cordial testimony to the zeal and efficiency which mark the efforts of these teachers in promoting the welfare of the school. Some have toiled long and all have toiled faithfully. They all deserve praise.

Pupils. The whole number of pupils that have entered the school is 2,324. The numbers admitted in successive periods of five years each, have been 411, 389, 420, 503, and 601. While the number of students has quite steadily increased, the standard for admission has been gradually raised. During the last five years, only four-fifths of the applicants have been accepted.

It is becoming more and more common for young ladies who purpose to teach, to take the whole or, at least, a part of a High School course, before entering the Normal School. This growing custom is highly commendable, especially as young ladies thus

come to the school with the advantages of greater age, of more knowledge and mental discipline, and with a fuller capacity to appreciate and profit by the professional work of the school. Of the last four classes admitted to the school, fifty per cent. came from High Schools, and thirty-six per cent. were graduates of High Schools.

From what classes in Society have our pupils come? It has been alleged in more than one contribution to the public press that the people are taxed to support normal schools for the instruction of young men and women belonging to the more favored classes, while poor folks cannot afford to send their children to these schools. A brief summary of statistics will show how far from the truth the allegations are. The records of this school show that every class of society and almost every conceivable occupation has been represented here. A few of our pupils have come from wealthy families, but the great body have come from the middle and humbler walks in life. The great majority of the fathers of our pupils may be thus classified: mechanics of all sorts, 776; farmers, 438; merchants and traders of divers kinds, 305; laborers, 140; agents, 80; sea-captains, 71; clergymen, 55; manufacturers, 54; physicians, 33; clerks, 22; lawyers, 19; custom-house officers, 15; policemen and watchmen, 15. Not one of the fathers has been reported as a "gentleman," although we may assume that they are all gentlemen. It will be noticed that the daughters of mechanics and farmers number more than one-half of all that have entered the school. And yet it is to those classes that demagogues, and some who do not mean to be demagogues, appeal in their vain attempts to break down our state system of high schools and normal schools.

Sources of Supply. A large majority of our pupils have come from Essex and Middlesex Counties, but every other county of the state has been here represented, especially Suffolk and Worcester. Pupils have come from seventeen other states, and a few from Canada, Nova Scotia, and England. The other states that have sent the largest numbers are as follows: New Hampshire has sent 165; Maine, 60; Vermont, 18; New York, 7; Pennsylvania, 6; and Rhode Island and Illinois, 5 each.

Graduates. The whole number of graduates from the first course is just 1,100. The number of graduates from the Advanced Course is 60, of whom 23 have graduated within the last five years.

It is often asserted that but a small part of the normal graduates engage in teaching, and that they teach but a short time. The truth is that nearly all of them teach, and a great majority of the graduates of the Massachusetts Normal Schools actually teach in this state. Returns have been received within a few weeks from one-third of the past members of the Salem Normal School. From these returns it appears that, of those reporting, the graduates of the first class have taught an average of thirteen and one-third years ; the second class, eight years ; the third class, twelve and one-third years ; the fourth, sixteen and one-half years ; the fifth class have sent few reports ; the sixth class have taught an average of ten years ; the seventh, thirteen and one-fourth years ; the eighth, ten years ; the ninth, eight years ; the tenth, nine years ; the eleventh, eleven years ; and so on. Even as far along as the thirty-first class, eighteen members report that they have already taught an average of nearly five years, and that just one-half of them are still teaching.

Again, it has been said that normal graduates generally teach in high schools, and that comparatively few are employed in the common schools. A few facts will answer this objection. Reports recently received from nearly eight hundred past members of the school, show that twenty-seven of them have taught in normal schools ; fifty-one, in high schools ; three, in colleges ; two, in Latin schools ; ten, in seminaries and academies ; one, in a kindergarten ; one, in a deaf-mute school ; and eleven, in private schools. The remainder, nearly seven-eighths of all, have toiled in the common schools.

Some of our graduates have wandered far from home. Several are at work in South Africa ; several are employed as missionaries in Asia. A few are making themselves useful in the Sandwich Islands, in New Zealand, and on the Pacific coast. One has been elected by the people as one of the County Superintendents of Kansas. Two are teaching in London.

Of the general success of the graduates as teachers, the evidence obtained is satisfactory. It would be unreasonable to expect success from every one. Failures occur, of course, among normal graduates, as well as among the alumni of theological, medical, and law schools ; and such failures in the first case ought not to bear more strongly against normal schools than do like failures against the advantages and claims of other professional schools.

I forbear entering upon the discussion of several important questions relating to normal schools in general, lest I might trench upon the themes that will be presented by the orator of the day.

I close by congratulating the members of the school, past and present, and all the friends of the school, upon the prosperity it has thus far enjoyed, and upon its goodly prospects for the future.

A Hymn, written by Miss Sarah E. Perkins, of the class of July, '62, was next sung.

HYMN.

At our Mother's feast of gladness,
Proud to bear a filial part,
Let us now, in song uniting,
Speak in music, heart to heart.

Ye, in life's clear morning toiling,
Firm of spirit, strong of hand;
Ye that in the stilly noontide
Resolute and faithful stand;

Ye, whose long and loving service
Ne'er hath robbed the heart's sweet green,
While the locks have caught the glory
Of the sunset's silver sheen:

Let the part of life's great temple
Where for God we labor, prove
Strong with all the might of honor,
Fair with all the grace of love.

Now the little hour of patience,
Oft a strife 'twixt faith and sense;
Then the King's own smile outpouring
Golden tides of recompense.

The orator of the day was the Rev. Richard Edwards, LL. D., the first Principal.

ORATION.

An institution which has enjoyed a quarter of a century of vigorous life is entitled to have some notice taken of its career. And this is especially true of one that is so adequate an expression of

the spirit of our time, and of the movement of American thought, as a normal school. It is right and just, after twenty-five years of work on the part of this school, here in its own house, and after so many years of work done by its pupils, in the schools of Massachusetts and of other states and countries, that you should come together here and extend to each other the greeting of sisters and fellow-laborers. Of mutual congratulations this greeting may, I doubt not, largely consist. If honest, patient, and effective work is done by any class of persons in the country, that class is the female teachers of the land. I never look upon a number of young women gathered in a normal school, without feeling that here we have a new guaranty for the intelligence and purity and patriotism of the coming generations. Who can calculate the influence, seen and unseen, which has been wielded by the hundreds who have gone from this place into all the grades of schools in your Commonwealth, putting into their work the very choicest of their life's energies?

But not alone for congratulation do you meet to-day. This occasion may be used, also, for mutual counsel, mutual encouragement, and for the pleasant recalling of old memories. Something may be imparted by each of the results of experience and observation in the work of teaching. Some word may be spoken that shall renew the failing hope of the despondent. At the very least, we may all turn back in our thoughts to the scenes of those earlier times, and derive genuine pleasure from the retrospect.

I well remember my first meeting with the applicants for admission into the first class of this school, on Wednesday, the thirteenth day of September, 1854. They came forward, some sixty or seventy of them, with a somewhat timid air, as to an ordeal, possibly, of great severity. And I assure you that the timidity was by no means confined to them, for the examiner felt that he was as much on trial as the examined. He had a painful feeling that the enterprise might prove too great for his capacity and skill. And, indeed, his fears were well founded. The school was established in the oldest and most densely populated region of Massachusetts. Essex County at that time swarmed with men of liberal culture, who thought they knew how to keep school. Our performances, therefore, were to be before a critical audience. But we labored along with more or less of wisdom, receiving generous and constant support from the state authorities and from the community at large.

The school grew in numbers; additional teachers were from time to time employed, and by the end of the second year, it had an attendance considerably in excess of that of any other of the normal schools in Massachusetts.

I wish here to bear testimony to the worth of the ladies who served as assistants during those early times: Martha Kingman, Elizabeth Weston, Lucy A. Tefft, Sarah R. Smith, Phebe A. Breed. How much of whatever success we attained was due to their ability and conscientious industry, it is impossible to state; but according to my estimate, it was a very large and essential proportion. They had energy, skill, enthusiasm; and they were willing to work. Under the lead of my distinguished successor, the late lamented Professor Crosby, and of the present accomplished Principal, the school has attained a high and honored position. It is a privilege and a pleasure to observe this progress, and to bear witness to it. Some rays of the recent glory must fall upon the earlier scenes. We of the modest beginners deserve to be counted as sharers, therefore, in the recent achievements. In some respects the second and third Principals have been more advantageously situated than the first was. But I am sure that they have never been supported by more effective helpers than the five whose names have just been given.

In 1839, the first attempt was made in America to put into practical form the idea of preparing teachers, by the authority and at the expense of the state. It goes without saying, that Massachusetts was the state for such an experiment. And in the trying of it she exhibited her usual regard for historical consistency, for, as every family whose blood has any blue in it, was represented by three brothers on the Mayflower or some other legend-laden ship, and as Boston stands on three hills, and as the history and geography of the state is full of other triads, so the first normal school was opened with three pupils. It was a sort of historical necessity and full of good augury. For some time the schools themselves counted three, and just now they seem to constitute a double trinity.

Fifteen years after this small beginning, the Salem school entered upon its career, and it came into the inheritance which these years had been preparing. The work done at Lexington, Barre, Bridgewater, West Newton, Westfield,—the work done by Peirce, Newman, Tillinghast, May, Davis, Rowe, Stearns,—although limited in

amount, had yet been of such excellent quality as to incline the people to favor an enlargement of the normal school agency. The state seemed prepared for a new institution. Indeed, these north-eastern towns had, to all appearance, been holding back their pupils preparatory to the opening ; so that not three, as in the faint and doubtful beginning at Lexington, but some sixty-five young ladies offered themselves as recruits for the new army. And justice compels me to add that they were more than usually well-fitted. Many of them were graduates of high schools. Some of them had had practice in teaching. It is, doubtless, true that there are at all times as good fish in the sea as were ever taken out, but I always thought that that first catch was a little above the average of general humanity.

This school, at its opening, had the advantage, too, of coming after more than twenty-five years of that educational revival which arose early in the first half of the century, and, beginning at the base of the educational fabric, has gone on expanding and rising ever since. Men had come to believe in the dignity and importance of primary teaching. The common pedagogue had ceased to be contemptible. The school ma'am had begun to be treated with deference, and to beam with a new radiance under the influence of better pay. It was, therefore, a stimulating time. The vitality of such leaders as Horace Mann, had gone into the educational movement. Great things were expected of it; great things had begun to be achieved by it.

During the quarter of a century which followed, and whose close we are to-day celebrating, what mighty changes have taken place in our country,—changes affecting the very foundations of our civilization,—changes affecting the very substance of our national polity ! Through what terrible agony the nation has passed ! The people have had, as it were, a gigantic spasm of intoxication. All the passions, high and low, that agitate the human bosom, have broken forth in unexampled fury, flooding the land with a desolation previously unknown. By the side of the holy rage of patriotism and philanthropy, we have witnessed the fiendish raving of tyranny and treason. The gamut of our national and individual emotions has reached a greater height and touched a lower depth than anything before recorded in our history. The nation has passed through a violent fever. But, in the process, it has thrown off the virus that engendered the disease, and stands forth to-day,

cleansed, as we hope, of its worst impurity. Heroic times these have been,—such times as are separated in history by intervals of centuries. It will be a long time before we shall be again as noble or as base, as good or as bad, as true or as false, as long-sighted or as short-sighted, as God-like or as fiend-like as we have been during these years. There is nothing like war for turning men inside out, thus showing what stuff they are made of, and to what extremes of good and evil they may go!

And among the forces at work during this period, educational ideas have been by no means the least active. In many respects there has been a wonderful advance. Free schools have been established by law in many new states. High Schools, Normal Schools, Colleges have sprung up everywhere at the call of the educational reformers, as the warriors sprang from the heather at the whistle of the Highland chief. Ideas, principles, institutions, that were supposed to belong exclusively to New England, and preëminently to Massachusetts, have gone forth west and south, over the vast areas of the prairies, along the magnificent stretches of the Mississippi and its branches, among and over the crags and peaks of the Rocky Mountains, until at last they have surged against the waves of the great South Sea. In 1854, the number of normal schools of all kinds in the United States was only eight; twenty years thereafter it was one hundred and thirty-four, nearly seventeen for one. And this, although one of the most striking, yet was by no means the only indication of progress. The friends of education became everywhere aggressive, on the platform, through the press, at the ballot box. Politicians became obsequious, legislatures and governors surrendered at discretion. The free school gospel was everywhere proclaimed, and the free school influence everywhere felt.

One result, adverse but inevitable, has followed. The zeal of the educationists has stirred up opposition. Let a man take his stand in some public place in your city, and proclaim daily with the confidence of undoubted conviction any fact or principle; let the proclamation be repeated day by day, and hour by hour, for twenty years, and one consequence will surely be that men will get tired of the repetition. Silent murmurs of dissent will arise, and silence, after a little, will develop into sound. And it may come to pass that the plainest and most useful truth shall come to be flatly denied. It has been a little so with the free school

preaching. Education has suffered, somewhat, the fate of Aristides,—men have got tired of hearing it praised, and, besides, some have been disappointed in the results of the teaching. It has not cured all the dyspepsia. It has not corrected all the moral depravity. It has not sweetened all the tempers. It has not put up the price of real estate when you wanted to sell, and put it down when you want to buy. In other words, the schools have not met all the unreasonable expectations entertained concerning them; and so some of their early friends have become tired and disappointed. And these tired and disappointed ones have been reënforced by the unwilling, not to say the stingy, among the tax-payers. And the consequence is palpable opposition to some features of the best of our school systems.

Against some of the practices that have prevailed in connection with the public schools, there ought to be a protest. Indeed, it would be strange if it were otherwise. The free school men have been human and fallible. They have made mistakes. They have, sometimes, done foolish things, and sometimes even wicked things; although, considering their great numbers and the vast influence they have wielded, their character has, on the whole, been high, and their conduct worthy.

Among the evils that ought to be discontinued may be named the extravagant expenditure for school buildings. I know not how the case has been in Massachusetts, in recent years; but in some parts of the country this abuse has grown to a fearful magnitude. Ambitious towns have vied with each other in the stateliness and excessive ornamentation of their school buildings, as well as in the imposing grandeur of their consequent debts. The interest in education has been turned into an instrument for giving city values to the sequestered acres of the boundless prairies. The temple of learning has become the temple of mammon. Thus education has been prostituted to base ends, and a suspicion has been cast upon its honest advocates. No lesson needs to be taught with greater emphasis than the lesson of a reasonable economy. The recklessness of expenditure, that has marked the American people since the war, ought to be counteracted in all possible ways. Especially ought the young to be kept free from its baleful influence, by precept and example. The youth of the land ought to be taught the worth of steady industry, and the ruinous effect of lavish expenditure. They ought to be taught that the getting of something for nothing is, in a high degree, hurtful to all concerned, and mostly to

him that gets. To this end our schoolhouses ought to bear perpetual testimony. Plain, convenient, elegant, if you please, but not gorgeous, they ought to be. They must not be expensively luxurious. It will be all we can do in this country to keep ourselves up to those rigid notions of life and its duties, without which the republic will some day go to pieces. There is untold danger in so training the young as to accustom them to think that greatness belongs only to costly things.

Another evil has been the multiplication of educational ~~issues~~ items. In saying this, I do not forget that I am standing on Massachusetts soil, and that the grand old Commonwealth has nobly done her share in the matter of innovation and improvement; that she has been the nest of ~~issues~~ items, so to speak, and that some of her brood have gone forth on grand flights of effective good will. She has done the world great service by her deviations from ancient pathways. But in this matter of education, the innovators have been too numerous. Too many have aspired to the functions of discoverers. Every cross-road pedagogue, if one may indulge in a little hyperbole, has sought to develop a system, new, original, and fit to displace all existing methods. If all the pretended educational philosophy that has been published in country papers, and in educational journals, and in reports, were to be gathered together into one gigantic work, it might profitably be used in our criminal jurisprudence,—the reading of it might be made a substitute for capital punishment. Too much of the time of teachers has been given to experiments with fanciful theories, and too little to downright faithful work in imparting knowledge and training mind. There has been too much of a hankering after glory, and too little of a homely desire to be useful. For the educational reformer there is always a genuine need. The voices that have spoken to the army of teachers, and given the command to advance, have been welcome voices, inspiring the rank and file with courage and hope, suggesting new realms to be conquered and a nobler heritage to be enjoyed. But they are also rare voices. The leaders that utter them are separated by centuries, and the common talk and thin philosophizing which is so plentiful, is of small worth in comparison. I do not affirm, be it understood, that the true prophets are limited to any particular class or country. They are, sometimes, graduates of Universities. Their power is sometimes born of their disadvantages,—they are great, because, to all appearance, greatness was made difficult to them. The genuine reformer may spring

from the palace or from the hut. The only requirement is that he shall be genuine,—that he shall have a message worth delivering,—that he shall be an anointed seer, and not a victim of abnormal vanity, or a dupe of his own ignorance.

I add the name of another sore evil that ought to be corrected, and that is the expensiveness of text books. There is certainly no reason in the nature of things why this burden upon the people may not be largely diminished. The tax on knowledge, in this country, is simply enormous. If any one can give a reason why a book, which actually costs thirty cents, including the author's royalties, should be put to the purchaser at one dollar and a half, it would be pleasant to know what that reason is. But this is not the place for the elaborate discussion of this topic.

So much by way of concession to the fault-finder. Some other similar admissions might be made. But these items have been mentioned in order to show that the view we are taking is not one-sided, that we are willing to look at the defects of our educational systems as well as their merits. Let us now hasten to say that, on the whole, the educational progress of the country has been in the right direction. The points that have been gained ought to be held. If we compare the school-system of such a city as Salem, as it is to-day, with what it was sixty years ago, we shall find certain clearly defined differences. Then, there was little or no schooling for girls; now, girls sit by the side of their brothers through all grades of the public schools, and are beginning to crowd, with a cheering success, into the oldest universities. Then the curriculum in the public schools was very limited, including little more than the ancient trinity of topics; now, it takes a man of some learning to know even the names of the mysterious forms in which knowledge comes to our children. Then there was little grading,—a school was a school, unless it was an academy or a college; now, the grades are many, the educational ladder reminds you of the reach of steps in Bunker Hill Monument. Then, the art of teaching was scarcely heard of; now, it is brought home to the business and bosoms of the people of the United States by an annual outlay of near a million dollars, paid out of state, county and city treasuries, not counting the sums expended upon private institutions. Then, high schools were almost unknown; now, they dot the land, from Passamaquoddy Bay to the Golden Gate.

Now the doctrine of this speech is, that, with a few slight ex-

ceptions, this change has been all for good. It has been a genuine and needed progress. We are nearer the New Jerusalem by just so much ; and as Christians, philanthropists, patriots, we ought to stand to our colors in defence of what has been achieved. We ought to insist upon preserving every jot and tittle of all that is essential in it. Whatever may come of clamor, or criticism, or opposition, we ought not to retreat an inch. The empire thus far conquered ought to be kept intact. If its boundaries change it must be by enlargement and not by contraction. Suppose that surrender were thought of, where should we begin ? Shall it be with the education of girls ? Shall we return to the time when the boy had every stimulus to urge him on to self-improvement, while the girl found herself barred and shut in on every side ? He would be a bold man who would propose that in these days. Shall we limit the free school to reading, writing, and arithmetic, as of old ? That would be to lower our work to the grade of an infant civilization. Time was when the ability to read and write conferred great dignity on its possessor, because, to the mass of men, those simple arts were an unfathomable mystery. But now the multitude reads and writes, and a man who knows no more than this must be pronounced very ignorant. Shall we listen to the recent clamor that demands the abolition of the High Schools, and in the language of a distinguished divine, furnish free schooling "only to little children from six to ten years of age ?" But this would be to degrade our school system to the category of a charity,—a sort of intellectual broken victuals, to be doled out to the poor and lowly, instead of the wholesome feast to which every child in the land sits down by right. And we can as little spare our seminaries for teachers for, by their help, we make the quality of the free school work what it ought to be. The Normal School is the guaranty that the child of the poorest laborer, whose tuition is furnished at the public expense, shall be as well taught as the child of the millionaire. It is to make this guaranty effectual that the state undertakes the task of fitting teachers. Shall we discard the study of nature and shut out the child from an intelligent contemplation of earth and sea and sky, of mineral, animal, and plant, making him a stranger to the beautiful furnishings of the house in which God has placed him ? This would be a folly too palpable for consideration. Thus it appears that retrogression is no where admissible. Nothing of what has been gained can be given up.

But, of course, the reactionists do not agree with us. They fix upon certain parts of the Free School System, and over them pronounce the doom of repeal. Among these, I suppose, we may count the Free High School and the Teachers' Seminary. These two, stately, fruitful boughs of the educational tree, they propose to lop off. The chief magistrate of a great state is slashing away at one with the ponderous axe of an executive message. The near-sighted politicians, in many localities, are assailing the other with their dull and diminutive hatchets. The tree, as it now stands, is a majestic growth, with stout trunk and shapely contour, yielding a nourishing fruit and affording a grateful shade. But if this maiming is allowed to go on, if these two crowning branches are cut away, it will look like a stunted thing, and men, who have heretofore regarded it with admiration, will turn away from it with disgust. Instead of being the principal ornament of our social landscape, it will be a dwarfed, unsightly blemish thereon.

I should be sorry to be understood as maintaining that this opposition to the high school does not arise from a sincere desire to promote the public good. I desire to make no such affirmation. My experience in life has taught me that it is quite possible for persons to differ widely about the most important matters, and that with perfect honesty. But yet I think it is true that the opponents of the free high school may be grouped into certain classes. I am sure it is so in the interior states, and assume that it is probably so in New England. These different classes of persons have learned to measure the public good by certain rules of their own. They emphasize certain phases of life and its duties, and fail to see the importance of other phases.

Among these may be named, first, some of the advocates of denominational schools. These perceive, and justly, the value of religious instruction. They think the best condition of things possible would be to put all higher education under the control of the religious denominations. They see clearly the moral dangers that surround the young, and they think the best safeguard against these dangers would be the joining, with all studies, of positive, formal religious instruction,—so positive and so formal, and containing so much that is special, that only a single denomination could impart it all. The truths common to all Christian sects do not seem to them sufficient for this end. They do not like to have the catechism too much diluted.

Another group consists of some of the friends of private schools and colleges. They seem to think that the maintenance of the free high school introduces a hurtful rivalry among the agencies of culture,—that in some way it serves in the public mind as a substitute for the college and academy, without actually doing the work of either, and that, therefore, these time-honored, endowed institutions would be better maintained, and do a more useful work, if the high school should be removed out of their way.

And thirdly, there is a group of men who regard the public schools chiefly, and in some cases solely, with reference to their cost. To them there is just one thing desirable, and that is to reduce expenses. They are tired of being taxed for the education of other people's children; they do not relish the fact that this washer-woman's daughter, or that day-laborer's son is reading Homer, or studying the stars, or prying into the mysteries of chemistry and botany at their expense. Wishing to secure a diminution of the cost of schools, they recommend a curtailment of the course.

Now, in reply to these various groups of objectors, let us say that we do not think that the public school instruction ought to be limited to the mere elements of the common branches. It ought not to be so limited. First, because such a limiting would be fatal to the hopes of large numbers of children. In countries where denominational schools have been tried, notably in England, they have never been able to reach anything like the whole population. I have the fullest desire to see the rising generation brought under the influence of Christian principles. Believing that Christianity is *the* faith and not *a* faith, I would see every growing mind pervaded with its divine influence. But for the sake of imparting my particular form of Christianity in the schools, I would not shut out from the benefit of all culture the millions who would miss it by this arrangement. Suppose, for a moment, that in any of the northern states of this Union all public provision for teaching should be discontinued, except for the little ones,—for the pupils of primary and intermediate grades. What would be the consequence in regard to the amount of thorough instruction imparted? How many of the children would ever get beyond the mere rudiments? How large a number would ever become really educated? The safety of the state demands the schooling of thousands of children whose own fathers and mothers would never give it to

them. And schooling means more than the ab abs. It is the merest sophistry to talk about reading and writing as being sufficient for a man in these days. And if public provision is made for reading and writing only, then the majority of our people will acquire no more. So that the effect of this confining of all higher education to denominational schools would be a cloud of mental darkness, that would be vastly more dangerous to Christianity than the skepticism taught in all the schools.

And is it not a short-sighted policy that would suppress the high school in the interest of the colleges? Where do we find colleges established and flourishing? Is it in regions where, by the absence of high schools, they may be considered to be all the more necessary? Is it not rather where they are stimulated into being by the presence of these schools? Why is there not a Harvard in South Carolina, or a Yale in Virginia? It is not for the want of wealth. It is not for the want of churches. But it is for the want of that powerful stimulus from below,—that magnificent thirst for collegiate learning which is engendered in the higher grades of the public schools. Harvard stands on the spot where the high school was born. Yale is nestled among the towns that support it by law. The air around Michigan University is resonant with the sound of high school bells. The Northwestern University of Illinois is little, if any, nearer Chicago than McKendree is to Saint Louis. And in years it is but a babe by the side of its southern competitor. Both are under the fostering care of the Methodist church north. But the Northwestern is already stepping forth with the strides of a giant, while McKendree moves with slow and toilsome pace. What causes the great difference? One cause is undoubtedly this: The Northwestern is surrounded on every hand by the free high schools of Northern Illinois and surrounding states. It breathes an atmosphere of higher intelligence; whereas, until recently, the public instruction imparted round about McKendree has been mainly adapted to "small children from five to ten years of age." University education cannot be made to stand by itself. It must have a foundation whereon to rest. It must have a soil into which it may thrust its roots. There must be a taste for culture among the surrounding population.

This limitation of the scope of public instruction ought not to be made, because it would take away the life of the lower schools. Every pupil in a lower grade feels the influence of the high school.

Admission into it is an honor to which many of them look forward with hope. And even those who have not this expectation catch the contagion and are stimulated to greater activity by the force of their companionship. The high school of any town is the head of the system, and its influence thrills along the lines of promotion. Cut off the head and this transmission of energy vanishes. The decapitated trunk it will be difficult to vitalize. I have a high appreciation of the value of the kindergarten, or of any method by which the work of learning is made easier or its results endowed with added worth. But I believe that, as an educational force, the high school exceeds it, and that by just as much as motive is mightier than method.

Shall I say a word in defence of the normal school? Shall I attempt to show how it completes, fills out the other work? Shall I strive to prove how, of all educational instrumentalities, it is the most economical, because, by furnishing instruction worth the money it costs, it makes every other agency productive, how, by raising the qualifications of teachers, it adds to the worth of the work done in every school-room? Shall I argue that, of all institutions, it is the most democratic, because its aim is to secure for the poorest child as good and effective a teaching as the wealthiest can secure for money? I will make no such attempt at demonstration. You know it already. The State of Massachusetts knows. The battle for normal schools has been so many times fought and won here, that the conquest may now be considered final. Here, before the mother, it is not needful to plead the cause of the children.

And yet there is one sophism, as it seems to me, with which I will detain you but a moment. Why should the state be at the expense of educating teachers more than lawyers, physicians, or clergymen? The answer is not far to seek. It is, first, that in a land where all men vote, the education of the people is essential to the safety of the state, and experience has shown that to furnish schools, without some care about the quality of the teaching therein, is to make shameful waste of the public money and to endanger the public welfare. Experience has further shown that the normal school is the most efficient instrument ever devised for improving the quality of the teaching in the schools of any state. It acts, not alone upon its own pupils and graduates, but also, indirectly, upon the whole fraternity of teachers. The very thought

that an institution exists for the purpose of training teachers, causes a flutter of excitement among the entire body, and the wholesome emulation thus engendered, makes all the teaching better.

Secondly, you are not obliged to employ this doctor, or that lawyer, or to contribute to the support of the other clergyman, unless you prefer so to do. You have not a particle of financial interest in any one of them, except as you voluntarily assume it. But not so with the teacher. He is appointed for you by public authority. You are taxed, whether you will or not, for his support. If you do not like him and prefer to employ another, you must first pay your share of his salary, and then, in addition, pay the man whose services you prefer. Does not this give you some interest in his qualifications? If you must, whatever your wish may be, employ this man, have you not some reason for seeing to it that he has not purchased his diploma, as they say some doctors have done? Will it not be wise for you to expend a small fraction of what you pay as a school tax, in securing for him the needed thoroughness in qualification?

The aim of these brief suggestions is to strengthen the hands and hearts of all friends of education against reactionary tendencies. To what extent you have felt the influence of these tendencies in Massachusetts, I do not know. But in some of the New England States, they have already, if I am rightly informed, produced some undesirable results. As I understand the case, there has been a palpable retrogression in, at least, one state, on the question of high schools. The friends of free schools, in the interior and west, will feel it, as a sad disappointment, if New England forgets her antecedents and retraces any of the glorious steps that she has taken in the past. Not that we are looking for any such result, at least in Massachusetts. She has been too many times tried without being found wanting, to leave us at all in doubt.

As I pass over your territory, traversing your country towns and wandering among the busy haunts of your manufactures and commerce, I am made aware of great changes in the character of your population. You are no longer a unit in race, a single and undivided people. The stranger has come among you. Your soil is largely passing into new hands. Fields that were once cultivated by the sturdy, God-fearing Puritan, are now portioned out to the imported Celt. And the rising generation is largely,—you know

how largely,—the children of the stranger. Time was when New England households were large, when every domicil was crowded with little ones. Around the hearths, the grand ideas and the heroic life of the fathers were imparted to the children. With every generation, there was, therefore, an enlargement of the old influence, an extension of the kingdom of the New England life. The new generation was always mightier than the old, because more numerous. But the new generation was baptized into the spirit of the old. The large families are still here, but they are no longer in the line of the old succession. You no longer have them daily and nightly under your roofs. These little ones, in the tender and plastic period of their lives, are moulded by other forces than those that have played around your tables or before your fires. They listen to other traditions. They are inspired by other ideas. The prejudices that rule them, so far as they are thus ruled, are not of New England's begetting. They bring with them a heritage of faith and opinion and culture and passion, whose origin is elsewhere. The traditions of your elders have little influence upon them.

Now, do we believe that American civilization contains anything that is of worth? Do we believe that these alien millions would be benefited by being brought fully under its influence? Do we believe that the various peoples who come here in search of freedom and happiness, ought to be made one,—ought to be Americanized? Then we must keep up our free schools in all their vigor and extent. No other power can reach these people. Neither our churches nor our social circles are frequented by them. There is nothing left for us but to charge our free schools with just as much of the spirit of genuine freedom, regulated by law and vitalized with a Christian philanthropy, as we can crowd into them. Thus, only, can we hope to make a homogeneous people out of the conflicting clans into which we are in danger of being split.

The Fourth of July is an eminently fit day for celebrating the anniversary of a normal school. Education is the source and the symbol of all true freedom. What is national independence to a man shrouded in mental darkness? What is personal liberty to a man who has not the control of his own faculties? What are outward tyrants to a man who is not master of himself,—who is already dominated by prejudices and passions and mental feebleness? The fathers of '76 did well. Blessed be their memories.

They set free the bodies of men ; they ordained that outward tyranny should hold its hand. But there is a nobler independence. It is that which comes with culture. It comes as the soul looks forth upon new fields of knowledge. For it is of the nature of mind to possess whatever it sees. Its regal quality is such that all God's creation submits to it on the sole condition of being understood. Knowledge, therefore, opens an empire to every soul that knows.

And of all educational instrumentalities, the normal school is the most characteristic. It is the most democratic. It has in it the largest measure of the genuine spirit of the Fourth of July. And so, allow me to close with the earnest prayer that God may bless, and that men may honor and support, the Normal School and the Freedom represented by Fourth of July.

At the close of Dr. Edwards's Address, the audience listened to a Poem, written by Miss Edith E. Wiggin, of the class of July, '68 (read by Miss Symmes, a recent graduate).

POEM.—MIDSUMMER.

Midsummer now is here !
Her heralds far and near
    Proclaim her reign ;
From toil she grants release,
And brings her own glad peace
    To heart and brain.

To keep high holiday
She hangs her garlands gay
    Upon the trees,
While o'er the forest wall,
Her banners rise and fall
    With every breeze.

The year breathes deep and long,
Its heart beats full and strong
    With joyous thrill ;
With each throb the life-blood flows,
And the crimson heart of the rose
    Glows deeper still.

This glory cannot abide,
And the flooding summer tide
Must backward flow ;
While the radiant drift it bore
Shall bleach on the barren shore
And wait the snow.

The brook its song shall breathe
In whispers low beneath
A winding sheet,
While strong, relentless hands
Shall bind with icy bands
Its glancing feet.

The leaves that dance o'erhead
Shall rustle beneath our tread
Upon the plain ;
The birds will southward go,
The sunlight paler grow
Through veiling rain.

But no thought of coming change
O'er our fancy's joyous range
Shall cast its gloom :
What though the roses fade,
And in the dust are laid ?
To-day they bloom.

To-day the robin sings,
The south wind fragrance brings
From tropic isle ;
The daisy lifts its head
Beside the path we tread,
With nod and smile.

Midsummer sunbeams pour
A flood of radiance o'er
The waiting land ;
Bathed in the golden light,
Green hill and far, blue height,
Transfigured stand.

Forgot are toil and care,
We breathe a perfumed air,
We tread on flowers ;
In music and in song,
Uncounted glide along
These sunny hours.

When o'er our hearts long tried
Life's joyous summer tide
Rolls back anew,
Shall not the frost of pain
Dissolve in gentle rain
And healing dew?

Sure that a hand divine
Appoints our shade and shine
In wisest way ;
No fear of gathering cloud
Shall with its gloom enshroud
Our glad to-day.

The exercises at the church closed with the singing of a Hymn (printed below), written by Miss Alice M. Guernsey, of the class of July, '70, and with prayer and benediction by the Rev. Fielder Israel, of Salem.

HYMN.

O land of shore and wave,
Thy sons have died to save
And keep thee free ;
O land, thy mountains gray,
Kissed by the morning ray,
Touched by the ebbing day,
Guard Liberty.

Dear land that God has blest,
Heaven send thee tranquil rest
On every strand ;
With homage leal and true,
Our vows will we renew,
And pledge thee honor due,
Dear fatherland.

Dear home our hearts have loved,
Whose memories have proved
A guide and shield ;
Work which our hands have wrought,
Tribute of kindly thought,
Trophies to thee we've brought,
From many a field.

Well may we roll along
Thy silvern birthday song,
Dear home of peace;
And sing with voices gay,
Our country's natal day.
God guard ye both, we pray,
Till time shall cease.

The association and invited guests then proceeded to Normal Hall, where, after a blessing had been asked by the Rev. W. H. H. Marsh, of Salem, dinner was served. A new and pleasant feature was the accompaniment of music furnished by a serenade band.

The customary after-dinner speeches were interspersed with letters and other contributions from past members of the school.

In response to the call of Dr. Hagar, who, at the request of Miss Boutwell, presided at the table, the Rev. C. C. Hussey, of the State Board of Education, addressed those present, in behalf of the Commonwealth.

Miss Rebecca Gray, of the class of February, 1860, then read the following Poem, which she had prepared for the occasion.

POEM.

I, who, in former years, essayed
Some "nonsense rhymes" to sing,
Am here again on this glad day,
More of the kind to bring.

Ah, me! 'tis many a year since I
My Alma Mater left;
How sad, indeed, it is, to be
Of such a friend bereft.

But now she opens wide her arms;
Bids me come home once more
To sing another song to her,
As in the days of yore.

I thank you, Alma Mater dear,
For your kind thoughts of me,
When fair, young daughters might, instead,
Make sweetest melody.

My voice, not over tuneful e'er,
Discordant now has grown ;—
'Tis best, like good George Washington,
The simple truth to own.

Oh, what a Vandal old Time is !
He streaks our hair with grey ;
May to October turns, but ne'er
October back to May.

But why lament our withered youth ?
For, in some fairer clime,
We may in fadeless beauty bloom,
Beyond the reach of Time.

My prelude is, by far, too long :
And now what shall I do ?
What name can I this medley give ?
We'll call it " Old and New."

For nineteen years I've been asleep,
And now am scarce awake ;
So pardon me, dear friends, if I
Should some strange blunders make.

'Tis now a quarter century since
This temple reared its head,
A peer amid old Salem's towers ;—
Ah, how the years have sped !

How have these years with change been fraught,
As rapidly they've run !
What hopes, joys, sorrows, have they brought
To us and every one !

What changes in our country, too,
Before our eyes have passed !
Oh, why with ruby-pointed pen
Did Clio write so fast ?

No war had twice ten years ago
Its many thousands slain ;
No Martyr's death had made to throb
Columbia's heart with pain.

The mandate then had not gone forth
From East to Western Sea,—
" Break every fetter, every yoke,
Let the oppressed go free."

No Chinese problem then had vexed
Our politicians' souls ;
No visions then had e'er been seen
Of women at the polls.

Ye legislators, now take care ;
Just let the camel's *nose*
Be thrust into the tent of state,
And in the *camel* goes.

Some people say, with truth perhaps,
These times are very bad ;
And think that more than half the world
Are really going mad.

With everybody they find fault,
And almost every thing ;
"Oh, things are not as once they were,"
Is all the tune they sing.

The pie of discontent they eat,
Because the world's awry ;
But ne'er, like Jacky Horner, find
A plum within the pie.

Oh, how they vex our boys and girls
With many bitter taunts ;
And never, in their scoldings, spare
"Our sisters, cousins, aunts."

You never heard these people talk ?
Just listen then awhile ;
And if they do not us provoke,
They may provoke a smile.

"How rude the children grow," they cry;
"Boys used to make a bow,
And girls a courtesy, but, oh, dear !
They make up faces now.

"They call us every kind of name,
'Old four eyes' and the like ;
In fact, so impudent they are,
One feels impelled to strike."

You dear old croakers ! what you say,
We will admit is so ;
But once some naughty children said,
"Go up, thou bald head, go."

"And then, the girls, what foolish things!
Once they could knit and sew,
Could bake and brew, and spin and weave;
'Tis little now they know!

"But girls and spinning wheels are now
Mere ornaments, we've learned;
Our grandmothers' old looms, alas!
Are all to heirlooms turned.

"The women think that they must vote;
At home they'd better stay,
And keep the children from the street
And every evil way."

Good bye, old grumblers, go your ways;
This story o'er and o'er
You've told, with very little change,
For forty years or more.

The Israelites when journeying on
To Canaan's promised bliss,
Full oft distressed their leader meek,
With murmurings such as this:

"Who will in all this wilderness
Provide us flesh to eat?
For now our souls are dried away,
Because there is no meat.

"Oh, for the garlic, fish, and leeks,
The cucumbers beside,
With which in Egypt's land we were
So plenteously supplied!"

So, many people, in these days,
Still cling to customs old;
The "milk and honey" new, refuse,
While manna gathers mould.

'Tis hard to make them understand
That Progress and Reform
Are often marked by sad mistakes;
'Tis sunshine now,—now storm.

Sometimes the way is peaceful, calm,
Then comes the earthquake's shock;
Sometimes we drink from Marah's wells,
Sometimes from Horeb's rock.

It may not be amiss to note
How prominent a part
Has been in these last years sustained
By science and by art.

'Twas said, not very long ago,
Invention's wheels were tired ;
And therefore could not onward go,
However much desired.

But presently up springs a man
From somewhere "way out West ;"
He puts his shoulder to the wheels,
They move at his behest.

Look ! how they now go rattling on
With more than Gilpin pace !
Oh, never in our lives before
Have we seen such a race.

And many others join the race
With their inventions, too ;
Astronomers are "looking up"
Some more "new stars" to view.

Electric lights smile on the scene ;
The phonographs all laugh :
And telephones, this side the world,
Shout to the other half.

Dear Mr. Edison, forbear ;
"Give us a rest," we pray,
Or, with your gimcracks, you will drive
Our senses all away.

Don't let the little flies walk round
With elephantine tread ;
Nor bid snow-flakes and feathers fall
Like solid lumps of lead.

Don't make our pulses beat like drums,
Our breath like whirlwind sound ;
Nor let our gossip, spoken low,
Be echoed all around.

Reverse your microphones, and help
Earth's tumults to grow calm,
And all its clangors change to chimes
"Of holy hymn and psalm."

Or else invent some instrument
By which, in coming years,
We may, whene'er we will, draw down
"The music of the spheres."

"One word more," as the preachers say,
And then my story's told;
Full long we've *harped* upon the "New,"
We now will *sing* the "Old."

Where are the friends we used to greet?
Where have they stayed so long?
Some sing "Lang Syne" with us to-day,
Some sing a newer song.

And some have doubled stormy capes,
In far-off lands to dwell;
Others have doubled all their joys,
Some have not done so well.

Still others teach the young idea
The proper way to shoot;
But often, though their aims are good,
Their archery fails to suit.

And one,—I well remember her,
Blue-eyed, brown-haired, not tall,—
She chose a reverend to be,
Quite contrary to St. Paul.

Like candlestick of purest gold,
With seven lamps around,
Seven teachers, with their leader, were
In this fair temple found.

The golden lamps are scattered now;
Some, other temples light:
Yet, let them glow where'er they may,
We'll keep their memories bright.

The candlestick is now removed
From out his earthly place;
But still the "fine gold" shines undimmed
Before his High Priest's face.

When twenty-five years more have flown,
'Tis needless to enquire
Where we shall be, who meet to-day,
What hopes will then inspire.

For summer blossoms, now so fair,
Their lives with sweetness filled,
Will then by autumn's frosts be touched,
We fall-flowers, winter-killed.

Dear friends, farewell ! We'll hope to meet,
No more to say " adieu,"
When old things shall have passed away,
And " all things" are made " new."

Gen. Wm. Cogswell, Ex-Mayor of the city of Salem, responded for the city.

Dr. Henry Wheatland, who, for several years after its establishment, was connected with the school in the capacity of Visiting Committee, alluded to its early history and referred, in closing, to the faithful services of Nathaniel Berry, its first janitor. At the conclusion of Dr. Wheatland's remarks, the band very fitly played " Auld Lang Syne."

A Letter, which had been received from Miss Ellen M. Peirce, of the class of February, 1859, now at the head of a Girls' Seminary, at Aintab, Asiatic Turkey, was next read.

AINTAB, May 5, 1879.

Dear Friends:—Since October, 1876, I have been connected with the Girls' Seminary here, under the patronage of the American Board of Commissioners for Foreign Missions.

This institution was started nearly twenty years ago by Miss Proctor, a graduate of the class of 1857 of the Framingham Normal School. It was founded at a time when the education of woman in Turkey had no prestige ; it has seen, since its establishment, a great and glorious change in this respect. Now every year, from the various cities and villages in this part of Turkey, a goodly number of girls are received into our school.

For several years graded schools have been established in Aintab, and a regular course of study marked out for them and for the common schools in other places ; and candidates for our seminary must have passed through these lower grades before being accepted by us.

In our school we have boarding and day scholars. At the present time we have twenty-five girls in our family, nineteen of whom are in our seminary and six in a lower grade of schools.

We have thirty-nine girls in our seminary, twenty-two of whom belong in Aintab. These girls, with the exception of one Moslem, are Armenians.

I should like, instead of writing to you, to give you a look into our pleasant school-room with its new American desks, the gift of friends in Salem. You could select some very good candidates for your Salem Normal School, I think, if you could step in among us. As it is, we graduate every year some very good teachers. Our chief difficulty is that girls marry so young here; therefore, we cannot get *experienced* teachers.

A year ago, Miss Proctor resigned her place as Principal of this seminary, and the position has since fallen to me.

You have not time to listen to a long letter now, but may I not bespeak your kind sympathy and consideration for this intensely interesting work.

I might add that, before entering upon the work of teaching, I translated, with the help of competent native assistants, a series of Arithmetics into the Turkish; before another year these will be printed for our use. We anticipate great help from them in all our schools.

With my heartiest salutations to all the friends gathered to celebrate the "Quarter-Centennial" of the Salem Normal School, and my best wishes for its future prosperity, I am

Very truly yours,

ELLEN M. PEIRCE.

The Hon. John D. Philbrick then spoke upon the subject of Education in general, saying humorously in ~~the~~ beginning that he did not know why he was called upon, unless it were to represent the world.

Mrs. Mary Spofford Cutler, of the class of January, 1861, followed with a paper entitled "Chronicles of a Country Minister's Wife," of which we give, as the conclusion, her

TRIBUTE TO PROF. ALPHEUS CROSBY.

And, if the minister's wife in her sphere has been intellectually any "helpmeet" for her husband, or has been able to teach her children aright the beginnings of knowledge, or if she has ever stimulated any of the young people among whom she has lived to seek for higher attainments,—she gladly chronicles the fact that from this room and from the teachers here have come the inspiration and the enthusiasm for her work. Many a time has her heart's desire been, "Oh! to do for somebody what some of my teachers did for me!" Oh! to be able to help and encourage somebody as *he* could help and encourage, whom some of us sadly miss from this room to-day;—his kind face looking down upon us from the wall, making the loss of his bodily presence only more real.

We had not thought that *he* could die:
Others had fallen,—the great, the good;
But as we looked
Adown the time to come, the thought
Ne'er came to us that we sometime
Should miss his smile,
His kindly word, his ready help.

The marble, chiselled by the hand
Of loving artist, knows not when
That hand is still;
Else we should think e'en stone would weep.
He shaped our minds to high ideals;
His work was wrought
On us. We are *not* stone to-day.

Teacher of teachers, Oh! that all
Whom thou hast taught might be like thee,—
Wise and yet meek,
With reverent love for God and truth,
With love for country, love for man,
And charity for all.

Mr. Albert G. Boyden, Principal of the Bridgewater Normal School, Col. Francis W. Parker, Superintendent of Schools in Quincy, Mass., Mr. Nathaniel T. Allen of West Newton, Mr. George A. Walton, Agent of the Board of Education, and the Rev. Richard Edwards, made brief addresses.

In the course of his remarks, Dr. Edwards called attention to the portrait of Mrs. Crosby, which had just been hung upon the wall by her former pupils, and, in behalf of them, presented the portrait to the school.

The gift was accepted for the school by Dr. Hagar, who spoke of the perpetual inspiration that this and its companion picture, that of Prof. Crosby, would be to the occupants of Normal Hall.

A Poem by Miss Annie B. Stephens, of the class of July, '67, and a Letter by Miss Alice L. Blaney, of the class of July, '70, who had been for some time pursuing her studies at a Swiss University, completed the literary contributions.

POEM.

BY MISS STEPHENS.

FOURTH OF JULY, 1879.

On this day of orations, processions, and noise,
Given up to confusion, torpedoes, and boys,
From peaceful homes why have we come
At crack of cracker and roll of drum ?
In festal array why are we here,
Gathered around this board of cheer ?
With speech and poem and joyful lay,
We come to greet, on her natal day,
Our Mother dear,—may she live and thrive !
Our fair young mother, just twenty-five !
By strange concurrence and consummate skill,
With one small pebble two birds we kill,
For we offer a share in our birthday glee
To our great-grandmother one hundred and three.
You do not quite clearly perceive the relation
I claim for the tie binding us to the nation ?
Our mother's the daughter, 'tis certainly clear,
Of the Old Bay State, our grandmother dear,
And she, in her turn, for a mother, can claim
The Nation, whom I our great-grandmother name.
Then here's to the health of our mothers all three,
In fact, to the genealogical tree !
In the midst of these greetings, this gladdening cheer,
My presence will prove most depressing, I fear,
For I bring you sad news, and I do it with pain,
But on Fourth of July we expect to have rain.

And this is the fact which I have to relate :
Young America lies in a critical state ;
What is the cause and what the disease
Is not certainly known, but the symptoms are these :
Violent spasms and feverish haste,
Unappeasable cravings and strange lack of taste,
Tumultuous wants, while a passion for ease is
As marked as his fancy to do as he pleases.
Some think his disorder is purely dyspeptic,
While others pronounce it almost epileptic.
After skillful research and prolonged consultation,
The doctors declare it, without limitation,
The hardest of cases which medical skill
Has ever encountered to cure or to kill.
Shall not we, with the right which relationship grants,
For we are "his sisters and his cousins and his aunts,"
Shall we not have a voice e'er the case becomes chronic,
In prescribing some new course of treatment or tonic ?
To me it is clear, without any question,
That his troubles arise from imperfect digestion.
In discussing the subject you'll find him defective,
The result of his training on diet elective ;
When we speak of the merits of good bread and butter,
He is quite in the dark, not a word does he utter ;
When his hostess inquires, "Will you have lamb or steak ?"
He replies, "Neither, thank you, I eat wedding-cake."
Then, who would have dreamed, without investigation,
Of the trouble arising from co-education ?
It stretches before us, a lengthening vista !
That mischievous girl, Young America's sister !
Why can she not calmly move on as before ?
Not she,—in the races she takes the stroke-oar ;
While he, in competitive examination,
Racks his brain, knits his brow in extreme agitation,
Mutters low to himself, as he thinks of his rank,
"What wouldn't I give to consult with Miss ——— ?"
They have dosed him with Morals and drugged him with Art,
Until the poor fellow can't tell them apart.
In his precept and practice the curved line of beauty
Gets very much mixed with the straight line of duty.
While they grant he's been living on too high a scale,
And 'tis time to drop anchor and take down his sail,
They would have him embark for the fair islands sunny,
On the limitless ocean of free fiat money.
Does he sigh o'er new waters to carry his quest ?
They will flood the Sahara,—till then let him rest.
I propose that he graze, in seclusion and quiet,

On the Metrical System, a good change of diet ;
In the nutshells of life would he find the true kernel,
He must drink, for a season, at the well-spring of Froebel.
To improve circulation, just wrap him up warm,
Dose him well with a full Civil Service Reform,
And when free from tight-lacing of faction and party,
If you do not find him both lively and hearty,
Let him take Woman Suffrage, a most bitter pill,
Which will certainly cure him or bring on a chill.
In case his frail system sinks under the jar,
Soothe his nerves with a course of the Tonic-Sol-Fa.
And I think we may all feel entirely secure
That this course of treatment will certainly cure.
So now, on this wondrously fortunate day,
Over which gods of learning and freedom hold sway,
This conjunction of stars in our youth's horoscope,
Which sheds o'er his future the brightness of hope,
Young America's star in its glory shall shine
In the luminous heavens of 'seventy-nine.

[*Extracts from a Letter by Miss Blaney.*]

GENEVA, SWITZERLAND,
June 5, 1879.

My Dear Friends :—The life of a lady student in the universities of Europe is entirely another existence than that of a lady student in America, and it is only in Switzerland that this is at all endurable.

In each of the Swiss universities are to be found from ten to twenty ladies pursuing higher studies, and most of these are students of natural science or of medicine.

Instruction is given by courses of lectures in all the universities of Europe, and these lectures begin at seven o'clock in the summer mornings and eight o'clock in the winter, although in special cases the students are obliged to be in their places at six. The story of getting up, dressing, drinking one's coffee (for that is the only breakfast to be had in Europe), and being in one's place at six o'clock, is not to be told or written. The lectures are continued in some of the universities until seven at night and sometimes until nine.

It is seldom that more than two or three ladies meet in the lecture rooms outside of the medical course, and one is more likely than not to be quite alone ; but, as the students of Switzerland are somewhat accustomed to the ladies now, this is not so exceedingly disagreeable as in the few German universities where ladies have studied. Indeed, the students take great pride in being very gen-

tlemanly, although most of them like to think a lady's work cannot be very serious, until suddenly some lady outdoes them all and takes a degree with high honors.

Most of the professors are very kindly disposed towards the ladies in the class-room. It is only now and then one, who says decidedly that he doesn't believe in the higher education of women and does not like to have them in his lectures. Prof. Scheer, of Zurich, is one of these, and, since he is a celebrated man in Europe and is also professor of German literature, there is no course upon which the ladies are more perseveringly and constantly in attendance than they are upon his.

In each of the Swiss universities are to be found some two or three men who are world-wide celebrities. Many of these are Germans, who, on account of political troubles, have left their home and people and taken the freer soil of Switzerland for their adopted land.

At Geneva the most celebrated *savant* is Carl Vogt, the geologist. What Mr. Darwin is in England, Carl Vogt is in continental Europe. His geological and zoological researches, his vigorous support of the Darwinian theory of the origin of the human race, his many written works and original ideas make him one of the most prominent men of his time.

In the chemical department, there is also a celebrated professor here. The inventions and discoveries of Prof. Graeke have been of as much benefit to industry as to science. Prof. Graeke has charge of the school of chemistry at Geneva, which is the largest and finest of Switzerland, if not of all Europe ; the building itself is certainly not to be surpassed in the whole world.

There are a few other men of note, in the medical department, and the rector himself has received high honors from the French Academy.

Trusting that these few words upon the schools and school-life of Europe may interest some of you and give some faint idea of the busy work of other countries in the departments in which you are all interested,

I am most sincerely yours,

ALICE L. BLANEY.

In one of the pauses of the afternoon, the following Song, by Miss E. R. George, of the class of July, '63, was sung.

SONG.

Oh, hopes so bright—oh, hearts so light,
The dear old mother leaving!
Again we stand a happy band,
Her faithful love receiving;
Her honored name,
Her noble fame,
With heartfelt pride believing.

What have ye brought? What work have wrought?
O years, forgotten never!
Each passing day goes on its way,
Its record stands forever;
And, wasted leaves
Or garnered sheaves,
The record changeth never.

The steadfast soul must reach the goal,
Life's highest end attaining,
Through noble aims, unselfish claims,
The losing that is gaining;
So shall life's close
Find sweet repose
From work well done remaining.

With the singing of an original Hymn to the tune of Old Hundred, the celebration closed; and those who had come up to their old home, parted to go their several ways, carrying with them pleasant memories of one more happy meeting.

CLOSING HYMN,

BY MRS. MARY ELIOT ROTCH, Class of July, '67.

Now ere these hallowed walls we leave,
Our fervent prayer, O Lord, receive;
Grant that these hours forever be
Most fruitful in our memory.

Grant that the lessons of this day
For many feet may smooth the way;
And that, by interchange of thought,
In learning, we have also taught.

May every doubt, though unconfessed,
Depart forever from each breast;
And with fresh zeal our hearts renew
Their vow to love the good and true.

Thus may we meet together here
For sweet communion many a year,
Our Alma Mater teach us still,
Through future years, to do Thy will.